

Community Bulletin: Reflecting on 2016

"Quality is a journey not a destination."

We are pleased to continue this journey of reflection with all of Niagara's licensed child care programs and are grateful for the support and commitment shown throughout the years.

QCCN Vision

A consistent approach to excellence in early learning for children and families through the commitment of highly knowledgeable and responsive educators.

QCCN Statement

A strength-based, reciprocal partnership supporting children and professionals through a continuum of collaboration, training and the use of developmental tools.

QCCN Values

The following values explain our notion of Quality.

- **Accountability** – Quality Child Care Niagara values dedication to implementing QCCN in alignment with organization policies, funding requirements, legislation and the College of Early Childhood Educators *Code of Ethics and Standards of Practice*.
- **Engagement** – Quality Child Care Niagara promotes programs, environments and plans which deeply connects children, educators and families and reflect their hopes, interests and strengths.
- **Inclusivity** – Quality Child Care Niagara values, respects and promotes the uniqueness of each educator, child and family.
- **Intentionality** – Quality Child Care Niagara encourages educators to plan with purpose and meaning through an inquiry based approach.
- **Responsive** – Quality Child Care Niagara expects educators to consistently adapt their planning, environments and experiences; to support the strengths, interests and hopes of children and their families.
- **Reflective** – Quality Child Care Niagara values the practice of continuous learning, questioning and critical thinking.
- **Respectful** – Quality Child Care Niagara honours each early learning program, educator, child and family as unique, competent and capable.
- **Inviting Environments** – Quality Child Care Niagara recognizes the importance of interactive play spaces which are imaginative, flexible and fun to support competent risk taking unique to each child.
- **Commitment** – Quality Child Care Niagara values the loyalty and devotion of educators in supporting Niagara's children and families.

Quality Child Care Niagara 2016 in Review

Rollout of QCCN 2 Day Reflective Practice Institutes

The QCCN Reflective Practice Institutes have been well-received, providing Educators across Niagara with current information and new tools to support them in their day-to-day practice.

What do participants attending the Institute receive?

Participant Packages • Each participant receives a portfolio containing the PowerPoint and Handbook for each day along with resources used during hands-on experiences.

QCCN USB and QCCN Centre Master Binder • Moving forward in supporting the changes within QCCN, a USB was created holding copies of all the forms, resources and notes from the QCCN Reflective Practice Institute. The Centre Master Binder also contains copies of the Participant PowerPoint and Handbook, resources (QCCN Developmental Reference Charts, Environmental Rating Scales), and handouts. The binder and USB are part of the QCCN Support Visit Tip Sheet and will be reviewed during the Support Visit.

Participant and Centre Certificate • Each participant receives a certificate of completion for the QCCN Reflective Practice Institute. Each child care centre receives a framed centre certificate of completion.

Why the change?

Child Care and Early Years Act • The *Child Care and Early Years Act, 2014* came into effect on August 31, 2015. The Act was established to modernize and replace the *Day Nurseries Act* which was established in 1948 with minimal language changes made in 1985. With the CCEYA, the goal is "to build a child care and early years system that better supports parents and gives children the best possible start in life" aligning directly with *How Does Learning Happen? Ontario's Pedagogy for Early Years*. https://www.ontario.ca/laws/statute/14c11?_ga=1.133733198.1955892855.1411657506

How Does Learning Happen? • *How Does Learning Happen? Ontario's Pedagogy for the Early Years* is a living document to help support and strengthen the quality of care provided by early years programs with a focus on the child and the family by learning through relationships. This document is organized around the four foundational pieces: Belonging, Well-being, Engagement and Expression. <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>



QCCN Reflective Practice Institute Stats

- QCCN Pilot Institute – 80 Participants
- QCCN Institute 1 – 50 Participants
- QCCN Institute 2 – 140 Participants
- QCCN Institute 3 – 140 Participants
- Total educators trained with QCCN Reflective Practice Institute in 2016: 383
- Total centres trained in the QCCN Reflective Practice Institute Model - 63

2016 Testimonials

"This is such a unique opportunity to not only learn but to discuss and share with others." – Institute 1

"The model helps redirect my attention back to the reason I got in this field - What do children deserve?" – Institute 2

"Great model to use to encourage reflective practices, sharing thoughts and having conversations about [...] intentions with children." – Institute 3

The Kindergarten Program • We are very excited to share that beginning in September 2016, all kindergarten programs have been based on the pedagogical approaches outlined in the new Kindergarten Program document. This document is directly aligned with How Does Learning Happen? Ontario's Pedagogy for the Early Years building on the four foundations to create the four frames: Belonging and Contributing, Problem Solving and Innovating, Demonstrating Literacy and Mathematics Behaviours, and Self-Regulation and Well-being. The document also highlights great reflective questions, team reflection exercises and common misconceptions about play-based learning to support parents with the emergent journey. It is available for viewing with interactive pieces throughout and current updates at: <https://www.ontario.ca/document/kindergarten-program-2016>

Quality Child Care Niagara Advisory Committee News and Updates

Quality Child Care Niagara Team • The QCCN Coordinator works in partnership with the six QCCN Community Mentor Consultants to support programs as they participate within the institutes. Prior to each institute the QCCN Community Mentor Consultants connect with each program, introducing themselves and highlighting what to expect during the institute. During the institute the QCCN Community Mentor Consultants support the participants by facilitating reflective questions. After each day of the institute the QCCN Community Mentor Consultants connect with the Supervisor of each program, posing questions to gather more information of how QCCN can support the program through the transition into the new QCCN.

The QCCN team consists of: Patricia Couroux, QCCN Coordinator; Natalie Lane, Early Learning and Child Care Program Consultant; Pat Eversden, QCCN Consultant; Christina Clark, QCCN Community Mentor Consultant & Institute Trainer; Jane Gouck, QCCN Community Mentor Consultant & Institute Trainer; Debbie Hamilton, QCCN Community Mentor Consultant & Institute Trainer; Katherine Martin, QCCN Community Mentor Consultant; Helene Randle, QCCN Community Mentor Consultant; ECCDC Administration and Event Support Staff.

QCCN Advisory • The QCCN Advisory Committee, comprised of community partners from 18 agencies, continues to meet five times a year to discuss the impact of QCCN on Niagara's Child Care community. A list of committee members can be found on the QCCN website: <http://eccdc.org/quality-child-care-niagara/qccn-advisory-committee/>

QCCN Annual Support Visits • QCCN consultants attended 95 visits to programs and had over 500 interactions with staff during annual visits with licensed early learning and child care centres in the Niagara Region. Our current consultants are Patricia Couroux, RECE, Coaching and Mentoring Services Coordinator, ECCDC; and Pat Eversden, RECE, QCCN Consultant. The team also welcomes Natalie Lane, RECE EPE-I, Early Learning and Child Care Program Consultant, as a QCCN consultant who supports annual visits.

"Leadership is having a vision, sharing that vision and inspiring others to support your vision while creating their own." – Mindy Gibbins-Klein

QCCN Exceptional Program Award

Awards of Excellence

The QCCN Advisory sponsored the QCCN Exceptional Program Award at the 2016 Awards of Excellence. Throughout 2016 programs that excelled in the implementation of QCCN components were put on a short list to be toured in the Fall. For 2016 Mini Retreat Child Care Inc., Rosalind Blauer Centre for Child Care, Les Cocinelles Zelées and Power Glen Early Learning and Child Care were the short listed sites. The Team at Rosalind Blauer Centre for Child Care were honoured with the award, receiving \$100 worth of resources and loose parts for their centre, along with a certificate of achievement.

Updated QCCN Documents

QCCN Early Years Curriculum Plan Criteria • The QCCN Early Years Curriculum Plan Criteria was created to support programs in reviewing their current program plan. The Early Years Curriculum Plan engages educators to think about developmental outcomes, actual happenings, observations, and reflective questions. The language used in the document reflects language used in current frameworks helping to support educators as they move away from a prescriptive program plan to an emergent, play-based program. The document also highlights components of QCCN with timelines and a list of where to find resources and frameworks.

Early Childhood Environmental Rating Scale (ECERS) – 3 and School Age Childhood Environmental Rating Scale – Revised (SACERS) • QCCN was using the Early Childhood Environmental Rating Scale – Revised. The QCCN task Group reviewed the document and highlighted that in the ECERS–3 and SACERS–R there were more items that reflected emergent play-based practices. Each program with a preschool and/or school age group receives a new copy of the rating scales to implement within their program. If a program has any questions regarding use of the new rating scales, QCCN Consultants are available to support programs by walking them through the scale.

Quality Child Care Niagara

Growing Partnerships

Infant Mental Health • Presentations have been shared at both Committees' meetings reviewing how alignment of best practices can take place. Conversations are ongoing regarding reflecting on a partnership moving forward between QCCN and Infant Mental Health.

"By involving ourselves in a constant inquiry into what we believe...we will be on a journey to getting to be better and better [educators] all the time." Callaghan, 2011, Early Learning Framework website

Emergent Literacy • Emergent Literacy was not part of the QCCN pilot, and after discussions with Speech Services Niagara and QCCN Advisory, a component for Emergent Literacy was incorporated back in to Day 2. A partnership with Speech Services Niagara has April Shaw supporting the sessions by attending and delivering the component.

YMCA School Age Programs • A trial institute has been created to support the unique needs of the YMCA School Age Programs. A three day session has been crafted to run from 9:30am to 2:00pm with a focus on school age needs.

QCCN moving forward • QCCN has been collaborating with the community on best practices for educators in Niagara early learning and child care programs. We would like to thank the Niagara Region for its continued financial support and program guidance, the Early Childhood Community Development Centre for its support in the coordination of the training, the QCCN Advisory Group for its advisement and direction, and Educators in the Niagara Region for their belief in the impact of QCCN on the children and families in their care.