



Children deserve the  
best start in life

THIRTEENTH ANNUAL SUMMER INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT

# Growing ECE Access and Quality: Opportunities and Challenges

Friday, June 3rd, 2016

George Brown College, Waterfront Campus,  
51 Dockside Drive, Toronto

# GROWING ECE ACCESS AND QUALITY: OPPORTUNITIES AND CHALLENGES

## ABOUT THE 13TH ANNUAL SUMMER INSTITUTE

The Summer Institute is an annual collaboration between the School of Early Childhood at George Brown College and the Atkinson Centre for Society and Child Development at the Ontario Institute for Studies in Education/University of Toronto. The Institute strives to offer timely information to inform research, policy and practice. As Canada embarks on a new early years strategy, the Institute looks at the conflict between increasing access to early childhood programs while maintaining quality.

Across Canada and around the Globe policymakers are looking to expand children's access to early childhood education. Join Canadian and international experts as they discuss how states are expanding access while maintaining program quality; balancing the needs of 0-3 year olds with programs for 4-6 year olds; and addressing children's right to early education with parents need for child care. Plus workshops and poster sessions featuring leading edge approaches to early years practice and policy.

## OVERVIEW OF THE PROGRAM

**8:30 A.M.**

**Registration & Refreshments**  
(Waterfront Lobby)

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**9:00 A.M.**

**Welcome and Introduction**

*Anne Sado, President, George Brown College*

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**9:10 A.M.**

**Keynote: Advancing Quality In Early Childhood Settings**

*Tove Mogstad Slinde, Chair of the Network on Early Childhood Education and Care, Organization for Economic Cooperation and Development (OECD)*

From Starting Strong IV, the OECD's cross-country study of early childhood services, comes an international review of the latest tools available to policymakers and practitioners to promote quality in early childhood settings.

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**10:00 A.M.**

**Morning Workshops/Panels:**

1. The Abecedarian Approach in a North Winnipeg Community
2. Playing for Keeps: The Long-Term Benefits of Play
3. Toys or Tools? Tablet Applications to Support Early Literacy
4. Transformational Leadership and Professional Self-Identity in Early Childhood Education
5. Integrating Research, Theory and Practice to Promote Quality in Early Childhood Education

6. Equipping ECEs to discuss the Development of Sexuality in Childhood: In the Classroom and with Families

7. Early Years Systems Development in the Northwest Territories

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**10:55 A.M.**

**Keynote: The Link Between Research and Quality in Early Childhood Programming**

*Dr. Michel Boivin, Canada Research Chair on Child Social Development*

What information do we have, what more do we need, and how can we use it to inform early childhood policy and practice?

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**11:45 A.M.**

**Buffet Lunch and Networking**

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**1:30 P.M.**

**Afternoon Workshops/Panels:**

1. Responding to Victims of Trauma in Early Childhood Settings
2. Little Kids in Big Schools
3. Aligning Early Childhood Pedagogy from Preschool to Kindergarten
4. Do Neighbourhoods Impact the Quality of Early Childhood Programs?
5. Child Care Rules: New Regulations for Ontario
6. The Movement for Decent Work: Advocacy & Actions to Influence Policy
7. Themes of Social Justice for Young Children in Applied Research

**2:30 P.M.**

**Keynote: Effective Outreach: Promoting Equitable Access to Early Childhood Programming**

*Rowena Phair, Education and Skills Directorate, Organization for Economic Cooperation and Development (OECD)*

What can children tell us about how welcome they feel in their programming, particularly when they are newcomers or members of marginalized minorities? This new study examines how children's developmental needs must be at the centre of early childhood policy and practice.

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**3:20 P.M.**

**Closing Remarks**

*Dr. Jennifer Jenkins, Atkinson Chair of Early Child Development and Education, Ontario Institute for Studies in Education and Director of Academic Programs, Fraser Mustard Institute of Human Development, University of Toronto*

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**3:30 P.M.**

**Award Presentation & Reception**

*Colleen Russell-Rawlins, Executive Director, Early Years Learning & Child Care Leadership Development, Training & Professional Learning, Toronto District School Board ECE Award Recipient*

Join us in recognizing the contribution of Colleen Russell-Rawlins to the professional status of early childhood educators.

# MORNING WORKSHOPS/PANELS

(PLEASE SELECT ONE ON YOUR REGISTRATION FORM)

## 1. THE ABCEDARIAN APPROACH IN A NORTH WINNIPEG COMMUNITY

The Abecedarian Approach is an internationally recognized early childhood intervention program focused on vulnerable children from birth to age 5. For the past 40 years it has been the subject of numerous research studies and is regularly cited in child development literature for its long-term health, social and academic outcomes. In February 2012, Red River College, The Government of Manitoba and Manidoo Gi Miini Gonaan ("The Great Spirit is Giving"), embarked on a multifaceted project to bring this intervention to Winnipeg's North End. This session provides an overview of the project, highlighting the early findings from Manitoba.

**MELANIE D'SOUZA** Research Faculty, School of Health Sciences and Community Services, Red River College

## 2. PLAYING FOR KEEPS: THE LONG-TERM BENEFITS OF PLAY

Play is the work of early childhood. How and how much young children play influences learning, health and behaviour throughout life. Yet play is controversial, surrounded by debates about whether it belongs in classrooms as it faces ever-increasing restrictions on the playground. This workshop takes a fresh perspective highlighting innovative approaches to play as central to learning and healthy living.

**CHRISTINE ALDEN** Program Director, Lawson Foundation, PhD Candidate, OISE, University of Toronto

**CAROLYN WEBBER** Director, Early Years Centre, East Antigonish Education Centre, Monastery, Nova Scotia

**TBA** Superintendent, Toronto District School Board

## 3. TOYS OR TOOLS? TABLET APPLICATIONS TO SUPPORT EARLY LITERACY

Adding to the debate about children and screen time, findings from an on-going Canadian study examining educators' experiences and comfort levels using tablets to support children's oral and visual literacy will be shared. The study employs tablet applications that allow children to take photographs or draw on blank slides and accompany their work with recorded oral

explanations. The presenters will share data from educator interviews, classroom observations, and children's slideshows.

**DR. MONICA MCGLYNN-STEWART** Faculty, George Brown College, School of Early Childhood

**DR. TIFFANY MACKAY** Instructional Coach, Peel District School Board

## 4. TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL SELF-IDENTITY IN EARLY CHILDHOOD EDUCATION

Two important studies on the impact of professional learning: The experiences from the College of Early Childhood Educators' Leadership Pilot Two project on the role of continuous professional learning, self-reflective practice and communities of practice on leadership capacity, plus a look at how recent public policy changes have influenced the professional identity of Registered Early Childhood Educators. Participants will have an opportunity to provide input into, and add to, the research process and data collection.

**MELANIE DIXON** Director Professional Practice, College of Early Childhood Educators

**DR. ELAINE WINICK** Professor, George Brown College, School of Early Childhood

**ELAINE LEVY** Vice-President, Family & Neighbourhood Services, WoodGreen; PhD Candidate, OISE

**NICOLA MORRISON RECE**, George Brown College Early Childhood Leadership Intern

**DANIEL VENDITTI RECE**, George Brown College Early Childhood Leadership Intern

## 5. INTEGRATING RESEARCH, THEORY AND PRACTICE TO PROMOTE QUALITY IN EARLY CHILDHOOD

Ontario's early year's pedagogy acknowledges that quality in early childhood settings is all about relationships. Hear about the City of Toronto's research into quality improvement through program empowerment and the coaching and mentoring efforts of the City of Sudbury that are encouraging practitioners to rethink quality efforts and evaluation as both a means and an end to desired program outcomes.

**CYNTHIA GRUNDMANN** Policy Development Officer, City of Toronto, Children's Services Division

**DR. JOEL LOPATA** Researcher, University of Western Ontario

**JANE TOUSIGNANT** Program Quality Coordinator, City of Sudbury Children's Services

**LAURA URSO** Program Coordinator, City of Sudbury Children's Services

## 6. EQUIPPING ECES TO DISCUSS THE DEVELOPMENT OF SEXUALITY IN CHILDHOOD: IN THE CLASSROOM AND WITH FAMILIES

Against debates surrounding Ontario's new Health and Physical Education Curriculum this presentation highlights the need for building professional capacity in the sexual developmental domain in the early years. Researchers identify the gaps in training and identify the need for teaching strategies and building rapport with families.

**ALICE-SIMONE BALTER** Faculty, Early Childhood/Family and Community Social Services, University of Guelph-Humber

**ADAM DAVIS** PhD Candidate, Curriculum Studies & Teacher Development, OISE, University of Toronto

**TRICIA VAN RHIJN** Assistant Professor, Department of Family Relations and Applied Nutrition, University of Guelph

## 7. EARLY YEARS SYSTEMS DEVELOPMENT IN THE NORTHWEST TERRITORIES

The territories face special challenges when developing early childhood programs responsive to the diversity of communities, high levels of vulnerability and the challenging geography of Canada's far north. The NWT's early childhood framework and action plan is now in its third year. This presentation shares promising practices and partnerships, the status of early intervention pilots and efforts to improve quality and access across the territory.

**SHELLEY KAPRAELIAN** Director, Early Childhood Development, Department of Education, Culture & Employment, Northwest Territories

**SABRINA BROADHEAD** Aboriginal Health and Wellness, Department of Health, Northwest Territories

# AFTERNOON WORKSHOPS/PANELS

(PLEASE SELECT ONE ON YOUR REGISTRATION FORM)

## 1. RESPONDING TO VICTIMS OF TRAUMA IN EARLY CHILDHOOD SETTINGS

With the increase in refugee and immigrant families and the growing numbers of children who have witnessed violence, having a trauma informed lens can help build relationships, bridge trust, and open the door for better outcomes. This workshop describes the six main trauma-informed principles outlined in the literature and focuses on how to translate these principles into practice with both children and parents.

**CHELSEA HOBBS** Researcher and Trainer, Early Childhood Development Support Services

## 2. LITTLE KIDS IN BIG SCHOOLS

Increasingly jurisdictions are using schools to expand access to early childhood education and care but as schools shoulder more responsibility for younger children where does this leave the child care sector? Hear the perspective of jurisdictions managing the transition. The Region of Waterloo formed innovative partnerships with its school boards and children's service providers. Nova Scotia is documenting its journey as it expands full day preschool and creates early years hubs in its schools. British Columbia's new Provincial Office of the Early Years coordinates services to improve access, and identifying promising practices of child care in school districts.

**NATHALIE BLANCHET** Executive Director, Early Years Branch, Department of Education and Early Childhood Development, Nova Scotia

**NANCY DICKIESON** Director, Children's Services, Region of Waterloo, Ontario

**TESSA GRAHAM** Executive Lead, Provincial Office for the Early Years, British Columbia

## 3. ALIGNING EARLY CHILDHOOD PEDAGOGY FROM PRESCHOOL TO KINDERGARTEN

While education and early years programs move ever closer together, what is the lived experience of young children as they transition into school? To what degree are the pedagogical approaches of Kindergarten teachers and early childhood educators aligned? Jurisdictions are paying attention and developing resources to address the

discontinuities that young children may experience as they enter school.

**WENDA DICKENS** Coordinator, Early Childhood Education Unit, Manitoba Education and Advanced Learning

**DEBRA MAYER** Early Childhood Consultant, Early Childhood Education Unit, Manitoba Education and Advanced Learning

**CAROLYN SIMPSON** Director, Early Childhood Development, Department of Education, Early Learning and Culture, Prince Edward Island

**MAUREEN DOCKENDORF** Superintendent of the Early Years, Provincial Office for the Early Years & Ministry of Education, British Columbia

## 4. DO NEIGHBOURHOODS IMPACT THE QUALITY OF EARLY CHILDHOOD PROGRAMS?

What impact does social and economic status have on interactions that take place between child care staff and children? A study of 586 licensed preschool programs in 140 Toronto neighbourhoods found a 35% difference in quality depending on program location. This represents the difference between mediocre and good quality care. Results were mitigated by auspice and organizational type with implications for public policy, systems planning and management.

**PETR VARMUZA** PhD Candidate, OISE, University of Toronto

## 5. CHILD CARE RULES: NEW REGULATIONS FOR ONTARIO

Child care is changing in Ontario. New rules affect private schools, recreation programs and both licensed and unlicensed providers. The first suite of rules took effect in September 2015. Changes to centre care, including new staffing qualifications and changes to group size and child to staff ratios, are under discussion for 2017. This workshop helps operators and practitioners understand the changes.

**SHANNON FULLER** Director, Early Years Policy and Program Branch, Ministry of Education, Ontario

## 6. THE MOVEMENT FOR DECENT WORK: ADVOCACY & ACTIONS TO INFLUENCE POLICY

Engaging the early childhood workforce in the movement for decent work and how building professionalism and leadership equips educators to influence public policy.

**SUSAN GARROW-OLIVER** Associate Professor, Department of Child Studies & Social Work, Mount Royal University

**LYNDSAY MACDONALD** Coordinator, Association of Early Childhood Educators Ontario

**CAROLYN FERNS** Public Policy and Government Relations Coordinator, Ontario Coalition for Better Child Care

**NICKI DUBLENKO** Chair, Alberta Child Care Association

**MARYANN FAREBROTHER** Mount Royal University Pilot Project Coordinator, Early Childhood Curriculum Framework, Alberta

## 7. THEMES OF SOCIAL JUSTICE FOR YOUNG CHILDREN IN APPLIED RESEARCH

The Science of Early Child Development (SECD) is a knowledge translation and mobilization initiative developed in partnership between Red River College, the University of Toronto and the Aga Khan Development Network. SECD provides training to groups in sub-Saharan Africa working with children and families affected by HIV/AIDS to provide an evidence-based background which will in turn, improve early childhood program implementation. This session will focus on how a Canadian resource, through close, trusting relationship with partners, can help support social equity for young children by contributing to and building upon existing programs in international contexts. There will also be a discussion about how SECD has been used to support ECD programs for children in marginalized communities in Dhaka, Bangladesh.

**JANET JAMIESON** Research Chair, School of Health Sciences and Community Services, Red River College

**DR. SUSAN WAMITHI-GITAU** Paediatrician, Aga Khan University Hospital, Nairobi, Kenya

**RABEYA HUSSEIN** Early Child Development Consultant

# KEYNOTE SPEAKERS



**TOVE MOGSTAD SLINDE**  
**ADVANCING QUALITY IN EARLY CHILDHOOD SETTINGS**

**Chair of the Network on Early Childhood Education and Care, Organization for Economic Cooperation and Development (OECD)**

Tove Mogstad Slinde leads the work on Starting Strong IV, a toolbox to enhance quality in early childhood services. It offers international perspectives and concrete examples to help policy makers, monitoring experts and early childhood professionals develop best practices in policies and programming. Ms. Slinde focuses on the elements that promote quality in early childhood programming including governance, curriculum, staff competencies, research and evaluation and how national policies are implemented at regional and local levels.



**MICHEL BOIVIN**  
**THE LINK BETWEEN RESEARCH AND QUALITY IN EARLY CHILDHOOD PROGRAMMING**

**Canada Research Chair on Child Social Development**

Michel Boivin is a professor in the School of Psychology of Université Laval where he leads a program of research on the biological, psychological and social components of early child development. The program is anchored in large-scale longitudinal studies, including the Quebec Study of Newborn Twins and the Quebec Longitudinal Study of Child Development. Dr. Boivin leads the development of INECK, an international network of policymakers, researchers and practitioners committed to bringing the best evidence to policy development.



**ROWENA PHAIR**  
**EFFECTIVE OUTREACH: PROMOTING EQUITABLE ACCESS TO EARLY CHILDHOOD PROGRAMMING**

**Education and Skills Directorate, Organization for Economic Cooperation and Development (OECD)**

Rowena Phair leads a new study at the OECD examining children's early development across social, emotional and cognitive skills. Its findings will assist countries to improve parenting and early childhood programs. Ms. Phair's work includes the development of inclusion strategies for disadvantaged children, such as migrant and indigenous students.

**Join us to recognize the contribution of  
Colleen Russell-Rawlins to the professional  
status of Early Childhood Educators**



# POSTER SESSIONS

**REGISTRATION FOYER**  
**10:30 A.M. TO 1:30 P.M.**

## 1. ECE FUNDING, ACCESS AND EQUITY IN CHINA

This study draws on systematic research into the adequacy and equity of ECE funding in China. China has progressed tremendously, but challenges persist. Public expenditure on ECE is insufficient to support the operation of quality services and the discrepancies of per-student expenditures among provinces and within provinces has enlarged between children from higher and lower SES families. Policy and research implications are discussed.

**YING LIU** Doctoral Student, Nanjing Normal University China

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## 2. PARTNERSHIPS IN ONTARIO'S FULL DAY KINDERGARTEN CLASSROOMS

This study examines the collaborative partnership between the teacher and the early childhood educator in Ontario's Full Day Kindergarten as well as the perceptions that the members of the early learning team hold about the current division of classroom responsibilities.

**CHRISTINA MOORE** Early Childhood Educator, Master of Arts Child Study and Education Candidate,  
Ontario Certified Teacher Candidate, OISE, University of Toronto

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## 3. HALTON REGION'S QUALITY MAP

Motivated by an understanding that "quality is a journey, not a destination", Halton Region has developed Quality MAP; a unique program to assess the quality of early learning and child care programs and the impact of supports in the community through an innovative, strengths-based, participatory and qualitative approach. This poster provides an overview of Halton's Quality MAP program, which is premised on: Meaning-making through pedagogical documentation, Alignment with best practices and professional standards and a Plan for quality enhancement.

**ANNA NGUYEN-SGRO** Quality Specialist, Halton Region, SCS, Children's Services

# GENERAL INQUIRIES

For accommodation details visit SI 2016 Hotel Details:

[oise.utoronto.ca/atkinson/Events/2016\\_Events/SI2016\\_-\\_Hotel\\_Details.html](http://oise.utoronto.ca/atkinson/Events/2016_Events/SI2016_-_Hotel_Details.html)

For further information about this program, please contact:

George Brown School of Early Childhood, George Brown College, Ryerson Campus  
P.O. Box 1015, Station B, Toronto, ON M5T 2T9

**T:** 416.415.5000 ext. 2310

**F:** 416.415.2565

**Email:** [institut@georgebrown.ca](mailto:institut@georgebrown.ca)

Summer Institute 2016 Information: [georgebrown.ca/summerinstitute2016](http://georgebrown.ca/summerinstitute2016)

# REGISTRATION FORM

PLEASE COMPLETE AND SUBMIT THE FORM BELOW BY MAIL, EMAIL OR FAX. PLEASE PRINT CLEARLY.

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## Growing ECE Access and Quality: Opportunities and Challenges

Friday, June 3rd, 2016

George Brown College, Waterfront Campus,  
51 Dockside Drive, Toronto

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### Session Choices (please circle your first and second choice)

Morning Workshop      First Choice    1 2 3 4 5 6 7      Second Choice    1 2 3 4 5 6 7

Afternoon Workshop      First Choice    1 2 3 4 5 6 7      Second Choice    1 2 3 4 5 6 7

### Registration Fees

Student Special Rate: \$55      Full Conference: \$195

Please make your cheque payable to George Brown College. The HST Registration Number is 108082868RTR0001.

Notes: The fees do not include overnight accommodations or travel. Advance payment is required to register. **Space is limited.**

\*TOTAL REMITTANCE: \$ \_\_\_\_\_

### Method of Payment (please circle)

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If you are paying by credit card we will call you for card details. Fax in your completed registration form to 416.415.2565, email to [institut@georgebrown.ca](mailto:institut@georgebrown.ca) or mail to Attention Summer Institute George Brown School of Early Childhood, Ryerson Campus, P.O. Box 1015, Station B, Toronto, ON M5T 2T9

### Please identify any required disability-related accommodations.

Every attempt will be made to fulfill your request.

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