

OCTOBER 22-23, 2012

# Learning to Care

Lessons for the transition to integrated  
early childhood program delivery

Atkinson Centre for Society and Child Development  
University of Toronto  
Toronto, Ontario, Canada



# Welcome

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On behalf of the Atkinson Centre for Society and Child Development at OISE/UT and the School of Early Childhood Education at George Brown College, it is with great pleasure that we welcome you to *Learning to Care: Lessons for the Transition to Integrated Early Childhood Program Delivery*.

Alongside the new knowledge of early human development there has been an ongoing examination of the best methods of delivering programming to young children to support their optimal development.

Canada has been justifiably criticized for not spending enough on children during their critical early years but how do we know how much is enough, and if we are allocating resources effectively?

Over the next two days you will be able to engage with Canadian and international experts across a variety of disciplines, ready to share their knowledge. From their research they will be drawing policy lessons and suggesting strategies for delivering quality, accessible, accountable programming. We believe you will find their contributions of value whether you are a classroom educator, service administrator, policy maker or researcher.

We welcome our international guests and look forward to meeting you, our conference participants. With people from all over Canada—from British Columbia to Newfoundland and Labrador, and from all three northern territories—this conference is a great opportunity to learn not just from our speakers, but also from each other.

Thank you for taking time from your very busy schedules to participate. We hope this exchange assists in the important work you do for children and families.

Zeenat Janmohamed  
*Executive Director*  
Atkinson Centre  
OISE/University of Toronto

Kerry McCuaig  
*Atkinson Foundation Fellow Early Childhood Policy*  
Atkinson Centre  
OISE/University of Toronto

Jennifer Jenkins  
*Chair*  
Atkinson Centre  
OISE/University of Toronto

Patricia Chorney Ruben  
*Director*  
School of Early Childhood Education  
George Brown College

# Sponsors

This conference is made possible with the generous support of:



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Family Foundation

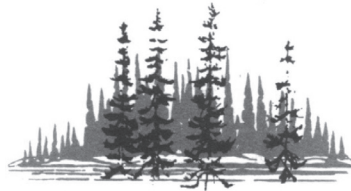
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# Map of Toronto

## POINTS OF INTEREST

- 1 Air Canada Centre
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- 10 Harbourfront Centre
- 11 Hockey Hall of Fame
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- 26 Yorkville

## SHOPPING CENTRES

- 27 The Bay
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## HOTELS

- 30 Comfort Suites City Centre  
877-306-9951
- 31 Courtyard by Marriott Toronto  
800-847-5075
- 32 Cosmopolitan Hotel Toronto  
800-958-3488
- 33 Delta Chelsea Hotel  
800-243-5732
- 34 Fairmont Royal York  
800-441-1414
- 35 Four Seasons Hotel Toronto  
800-268-6282
- 36 Hilton Toronto  
800-267-2281
- 37 Holiday Inn on King  
800-465-4329
- 38 Hotel Inter-Continental Toronto  
800-267-0010
- 39 Intercontinental Toronto Centre  
800-422-7969
- 40 Le Royal Meridien King Edward  
800-543-4300



- |  |   |
|--|---|
| 41 Metropolitan Hotel<br>800-668-6600                    | 48 Sheraton Centre Toronto<br>800-325-3535          |
| 42 Novotel Toronto Centre<br>800-668-6835                | 49 Strathcona Hotel<br>800-268-8304                 |
| 43 Pantages Suites Hotel and Spa<br>800-852-1777         | 50 Sutton Place Hotel<br>800-268-3790               |
| 44 Park Hyatt Toronto<br>800-977-4197                    | 51 Toronto Marriott Bloor Yorkville<br>800-859-7180 |
| 45 Holiday Inn Express Toronto Doentown<br>800-465-4329  | 52 Toronto Marriott Eaton Centre<br>800-905-0667    |
| 46 Radisson Admiral Toronto Harbourfront<br>800-333-3333 | 53 Westin Harbour Castle Hotel<br>800-228-3000      |
| 47 Renaissance Toronto Hotel<br>800-468-3571             | 54 89 Chestnut Residence<br>416-977-0707            |

# Program

**Monday, October 22, 2012**

8:45 a.m.	Registration and refreshments
9:15 a.m.	<p><b>Welcome from the Dean</b> Julia O’Sullivan, Dean, OISE/University of Toronto</p> <p><b>New directions in collaborative research and knowledge exchange</b> Jennifer Jenkins, Chair, Atkinson Centre, OISE/University of Toronto</p>
9:40 a.m.	<p><b>From activist research to policy change: The status of integrated ECE delivery across Canada</b> Zeenat Janmohamed, Executive Director, Atkinson Centre, OISE/University of Toronto</p>
<b>SESSION 1</b>	<b>Integrated ECE Service Delivery: Findings from the Research</b>
10:00 a.m.	<p><b>Integrated service delivery and child social experiences and outcomes in Peel</b> Janette Pelletier, Director, Dr. Eric Jackman Institute of Child Study, OISE/University of Toronto</p>
10:20 a.m.	<p><b>ECE access and child outcomes: Findings from the QLSCD</b> Michel Boivin, Canada Research Chair, Child Social Development, School of Psychology, Laval University, Montreal</p>
10:40 a.m.	<p><b>Evaluating the benefits of early childhood education: Reviewing the economic literature</b> Craig Alexander, Senior Vice President &amp; Chief Economist, TD Bank Financial Group</p>
11:00 a.m.	<p><b>Building on education’s platform: Findings from Better Beginnings, Better Futures</b> Ray DeV. Peters, Professor Emeritus, Queen’s University</p>
11:20 a.m.	<p><b>Panel: Benefits of integrated service delivery</b> Facilitator: Ray DeV. Peters, Professor Emeritus, Queen’s University</p>
11:40 a.m.	LUNCH ~ provided onsite



SESSION 2	ECE Service Integration: Implications for Professional Learning
12:40 p.m.	<p><b>Preparing the ECE workforce to educate and care: Lessons for post-secondary institutions in the transition to integrated early childhood program delivery</b></p> <p>Ann Sherman, Dean of Education, University of New Brunswick</p>
1:05 p.m.	<p><b>Models of integrated ECE service delivery</b></p> <ul style="list-style-type: none"> <li>• Doveton, Australia – June Mcloughlin, Director Family and Children's Services, Doveton College</li> <li>• Atlantic Children's Centres – Michele Dorsey, Smart Start, PEI</li> <li>• Avenir d'enfants, Quebec – Lyse Brunet, Director, Avenir d'enfants</li> </ul>
1:55 p.m.	<p><b>Panel: Does integrated ECE service delivery require a new approach to professional learning and support?</b></p> <p>Facilitator: Patricia Chorney Rubin, Director, School of Early Childhood, George Brown College</p>
2:10 p.m.	Refreshments
SESSION 3	Supporting Quality in Integrated ECE Settings
2:30 p.m.	<p><b>Monitoring for quality: The Toronto Operating Criteria</b></p> <p>Michal Perlman, Professor, OISE/University of Toronto</p>
2:55 p.m.	<p><b>Playing to learn: Curriculum frameworks across Canada</b></p> <p>Jane Bertrand, Early childhood educator</p>
3:20 p.m.	<p><b>Coordination or integration? Using the Indicators of Change to inform practice and policy</b></p> <p>Patricia Peterson and Bill Morrison, Health and Education Research Group, University of New Brunswick</p>
3:45 p.m.	<p><b>Integrated ECE systems development: The Early Childhood Education Report</b></p> <p>Kerry McCuaig, Atkinson Foundation Fellow in Early Childhood Policy, Atkinson Centre, OISE/University of Toronto</p>
4:05 p.m.	<p><b>Panel: Integrating for quality</b></p> <p>Facilitator: David Philpott, Faculty of Education, Memorial University, NL</p>
4:30 p.m.	Day's end announcements
4:35 p.m.	<p><b>Reception</b></p> <p>OISE – 252 Bloor Street West, 12th floor</p>

## Tuesday, October 23, 2012

9:00 a.m.	Welcome
<b>SESSION 4</b>	<b>Trends and Challenges for ECE Service Delivery</b>
9:15 a.m.	<b>Tools and learnings from Toronto First Duty: an overview of a decade of integration research</b> Carl Corter, Professor, Dr. Eric Jackman Institute of Child Study, OISE/University of Toronto
9:50 a.m.	<b>PEI's journey from private preschool to a public system of early childhood education</b> Carolyn Simpson, Director, Department of Education and Early Childhood Development, PEI Verna Bruce, Former Deputy Minister, PEI and Chair, CHANCES Family Centre
10:25 a.m.	<b>From policy to pilots to policy: The experience of Melbourne, Australia</b> June Mcloughlin, Director Family and Children's Services, Doveton College
10:55 a.m.	Refreshments
11:20 a.m.	<b>Findings from the UK's Effective Provision of Pre-School Education Study</b> Edward Melhuish, Professor of Human Development at Birkbeck, University of London
11:55 a.m.	<b>International trends and monitoring</b> Tove Mogstad Slinde, Chair OECD Network on Early Childhood Education and Care; Ministry of Education and Research, Department of Early Childhood Education and Care, Norway
12:30 p.m.	LUNCH ~ provided onsite
1:30 p.m.	<b>Panel - Dialogue with the morning's speakers</b> Facilitator: Charles Pascal, OISE/University of Toronto
2:00 p.m.	<b>Early education - The right of every child</b> Honourable Margaret Norrie McCain, co-author <i>Early Years Study 3</i>
2:30 p.m.	Wrap-up and adjournment
3:00 p.m.	Roundtables with speakers

Speakers are available for small group roundtables following Tuesday's adjournment. Please register at the registration desk.

## Craig Alexander

Senior Vice President & Chief Economist, TD Bank Financial Group



Craig Alexander is the Senior Vice President and Chief Economist for TD Bank Group. In that role, he manages a

large team of economists that

support all of the divisions and clients of TD – the second largest bank in Canada and the eighth largest bank in the United States. Craig has 15 years of experience in the private sector as an economic and financial forecaster. He is also a regular commentator on public policy. Prior to joining private sector, Craig spent four years as an economist at Statistics Canada. Each year, Craig travels across the United States and Canada speaking at more than a hundred events about economic and financial developments. He personally writes research on a wide array of subjects. He is frequently called upon by the media to provide perspective on pressing issues. In addition to his role at TD, Craig is a strong advocate for the cause of literacy and is a champion of the charitable sector. He also serves on the Board of Directors for several non-profit groups. Craig is a Trustee of two pension plans and is on the editorial board for the quarterly journal Canadian Public Policy. Craig is the former two-term President of the Canadian Association for Business Economics. He holds a graduate degree in economics from the University of Toronto.

### PRESENTATION DETAILS

#### **Evaluating the benefits of early education: Reviewing the economic literature**

*10:40 a.m. - Monday, October 22*

Early childhood education is economic development, and the research shows it is economic development with a very high public return. Just a decade ago, this statement would

have been dismissed. Spending on programs for young children was viewed as consumption—an immediate cost to the economy. The dialogue has since changed.

The economic rationale for investing in early childhood programming is gathered from three types of analyses: longitudinal data quantifying the human capital benefits and reduced health and social costs for children who attend preschool; economic modelling forecasting the payback from the enhanced labour productivity of working mothers; and studies examining the early childhood sector itself and its multiplier effects on economies.

But debates continue among economists. Validation of the human capital approach is heavily influenced by U.S. longitudinal studies showing sustained benefits from early interventions for children from disadvantaged homes. Based on these findings, respected economists, such as Nobel Prize winner James Heckman, concluded that scarce public resources would best be used for at-risk communities. Population health promoters countered with data showing that developmental vulnerabilities are not exclusive to children from low-income homes—children with these vulnerabilities exist across the economic spectrum.

Most recently, economists are questioning whether “scarce resources” are even a consideration. Quebec’s early childhood program has been criticized for its costs. However, recent analyses found the province recoups its entire outlay from the additional tax revenue generated by working mothers.

A TD Bank letter on this topic is pending release in November 2012



# Jane Bertrand

Early Childhood Educator



Jane Bertrand is the Program Director for the Margaret and Wallace McCain Family Foundation and a member of the Directing Committee of the Centre for Excellence for Early Childhood Development. She is a former Professor at the School of Early Childhood at George Brown College, Toronto.

Jane is the author of the textbook, *Essentials of Early Childhood Education*, Canadian Editions. Jane was a principal researcher/writer on the Early Years Study 1, 2 and 3, a member of the Toronto First Duty Research and Development team from the Atkinson Centre and a contributing author of the *Science of Early Child Development* ([www.scienceofecd.com](http://www.scienceofecd.com)).

## PRESENTATION DETAILS

### **Playing to learn:**

#### **Curriculum frameworks across Canada**

*2:55 p.m. - Monday, October 22*

Early learning frameworks that guide play-based curriculum and pedagogy are in place or under construction across Canada. They take into account what science tells us about the relationship between children's regulation of emotion, behaviour and attention and their learning and well-being throughout life.

Just as importantly, the frameworks recognize the rights of children to belong and have opportunities to play with other children in friendly, safe places that connect with their families and communities. Responsive and knowledgeable educators are the active ingredient that brings to life the vision and goals of a curriculum framework. They are provocateurs who challenge and nurture children's curiosity and exuberant delight in learning.

#### Selected websites:

Ontario:

<http://www.edu.gov.on.ca/childcare/oelf/>

British Columbia:

[http://www.bced.gov.bc.ca/early\\_learning/early\\_learning\\_framework.htm](http://www.bced.gov.bc.ca/early_learning/early_learning_framework.htm)

New Brunswick:

<http://www.gnb.ca/0000/ECHDPE/curriculum-e.asp>

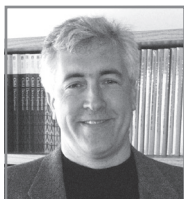
Council of Ministers of Education Canada:

[http://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning\\_statement\\_EN.pdf](http://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning_statement_EN.pdf)

[www.scienceofecd.com](http://www.scienceofecd.com)

# Michel Boivin

Canada Research Chair on Child Social Development, School of Psychology, Laval University, Montreal



Michel Boivin holds the Canada Research Chair in Child Development and is professor of psychology at the School of Psychology, Université Laval.

He leads a program of research on the biological, psychological and social components of early child development. This program is anchored to large-scale longitudinal studies, such as the Quebec Study of Newborn Twins (QSNT) and the Quebec Longitudinal Study of Child Development (QLSCD). He was a fellow 2000-05 (senior researcher) of the Canadian Institutes of Health Research (CIHR). He is director at Université Laval of the Research Unit on Children's Psychosocial Maladjustment (GRIP), a multi-disciplinary interuniversity research centre aimed at understanding and preventing the development of adjustment problems in children. He also leads the Strategic Knowledge Cluster on Early Child Development (SRC-ECD), a pan-Canadian consortium aimed at mobilizing knowledge on this issue. The SRC-ECD supports the construction of the Encyclopaedia on Early Childhood Development, of which he is an editor. Michel Boivin is a member of the Royal Society of Canada, and presides over a RSC expert panel on early childhood development.

## PRESENTATION DETAILS

### **ECE access and child outcomes: Findings from the QLSCD**

*10:20 a.m. - Monday, October 22*

The Québec Longitudinal Study of Child Development (QLSCD) was founded at the end of the 1990s. Working closely with Richard E. Tremblay, Michel Boivin brought together other researchers with the Institut de la statistique du Québec to establish a representative sample to study child development. The great wealth of data allows for a better understanding of early childhood development and developmental trajectories leading to adolescence and beyond.

Many scientific articles have been published on the behavioural problems of children—opposition to authority, disregard for rules, symptoms of anxiety and depression, and victimization. With the QLSCD, researchers can identify the factors that influence the development of various behaviours in children as early as 18 months. This will contribute to the development and implementation of policies and programs that foster optimal development in children.

The QLSCD constitutes a reference in terms of the factors at play and means for better preparing children for entry into school. Based on the QLSCD data, researchers can identify the needs of children and suggest measures, notably in the cognitive and socio-emotional spheres, that will allow them to achieve a level of readiness that fosters their success in school.

Source:  
[www.iamillbe.stat.gouv.qc.ca](http://www.iamillbe.stat.gouv.qc.ca)

# Verna Bruce

Smart Start, PEI

Verna was born in Charlottetown, PEI and received her early education there. She studied at Mount Allison and Carleton Universities, graduating with a degree in economics.

Verna began her public service career with the Prince Edward Island Government in May, 1974. She held various positions with the Treasury Board, Education, Hospital and Health Services Commission, Cabinet office and Social Services. In 1985, she was appointed Director of Home Care and Support and developed the first integrated home care program in PEI.

At the Deputy level, Verna served in Health and Social Services, Provincial Treasury (Finance and Management Board), PEI Housing Corporation, Intergovernmental Affairs and Higher Education. In 1996, she became Clerk of Executive Council and Clerk of the Legislative Assembly.

In 1998, Verna moved to the Government of Canada, as Associate Deputy Minister of Veterans Affairs Canada, a position she held until her retirement in April, 2008. During her career, Verna was especially interested in social programs and leadership.

Verna served as President of the Vanier Institute of the Family, and co-chair of CHANCES, a not-for-profit organization in PEI, focused on strengthening parents' ability to parent, early child development, and support for families with children who face additional challenges. In the past, Verna was active in numerous organizations, including Sunday school teacher and Superintendent, youth group leader, and chair of the PEI United Way Campaign.

Verna resides in Charlottetown, PEI. The joys of her life are her children, Nigel and Becky, and 4 grandchildren.

## PRESENTATION DETAILS

### **PEI's journey from private preschool to a public system of early childhood Education**

*9:50 a.m. - Tuesday, October 23*

The presentation will focus on the reciprocal role of government and the voluntary sector, in influencing policy direction. It will outline many important factors that CHANCES Family Centre brought to bear as it played a significant role in the policy direction related to the emerging early childhood system in PEI. The key elements included key partnerships, a voice for children and families, a history of successful pilot projects that contributed to informed decision making.

CHANCES was able to partner with government, community partners and the Margaret and Wallace McCain Family Foundation in becoming an early leader, effectively demonstrating the positive outcomes that result from a fully integrated continuum of support for children and families that were physically located in schools and/or linked to community sites. This successful initiative, known as Smart Start, has moved us towards the vision set out by the provincial government for all pre-school children in PEI.

# Lyse Brunet

Executive Director, Avenir d'enfants



Lyse Brunet is the Executive Director of the non-profit organization *Avenir d'enfants* which was created in the Fall 2009. The Fund is the result of a public-philanthropic partnership between the Québec government and the Foundation Lucie and André Chagnon.

Lyse has a long history of community action, philanthropy and multisectoral partnerships. Over the previous eleven years, Lyse Brunet was Vice-President of Social Development at *Centraide du Grand Montréal*. The first years of her career were dedicated to teaching at the *Université du Québec à Montréal* (UQAM). She then devoted her active time in the field, as Executive Director of the Coalition of Women's Centers of Quebec and the Elizabeth Fry Society, then worked three years at Office of the Mayor of Montreal on urban issues. Before she joined Centraide, she was a consultant with the Strategic Development Group DBSF. As part of her functions, she has been Vice-Chair of the Forum on Social Development for Montreal region and member of the Community Foundation of Greater Montreal. She has also served on the Board of Directors of the Lucie et André Chagnon Foundation and Center for liaison on psychosocial intervention and prevention (CLIPP) and the Advisory Committee Chair "Community Approaches and Health Inequalities" of University of Montreal.

She was previously member of the Council on the Status of Women, member of the Fund the Fight Against Poverty for the Government of Quebec in the Montreal region and President of Action Committee for Women Affairs Chamber of Commerce of Montreal. She now continues her community engagement as a member of non-profit boards and as a mentor for the Young Chamber of Commerce in Montreal. She is also a member of the Advisory Council of Imagine Canada and the Governor General's Advisory Committee on Voluntarisms and Philanthropy.

She completed a Master's degree at the UQTR where she focused her studies towards the sociology of organizations and social change dynamics.

## PRESENTATION DETAILS

### **Models of integrated ECE service delivery: Avenir d'enfants**

1:05 p.m. - Monday, October 22

Avenir d'enfants is an ambitious civic-government partnership that guides and financially supports Quebec communities to promote the development and well-being of children from the prenatal period to age 5. Public health, early childhood programs, schools, municipalities, community agencies and parent representatives come together to harmonize strategies, align services and mandates, explore and experiment with the integration of funding and human resources and ensure continuity of services for young children and families.

Avenir d'enfants is part of a legislated partnership between the Lucie and André Chagnon Foundation and the Government of Quebec. Avenir d'enfants manages the fund under the direction of a ten-member board. Avenir d'enfants is not a substitute for system infrastructure and public investment. While recognizing there is a need for more CPE spaces or other programming, it does not fund direct services. Rather, it wants service providers to better know the families in their community and how they are being served and to find out how they could be better served. Communities are encouraged to identify and overcome barriers to the participation of families who have been traditionally underserved by publicly funded programs.

Source:  
[www.avenirdenfants.org](http://www.avenirdenfants.org)

# Carl Corter

Professor, Dr. Eric Jackman Institute of Child Study, OISE/University of Toronto



Carl Corter is interested in improving policy and professional education to support children and families. His research has focused on integrated early childhood services in the

community, including child care and kindergarten, as well as on parenting and parental involvement in schools and other services. His current research examines policy and practice directed at the development of self and social regulation in early learning settings. He is Professor of Department of Applied Psychology and Human Development at the Dr. Eric Jackman Institute of Child Study.

## PRESENTATION DETAILS

### **Tools and learnings from Toronto First Duty: An overview of a decade of integration research**

*9:15 a.m. - Tuesday, October 23*

Toronto First Duty began in 2001 as a demonstration project testing an ambitious model of service integration across early childhood programs: child care, kindergarten and family support in school-based hubs. Other services, such as public health, were also part of the service array. The goal was to develop a universally accessible service model that promoted the healthy development of children from conception through primary school, while at the same time facilitating parents' work or study and offering them support to their parenting roles.

The intensive research design built into TFD from the beginning included both process and outcome evaluation through mixed methods, case study and quasi-experimental methodologies. The aim of the project was to generate evidence that could be mobilized in different ways to improve practice and policy. Over the course of the project, formative findings were fed back to project sites to allow leaders and practitioners to work on improving programming and delivery as part of a research and development approach following the principles of "design research." In this mixed methods approach, findings are continuously fed into design and delivery improvements in an iterative fashion. At the same time, findings on the implementation process, showing how an existing fragmented system could be integrated to improve program quality and outreach to the underserved, were shared with different levels of government (from municipal to provincial), along with other stakeholder groups in education and social services.

Sources:

[www.toronto.ca/firstduty](http://www.toronto.ca/firstduty)

[www.oise.utoronto.ca/atkinson](http://www.oise.utoronto.ca/atkinson)



# Michele Dorsey

Co-Chair, CHANCES Family Centre Board of Directors



Michele Dorsey is CEO of Michele Dorsey Law, a growing Charlottetown-based legal practice specializing in human resources, labour relations and other workplace solutions.

As a highly regarded leader in her field, Michele has also become a champion for promoting the potential of Atlantic Canada. She has developed a unique approach called The Innovative Workplace Advantage™ helping businesses and social enterprises create the environment of trust and resilience in the workplace necessary to inspire opportunity and innovation.

## PRESENTATION DETAILS

### **Models of integrated ECE service delivery: Atlantic Children's Centres**

*1:05 p.m. - Monday, October 22*

The Margaret and Wallace McCain Family Foundation (MWMFF) has agreements with the Governments of New Brunswick, Nova Scotia and Prince Edward Island to create demonstration sites that combine the existing resources of child care, kindergarten, special needs and family supports into early childhood centres aligned with schools. These full-service centres showcase best practices in early childhood programming and identify the policy changes needed to remove impediments to access and quality.

The four Smart Start centres in Prince Edward Island joined the Prince Edward Island government's new Preschool Excellence Initiative as Early Years Centres. Early Years Centres are the core of the new initiative. The MWMFF and the provincial government are working with researchers at Holland College and the University of PEI to monitor the transition to Early Years Centres. MWMFF is also expanding support for Smart Start to reach families who traditionally do not use early childhood services. Its experiences will inform future policy discussions.

# Zeenat Janmohamed

Executive Director, Atkinson Centre, OISE/University of Toronto



Zeenat Janmohamed is the executive director of the Atkinson Centre for Society and Child Development at the University of Toronto and a professor in the School of Early Childhood at

George Brown College. Zeenat's expertise includes systems integration, professional education, early child development; advocacy, policy and governance; and diversity, equity and inclusion. Zeenat's area of doctoral research is focused on examining the experiences of diverse parents in early years settings.

## PRESENTATION DETAILS

### **From activist research to policy change: The status of integrated ECE delivery across Canada**

*9:40 a.m. - Monday, October 22*

The predictions for ECE were bleak following the federal government's cancellation of its early childhood agreements with the provinces in 2007. But rather than bringing ECE development to a standstill, many provinces forged ahead with modernized legislation and policy initiatives that include rationalized administration, new curriculum approaches, better monitoring, innovative teaching models and more professional recognition of the early childhood workforce.

In 2007 no province had merged oversight for kindergarten and child care; today four provinces have combined their departments. More children are involved in early education than ever before and population-based assessments indicate promising results. We now have many made-in-Canada examples of good practice and the steps jurisdictions took to achieve them. Their experiences are a guide to others. There is still much room for improvement. The split between the oversight and delivery of ECE programs requires too many parents to piece together arrangements to cover their work schedules. The results are stressful for children and parents alike, but they also negate the wonderful payback that comes from delivering early education in a way that simultaneously supports children's learning and their parents' work.

Source:  
[www.earlyyearsstudy.ca](http://www.earlyyearsstudy.ca)

# Jennifer Jenkins

Chair Atkinson Centre, OISE/University of Toronto



Professor Jennifer Jenkins is the Atkinson Chair of Early Child Development and Education and Director of the Atkinson Centre at the University of Toronto. She is a clinical and developmental

psychologist and has worked with children and families in hospital and academic settings since 1980. She teaches developmental and clinical psychologists, as well as teachers, about child psychopathology at the University of Toronto. Her research has examined the influence of marital, parental and sibling relationships on developmental health. She studies why one sibling is more resilient than others when growing up in high-risk environments. She is the author of three books. She is the director of Kids, Families, Places. This is a birth-cohort study that includes newborns and their older siblings, followed up longitudinally and funded by CIHR. Its goal is to understand the differential responses of siblings to family-wide and child-specific neighbourhood, family and childhood experiences.

## PRESENTATION DETAILS

### **New directions in collaborative research and knowledge exchange**

*9:15 a.m. - Monday, October 22*

Our goal at the Atkinson Centre and the newly developed Institute of Human Development at the University of Toronto, is to build programs and policy on the basis of strong science. The first 2000 days of children's lives are critical to development over the life course. The talks that we will hear are about ways to build a comprehensive and integrated system of care for young children that will support optimal development.

My own focus is the importance of helping families to build strong relationships as a means of optimizing early development. I will present data that show that the quality of family relationships in childhood has far-reaching consequences for the mental, physical and occupational health of family members across the life course. I will speak to three interrelated issues. First, some children are more challenging to parent than others. Second, responsive parenting matters a lot to early language, social cognition and children's mental health. Third, part of the reason that social and economic disadvantage has such negative consequences for early development is because disadvantage undermines the capacity of parents to be responsive to children. I will talk about the implication of these findings for the services that we provide.

#### Sources:

<http://kfp.oise.utoronto.ca/>

<http://webspace.oise.utoronto.ca/~jenkins1>

# Margaret McCain

Co-author *Early Years Study 3*



The Honourable Margaret Norrie McCain received her early education in public and private schools in Quebec, Nova Scotia and Ontario. She received a Bachelor of Arts degree with

Honors in History from Mount Allison University, Sackville, N.B., and a Bachelor of Social Work from the University of Toronto. She has been presented with Honorary Degrees from a number of prominent Canadian universities.

Throughout her career, Mrs. McCain has been active in organizations that promote education, music and the arts at the provincial and national levels. She was a member of the Mount Allison University Board of Regents from 1974-1994 and served as Chancellor of the University from 1986-1994. She is a founding member of the Muriel McQueen Fergusson Foundation in New Brunswick which is devoted to the elimination of family violence through public education and research. On April 28, 1994, Margaret Norrie McCain was appointed Lieutenant-Governor of the Province of New Brunswick - the first female to hold this position.

Margaret McCain is currently Chair of the Margaret & Wallace McCain Family Foundation. The mission of this Foundation is to champion effective early childhood programs across Canada; programs that provide equal opportunities for all children, align with the school system and operate within a provincial or territorial framework

Margaret McCain also serves on the Board of the Canadian Women's Foundation and the Canadian Institute for Child Study. In April 1998 Mrs. McCain was appointed by the Secretariat for Children, Province of Ontario, co-chair of the "Early Years Study." In 2002 she co-chaired a Commission on Early Learning and Child Development for the City of Toronto. She has participated in numerous early child development policy and program initiatives in Canada and is frequently asked to speak at conferences, seminars and meetings across the country.

## PRESENTATION DETAILS

### **Early education:**

#### **The right of every child**

*2:00 p.m. - Tuesday, October 23*

There is still resistance within some circles to the United Nations Convention on the Rights of the Child, but professionals working with children should be familiar with rights principles and their use in advocating for change. A rights perspective fits well with the new paradigm of human development, which recognizes multiple childhoods, children's agency and competency, and the primacy of children's lived experience.

A child-rights agenda requires a paradigm shift in public and professional attitudes. Young children are no longer viewed as passive recipients of services, beneficiaries of protective measures, nor objects of social experiments. They are not the chattels of families, the clients of agencies, nor are they capital for economic growth; rather, they are in themselves fully human with capacities to communicate and contribute.

Respecting young children's rights challenges the deficit model of early interventions where children are identified by their problems and singled out for treatment. Instead, the focus is on the child's assets. Parents are integrated into programs out of respect for the intimate knowledge they bring of their child. Communities are involved and celebrated for their values, traditions and sustainability.

#### Sources:

[www.unicef.org/earlychildhood/files/Guide\\_to\\_GC7.pdf](http://www.unicef.org/earlychildhood/files/Guide_to_GC7.pdf)

[www2.ohchr.org/english/bodies/crc/docs/co/CRC-C-CAN-CO-3-4\\_en.pdf](http://www2.ohchr.org/english/bodies/crc/docs/co/CRC-C-CAN-CO-3-4_en.pdf)

# Kerry McCuaig

Atkinson Foundation Fellow in Early Childhood Policy, Atkinson Centre, OISE/University of Toronto



Kerry McCuaig is the Atkinson Charitable Foundation's Fellow in Early Childhood Policy working with the Atkinson Centre at OISE. She is co-author of Early Years Study 3, Making Decisions,

Taking Action with Margaret McCain and Fraser Mustard. Kerry has had a long involvement in early childhood policy development including as communications manager for Toronto First Duty, a pioneer in the integrated delivery of early childhood programming. She supports similar integrated ECE service models in Atlantic Canada.

Kerry has many years of advocacy, public education and communication experience, speaking widely on a variety of early childhood policy issues. She has authored several publications and articles including *From Patchwork to Framework: An Early Learning and Child Care Strategy for Canada* and *Zero to Six: The Foundation for School Success* published by The Learning Partnership. She was a principal researcher/writer for the Early Years Study 2; *The Commission on Early Learning and Child Care for the City of Toronto* and *Early Learning and Child Care in the City* published by George Brown College and the Toronto Board of Trade. Her other work includes an examination of provincial policy initiatives on early childhood service delivery; the impact of welfare policies on family child care; an overview of workplace child care initiatives; the challenges of providing child care services outside of non-traditional hours and effective tax policies for families.

Kerry was an advisor on *With Our Best Future in Mind*, a policy blueprint on full day learning in Ontario. She is a sessional teacher in the ECE degree program at George Brown College and also acts as an advisor to the Atkinson Charitable Foundation and the Margaret and Wallace McCain Family Foundation.

## PRESENTATION DETAILS

### **Integrated ECE systems development: The Early Childhood Education Report**

*3:45 p.m. - Monday, October 22*

The Starting Strong analysis (2006) identified key elements of successful policy that were common to 20 member countries that took part in the OECD's review of their early education systems. The ECE Report is rooted in the findings of the OECD review.

While being guided by the OECD directions, the selection of benchmarks was limited by the availability of consistent data across jurisdictions and the likelihood that similar information would be available in the future to allow for ongoing monitoring. Benchmark thresholds were influenced by those established by UNICEF in 2008 to promote the potential for continued international comparisons, and those included in the UNESCO 2010 cross-national study on the integration of early childhood education and care.

Adapting the Report to the Canadian reality, all benchmark thresholds in the ECE Report have been achieved or are close to being achieved in at least one jurisdiction.

There is always sensitivity to monitoring and reluctance to make comparisons. Canada is a very large and highly diverse country. However, in the development of other levels of education from elementary through to post-secondary, there is remarkable similarity based on shared values and evidence-based research. Arm's-length assessments are part of democratic oversight and allow for the sharing of best practices and also push for better systems to improve outcomes for children.

Source:  
[www.earlyyearsstudy.ca](http://www.earlyyearsstudy.ca)



# June McLoughlin

Director Family and Children's Services, Doveton College



June has expertise in service and policy development within early childhood education and care, disability, parenting and family support fields. For many years June worked within the Victorian State Government and at the Centre for Community Child Health, Royal Children's Hospital managing a variety of national and state-based projects designed to refocus early years services and provide support to practitioners to deliver more integrated evidenced-based services for families of young children. More recently June has held the position of Assistant Regional Director Early Childhood Southern Region, within the Department of Education and Early Childhood Development. Currently June is leading the establishment of a fully integrated Family and Children's Service within the context of a major 'public/private partnership school redevelopment in Victoria. The school campus includes a wide range of programs and supports for families in the Doveton community from the prenatal period to Year 9 secondary. June has extensive experience working in partnership with philanthropy and sits on a number of community boards and committees. June is the past Board Chair of the National Childcare Accreditation Council and the Parenting Research Centre. She is currently a board member of the Australian Children's Education and Care Quality Authority.

## PRESENTATION DETAILS

### **Models of integrated ECE service delivery: Doveton, Australia**

*1:05 p.m. - Monday, October 22*

The Doveton Learning Centre is the first social-government partnership of its type ever undertaken in Victoria, Australia. With funding and expertise from the Coleman Foundation, Doveton opened in January 2012 with a projected enrolment of 900. The Centre serves a highly vulnerable and complex community. A key goal of the project is early intervention to improve children's outcomes. It is

recognized that this cannot be achieved without the full integration of early childhood facilities and services. A full range of interventions from pre-natal supports through to health, justice and early education and care is delivered from the school site, overseen by the principal and school council, and delivered by a single staff complement working with a single policy approach.

### **From policy to pilots to policy**

*10:25 a.m. - Tuesday, October 23*

Australia's emerging early childhood policies are trending towards a more comprehensive approach that is connected with schools. The new National Quality Framework is designed to deliver a standard of care in early childhood programs for children across Australia. The Victoria state government's Department of Education and Early Child Development oversees a full range of services including child care, kindergarten, maternal and child health, supported playgroups, parenting services and early childhood intervention services. Design experiments demonstrate how services can change to connect with one another and be more accessible, cohesive and responsive to what families want and need. The conversation between government policymaking and community demonstrations is an essential element in building an early childhood service system.

Source:

[www.education.vic.gov.au/edulibrary/public/teachlearn/innovation/lpd/ile/expo1/doveton.pdf](http://www.education.vic.gov.au/edulibrary/public/teachlearn/innovation/lpd/ile/expo1/doveton.pdf)

# Edward Melhuish

Professor of Human Development at Birkbeck, University of London



Edward Melhuish is Professor of Human Development at Birkbeck, University of London and Visiting Professorial Fellow at the Institute of Education, University of London. Professor Melhuish is

an internationally recognised expert in the study of child development and childcare and has extensive experience with longitudinal studies. He was a Principal Investigator of studies of day care and family life in the 1980s, which had considerable influence on sections of the 1989 Children Act. He has also conducted research on child development, parenting and childcare in several European countries, on behalf of the European Commission.

For several years Professor Melhuish has been a Principal Investigator on the Effective Provision of Pre-school Education (EPPE) and Effective Pre-school Provision in Northern Ireland (EPPNI) projects based in England and Northern Ireland, which are following 4,000 children from 3-7 years of age. ...

In addition, Professor Melhuish is Executive Director of the National Evaluation of Sure Start and his work undertaken to date has addressed many issues relevant to Sure Start including cognitive, language and behavioural development of young children and the role of family factors, home environment, childcare and pre-school experience upon children's development.

Professor Melhuish has acted as a consultant for design for children's organizations (e.g. UNESCO), government departments (e.g. DfES, DoH, EU Commission, European Parliament) and film, television and radio companies. In addition he has frequently contributed to the media on children's issues, including newspaper, radio and television programs.

## PRESENTATION DETAILS

### **Findings from the UK's Effective Provision of Pre-School Education Study**

*11:20 a.m. - Tuesday, October 23*

The Effective Provision of Pre-School Education (EPPE) Project is the first major study in the United Kingdom to focus specifically on the effectiveness of early years education. The EPPE project is a large-scale, longitudinal study of the progress and development of 4,000 children in various types of pre-school education. The study explores the characteristics of different kinds of early years provision and examines children's development in pre-school education and the influences on their later adjustment and progress now reporting at age 16. It helps to identify the aspects of pre-school provision which have a positive impact on children's attainment, progress and development and informs good practice.

The study continues to explore the effects of student variables (gender, EAL status), family (parental SES, qualifications, home learning etc.) and neighbourhood characteristics on student's secondary school attendance, attitudes, social/behavioural and academic outcomes.

The next phase of EPPE projects future trajectories based on entire family and educational histories and to explore possible long-term outcomes in relation to economic indicators (employment, earning etc.).

Source:  
<http://eppe.ioe.ac.uk/index.htm>

# Bill Morrison

Co-Executive Director, Health and Education Research Group, University of New Brunswick



Dr. Morrison has advanced graduate degrees in both educational foundations and psychology, and is a fully bilingual clinical psychologist.

In addition to his licenses as a professional educator and psychologist and his 20 years of clinical practice, Dr. Morrison has had extensive experience in the development and implementation of health and educational services for children and adults in three Canadian provinces. He has been instrumental in the design and implementation of New Brunswick's Interdepartmental Integrated Service Delivery program for children and youth with mental health and addiction concerns. In addition, he has been retained as a Senior Consultant for the NB Department of Wellness, Culture and Sport since 2006, and was the initial author of their provincial wellness strategy framework.

In addition to his clinical work, Dr. Morrison serves as a Professor of Educational Psychology at the University of New Brunswick, and established a provincial research centre on applied health and education in 2006 as part of his research work. Dr. Morrison has also authored five national book publications for Health Canada on better practices for treating mental health and problem substance use concerns. These evidence-based publications are currently used in all provincial and territorial health facilities and mental health/addiction programs across the country. Dr. Morrison's most recent publication on positive mental health and strength-based approaches is being used as a key resource document by the Pan-Canadian Joint Consortium for School Health to engage and mobilize educational institutions and communities in creating readiness for positive change.

## PRESENTATION DETAILS

### **Coordination or integration? Using the Indicators of Change to inform practice and policy**

*3:20 p.m. - Monday, October 22*

The Indicators of Change Instrument (ICI) was adapted from the Toronto First Duty program to assess integrated systems development in the early childhood development demonstration sites in New Brunswick and Prince Edward Island. The tool has been used to track the process of service integration over a three-year period from 2009-2012.

The ICI documents this process along a continuum from co-existence to coordination of services to full integration in six specific categories:

- Early learning environment
- Early childhood team and service providers
- Leadership and management structure
- Access and intakes processes
- Parent and community opportunities for engagement
- Language and cultural identity

Indicators in these categories describe the critical characteristics and actions in each of the six fields. Numerical ratings range from 1-5, where 1 represents coexistence and 5 represents integration.

The tool can be used at the classroom, program and systems-management levels to assess, monitor and plan for integrated practice.

Source:

[www.toronto.ca/firstduty](http://www.toronto.ca/firstduty)

# Janette Pelletier

Director, Dr. Eric Jackman Institute of Child Study, OISE/University of Toronto



Janette Pelletier is a professor and researcher in the area of early child development program and policy and currently serves as Director of the Dr. Eric Jackman Institute of Child Study at OISE.

Janette has been carrying out a longitudinal research study that compares Ontario's new full-day early learning kindergarten program with regular half-day kindergarten and with integrated child care and kindergarten programs - that research is now in Year 3. Children, along with their families and educators, are participating from kindergarten through Grade 3. This study builds on Janette's ongoing collaborative research on Toronto First Duty, a demonstration model of seamless early childhood services in schools. Janette's second area of research is in early literacy development and parent involvement among culturally diverse populations. She is carrying out a longitudinal study to examine the long-term impact of school-based family literacy programs when children were in kindergarten. Other research work includes teacher beliefs and practices in first and second language contexts, and early French immersion. Janette teaches graduate and preservice courses in early learning and she sits on a number of early child development councils and advisory boards at university, municipal and provincial levels.

## PRESENTATION DETAILS

### **Integrated service delivery and child social experiences and outcomes in Peel**

*10:00 a.m. - Monday, October 22*

Drawing on a longitudinal study examining the implementation and impact of integrated approaches to early childhood programs in the region of Peel, Ontario, this presentation will feature the social experiences and outcomes of more than 600 JK/SK children. Data will be drawn from a four-year study of Best Start integrated care and education and from the first two years of Full-Day Early Learning Kindergarten.

In addition to outcome measures of vocabulary, early reading and writing, number knowledge, and parent reports of their children's development, we have been collecting children's drawings about their early learning experiences and interview data with kindergartners using a puppet paradigm. We have also been conducting direct observations of children during group time, transitions and play. This presentation will feature these descriptive data from drawings, interviews and play observations in order to consider ways in which the integrated service delivery model is tied to children's social experiences and outcomes.

#### Sources:

[http://www.oise.utoronto.ca/atkinson/About\\_Us/What\\_We\\_Do/Peel\\_Region\\_Projects/index.html](http://www.oise.utoronto.ca/atkinson/About_Us/What_We_Do/Peel_Region_Projects/index.html)

# Michal Perlman

Professor, OISE/University of Toronto



My research program revolves around two sets of questions.

One attempts to identify constructs that determine quality in child care settings, developing empirically based

measures of those constructs and linking child care quality to child outcomes. The other line of research focuses on understanding the origins of young children's conflict behaviours with particular emphasis on children's perspective taking. I am interested in both basic and applied research. I am also interested in the use of diverse research methodologies and am involved in research that addresses micro level social processes based on intensive observational data as well large scale survey research studies.

## PRESENTATION DETAILS

### **Monitoring for quality: The Toronto Operating Criteria**

*2:30 p.m. - Monday, October 22*

Research has shown that many children do not experience high quality care in typical early childhood education and care programs. The failure of existing approaches such as licensing requirements, programs standards, and voluntary accreditation to remedy these deficits has led more than half of U.S. states to design and implement Quality Rating and Improvement Systems (QRIS). QRISs are accountability systems centered around quality ratings designed to improve care quality by defining quality standards, making program quality transparent, and providing incentives and supports for quality improvement (QI). In Canada, the City of Toronto operates such a system: centres are assessed annually using a measure developed by the City called the Operating Criteria (OC) and their scores are posted online. These sorts of uses for quality measures require that they be accurate and efficient.

For a number of years now we have been testing the validity of the preschool version of the OC

and of the way it is being administered as part of the City's QRIS. We tested the concurrent validity of the OC by comparing it to other measures of quality (e.g., the ECERS-R and CLASS) administered at the same point in time. The results were encouraging as the OC related to the other measures as expected. Since the OC is much more efficient to collect (it takes approximately one hour per class as opposed to 3-5 hours of observation for the ECERS-R) the OC is a promising tool for measuring program quality. Findings about ways to reduce bias in how the OC is administered within the other components of the QRIS will also be discussed. This work provides an example of a government agency working closely with researchers to refine and improve program implementation in an evidenced based way.

Source:

<http://www.toronto.ca/children/operatingcriteria.htm>



# Ray DeV. Peters

Professor Emeritus, Queen's University



Ray DeV. Peters (A.B., Dartmouth; M.A., Ph.D., Waterloo) is an Emeritus Professor of Psychology at Queen's University in Kingston, Ontario. He has been involved in the field of child development and

children's mental health research for over 40 years. His major research interests concern research on the effectiveness of early childhood development programs.

As Research Director for the Better Beginnings, Better Futures Research Group since 1990, he has headed a multidisciplinary team from 6 Ontario Universities, and local research teams in 12 disadvantaged neighbourhoods across Ontario. The focus of this research is evaluating community-based programs which influence the development of young children and their families. He has published a number of books, chapters and refereed research papers on effective programs for young children and their families.

Dr. Peters has been a Visiting Scientist at the Mental Health Division of the World Health Organization in Geneva, and the Social Learning Center in Eugene, OR. He has been a member of the Executive Committee of the Banff International Conference on Behavioural Science since 1981, most recently chairing the 44th Annual Banff Conference in March 2012 on Prenatal Alcohol Spectrum Disorders.

Dr. Peters is a co-editor of the on-line Early Childhood Development Encyclopedia.

## PRESENTATION DETAILS

### **Building on education's platform: Findings from Better Beginnings, Better Futures**

*11:00 a.m. - Monday, October 22*

Better Beginnings, Better Futures (BBBF) is Canada's largest study on the influence of programs on children. BBBF looked at eight communities, five focused on children from birth to 4 years of age (the younger child sites), and the other three on kindergarten-aged children to 8 years of age (the older child sites). Sites received a five-year grant to enrich programming for children.

A sample of children from each site was selected to study the impact of the interventions at a community level. Long-term positive effects were found for the children who lived in communities with enriched programming for 4- to 8-year-olds, but not for those in the communities with younger child sites. The positive outcomes actually strengthened over time in the older child sites, as seen in measures collected when children were in grades 3, 6, 9 and 12. Children in the BBBF communities used health, special education, social services, child welfare and criminal justice services less than those in the control neighbourhoods.

Why did younger children receive no lasting benefits from the interventions, while older children did? One explanation is that the modest project investment per child did not provide enough intensity for younger children. Program spending in the older children's sites was on top of investments already made in every child via the school system. Schools offered a universal platform so that enriched supports reached all children, while no equivalent service is available for children during their preschool years.

Source:  
<http://bbbf.queensu.ca/>

# Patricia Peterson

Co-Executive Director, Health and Education Research Group, University of New Brunswick



Dr. Patricia Peterson holds a doctoral degree in Educational Psychology from Boston University. Along with serving as a faculty member at the University of New Brunswick, she

is Co-Executive Director of the university's Health and Education Research Group, serving as Principal Investigator on several initiatives related to educational program evaluation, student wellness, Mental Fitness, and knowledge exchange processes. In addition, Dr. Peterson is a consultant on numerous Provincial initiatives, including those related to integrated service delivery for children and youth with complex needs, First Nation community mobilization, and positive psychology approaches in comprehensive school health contexts.

Dr. Peterson's areas of expertise include educational exceptionalities, learning disabilities and accommodations, inclusive education systems, and assessment and interventions for at-risk children and youth. Research interests include positive psychology approaches, resiliency factors, universal instructional design, disabilities and learning exceptionalities. She serves on several provincial and national committees related to learning exceptionalities and educational psychology. Recently, Dr. Peterson has authored a book outlining comprehensive positive mental health perspectives, practices and policies for creating cultures of wellness in schools.

## PRESENTATION DETAILS

### **Coordination or integration? Using the Indicators of Change to inform practice and policy**

*3:20 p.m. - Monday, October 22*

The Indicators of Change Instrument (ICI) was adapted from the Toronto First Duty program to assess integrated systems development in the early childhood development demonstration sites in New Brunswick and Prince Edward Island. The tool has been used to track the process of service integration over a three-year period from 2009-2012.

The ICI documents this process along a continuum from co-existence to coordination of services to full integration in six specific categories:

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- Language and cultural identity

Indicators in these categories describe the critical characteristics and actions in each of the six fields. Numerical ratings range from 1-5, where 1 represents coexistence and 5 represents integration.

The tool can be used at the classroom, program and systems-management levels to assess, monitor and plan for integrated practice.

Source:

[www.toronto.ca/firstduty](http://www.toronto.ca/firstduty)

# Ann Sherman

Dean of Education, University of New Brunswick



Dr. Ann Sherman is the Dean of Education at the Faculty of Education at the University of New Brunswick. She completed a Ph.D. in Early Childhood Education at the University

of Nottingham in 1995. In her dissertation she examined the perspectives of five years about their learning experiences at school. She taught in public schools for thirteen years in a range of elementary grades as well as being an administrator at a K-8 school.

Her current research interests include examining classroom practices of teachers working with young children, especially in the area of science and mathematics. She also researches the way instructional leadership and pedagogical support of teachers can be provided in early learning centres and public schools. She has a particular interest in the ways First Nation communities are documenting and describing successful support of services for young children and is currently working with two New Brunswick First Nation communities. In 2008 she completed a report for the Alberta Teachers Association on perspectives of administrators on their roles in schools and the way they support developing teachers. She is currently completing work on another large research project that is examining ways teachers can be supported in providing inquiry and exploration in science and mathematics classrooms for young children.

## PRESENTATION DETAILS

### **Preparing the ECE workforce to educate and care: Lessons for post-secondary institutions in the transition to integrated early childhood program delivery**

*12:40 p.m. - Monday, October 22*

Encounters between people are fluid and never the same twice. For this reason, it is important for all educators to be reflective practitioners who are sensitive to children and knowledgeable about how they develop. Skilled educators match their interactions and responses to what is required to best assist a child's learning. They provide children with scaffolding, the kind of assistance that helps children to reach further than would be possible unassisted.

Bringing children to learning opportunities is part of the supportive relationship between educators and parents and between educators, parents and children; the child learns through active involvement, not through passively receiving information. Adults open up learning opportunities for young children when they respect children as confident and competent learners. These expectations encourage young children's hopefulness in their own capabilities.

This presentation addresses what post-secondary training institutions can do to help educators meet these goals.

# Carolyn Simpson

Director, Department of Education  
and Early Childhood Development (PE)



Carolyn has over 30 years experience in the early learning and child care sector. With extensive frontline experience Carolyn worked with children from infancy to school age, was responsible for the implementation of inclusionary practices within a child care program, was an assistant director and later a director of the lab school located at Holland College. Carolyn served a full time member of the Early Childhood Education and Care Faculty at Holland College before joining Government in 2000. She was initially responsible for the development and implementation of the Community-Based Publicly Funded Kindergarten Program and as a member of the Kindergarten Transition Team was instrumental as kindergarten moved to the public school system. Currently Carolyn is the Manager of Early Childhood Development with the Department of Education and Early Childhood Development where she is responsible for the PEI Preschool Excellence Initiative. Carolyn lives in Charlottetown with her husband Dave, is the proud mom to two wonderful adult children, Nicole and Kyle, and Mammie to Max.

## PRESENTATION DETAILS

### **PEI's journey from private preschool to a public system of early childhood Education**

*9:50 a.m. - Tuesday, October 23*

The Prince Edward Island Preschool Excellence Initiative has seen the formation of Early Years Centers across the province, the creation of an Early Childhood Registry, the development of an Early Learning Framework and training opportunities for early childhood educators, the introduction of a salary grid and regulated parent fees and a new Early Learning and Child Care Act.

Carolyn will explore the PEI experience as the early childhood sector continues to transition to an Early Learning and Child Care System:

- What were the key factors that led to such a significant public policy change?
- What was, and is, necessary for the initial and ongoing success of the transformation?
- Now what—sustaining the future of the Preschool Excellence Initiative and Prince Edward Island's Early Learning and Child Care System.

Source:

[www.gov.pe.ca/eecd/ecdahandbook](http://www.gov.pe.ca/eecd/ecdahandbook)

# Tove Mogstad Slinde

Senior Advisor, Department of Early Childhood Education and Care, Norwegian Ministry of Education and Research Acting Chair, Network on Early Childhood Education and Care in OECD



In the Ministry Tove Mogstad Slinde has been working on topics related to quality in ECEC, such as curriculum, staff competencies, governance, research and developmental

work. Ms. Slinde has worked within the sector on different levels since 1987. She started as a pre-school teacher and practitioner in ECEC and went on to work as an Advisor with the County Governor of Oslo and Akershus for many years. Here she was responsible for management and developmental work in the field of ECEC, and for implementation of national policies on and to the regional and local levels.

## PRESENTATION DETAILS

### International trends and monitoring

11:55 a.m. - Tuesday, October 23

Ms Slinde will present findings relevant to integrated early years delivery from the *Starting Strong III* report, with an emphasis on governance. *Starting Strong III* is the result of extensive work by the ECEC network, focusing on quality. Early Childhood Education and Care can bring a range of benefits – for children, parents and society at large. But the magnitude of the benefits is conditional on quality. Five key policy levers were identified, and the report explores these through research, international comparison, strategy options and learning from countries' policies.

*Starting Strong III* builds on two previous reports by the OECD: *Starting Strong I* and *Starting Strong II* (2001, 2006) that suggested a list of comprehensive actions to expand access, ensure equity and enhance the quality of early interventions. This recent work have focused on going from policy advice and recommendations to "practical solutions" to help implement policy initiatives, and has explored country examples to this end.

In the presentation Ms. Slinde will also present the example of Norway. Early Childhood Education and Care in Norway are integrated services in the form of kindergarten programs for children from the age of (0)1 - 5. Kindergartens in Norway are based on a holistic pedagogical philosophy with care, play and learning being at the core of activities. The responsibility for ECEC was transferred from the Ministry of Children and Families to the Ministry of Education and Research in 2006. Through this transition, ECEC was recognised as part of a first voluntary step in the education system and of lifelong learning. Legislation ensures quality across services both public and private.

Sources:

[www.oecd.org/edu/earlychildhood/toolbox](http://www.oecd.org/edu/earlychildhood/toolbox)

Act no. 64 of 17 June 2005 relating to Kindertartens (the Kindergarten Act) - [http://www.regjeringen.no/upload/KD/Vedlegg/Barnehager/engelsk/Act\\_no\\_64\\_of\\_June\\_2005\\_web.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/Barnehager/engelsk/Act_no_64_of_June_2005_web.pdf)

Framework Plan for the content and tasks of Kindertartens -

[http://www.regjeringen.no/upload/KD/Vedlegg/Barnehager/engelsk/Framework\\_Plan\\_for\\_the\\_Content\\_and\\_Tasks\\_of\\_Kindertartens\\_2011.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/Barnehager/engelsk/Framework_Plan_for_the_Content_and_Tasks_of_Kindertartens_2011.pdf)



# Facilitators



## Patricia Chorney Rubin

Director, Community Services and Early Childhood, George Brown College

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Patricia Chorney Rubin is the Director Community Services and Early Childhood at George Brown College, a position she has held since 2002. Patricia came to the College in 1984 when she joined the team as an early childhood educator. She has collaborated with others in the department in the area of Lab School development and has been the manager of many of the Lab School teaching childcare centres operated by the college. Patricia has taught and coordinated in both the full and part-time early childhood programs. Patricia was appointed to the Ontario Government's Best Start Expert Panel on Human Resources in the Early Childhood Sector (2007). In 2009 Patricia led the launch of the Bachelor of Applied Arts in Early Childhood Leadership at George Brown College. Patricia obtained a diploma from Sir George Williams University, and a B.A. in Early Childhood Education from Concordia University.



## Charles Pascal

Professor, Department of Applied Psychology and Human Development, OISE/UT

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Charles E. Pascal has served as Deputy Minister of the Premier's Council on Health, Well-being and Social Justice, of Community and Social Services, and of the Ministry of Education and Training. In January 1996, Pascal was selected as the first full-time Executive Director of the Atkinson Charitable Foundation that promotes social and economic justice. Pascal has had extensive experience in the developing world, including China and South Africa, providing capacity building expertise in policy making and organizational change. He was Chair of the Education Quality and Accountability Office (EQAO) for Ontario from 2005-2008. In late 2007, Premier Dalton McGuinty appointed Pascal as his Special Advisor on Early Learning. In June 2009, Pascal released his report *With Our Best Future in Mind: Implementing Early Learning in Ontario*. Pascal is a Professor in the Department of Applied Psychology and Human Development at OISE/University of Toronto.



## David Philpott

Faculty of Education, Memorial University, NL

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Dr. David Philpott joined MUN's Faculty of Education in September of 2000 following a 15 year career in the public school system. Dr. Philpott is an Adjunct Professor with the University of Calgary, Faculty of Medicine. He is also research Chair of the Jimmy Pratt Family Foundation and was active with the development of Early Years Study 3. He sits on the editorial board of both the International Journal of Disability, Community and Rehabilitation and Exceptionality Education Canada. He holds degrees in Education, Special Education and Educational Psychology from Memorial University of Newfoundland and a Doctor of Education from the University of Calgary. His academic interests include cultural views of inclusion, assessment, learning disability and parental empowerment. He was promoted to full professor in 2011 and was recently awarded the Queen's Diamond Jubilee medal for outstanding contribution to vulnerable children and their families.