

# CDSB SNR Models



**CDSB·CSDC**

Children's Services  
à l'enfance

The District of Cochrane in Northern Ontario is a diverse community where the need for quality childcare services is growing as families expand. Residents in towns like Cochrane, Iroquois Falls, Hearst, Kapuskasing, Moosonee, Moonbeam, and Timmins can access licensed childcare centres, managed by the CDSB as the Service System Manager.

There are 2,444 licensed spaces in the District, with 87% run by non-profit agencies and 13% by for-profit entities, offering services in both English and French. There are 260 educators consisting of 165 non-qualified educators. 63% of our educators are unqualified.



| Space Description ▲ | Infant     | Toddler    | Preschool  | Kinder     | School Age | Family Grouping | Total Capacity |
|---------------------|------------|------------|------------|------------|------------|-----------------|----------------|
| Community Based     | 68         | 188        | 374        | 218        | 30         | 66              | 944            |
| School Based        | 58         | 147        | 253        | 523        | 504        | 15              | 1,500          |
| <b>Grand total</b>  | <b>126</b> | <b>335</b> | <b>627</b> | <b>741</b> | <b>534</b> | <b>81</b>       | <b>2,444</b>   |

### **Improve access for all children and families to quality early years services**

Service providers, community partners, and parents highlight the need for better quality in early years services. Over the next five years, the following actions will be taken:

- Provide professional development and networking for current educators, including employer-recognized after-hours training.
- Create a system for reflective practices.
- Leverage community expertise to adopt strength-based views on children.
- Work with local Indigenous partners to create culturally relevant services.
- Continuously monitor and evaluate strategies for effectiveness and necessary adjustments.

These initiatives will focus on creativity while ensuring fiscal responsibility and accessibility across the Cochrane district, aiming for high-quality services for all children.

The Program Quality Consultant Supervisor and Program Quality Consultant utilizes “How Does Learning Happen? Ontario’s Pedagogy for the Early Years” and a tiered model approach to:

- Design and apply suitable instructional strategies and materials that cater to children's individual developmental needs.
- Ensure adherence to guiding pedagogical documents and exceed quality assurance standards.
- Encourage educators to adopt a play-based learning approach.
- Offer insights on the physical environment related to child development.
- Assist educators in implementing activities tailored to child development.
- Organize and conduct workshops and individual training sessions.
- Contribute to capacity-building planning across the District.
- Collect resources for developing and implementing strategies in early years learning settings.



# Program Quality Consultant Program

## What is the PQC Program?

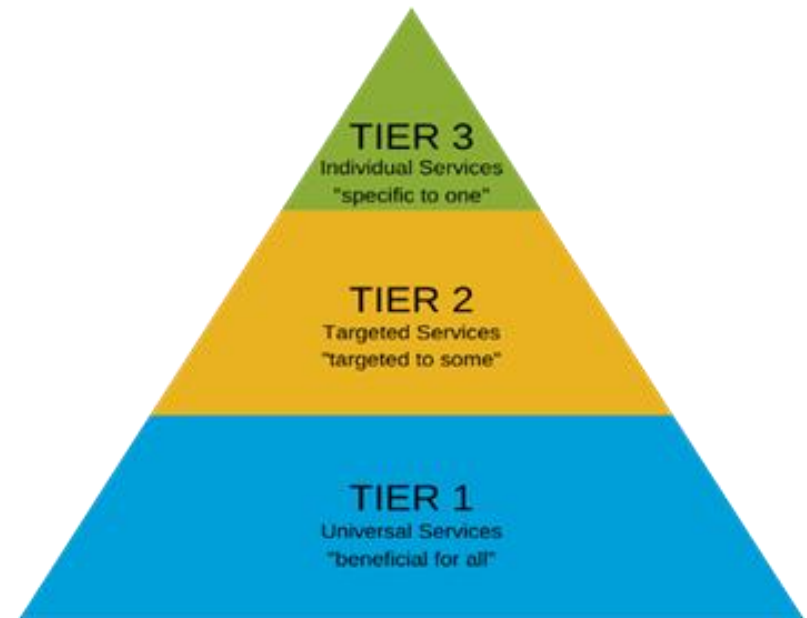
Using the Tiered Model approach under the Program Supervisor's guidance:

- Collaborate with parents and service providers to create an ISP for each child with exceptionalities.
- Help educators implement the ISP in the classroom and guide them in following its directives.
- Assist service providers in updating each child's ISP as necessary.
- Evaluate children's needs using CDSB tools and recommend additional supports to the Director.
- Aid in setting realistic, developmentally appropriate goals for children.
- Make necessary referrals.
- Attend case conferences and school meetings as needed.

At Tier 1, known as “beneficial for all,” Program Quality Consultants will regularly visit and observe programs, providing resources, training, and support to the service provider team. They aim to assist all children, focusing on topics like child development and room management.

In Tier 2, called “targeted to some,” the consultants will concentrate on specific children or small groups with short-term, focused goals during scheduled visits.

Tier 3, labeled “specific to one,” involves consultants collaborating with service providers to offer specialized support, such as assessments and personalized plans. This tier may include funding for one-on-one.



### Challenges

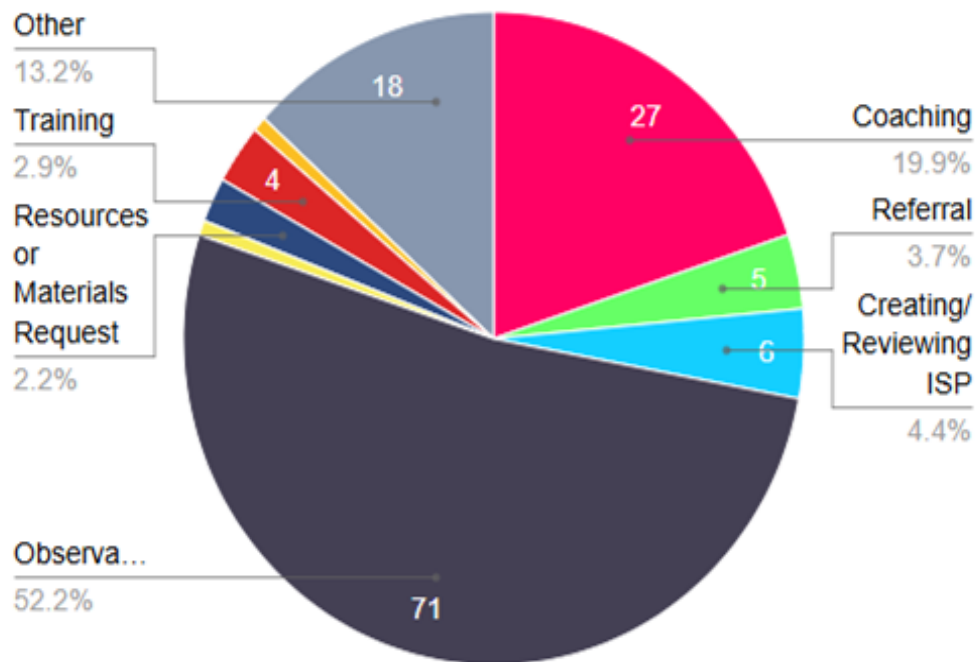
- Universal vs one-on-one mindset
- Building Relationships (Consultant to be a coach not a boss, Educator to trust advise)
- Resistance – changing the mindset of Educators and operators
  - Educator vs babysitter
  - Planning decreases behaviours mentality
  - Strategies are not extra work
- Geography
- Lack of supply staff to allow for consultation / conversation
- Motivating educators about their purpose

### Positives

- Educators who are open minded feel more value and feel a sense of purpose
- Reaching out for help
- Ability to offer a variety of professional development in both large scale and personal
- Development of new tools to increase the toolbox

In 2024, the team received a total of 136 service requests from different programs seeking additional visits beyond the usual consultations. These requests encompassed coaching, observations, parent meetings, resource support, assistance with Individual Support Plans, and training requirements.

**Pie Chart**



In 2024, the five Program Quality Consultants traveled **21,949 km** for **586** visits to childcare centres in the district.

They also dedicated about 101.4 hours to indirect services via emails and calls.

In 2024, 167 children with special needs were enrolled in the district's childcare centres.



Early Childhood Educators within the district took part in a professional development day that centred on outdoor learning. Educators learned about and interacted with various loose parts to devise outdoor activities, investigating the potential of materials such as tarps and tires.

The goal was to deepen educators' comprehension of the benefits of outdoor activities for physical exercise, mental well-being, and distinctive learning experiences for all children.





Engage, Explore, Create Professional Activity Day focused on play schemas and loose parts. Educators received diverse materials for creating inclusive play invitations.

"Loved it! One of my favourite workshops so far. Would love to have more."

"It was very informative and helps us to learn new things and put them into practice."

"It was very educational; the speaker was clear and responsive, she did a great job!"

"It was very educational. Explains so much of our behaviours!!"



Recognizing that the environment of a child care program plays a crucial role in the quality and inclusiveness of a centre, the Program Quality Consultants work with programs to evaluate and modify their classrooms. As a pilot project in October, the Program Quality Consultants supported four individual child care centres in adapting the environment in one of their classrooms to address the children's developmental needs and interests. This involved the purchase of new equipment, play materials, and various items to enhance the esthetics of the room. These three rooms were chosen based on previous observations by the Program Quality Consultants and a request for assistance from the centre on improving these particular rooms. Throughout the process, Educators were engaged in how to make the most impactful changes based on a budget.

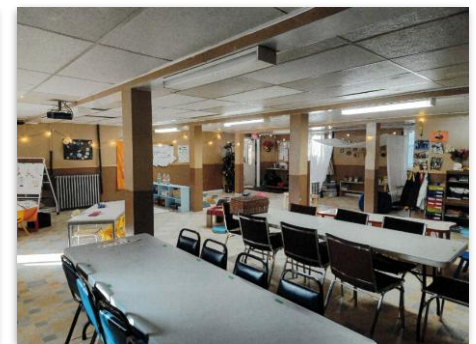
Some of the comments that have been made after the changes include:

"The children that have ASD are interacting more with the whole group as opposed to solitary play."

"The children are interested in taking care of animals and playing restaurant. They are learning to take turns, listen to each other's ideas and work together. They are developing communication and leadership skills."

"Your support has really helped us and I encourage you to continue doing so. I like that you choose the equipment according to their needs."

"The needs of the whole group are being met with more equity now."



A monthly Community of Practice for Supervisors and Managers provides an opportunity to address individual and collective challenges they face in their responsibilities. It also serves as a platform for collaboration, allowing participants to exchange solutions, ideas, strategies, and opportunities. Their insights into the needs of their childcare centres will inform supports and professional development needed across the district.





### Monthly Professional Learning Communities

Professional Learning Communities (PLCs) are structured as small, collaborative groups that meet monthly to undertake specific tasks aimed at enriching the educational environment and best practices for inclusion. These tasks range from creating story sacks and planning dramatic play scenarios to organizing outdoor learning activities or engaging in Independent Studies to deepen learning in areas of interest. Alongside these practical projects, the PLCs engage in strategic planning to address community needs.

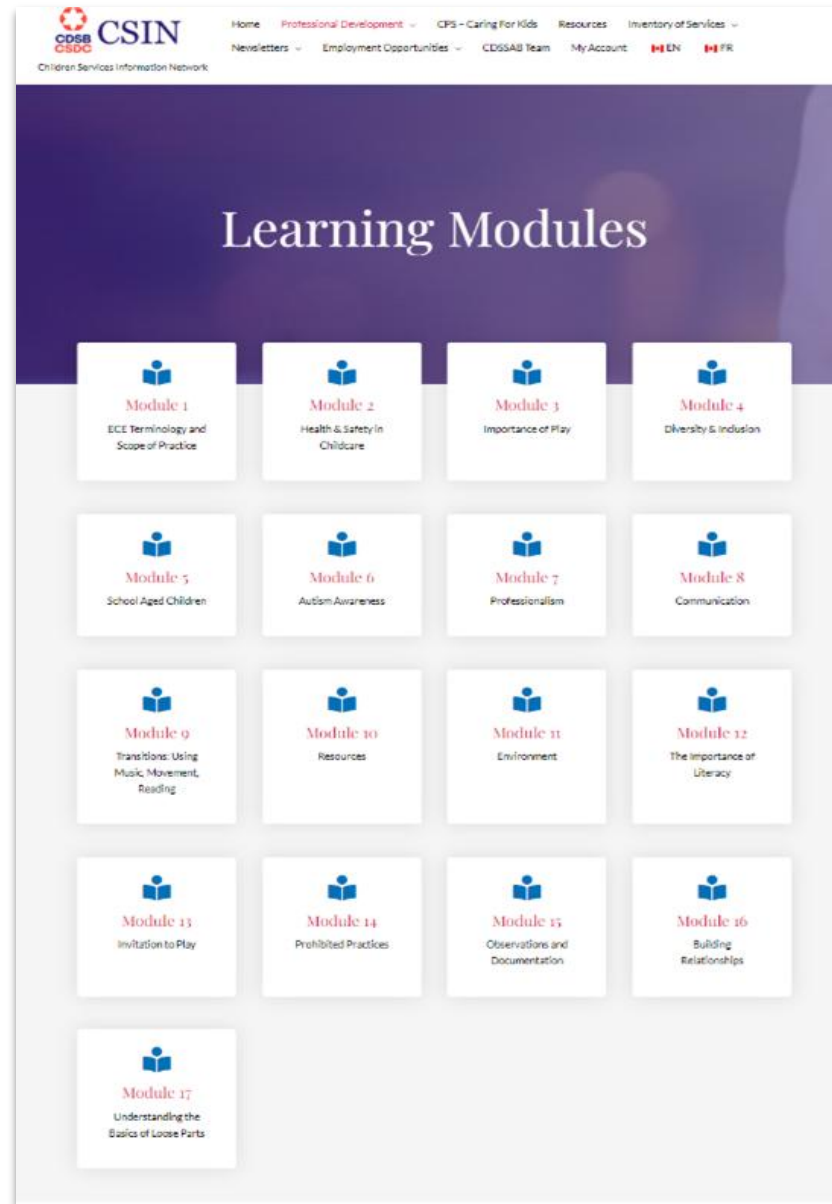




## New Initiatives

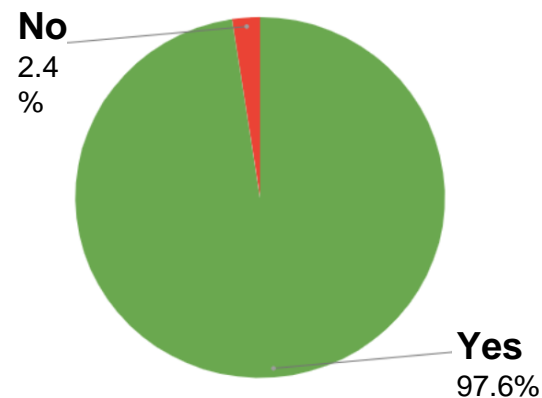
Recognising the need for effective training, the Children's Services team created a modular learning system. This allows supervisors to assign new staff specific training modules, with 17 modules available on the CSIN (Children's Services Information Network) website, which was launched in 2021 for professional development resources. The first ten modules were released in March 2024, followed by seven more in October, with plans for future expansions.

Over 1300 attempts were made to access these modules, with participation from more than 120 Registered Early Childhood Educators and over 200 non-qualified educators. The modules provided training for new hires and refreshers for existing staff. Their success led to interest from other districts across the province following presentations at various meetings.





Educators are asked about the usefulness of the material after each module quiz. In the first ten modules, 1168 responses were collected, with 97.6% saying “yes.” This suggests that the online learning modules effectively provide essential training and professional development, enhancing Educators' preparedness and improving programming quality, which helps retain Educators in the district.



“It was a review for the most part but I learned more about invitation to play. It gave me some more ideas on how to build my program.”

“I must admit when first starting the module I thought I’d get bored but no this module made me learn quite a few things and kept me interested.”

“As an RECE who graduated in 2015, this was a great refresher and taught me some things that I wasn't fully aware of in my previous employments. The slides about CDSB were informative. As a Director of a childcare, I really appreciated this learning module because our whole center is mainly staffed with non-RECE's, or RECE's who have taken the program a number of years ago, with a lot of things having changed over time.”

“The module contains a lot of information about the play, they are helpful in every possible way.”



| CDSB Children's Services  |  | PRESCHOOL       |  | Child's Name: |   |   |  |  |
|---|--|-----------------|--|---------------|---|---|--|--|
| Total of All Domains Per Child:   |  |                 |  | 0             | 0 | 0 |  |  |
| Clear Scores  |  | SKILL/MILESTONE |  |               |   |   |  |  |
|   |  | SOCIAL          |  |               |   |   |  |  |
| 1.1 Making Friends  |  |                 |  |               |   |   |  |  |
| Child will look for other children to play with   |  |                 |  | ▼             | ▼ |   |  |  |
| Child will exchange ideas, materials, and their point of view with others               |  |                 |  | ▼             | ▼ |   |  |  |
| 1.2 Conflict Resolution and Social Problem-Solving Skills                               |  |                 |  |               |   |   |  |  |
| Child is starting to express what they want and what they are thinking and feeling      |  |                 |  | ▼             | ▼ |   |  |  |
| Child can regulate his/her emotions to solve a conflict                                 |  |                 |  | ▼             | ▼ |   |  |  |
| Child is beginning to pay attention to other children                                   |  |                 |  | ▼             | ▼ |   |  |  |
| 1.3 Peer Group Entry Skills   |  |                 |  |               |   |   |  |  |
| Child will observe play before joining and offering relevant objects or ideas           |  |                 |  | ▼             | ▼ |   |  |  |
| 1.4 Helping Skills  |  |                 |  |               |   |   |  |  |
| Child can identify the emotions of others   |  |                 |  | ▼             | ▼ |   |  |  |
| Child offers help and comfort to others   |  |                 |  | ▼             | ▼ |   |  |  |
| 1.5 Interacting Positively and Respectfully   |  |                 |  |               |   |   |  |  |
| Child will play with other children who may have different abilities or characteristics |  |                 |  | ▼             | ▼ |   |  |  |
| Child is beginning to show signs of cooperation, fairness, and justice                  |  |                 |  | ▼             | ▼ |   |  |  |

The Program Quality Consultant team developed an observation tool inspired by the Ministry of Education's documents, “How Does Learning Happen?” and “Early Learning for Every Child Today.” This tool, called “Analysis for Developmental Planning and Inclusion,” aids Early Childhood Educators in making meaningful observations of children, which inform program planning. To enhance the quality of childcare programs, both the developmental needs and interests of children should be considered during planning.

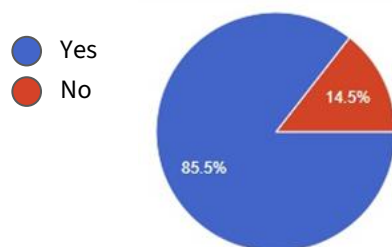
A variety of tools have been developed to support educators in reflecting on their practices to better address children's needs, particularly when they face challenges. These tools not only promote accountability but also guide educators in striving for quality outcomes.

Through a step-by-step process, childcare providers identify quality-related goals in collaboration with a consultant. Together, educators create actionable plans to achieve these goals, leveraging support from their community, supervisors, consultants, outdoor environments, and other resources.

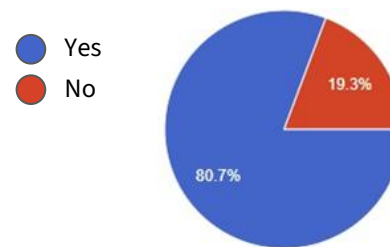


Consultants began a thorough review of Individual Service Plans (ISPs) in all district childcare facilities to assess their effectiveness in meeting each child's developmental and educational needs. The review involved observations and discussions with staff, highlighting areas needing updates to align with changing goals. With 182 children listed as special needs, the process underscored the necessity of supporting educators in providing tailored interventions. This structured review will take place every four months, concentrating on school-age children in September to promote ongoing improvement in childcare practices.

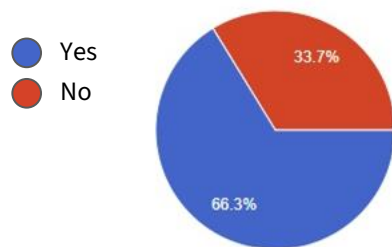
Are the goals clearly defined, measurable and specific?



Is the current ISP date aligned with the child's present situation?



Has the child's ISP been updated in the last 6 months?



Have the parents or guardians signed the ISP?

