

AECEO 60th Annual Provincial Conference



**TORONTO
FIRST
DUTY**

Implementing Early Learning in Ontario: Lessons from Toronto First Duty

Hamilton, Ontario
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TFD Research Team
Institute of Child Study,
Atkinson Centre for Society & Child Development,
Ontario Institute for Studies in Education/UoT &
George Brown College

Zeenaat Janmohamed, Janette Pelletier & Carl Corter



Implementing Early Learning in Ontario:
Lessons from Toronto First Duty



60th Annual Provincial Conference

TRANSFORMATIONAL LEADERSHIP

Preparing the Early Years Profession for Change



Transformational leadership-
Michael Fullan 2010

- Relationships first
- Beware of fat plans
- Honour the dip
- Behaviour before beliefs
- Communication during implementation
- Learn about implementation during implementation; Take risks and learn
- It's okay to be assertive
- Leader of leaders



This Afternoon's TFD Presentation

- A school-based preschool hub model for healthy development - TFD overview
- Outreach to parents and listening to parents
- Supporting healthy families & reducing stress
- Staff and community partnerships
- Conclusion: An early childhood platform for healthy development across Ontario
- Questions and answers



Integrated EC Vision for Ontario-
The whole child in whole communities

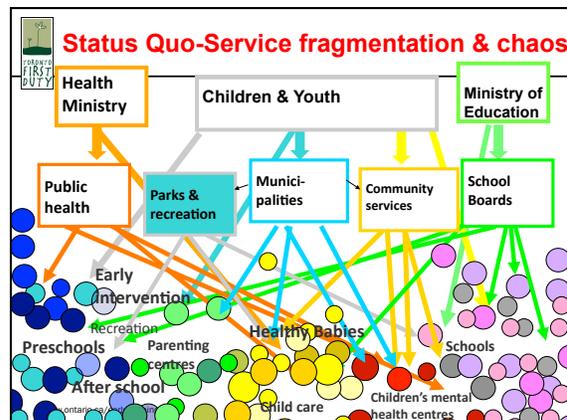
To Herald a Child in 1981 (La Pierre, The Report of the Commission of Inquiry into the Education of the Young Child)

In the 1990s

- Better Beginnings, Better Futures
- Integrated services for northern children
- Hub pilots, South East Grey/Peel
- Early Years Study 1
- HBHC

The new millennium

- Toronto First Duty
- Best Start initiatives; e.g. Peel Region
- *With Our Best Future* Vision- Pascal report



Service "Integration" variations

- **Models** of service "integration" - community networks, school/community hubs, service navigator models, etc.
- **Levels** of integration – Govt. ministries, municipalities, regional and local organizations, communities, direct programs
- **Degrees** of integration- from coordination, to collaboration, to full integration

TFD1 Core Model

- Integrated core: {kindergarten, child care & family support} + other services
- Integrated on dimensions of
 - early learning environment,
 - staff team,
 - governance,
 - seamless access & parent participation
- Neighbourhood schools as hub
- Different starting points – opportunities, partners & communities

Why Change? Why Integration?

- Continuity in children's lives & social cohesion
- Efficiency
- Gaps in service availability and quality
- Equity & outreach
- Ambitious aims for the whole child, such as school readiness and prevention, or healthy families, require ambitious approaches, not isolated efforts that don't reach critical mass
- No "universal service "platform" for EC

Community Approaches & Healthy Child Development

Trends sweeping north?

US Secretary of Health and Human Services keynote speaker at the two day Coalition of Community Schools' National Forum said school buildings should be a cornerstone of the community, housing health clinics, after school programs and family activities.

"These are tax paid institutions, we need to open them up,"

"Community schools will make it easier for families to access the service they need to succeed."

"Schools need to be the anchor of community health."

April 2010

Ontario too

Benefits will include improved family health, better neighbourhood relations and less crime.

Full service schools offer a range of services such as health, dental, and social services, and are seen as a model for the future of education.

May 2010

We say start early

SMALL FRIES
Toddlers among new crop of couch potatoes

ANDREA GORDON
FAMILY ISSUES REPORTER

Canada has created a nation of baby couch potatoes, where more than half of preschoolers are "dangerously" inactive, according to an annual report card on physical activity.

Children between the ages of 1 and 5 need at least two hours of exercise each day, whether it's exploring the playground, playing games or walking to the grocery store, says the 2010 report card from Active Healthy Kids Canada, released Tuesday.

But less than half are getting the daily movement they need for

WE'RE NUMBER 1! TORONTONIANS TAKE THE

**TFD Aims from the Partners:
ACF, City of Toronto, & TDSB**

- To transform public policies on early childhood programs
- *By* implementing & evaluating a universal early learning and care program for every child that:
 - Supports the healthy development of children, *and at the same time*
 - Supports parents in their parenting role
 - Supports parents to work or study

Research and evaluation methods

- Mixed-methods & multiple measures
- Multiple time points
- Case studies at site level-*implementation*
- Baseline/change comparisons
- Community control comparisons for children and parents
- Dose-response analysis for children using intake & tracking data on participation

TFD effectiveness “process”



TFD Program

- Staff teamwork: eye on results
- Parents: parenting, self-efficacy, & family life

Children’s development

What about the children?

- Outcomes for children are important but their experiences along the way count as well. Data included interviews with children as well as EDI teacher ratings.
- Early Development Instrument (EDI) Teacher Ratings
- Hearing directly from children; direct child measures

EDI Readiness Areas:

- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication and General Knowledge
- Physical Health and Well-being

EDI children’s outcomes and experiences



Vocabulary
Peabody Picture Vocabulary Test
Which one is different from the others?

Early reading
Test of Early Reading Ability
Place in the picture that comes with the letter “r”
car, stool, baby

Number knowledge
Example (using red and white poker chips)
Place 5 red chips in front of child. “Count these chips and tell me how many there are.”

Writing: Teacher has 5 little red crayons.

Drawing: This is me waiting to go on the computer at daycare

Puppet interview: Social & emotional understanding

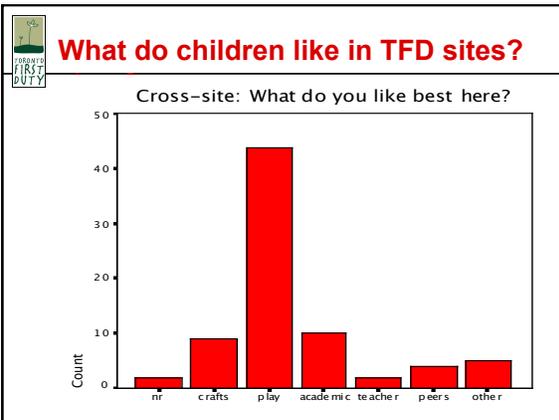
Child interview with finger puppets



- Child chooses a puppet for herself/himself and one for the researcher
- "Tell me about your day from the time you leave home until you go back home"

Other child interview questions

- What do is your favourite thing here?
- What do teachers do?
- What's important to learn here?
- What should kids do if someone starts a fight?
- What should kids do if someone wants to play something they don't like?
- What should kids do if someone is crying?

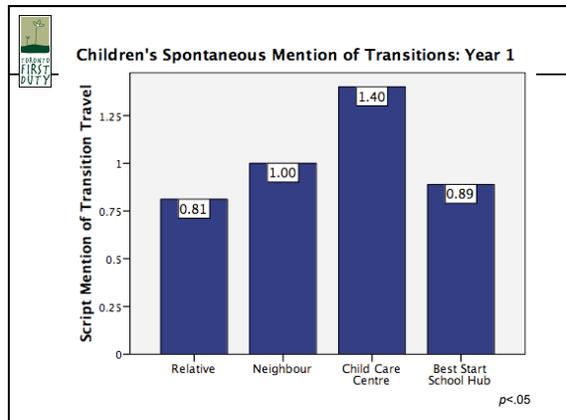


Best Start integrating site "script"

First welcome [daycare] and have snack and then play lego, read, make something for your mom. Then clean up, play outside, come in, wash hands, and do the message. And then we have large group and play something. Then after that we have small group and do something. Then we plan and then we play with our friends and after that it is clean-up time. Then we recall and tell the teacher what you did and then we have lunch. Then we play lego. Then we go to JK. After JK, the [daycare] people pick you up and after that we have snack and do anything you want. And then your mom and dad might pick you up soon and I get to stay long because Mommy picks me up late. Mommy is a teacher.

Control site (travels to child care)

I wait for Jesse and Norman to get out of Ms. [Kindergarten teacher's] class so we can get into the car...And then we drive to [babysitter's] house and then we have snack...and then we go to the basement and play...and then we come back upstairs to do some work and then we wait for our mommy to come and then we go. Jesse stays at [the babysitter's]. Then me and Norman go to a daycare.





Creating healthy and inclusive caring school communities: It's all about outreach

Sejal Patel
Centre for Research on Inner City Health,
St. Michael's Hospital

Fidelia Torres
Early Years Department,
Toronto District School Board



Overview

Strategies for supporting families and children need to include systematic outreach to parents to ensure that:

- all families have access to services
- services take into account parents' goals, as well as the developmental needs of their children (Patel, Corter, & Pelletier, 2010)



It's all about outreach

Interventions meant to reduce gaps may actually increase inequities (Ceci & Papierno, 2005)

If:

- there is differential uptake of programs favoring "haves over "have nots"
- programs are not equally effective for different groups



Service Integration as a way to reach out to all families

- Helps overcome traditional cultural and language barriers in family-service connections
- Menu of choices, flexible options
- Wider net of professionals for outreach
- Building capacity for parent and community involvement beyond EC services
- Continuity in children's lives and social cohesion for parents



TFD findings on outreach

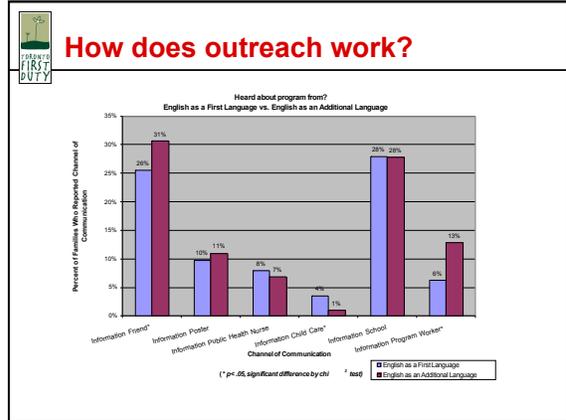
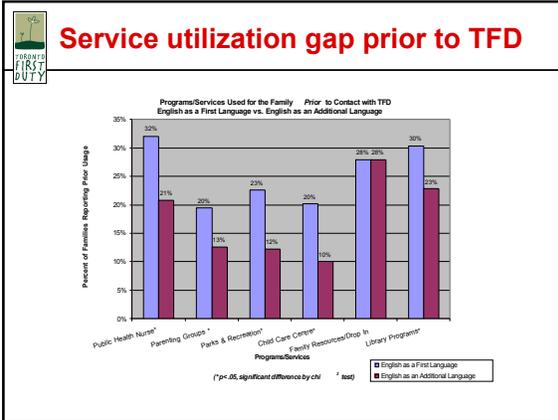
1. Intake and Tracking Data
2. Case Studies of Sites

- Intake and Tracking system developed by the City of Toronto
 - Data collection at multiple time points
 - Data on 'what parents want' → site-specific program improvement
- Intake Form/Interview
 - Demographic characteristics
 - Descriptions of goals and experiences in utilizing programs and services
 - How they heard about the program



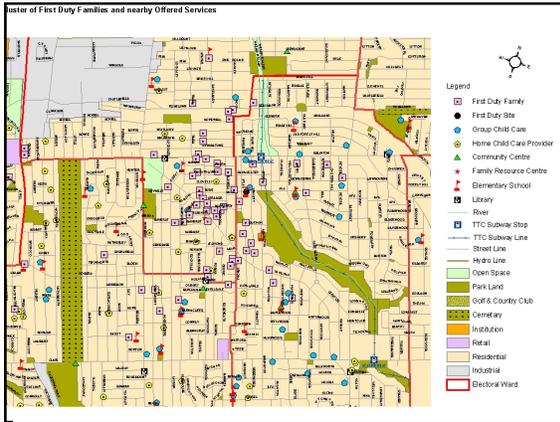
Results – Who uses the services? A universal success?

- 5 sites, 2643 children and their parents
- 42% of TFD families reported first language English (EFL)
- 57% of TFD families reported first language other than English (EAL)
- Mothers across educational strata (32% high school or less, 46% had community college/university education)
- Mothers varied in employment status (20% full time, 10% part time, 40% stay-at-home, 6% students)
- At all sites demographics of users matched the surrounding community



- ### Building an early years school hub
- Community consultation
 - Stake holders vs. key holders
 - Balancing funding/policy directions with community priorities
 - Outreach, informing and engaging

- ### Inclusive Outreach Strategies
- Use available data sources to get to know your community
 - Identify points of contact for various groups
 - A 5 minute conversation is worth a thousand flyers
 - Build partnerships/relationships
 - Challenge your own assumptions
 - Facilitated access: beyond outreach



Are programs equally effective?

- Program intensity matters
 - Increased hours of uptake or 'dose' of TFD services predicted three EDI domains
 - Physical health and well-being
 - Language and cognitive development
 - Communication and general knowledge

Implications

- TFD program 'dose' works for all kids and families independently of family demographic factors

Conclusions

- Systematic data from parents can answer the question of whether programs are reaching those for whom they are intended.
 - Equitable uptake in TFD project
- Outreach is important
 - Equitable effectiveness in TFD project
- Integrated approach reduced gaps in children's outcomes.

Conclusions

- Principles of communication and governance roles are not enough; systematic monitoring and collection of parental input from all parents are required.
- Effective outreach and making contact is the first step in 'hearing from parents'; outreach does not mean a single strategy.

Influence of Early Childhood Settings on the Daily Lives of Children and Parents

Tomoko Arimura
Saba Mir
 Institute of Child Study
 Department of Human Development & Applied Psychology
 OISE/UT

The big question-

Does integrative vision alleviate the daily stress that children & parents typically experience due to fragmented delivery of EC programs?

The Family Daily Life Study (Arimura, 2008)

- Measure: Parenting Daily Hassles Questionnaire**
 - Asked parents to rate how often and how much of a hassle (how stressful) it has been for them over past month on various challenges that may arise from interactions in EC settings
 - E.g., "I have a hard time understanding how things work at my child's school"
 - E.g. "I have a hard time approaching the teacher or people at the school to talk about what's going on with my child"

The Family Daily Life Study (Arimura, 2008)

- Measure: Parents' Social Network Interview**
 - Asked parents to list people whom they relied on for parenting support
 - Parents then described what kind of support (e.g., emotional/practical/informational/ social activities) they received and selected members who were most important to them.
- Measure: Child Interview**
 - Asked to describe their day: "Tell me about your day from the time you leave your home until you go home"

The Family Daily Life Study (Arimura, 2008)

- Finding: TFD parents reported sig. fewer hassles and lower stress**

Group	Frequency Scale (Mean Score)	Intensity Scale (Mean Score)
TFD	~12	~22
Comparison	~35	~48

Note: *p<.01.

The Family Daily Life Study (Arimura, 2008)

- Finding: Parenting Daily Hassle Items**
 - ...having a hard time picking up my child at the end of the day*
 - ...having a hard time dealing with my child's behavioural difficulties at school*
 - ...having a hard time finding information on how to deal with my child's behaviour*
 - ...having a hard time finding the opportunity to talk to other parents at my child's school*
 - ...having a hard time approaching the teacher or people at the school to talk about what's going on with my child*

The Family Daily Life Study (Arimura, 2008)

- Finding: Social Support**
 - No sig. difference in total size of parents' social networks across groups.
 - However, notable differences in who parents identified as part of their network:
 - TFD parents** included both KG teacher and ECEs: i.e., Integrated staff team!!
 - Comparison group parents** who accessed child care off-site from school included ECEs but not KG teachers

The Family Daily Life Study (Arimura, 2008)

- Finding: Children's Views**
 - Children at TFD sites described their day in seamless manner. They did not use words like KG and daycare; they referred to activities they engaged in
 - Children at comparison sites described their day at KG separately from child care and distinguished the kinds of activities they engaged in at two settings:
 - "I learn things at KG and we get to play and take naps at daycare"



The Family Daily Life Study (Arimura, 2008)

- **Conclusions:**
 - Evidence suggests that integration is associated with lower parenting stress
 - Traditional service delivery challenged parents:
 - Drop-off and pick-up arrangements
 - Lack of regular dialogue between school and child care
 - Closed door policy limiting informal visits to classroom reducing parent involvement



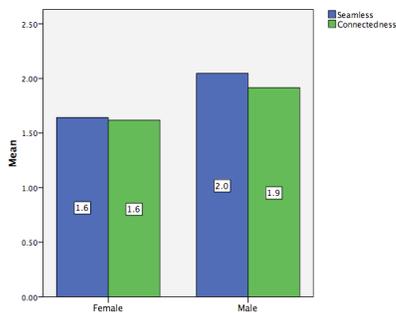
Some parent hassles results-Peel



- ♦ Items clustered into three areas
 - Seamless day
 - Connectedness to child's school and teacher
 - Parenting capacity
- ♦ Survey included types of hassles and degree to which parents were affected



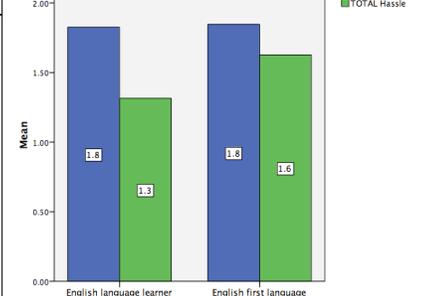
Parent gender differences in feelings about daily hassles



Significant differences in both variables. Seamless $p < .001$. Connectedness $p < .05$



English language learners and English first language: degree of hassle and degree to which parents affected by hassles



Significant difference for "total hassles", $p < .01$, but equally affected by hassles



Take Home Message

- **Aspects of integration that are important for improving family daily life:**
 - Co-location of KG & child care
 - Regular interaction b/n. KG teacher and ECEs (integrated staff team)
 - 'Family friendly' policies for parent involvement – flexible options!
- *All key ingredients for building school-family-community relationships!!*



Integrated Staff Teams TFD findings

Zeenat Janmohamed
George Brown College
Janette Pelletier
Institute of Child Study

Findings on integrated staff teams

- Benefits of Teamwork for
 - Improving program quality
 - Professional work and experiences
- Challenges
 - Professional work
 - System barriers

Staff team, integration & quality

- Findings showed that as level of integration in staff team and curriculum varied, so did level of quality (on ECERS-R, Early Childhood Environment Rating Scale-Revised)

ECERS-R Quality Dimensions

- Space and Furnishings
- Personal Care
- Language Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

Measures of integration progress

Time	BWELC	YEY	QVPEL	ACTT	CEY
T1	1.5	1.5	1.5	1.5	1.5
T2	2.5	3.5	2.5	2.5	2.5
T3	4.5	3.5	3.5	3.5	3.5
2006	3.5	3.5	3.5	3.5	3.5
2008	4.5	3.5	3.5	3.5	3.5

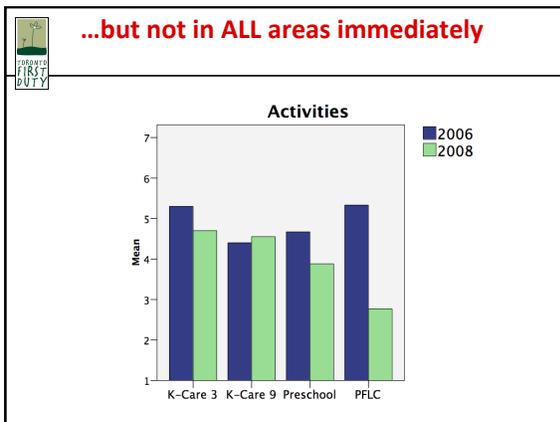
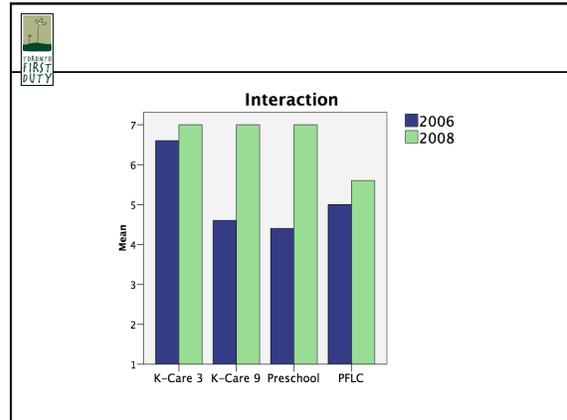
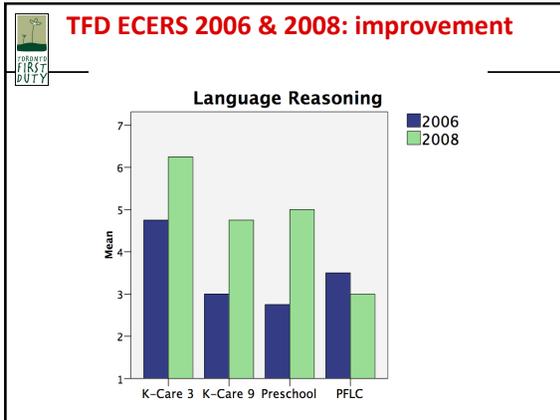
BWGELC ECERS 2005, 2006 & 2008: Program Structure and Language Activities

Category	Mean Score
Program 05	6.8
Program 06	5.2
Program 08	6.8
Language 05	6.0
Language 06	4.8
Language 08	6.2

Quality scores mirror integration at each time point

Feedback on quality led to program change...

- ❖ Program statement
- ❖ Staffing and leadership
- ❖ Time and space
- ❖ Curriculum and pedagogy
- ❖ Parent involvement
- ❖ Roles and responsibilities
- ❖ Professional development
- ❖ Communication



- Benefits of integrated staff teams- for Staff**
- Benefits of working in collaborative staff teams
 - Sharing materials & ideas
 - Networking & partnerships
 - Communication & problem-solving
 - “Growing” as a teaching professional
 - Learning about each others’ programs & approaches

Benefits for Staff

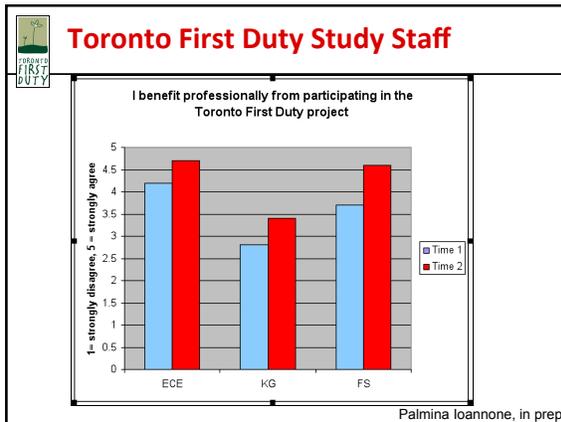
K teacher:

I know a lot of times K teachers feel isolated because their curriculum is different from the rest of the school (teachers) so its nice to work with people who are working with the same kids – you don’t feel isolated and you can talk to them about issues and get ideas on how to communicate with parents.

Benefits for Staff

ECE-

From the beginning of the child’s day in the same classroom, you can assume it is less stressful for the kids and parents – child has the security of having his staff members for the entire day – the educators have a sense of the child’s needs and have learned to merge interests and knowledge – its been an excellent learning opportunity.



- ### Challenges
- Challenges to working collaboratively
 - Time (meetings, planning for all, time to gel)
 - Space
 - Program/Curriculum (differences & changing K)
 - Governance (auspice, legislation, paper work, unions, staffing, engagement of principal/other leaders)
 - Staff team (decision making, respect for other, pay inequities, committing to model, finding common goals, team building, issues of turf and working together)

Challenges

ECE teacher-

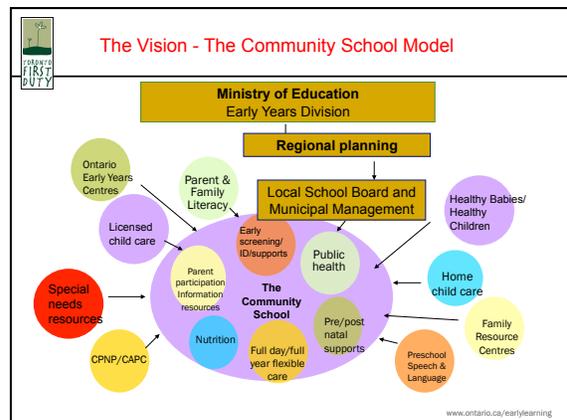
We have two different entities operating the child care and K program. I just find that ECEs have a lot more accountability – yes, we do playground checks, because of Ministry visits – it just feels like often the burden for accountability is often on our backs. The teachers obviously have accountability for the report cards – but I'm not sure if the teachers have accountability in terms of the room or delivery of the program

Challenges

K teacher-

In the new full day program, there is going to have to be a way that there is some understanding of who you answer to especially when there are so many different unions and rules – like who do you go to when there is a conflict.

- ### TFD staff team “process”
- TFD Implementation
- Top down support and pressure
 - Bottom up buy-in
 - Time to meet
 - Building respect
 - Technical supports & research
 - Professional development
 - Leadership at all levels
- Staff teamwork and focus on results





The TFD Research Team

Carl Corter	Tomoko Arimura
Janette Pelletier	Sejal Patel
Zeenat Janmohamed	Saba Mir
Jane Bertrand	Palmina Ioannone
Donald McKay	
Theresa Griffin	and others

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Atkinson Charitable Foundation
City of Toronto Children's Services
Toronto District School Board



Thanks!



Nathaniel, TFD