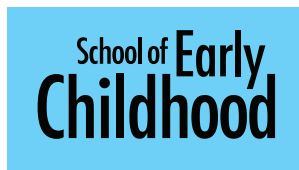


SIXTEENTH ANNUAL

SUMMER INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT



Accounting for quality in the Early Childhood Workforce



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Monday, June 17, 2019, 8:00 a.m. – 4:30 p.m.
George Brown College, Waterfront Campus
51 Dockside Drive, Toronto, ON



ABOUT THE
**16th 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 early childhood research, policy and practice. As Canada embarks on a new early years strategy, the Institute examines the importance of the early childhood workforce and the infrastructure necessary to support educators working in an increasingly challenging and diverse sector.

Join Canadian and international experts in discussing the key elements in defining and sustaining a qualified early childhood workforce. Plus workshops and poster sessions featuring leading edge approaches to advancing early years practice and policy.

about

keynote

SPEAKER

FOSTERING EFFECTIVE EARLY LEARNING (FEEL)

The FEEL study involved an evidence-based professional development program evaluated for its direct impact on early childhood educators in 45 intervention centres and its indirect impact on 1,346 children. The study measured centre quality and child outcomes in 90 centres. Centre quality was captured by the Early Childhood Environment Rating Scale-Extension (ECERS-E 2010), the Sustained, Shared Thinking and Emotional Well-being (SSTEW 2015) scale. Child-level outcomes comprised measures of language, early numeracy and social-behavioural development.

The resulting improvements in both quality and child outcomes will be of interest to academics, policy-makers, ECEC trainers, practitioners and parents.



IRAM SIRAJ

Professor of Child Development & Education
University of Oxford, Department of Education



BETH DEAZELEY

College of Early Childhood Educators



RACHEL LAFFERTY

Association of Early Childhood
Educators, Ontario



**DR. VERONICA PACINI-
KETCHABAW**

Provincial Centre of Excellence for
Early Years and Child Care



MICHAL PERLMAN

Applied Psychology and Human
Development, Ontario Institute for
Studies in Education/University of
Toronto

afternoon

PANEL

KEY ELEMENTS OF DEFINING AND SUSTAINING AN ECE WORKFORCE

We enter a period of great opportunities for the ECE workforce and equally great challenges. The demand for ECEs reaches beyond licensed child care expanding career opportunities but also contributes to fragmenting the sector. Our panel looks at the elements necessary for a professional workforce including recognition and standards, ongoing professional development, quality monitoring and advocacy. The panel is followed by facilitated roundtable discussions.

program

OVERVIEW

8:00 A.M.

**REGISTRATION &
REFRESHMENTS**
(Waterfront Lobby)

8:45 A.M.

WELCOME AND INTRODUCTION
Anne Sado, President, George
Brown College

**GREETING AND LAND
RECOGNITION**

Bob Whiteduck Crawford,
Counselor/Professor,
Indigenous Education &
Services, George Brown
College

9:00 A.M.

**KEYNOTE: FOSTERING
EFFECTIVE EARLY LEARNING
(FEEL)**

Iram Siraj, Professor of Child
Development & Education,
University of Oxford

Drawing from her expansive
international experience, Dr.
Iram Siraj shares findings
from the FEEL professional
development strategy, now
showing promising outcomes
for educator practice.

10:30 AM

WORKSHOPS

1. Coaching to advance early
childhood professional
development
2. The Early Childhood
Cognitive Sensitivity
Training Study
3. Transitions in early
childhood: Recent trends
from Canada and abroad
4. A mentoring journey: From
professional development
to a culture of mentoring
5. Developing the whole child
through movement play
6. Early childhood
pedagogies

12:00 Noon

LUNCH & NETWORKING
(Waterfront Lobby)

12:45 P.M.

POSTER SESSIONS:
(Waterfront Lobby)

1. Setting up Children with
Autism and their Families
for Success
2. Early Childhood Educator
Wellness and Mental Well-
Being
3. Advocating for Decent
Work for ECEs
4. Promote Healthy Eating
and Physical Activity in
ECE

1:05 PM

PANEL DISCUSSION
Key elements of defining and
sustaining an ECE workforce

Beth Deazeley, College of
Early Childhood Educators

Rachel Lafferty, Association
of Early Childhood Educators,
Ontario

**Dr. Veronica Pacini-
Ketchabaw**, Provincial Centre
of Excellence for Early Years
and Child Care

Michal Perlman, Applied
Psychology and Human
Development, Ontario Institute
for Studies in Education/
University of Toronto

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**

**Honourable Margaret Norrie
McCain**

Join us in recognizing the
contributions of Margaret
McCain to early childhood
education.

1. COACHING TO ADVANCE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

As a strength-based approach coaching builds upon individual knowledge and current understanding, allowing the early years' professional to observe, practice and evaluate through reflective practice. This session identifies the strategies required for a results-based coaching approach, relating coaching theory to practice. It links the coaching approach within the workplace to effective professional development.

Louise Humphreys, RECE, Child Care Manager,
Toronto District School Board

2. THE EARLY CHILDHOOD COGNITIVE SENSITIVITY TRAINING STUDY

Cognitive sensitivity (CS) refers to an educator's ability to respond to a child's interactions and is positively related to children's language and executive functioning. The Early Childhood Cognitive Sensitivity Training Study is a professional development program aimed at enhancing educator-child interactions, a key aspect of early education and care quality. This session outlines key concepts and strategies used to enhance educator CS, and in turn, overall quality in the classroom.

Ashley Brunsek; Veroushka Coronel; Shailja Jain; Michelle Rodrigues; Nina Sokolovic, School and Clinical Child Psychology, Ontario Institute for Studies in Education/University of Toronto

3. TRANSITIONS IN EARLY CHILDHOOD: RECENT TRENDS FROM CANADA AND ABROAD

This workshop draws from Canada's participation in the OECD's Starting Strong V project, a survey of over 30 countries examining early childhood transitions. Drawing from Canadian examples, as well as from successes in other countries, learn about best practices in pedagogy and professional development that support educator practice. This is also an opportunity to discuss emerging trends in early learning that underscore children's successful transitions in the early years.

Marie Macauley, Manager, Strategic Initiatives, Policy, Council of Ministers of Education, Canada
Federico Vargas, Analyst, Early Learning and Elementary-Secondary Education, Council of Ministers of Education, Canada

4. A MENTORING JOURNEY: FROM PROFESSIONAL DEVELOPMENT TO A CULTURE OF MENTORING

Mentoring staff is one of the key aspects that fostered effective implementation of the Abecedarian Approach at Lord Selkirk Park Child Care Centre (LSPCC), located in the inner city of Winnipeg, MB. As part of the evaluation led by Healthy Child Manitoba, researchers provided training on the Abecedarian Approach. As a partner in the study, Red River College evaluated the program finding mentoring empowered staff and led to greater teamwork. Expansion of the mentoring model into the broader community will also be discussed.

Jamie Koshyk, Faculty, Research Department, School of Health Sciences & Community Services, Red River College

Shelley Jonasson, Program and Policy Consultant, Healthy Child Manitoba Office

5. DEVELOPING THE WHOLE CHILD THROUGH MOVEMENT PLAY

Introducing the MOVERS scale showing how movement play and physical development can improve child learning and well-being. The workshop will show how the tool can be used to enhance practice and improve our understanding of how the physical is connected to cognitive and social and emotional well-being. Examples of practice and demonstrations using the scale will form part of the workshop. All participants will receive a copy of the MOVERS Manual. Note there is an additional \$20 charge for this workshop to cover the cost of the manual.

Iram Siraj, Professor of Child Development & Education, University of Oxford, Department of Education

6. EARLY CHILDHOOD PEDAGOGIES

This workshop engages with the concept of pedagogy and challenges early childhood education's reliance on developmental psychology to rethink curriculum.

Veronica Pacini-Ketchabaw, Professor of Early Childhood Education, Western University

Randa Khattar, Executive Director for the Ontario Centre of Excellence for Early Years and Child Care, adjunct Assistant Professor, Western University

Rachel Heydon, Professor, Faculty of Education, Western University

workshops



presenters

**KELLY ANDRUSHKO PhD.,
MSc, BHEcol, BA.**

Instructor, Early Childhood
Education Program, Red River
College

Dr. Kelly Andrushko has been an Instructor in the Early Childhood Education program at Red River College since September 2005. She is a certified ECE III, and has worked with children and families for almost 20 years. Her primary areas of research include children's health, body image, eating attitudes and behaviours, physical activity, and gender.

NANCY BRAVERSTOCK, RECE
Program Lead-Quality

CHRISSY DIBUSSOLO, RECE
Professional Learning
Consultant
[Affiliated Services for Children
and Youth](#)

In a collaboration between Brock University and ASCY, Nancy and Chrissy lead each phase including the research processes, on-line module development and facilitation, recruitment, design and delivery of online professional development modules for educators in remote communities.

ASHLEY BRUNSEK

A PhD student in the School and Clinical Child Psychology program at OISE/University of Toronto, her research focuses on understanding quality indicators of the ECEC environment, with a particular focus on the professional development opportunities available to ECEs.

**VEROUSHKA CORONEL,
RECE, BA.**

For the past 20 years, Veroushka has worked as an RECE at George Brown College's Casa Loma Lab School. In addition, Veroushka is an independent consultant, facilitating workshops for the Child Development Resource Centre in Peel. Presently, Veroushka is involved in the Cognitive Sensitivity research study at OISE/University of Toronto and George Brown College.

BETH DEAZELEY, LL.B.

Registrar & CEO, College of Early Childhood Educators

Beth Deazeley joined the College of Early Childhood Educators as Registrar and Chief Executive Officer in January 2016. Her previous experience includes leadership roles and provision of professional advice to regulatory bodies at both the provincial and national level. Beth has written and published on governance trends, best practices and regulatory matters and has experience as a board member in both the regulatory and non-profit sectors.

RACHEL HEYDON, PhD.

Professor, Faculty of Education, Western University, Co-Director, Provincial Centre of Excellence and Secretariat for Early Years and Child Care

Rachel's work focuses on early literacies and curricula with the aim of expanding literacy and identity options across the life-course. Rachel's books include *Learning at the Ends of Life: Children, Elders, and Literacies in Intergenerational Curricula* and *Constructing Meaning: Teaching Literacies K-8* (with Joyce Bainbridge).

LOUISE HUMPHREYS

Child Care Manager, Toronto District School Board

With 30+ years experience within the child care and early years field, Louise brings a wealth of knowledge and understanding. Currently working with the TDSB, Louise leads the development, planning and operation of the Board's Extended Day Program.

SHAILJA JAIN, MEd.

Department of Social Justice Education at OISE/UT

Her work focuses on how understandings of gender, masculinity/femininity and social norms inform the early childhood environment. Shailja is a part-time faculty member and Field Liaison Officer in the School of Early Childhood at George Brown College as well as Field Liaison Officer at Seneca College. Shailja is currently a co-coordinator of the SSHRC Cognitive Sensitivity Study at OISE/University of Toronto.

SHELLEY JONASSON

Program and Policy
Consultant, Healthy Child
Manitoba Office

Shelley worked for the Manitoba Government for over 15 years, and for the past five years as a Program and Policy Consultant with Healthy Child Manitoba Office (HCMO). Her work at HCMO focuses on early childhood development and family resource programs.

**ELLA KARIA, Post-Doctoral
Fellow, OISE, University of
Toronto**

As an Ontario Certified Teacher with the Peel Board Dr. Karia has been an active member on writing teams and co-published resource guides for educators. She is also an active post-doctoral fellow at OISE who is involved with the Early Years Innovations Research Project.

RANDA KHATTAR, PhD.

Executive Director for the
Secretariat for the Centres
of Excellence for Early Years
and Child Care and an adjunct
Assistant Professor at Western
University

Randa is the Executive Director for the Secretariat for the Centres of Excellence for Early Years and Child Care and an adjunct Assistant Professor at Western University. Prior, she was an assistant professor at Charles Sturt University where she continues to serve as Adjunct Professor. She is co-editor of the Journal of Childhood Studies. Her research is anchored within an interdisciplinary constellation of post-foundational, complexity, and eco-feminist theories.

JAMIE KOSHY

Faculty, Research Department,
School of Health Sciences
& Community Services, Red
River College

Currently the lead on Red River College's Social Sciences & Humanities Research Council grant, Jamie explores the influence of the Abecedarian initiative on parents and staff.

**RACHEL LAFFERTY, RECE,
BSc, BEd, OCT, MEd.**

Executive Coordinator of the Association of Early Childhood Educators, Ontario

An educator with experience teaching children and adults. Rachel coordinated an Indigenous ECE program for nearly seven years, wrote ECE curriculum with an Indigenous focus, and established an online ECE program option. As Executive Coordinator of the Association of Early Childhood Educators, Ontario, Rachel advocates for professional pay and decent work for RECEs who are employed throughout the early years sector.

**MARIE MACAULEY, Manager,
Strategic Initiatives, Policy**

**FEDERICO VARGAS,
Analyst, Early Learning
and Elementary-Secondary
Education, Council of Ministers
of Education Canada (CMEC)**

Marie Macauley and Federico Vargas coordinate the work of the Council of Ministers of Education, Canada, in Early Learning and Elementary-Secondary Education. The Council of Ministers of Education, Canada (CMEC) is an intergovernmental body founded in 1967 by ministers of education to provide leadership in education at the pan-Canadian and international levels and to contribute to the exercise of the exclusive jurisdiction of provinces and territories over education.

**VERONICA PACINI-
KETCHABAW, PhD.**

Professor of Early Childhood Education in the Faculty of Education at Western University

Veronica is the co-director of the Ontario Centre of Excellence in Early Years and Child Care, and the British Columbia Early Childhood Pedagogies Network. Prior to joining Western University, she was a professor at the School of Child and Youth Care at the University of Victoria in BC, where she now serves as adjunct professor.

MICHAL PERLMAN, PhD.

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

Michal 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 including how it should be defined and measured as well as the links between different aspects of ECEC program quality and child outcomes.

MICHELLE RODRIGUES

A PhD student in the School and Clinical Child Psychology program at OISE/University of Toronto, her research focuses on the influence of father-child interactions on child mental health and cognitive functioning. Michelle is also interested in applied research, such as enhancing adult-child interactions in both family and education contexts.

IRAM SIRAJ, PhD.

Professor of Child Development & Education at the University of Oxford

Iram's recent research projects have included the major 17-year study on Effective Preschool, Primary and Secondary Education (EPPSE 3-16, 1997-2014) and of the influential Researching Effective Pedagogy in the Early Years project (REPEY).

NINA SOKOLOVIC

A PhD student in the Developmental Psychology and Education program at OISE/UT, her research focuses on designing, implementing, and evaluating programs that enhance the quality of caregiver-child interactions. To date, she has been involved in designing such programs in Serbia, Brazil, and Toronto.



1. AUTISM SPECTRUM DISORDER AND RESOURCES TO SUPPORT FAMILIES AND EDUCATORS

This session highlights changes to the Ontario Autism Program and provides links for educators to access timely information for families that have a child on the autism spectrum.

Rhiannon Wood, RECE BFA, George Brown College

2. EDUCATOR MENTAL HEALTH & QUALITY OF CARE

Educators are finding it difficult to shape a professional identity that encompasses the complexities of their role and are often left feeling stressed and anxious.. The Importance of Early Childhood Educator Wellness and Mental Well-Being is a resource guide for educators asking the hard questions about the root causes of our anxieties and the next steps in improving the quality of care for ourselves and in our classrooms.

Julie Ingriselli, BAsC, RECE, MPEd '19

Kendra Schempp, BAsC, RECE, MPEd '19

Early Childhood Education, Western University

3. THE CALL FOR DECENT WORK

The Association of Early Childhood Educators, Ontario assists educators to be effective champions for themselves and the children they serve. This poster sessions acquaints educators with the wide range of resources the Association provides and the opportunities educators have to engage.

Rachel Lafferty, RECE, Executive Coordinator, Association of Early Childhood Educators, Ontario

4. PROMOTING HEALTHY EATING AND REGULAR PHYSICAL ACTIVITY IN EARLY LEARNING AND CHILD CARE

In Canada, disordered eating habits and low physical activity have a significant impact on children's health and development. Fortunately, research has shown that Early Childhood Educators can shape children's eating behaviour and physical activity. This poster will provide practical examples for ECEs to promote healthy eating and physical activity with the children in their care.

Dr. Kelly Andrushko, Instructor, Early Childhood Education Program, Red River College

poster SESSIONS

5. USING VIRTUAL REALITY TO SUPPORT LEARNING IN REMOTE GEOGRAPHIC LOCATIONS

In 2018 Affiliated Services for Children and Youth (ASCY) partnered with Brock University researchers and SSHRC to explore ways of using technology to support early childhood educators in remote locales in Northern Ontario in accessing continuous professional learning.

Preliminary results suggest shifts in pedagogical practices resulted from participating in the project through increased access to resources and professional connections.

Nancy Baverstock, RECE, Program Lead-Quality

Chrissy DiBussolo, RECE, Professional Learning Consultant

Affiliated Services for Children and Youth

6. PARENTS AS PARTNERS IN PLAY

Our changing world demands resiliency, critical thought and adaptability. Learners need foundational skills such as innovation and creativity to develop competencies as modern learners. Exploring creativity, student voice and choice empowers our modern learner to achieve personal excellence. Nurturing authentic relationships allows students, parents and educators to engage as active participants in the learning process.

Dr. Ella Karia, Post-Doctoral Fellow, OISE, University of Toronto

7. AND MORE

Graduating students from the Bachelor of Early Childhood Leadership programs at Fanshawe College, George Brown College, and Sheridan College will be presenting posters of their capstone research projects on current issues in the field of early childhood.

acknowledgement

Please join us in recognizing the contributions of Margaret Norrie McCain, philanthropist and champion for equity and quality in early childhood education and care.

HONOURABLE MARGARET NORRIE MCCAIN

This year marks the 20th anniversary of the release of the first Early Years Study. Early Years Studies 1, 2 and 3, lead by Mrs. McCain and the late Dr. Fraser Mustard, have influenced far-reaching government action including expanded parental leave and full day kindergarten. They have inspired important tools including the Early Development Instrument, the Encyclopaedia for Early Childhood Development, the Science of Early Childhood Development, and the Early Childhood Education Report. The launch of *Early Years Study 4: Thriving Kids, Thriving Societies* is an apt occasion to honour a Canadian champion for the early years.



general

INQUIRIES

For accommodation details, please visit: https://www.oise.utoronto.ca/atkinson/Events/Summer_Institute_2019_-_Hotel_Recommendations.html

For further information about this program, please contact:
George Brown College, School of Early Childhood
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

Summer Institute 2019 Information: <http://www.georgebrown.ca/summerinstitute/>

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

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NAME: _____

TITLE: _____

ORGANIZATION: _____

ADDRESS: _____

CITY: _____ PROVINCE: _____

POSTAL CODE: _____ PHONE: _____

EMAIL (REQUIRED): _____

REGISTRATION FEES

Student Special Rate: \$55 / Full Conference: \$195/ Workshop 5 add \$20
Please make your cheque payable to George Brown College. The HST
Registration Number is 108082868RTR0001. Notes: Fees include lunch, health
breaks and reception. Fees do not include overnight accommodations or travel.
Advance payment is required to register. **Space is limited.**

***TOTAL REMITTANCE: \$** _____

METHOD OF PAYMENT (PLEASE CIRCLE)

☐ VISA ☐ MASTERCARD ☐ CHEQUE ☐ INVOICE

If you are paying by credit card, we will call you for card details. Fax your
completed registration form to 416.415.2565, email to 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

WORKSHOP (please indicate your first and second choice)

First Choice 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Second Choice 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

**PLEASE IDENTIFY ANY REQUIRED ACCOMMODATIONS. EVERY ATTEMPT
WILL BE MADE TO FULFILL YOUR REQUEST.**

☐ SIGN LANGUAGE INTERPRETER ☐ BRAILLE
☐ COMPUTERIZED NOTE TAKER ☐ REAL-TIME CAPTIONIST
☐ LARGE PRINT ☐ CAPTIONED MEDIA

☐ OTHER: _____

☐ FOOD ALLERGIES/RESTRICTIONS

Please indicate: _____

registration
FORM

via TTC



From Union Station:

- Walk (about 2 minutes) to Bay Street at Front Street West.
- Take the Number 6 bus (Queens Quay and Sherbourne) 5 stops to Dockside Drive at Queens Quay East (South Side)
- Walk (about 2 minutes) to 51 Dockside Drive.

