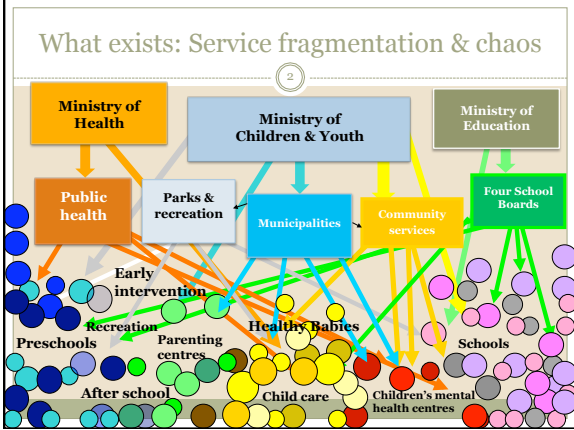




With Our Best Future in Mind

A CHILD AND FAMILY SYSTEM FOR ONTARIO: PRENATAL TO 12 YEARS

EVERY OPPORTUNITY FOR EVERY CHILD

Ontario's Plan: *Enemy of the Status Quo*

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- For 28% of children showing up in 1st grade significantly behind their peers;
- For families yearning balance while trying to navigate a fragmented non-system in search of supports for a special needs child;
- For the single mother of three wanting access to recreation, music/art/cultural opportunities;
- For front-line service workers working with the confusion of fragmented policy making;
- For the taxpayer for whom investment in early learning is the economic stimulus that keeps on giving!

Early learning makes BIG economic sense

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- Employment multiplier** - Early Learning highest employment multiplier (job creator) of all economic sectors - 43.5% more than the next highest ranking industries
- Economic Multiplier** - Spending on Early Learning has an economic multiplier effect on local economies, generating up to \$1.7 dollars for every \$1 spent
- Investment Payback** - 2:1 to 17:1 payback on public funding for developmentally enriched early learning program from increased taxes by working parents + reduced social services
- GDP Growth** - GDP grows by almost 1% for every 1% drop in vulnerability rate going into grade 1. Over working life=20% jump in GDP, even after interventions to reduce vulnerability on front end
- Benefits for all** - Effective early learning programs benefit all: Majority of vulnerable children - more than 60% - live in moderate, middle-class and affluent families

Birth to 12 years: A unique period in human development

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The diagram features a seesaw with a fulcrum in the center. On the left side, there is an image of a baby in a hospital bed and the text: **Nutrition/Attachment/rapid brain growth**. On the right side, there is an image of a child riding a bicycle and the text: **More formal learning/problem solving/higher order cognitive**. In the middle, above the fulcrum, is the text: **Emergent learning Emotional & social foundation**. Below the seesaw is a timeline from -9 Mths Birth to 12, with a triangle pointing to the number 5.

Oct 27 Announcement: Ontario's EL strategy... 0-12 year olds

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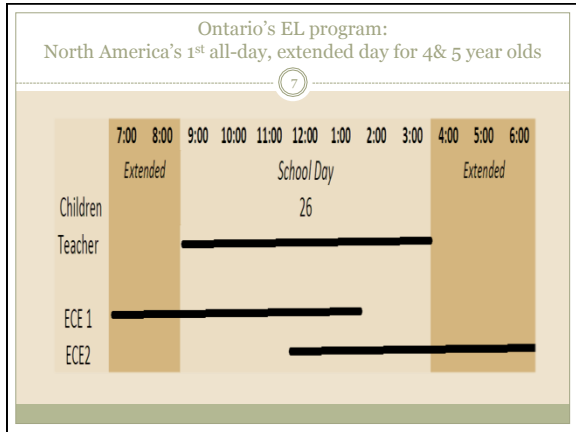
School boards, working with municipalities, will recommend phase-one schools based on available space, impact on existing local child care, local need

Full-day learning for four- and five-year-olds provides an opportunity to create a comprehensive service system for ALL children and their families

Extended and integrated full-day early learning for Ontario's four- and five-year olds

Government will work with school boards and municipalities to enhance and stabilize existing child care and other programs for young children

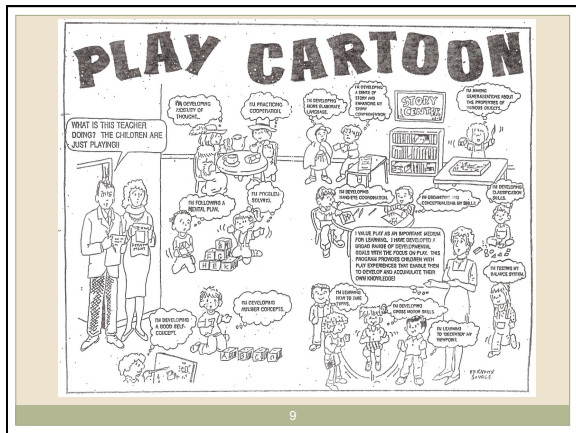
Ontario will call on community partners to plan and develop before- and after-school programs for six- to twelve-year olds where there is sufficient parent demand



Staffing for Success

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- Early child development knowledge and skills**
 - Use of play-based curriculum
 - Understanding the brain
 - Engaging Parents
 - Documenting progress
- Reflective practitioners**
 - Emergent learners
 - Use of evidence
- Embracing Diversity**
 - Anti-oppression training
 - Adapting to individual differences

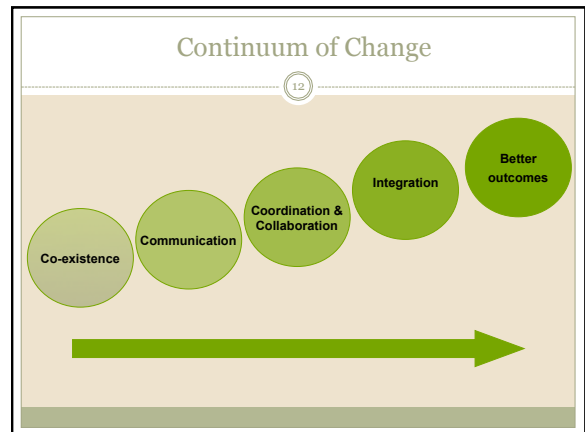
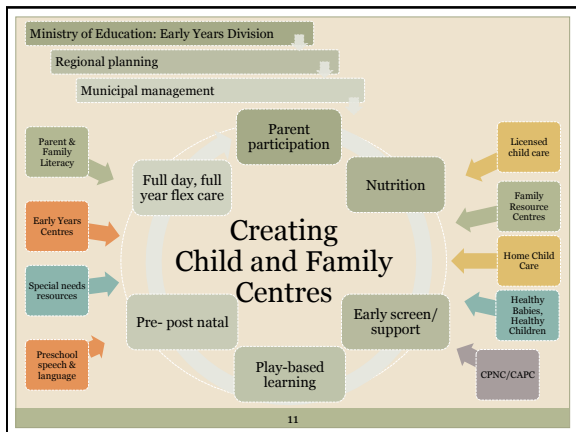


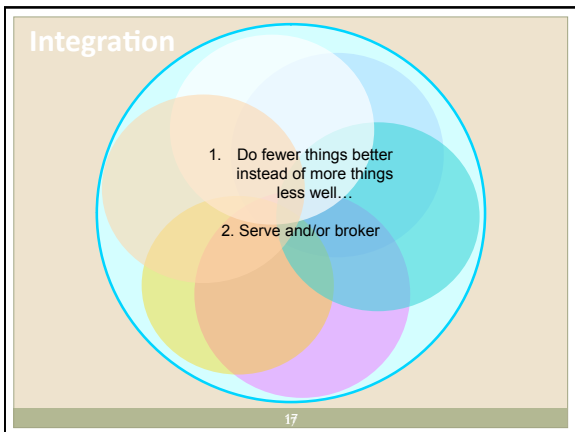
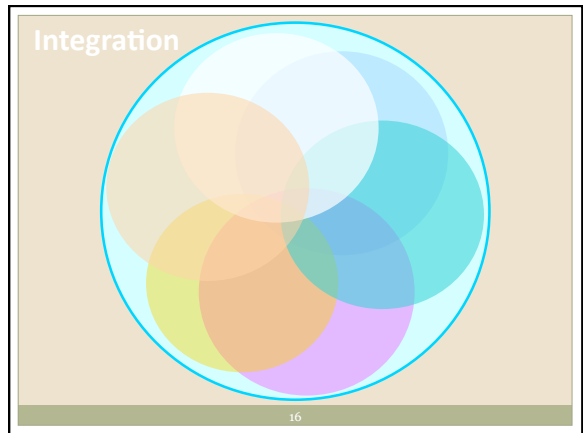
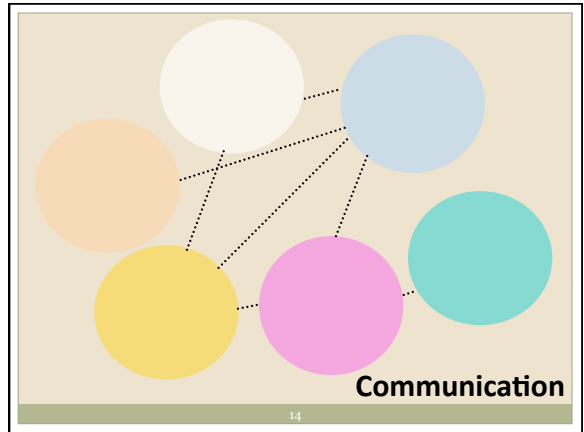
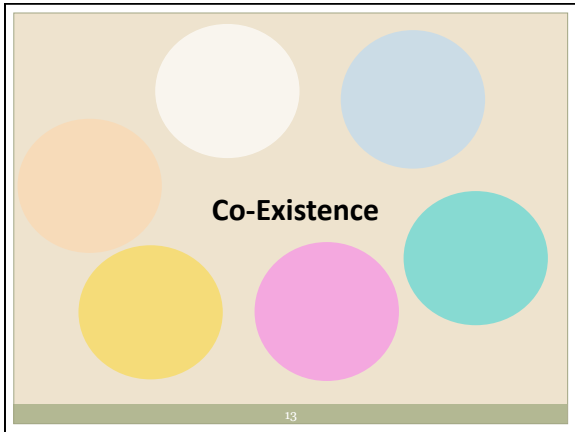
Ontario's Child & Family System 0-12

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Child and Family Centres
Prenatal to 3.8 yrs
Developmental care, family participation, early identification and intervention

Community Schools
3.8 to 12 years:
Education, care, arts, culture, leisure, family participation





Ontario's EL strategy: An Early Years Division

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- The Ministry of Education will establish an Early Years Division, mandating it to develop a planning and policy framework that articulates a coherent vision for the education of, and supports for, children from zero to 12 years of age.

Removing Obstacles to Change

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- Fuzzy governance**
 - "No one organization at Queen's Park or in the community is responsible for driving change: process is important but without accountable leadership, it's a pathway to nowhere."
- Hardening of the categories**
 - "Too many cross purpose legislative silos = time spent filling out multiple budget forms, spending less time on service and preventing key changes to better serve kids and their parents."
- The obstacle of tradition**
 - "While many in my community are sincerely dedicated to improving continuation of services, they are hampered by their own traditions. The Best Start table is a forum to keep an eye on each other, defend turf, and prevent anything more than marginal changes."
- Short-termism**
 - "We need a non-partisan approach for doing the right things for a change."
- Resources for a change:**
 - "More money is nice but it is not the fundamental barrier if existing resources are not used effectively."



Will and Skill

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Leadership development: in-service/pre-service for principals and early learning educators (e.g. application of ECD knowledge, evidence-based practice, anti-oppression training, parent engagement...)

Sustained and Accountable Provincial Leadership

Clear local leadership responsibilities of schools and municipalities

Formative research and evaluation and improvement cycle

High Impact for kids, families, and Ontario's taxpayers

Early Learning = High Impact

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- A **wonderfully enriched start** for the youngest of our young
- Greater **success in school** for all kids;
- Greater **well-being** for all **12 year olds**;
- Parents able to live more **balanced lives**;
- Earlier and **more effective interventions** for kids with special needs;
- Schools as **community hubs**, buzzing with activities;
- **Youth violence, family poverty reduced**;
- Major boon to taxpayers – an **economic stimulus** package that keeps on giving.

