



Investing in Quality
Early Learning & Childcare Peterborough

INVESTING IN QUALITY PETERBOROUGH IMPACT REPORT 2023



Five Counties
CHILDREN'S CENTRE



peterborough

A MESSAGE FROM THE IIQ WORKING GROUP

It seems like every year since 2020, we look back on another year ending and think, WOW that was quite the year! 2023 is no different, it was quite the year for *Investing in Quality*! Right off the top, you may have noticed that our work has begun to move away from a “consultative” approach to that of a “coach” like approach. We feel this shift gives further respect and recognition to the positive outcomes that educators and *Capacity Building Coaches* might have when they come together as thinking partners.

One highlight of 2023 that is notable, is how community educators embraced collective impact theory and co-design concepts to address community service delivery needs, wants, and possibilities. Educator focus groups explored together how *Investing in Quality* and the delivery of *SNR (special needs resourcing)* in the community might look differently through an integrated service delivery lens.

We knew in our community that the work of the *Capacity Building Coaches* and the work of the *Resource Inclusion Coaches* has always and will remain ever interconnected and overlapping. Keeping this in mind, the community educators designed an innovative model of service delivery that is rooted in continuing to build educator capacity, strengthening professional connections, fostering peer to peer mentoring all while remaining steadfast in improving and growing access and inclusion for all children and families.

With our new community model launching in September of 2023, we fully expect that *Investing in Quality* professional development opportunities will begin to shift toward an increased number of site-specific customized professional trainings for an entire team of educators to learn and grow together. The positive outcome of team training, reflection, and practice is the increased likelihood that newly acquired skills and knowledge will easily be transferred and embedded into the daily practice of each team member where we know it can have the most impact.

Community-wide professional development opportunities will remain present in our community however these trainings will now bring into focus overarching community multi-session trainings. The C.A.R.E. series of indigenous learning that took place in 2022-2023 is a perfect example of the community-wide professional development you can expect to see more of in the future. Community-wide training will rely heavily on the very successful advocacy framework that *Investing in Quality* developed to support JEDI Advocates in their justice, equity, diversity, and inclusion journey of learning.

Investing in Quality remains committed to providing opportunities for educators to connect with each other and the broader community through shared interests, needs, and passions. If 2023 was quite a year, wait until you see what we have planned for 2024!

SHANNON CATTONI

CO-CHAIR

2023 IIQ Working Group Members:

- Cathy Tedford, Co-Chair, City of Peterborough
- Shannon Cattoni, Co-Chair, Five Counties Children's Centre
- Kellie Walden, Peterborough Child and Family Centers
- Jen Dempster, Kinderschool
- Dannielle Blondin, Sunshine Day Care
- Jan Smith, Hucklebug Child Care
- Lorrie McGee Baird, Compass Early Learning and Care
- Darlene Campbell, Wee Watch Home Child Care



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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.

Investing in Quality **Capacity Building Coaches**

- Lynn Bonsall, RECE, Workforce Strategy
- Beckie Evans, RECE, Investing in Quality
- Ellen Mortlock, RECE, Investing in Quality
- Hannah Bailey, RECE, Investing in Quality

Introduction

Investing in Quality Peterborough is proud to present this report which outlines the progress made in 2023 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

We will review 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 2024.

Professional learning offered to the community will be highlighted both within the broader community, site specific, and as it pertains to the Justice, Equity, Diversity and Inclusion(JEDI) and Seeds of Care(SOC) initiatives.

In years past the *Investing in Quality* program has had to adapt ways in which support has been given to educators to ensure that program needs and interests are being met. 2023 was no different and due to a *Special Needs Resourcing* and *Investing in Quality* review, we have changed the way in which we offer service to the early learning community. These changes will be briefly outlined further in this report.



STRATEGIC PRIORITY #1

Champion Professional Learning that Influences Practice

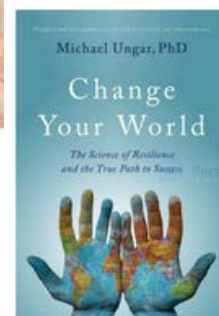
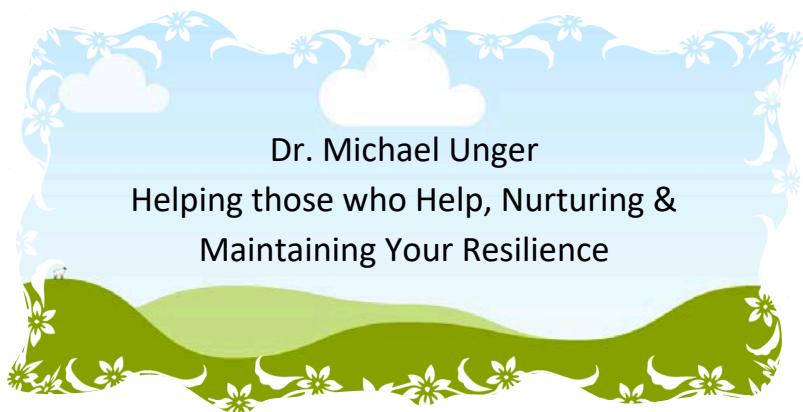
Inspiring Early Learning Conference

The 2023 Conference Committee planned its first hybrid conference. Educators in our community were excited for the opportunity to meet together in person once again. We introduced our keynote speaker, Dr. Michael Ungar, online on April 4th to begin our month long conference experience. Two additional online opportunities followed in the two weeks afterwards. Recordings of these sessions were shared with our early learning communities, regardless of if they were registered for the in person portion of the conference or not. On Saturday, April 29th, registered conference participants came together for a morning event at Fleming College's new conference space to enjoy breakfast and their choice of one session. Feedback for this format has been very supportive and the committee will consider this as they begin to plan the conference event for 2024



"Thank you so so much for an incredible Saturday. Everything was so well planned. I can't think of anything that I would have changed. I loved the online workshops and how they were on different days. I loved the morning with one workshop, allowing for so much more reflection and thought."

Keynote Speaker



On-Line Sessions

- Outdoor Risky Play
- Bringing Sustainable Development Goals Into Programs



"I enjoyed the dates being spread out. It was also great the online pieces were recorded to view at a later time if you missed one."

"I really enjoyed my day and had lots of fun. The breakfast was yummy. This was my first time attending this conference, I loved the set up having 3 online sessions and the Saturday in person. I would attend again."

"I found it really beneficial to go back and watch previously recorded sessions as well as a great opportunity to meet other educators during the in person session."

In-Person Sessions

- Trauma Informed Care
- Where the Wild Things Are
- Exploring Self-Regulation for Co-Regulation



Registration for in person event	2023
Peterborough area	102
CKL/Haliburton area	15
Out of area	7
Registered total	124*

*AS THE ONLINE SESSIONS DID NOT REQUIRE REGISTRATION, THESE NUMBERS DO NOT REFLECT THE TOTAL NUMBER OF PARTICIPANTS THAT ACCESSED THE ONLINE SESSIONS/RECORDINGS.

Investing in Quality Peterborough and the *Early Learning Quality Initiative of CKL/Haliburton* continued to partner together with the conference committee. Funding from both communities, especially Workforce Strategy funding, allowed us to offer registration for the in person day at a reduced rate. This funding also allowed us to offer the online keynote and two subsequent sessions to all educators at no cost. The conference was offered to educators in the Peterborough City and County and CKL/Haliburton areas.



Workforce Strategy Programs

Justice, Equity, Diversity & Inclusion (JEDI) Initiative

Care Training Series



The workforce Strategy Steering Committee imagined a shared learning in our community from a lens of Justice, Equity, Diversity and Inclusion.

This came to life in partnership with Nijkiwendidaa Anishnaabekwewag Services Circle (NASC). NASC developed the C.A.R.E Learning Series and facilitated sessions with the broader educator community and JEDI Advocates.



56 JEDI ADVOCATES

Roles of JEDI ADVOCATES:

- Role Models
- Sounding Boards
- Building Skill Development with Teams
- Advocate and Champion Equity Work



6 JEDI COMMUNITIES OF PRACTICE

JEDI advocates met to further discuss the learning from the on-line sessions and how they might share further conversations with their teams.

4 C.A.R.E. LEARNING SESSIONS

- Cultural Learning
- Awareness
- Reconciliation
- Education

Each of these sessions were offered three times virtually and were recorded, living on the *IIQ* website.

78 BOXES WITH JEDI RESOURCES

Resource boxes were given out at the launch of this initiative and included books on JEDI topics, a journal, Anti Bias educator's book, smudge kit, beading kit, and more.

Justice, Equity, Diversity & Inclusion(JEDI) Initiative...What Advocates Learned & Unlearned



“The CARE cultural awareness reconciliation education training was an opportunity for growth in my own learning, alongside with workplace colleagues and as a larger early learning community was a worthwhile investment. The training and community of practice created a safe space for all participants to explore some really challenging issues, while empowering us to be part of the change to impact future generations. I am grateful for this experience and look forward ongoing commitment to Justice, Equity, Diversity and Inclusion.”- A JEDI advocate

“I have always considered myself to be knowledgeable and wise in the ways of the world- aware of injustices and wrong doings. A woman-warrior crusader type person, fighting for the “lesser man”; standing up for inequalities and advocating for what is right. But what is right? Who chooses what is right? And what does that mean to the person who does not agree with your right? What right do I have to think that I am right? Since participating in the Workforce Strategies’ Justice, Equity, Diversity and Inclusion workshops and training that were offered by the City of Peterborough, my entire perspective on both the world, and my own thinking, has changed. These questions, and many, many more like them, have come to barrage my mind and make me question my values, my image and role of myself in our communities, our world- and my mental models of the world itself and how I think that THAT world should be. Hearing stories, sharing stories, and reflecting on past histories as they unfolded finally in the language of true truth with the purpose of reconciliation, has forever changed me as a person- for the wiser and hopefully, for the better.

Learning to question what we have always known, and being empowered to learn HOW to question, can only make us stronger thinkers; people who are responsive and reflective, not only of the greater world around them, but most importantly, within our own good selves. Once we deeply and genuinely acknowledge our thoughts, our biases (conscious or unconscious) , then we are ready to truly “be the change we want to see in the world”. I feel that as a community, that we must continue to Unlearn what we have Learned in order to create the truth that must be known in order for us to grow a true history for future reconciliation.”

- Still anonymously unlearning

Land Based Training Day with Natural Curiosity



The JEDI working group, in partnership with Natural Curiosity, hosted a day of learning on the land with early learning educators. This day was made possible through Workforce Strategy training dollars and the generous donation of space and volunteer time by the Fleming ECE program and students.

The sessions on this day focused on inquiry, experiential learning, integrating learning and sustainability. Educators who attended this session received a copy of the 2nd edition of *Natural Curiosity, A Resource for Educators*. IIQ is scaffolding the learning from this day with a book study focused on this book.

90 Educators engaged in this day of learning

13 Fleming ECE student volunteers their time to support this initiative



“I really loved the idea presented as nature as our first teacher. I left feeling a renewed connection to nature and a responsibility to keep learning.”

Seeds of Care Initiative (SOC)



The Seeds of Care initiative began December 1st, 2023

The SOC is a continuation of the Justice, Equity, Diversity, & Inclusion (JEDI) work educators have been doing in our community.

Each early learning site (licensed childcare, nursery school, EarlyONs, licensed home child care providers and Fleming ECE program) receive monthly provocation boxes with materials, books and ideas to consider through a JEDI lens.

114 boxes will be distributed each month between December 2023-April 2024

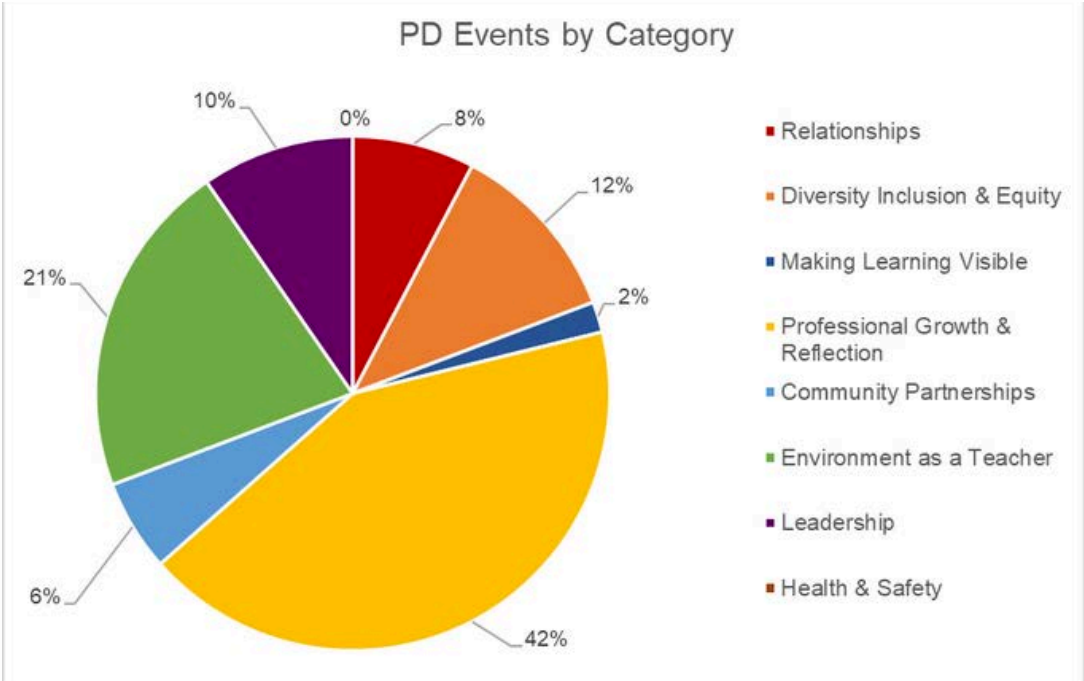
Educators are encouraged to use these materials and information in a way that will interest their groups of children and to share their ideas with their colleagues using the social media hashtag #seedsofcarereflections.

//Q would like to extend a special thank you to Anna Jennings from Compass Early Learning and Care who as a placement student helped us to design this program. Thank you also to the JEDI working group for their ongoing commitment and creativity.

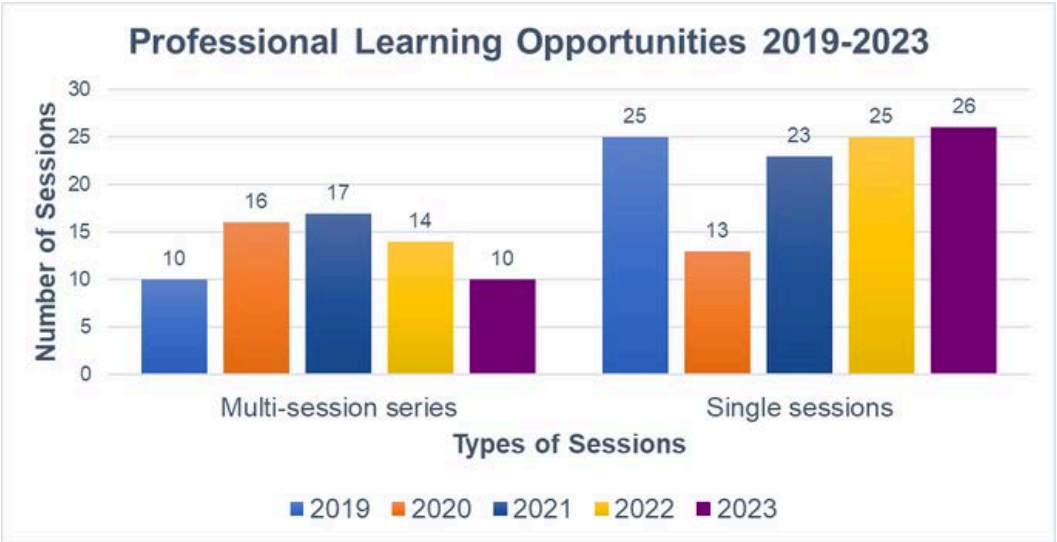


Professional Learning Stats

The Percentage of Professional Learning Sessions Offered by the Standards of Quality



Comparisons of Single Sessions and Multi-Sessions



A comparison of Professional Learning Offered Between 2021-2023

IIQ Statistics

Sessions	2021	2022	2023
Number of multi-session series	17	14	10
Total number of multi-sessions	68	44	26
Number of single sessions	23	25	26
Number of sessions in total	91	69	52
Number of educators attending sessions *Signifies the total number of educators who attended professional learning overall (not different educators)	2045	1576	1012
Number of professional learning hours offered in <u>total</u>	136.7	109.5	74.5

Participation Stats



Site Specific Professional Learning

As outlined in the 2022 report, *I/Q* has been moving away from **community based** professional learning to **site specific** professional learning.

Why This Change in Delivery?

Research and experience has shown that when we plan professional learning that is tailored to a specific groups' needs and interests, it is more meaningful and relevant. Having a team of educators participate in professional learning sessions together over time allows the opportunity for educators to have deeper discussions within their teams. Having follow-up activities and reflections continues the work moving forward and supports new learning being implementation into practice.

When planning site specific professional learning, *Capacity Building* and *Resource Inclusion Coaches* have been meeting with supervisors to plan sessions together. This results in a higher level of engagement and learning. Supervisors will often then help with the facilitation of sessions and follow-up with educators by keeping the reflections to practice alive.

2022 5 site specific professional learning opportunities

2023 19 site specific professional learning opportunities

Topic themes for site specific professional learning in 2023:

- Self-Regulation (Adult and Child)
- Team Development
- Loose Parts
- School Age Summer Programming
- How Does Learning Happen?



The IIQ Resource Library

650 Resources in Library

82 Resources Borrowed

The stats above indicate that *Investing in Quality* has many resources in the professional library that are being underused. In 2022-2023 a number of library open houses were offered in the evenings. These open houses were not well attended. Another strategy used to distribute resources was through mentor visits with the *Capacity Building and Resource Inclusion Coaches*.

In 2023, a pilot of a rolling cart library was implemented with 3 sites. Based on the success of this pilot, IIQ has developed a Rolling Library Initiative to be implemented in 3 stages outlined below. A cart of books and resources that programs have individually curated will be delivered to their programs which can be kept and used at their sites. These carts will be replenished every 6 months.



Rolling Library Initiative

3 pilot sites-Fall 2023

All Seasons, Hucklebug & CELC Northern Lights

Phase 1-February 2024

All county early learning sites

Phase 2-Fall 2025

All school age programs

Phase 3-Fall 2026

All city full day programs

Appreciation

Investing in Quality strives to offer a variety of ways to appreciate the educator community, recognizing that everyone likes to be appreciated in different ways.

In the 2023 Appreciation survey, educators acknowledged that the top two ways they would like to be shown appreciation was through gift bags and a community event.

Appreciation bags were delivered to each site with chocolates, popcorn, and a digital subscription to *Play Outdoors* magazine, a Canadian publication. This is an informative resource for educators to be able to access as it has many tangible ideas on how to share the outdoors with children. This resource also supports our community’s learning focus on outdoor environments.

An evening open house was also hosted by *Investing in Quality* at Five Counties Children’s Centre which included appetizers and refreshments with guest speakers Adam White, Matt Crowley and Sandra Robinson.

65 Educators attended this event

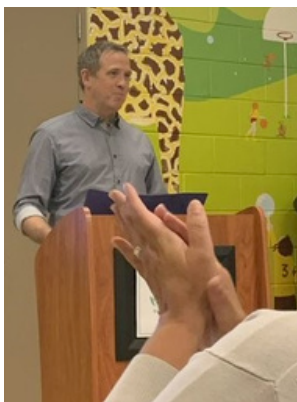
79 Appreciation bags distributed to sites



Sandra Robinson, Children Services Manager, City of Peterborough



Adam White, past Board chair Five Counties Children’s Centre



Matt Crowley, Peterborough City Counsellor

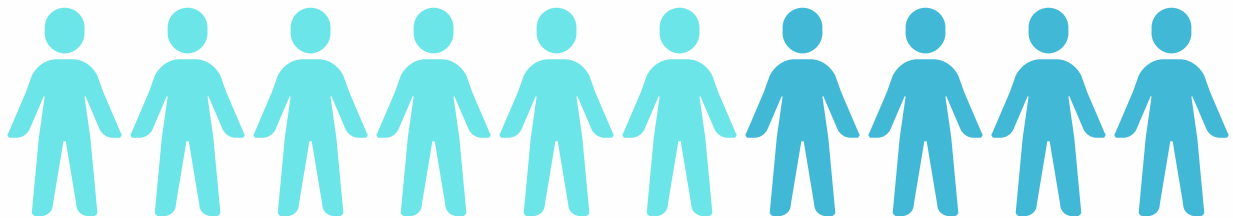
STRATEGIC PRIORITY #2

Enhance Learning Through Mentorship

The *Capacity Building Coaches* continued to meet with supervisors regularly to support growth and capacity. With the new service delivery model (briefly outlined under *Strategic Priority # 4* on page, 25), two of the key core principles are relationships and coaching. With this lens, *Capacity Building Coaches* entered into meetings in September of 2023 to create alliances with supervisors. These discussions focused on the logistics of regular meetings and also asked questions about how we will show up for one another, how we will share successes and concerns, and keep one another accountable. This was a concrete first step in continuing to grow relationships and beginning to learn about one another on a new level.

The second principle of the delivery model is coaching. This principle builds on a relationship based process and is used to improve existing skills, develop new skills and build capacity and confidence to build positive outcomes. Coaching is rooted in the guiding belief that children, families, and educators are capable, competent and full of potential (Rush & Sheldon 2020), (Service Delivery Guide 2023-2025, page 6.) With this core principle in mind, coaching tools have been introduced in meetings that explore professional topics of relevance to each supervisor.

2023 Mentoring Data



147.5 hours of mentorship visits

95 mentorship site visits

405 hours of overall mentorship including visits,
emails, telephone calls & report writing

STRATEGIC PRIORITY #3

Meaningful Measurement for Quality Improvement



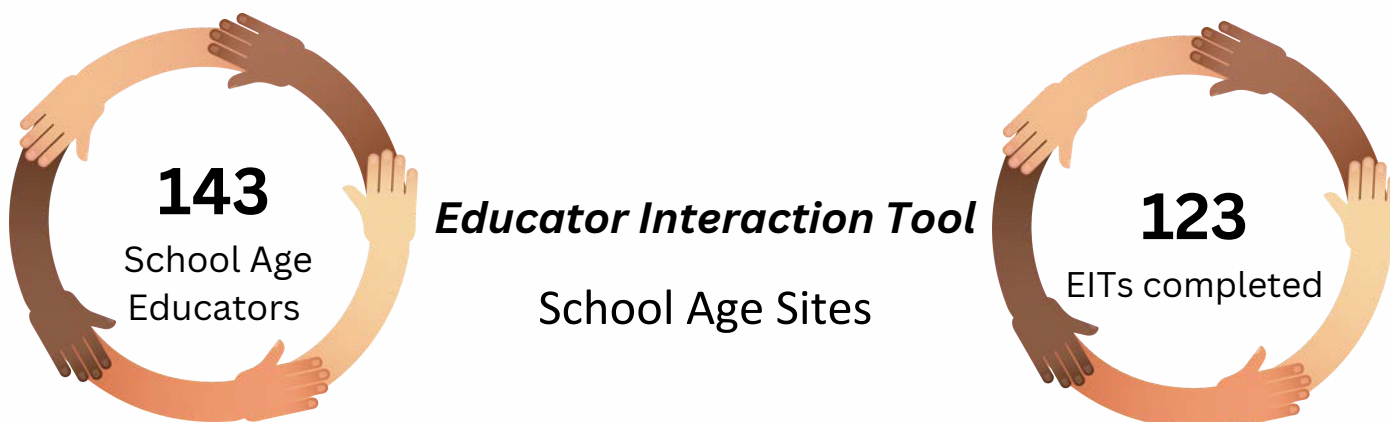
Investing in Quality is always striving to find meaningful measures to assess and improve quality within early learning programs. One process for quality improvement in our community is the development of yearly program *Quality Enhancement Plans*. This process involves reviewing survey data (Family 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 licensed childcare, nursery school, and EarlyON sites.

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 a goal to focus on relationships.



*Note: The difference in numbers between educators and completion speaks to the turnover of school age educators in our community.

Common Goals Set Based on Educator Interaction Tool

- Learn knowledge and techniques to help children co-regulate
- Focus on more relationship connections with the children
- Educator resilience-Conscious Discipline
- Enhancing a sense of belonging
- How to communicate with different learning styles
- Explore ways to invite families to share culture and traditions

School Age Data Review

Environmental Assessments

Historically, early learning programs have viewed the environment as a the third teacher and research indicates that children thrive in stimulating early learning settings both indoors and outdoors.

I/Q views ongoing environmental assessments key to creating quality programs.

Educators were asked to complete either an indoor or outdoor environmental assessment this past year. Many programs choose to do assessments of both environments.

34 school age sites



32 sites completed an environmental assessment

*Note: due to extenuating circumstances, two school age sites are submitting their QEP goal and assessments with their full day programs QEP.

Environmental Tools/Lenses Used:

School Age Environmental Tool by Investing in Quality Working Group

Creating Meaningful Outdoor Environments, I/Q

The Universal Design of Early Education, Michael Conn-Powers

SACERS-School Age Environmental Scale

Head Start Environmental Rating Scale

Municipal Environmental Rating Scale

Revitalizing the Environment by Margie Carter





Highlights of goal achievements based on Quality Standards

Relationships, Justice, Equity, Diversity & Inclusion,
Making Learning Visible, Professional Growth &
Development, Community Partnerships, Environment as a
Teacher & Leadership

- Participated in Self-Regulation training
- Determined the team culture we wanted to develop and created this for summer program
- Implemented strategies to create a sense of family belonging within our mobile space
- Explored Justice, Equity, Diversity and Inclusion themes with the support of our J.E.D.I. advocate
- Provided opportunities for families to engage together to form peer supports
- Engaged the children in project work; children created a family carnival
- Developed distributed leadership strategies
- Implemented the Celebration Protocol

Themes of Environmental Goals Set:

- Offering outdoor invitations -winter
- Developing quiet spaces outdoors
- Reviewing routines
- Bringing indoors outdoors
- Designing an outdoor storage area
- Aiming to be an outdoor program
- Participating in weekly planning meetings
- Creating a nature based art area
- Determining outdoor equipment storage options so children/educators have easier access to materials
- Developing strategies for children to have more input into what is offered in the program

94%

**of School Age Sites
successfully achieved their 2023
Quality Enhancement Plan Goals**

*Note: a couple of sites partially met their goals due to staff illness and turnover.

2024 Goal Themes for School Age Sites:

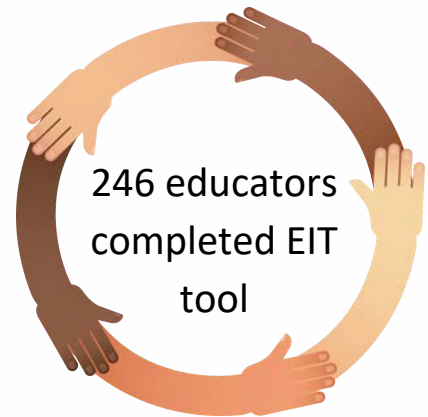
- Learn strategies to support children to learn conflict resolution
- Develop a living documentation wall with the children
- Provide intentional provocations for children & build upon project ideas
- Explore the use of nick names with children through a Justice, Equity & Diversity Lens
- Foster an environment of self-awareness, family pride, and diverse social identities
- Provide more opportunities for risky play
- Develop agreements about how we will treat one another with respect
- Provide opportunities for children to have more input into programming

Licensed Child Care, Nursery School & EarlyON Findings

Educator Interaction Tool (EIT)



Licensed Child
Care, Nursery
School, EarlyON



Common Goals Set Based on Educator Interaction Tool

- Intentionally spend time with children each day to lessen instances of direction & correction
- Being a stress detective when children are not regulated and ask why & why now?
- Lending children our calm and reframing our mindset
- Looking through eyes of empathy when a child is having difficulty self-regulating
- Understanding families unique cultures and traditions
- Encouraging positive dispositions in children
- Supporting educator well-being
- Being present during busy times such as routines, 'Curriculum of Care'
- Strengthening team cohesiveness and relationships

Environmental Assessments



33 licensed child
cares, nursery
school and EarlyON
sites

32 sites completed
environmental
assessments



Environmental Tools Used:

- YMCA Play in Action Tool
- Bridging the Outdoors-Play in Action-YMCA
- Self Reflective Tool on Learning Environments, CELC HCC
- Engaging Your Engineers, Barriers to Universal Design Article by Angela Stone-MacDonald
- Self-Reg Environment Assessment-Stuart Shanker
- Early Childhood Environmental Rating Scale-Clifford & Harms
- Revitalizing the Environment by Margie Carter & Deb Curtis
- Devereux: Early Childhood Assessment Tool
- Head Start, Outdoor Space Environmental Tool
- City of Peterborough, Municipal Child Care Environmental Scale
- A Place Based Lens by Investing in Quality
- Early Years 360 Environmental Audit by Peter Moorehouse
- Trent Child Care Environmental Scale

Environment Goal Themes:

- Adding an art area and ensure materials are replenished
- Providing more gross motor opportunities indoors
- Planting a garden with the children
- Providing more loose parts for exploration
- Focusing on assessing how our materials represent diverse populations and added new materials
- Exploring schema play with children
- Exploring educator's comfort level about risky play and offer more opportunities for children to engage in risky play
- Incorporating small group time into daily routines
- Incorporating more natural materials indoors

***One program did not complete an environmental assessment this year due to educator turn over**



95% of Licensed Child Care, Nursery School & EarlyON Programs successfully achieved their 2022 Quality Enhancement Plan Goals

Highlights of Goal achievements from 2023 based on Quality Standards

Relationships, Diversity, Equity, Diversity & Inclusion, Making Learning Visible, Professional Growth & Development, Community Partnerships, Environment as a Teacher & Leadership

- Engaged in designing new spaces as our program expanded
- Reviewed materials we offer children and considered them from an anti-bias lens and adapted materials for inclusivity
- Explored what kindness meant to strengthen positive, nurturing relationships
- Implemented assistive devices for the children who needed it
- Co-created our values as a team to guide our work
- Formed deeper connections with families after having limited interaction the last few years due to Covid and have more confidence in having difficult conversations
- Implementing the Conscious Discipline strategies they have learned
- Co-designed new outdoor space with educators, children and families
- Implemented a natural learning garden with children

100% of Licensed Child Care, Nursery School & EarlyON Programs successfully achieved at least one of their 2022 Quality Enhancement Plan Goals

2024 Goal Themes for Licensed Child Care, Nursery School & EarlyONs



- Expand team building
- Increase frequency of pedagogical visits
- Establish wellness breaks for educators
- Develop an equity statement for our parent handbook
- Design a staff room that engages and inspires educators
- Develop strategies to strengthen organizational communication
- Train all staff in Conscious Discipline-Educator Resiliency Training
- Reimagine and plan a new outdoor space
- Offer family engagement opportunities quarterly
- Train entire team on Self-Reg
- Develop an interactive parent hub
- Develop an initiative that raises awareness and highlights a community partner
- Provide loose parts outdoors using found materials
- Explore how we offer programs from a Justice, Diversity, Equity, & Inclusion lens
- Strengthen our culture of reflective practice through the focus of research questions

Strategic Priority #4

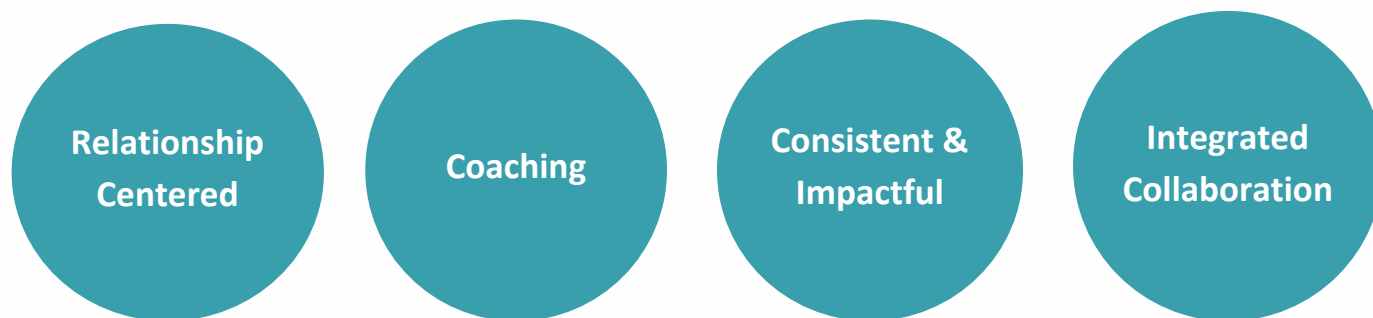
Organizational Alignment to Support Transformation

A community review of the *Special Needs Resourcing Program* was conducted in 2023 and one piece of this included how to integrate the work of the *Resource Consultants* and the *Quality Coordinators* to better support programs.

As a result of these consultations a new service delivery model was launched in September 2023. Some of the key highlights include:

- A new team name-Quality Inclusion Collaborative
- New role titles-Resource Inclusion Coaches and Capacity Building Coaches
- New team PODS consisting of two RICs and one CBC
- A model built on Universal Design and a tiered system for support
- New system delivery Resource Guide

Four key principles of service delivery:



This new coaching service delivery model is based on five key areas:

- Joint Planning
- Observation
- Action to Practice
- Reflection
- Collaborative Conversations



As a result of this new approach, *Resource Inclusion* and *Capacity Building Coaches* have been working with site educators and supervisors together to support ongoing learning and growth. To support this new system in a responsive manner, and due to growth of programs in the early learning community, a new *Capacity Building Coach*, Hannah Bailey was hired in September of 2023.

Merci, Miigwetch, Thank You



Investing in Quality thanks the many individuals who have volunteered their time and expertise to support the early learning community in 2023! These individuals include:

- The *Investing in Quality* Working group members outlined on page two
- The *Appreciation Committee* group members consisting of: Tanya Pye, Susan Scoffin, Kelly Lewis, and Tara Cahorn
- The Inspiring Early Learning Conference Committee members consisting of: Tara Cahorn, Susan Scoffin, Katherine Orgill, Kathy Connley, Lisa Miles, and Beckie Kellett
- The Workforce Strategy Steering Committee members
- Fleming ECE students
- Seeds of Care ECE student placement, Anna Jennings
- Seeds of Care Packing Volunteers, Ingrid Bailey and Debbie Lunn
- Seeds of Care Prepping Volunteers, Warren Ristock and Danica Campbell

Thank you to the *Quality Inclusion Collaborative* for your dedication, knowledge and creativity in supporting the early learning community.



Conclusion

Once again, *Investing in Quality* has had a productive year filled with change and tailored supports that reflect the ongoing needs of early learning programs in our community.

The merging of the *Quality Coordinators* (currently *Capacity Building Coaches*) and the *Resource Consultants* (currently *Resource Inclusion Coaches*) to form the *Quality Inclusion Collaborative*, has brought about more opportunities for team members to work more collaboratively to support programs in both mentorship and coaching.

The shift of doing more site specific training based on individual team needs has supported programs to engage in training that is meaningful and relevant to them.

The Workforce Strategy work facilitated by the *Capacity Building Coaches* has also brought many educators together to share and learn from one another in safe settings in both the Mentorship and J.E.D.I initiatives.

The *Capacity Building* and *Resource Inclusion Coaches* look forward to continuing to pivot to meet the needs of our community and to grow alongside of them.