

# Investing In Quality

Early Learning and Child Care Peterborough



## Investing in Quality Peterborough

Annual Report 2020

# Introduction

Throughout the last several months, we each have lived through experiences that were life altering, anxiety driven and often tumultuous. It has been a time of constant change, new learning, and reflection.

The global pandemic brought the world to a halt and as a result we were called upon to demonstrate courage and kindness. The pandemic has changed each of us. The silver lining in all of this is that from dysregulation comes hope and new beginnings.

This year, *Investing in Quality Peterborough* asked programs to come together within their teams, to reflect upon what they have learned as a result of living through the pandemic. These common experiences anchored us and helped us to process these events. Reflecting on what we learned has helped us to think about the opportunities for creating something new within our practice.

# *What Have We Learned and Achieved This Year?*

*"Our Home Visitors and children are both so resilient! Barb found the children loved to use technology! They really enjoyed her visits with them and loved to have chats virtually. Sometimes they would nudge each other out of the way to be in the virtual spot light on the providers phone! The virtual visits were new to them and they loved expanding their knowledge of technology."*

*Wee Watch Licensed Home Child Care*



# Quality Standard #1: Relationships

*“Our educators are resilient and flexible.”*

*“We are continually learning to lean into each other and utilize our team when we are vulnerable.”*

*“Coming back to work was scary, knowing that we have been through a global pandemic together, we supported each other, formed friendships and connections –shows that we can tackle just about anything.”*

*As an educator I learned to be gentler and take time to really notice the well-being of my co-workers.”*

*As told by the Centre Administrator Jen Pulfer, Hucklebug-Stepping Stone Child Care*



# How We Built Relationships with Families

- Check-ins with phone calls, emails, and photo documentation
- Videos of staff teams and programs
- Technologies used for communication to families: Sandbox, See Saw, HiMama, BaseCamp, Zoom, etc.
- Post mail to offer experiences such as scavenger hunts, art activities and recipes
- Sent parenting resources to families
- Drive-thru graduation to celebrate children's achievements
- Had faith in our families' ability to adapt (competent and capable-HDLH?)
- Zoom Singalongs
- We asked families to share pictures of their experiences over the closure and had their permission to share with other families

# How We Built Relationships With Children

- Sent videos to children telling them we missed them and provided home activities
- Sent videos and pictures of us to children while closed with PPE on and off
- Made name badges with pictures of our face on them
- We have paid special attention to our eye contact and body language to communicate with children
- We shared videos of our classrooms with children and families so children knew what to expect when they returned and explained new routines
- We re-established old routines



# How We Supported Each Other

- Connected via Facebook Messenger, FaceTime, Zoom and WhatsApp for check-ins and online games with prizes to boost morale
- Participated in daily professional learning during closures
- Facilitated dance parties with team members on lawns to support one another
- Began a Facebook group and shared self-care strategies
- Our Wellness committee kept us connected and facilitated team activities and sent us resources
- Checking in more with staff daily, to ask how is your head, heart, and health?
- Connected with our Resource Consultant and Quality Coordinators virtually
- Implemented a fun maker at the start of our meetings which was a nice way to reconnect
- Wellness gift bags ,fruit baskets, giving fairies and essential supplies delivered to our homes
- Themed weekly dress-up Trivia nights
- Flowers and cookies dropped off to staff offering Emergency Child Care
- Nature walk & talks
- Participated in a self-regulation course together
- Developed staff orientation packages and training
- Recognized that we all may be in the same storm but a different boat



*"I feel that the relationships between coworkers was deepened by learning and understanding that this has affected everyone differently and building an understanding to each others level of anxieties during this difficult time. I feel a deeper connection to all working in our field since the pandemic because we were able to group together to show the importance of our profession."*

*Northern Lights Children's Daycare Centre*





*"An important strategy for us was to find the smaller moments of joy and focus on them, bring them to relief." Peterborough Child & Family Centres*

*"We learned we are resilient, we are ok to embrace change, we support one another." Happy Times Daycare*

*"The supervisors all came together when we were allowed to reopen. The collaboration was honestly, a beautiful thing. We expressed concerns, frustrations, and needs. We listened and supported. There was NO judgement. I really felt everyone was equal even if we didn't agree. We stood together, had our voice heard and sometimes it even worked!!! This experience can only benefit everyone, with a sense of belonging." Sunshine Day Care*



# Educator Interaction Tool

**15** licensed sites completed the tool entirely or partially

**117** educators completed the tool

\* Taking into consideration the provincial closure of childcares, program sites not operating at full licensing capacity and some program sites being closed from March until September/October, this is an accomplishment!

## Common Individual Goals Set for 2021:

- To learn self-regulation skills and how environments support self regulation
- To invite families to share their culture and traditions within the program
- To increase communication with families through virtual opportunities
- To connect families to outside resources in the community
- To learn with parents to deepen understanding of children through documentation

## Quality Standard #2: Diversity, Inclusion & Equity

*“Discussions around diversity, inclusion and equity were offered weekly to deepen our understanding, perspectives, and research. As we continue this work, we are thinking about what we need to unlearn vs. learn, our own comfortability and that we are each in our own journey of self-awareness. Together as a team, we will continue to have open and honest conversations about anti-bias education.” Compass Early Learning and Care*

# Diversity, Equity & Inclusion

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- Participated in professional learning (Communities of Practice) offered throughout our closure on this topic
- Explored articles and videos and shared thoughts as a team
- Creation and completion of a survey for teams to examine anti-oppression and anti-racism together
- Meetings to discuss ways to promote self-growth on this topic to develop an ongoing plan
- Songs we use have been adapted to non-gendered, where possible utilizing words they, them, child, and children
- Posted on our Facebook page about the importance of educating children about diversity, children's toys reflecting multiculturalism and book suggestions with messages of antibias
- Ongoing conversations about how to reduce barriers for equal participation in our programming due to the COVID changes (i.e. access to technology; limited locations), etc.
- Conducted an environment inventory to determine how diversity and belonging is demonstrated in our programs through equipment, toys, pictures, songs, food, celebrations, conversations, etc.
- Inviting families to share their traditions within the classroom-giving them a voice
- Reviewing our policies with an equity, diversity, inclusion lens and added diversity statement to provider handbook
- Self-Reg is a huge piece of supporting a democratic, just society in which everyone has the right to safety, security, a sense of belonging, access and means to engage and mechanisms accessible to all for expression.



## Diversity & Inclusion Training: New Canadians Centre

Bhisham Ramoutar, Reem Ali, and Esther Izarnotegui shared the stories of their experiences as newcomers to Canada with a group of educators. After these stories, educators reflected on questions about the newcomer experience relating to the four foundations of *How Does Learning Happen?*

The New Canadians Centre has a prolific living library that educators can access for free.

<https://nccpeterborough.ca/livinglibrary/>



## Blanket Exercise Nogojiwanong Friendship Centre

The Blanket Exercise took us through a story to help us build an understanding about our shared history as Indigenous and non-Indigenous peoples in Canada by walking us through colonization.



[Nogojiwanong Friendship \(nogofc.ca\)](http://nogofc.ca)

Thank you to the Diversity, Equity and Inclusion Committee for your partnership in these events.



# Quality Standard #3: Making Learning Visible

*“Throughout their time in Emergency Child Care, Sabrina Hemeryck and Breanna Tully explored how children used their play to work through their understandings and the complexities of what was happening in the work around them. Using a research board, they collected their observations and reflections, allowing them to help children build on their ideas and provoke thinking. They shared their journey in the community, revealing how this work helped them to see the competencies of children and their role in supporting these authentic experiences.”*

*“They became key advocates to other educators, sharing their stories of success, support and resilience. We leaned on them as we approached re-opening.”*

*Compass Early Learning and Care*





*“Working with children we have always known that they are innately gifted with seeing the beautiful things and the positives that surround them. They are mostly happy beings and bring joy to every day. This rang even more true as we watched them navigate this pandemic. As we saw them grow from disappointment not being able to return to their normal life. We saw them enjoying their families and seeing the potential for growth, learning and exploration in each new day, no matter what it brought, not worry about what was to come. We are always learning new things and new ways of viewing the world when the children we care for inspire us to see the joy in each day and in each situation. We talked about our observations, to each other and in organizational and staff meetings. We have been able to conquer this change because we have had connection and belonging which increases our well-being.”*

*Trent Child Care, as told by Stephanie Childs, RECE, Supervisor*



## Quality Standard #4: Professional Growth & Reflection

*“As a childcare community, we are resilient, flexible, determined, creative, and faced the COVID-19 challenge head on. Being stronger collectively, we have been successful at keeping families, staff, and children safe with the reopening of childcare.” All Seasons Learning Centre*

*“We learned that children are resilient and capable. They transitioned back so smoothly and did not seem phased by the masks/PPE that staff are wearing. Children are forming strong relationships. They are calm. They are reminding staff of safety procedures.” St. Patrick/St. Catherine Day Care Centres*

*“We have been having in depth conversations with educators about how to explore the outdoors more. Educators have told us that having more opportunity to play outside has changed the challenging behaviours of some children.” Resource Consultants, Five Counties Children’s Centre*



## Targeted Professional Learning to Enhance Knowledge of Children's Self Regulation and Behaviour

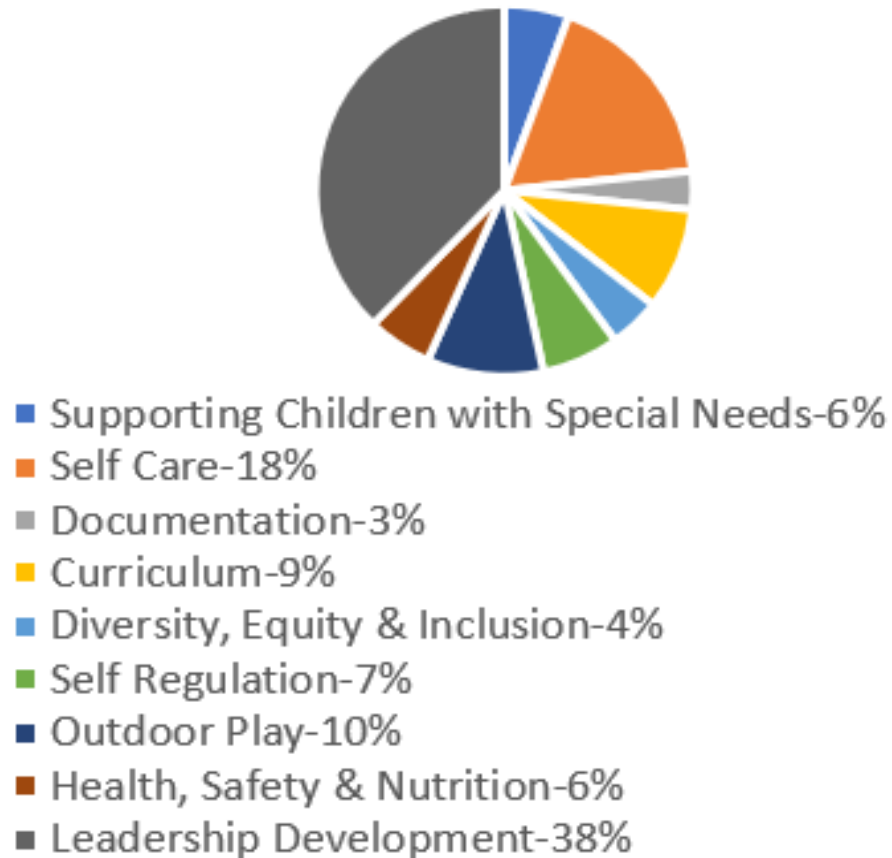
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- Pilot program facilitated by Resource Consultants supporting identified training needs for individual sites
- Programs offered: Conscious Discipline, Self-Regulation, Functions of Behaviour, Zones of Regulation, etc.

*"Several of our educators volunteered for a course in Conscious Discipline, presented by Five Counties and one of our managers. This course was a spectacular resource professionally, personally and mentally for our Educators. The dialogue and self exploration that evolved from this training deepened our relationships as an Organization, but also within our own good selves. It provided opportunities for our teams to problem share and lean on each others' strengths while accepting and acknowledging where we are our weakest. We have continued to offer this course as the year has progressed and will maintain this professional development opportunity for all present and future educators in our organization." Early learning program*



## Percentage of Professional Learning Sessions Offered by Category



This year, the global Covid19 pandemic altered the original professional learning plans of the *Investing in Quality* program.

When early learning program closures happened in March, many scheduled professional learning sessions were cancelled, and others were facilitated virtually through Microsoft Teams.

Due to government grants, some educators were being paid at least part of their wages during the closure. Many operators asked these educators to participate in a certain number of weekly professional learning hours.

**2019=48 Sessions and 2020=90 sessions**

For this reason, Investing In Quality had a 75% increase in professional learning opportunities offered to educators.

# Professional Learning Framework 2020

Investing in Quality  
Peterborough

 EARLY LEARNING  
lasts a lifetime

## Development of Professional Learning Framework

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*It is our belief as a community that all educators are competent, capable and curious and can take responsibility for their own professional learning.*

*We believe that learning takes place every day in our practice through experience, observation and reflection together.*

*Collaboratively, we can build capacity by encouraging leadership opportunities for educators to share strengths and learn from each other.*

You can access this framework on the IIQ website [Professional Learning Framework 2020 – Investing In Quality](#)

Thank you to the supervisors and community members who gave feedback on this document which will guide our community.

## Quality Standard #5: Community Partnerships

*“The Supervisor Meetings were always welcome during this time. Being at home and having all this new information being sent to us on almost a daily basis was overwhelming. It was so welcoming to know that we were not doing this alone, but also that no-one was really the bearer of all answers. We all learned this together. As a whole planet !!! I had a couple of other supervisors reach out to me from other daycares. They just wrote to me to say they were there or that they understood some frustrations. It was the professional boost I needed on some days.” (Le Centre Éducatif Les Petits Curieux)*

*« Les rencontres de superviseurs était toujours la bienvenue pendant ce temps. Quand une nouvelle directive sortait à tous les jours et que tu faisais du télétravail, c'était accablant. Ça faisait du bien savoir que nous n'étions pas seules avec toute cette nouveauté, mais aussi le fait que personne n'avait la bonne réponse. Nous avons tous appris en même temps. La planète entière !!! Quelques autres superviseurs m'ont contacté des autres garderies. Ils m'ont écrit pour dire qu'ils étaient là et qu'ils comprenaient la frustration de la situation. C'était vraiment ce que j'avais besoin d'entendre pour me pousser professionnellement des jours. » (Le Centre Éducatif Les Petits Curieux)*



# Partnerships with our EarlyON Programs

## Outdoor Play Presentation



The partnership and leadership from the Millbrook EarlyON's Administrator, Nancy Hurley was instrumental to bringing Linda Åkeson McGurk, world renown author of *There is No Such Thing as Bad Weather* to our virtual community. This facilitated dialogue helped us to reflect more as educators about how we can encourage more outdoor time with children and furthered our goal of supporting children's physical health and well-being.

## EarlyON Networks



Investing in Quality Peterborough partnered with the City of Kawartha Lakes Quality Initiative and Northumberland County to bring EarlyON educators together for network meetings to discuss the unique issues EarlyON programs faced during Covid19

*"The EarlyON Coffee Chats provided by the IIQ were very enjoyable. It was lovely to connect with other frontline EarlyOn staff. Discussing how services are being provided, sharing new ideas and different ways of offering programs was inspiring. Celebrating successes was fun and discussing challenges was great problem solving. I hope these are ongoing." Peterborough Child & Family Centres*

# Appreciation

New partnerships were formed this year with both the Fleming Early Childhood Education Program and Beeline Design and Communications.

Without their support we could not have facilitated the poster and lawn sign campaign to recognize the important and essential work that educators do in our community.

Thank you to the Appreciation Committee for your creative ideas and hard work putting this event together for educators. Thank you to the Resource Consultants for helping us to deliver the signs and thank you bags.



*"We feel very lucky to work amongst and with a community of Professionals/Educators who are so supportive and inspiring." Old Millbrook School EarlyON Child & Family Centre*

# Further Partnerships



- Inspiring Early Learning Conference Member
- Five Counties-Resource Consultants
- Peterborough Public Health
- Investing in Quality Peterborough
- Family Literacy Day Committee Member
- New Canadians Centre
- Pathways to Stewardship

- Nogojiwanong Friendship Centre
- Peterborough Race Relations Committee
- Local Library
- The Mount Outdoor Gardens
- The City of Peterborough

*“The City of Peterborough and their support was invaluable and they offered many resources we could share with families. We know that families were all in the pandemic but were affected by it in varying ways, The City recognized that and worked tirelessly to support us in supporting families.”*  
Old Millbrook School EarlyON Child & Family Centre



## Quality Standard #6: Environment as a Teacher



*"We found that the particular assessment tool we typically use, utilizes too many items we could not implement in our programs due to regulations, so we were mindful to focus our attentions on what we could have, and what we could use to create a "home away from home" for our children and educator teams."*

*Trent Child Care*





# Environmental Tools and Lenses Used

- David Sobel- Play Motifs and A Play Based Education Lens on Outdoor Environments (IIQ)
- 7 C's to Outdoor Play Space Development
- Creating Meaningful Outdoor Environments (IIQ)
- The Four Foundations of How Does Learning Happen?
- The Dreaming Protocol

\*Note: Many program sites indicated they did not use an official tool but used the Health & Safety Regulations directly related to Covid19 to design their environments.

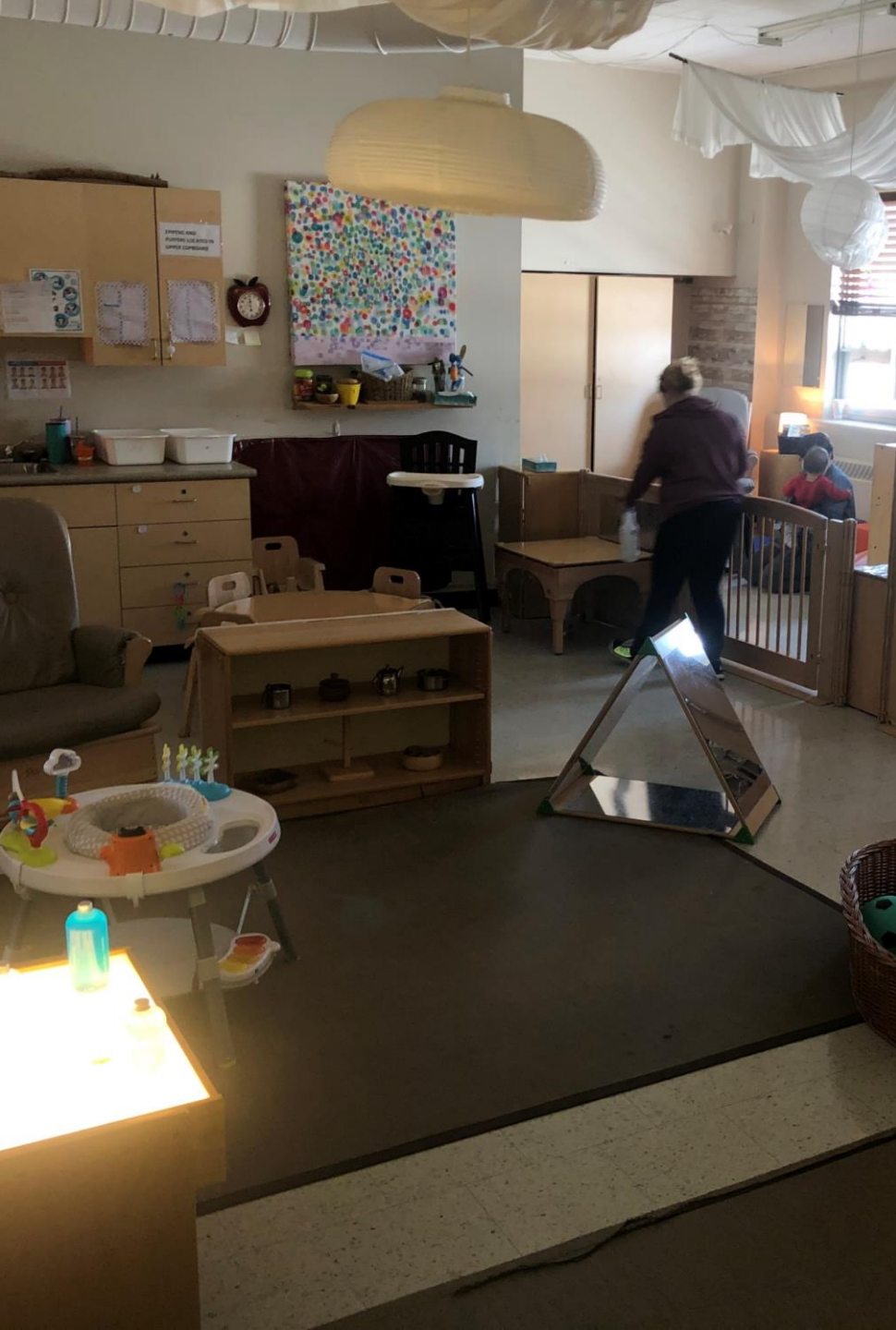


# How We Adapted Our Environments

- Researched 'doing more with less'
- Reviewed Health and Safety Protocols and asked ourselves 'what can we do'?
- Took apart books and laminated them for easy disinfecting
- Provided children with individual sensory and art bins
- Used plastic mats to create spaces and shower curtains to define spaces
- Used lighting to bring warmth into the space
- Rotated loose parts to allow for ongoing play with these materials
- Reconsidered schedules and outdoor time/spaces
- Reconsidered outdoor materials
- Development and implementation of additional outdoor programming
- Redesigned outdoor play spaces







*"It was like hitting the refresh button- starting new and moving forward. The day feels more relaxed, more time for transitions. I feel daily greetings are more personable not rushed. It is nice and valuable to have scheduled drop/pick up times" YMCA Child Care Programs*

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*"We realized when taking things out of rooms that we didn't need and a lot of the "things" fill our rooms. We have really re-imaged with even more open-ended materials to encourage more imaginative play all while keeping true to our philosophy." Nursery Two Child Care*

*"One of the discoveries many educators made was that the daily schedule and weekly programming didn't need to be as concrete as they once had been. Extended time outdoors, meals in the room, etc. minimized high intensity transitions and changed how educators looked at the heavily structured day." Northview Day School*

*“My co-worker and I have worked hard to create an environment where less is more and children continue to thrive. Quality over quantity. My staff and I have reflected often on how when effort is put into decluttering, cleaning and simplifying it provides a rich learning environment for children. The “noise” is limited. Children can focus. They are not overstimulated and the educators feel relaxed as well. Children can engage deeply in their work and play. Simply by having an organized space we have observed children to be very content in their activities of choice and it’s a pleasure to watch them enjoy the environment as another “teacher”.” Lakefield Co-op Nursery School*

*“We really utilized our proximity to the forest and the beautiful trail system we have access to. Weather did not stop us. In fact, we were able to encourage families to get out in all weather and use the Motto from one of our favourite books, “There is No Such Thing as Bad Weather”. The relationships we can foster and strengthen when gathering in person offer valuable natural teaching through the unstructured play we engage in outside. The warmth of the sun, the songs of the birds, the smiles from families being able to safely gather invites learning, sparks joy and offers opportunities to be grateful for the land we gather together on.” Old Millbrook School EarlyON Child & Family Centre*





# Quality Standard #7: Leadership

*Looking at this picture in light of COVID-19 I notice...*

That is exactly how I feel! Besieged from all sides, everything in flux around me, trying to stay in control, to keep things (people) safe, to control what I can.

(Re: Besieged) *I remember...*

I remember feeling overwhelmed! I remember saying “it will pass” and “we will get through this.” I remember trying to make myself believe this.

(Re: We will get through this) *I wonder...*

I wonder when will it (COVID/this pandemic) end? How is this pandemic impacting children?

(Re: End of COVID) *I regret...*

I regret spending so much time worrying about the situations out of my control. I regret spending so much time working and not as much time with my family.

(Re: Control) *What if...*

What if it (COVID) was all over tomorrow? What if we shut down again? What if it stays like this for a very long time?

(Re: COVID) *This much I know...*

It is all out of my control and it (COVID) isn't going to be over any time soon... *BUT* we are safe, we are together and we will make it through this!



# Leadership in Action

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- Supervisors were very supportive when we had questions-we had many questions
- Individual educators took on new roles and tasks were delegated to meet new challenges
- Checked in on team members regularly to ensure they were well
- New relationships and 'peer' mentors formed among supervisors partly due to the bi-weekly supervisor's meetings
- Support by the Municipality was helpful and appreciated during this time
- Supervisors/Educators took on advocacy roles speaking on behalf of the profession to the provincial government
- Programs opened their doors for Emergency Child Care despite fears and uncertainty and were successful
- ECC educators shared their lessons learned from providing care during a pandemic to the community





*“We have a great team and going through the continual changes just confirms that for us! Gathering information for this report the following was shared... Our admin staff were amazing! There were times when as a staff I felt in the dark – but in reaching out it was the sector as a whole not having the answers! Admin did their best to keep communication open and create new ways to do so!”*  
*Hucklebug Child Care Centre/Stepping Stone Child Care*

*“The support – 100%! Be it emotional, physical, financial, or just someone to listen – our community is amazing and the collective leadership is invaluable.”* Kinderschool



# An Educator's Voice About Leadership



*As told by Rick Sloukji, RECE, Child and Family Educator, Peterborough Child and Family Centres*

*"We can overcome a tremendous amount of hardship and come together in amazing ways. When we first began doing weekly program staff meetings, it started to feel more like we were connected as one team rather than working as separate satellites. Opportunities for staff to exhibit leadership have sprouted as a silver lining to the larger situation, as we've all done a lot of self-learning and had more chances to exercise initiative and find creative solutions to diverse problems. A large part of this has been learning that it's okay to be vulnerable or unsure of something and that we're all in the same boat not just as staff, but as people".*





# Recognizing the Essential Role of Emergency Child Care

Thank you to the educators who participated in the car rally in support of emergency child care as an essential service.





# Advocating for Early Childhood Educators



# Goal Overview 2020

86% of licensed program sites were able to meet one or more goals

- This is remarkable considering many program sites were closed for 3-6 months and the community was navigating new protocols due to the pandemic.
- Three program sites did not meet any goals due to extenuating circumstances, e.g. hiring of new Executive Director, change in ownership of programs or because of extended closure due to Covid19.

Teamwork  
Staff Morale  
Communication

Parent Engagement  
Communication  
Community Resources

Building Staff  
Knowledge and Skills  
Mentorship

# Goals Themes for 2021:

Quality Standards:

#1 Environment as a Teacher

#2 Diversity, Equity & Inclusion



Outdoor Play

Diversity, Equity & Inclusion

Goals in outdoor play are timely with the 2020 Early Development Instrument results indicating that 23.3 % of children in the Peterborough area are vulnerable in the area of Physical Health and Well-Being

[PowerPoint Presentation \(peterborough.ca\)](https://peterborough.ca)

The global ongoing injustices of this past year and the questions asked on the 2020 QEP submissions, brought to the forefront the need for goals in Diversity, Equity & Inclusion.

# Goals Themes for 2021:



*Resource Document:*

[Professionals and Community Planning Resources - City of Peterborough](#)

Quality Standards:

# 1: Relationships

#3 Making Learning Visible

Relationships, Communication, and Making Learning Visible are three common goal themes that were indicated from the 2020 Family Satisfaction Survey results. The way in which programs have had to alter how they communicate and be in relationships with families has made this goal a priority.

*Resource Document: Best Practices in Family Engagement*

<https://www.peterborough.ca/en/city-services/professionals-and-community-planning-resources.aspx#Resources>

*“The municipal child care programs are committed to building an even stronger connection with our families through dynamic and individualized resources. We intend to extend our program into the child's home life through a number of avenues including but not limited to books, creative resources, loose parts and nature.”*  
Municipal Child Care Centres- City of Peterborough







# Professional Learning & Mentoring

## Areas of Focus for 2021

- Outdoor Play and Outdoor Environments
- Diversity, Inclusion & Equity
- Parent Engagement/Communication
- Educator/Child Well-Being & Self Regulation
- Bringing School Age Programs into IIQ Engagement Cycle

# PROFESSIONAL LEARNING

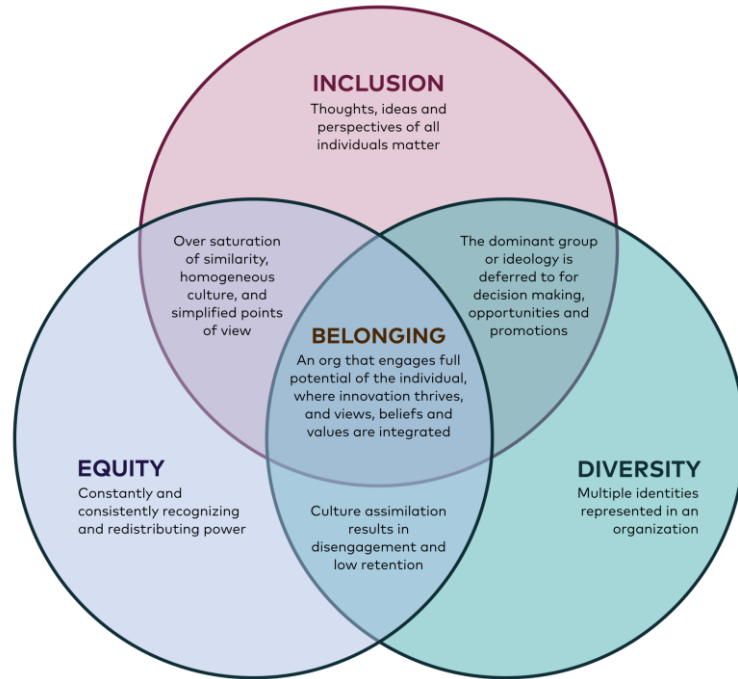
PRACTICAL | IMPACTFUL | CAPACITY BUILDING



## *Resources*

The next few slides outline resources that were used by programs this past year for their professional learning.

# Resources on Diversity, Equity and Inclusion



## Articles

- Our Children, Our Workforce/Child Care Exchange article [Our Children, Our Workforce: Why We Must Talk About Race and Racism in Early Childhood Education | ChildCareExchange.com](#)
- Teaching Diversity to preschoolers without the “Tourist Approach” [Teaching Diversity to Preschoolers Without the "Tourist Approach" \(himama.com\)](#)
- The important role of RECEs in supporting equity and inclusion <https://cece-talk.ca/en/2020/06/reces-equity-and-inclusion/>
- Cultural Diversity/Early Childhood Development [Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior | NAEYC](#)
- Starting from the beginning: Teaching Social Justice in Early Childhood Education [Embracing a Vision of Social Justice in Early Childhood Education - Rethinking Schools](#)
- Teaching Young Children about Race [Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families | NAEYC](#)

## More Resources on Diversity, Equity and Inclusion



## YouTube/Ted Talks:

Brene Brown-Unlocking Us-conversation with Austin Channing Brown [Unlocking Us | Brené Brown \(brenebrown.com\)](https://www.brenebrown.com/unlocking-us)

The Danger of a Single Story: [The danger of a single story | Chimamanda Ngozi Adichie - YouTube](https://www.youtube.com/watch?v=kR6HhF385p4)

Coming Together-Standing Up for Racism [Coming Together: Standing up to Racism Town Hall part 1 – YouTube](https://www.youtube.com/watch?v=K11LW0w0u54)

Shared by YMCA Child Care Programs

“We reached out to a few very knowledgeable peers for suggestions on books for children, and also found this list to be helpful and inspirational.”

<https://hilltop.libib.com/i/antibias-childrens-books>

Shared by Compass Early Learning & Care, Home Child Care team





# Book Resources

Books-used by programs in 2020 for book studies:

- *The Goodness of Rain* by Ann Pelo
  - *Self-Reg* by Stuart Shanker
  - *The Whole Brain* by Daniel J Siegel and Tina Payne Brayson
  - *Dare to Lead* by Bréne Brown
  - *Reality Based Leadership* by Cy Wakeman
  - *The Mind of the Leader* by Harvard Business Review
  - *Really Seeing Children* by Deb Curtis
  - *In the Spirit of the Studio* by Lella Gandini, Lynn Hill, Louise Cadwell & Charles Schwall
- 
- IIQ has some of these books in their book lending library. To view our resources, go to:  
<https://librarika.com/users/register> then copy and paste our url into the link after registering. <https://iiq.librarika.com>

# Conclusion

*"We are proud of the educators and supervisors in our community. You have shown such resiliency and have accomplished so much despite the challenges you faced. The silver lining of Covid19 is that it has made us a stronger community."*

*Quality Coordinators, Investing in Quality*



# Acknowledgements



*Thanks you to the City of Peterborough for providing funding for the Investing in Quality Peterborough program and thank you to Five Counties Children's Centre for your leadership and administrative support.*

*Thank you to the Early Years Planning Network (EYPN) and the Investing in Quality working group members for guiding our early learning community through the four strategic directions of IIQ:*

- 1) Champion professional learning that influences practice
- 2) Enhance learning through mentorship
- 3) Meaningful measurement for quality improvement
- 4) Organizational alignment to support transformation

