

Investing in Quality Peterborough 2018 Annual Report

This infographic report describes the progress made in 2018 with the strategic priorities identified in the operational plan (2015) for Investing in Quality, Peterborough (IIQ) committee. The four priorities identified are:

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

Strategic Priority 1 **Champion Professional Learning that Influences Practice**



Quality Coordinators (QC) offer and support diverse approaches to professional learning, ranging from self-directed learning, workshops, program tours and a large annual conference. A reflective model including Communities of Practice (COP) is used wherever possible in IIQ led professional learning activities and is encouraged as best practice in programs.

Highlights

The two top professional learning priorities determined by community data collected by Peterborough Systems Overview 2018, the Quality Coordinators and Investing in Quality Committee (based on mentor visits and IIQ committee discussions) were:

1. The need for professional learning opportunities for non-ECE staff as there is a higher percentage of non-ECE staff (55%) in our community than RECE staff (45%)
2. The need for professional learning for school age staff at specific times of the year.

1. "The need for professional learning opportunities for non-ECE staff"

Action:

- Quality Coordinators will develop 4 on-line training modules for non-ECE staff
- The topics will include *How Does Learning Happen?*, Healthy Adult-Child Relationships, Child Development and Child Led Curriculum
- Two modules have been developed and edited by Quality Coordinators, Resource Consultants, supervisors and new educators and have been posted on the IIQ website and future modules will be added in the spring of 2019
- These modules have a reflective component to be discussed and shared with the staff and supervisor

2. "The need for professional learning for school age staff"

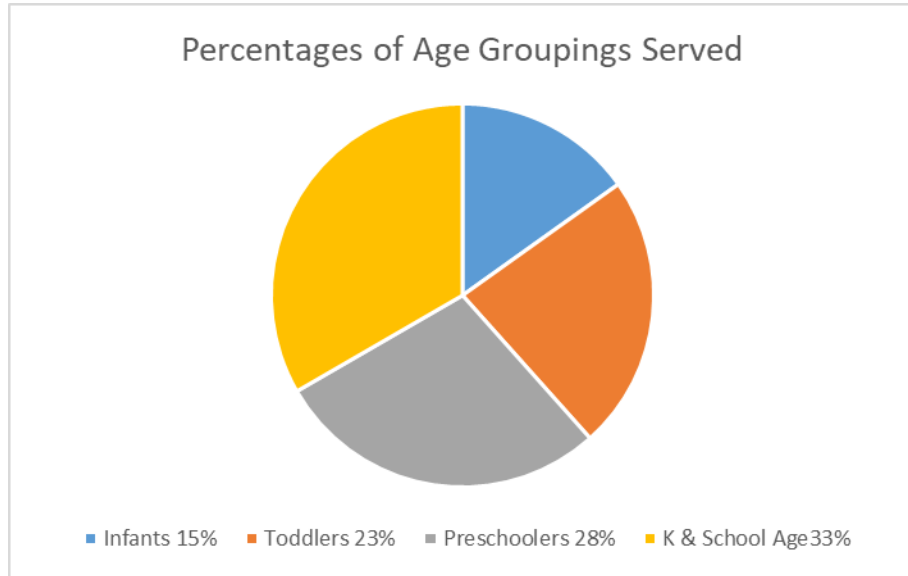
Action:

- 41 school aged staff and 6 supervisors were surveyed about professional learning needs for this group of educators
- Some of the common themes of feedback included the need for more information and professional development about behaviours, self-regulation, guiding children with special needs, having conversations about shared spaces, *HDLH?*, and the need for a standardized orientation checklist across programs
- A report was written collating the feedback and shared with the IIQ committee
- Next steps regarding a strategy to address the needs highlighted in this report will be determined by the Quality Coordinators and Investing in Quality committee in 2019

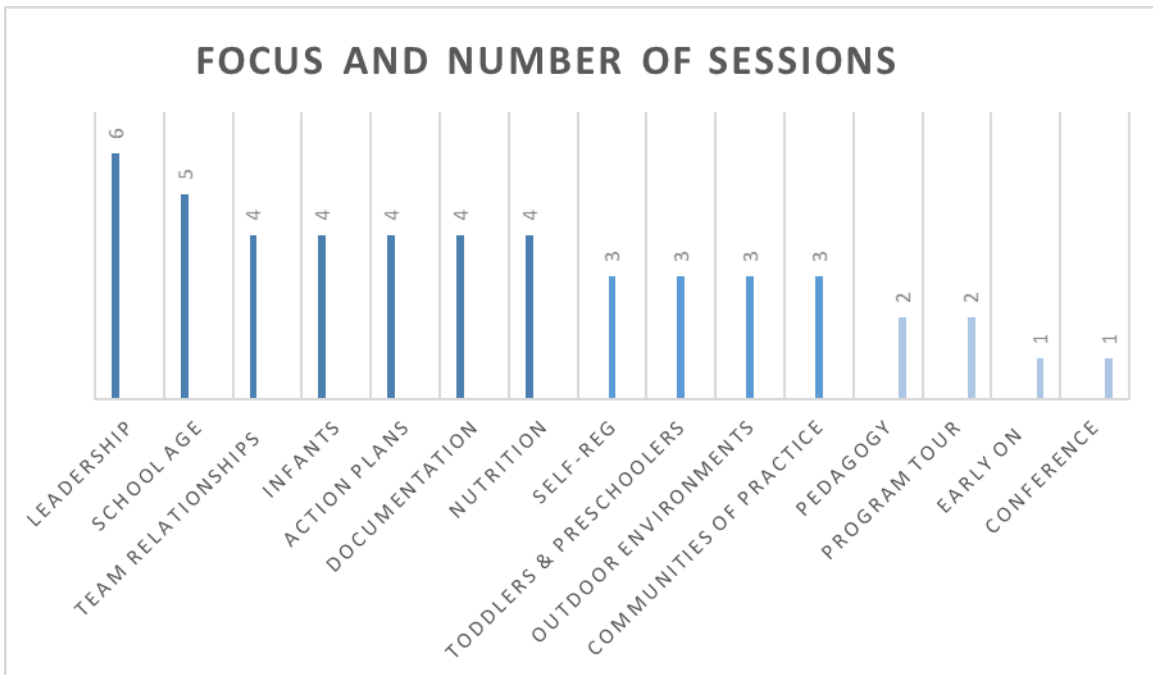
IIQ Professional Learning Stats for 2018



Percentages of Age Groups Served by IIQ Professional Learning



Focus of Professional Learning Offered

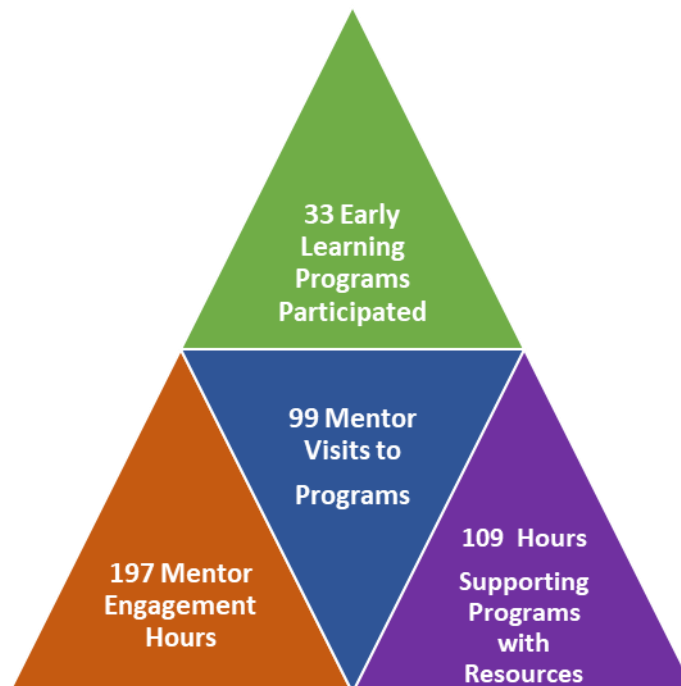


Strategic Priority 2
Enhance Learning through Mentorship



As a result of the IIQ committee’s 2017 work plan, a new mentorship focus and cycle began in January 2018. Quality Coordinators continued to conduct mentor visits with early learning programs visiting each program at least three times throughout the year. Building capacity within the early learning community was a key component of the new cycle and therefore the Quality Coordinators engaged with supervisors in strength based reflective practice to grow their leadership.

IIQ Mentor Program Stats



Highlights

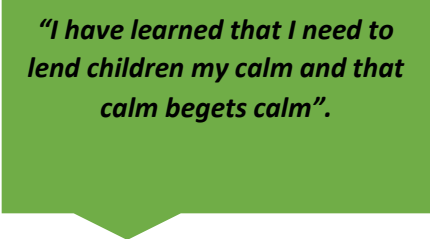
One theme identified during mentor visits by supervisors was how educators were struggling with guiding the behaviour of children and understanding self-regulation of both themselves and the children.

Action:

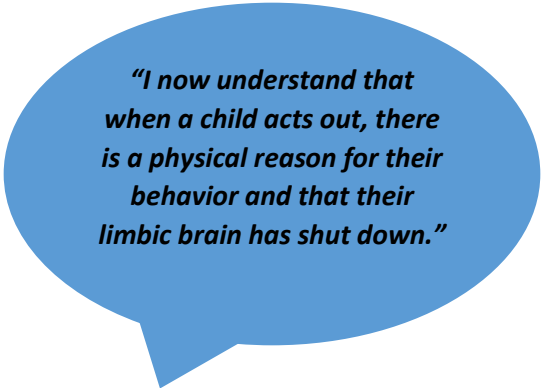
Quality Coordinators addressed this need by developing a self-regulation working group with representation from child care, the municipality, EarlyON programs, Peterborough Public Health, Resource Consultants, Quality Coordinators, Kawartha Pineridge District School Board and the Investing in Quality committee. This group's goal was to take a 'scan' of what resources were being used in the community. The results from this scan demonstrated that there is no one program or resource that will fit the needs of all programs and we need to consider a variety of options to support educator knowledge in this area.

Three programs volunteered to participate in a Self-Regulation program through the Mehrit Centre. At the completion of this 6 module series, educators who participated came together to give feedback about what they learned and what more is needed to support educators with self-regulation.

Quotes from Mehrit Centre Modules



"I have learned that I need to lend children my calm and that calm begets calm".



"I now understand that when a child acts out, there is a physical reason for their behavior and that their limbic brain has shut down."

Next Steps

The Resource Consultant team at Five Counties Children's Centre is now reviewing this feedback and developing a multifaceted plan to address the needs of educators for moving forward into 2019.

Survey of Mentor Visits

The first full year cycle of the renewed mentorship program finished in December 2018. Quality Coordinators will distribute a survey to supervisors in March 2019 to receive feedback about this new process. Survey results will be reviewed by the IIQ committee and Quality Coordinators and shared with the community. Feedback will be used to make improvements to the IIQ mentor program moving forward.

Strategic Priority 3 Meaningful Measurement for Quality Improvement



Community Surveys

In 2018, a standardized parent satisfaction survey was developed by the Knowledge Mobilization Sub-Committee under the auspices of the Peterborough Early Years Planning Network. This survey focused on program quality and was developed around the four foundations from the Ontario's Early Years Pedagogy, "*How Does Learning Happen?*"

Parents from all programs across the city and county were asked to complete this survey anonymously. The intention of the survey was to help individual programs and the municipality learn what is working well in child care in the community and what could be improved upon.

Programs received the results of the parent satisfaction surveys and developed an action plan based on the feedback. Action Plans were developed using S.M.A.R.T goals. When developing action plans programs were asked to consider:

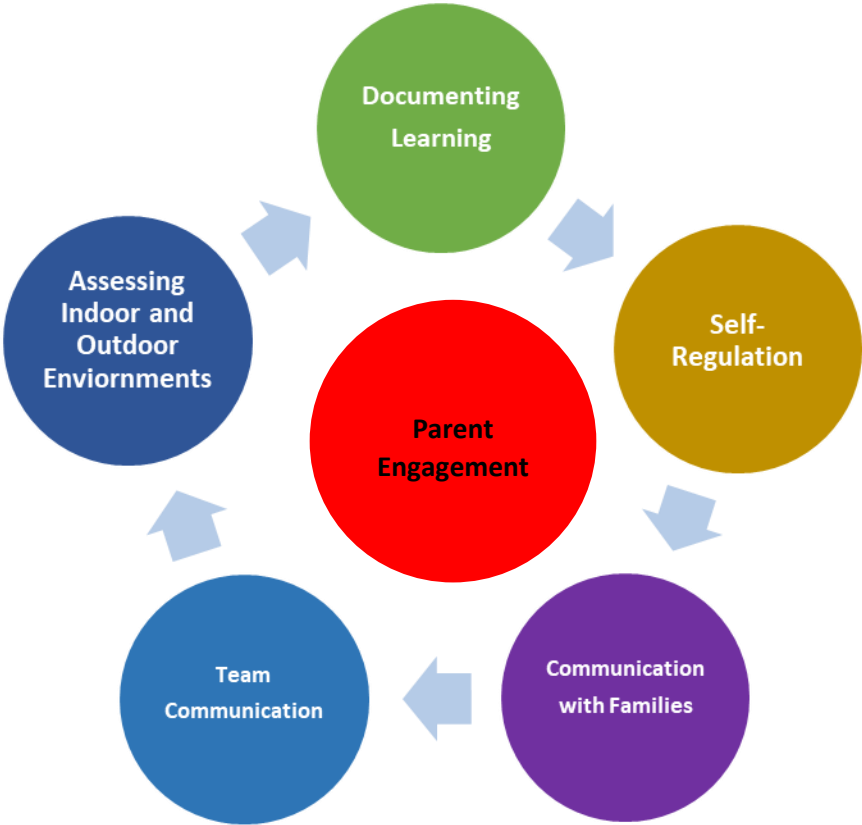
- feedback from parent and educator surveys and environmental assessments
- how goals align with *How Does Learning Happen?*
- how they will evaluate, reflect and readjust action plans as necessary

Investing in Quality Peterborough supported this process by:

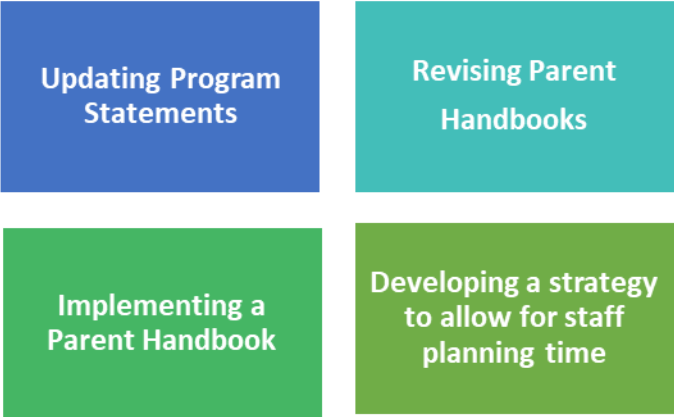
- Developing and distributing resources that outlined how to write an action plan, how to develop S.M.A.R.T. goals and examples of action plans
- Development and facilitation of two workshops on 'Developing Action Plans' with 14 supervisors attending
- Individual mentorship on developing action plans during visits to programs
- Posting an Action Plan power-point on the IIQ website

While each program’s Action Plan was based on parent feedback, there were some similar themes across programs indicated in the graphic below. These themes align with the results of the community survey.

Common Program Related Goals of 2018 Submissions



Common Administrative Goals of 2018 Submissions



Next Steps:

- Quality Coordinators will continue to work with programs in the coming year on their action plans providing resources for the successful achievement of goals
- The evaluation of action plans in December 2019 will assess how the implementation of identified goals has changed practice which will be a measurement tool for success
- Professional learning opportunities will reflect commonly based submission goals
- Consideration of strategies to help programs to develop systems for families focusing on peer connection and early years services
- Determine/develop tools for meaningful measurement (Environments and Caregiver Interactions)

Strategic Priority 4 Organizational Alignment to Support Transformation



In 2018 the Special Needs Resource (SNR) committee and Investing in Quality (IIQ) committee met to explore different models of Quality Assurance. Guest speakers from other counties were invited to share with the committee how their Quality Assurance staff and Resource Teaching staff work together to support early learning programs. It was determined by both the SNR, IIQ committee and the Municipality that this model would be an appropriate fit moving forward in our community.

This change meant that the IIQ staff would move to Five Counties Children's Centre and become part of the Resource Teacher team. IIQ staff's professional titles changed at this time to Resource Consultants and then to Quality Coordinators. This newly formed team began to meet regularly in September of 2018 to determine how to best work together to support programs.

Another change that occurred at this time was that the Investing in Quality committee went from a stand-alone committee to a sub-committee under the Early Learning Network. A new Terms of Reference was developed to reflect this change and the committee is co-chaired by the Manager of the Resource Consultant Program and the City of Peterborough's Early Years Planning Manager.