

|  |
| --- |
| **BUSINESS SUMMARY** |
| Organization Name (Head Office): |  |
| Submission Prepared By: |  |
| Date: | 2022 |

Hamilton Early Years Quality Program

Together, we are “making Hamilton the best place to raise a child, the best place to be a child” and cultivating high quality early years programs and services where children, families, and educators are viewed as capable and competent.

System Priority Template

**Hamilton Early Years Quality Program System Priority Template Process**

Engage your team in reflecting on the past year’s accomplishments and the impact of professional learning and quality enhancements for the program, children, families, and themselves.

Engage your team in visioning goals for the year ahead. Include educators from all service types, including child care, school age programs, licensed home child care, and EarlyON programs. Children, families, the ASCY Professional Learning Consultant, and the Community Living Hamilton Resource Teacher for your program can all offer perspective to inform planning.

In 2022, there is a focus on Licensed Home Child Care. We are asking for engagement from Home Visitors and Home Providers/Caregivers.

Complete the System Priority Template and submit to ccss@hamilton.ca by **April 14, 2022.**

The Hamilton Early Years Quality Program Resources are available to assist in the completion of the template and help with determining goals and/or self-evaluating your progress.

Once templates are reviewed, program visits will be scheduled. The visit provides an opportunity for the City of Hamilton and ASCY to tour the program(s) and have informal discussions with educators. For 2022, quality visits will be scheduled virtually.

Throughout the year, as you work towards your goals with program leaders, educators, children, and families, document the progress through photographs, testimonies, or learning stories. This will enhance engagement of families, children, and educators as well as being a means to share successes with the City of Hamilton and the community.

The Hamilton Early Years Quality Program and System Priority Template are intended to be living documents and as such changes may evolve. Please notify the City of Hamilton at ccss@hamilton.ca of any significant changes such as a change in the role of supervisor, or other factors which impact priorities.

For additional information on the process you can access the [Hamilton Early Years Quality Program (HEYQP) Guide](https://www.hamilton.ca/sites/default/files/media/browser/2017-02-17/hamilton-early-years-quality-program-guide.pdf) or contact your ASCY Professional Learning Consultant (PLC).

**Part 1:** **Documentation of the program’s quality journey**

|  |
| --- |
| 1. **In consultation with your team, reflect on 2021 in terms of your programs ability to sustain How does Learning Happen?, it’s foundations and approaches. Include documentation or learning stories that speak to relationships with families, with children and among educators. Multi-service organizations please include documentation for each program type (ie. child care, EarlyON, LHCC).**
 |
| **Documentation required:** Include documentation or learning stories that speak to relationships with families, with children and among educators. Multi-service organizations please include documentation for each program type (ie. child care, EarlyON, LHCC). |
| 1. **Reflect on Key Initiatives for 2021: 1) Tools for Life/Self Regulation & 2) Family Engagement**

**Please complete the following and reflect on implementation within your programs.**  |
| 1. Regarding Tools for Life/Self Regulation, what strategies have been adopted in daily practices?
* What professional learning has been helpful and how can we further support you in the year ahead?
1. Have new approaches/strategies been implemented for Family Engagement?
* What professional learning has been helpful and how can we further support you in the year ahead?
 |

|  |
| --- |
| **C) Engage educators from all service types, including child care, school age programs, licensed home child care, and EarlyON programs to discuss and review the vision that informs quality goal(s) for their program. Reflect on progress toward that vision through the children’s lens, considering play, inquiry, curiosity, and/or well-being.** |
| This section is updated each year to reflect our community’s continuous quality journey, supported by continuous professional learning. For some organizations, the journey includes the addition of programs such as EarlyON, Licensed Home Child Care or school-located school age programs. In 2022, as a community, professional learning will continue to focus on deeper engagement of pedagogical documentation, family engagement, Tools for Life, self-regulation, Equity, Diversity & Inclusion (EDI), and responding to emerging interest in using technology, outdoor and nature-based learning. We will respond to an ongoing interest in professional learning for educators to explore properties of materials. * What will support you in progressing toward your vision in 2022? (examples: professional learning, new materials).

 |

**Part 2: Planning System Priority Goals**

**Quality Assured:** Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Mac and Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Is This a New or****Continued Goal?** | **Element of HEYQP**  | **Quality Goals** Identify 1-3 Goals | **Rationale for Goal**1. Use the drop down menu to find the connection to How Does Learning Happen? and/or your Program Statement?
2. Relevance to your program: Why did you choose this goal?
 | **How Will You Accomplish This?** List key activities, timelines, and status. |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |

If you have more than three Quality goals, simply use the tab key in the last cell and it will create a new row.

**Accessibility:**  Planning System Priority Goals for the year ahead. Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Mac and Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Is This a New or****Continued Goal?** | **Element of HEYQP**  | **Accessibility Goals** Identify 1-3 Goals | **Rationale for Goal**1. Use the drop down menu to find the connection to How Does Learning Happen? and/or your Program Statement?
2. Relevance to your program: Why did you choose this goal?
 | **How Will You Accomplish This?** List key activities, timelines, and status. |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
| B. Relevance to your program |

If you have more than three Accessibility goals, simply use the tab key in the last cell and it will create a new row.

**Integration:** Planning System Priority Goals for the year ahead. Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Mac and Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Is This a New or****Continued Goal?** | **Element of HEYQP**  | **Integration Goals** Identify 1-3 Goals | **Rationale for Goal**1. Use the drop down menu to find the connection to How Does Learning Happen? and/or your Program Statement?
2. Relevance to your program: Why did you choose this goal?
 | **How Will You Accomplish This?** List key activities, timelines, and status. |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
| B. Relevance to your program |

If you have more than three Integration goals, simply use the tab key in the last cell and it will create a new row.

**Sustainability:** Planning System Priority Goals for the year ahead. Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Mac and Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Is This a New or****Continued Goal?** | **Element of HEYQP**  | **Sustainability Goals** Identify 1-3 Goals | **Rationale for Goal**1. Use the drop down menu to find the connection to How Does Learning Happen? and/or your Program Statement?
2. Relevance to your program: Why did you choose this goal?
 | **How Will You Accomplish This?** List key activities, timelines, and status. |
| Choose an item. | Choose an item. |  | Choose HDLH Foundation |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
| B. Relevance to your program |

If you have more than three Sustainability goals, simply use the tab key in the last cell and it will create a new row.

**Part 3: Organizations with multiple sites and those providing more than one type of Early Years program.**

In this section you will report on engagement of site leaders in the planning process, strategies to support goals in all locations, and strategies to evaluate implementation and progress across the organization.

|  |  |  |  |
| --- | --- | --- | --- |
| Priority/Goal | How did you engage site supervisors/leaders in planning for this goal? | What strategies will you implement to support progress at all locations?  | How will you evaluate implementation and progress at all locations?  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If you have more than three goals, simply use the tab key in the last cell and it will create a new row.

**Appendix 1: Selection of items from drop-down menus that may not be visible to Mac and Apple product users.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Is This a New or****Continued Goal?** | **Element of HEYQP**  |  | **Rationale for Goal**1. Use the drop down menu to find the connection to How Does Learning Happen? and/or your Program Statement?
2. Other: Why did you choose this goal?
 |  |
| NewContinued | IdeasGovernanceInfrastructurePlanning and PolicyFinancingHuman ResourcesEnvironments & Contexts for RelationshipsData, Research, and Evaluation |  | View of the child as capable, competent, and curiousRelationshipsBelongingWell-beingEngagement Expression |  |