



Investing in Quality Peterborough IMPACT Report 2022



Table of Contents

1

| Content | Page(s) |
|--|---------|
| Acknowledgements | 2 |
| Introductions | 3 |
| Strategic Priority #1-Champion Professional Learning that Influences Practice | |
| Highlights and Professional Learning Statistics | 4-8 |
| Strategic Priority #2-Enhance Learning Through Mentorship | |
| Highlights and Mentoring Statistics | 8-9 |
| Strategic Priority #3 Meaningful Measurement for Quality Improvement | |
| School Age Site Assessments & Accomplishments by Quality Standard | 10-16 |
| Full Day, Nursery School & EarlyON Assessments & Accomplishments by Quality Standard | 17-23 |
| 2024 Goal Themes | 24 |
| Strategic Priority #4 Organizational Alignment to Support Transformation | |
| Highlights | 25-26 |
| Conclusions | 26 |

Acknowledgements

Investing in Quality (IIQ) respectfully acknowledges that we are located on the treaty 20 Michi Saagiig territory and the traditional territory of the Michi Saagiig Nishnaabeg and Chippewa nations. We offer our gratitude to the first peoples for their care for, and teachings about, our earth and our relations. May we honour these teachings.

Thank you to the *Investing in Quality* 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.

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*Investing in Quality would also like to acknowledge Caren Thayer, former Data Analysis Coordinator-Social Services, the City of Peterborough for providing the stats from *IIQ's* yearly tracking form for this report.

Report written by Ellen Mortlock and Beckie Evans.

Introduction

Investing in Quality Peterborough is proud to present this report which outlines the progress made in 2022 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 this report we will outline the accomplishments of the early learning community in engaging in the four strategic directions of *Investing in Quality (IIQ)* as well as goals set by early learning programs for 2023.

We will also speak to the early learning and childcare climate in relation to Covid19 as well as issues relating to Registered Early Childhood Educator shortages and the impacts these have had on day-to-day practice in programs.

Lastly, we will refer to work that has been accomplished through *Investing in Quality* with the *Workforce Strategy Initiative* as the money to implement this project was flowed through our municipality to the quality initiative. There will be a separate report in reference to the *Workforce Strategy Initiative* but since much of this work was completed by the Quality Coordinators with *IIQ* it will be referenced in this report as well.

Strategic Priority #1

Champion Professional Learning that Influences Practice

Highlights & Accomplishments:

1. *Inspiring Early Learning Conference in Partnership with Fleming Early Childhood Education Program & the City of Kawartha Lakes Quality Initiative*

Within our communities in the late fall 2021, we noticed that attendance for professional learning opportunities was down slightly from the spring and winter before. Educators were still interested in online learning opportunities, but hectic work schedules, busy lives, and online fatigue were common reasons that we heard for attendance being lower for online sessions. For this reason, the committee decided to offer fewer conference sessions than last year. We booked Dr. Beverlie Dietze as our conference keynote facilitator, and she generously agreed to do a three-part series that would be the focus for our conference. Dr. Beverlie Dietze is the Director of Learning and Applied Research at Okanagan College and is one of Canada's leading outdoor play researchers. She is also the author of seven textbooks related to play and children's programming and is the editor of Play Outdoors Magazine.

Outdoor provocations, seasonal play, and loose parts were the focus of the conference series. These areas of focus had been identified by educators and programs as a high priority. During the pandemic, many programs have been spending more time outdoors. Outdoor environments and play was also a common theme in the 2022 Quality Enhancement Plan goals.

All sessions were recorded so that participants could view them at their convenience if they were unable to attend live. Recordings were available for a longer period of two months this year. The committee was able to use Microsoft Teams for the sessions. Reflection Guides were again provided for each session. These guides included the workshop title, summary, presenter biography, and space to write down notes and ideas from the session.

Building on last year's success, Investing in Quality Peterborough and the Early Learning Quality Initiative of CKL/Haliburton partnered together with the conference committee. Funding from both communities paid for Dr. Dietze's full fee and this allowed us to offer the conference series to educators at no cost. The conference was offered to educators in the Peterborough and CKL/Haliburton areas. Based on participant evaluation feedback, we will offer a hybrid model of an in-person and on-line conference in 2023.

Conference Registration Statistics

| | 2022 | 2021 |
|---------------------|------|------|
| Peterborough area | 86 | 170 |
| CKL/Haliburton area | 40 | 34 |
| Out of area | 18 | 22 |
| Registered total | 144 | 236 |



'Beverlie was a wonderful presenter. Lots of useful ideas and time to revisit with team members.'

'I thoroughly enjoyed last night's conference session on "Winter is a Magical Time for Children's Outdoor Play". And thank you for the recording. I will be watching it again for all the wonderful ideas. I have lots of pans for ice!'

'Appreciated that they were recorded and could be watched at a different time if could not make the session.'

Thank you to the Conference Committee for their guidance, ideas, and dedication!

Beckie Kellett, Early Learning Quality Initiative,
CKL

Katherine Orgill, Community Member

Tara Cahorn, Trent Child Care

Susan Scoffin, Fleming College

Lisa Miles, Compass Early Learning & Care

Kathy Connelly, KPR District School Board



2. Professional Learning-Single Sessions and Series

Investing in Quality offered ongoing professional learning sessions throughout the year. Much of the professional learning was virtual and in the fall months we began to offer in-person sessions once again. Going forward we see the benefits of offering a combination of both virtual and in-person sessions as more educators are able to access professional learning in the on-line format.

The sessions that are offered are based on survey feedback from educators and aligns with the Community's *Standards of Quality*. [Standards of Quality 2020 - Five Counties Children's Centre](#). Professional learning was offered in various formats from book studies, video learning, guest presenters, and communities of practice.

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.

The number of sessions offered in 2022 did decrease somewhat which we surmise is due to educator fatigue.

| Sessions | 2021 | 2022 |
|---|-------|-------|
| Number of multi-session series | 17 | 14 |
| Total number of multi-sessions | 68 | 44 |
| Number of single sessions | 23 | 25 |
| Number of sessions in total | 91 | 69 |
| Number of educators attending sessions *Signifies the total number of educators who attended professional learning overall (not different educators) | 2045 | 1576 |
| Number of professional learning hours offered in total | 136.7 | 109.5 |

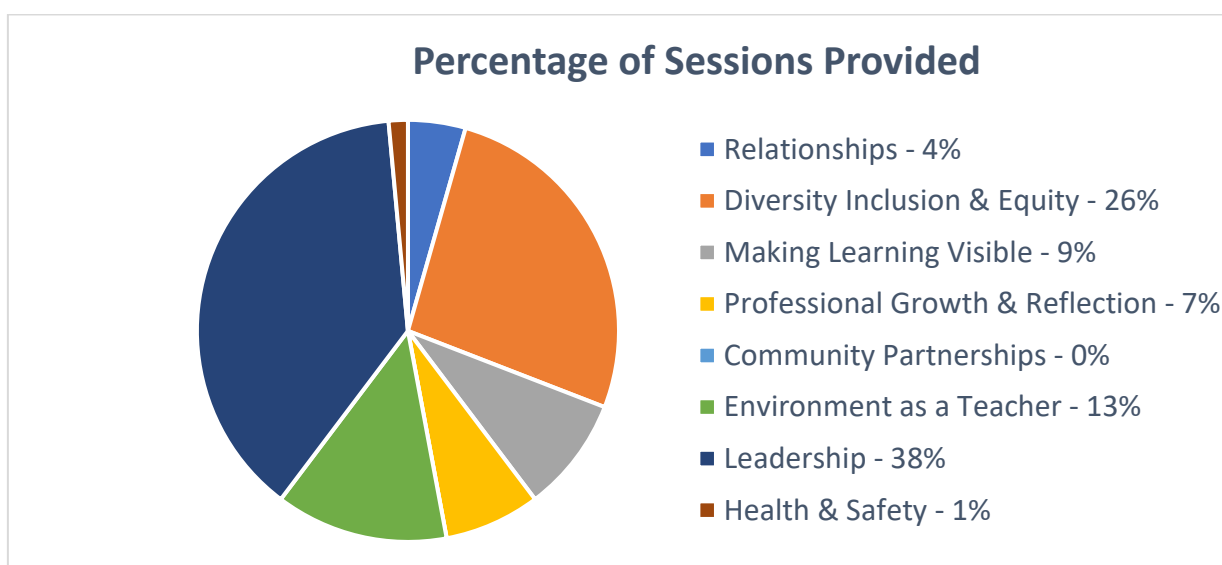
Further Professional Learning Data for 2022

This pie chart demonstrates the percentages of professional learning themes offered to educators based on the *Investing in Quality* Community Standards of Quality. [Standards of Quality 2020 - Five Counties Children's Centre](#). *I/Q*, in partnership with the Workforce Strategy committee, focused on Justice, Diversity, Equity, and Inclusion this year thus the high percentage of these sessions being offered.

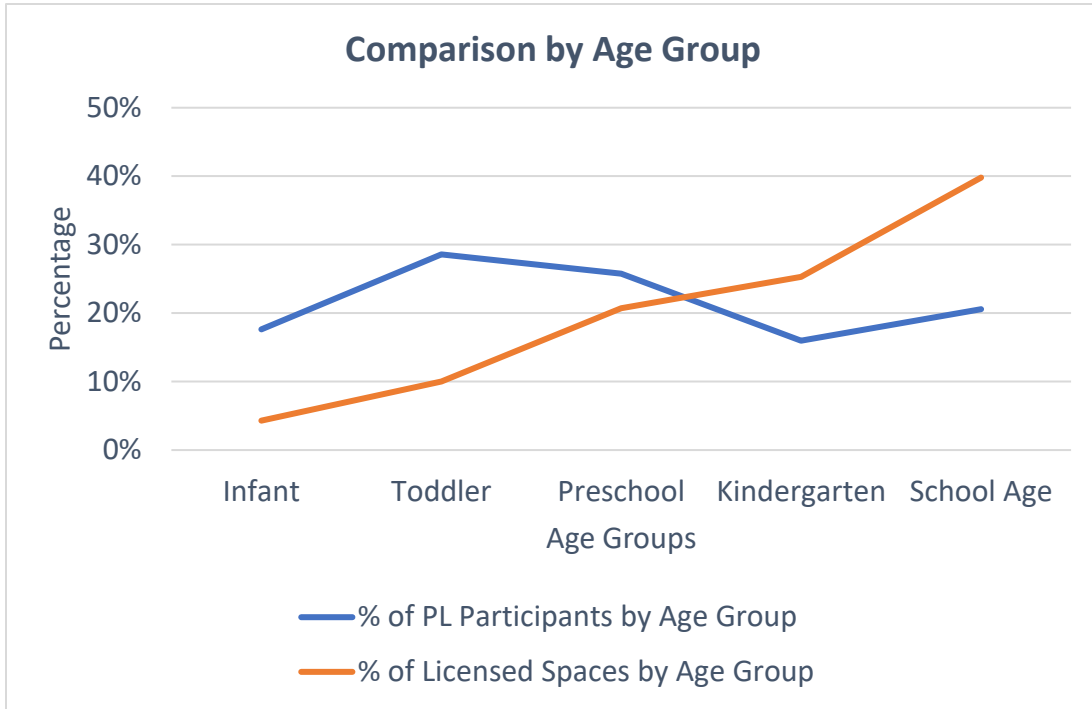
The Workforce Strategy (WFS) Steering Committee partnered with Nijkiwendidaa Anishnaabekweg Services Circle to develop a community wide professional learning opportunity for educators. Several pieces of data were used to select and inform the target area of anti-bias professional learning including Children's Services data/surveys, *Investing in Quality* data/surveys, The Ontario College of ECE, National Association for the Education of Young Children and the work of Louise Derman-Sparks and Julie Olsen Edwards: *Anti-Bias Education for Young Children and Ourselves*.

This professional learning was delivered from the lens of the Medicine Wheel and the four foundations of How Does Learning Happen? This evolved into a 4 session training series titled C.A.R.E. which looked at four core components of anti-bias work: culture, awareness, reconciliation, and education. Additionally, this series embedded an ongoing community of practice engaging Justice, Equity, Diversity, and Inclusion advocates from early learning programs. Two of these sessions were held in 2022 and the other two will be held in 2023.

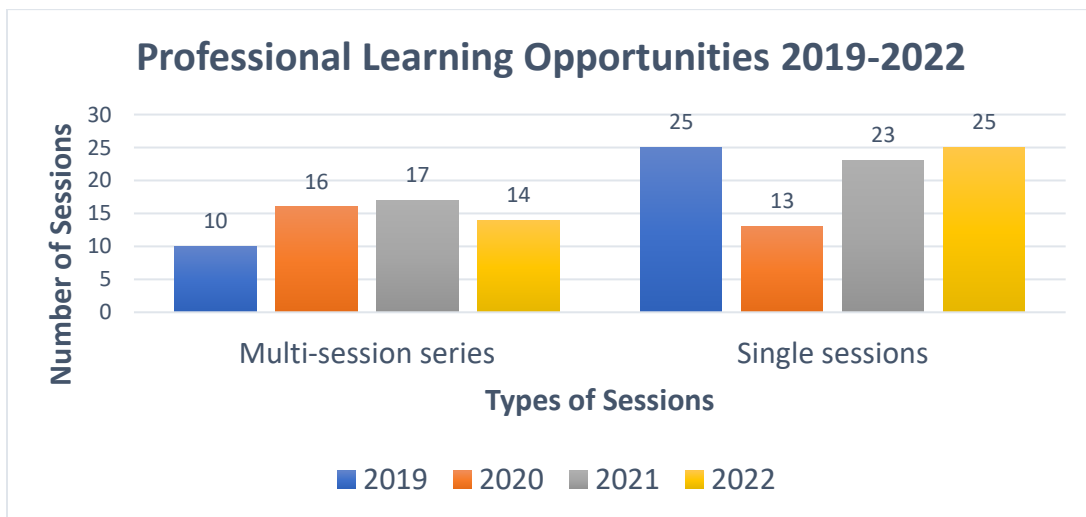
*Taken from Workforce Strategy Professional Learning Guide 2022-2023 Pages 3-6 [Justice, Equity, Diversity & Inclusion Resources - Five Counties Children's Centre](#)



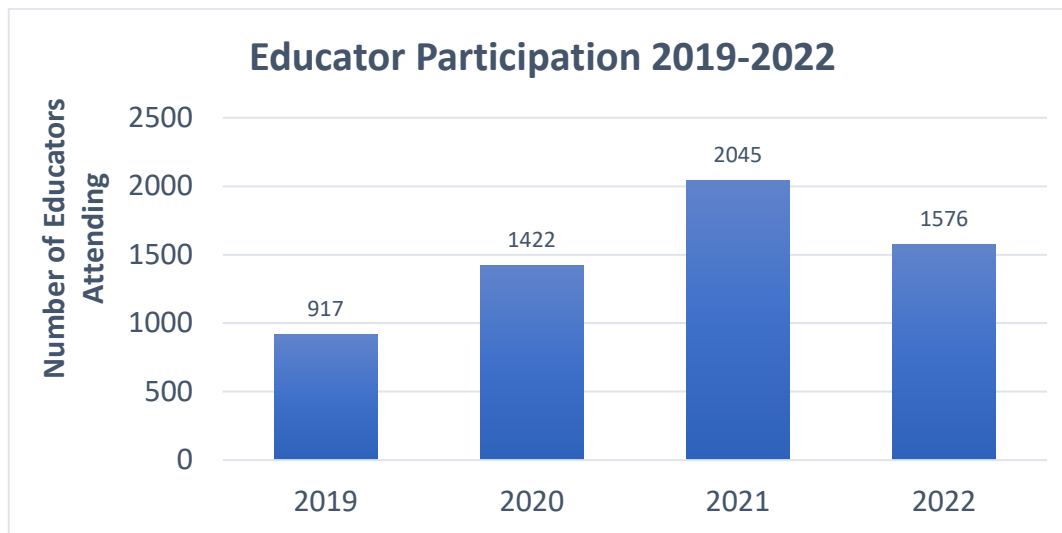
Comparison of professional learning participants by age group to the childcare spaces by age group. Participation of educators who work with school aged children increased as it was a goal of IIQ to offer more opportunities during this reporting period for these educators.



Comparison of the types of professional learning sessions offered (single-multi) between 2019-2022.



The chart below compares the participation of educators in professional learning offered by *Investing in Quality* throughout the years of 2019-2022. The statistics for 2022 have declined somewhat, which we feel is directly related to the exhaustion educators are feeling due to the pandemic.

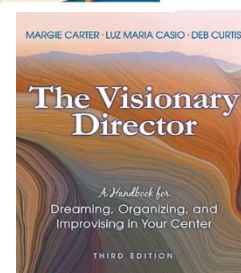
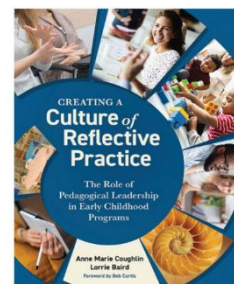


Professional Resource Library

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. We had 27 new members to the resource library in 2022.

A space was repurposed at Five Counties Children's Centre to make this educator resource space to more inviting. Open houses were offered in the Fall of 2022 to welcome educators to this new space.

| | |
|------------------------------------|-----|
| Resources available in the library | 573 |
| Members | 137 |
| Resources borrowed | 51 |



3. Appreciation

Now more than ever, it was important to acknowledge the ongoing work of early childhood professionals. With the lingering impacts of Covid19, we heard from educators that they felt 2022 was the most difficult yet of the last three years. Considering current research on stress and the impacts on both adults and children when dealing with long term stress, we can understand why many educators felt this way.

Traditionally, IIQ hosted a dinner banquet to acknowledge the work of these professionals. With ongoing Covid outbreaks, the planning committee decided to survey the community to determine their comfort level in gathering. The results indicated that the community was not yet ready to meet in-person with such a large group therefore the committee celebrated them with the second choice from the survey.

Resource Consultants and Quality Coordinators delivered treat bags to each site which included a candy box from a local business. Also included was a one-year digital subscription to *Play Outside* magazine by Beverlie Dietze.

Our local community data from the Early Development Instrument 2020 demonstrates that 23.3% of children (aged 4-5 years) in our community are vulnerable in the domains of physical health and well-being, therefore we felt that this magazine would be a good professional learning resource for educators and could also be used in the ongoing Outdoor Communities of Practice.

Other ways in which we acknowledged educators was through an online yoga session, lawn signs, a video thank you message from Shannon Cattoni and a community wide pumpkin spice team challenge.

Many thanks to our creative
Appreciation Planning Committee

Susan Scoffin- Fleming College

Tanya Pye- Fleming College

Kelly Lewis-Trent Child Care

Tara Cahorn-Trent Child Care



Strategic Priority 2

Enhance Learning through Mentorship

Mentorship continued to be a key component of the *Investing in Quality* program.

Highlights & Accomplishments:

1. Community Educator Mentoring Pilot

This project launched in 2022 with four sites participating. The plans were to launch a second cohort in October 2022, but we did not have enough registrations to move forward. We think this may be due to the *Workforce Strategy* professional learning that took place and required a larger commitment on educator's behalf and also due to the struggles of ongoing illness and staff turnover. One program is currently still involved in this program and is receiving ongoing mentorship. A review of this pilot will take place in 2023.

2. Workforce Strategy Mentorship Program-Supervisors

Over the last several years, our community has experienced a significant turnover of highly skilled, experienced leaders due to retirements and a variety of other reasons. This has left a significant gap in knowledge, skills, and leadership experience across our community. Coupled with the high level of staff turnover and impacts due to COVID, many programs in our community are struggling to provide stable staffing and high-quality services. To support the retention of skilled leaders and strengthen the childcare and early years sector, our community implemented a Peer Mentoring and Leadership Development program.

Interested early years professionals were paired and mentored by experienced leaders to share their experiences, learn from each other, become part of a respected collective voice, and build an effective network of support. Participants attended a series of leadership development courses to assist with skill building. This program complemented the existing mentorship program offered to childcare and early years staff and delivered through *Investing in Quality Peterborough*. (Taken from the *Workforce Strategy Mentoring Guide* pg. 2)

| | | |
|----------|-------------------|---|
| Cohort 1 | Number of Mentors | 5 |
| Cohort 1 | Number of Mentees | 7 |

More details about this initiative will be outlined in the final *Workforce Strategy* report.

3. Mentor Meetings

Quality Coordinators continued to meet with supervisors at least twice in the year. These meetings occurred either virtually or in person. During these conversations we discussed the progress of Quality Enhancement Plans and offered suggestions and resources for successful implementation. Discussion topics often focused on the challenges of staffing and the direct link to staff wellness. This is an ongoing theme in our community and throughout the province. There are insufficient numbers of registered early childhood educators and this is putting a strain on our system/educators thus impacting daily work and determines where programs give focus to in their work.

In the *2022 Pulse Survey* for supervisors, it was noted that mentor meetings were helpful as it provided the opportunity for someone outside of the agency to think together with and someone who can offer resources to support their work. One change noted in the *Pulse Survey* results [Annual Reports & Surveys - Five Counties Children's Centre](#) was that supervisors wanted to have set agendas for mentor meetings. Quality Coordinators have begun doing this in such a way that we co-create the agenda together with supervisors giving them a voice in what will be discussed.

Comparison of mentorship data from 2021-2022. One important item to note is that the data below does not reflect the ongoing support Quality Coordinators offer to sites such as conversations through telephone calls and emails. Often a supervisor will call a Quality Coordinator to discuss an issue they are having. We have not been tracking this data and yet it is a big aspect of our role, this will be reflected going forward in future stats.

| Year | Number of Mentor Meetings | Engagement Hours | Administrative Hours |
|------|---------------------------|------------------|----------------------|
| 2021 | 109 | 120 | 116 |
| 2022 | 110 | 145.5 | 111.5 |

'Someone to bounce ideas off, fresh eyes that are not directly involved and has unbiased and impartial opinions.'

'Provokes our thinking, helps us expand our thoughts, periodic check-ins keep us on track.'

'Insights and connections to external resources/connections to support our programs.'

Strategic Priority 3

Meaningful Measurement for Quality Improvement

Investing in Quality is always striving to find meaningful measures to assess and improve quality within early learning programs. One process for quality improvement in our community is the development of yearly program Quality Enhancement Plans. This process involves reviewing survey data (Family and Educator Satisfaction Surveys, Early Development Instrument, reports, etc.) to determine themes that are relevant to set goals for each program site. Each goal that is set outlines concrete action steps to successfully achieve goals. Part of this process is also conducting both environmental and relationship assessments.

For this report, we will highlight the accomplishments of meaningful measurements, reporting first on the school age sites successes and then full day childcare, nursery school, and EarlyON sites.

SCHOOL AGE QUALITY ENHANCEMENT PLAN MEASURES



Highlights & Accomplishments:

1. Educator Interaction Tool (EIT) [Tools & Lenses - Five Counties Children's Centre](#)

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 a goal to focus on relationships.

Due to the ongoing turn over of educators with school age sites, not all educators completed the Educator Interaction Tool.

| | |
|--|-----|
| Number of School Age educators who completed the Educator Interaction Tool | 120 |
| Number of School Age educators in total (note that this is an ever evolving stat as educators leave job roles, new educators are hired with enhanced funding therefore may not reflect the true numbers at any one time in our community) | 139 |

Common Goals Set by Educators Based on the Educator Interaction Tool

- Engage in hard conversations with families
- Invite partners to share culture and traditions
- Explore how to embed Justice, Equity, Diversity & Inclusion themes into our relationships (ex. examine our biases)
- Support children to learn self-regulation skills
- Observe C:D:C ratio and increase connection ratio (correction, direction, connection)
- Practice building relationships with the children during transition times
- Making connections with families/ meaningful relationships with children
- Further community partnerships

2. *Environmental Assessments* [Tools & Lenses - Five Counties Children's Centre](#)

In 2021 the school age working group developed a School Age Environmental Tool. This tool is reflective in nature and was developed from the IIQ Standards of Quality. It was piloted in 2022 for six months by five sites (smaller and larger sites as well as city and county). In the spring of 2022, a focus group with representatives from each pilot site met so that IIQ could gather feedback on how to improve the tool. It was then launched in September 2022. One program chose to use another tool which is noted in the chart. The results below outline the findings from conducting these environmental assessments.

| | |
|---|----|
| <i>Number of Licensed School Age Sites Who Completed Environmental Assessments</i> | 33 |
| <i>Number of Licensed School Age Sites</i> | 34 |
| Assessments Used by Programs: <ul style="list-style-type: none"> • <i>School Age Environmental Tool</i> developed by the IIQ school age working committee • <i>Inspiring Spaces for Young Children</i>, Deb Curtis & Margie Carter | |

Changes Made to Environments Based on Environmental Assessments

INDOORS

- Reclaimed loose parts in our environments (many of these materials had been removed during Covid due to health and safety restrictions)
- Developed a breakout space for quiet activities/self-regulation (again, many of the materials typically found in quiet spaces had to be removed during Covid due to health and safety restrictions)
- Improved access of materials encouraging children to be caretakers of the space to grow autonomy and independence
- Provided opportunities for children to have a voice in what is being offered and having them co-create space and activities

- Provided opportunities for older children to take leadership role with younger children
- Explored identity (where do children see themselves in the environment?) and added bulletin boards with family pictures, kudo boards, materials from home, etc.
- Incorporated softer lighting and more natural materials
- Provided a space for big body play
- Explored different room layouts to notice what works well and what needs to be changed
- Looked at alternative ways to share documentation in a shared space / children given access to cameras and creating a scrapbook
- Allowed children a broader leadership role by offering more loose parts-science materials, making movies, etc.

OUTDOORS

- Development of forest wagons
- Offer more invitations to play and provocations outdoors
- Provided a balance of quiet and large motor activities
- Offer further outdoor games



One interesting and common thread throughout these assessments was that educators identified that the environmental assessment also helped them to see the strengths in their environments and they were able to build on this.

‘The process of doing the environmental assessment helped us to appreciate our new space. We were moved from our own classroom space after 2 years into the library/small classroom space. We recognized that we had biases about the space that we were carrying that perhaps clouded our vision from seeing how great the space can be. We are now thinking about the space with a fresh lens of open mindedness. The process of going through the assessment also made us experience the space with all our senses, which will help us to see how some of the children may be experiencing it as well.’ Queen Mary, Compass Early Learning & Care

3. Goal Themes for 2022-School Age Programs

100 % of School Age Sites Completed a Quality Enhancement Plan

Through consultation with school age sites, it was determined that the due date for Quality Enhancement Plan (QEP) submissions would change in 2022 and sites would submit the QEP November 30. They did not submit their 2022 QEPs until February 28, 2022, which did not allow much time to complete their goals considering these sites either close in the summer or offer summer camp programs. For this reason, if programs chose, they could continue to work on their 2022 goal into 2023. Due to staff and family turnover, some sites did choose to set a new goal. As you read the accomplishments of goals, keep in mind that many of these are still in progress.

| 2022 Goal Themes | 2023 Goal Themes |
|----------------------------------|---|
| Relationships | Relationships |
| Documentation | Documentation |
| Staff Communication | Staff Communication & Distributed Leadership |
| Children's Autonomy & Engagement | Children's Autonomy, Engagement & Leadership |
| Outdoor Play | Outdoor Play & Learning from the Land with an Indigenous Lens |
| Diversity, Equity, & Inclusion | Justice, Diversity, Equity & Inclusion |

Highlights of Goal Achievements for School Age Sites Based on the Standards of Quality

Standards of Quality #1 Relationships

- Developed process for communication to ensure consistent messaging.
- Learned self-regulation strategies by participating in a self-regulation learning series
- Planned and hosted family engagement gatherings in-person
- Fostered building relationships between children by teaching social skills

Standards of Quality #2: Diversity, Inclusion & Equity

- Participated in the Workforce Strategy C.A.R.E. Series (Justice, Equity, Diversity & Inclusion)
- Explored personal biases within our team
- Built on connections with families/ cultures, beliefs, and traditions



Standards of Quality #3: Making Learning Visible

- Developed a documentation schedule
- Developed documentation resources and templates for educators
- Engaged all team members in programming-observations and documentation
- Developed biographies for staff and children to foster a sense of belonging

Standards of Quality #4: Professional Growth and Reflection

- Participated in a book study- *Love Builds Brains*
- Participated in a book study- *Dare to Lead*
- Volunteered to be the Justice, Equity, Diversity, and Inclusion advocate for our site
- Focused on staff mental health by offering learning series through Canadian Mental Health Association

Investing in Quality Peterborough, Annual Impact Report 2022-Year 13.

Standards of Quality #6: Environment as a Teacher

- Brought outdoors indoors & indoors outdoors
- Developed a programming space with organizational tools
- Developed forest wagons
- Created new routines/habits that allowed us to maximize outdoor time



Standards of Quality #7: Leadership

- Explored 'Distributed Leadership' and developed processes for personal accountability.
- Provided opportunities for children to have a voice in the set-up of space and materials provided.
- Helped children learn sportsmanship skills and tools to use when engaging with others.

'One afternoon, after weeks of spending all afternoons outside in beautiful weather, it was raining. We stayed outside in the rain for quite a while, but once everyone was soaked, we decided to go inside and dry off. As we were packing up, one child who had previously been reluctant to be outside in "weather" asked if we could go on a walk instead of going inside. Another child (also previously reluctant) commented that he thought we would stay outside all afternoon. We love that they are feeling so much more comfortable in our outdoor space and in all types of "weather." (Strath MacLean Child Care- Junior SA)

'One of our biggest successes has been learning to be open to other's ideas. With many staff changes, we realized that we need to be flexible and adapt to new personalities and ideas. It was a difficult road and took us a while, but our team has finally got comfortable with it. This has opened our team communication and now we are comfortable with asking for help and sharing new ideas. There is more kindness and understanding among our team.' (Westmount School Age Program- City of Peterborough)

FULL DAY CHILD CARE, NURSERY SCHOOLS AND EARLYON SITES

QUALITY ENHANCEMENT PLAN MEASURES



95% Full day child care, nursery schools & EarlyON sites were successful in achieving 2022 goals.

97% Full day child care, nursery schools & EarlyON sites submitted a 2023 QEP

The sites that did not complete their goals or did not submit a Quality Enhancement Plan encountered extenuating circumstances such as a change in leadership and/or significant staffing turnover.

1. Goal Setting

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 |

Highlights & Accomplishments:

2. Educator Interaction Tool (EIT) [Tools & Lenses - Five Counties Children's Centre](#)

| | |
|---|-----|
| Number of educators who completed the Educator Interaction Tool | 258 |
| Number of educators in total (Note that this is an ever-evolving stat as educators leave job roles, new educators are hired with enhanced funding therefore may not reflect the true numbers at any one time in our community) as reported by programs | 342 |



Common Goals Set by Educators Based on the Educator Interaction Tool

- Learn self-regulation skills (adult and child)
- Re-engage with families in person through intentionally planned gatherings
- Invite families to share their cultural traditions within the program
- Explore relationships with the land
- Increase team communication through consistent processes & programing
- Increase confidence in having hard conversations with co-workers and families
- Offer opportunities for peer relationships among families
- Develop a process for structured staff reviews
- More seasoned educators who have completed the tool many times will be encouraged to look at it from a different lens: ask a co-worker or trusted parent, how do you feel I am doing in this area

3. Environmental Assessments [Tools & Lenses - Five Counties Children's Centre](#)

Full day programs, EarlyONs, and nursery schools chose which environmental assessment they would like to use to review their spaces. The chart below outlines the assessments used in 2022.

| | |
|---|----|
| <i>Number of Licensed Full Day Sites, EarlyONs & Nursery Schools Who Completed Environmental Assessments</i> | 30 |
| <i>Number of Licensed Sites with purchase of service in 2022</i> | 34 |
| <p>Assessments Used by Programs:</p> <ul style="list-style-type: none"> • <i>Elements of Creating Meaningful Outdoor Environments-Investing in Quality</i> • <i>360 Environmental Assessment-Peter Moorehouse</i> • <i>CECL Foundations-Chapter 4, Environments</i> • <i>YMCA Playing to Learn Assessment Tool</i> • <i>Bridging the Outdoors-Play in Action Audit</i> • <i>School Age Environmental Tool-Investing in Quality</i> • <i>Revitalizing the Environment, Margie Carter & Deb Curtis</i> • <i>A Place Based Lens-Investing in Quality</i> • <i>Early Childhood Rating Scale</i> • <i>Rating Observation Scale for Inspiring Environments</i> | |



Examples of Changes Made to Environments Based on Environmental Assessments

INDOORS

- Conducted a diversity, equity, and inclusion book audit
- Re-Created a quiet area to support self-regulation of children.
- Re-Structured routines to give more time for uninterrupted play and considered traffic patterns that will support a calmer environment
- Critically looked at front lobby as this is the first feel parents have when they enter and made changes to make it more inviting
- Reflected on environment from a Justice, Equity, Diversity, Inclusion lens
- Added living things to the playrooms



OUTDOORS

- Purchased shade shelters and reorganized/added a shed
- Planned intentional invitations to play for children
- Added more seating to play yards-benches
- Brought the inside activities outside to enable us to spend more time outdoors
- Working on a garden bed for 2023 and mud kitchen
- Land based education in nearby forest
- Used a new environmental tool that we received training on through YMCA
- Smaller groups-primary care and spent more time outdoors
- Developed some quiet outdoor spaces for children to regulate
- Installed lighting outdoors so we can use playground in evening during winter months



Highlights of Goal Achievements Based on the Standards of Quality

Standards of Quality #1 Relationships

- Opportunities for families to share their child’s name stories, four words to describe your child
- Developed videos of educators reading stories to a new toddler to foster a sense of belonging
- Added adult rocking chairs in rooms to support parent’s engagement, visiting, reading to children



Standards of Quality #2: Diversity, Inclusion & Equity

- Engaged in an Anti-Bias Education book study
- Developed a protocol for ‘Celebrations’
- Conducted an Anti-Bias book audit
- Reviewed registration form-now gender neutral
- Develop a Justice, Equity, Diversity, and Inclusion statement in parent handbook



“One of the most welcoming moments we experienced at the Y was shortly after our girls started, one of our daughters' teachers made a point to ask at pick up what the girls called us. As same-sex family, we were touched by the fact that the teacher recognized and valued our individual identities as 'mom' and 'momma'. This was also echoed again for us recently when our girls were sent home with two Mother’s Day gifts, one for each of us with our names on them. That type of kindness and recognition was incredibly thoughtful and meaningful to us. It made us feel so welcomed in the community as newcomers to Lakefield and that our daughters were in a loving, welcoming, diverse, and caring daycare.” Parent, YMCA Childcare Peterborough

Standards of Quality #3: Making Learning Visible

- Parents shared name stories with our program
- Parents shared in documentation by telling joys about their child
- Developed an outdoor documentation area
- Developed child journals to send home to families

Standards of Quality #4: Professional Growth and Reflection

- Developed team agreements
- Participated in Conscious Discipline Training
- Participated in C.A.R.E .Training Series
- Participated in the Pathways to Stewardship Initiative
- Participated in Enterprise Talk



Standards of Quality # 5: Community Partnerships

- Reconnect with agencies post Covid to invite back into our programs
- Gathered and shared information with agencies to share with families
- Worked with local business to support playground development

Standards of Quality #6: Environment as a Teacher

- Developed forest wagons
- Gardening from seed to table project initiated by nutrition educator
- Engaged in Pathways to Stewardship and invited families to garden with educators and children



Standards of Quality #7: Leadership

- Participated as a Justice, Equity, Diversity, and Inclusion advocate
- Participated in the Leadership Mentorship program
- Participated in the Educator Mentorship program

4. Goal Themes for 2023-Full Day, Nursery School and EarlyONs

| 2023 Goal Themes | Standards of Quality |
|--|--|
| Justice, Equity, Diversity & Inclusion | Justice, Equity, Diversity & Inclusion |
| Team Communication | Relationships & Leadership |
| Family Engagement | Relationships |
| Outdoor Play/ Land Based Education-Indigenous Lens | Environment as a Teacher Community Partnerships |
| Self-Regulation | Professional Growth & Development |



Strategic Priority 4

Organizational Alignment to Support Transformation

In 2022, *Investing in Quality* went through a number of organizational changes that enhanced our ability to support the early learning community.

Highlights & Accomplishments:

1. Retirement of Alex Cranfield

In 2022 Alex Cranfield, retired after forty-three years from *Five Counties Children's Centre*. Alex managed the Resource Consultant team for thirty of those years. During this time, Alex oversaw the transition from a Centre based nursery school program to supporting children with special needs in community childcare with Resource Consultants. The local Resource Consulting programs amalgamated under 'one roof' along with enhanced funding supports which were based in other agencies. Bringing *Investing In Quality* into partnership with Resource Consultants was a wonderful addition to blend our supports to early learning programs.

2. Hiring of Shannon Cattoni

In March 2022, a new manager Shannon Cattoni RECE, was hired to oversee both *Investing in Quality* and the *Special Needs Resourcing* programs as well as the *Workforce Strategy Initiative*. This has been a large undertaking as it involved the hiring of a new Quality Coordinator to facilitate the *Workforce Funding Initiative*, hiring a new Resource Consultant, working with the Resource Consultants and Quality Coordinators to develop and implement a workplan based on a renewed vision as well as conducting a *Special Needs Resourcing* review with community stakeholders.

3. New Quality Coordinator

A new Quality Coordinator was hired for the *Workforce Strategy Initiative* to plan and implement the projects for this program. Lynn Bonsall RECE, moved positions from a Resource Consultant to Quality Coordinator. Lynn has played a significant role in facilitating two aspects of the Workforce Strategy Initiative.

- Supervisor Mentorship Project (this project will be discussed in detail in the *Workforce Strategy* final report)
- C.A.R.E. (Care, Awareness, Reconciliation and Education) Training Series

4. Hiring of New Resource Consultant

Liz Martella, RECE, was hired for the role of Resource Consultant as Lynn Bonsall moved into the Quality Coordinator position.

5. IIQ/SNR Review

A community wide *Special Needs Resourcing* review began in 2022 which included the work of *Investing in Quality*. This review involved two opportunities for the early learning community to give feedback on what is working well with these programs and what we want to take forward into a renewed model. The new model will be presented to the community in March 2023.



Conclusion:

As the world around us changed due to the global pandemic, *Investing in Quality* has been able to adapt how we offer service to better meet the needs of the community. Educators in Peterborough City and County have demonstrated persistence and professionalism throughout ongoing changes and interruptions. They have been resilient in offering quality services for children and families and *Investing in Quality* has been proud to be a part of their journey.