# INVESTING IN QUALITY PETERBOROUGH

2021 IMPACT PRESENTATION FOR EYPN





# Goals Themes for 2021

2021 Goal Themes	Standards of Quality
Outdoor Environments & Play	#6 Environment as a Teacher
Diversity, Equity, & Inclusion	#2 Diversity Equity & Inclusion
Relationships	#1 Relationships
Communication with Families	#1 Relationships & #3 Making Learning Visible
Making Learning Visible	#3 Making Learning Visible



99% of Programs Achieved All or Part of Their Quality Enhancement Plan Goal

48 Program Sites Completed the Educator Interaction Tool

Supervisors told us their completion success was promoted by giving educators the time outside of the classroom to complete this tool and providing information about the intent and process for completion

"The Educator Interaction tool helped us to realize that we need to find better ways to communicate in our teams."

9 Program Sites Completed an Environmental Assessment

Common goals focused on quiet, cozy spaces and outdoor environments





# Goal Theme: Outdoor Environments and Play

Quality Standard # 6: Environment as a Teacher

Participation in the Pathways to Stewardship
 Program at Sunshine Day Care

**LANDMARKS** 

Birth - 3: Early Years



- 1. EXPLORE OUTSIDE TOGETHER
- + 2. MEET ANIMAL FRIENDS
- **+** 3. EXERCISE THE SENSES EVERY DAY









# School and Group Leaderboard Winter 2020

PLACEMENT	GROUP NAME	SCOR
	Sunshine Daycare	75
2	Immaculate Conception	73
3	Think Outside with Nature Nancy	67
4	Babbling Brook Daycare	67
5	R.F. Downey Public School	37
6	Kindergarten Explorers	35



# Goal Theme: Communicating & Engaging with Families

Quality Standard(s) #1 Relationships

• Engaging Families During the Pandemic at Trent Child Care

TCC is offering an evening event in connection with CMHA to support good mental health and well-being for our families.



Thursday, April 8, 2021 at 7:00 p.m.

Please RSVP - klewis@trentchildcare.com

**Each month**, families will be invited to participate, at their own pace and in their own ways, in an intentional activity which is meant to engage their family, other families, and our educator teams. Over the month, families will be invited to partake in the activity, and to share their experiences virtually via SeeSaw so that our educators and other families can virtually "share" in their experiences as well. (You can share your bird feeder making adventures via SeeSaw by sending pics in the CHAT of your child's room, and our educators will post them so we can all enjoy each other's creations)

**April:** For the month of April, Families will be invited to make Birdfeeders with their children. We will send out information on how to make 2 easy types of birdfeeders. Trent Child Care will cover the cost of Bird Seed for each child and will follow all current protocols to ensure the health and safety of everyone involved.

May: For May, we will invite families to "grow with us" over the course of the month and encourage them to plant seeds in small pots with their families and share their experiences again We will also plant seeds within our programs for the spring and will share with families via SeeSaw. Trent Child Care will cover the costs of sending families some seeds and a small plant able growing pot and will ensure that all safety protocols are in place

**June:** In June we will create a variety of outdoor Scavenger hunts for families to participate in (ex. Find 5 squirrels, find a red door, find the tallest building that you see, find a cow). We will complete the hunts within our program outdoor spaces as well. It will be so fun to see what each family and program finds!



# Virtual Family Engagement Activities:

March 24th - 7pm
Conscious Discipline Info
Night (with 5 Counties)

April 8th - 7pm
Supporting children's mental health and wellbeing (With Canadian Mental Health Association

# American Robin



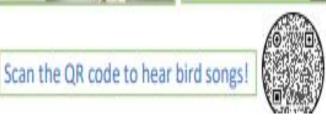


Blue jay

# Backyard birds at a glance













Downy woodpecker

### The Month of April

Build your Own Bird Feeders and share your creations on See Saw.



Plastic Bottle Birdfeeders



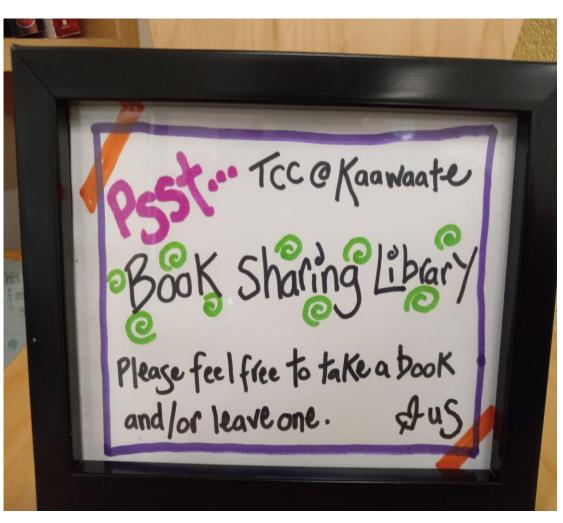
### Apple Bird Feeder

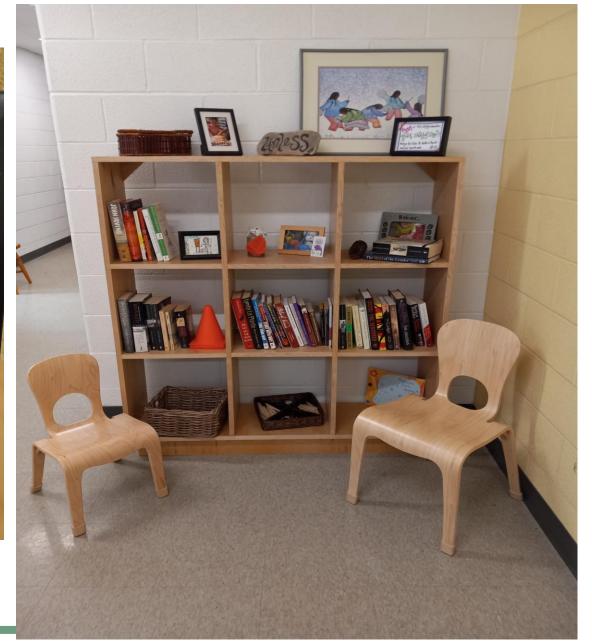
You will need:

- An Apple
- String/a Screw
- Wowbutter or peanut butter
- Bird seed
- 1. Cut your apple in half
- Insert the screw into the apple, tie a string to it and hang your apple
- Spread Wow butter/peanut butter on the apple and sprinkle with bird seed.
- Hang and enjoy watching your bird friends pop by for a snack

https://www.dnr.state.mn.us/mcvmagazine/bird songs interactive/index.html

PSST: the link above will bring you to a page where you can click on a bird and hear it's cool songs!







## Goal Theme:

# Communicating & Engaging with Families

Quality Standard(s) #1 Relationships

• Welcoming Families Back into Our Program at Pearson Child Care





# WELCOMING FAMILIES BACK TO OUR PROGRM

**PEARSON CHILD CARE** 







# AFTER EMERGENCY CARE

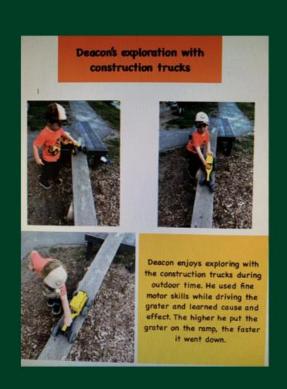
- created virtual tours on YouTube
- provided opportunities to meet educators on the playgroundeducators were spending as much time as possible outdoors
- setting up displays and documentation in all of the windows
- inviting families to observe through the windows





# CONNECTING THROUGH PHOTOGRAPHY







On each child's first day a collage is sent home highlighting what the child did, where they explored, connections they made and a favourite thing they discovered. Educators send home personalized collages of what their child has been doing on a regular basis-weekly/biweekly depending, and monthly collages highlighting provocations and invitations

# WE LAUNCHED A

# LITERACY @ HOME PROGRAM:

Each room chose a book which they introduced in the program, and then we packaged the book up with some simple at home extensions so we could have some continuity between home and child care. We included simple articles and information about the benefits of early literacy and how to make it a simple part of every day. The parent feedback was amazing, this has continued to be a part of our practice.



# OUR KICKOFF LITERACYAT HOME

# PACKAGE INCLUDED:

**Book: 1 Big Salad** 



A simple language article on the benefits of early literacy



- seeds
- soil
- container for planting
- YouTubelink of an educator reading the book and doing the activity

A YouTube link of an educator reading the book and doing the activity

### From seed to ta

We are enjoying what our gar growing growing Belonging Engagement Expression and Well-Being













AS WINTER TURNED TO SPRING, WE **BEGAN TO NOTICE CHILDREN COMING IN WINTER CLOTHING ON** HOT DAYS AND SPRING ATTIRE THAT DID NOT FIT, MOST RETAIL STORES WERE STILL CLOSED, MANY OF OUR **FAMILIES DID NOT HAVE THE MEANS** TO SHOP ONLINE SO WE DECIDED TO **OFFER OUR FAMILIES A CLOTHING DRIVE...** 





# **OPEN HOUSE**

In October when we realized families were not going to be allowed inside the program anytime in the near future we decided to host an Open House. Following strict COVID protocol I set up an online invitation and sign up which only allowed 2 families per time slot, for most this would be their first time coming into the building. This provided a time for deeper connection, meeting educators, seeing the program set up, doing activities with their child, meeting our cook and taking home samples of some the children's favourite baked snacks.









### Goal Theme:

# Communicating & Engaging with Families

Quality Standard(s) #1 Relationships

 Welcoming Families Back into Our Program at Peterborough Child and Family Centres































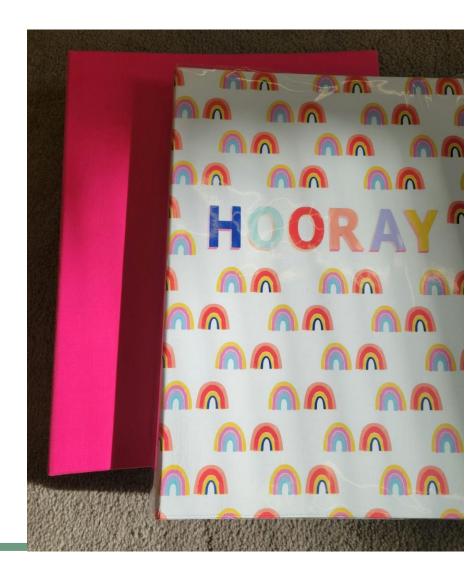


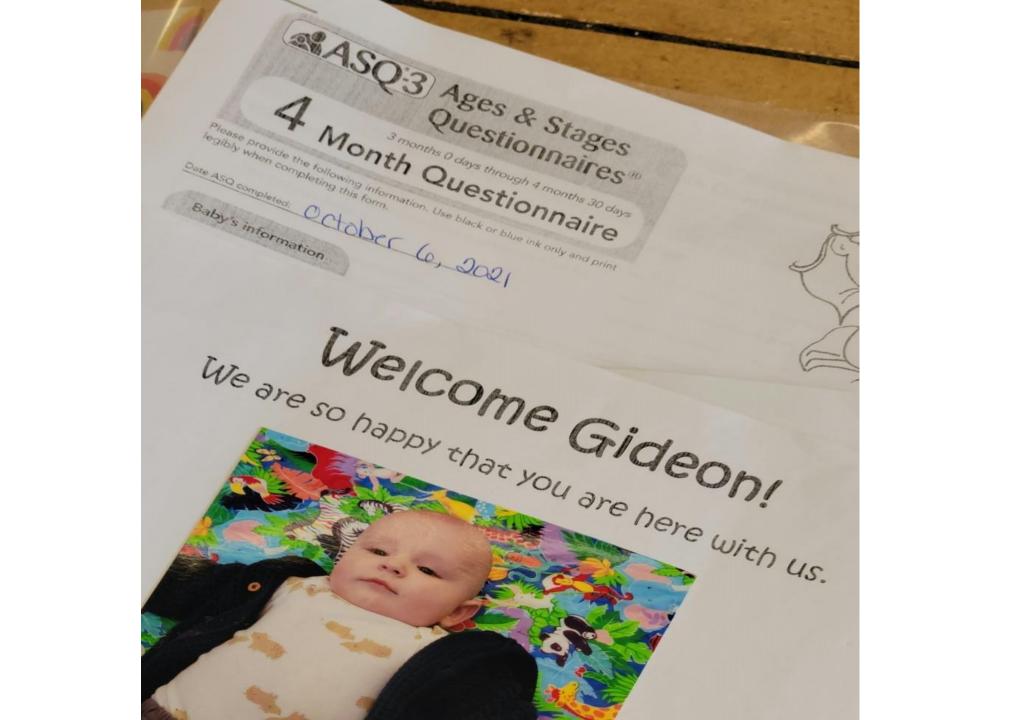


# Goal Theme: Making Learning Visible

Quality Standard #3 Making Learning Visible

• Developing Portfolios at the School for Young Moms







# Messy Monday at its Best!

Deught reconditions in the may have not turned out as tended. However, it did not seem to matter to either on or taldeon, from habies had a blast exploring our flour technic.

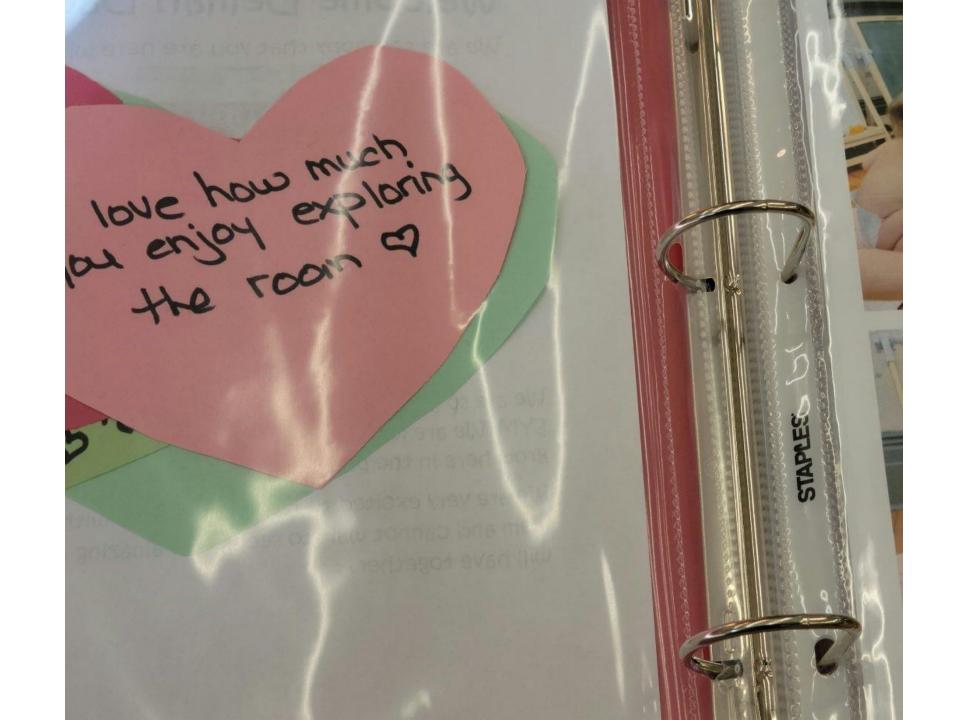
IN IS SUCH A SELECT PLAY ENCHUSIASEI CHE WAS All IN BEFORE WER ACCRET TO HET SECOND OF FIGUR AND OIL FROM A DISEANCE AND ALFER INSPECTION OF FIGUR AND OIL FROM A DISEANCE WAS IN.

n decided that the tray was unnecessary to her play and pring the flour on the floor give sat right in her "dough" or hands back and forth, including at the patterns she even Willow couldn't resist drawing Delliah Dawn's Even Watching Delliah Dawn made me think of how a four. Watching Delliah Dawn made me think of how a tour. Watching Delliah Dawn made a very specific way of he explore sand or snow, ghe had a very specific way of ranslated well to this flour and oil combo.

red his tray of flour and oil with both his hands and tes from the play kitchen. He was especially interested by spatula to move the flour around. He seemed to be flour was not really his thing – but the kitchen play he flour was not really his thing – but the kitchen play were! He held them tight and played with them as a warried out her own investigations.



the clean up as we watched



# **Getting Goopy** Delilah-Dawn, I think Messy Mondays are your favourite day! I You always love exploring whatever sensory experience we offer. You enjoyed the slimy goop and discovering how it was hard but runny too. I wasn't surprised when you decided toolt right in it! You love to immerse yourself in your learning! mm : 22 STAPLES THE PERSON NAMED IN Delilah-Dawn you work so hard in the playroom every day! Lately you have been putting toys into things a lot — the trucks, the stroller, baskets, cupboards and today the chair. You decided to see if you could fit in too, did some careful measuring with your head-that was good thinking! And voilal You fit! It was hard to sit down on top of the toys but with a little rearranging you managed it! Great scientific and math discoveries are happening in that busy mind of yours! Looks like Gideon enjoyed supervising your work too! He loves to copy what you do! | Vereina Friday, April 1t, 2022



# Goal Theme: Diversity, Equity & Inclusion

Quality Standard: Diversity, Equity & Inclusion

Developing and Living into Equity Statements at

**Compass Early Learning and Care** 





# **Equity Statement**

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Compass ELC

#### How we got here

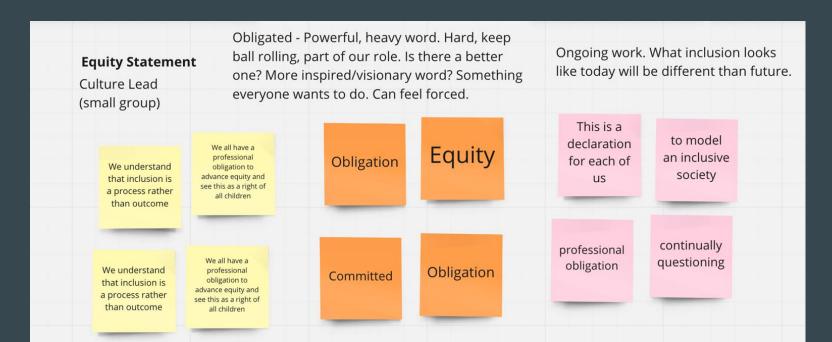
- Started with in-person workshops on self-identity and anti-bias/anti-racist education prior to the pandemic
- 2020 Horrified by the murder of George Floyd. Wrote a <u>Black Lives Matter</u> statement, committing ourselves to engage in the journey of unlearning racism and white supremacy
- Continued our learning virtually, with Angela Connors, Nogojiwanong Friendship Centre and an Anti-Bias Education community of practice
- Wrote <u>another statement</u> upon the uncovering of the mass grave site in Kamloops, part of the legacy of colonialism and the so-called Residential "Schools"
- Wanted to move beyond responses in the moment, and proclaim our ongoing intentions and create accountability for our actions
- Wanted to let families know our commitment right as they walk in the doors

#### Our Process

- Gathered statements from other organizations
- Committee edited the document virtually, highlighting, making comments
- Drafted version, circulated to several networks for their input
- Finalized version and invited programs to post

Added Equity Statement to staff/team/network meetings to deepen our collectiveunderstanding of what the declaration

means



## Equity Statement - compasselc.com/compass-elcs-equity-statement/

This is a declaration for each of us—parents, family, children, educators, providers, community partners as we consider how to move justice and equity forward. We approach this work with curiosity, as learners, bravely reconsidering existing ideas and getting comfortable being uncomfortable. We understand that inclusion is a process rather than an outcome.

We all have a professional obligation to advance equity, and see this as a right of all children. We are committed to understanding the historical context of our country in order to overcome systemic racism, discrimination and oppression, and to model an inclusive society built on respect for one another. We are actively identifying and removing barriers in childcare that disproportionately affect certain groups such as Black people, Indigenous people and People of Colour.

Along with deepening our understanding of intersectional identities, we are also committed to action that recognizes, respects and values differences based on ethnicity, gender identity, color, economic position, age, race, religion, disability, national origin and sexual orientation.

We are continually questioning our practice and inviting conversations as silence condones racism. We know that racism and discrimination can be subversive and hidden or reveal itself through actions, attitudes and communication. We are committed to embedding anti-racism into all of our work.

## Next Steps

- As we continue to deepen our understanding, we will consider how to bring it to life in every day actions
- Printing them in high quality and frame them
- Adapt it as time goes on and our understanding changes
- We will continue to host conversations and refer back to the statement

# Ina's & Alisha's Story







# **Importance Of Identity**

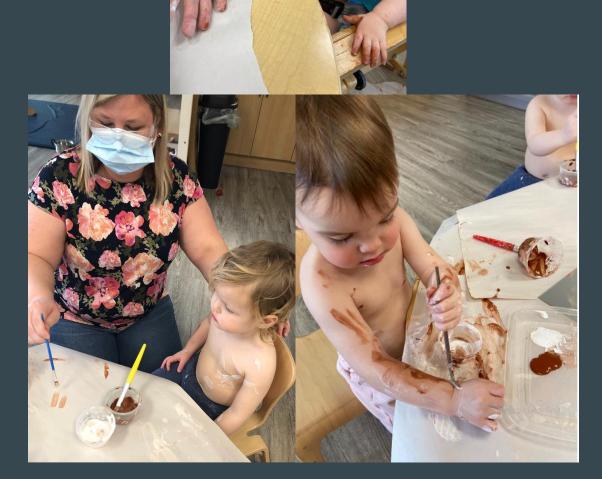


Jessica Albert, RECE
explains that we "invite
children to notice cultural
identities that may differ
from their own. In the
nurturing area we post
photos to our wall of people
caring for babies. These
images offer new
perspectives of age, gender,
culture and relationships"



# The Colours of Me: Skin Colour Exploration

Alisha Embury, ECE says, "To specifically explore skin colour allows us the opportunity to see that yes, children and people see colour. We *should* see colour, and people of colour have said they *want* us to see them- *all of them* - their richness. Our part as ECEs in anti-racism work can be to offer opportunities for children to notice difference, to appreciate that we all have similarities and differences.



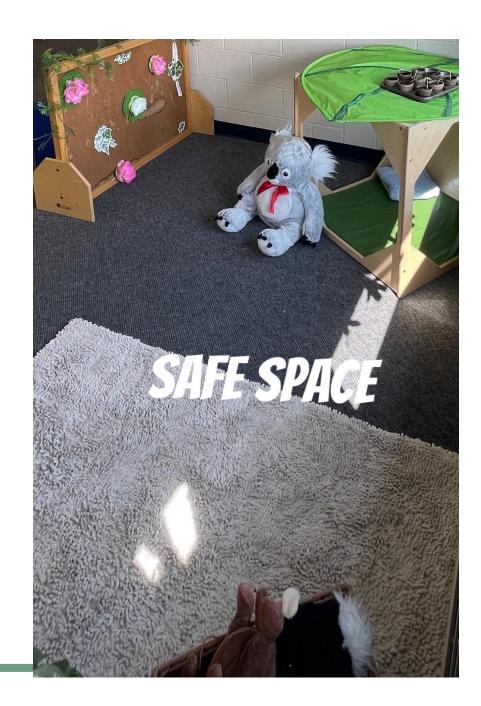


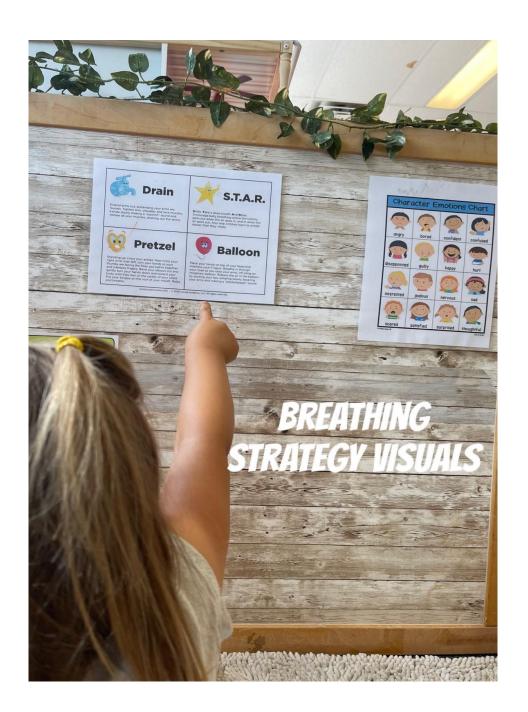
#### Goal Theme: Relationships

Quality Standard #1 Relationships

Strengthening Relationships through Conscious Discipline at St. Patrick's and St. Catherine's Day Cares











## Goal Theme: Relationships

Quality Standard #1 Relationships

**Exploring outdoor relationships with children** and families @ Millbrook EarlyON













#### Accomplishments & Highlights of Professional Learning

**First** virtual conference hosting international speaker Carl Honore in partnership with the City of Kawartha Lakes Quality Initiative and the Fleming ECE program

- 91 Number of professional learning opportunities offered to early learning community
- 12 Number of professional learning opportunities that were part of a series or Community of Practice

#### **Conference Data**

236 Conference Participants

80 New Participants (34%)

10 Virtual Sessions Offered

#### Resource Library Data

**510** Resources available in library

**110** Members

**114** Resources borrowed in 2021



#### Accomplishments & Highlights in Mentorship

- School-Age programs onboarded into the IIQ engagement cycle. Resource supports for this process included mentorship meetings, a school-age professional learning series, a Quality Enhancement Plan session and video
- New Educator Mentorship Pilot developed and launched
- Educators who participated in the pilot received a mentorship manual, and participated in a three session professional learning series on mentorship
- First Cohort (4 programs) have completed the *Mentorship Training Series* and are now implementing mentorship into their programs and participating in an ongoing communities of practice
- Regular check-ins and further communities of practice will take place in 2022 with an evaluation taking place in the Fall 0f 2022





### Accomplishments & Highlights in Quality Measurement

School Age Environmental Assessment Tool

Step 2: Reflective Questions: Choose 2 standards to reflect on & choose 3 questions under each standard

#### Quality Standard #1, Relationships

- 1. Thinking within the context of the ways in which we build relationships with children, families, co-educators, and community partners, how are we consistently living into our own professional values, as well as the values of our organization?
- 2. Where do we notice intentionality in the design of our physical environment? How does this intentionality support children, families, and educators to build and maintain trusting, nurturing, and supportive relationships?
- 3. What opportunities are available to engage with children and families as we seek to understand their needs, perspectives, and opinions?
- 4. What opportunities do we offer children to get to know one another and to develop their social skills?
- 5. How do we encourage and develop skills and strategies that include: listening to others, problem-solving, making compromises, and negotiating?



## Accomplishments & Highlights in Organizational Alignment

- New Logo
- New Registration Application
- New website







Who What Getting Support Investing Resources News & Contact \* Search ... O



#### **GOAL THEMES FOR 2022**

Full Day Programs, Nursery Schools & EarlyON

School Age Programs

**Outdoor Play and Environments** 

**Diversity, Equity, and Inclusion** 

**Team Building and Communication** 

**Family Engagement** 

Pedagogical Research Questions & Document Learning

**Family Engagement** 

**Documentation** 

**Staff Communication** 

Children's Autonomy & Engagement

Outdoors, Diversity, Equity & Inclusion, Self-Regulation (scored the same)

## **Workforce Strategy Alignment**

#### **PROGRAM GOALS**

#### **Program Goals Align with the Workforce Funding Priorities:**

- 1. Pedagogical Documentation & Leadership
- 2. Incorporating Indigenous Perspectives & Pedagogy-Outdoor Focus
- 3. Mental Health and Wellbeing for Children & Staff -Outdoor Focus

Outdoor Play

Educator Child Mental Health

Diversity, Equity & Inclusion

Team Building &

Communication

Pedagogical Documentation

Family Engagement

Children's Autonomy & Engagement

#### IIQ Goals for 2022

#### We Will Build Upon & Continue:

- Launch SA Environmental Tool & facilitate 1 Mentor Meeting in 2022 with School Age teams
- Continue the Educator Mentorship Program with 2 more sites
- Launch the Supervisor Mentor Program with 2 Cohorts (2022-2023) WFS
- Begin Communities of Practice (outdoors & mentorship) with educator facilitators Fall 2022
- Plan Community PL & Conference on following topics: documentation, leadership, outdoor play from
   Indigenous Lens, communication/team building, children & educator mental health, etc. -WFS, QEP Goals
- Plan Program specific PL as requested from program supervisors



## **KUDOS**

- To the **supervisors** who continued to lead their Board of Directors and educator teams with a vision and values during very difficult times.
- To educators who persevered amidst ongoing changes to safety regulations, supporting families through anxious times, being in relationships with children to provide safe, predictable and nurturing environments and for being there for one another.
- To all of the **partners** who supported this important work with tired supervisors & educators.
- If you haven't had the opportunity to stop and reflect and pat yourself on the back, do so now...

  WE CAN DO HARD THINGS!





# Migwetch, Merci, Thank you

#### It really does take a village...

- City of Peterborough
- EYPN-Working Groups (IIQ, Knowledge Mobilization, Systems Planning, Family Engagement, Diversity, Equity & Inclusion)
- City of Kawartha Lakes, Quality Initiative
- Fleming ECE program
- Pathways to Stewardship
- Supervisor Network Chairs
- Educators who donated their time to share their pedagogical practices with others
- Educators and community members who shared their time and expertise on the Conference/Appreciation Committees, and the School Age Environmental Tool working group
- PVNCCDSB and KPDSB
- The Resource Consultants & Five Counties for your ongoing guidance and support

