



Children deserve the
best start in life

FIFTEENTH ANNUAL SUMMER INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT

Equity, Access & Quality in Early Childhood Education & Care

Friday, June 1st, 2018, 8:30 a.m. – 4:30 p.m.

George Brown College, Waterfront Campus

51 Dockside Drive, Toronto, ON

EQUITY, ACCESS & QUALITY IN EARLY CHILDHOOD EDUCATION & CARE

ABOUT THE 15th 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 equitable 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 approaches to 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 rights 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)

8:45 A.M.

Welcome and Introduction
Adrienne Galway, Special Advisor to the President, George Brown College

9:00 A.M.

Keynote: Quality in Early Childhood Settings: Are We There Yet?
Sir Kevan Collins, Head of the UK Education Endowment Foundation

From the EEF early years tool box, Sir Kevan Collins shares evidence-based evaluations of the policies and practices that work - and don't work - to promote quality and access in ECE settings.

Panel Respondents:

Michal Perlman, Professor, Ontario Institute for Studies in Education/University of Toronto

Susan Prentice, Professor, University of Manitoba

10:25 A.M.

Morning Workshops/Panels:

1. Contributions of Local Government to Equitable Access and Program Quality
2. Labour Market Versus Child Centred Approaches to ECE Policy
3. Tablet Applications to Support Early Literacy
4. Mentorship and Professional Growth
5. Strategies for Scaling Up New Program Approaches
6. Advocacy and Actions to Influence ECE

11:35 A.M.

Keynote: The FPT Early Learning and Child Care Agreements: Trading off Quality for Access?

Provincial/Territorial trends in early years service delivery and the impact of the f/p/t framework agreements on quality efforts.

Kerry McCuaig, Policy Fellow, Atkinson Centre, Ontario Institute for Studies in Education/University of Toronto

Nicole Gervais, Director General for Early Childhood Services for New Brunswick

12:30 P.M.

Lunch & Networking
(Waterfront Lobby)

1:30 P.M.

Poster Sessions
(Waterfront Lobby)

1:45 P.M.

Afternoon Workshops/Panels:

1. Indigenous Perspectives on Environmental Inquiry in the Early Years
2. Training for Quality: Building Ladders and Navigating Intersections
3. Capacity Building for Entry-Level Educators: A Nigerian Example
4. Training Models to Address Staffing Shortages: Quebec's Approach

5. How Demonstration Projects Can Inform ECE Policy and Practice: Lessons from Nova Scotia
 6. Parents as Partners in Play Based Learning
 7. Impact of Curriculum Approaches on Equity in Early Childhood Settings
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2:45 P.M.

Keynote: Becoming, Being and Believing: A Child is a Capable Person
Angela James, Director of the Indigenous Languages and Education Secretariat for the Northwest Territories

Indigenous educational theory and practice has much to offer in creating early learning environments that are welcoming to all.

3:50 P.M.

Closing Remarks
Jennifer Jenkins, Atkinson Chair of Early Child Development and Education, Ontario Institute for Studies in Education/University of Toronto

Patricia Chorney Rubin, Director, School of Early Childhood, George Brown College

4:00 P.M.

Award Presentation & Reception

Tony Diniz CEO, Child Development Institute ECE Award Recipient

Join us in recognizing the contributions of Tony Diniz to early education and child care.

MORNING WORKSHOPS/PANELS

(PLEASE SELECT ONE ON YOUR REGISTRATION FORM)

1. CONTRIBUTIONS OF LOCAL GOVERNMENT TO EQUITABLE ACCESS & PROGRAM QUALITY

The cities of Vancouver and Toronto consider early years services part of healthy, family-friendly urban planning strategies. This panel presentation explores the tools cities use to support partnerships, high-density development, and quality design guidelines and monitoring.

ANNE HEPDITCH Manager, Quality & Capacity Building, City of Toronto

DR. MICHAL PERLMAN Associate Professor, OISE, University of Toronto

VANESSA KAY Social Planner, Social Policy & Projects City of Vancouver

ADA CHAN RUSSELL Social Planner, Social Policy & Projects City of Vancouver

2. LABOUR MARKET VERSUS CHILD CENTRED APPROACHES TO ECE POLICY

Early childhood programming may be designed to meet parents' needs for child care, as well as support children's development but whether ECE is viewed primarily as a labour market support, as opposed to a child development program will influence its oversight, delivery, the quality of the service and ultimately who it serves.

DR. EMIS AKBARI Professor, George Brown College, School of Early Childhood

DANIEL FOSTER ECL Degree Student, George Brown College, Research Assistant, Atkinson Centre, OISE/ University of Toronto

3. TABLET APPLICATIONS TO SUPPORT EARLY LITERACY

Young English Language Learners or those who have special learning needs can find it difficult to communicate in kindergarten classrooms. Open-ended tablet applications offer tools to communicate ideas, engage with others, and demonstrate and develop knowledge and skills. The results of this study indicate that using strategies such as effective routines, opportunities to collaborate and share with peers, and modelling, educators can support these children through employing open-ended iPad apps.

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

NICOLA MAGUIRE Instructor, George Brown College, School of Early Childhood

EMMA MOGYORODI Research Assistant, Ryerson University

LEAH BRATHWAITE Research Assistant, George Brown College

RASHIN LAMOUCI Research Assistant, George Brown College

4. MENTORSHIP AND PROFESSIONAL GROWTH

This panel will focus on an exploration of how mentorship - direct, multi-faceted, and online - can aid professional growth in a collaborative learning model

Mentorship when self-directed, and supported, becomes ingrained into practice. Subsequently, what is the interplay between mentorship and self-actualization of professional growth?

This discussion shares the ways and means of exploring connections between mentorship, documentation, and quality scope of practice (e.g. curriculum; program; supervision; management, etc).

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

DR. ELAINE LEVY Vice President, Child Care & Family Services, WoodGreen Community Services

PATTI ROWLAND Coordinator, Training & Development, City of Toronto, Quality & Capacity Building, Service System Planning & Policy Development Unit

AMANDA MUNDAY Marketing Manager, HiMAMA

5. STRATEGIES FOR SCALING UP NEW PROGRAM APPROACHES

The Abecedarian model is a high quality, research based early childhood program that shows positive child outcomes but new evidence indicates it also provides benefits for parents and families. The approach is showing such promise it is being adopted by a number of Winnipeg child care centres. Red River College has developed training and mentoring strategies to ensure all centre staff develop the skills needed to effectively implement the model. The panel shares the strategies used to scale up a new program model and its benefits for families.

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

JAMIE KOSHY Research/Instructor, Red River College

TAYLOR WILSON Research Assistant, Red River College

REBECCA LARIVIERE Research Assistant, Red River College

6. ADVOCACY & ACTIONS TO INFLUENCE ECE POLICY

Advocates from BC and Ontario share two strategic approaches to mobilize for ECE policy change. The CCCABC's movement for "\$10aDay" child care has captured national attention on the need to build a system that includes affordable access for families, and ECE wage enhancements. The AECEO's campaign for decent work calls for a \$25/hour starting wage for RECEs, as a way to recognize the professionalism of educators and boost quality in the early childhood settings.

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

RITA CHUDNOVSKY Coalition of Child Care Advocates of BC

AFTERNOON WORKSHOPS/PANELS

(PLEASE SELECT ONE ON YOUR REGISTRATION FORM)

1. INDIGENOUS PERSPECTIVES ON ENVIRONMENTAL INQUIRY IN THE EARLY YEARS

Have you ever wondered how Indigenous perspectives relate to learning about the environment in the early years? Have you ever wondered what Indigenous perspectives and principles apply to all of us, and how these can be supported in any learning environment? This session hopes to light the fire of your professional inquiry by exploring how an Indigenous lens to environmental inquiry transforms learning in the early years.

HOPi MARTIN Kindergarten Teacher, Early Years
Flextime PhD Candidate, TDSB, APHD/OISE

HALEY HIGDON Teacher, Project Lead, JICS/OISE
Natural Curiosity

2. TRAINING FOR QUALITY: BUILDING LADDERS AND NAVIGATING INTERSECTIONS

This session will build on the minimum benchmarks for training and professional competencies as outlined by Unicef and the College of Early Childhood Educators/ Ministry of Advanced Education and Skills Development, and Ontario's pedagogical and service guidelines. It will address the immediate need for upgrading the qualifications of existing staff and new professionals who have been internationally trained. The focus will be on exploring strategies to create a baseline of qualifications and first step towards higher training and a career ladder. Examples of projects and strategies will be shared, including some with planned research components, which will promote training development and implementation.

GLORY RESSLER Director of Education, Training & Data,
Canadian Mothercraft Society

3. CAPACITY BUILDING FOR ENTRY LEVEL EDUCATORS: A NIGERIAN EXAMPLE

Nigeria's education policy mandates a minimum one-year compulsory pre-primary linkage at public primary schools. Low teacher capacity, however, hindered quality programming. In 2016, UNICEF and Early Childhood Development Initiative (ECDI) developed an innovative, community-based curriculum and exponential model for in-service pre-primary teacher training in Nigeria. Subsequent UNICEF monitoring showed, among other results, up to 30% increase in teacher capacity. A further ECDI-Ryerson University study showed measurable impact on child outcomes.

PATRICIA FALOPE CEO, Early Childhood
Development Initiative (ECDI)

DR. KATHLEEN PEETS Faculty, Ryerson University,
School of Early Childhood Studies

WENDY SUH Research Assistant, Ryerson
University, School of Early Childhood Studies

4. TRAINING MODELS TO ADDRESS STAFFING CHALLENGES

Demand for trained ECE's outruns supply in Quebec. Centres des Petite Enfance (CPE's) and other licensed programs look to the college system to meet training requirements.

Presentation highlights of training models used to address staffing challenges:

- Three year nationally recognized diploma program.
- One year provincially recognized certificate program.
- Custom designed programs created to meet unique needs of northern First Nations communities and home child care.

LAURA FOWLER MASSIE ECE, M.Ed, College
Professor, CEGEP Heritage College

5. HOW DEMONSTRATION PROJECTS INFORM POLICY AND PRACTICE

Integrated service delivery models, engage stakeholders across multiple sectors to provide a seamless response to the needs of children and families. They have the potential to create a common vision and result in improved quality of care, education and more equitable access to services and programs but research is needed to better understand how to sustain collaboration and produce positive early childhood outcomes. The evaluation of Early Years Centres in Nova Scotia is helping to inform policy decisions and changes to practice in the province.

JESSIE-LEE MCISAAC Assistant Professor, Mount
Saint Vincent University

SARAH MELANSON Coordinator, Early Childhood
Development, Nova Scotia Department of Education and
Early Childhood Development

6. PARENTS AS PARTNERS IN PLAY-BASED LEARNING

This is an interactive workshop for educators exploring inquiry-based and play-based classroom practices integrating some examples of quality practices for parental involvement in the educational life of the child. Making parents informed consumers of ECE and working as partners is truly in the best interest of the child. This workshop will further best practices in ECE by sharing recent research, findings and classroom practices.

DR. ELLA KARIA PhD, Elementary School Teacher, Peel
District School Board

7. IMPACT OF CURRICULUM APPROACHES ON EQUITY IN EARLY CHILDHOOD

This workshop will introduce participants to the assessment framework of Learning Stories promoted by Te Whariki, New Zealand's early childhood education curriculum. Underpinned by a socio-cultural approach to learning and assessment, the Learning Stories framework is a practice that is inclusive of families and young children alongside educators. Participants will learn how to create Learning Stories in the context of their work with young children and their families.

KAMINI KAMDAR Kindergarten Teacher, York Region
District School Board

KEYNOTE SPEAKERS



SIR KEVAN COLLINS

QUALITY IN EARLY CHILDHOOD SETTINGS: ARE WE THERE YET?

CEO, Educational Endowment Foundation

The EEF is dedicated to ensuring children, particularly those facing disadvantage, benefit from their educational experiences. It does this by generating evidence about what works to improve children's learning, evaluating innovative approaches and sharing findings in an accessible format with educators, colleges and policy makers. Mr. Collins has a long history in education, including working on initiatives in Mozambique and the USA. He is a visiting professor at University College London and was knighted in 2015 for services to education.



ANGELA JAMES, PhD.

BECOMING, BEING & BELIEVING: A CHILD IS A CAPABLE PERSON

Director of the Indigenous Languages and Education Secretariat for the Northwest Territories

As the former director for Early Childhood and School Services, Dr. James oversaw the development of the NWT's Right from the Start Framework and Action Plan, which defines goals and actions to support children from birth to school. Dr. James began her career as an educator and then school principal. She received her own education in Canada, the U.S. and Europe. Her work centres on raising children to becoming, being and believing as 'a capable person,' and on the perspectives of Indigenous educational theory and research in informing educational reform.

KERRY MCCUAIG & NICOLE GERVAIS

EARLY LEARNING AND CHILD CARE AGREEMENTS: TRADING OFF QUALITY FOR ACCESS?



NICOLE GERVAIS (L) is the Director General for Early Childhood Services and has overseen the transformation of Early Childhood Education and Care services in New Brunswick.

KERRY MCCUAIG (R) is a Fellow in Early Childhood Policy at the Atkinson Centre, Ontario Institute for Studies in Education/UT. Kerry is co-author of the Early Childhood Education Report which tracks trends and outcomes in early childhood services.



PANEL RESPONDENTS



MICHAL PERLMAN, PhD.

Associate Professor of Applied Psychology and Human Development / School of Public Policy and Governance, University of Toronto

Dr. Perlman studies interactions between parents and children and between siblings in families with young children. She also focuses on issues related to quality in early childhood education and care (ECEC) including how it should be defined and measured as well as the links between different aspects of ECEC program quality and child outcomes. She has worked with different levels of government in Canada and the US to explore how ECEC quality measurement can be used for monitoring and quality improvement purposes.



SUSAN PRENTICE, PhD.

Professor of Sociology, University of Manitoba

Dr. Prentice is a long-time feminist and childcare advocate. Her current research projects are on marketization and workplace childcare in France and Canada, and Indigenous and northern child care services in Sweden and Canada.

More information at <http://umanitoba.ca/faculties/arts/departments/sociology/facstaff/prentice.html>.

POSTER SESSIONS

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

Presenters will be available to speak about their posters at 1:30 P.M.

1. DATA COLLECTION TO INFORM PRACTICE

An early years policy research project conducted at the Atkinson Centre/OISE, this project had two major goals: first, to explore the programs and initiatives available for families and children across Canada where data is collected and potentially can be linked to explore longitudinal outcomes; and second, to describe the process of data storage and usage, using examples from two Canadian provinces.

IRINA KALIAZINE Graduate Student, Atkinson Centre, OISE, University of Toronto

2. PARTNERSHIPS IN ONTARIO'S FULL DAY KINDERGARTEN CLASSROOMS

Ella Karia is a certified elementary school teacher who completed her Doctorate in Education at the OISE/UT. She embraced the role of both educator and researcher and shares insights from her research and book - *Fostering Creativity*. She discusses experiences of educators developing creative thinking practices in the 'wonder years'. She highlights her early years education model and key findings of quality classroom practices.

ELLA KARIA PhD. Elementary School Teacher, Peel District School Board

3. RECOGNIZING THE WHOLE CHILD ATTENDING FDK

In Ontario's new full-day kindergarten (FDK) program there are no regulations or policies addressing the learning environments of young children during lunch breaks. Drawing on a year-long three-phase study that followed a cohort of 21 children as they transitioned from childcare to FDK, this study explores the impact of staff training and staff relationships on the well-being of children in FDK

JAPJI ANNA BAS PhD Candidate, York University



TONY DINIZ CEO, Child Development Institute

Tony has more than 40 years of experience of working with children and families across child welfare, early learning and children's mental health at the program, policy, systems and high impact level. The core of his work has been on child development as the foundation for human and community well being. As CEO of Child Development Institute, he had led the development of a community-based agency that delivers high quality services but that is also concerned with higher impact through policy change and advocacy, innovation, through research, developing evidence and leveraging this through scaling. He has served on many boards and other groups including The Child Welfare League of Canada, Children's Mental Health Ontario and the Atkinson Centre Early Years Task Force. He has come full circle to believe that the foundation of quality service is the interaction between parent/child and family with engaged, emotionally available early childhood educators and or clinicians whose practise is informed by science and evidence.

Please join us in recognizing the contributions of Tony Diniz for his ongoing commitment to excellence in supporting equity, quality and access in early childhood education and care.

GENERAL INQUIRIES

For accommodation details, please visit:

http://www.oise.utoronto.ca/atkinson/Events/2018_Events/Summer_Institute_2018/index.html#Hotel

For further information about this program, please contact:

George Brown College, School of Early Childhood

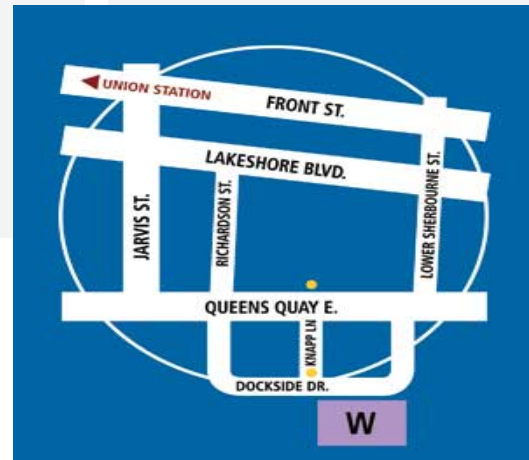
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Summer Institute 2018 Information: http://www.oise.utoronto.ca/atkinson/Events/2018_Events/Summer_Institute_2018/index.html



WATERFRONT CAMPUS

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