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# Investing in Quality Peterborough IMPACT Report 2021

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# Acknowledgements

Thank you to the *Investing in Quality (IIQ)* working group of the Early Years Planning Network (EYPN) for your guidance in our community this past year. Appreciation also goes out to our funder, the City of Peterborough, and Five Counties Children's Centre for the administration and leadership of the *IIQ* program. Special thanks to Justine Levesque, Data Analysis Coordinator with the City of Peterborough for sifting through *IIQ*'s data tracking form and pulling the numbers and developing the charts for this report.

Covid19 has given us challenges to overcome which has made it necessary to think and work in new ways. Without your invaluable support we would not have been able to be flexible and responsive in our services for educators and programs. Together we are a stronger community!

## **2020 *IIQ* Working Group Members:**

- Alex Cranfield, Co-Chair, Five Counties Children's Centre
- Shannon Cattoni, Co-Chair, City of Peterborough
- Delia Senra, Trent Child Care
- Mary-Ann Meagher/Kellie Walden, Peterborough Child and Family Centers
- Jen Lockington, Kinderschool
- Dannielle Blondin, Sunshine Day Care
- Jan Smith, Hucklebug Child Care
- Lorrie McGee Baird, Compass Early Learning and Care
- Shelley Davis/Darlene Campbell, Wee Watch Home Child Care

## ***Investing in Quality* Staff:**

- Ellen Mortlock, Quality Coordinator
- Beckie Evans, Quality Coordinator

Report written by Beckie Evans and Ellen Mortlock.

# Introduction

*Investing in Quality Peterborough* is proud to present this report which outlines the progress made in 2021 with the strategic priorities identified in the operational plan (2015). 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

In reviewing another unprecedented year on the globe, we are proud of how our educator community worked together to hold each other up and continue to offer quality services for children and families. When we asked educators what words captured their experience this past year they shared: challenge, change, growth, hope and resilience. We saw these words lived by educators in 2021.

We witnessed how educators found new ways to be present for one another and families through both connecting and sharing; how they demonstrated self-compassion for themselves, co-workers, children, and families. The ways in which they modeled the importance of self-care and the value of being in play not only with children but with one-another. How they focused on the positives which helped them to grow, change, and move forward throughout the many impacts of health and safety protocols on everyday practice and organizational structures. Our community banded together to support one another, and new and stronger relationships were formed and continue to thrive.

We are grateful to be able to work alongside such a resilient community of passionate and dedicated educators and we look forward to growing with you in the coming year!

In this report we will outline the accomplishments of the early learning community in engaging in the four strategic directions of *Investing in Quality* as well as discuss strategies for moving forward.

## Strategic Priority #1

### Champion Professional Learning that Influences Practice

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Educators attended a number of professional learning opportunities in 2021. The silver lining of the global pandemic was that it encouraged us to consider new ways of offering services in our community. *I/Q* continued to offer virtual learning sessions related to the Standards of Quality 2020 which will be highlighted in this section. New partnerships were also formed to offer a virtual conference. These partnerships helped us to offer a very successful conference for educators from Peterborough and the City of Kawartha Lakes.

#### Highlights & Accomplishments:

##### ***1. First Virtual Inspiring Early Learning Conference in Partnership with Fleming ECE Program & the CKL Quality Initiative***

Due to the global pandemic, *I/Q* planned and facilitated a virtual conference in lieu of an in-person one which we would typically offer. The virtual format led to some wonderful partnerships with local groups that support positive outcomes for children. We approached the Early Learning Quality Initiative of CKL/Haliburton about planning the conference together and sharing the cost of the key-note speaker and invited their Early Learning Coordinator, Beckie Kellett, to join the conference committee.

We also partnered with the Fleming College Early Childhood Education Program which generously allowed us the use of their Webex online platform for the workshops. Fleming also provided technical support for the keynote address, and we welcomed their Dean of the School of Justice and Community Development, Dean Price, to share the land acknowledgement. We also welcomed two Fleming ECE students to participate in welcoming and introducing some of the workshop presenters. In return, Fleming Early Childhood Education students were invited to register for the conference at no cost. These partnerships benefited each organization's educator communities.

Being virtual allowed us the means to host an international keynote speaker, Carl Honoré, from London, England. The conference exceeded expectations...filling quickly with 236 participants. It was also noted that 80 of these attendees had never attended the IEL conference before (34%). This was due to the ease and flexibility of being virtual. Beginning with the keynote address, we then offered nine workshop opportunities throughout the month of March. With the virtual format, and most workshops being recorded, participants were able to attend as many workshops as they wished. If they were unable to attend live, they could access the recordings for a two-week period.

The chart on page 5 compares the numbers of participants and the areas where they live from 2019 and 2021. Note that the annual conference was cancelled in 2020 due to the pandemic.

### Conference Registration Statistics

	2021	2019
Peterborough area	170	136
City of Kawartha Lakes/Haliburton area	34	0
Out of area	22	38
Fleming ECE students	10	0
Registered total	236	174
Evaluations Completed	80	120

### Snippets of Conference Evaluation Feedback

*"I appreciated that the various information sessions were spaced apart, on different weeks, and that you could watch the recorded version if you were busy on a night when the live presentation was going on."*

*"Carl shared some really important takeaways especially during the challenging times we find ourselves navigating currently. The reminder to slow down is always welcome."*

*"The workshops were fantastic! I really enjoyed how it felt comfortable and open to engagement even though we were on a screen. The speakers for each workshop ensured we were still engaged and the resources and ideas they gave were awesome!"*

## 2. Development and Implementation of a Professional Learning Request Form

This form was developed to bring life to the Professional Learning Framework (PLF) that was launched in 2020. The PLF states that "program supervisors co-design learning opportunities with Quality Coordinators (QCs) and Resource Consultants (RCs) for their teams." This process of co-design is one way that our community is building capacity. Supervisors know their teams and their needs best and have insight into the day-to-day practices within their program site, so it makes sense that both the supervisor

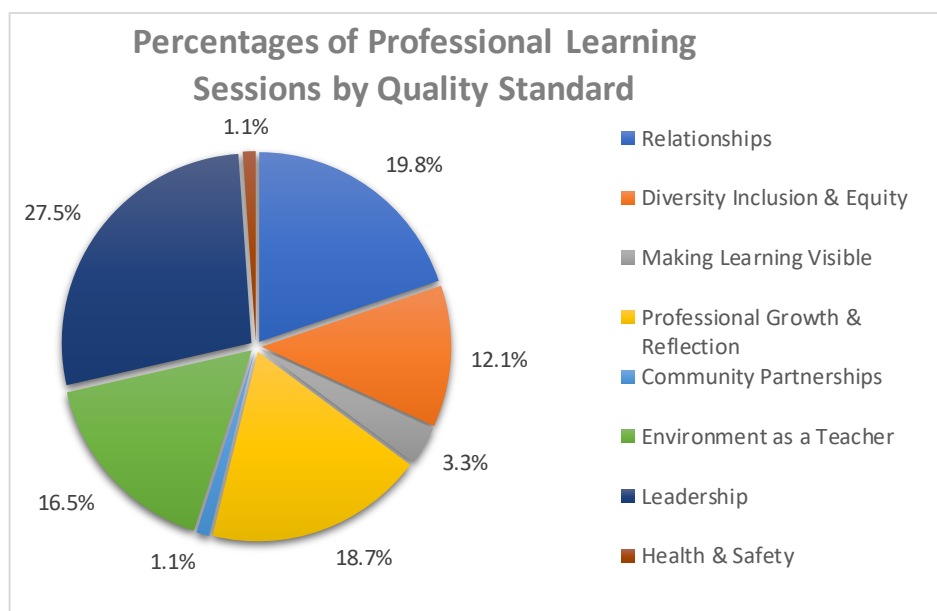
and the QC or RC plan and facilitate sessions together. When supervisors engage in this manner it offers reflective modeling to educators, allows for the opportunity for conversations about best practice to evolve and grows the leadership skills of the supervisor.

### 3. Video Developed for Developing Quality Enhancement Plans

In recognition that school age sites were being brought into the *Investing in Quality* engagement process, with the expectation to submit a Quality Enhancement Plan (QEP) for their site, a video on how to ‘Develop a Quality Enhancement Plan’ was developed. The Quality Coordinators wanted to offer a number of opportunities for school age educators to learn about how to develop a successful QEP and did this by providing a virtual workshop, meeting with educator teams individually, and with a video that can be accessed at a time that is convenient for each educator team. We recognized that everyone’s schedules and availability to receive information was different so therefore it was important to offer various modes for learning. This video can be viewed at [Tools & Lenses – Five Counties Children's Centre](#)

### 4. Learning Sessions Offered Based on Community Data and Standards of Practice 2020

In January of 2021, //Q began aligning professional learning themes with the Standards of Quality including an additional category of Health and Safety. The rationale for tracking the themes in this way was to give everyone the same language and a shared sense of purpose as we move forward in creating goals for quality improvement and best practice in our community. In total, 91 learning sessions were offered.



## 5. Professional Learning Sessions for Educator Appreciation Day

Child Care Worker and Early Childhood Educator Appreciation Day was on October 21 across the province. *Investing in Quality* planned seven professional learning sessions that focused on educator wellness as one way to thank educators for their work this past year through difficult times. *Investing in Quality* partnered with the Fleming Early Childhood Education program and the Quality Initiative in the City of Kawartha Lakes to plan this event. An online celebration was hosted on October 21 to bring the community together for reflection. This was also a wonderful opportunity to acknowledge the resilience of educators in our communities. Survey feedback from these events highlighted that educator's felt the wellness events were the most meaningful aspect of this year's appreciation activities and that they are looking forward to when we can come back together in person for an appreciation event.

### Numbers of Educators Who Participated in the Appreciation and Wellness Sessions

Peterborough	Total Educators	48
Peterborough	Number of Educators who participated in 2 or more events	16
City of Kawartha Lakes	Total Educators	32
City of Kawartha Lakes	Number of Educators who participated in 2 or more events	15
Peterborough & City of Kawartha Lakes	Total of Educators	80
Appreciation Evening	Total Educators	65
All Events Combined	Total Educators	145



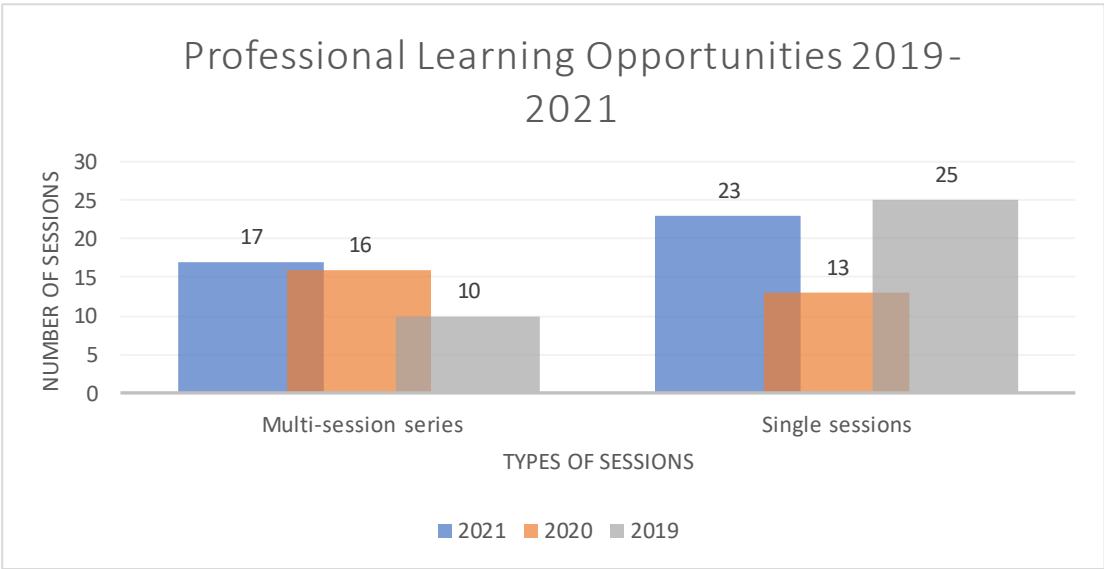


**Professional Learning Stats**

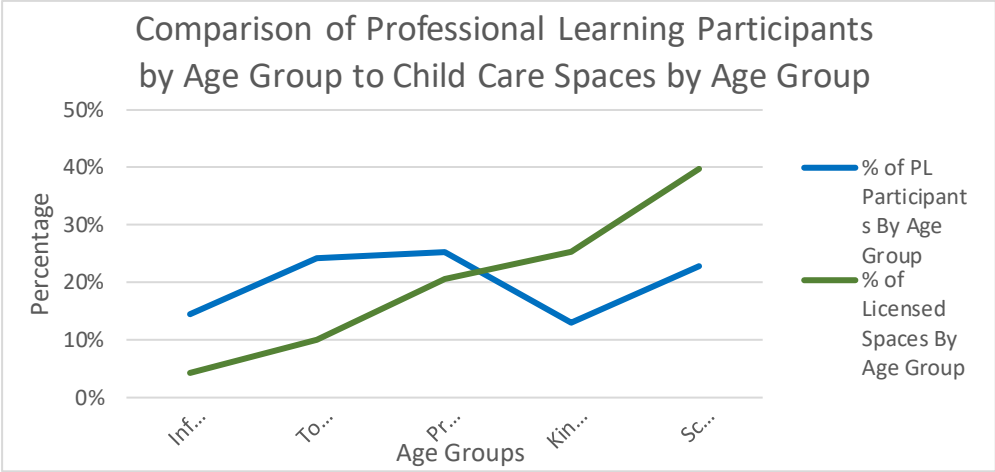
The chart below breaks down the single sessions and multi session series, the total number of professional learning hours offered to the community, and the number of educators who participated in professional learning in our community.

Number of multi-session series	17
Total number of multi-sessions	68
Number of single sessions	23
Number of sessions in total	91
Number of educators attending sessions *Signifies the total number of educators who attended professional learning overall (not different educators)	2045
Number of professional learning hours offered	136.7

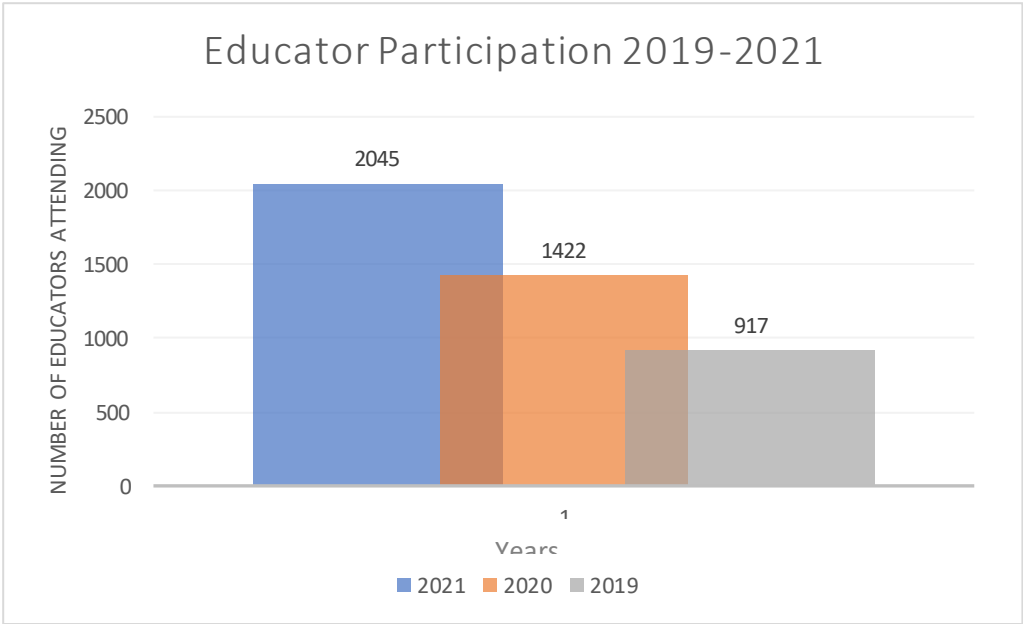
The chart below compares the types of professional learning sessions offered (single-multi) between 2019-2021. We are striving to offer more multi-session series as we know that this model supports educators in making sustained change in practice. We surmise that the single sessions have increased because we are offering more opportunities overall and we have also been working with site supervisors to develop specific training for their teams. These types of professional learning often include 1 session together with the Quality Coordinator, Site Supervisor, and their team then the Site Supervisors facilitate future sessions with their teams with resources shared by the Quality Coordinators.



The chart below compares professional learning participants by age group to the childcare spaces by age group. Participation of educators who work with school aged children increased from 2020 as it was a goal of *I/Q* to offer more opportunities during this reporting period for these educators.



The chart below compares the participation of educators in professional learning offered by *Investing in Quality* through the years of 2019-2021. This is an interesting piece of data considering educators have had added responsibilities in their work due to Covid19 and yet still are participating in professional learning. We surmise that the participation numbers are directly linked to the accessibility that on-line learning offers which was not an option with *I/Q* in 2019. We also expect that this will level out at some point in 2022 as we are beginning to see a slight decline as educators are beginning to tire due to the pandemic.



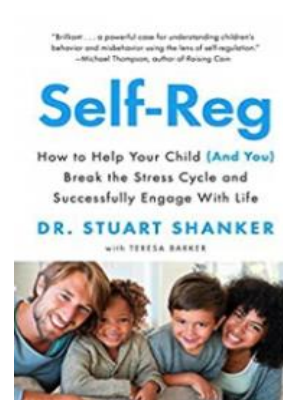
### *Professional Resource Library*

*Investing in Quality's* Professional Resource Library continued to be accessed by educators. Books and Videos were delivered to educators at their programs by Resource Consultants and Quality Coordinators to support the accessibility of these resources.

**510** Resources available in library

**110** Members

**114** Resources borrowed in 2021



### *Snippets of Professional Learning Evaluation Feedback*

*"I loved all the book ideas and appreciated the suggestions for creating a safe space for gender expression and creativity."*

*"This session helped me to understand my team partners in a different/new way. I now understand how we process and plan differently and how we can work from our strengths...and that's a good thing."*

*"This book study has made me think about moving past the culture of fear that has been instilled in me and pushing myself to allow for greater independence for children especially when they are exploring in nature."*

*"These sessions made me think more about what I include in my documentation. Also, the idea that documentation cannot be objective was new to me."*

## Strategic Priority 2

### Enhance Learning through Mentorship

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Enhancing learning through mentorship was a vibrant aspect of *Investing in Quality* this year. Program supports included mentor meetings, onboarding school age sites into the engagement process, the development of an educator mentorship pilot and an aligned model between the Resource Consultants and Quality Coordinators to support individual programs with behaviour and self-regulation. The highlights of these accomplishments are outlined below.

#### ***Highlights & Accomplishments:***

##### **1. Mentorship to School Age Sites**

This year all school age sites with a Purchase of Service Agreement with the City of Peterborough have been onboarded into the *Investing in Quality* engagement cycle. This process included virtual meetings with supervisors in the spring of 2021 to discuss how *I/Q* could best support school age sites and sharing the relevant documents for them to share with school age teams. Mentor meetings were conducted in the Fall of 2021 to review the engagement process with all educators as well as offering both a live session on Developing Quality Enhancement Plans and a video session that is available on the Investing in Quality website for educators to view at their convenience. Quality Coordinators also developed school age packages and dropped them off to programs in September. The first Quality Enhancement Plans for school age programs were submitted on February 28, 2022.

##### **2. RC/QC Individual Site Behavioural Support Model**

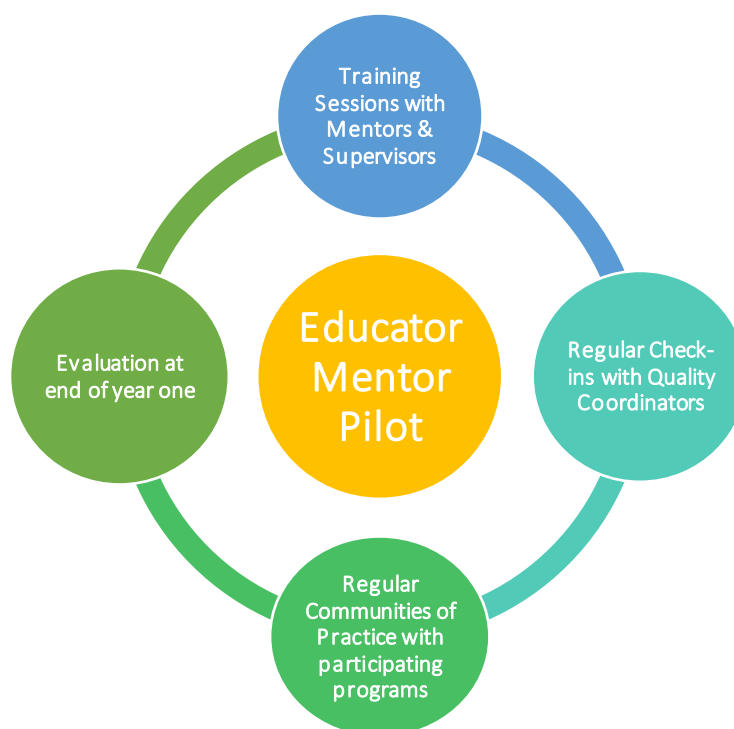
In 2021, the Resource Consultant and Quality Coordinator team began meeting with program supervisors with a menu of services that listed programs to support educator teams with behaviour and self-regulation. This process continued in 2021 and has been a successful strategy as it recognizes each program site is unique and therefore needs vary. Due to this alignment of partnership with the Resource Consultants and Quality Coordinators, early learning programs received integrated support including programs such as Flip It, Zones of Regulation, Teacher Talk, Autism101, Communication Supports, Self-Regulation (adults and children), Conscious Discipline, etc. Resource Consultants took the lead on the topics that focused on behavioural support as that is their area of expertise and Quality Coordinators led Self-Regulation sessions. The QCs have participated with teams in some training around behavioural supports as this has helped them understand the programs better and thus have been able to bring these topics into mentoring conversations.

*“This is the first year when we have tapped into the Resource Consultant at Five Counties. This relationship has been so positive and very supportive of the children and our program.”*

*“The most meaningful partnerships have been IIQ and the Resource Consultants. Our RC has always been there for us when a situation arises when we require extra support. She puts the children and educators first and will do whatever it takes to help. She is kind with families and helps them to understand we are all there to help their child. It makes our job easier to have such supportive people in our corner. With IIQ, I really appreciate that they are thoughtful in our meetings and encourage us to slow down and think of the big picture.”*

### 3. Community Educator Mentoring Pilot

It was identified in mentorship meetings that our community would benefit from a mentorship program as many of our educators are new to the profession and this additional support would help programs scaffold learning from more experienced educators to new educators. This pilot was developed in partnership with a program management team and the Quality Coordinators. A three-session training module and facilitator’s manual was developed, and the first cohort participated in the training in November and December of 2021. IIQ will facilitate a ‘Communities of Practice’ with this group in the spring of 2022 with an evaluation component at the end of the pilot to identify successes and further needs of the program. A second cohort began the pilot in February of 2022. It is our hope that this training will build leadership skills among educators and help with both succession and retention planning.



#### 4. Translation of Resources

Quality Standard #2 is Diversity, Inclusion & Equity and this is a standard *Investing in Quality* has been exploring this year. From this reflection we identified that our French program did not have access to *I/Q's* engagement resources in their own language. We were able to have an individual translate the engagement document and forms into French for this program. In 2020, the Appreciation Committee developed lawn signs for educators recognizing the important and essential work they do in our community. We now have signs which are in French and are currently working with our Indigenous community to have signs translated for them as well.

## Investir dans la qualité — Peterborough



#### 5. Mentor Meetings

Most mentor meetings with supervisors continued to be virtual this year. This seemed to be a convenient way for supervisors to have discussions with the Quality Coordinator who works with their program. One interesting outcome of virtual meetings was there were less interruptions of the supervisor's time during these sessions and thus more engaged discussions. It also allowed more time for the Quality Coordinators to work on other work-related tasks as they saved time by not having to drive to a program site. Going forward we plan to conduct mentor meetings with a hybrid of in person and virtual meeting formats.

The *Investing in Quality* engagement cycle outlines a minimum of 3 mentor meetings each year. In 2021, Quality Coordinators only conducted 2 mentor meetings with some programs. Many supervisors struggled this year to ensure enough staffing to meet adult/child ratios in playrooms, and thus spent time either recruiting new educators and/or working in playrooms themselves. They also had to navigate ongoing changes to health and safety protocols and therefore their time was stretched. The *Investing in Quality* Working Group felt that if some supervisors were feeling they could manage with just 2 meetings this would be acceptable and responsive in 2021.

Mentor meetings focused on goal development especially around topics of outdoor play, designing indoor and outdoor environments and growing and maintaining relationships with families. These topics are aligned with the Early Development Instrument 2020 findings that 23.3% of children (aged 4-5 years) in our community are vulnerable in the domains of physical health and well-being. They also aligned with

*Investing in Quality Peterborough, Annual Impact Report 2021-Year 12.*

the Family Satisfaction Survey Results 2020 that found families would like more communication, relationship building and sharing of children’s learning.

Discussions also focused on the wellness of children, families, and educators and how //Q could support this among the community within their scope of practice. These discussions were identified by supervisors as important due to the impact of Covid19 on individual and family wellness. Conversations led both to referrals to mental health agencies and sessions designed by the Quality Coordinators that focused on educator and child wellness. These sessions were facilitated with groups of educators from individual sites and resources were shared with supervisors to continue wellness conversations within their teams.

School age sites were also brought into the mentorship process as mentioned previously. Quality Coordinators met with the site supervisor and with some sites, they met with the supervisor overseeing the school age program. The decision on what would best meet each site’s needs was made in collaboration with the supervisors from each program. Discussions in these meetings were about orienting teams to the //Q engagement process and Quality Enhancement Plans.

## 2021 Mentor Data

Number of Mentor Meetings	Engagement Hours	Administrative Hours
109	120	116

\*Although QCs only did 2 mentor visits for each program site, the 2021 data shows an increase in mentor meetings due to the addition of school age site mentorships.

## Strategic Priority 3

### Meaningful Measurement for Quality Improvement

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*Investing in Quality* is always striving to find meaningful measures to assess and improve quality within early learning programs. The focus in 2021 was the development of a School-Age Environmental Tool and a Quality Enhancement Plan template for school-age sites. The tool and pilot are outlined in this section as well as the common goals developed by school age educators.

#### ***Highlights & Accomplishments:***

#### **1. School Age Environmental Pilot Tool and Pilot**

The School Age Environmental Tool working group, established in 2020, was tasked to develop a tool which would reflect the unique needs of school age programs who often work within shared spaces. The working group wanted to ensure that the community had input into the content and therefore it was presented at an Early Years Planning Network meeting in September 2021. Supervisors were asked to take this tool back to their school age educators and complete a survey by October 20<sup>th</sup> to give feedback before final revisions were completed for the pilot portion of this process. Eight educators answered this survey. This tool is complete and an information session with pilot participants will take place in February 2022. The pilot sites consist of both larger and smaller sites with both city and rural representation. These school age educators will use the tool between February and June of 2022 and will participate in an evaluative focus group to gather feedback about what was useful about the process and what more we might need to further clarify before launching it to the larger school age community in September 2022.

#### **EXAMPLES OF REFLECTIVE QUESTIONS FROM TOOL**

##### **Quality Standard #3, Making Learning Visible**

1. *How do we engage children in research, observation & documentation to reflect their interests & learning?*
2. *How do we use observations to inform the materials and equipment offered for the children both indoors and outdoors?*
3. *In what ways are children's ideas, perspectives and learning visible in the room?*
4. *What processes do we have in place to allow the opportunity for educators and children to reflect together?*
5. *How do we engage families in documentation in meaningful ways to deepen their understanding of their child?*



## 2. Educator Interaction Tool (EIT)

Relationships is the first standard of quality identified by *Investing in Quality* and the early learning community. Research demonstrates that relationships within an early learning environment are crucial to a quality program. Educators in our community used this tool to reflect on their relationships with children, families, co-workers, and volunteers. The EIT is based on the four foundations of How Does Learning Happen? which is the provincial pedagogical framework for early learning and care in Ontario. Once educators reflect on these foundations, they set 1-2 goals that focus on relationships.

<p>Number of full-day sites, EarlyON and nursery schools who completed <i>Educator Interaction Tool</i></p> <p>*a few school age sites chose to complete the EIT tool this year and this number reflects this</p>	<h1>48</h1>
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### *Some Common Goals Set by Educators based on the Educator Interaction Tool*

- Research how we create a sense of belonging through the lens of diversity and inclusion
- Supporting children's self-regulation by participating in the Pathways to Stewardship Program
- Initiating new ways for parents to be engaged in their child's learning
- Strategies to support parent communication and engagement
- Finding strategies to support children who have experienced trauma
- Supporting children's peer-peer social skills
- Explore ways of how we communicate as teams
- Explore ways in which to be inclusive of families

## 3. Environmental Assessments

Quality Standard # 6 is Environment as a Teacher. How we design the environments, both indoors and outdoors and the routines and schedules we use all impact children's self-regulation and learning. There are many aspects of the environment that need to be taken into consideration to have a successful program. One expectation of the *I/Q* engagement process is to participate in an environmental assessment yearly.

Our early learning community made the request to not have to do this requirement in 2021 as they were feeling overwhelmed by the ongoing Covid19 procedures. This request was taken to the *I/Q* working group and it was approved. Some sites chose to do the assessments, but total numbers will not reflect a typical year.

*Investing in Quality Peterborough, Annual Impact Report 2021-Year 12.*

Of the programs who did choose to complete an environmental assessment, these were done in both indoor and outdoor play spaces.

<i>Number of Licensed Program Sites Who Completed Environmental Assessments (partial or entire tool)</i>	9
<b>Assessments Used by Programs:</b> 360 Audit Revitalizing the Environment Compass ELC Foundation Series Module 4	

### Outcomes of Assessments:

- Explored ways in which we could offer ‘cozy, quiet’ spaces within the limitations of Covid
- Explored ways in which loose parts extended and enhanced play in our forested area with goal to make loose parts forest bags
- Explored ways in which to design day so we spent more time outdoors to support self-regulation
- Brought nature into the playroom
- Found creative and new ways to light the space other than simply overhead lights (there are no windows for natural light)
- Developed spaces in open outdoor areas that provide engaging learning opportunities that challenge children physically or cognitively
- Challenged ourselves as educators to provide outdoor ‘risky’ play experiences
- Developed ‘interest webs’ together with children
- Provided more natural materials in the playrooms
- Reflected on our environment from a diversity lens

## 4. Quality Enhancement Plan Goal Achievements in 2021

**99%** of licensed full day child care, Nursery School and EarlyON sites were able to meet their goal as a whole or partially.

## Goal Themes

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

## Highlights of Goal Achievements Based on the Standards of Quality

### *Standards of Quality #1 Relationships*

- Facilitated wellness opportunities by offering professional learning on wellness, allowing for short-term leaves during school closures, having spirit days, surprising teams with treats, etc.
- Offered educators additional wellness days
- Demonstrated creative ways to engage families throughout the pandemic such as home activities for families to participate in with their child to document and share with educators, questions for parents in journal entries, tours of programs afterhours, etc.
- Explored relationships to the land with the children from an Indigenous lens and from a land based education perspective



### ***Standards of Quality #2: Diversity, Inclusion & Equity***

- 101 educators attended professional learning on these topics offered by IIQ 2021
- Creation of equity statements
- Book Study on “Allies and Advocates-Creating an Inclusive and Equitable Culture”
- Creation of a program land acknowledgement
- Exploring the connection between food and inclusion
- Participated in anti-bias series through Harvest Resources
- Explored ‘hidden rules’



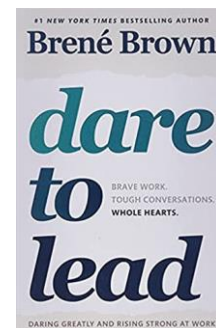
### ***Standards of Quality #3: Making Learning Visible***

- Programs participating in the Pathways to Stewardship program uploaded pictures to the community board to share their experiences with other educators and families
- Research questions, observations, and documentation about relationships
- Explored Pedagogy of Place
- Developed an outdoor documentation board for parents to explore and engage with
- Developed family engagement activities and asked parents to document this experience



## Standards of Quality #4: Professional Growth and Reflection

- Participated in book studies both with *IIQ* and through their workplace teams. Topics of books included leadership, attachment, outdoor play, and self-regulation
- 9 educators participated in the Mentorship Pilot cohort 1, training series
- 7 educators facilitated learning sessions to the early learning community
- 114 professional learning resources were borrowed through the *IIQ Resource Library*



## Standards of Quality #5: Community Partnerships

- *IIQ* has joined the Stories for Hope, Healing, & Belonging partnership
- Compass Early Learning and Care opened-up registration to the community for a six session Anti-Bias training focusing on the four anti-bias goals
- Reached out to seniors' homes to offer music and stories both in person (through windows) and virtually
- Partnered with community food bank to support food security for families
- Planted gardens on our playground with children and families and with community donations
- Joined school committee to add natural elements to our shared yard



### NATURAL MATERIALS

Landmark 6 (Play in Nature a Full Hour)

Today we added new natural loose parts and materials to our toddler yard and our outdoor kitchen. The children smelt and felt the cedar leaves, the pines cones, and the hydrangea flowers. They used buckets and tins to transfer the natural materials and to cook with using the kitchen tools. We loved investigating the different smells and the various textures of all the natural materials!

Trent Child Care – 10/19/2021

## Standards of Quality #6: Environment as a Teacher

- 8 Early Learning programs participated in the Pathways to Stewardship program by introducing both children and families to outdoor landmarks
- 2 programs made significant changes to their outdoor space after an educator-family consultation process and involvement with the Pathways to Stewardship program
- EarlyON programs in both city and county developed and implemented outdoor programming for families
- Grew a garden with children, reaped harvest, sent home, made recipes

### ***Standards of Quality #7: Leadership***

- 10 supervisors reinstated the Child Care Action Network to advocate for universal, accessible, child care to our local and federal politicians
- Supervisors who requested professional learning with their teams, co-designed sessions with the QCs and supported the facilitation of these sessions
- Lead teams through a strategic planning process
- Lead initiative to redesign outdoor space
- Participated in peer-to-peer mentorship pilot
- Programs identified that ‘natural mentorships’ formed between experienced and new educators
- Agencies began giving more opportunities for educators to build their leadership skills through project work
- Explored ways in which we wanted to set a culture of relationships and learning

*“The natural development of leadership and supports within our organization not only gave us a life jacket to stay above the rough waters of this past year; it also gave us a lifeboat to reach the shores of the promise of returning to our new normal, stronger and better than ever before.”*

*“Each member of the team developed an increased sense of autonomy in the work they do everyday through shared leadership opportunities.”*



## Goal Themes for 2022

### *Goal Themes for 2022- Full Day Programs, Nursery School and EarlyONS*

2022 Goal Themes	Standards of Quality
Outdoor Play and Environments	Environment as a Teacher
Diversity, Equity, and Inclusion	Diversity, Equity, and Inclusion
Team Building and Communication	Relationships Professional Growth and Development
Family Engagement	Relationship Diversity, Equity, and Inclusion
Pedagogical Research Questions & Document Learning	Making Learning Visible Professional Growth and Reflection

### *Goal Themes for 2022-School Age Programs*

2022 Goal Themes	Standards of Quality
Family Engagement	Relationship Diversity, Equity, and Inclusion
Documentation	Making Learning Visible Professional Growth and Reflection
Staff Communication	Relationships Professional Growth and Development
Children's Autonomy & Engagement	Making Learning Visible, Environment as a Teacher
Outdoors, Diversity, Equity & Inclusion, Self-Regulation (scored the same)	Environment as a Teacher, Diversity, Equity & Inclusion, Relationships

## How //Q Will Support Programs to Achieve Their Goals

Many of the goals that have been set by programs align with Peterborough's Workforce Strategy 2022 (outdoor play, diversity, equity and inclusion, documentation, physical health, and well-being). We see this as an opportunity for the Quality Coordinators to plan together with the Workforce Strategy and //Q working groups to determine how we can best offer both professional learning and mentorships to these goal themes.

The *Early Childhood Development Instrument (EDI)* 2020 scores demonstrated that 23% of children in our county between 4-5 years old, are vulnerable in physical health and well-being. Educators noted in their Quality Enhancement plans that one of the silver linings of the pandemic is that they have spent more time outdoors to support the self-regulation of children with Covid restrictions in place. This has given many educators a renewed interest and understanding of the importance of the outdoors to children's mental health. The 2022 Inspiring Early Learning Conference has been planned with an outdoor focus. //Q has also partnered with Pathways to Stewardship to bring sessions on both sharing stories outdoors and on play space design with Adam Bienenstock and will continue this ongoing partnership.

The 2021 Educator Survey results indicated that 80 (36.5%) participants identified improvements related to job qualifications could be addressed through professional development opportunities. One topic identified was workplace communication and teambuilding. In the last few years QCs have been doing individual professional learning sessions that are site specific and these sessions have worked well when exploring these topics. QCs will continue to consider ways to bring this type of learning to educators as well as through both the supervisor and educator mentorship programs that are happening in our community.

Family engagement continues to be highlighted in goals and we feel this speaks to the impacts on relationships due to Covid19. Educators have found creative ways to engage families and have noted in their QEPs that they are eager to have in-person connections with families again. Conversations about this will focus on how to welcome families back into programs to support families' sense of belonging. How can we acknowledge the grief of the last two years? What are some symbolic and meaningful activities we can do to mark this historic passage of time in our profession? Finally, how can we begin to engage in-person with families in meaningful ways?

The school age educators see the importance of engaging the children in their programs to build children's sense of autonomy and one of the ways we will think with educators about this goal is through the lens of the School Age Environmental Pilot tool.

The Quality Coordinators will plan in conjunction with the QC Mentoring, Workforce Strategy Steering Committee, and *Investing in Quality* working groups to develop a professional learning plan that supports all of these goals.



## Strategic Priority 4 Organizational Alignment to Support Transformation

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In 2021, *Investing in Quality* updated three items that supported alignment of resources including a new website, logo, and registration application.

### *Highlights & Accomplishments:*

#### 1. New Website

Five Counties Children’s Centre developed a new website this year and *Investing in Quality’s* website was integrated into theirs. This was helpful for *I/Q* as their former website was on an outdated platform.



#### 2. New Logo

The original logo was developed for the ‘Raising the Bar’ project and this logo had not been reviewed since the program became *Investing in Quality*. We explored ideas for a new logo thinking about the ideas of growth, diversity, equity and inclusion and supportive learning and mentorship. The *Investing in Quality* working group explored some possible logos and brought these drafts forward to the community. The one below is the logo that was chosen by our community.

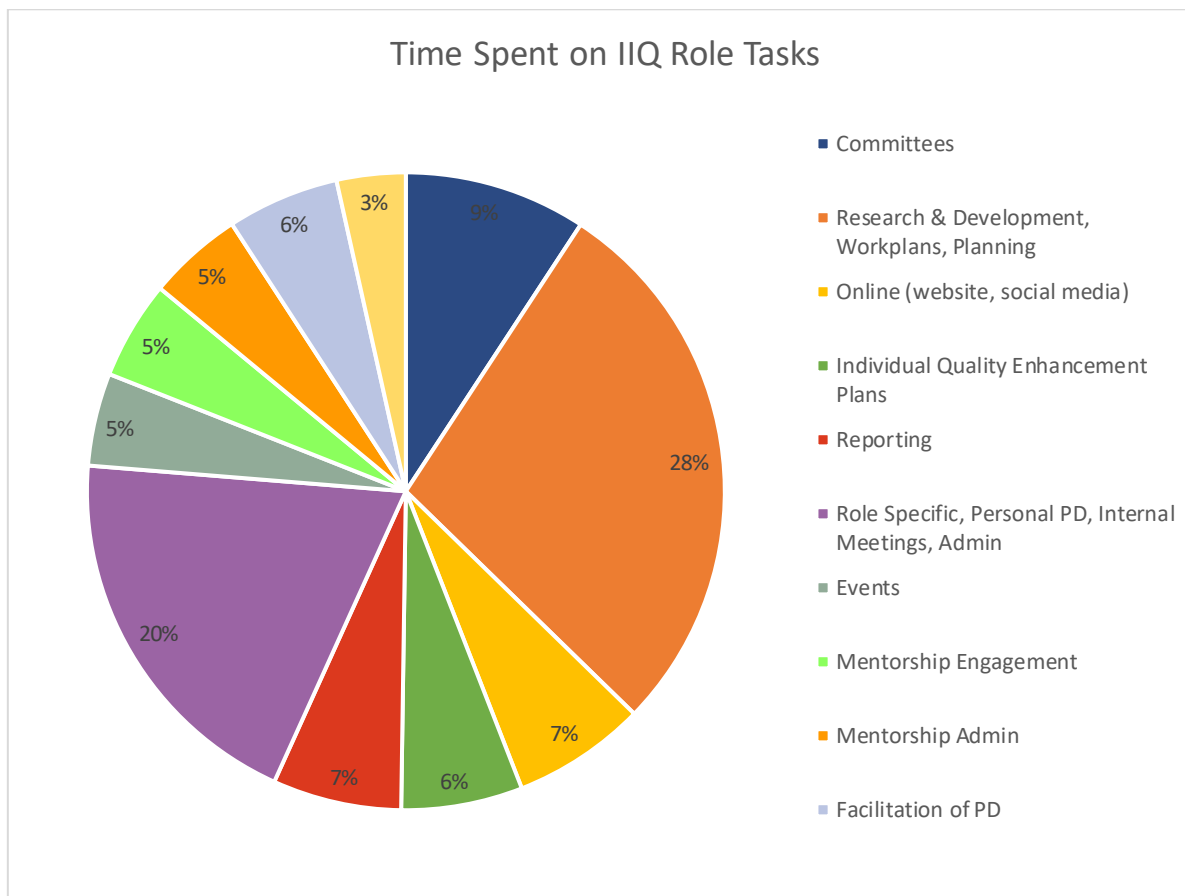
#### 3. New Event Registration App

*I/Q* was also able to purchase a registration application that has streamlined the process for both educators and QCs to navigate professional learning registrations.



#### 4. Quality Coordinators Time Tracking Data

A revised statistical tracking form was developed for *Investing in Quality* in 2020 to track more accurately where time is being spent in planning, meetings, reporting, etc. The results can be seen in the chart below. This information is based on 1.86 full time equivalent.



#### **Conclusion:**

It is incredible to think that the educator community and families navigated another year living through a global pandemic. Once again, educators demonstrated resiliency and continued to live into their passion and values. They created consistent, creative spaces where children felt safe. They supported families who could not enter programs to feel a sense of trust and belonging. That was no easy task. We recognize that educators, children, and families are tired. We also feel hopeful of new initiatives on the horizon such as a National Child Care Plan and support to educators through the Workforce Strategy and hopefully an 'evening' out of the pandemic. We are very proud of our community!