

Hamilton Early Years Quality Program Resources & Tools

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Hamilton Early Years Quality Program: Glossary of Terms	
Alignment	Policies, planning, goal setting, and dialogue reflect intent and commitment in principle, to full engagement in the community process.
Coherence	A lived experience, the Co-Constructing Quality Framework’s vision and goals are felt and experienced by children, families, and the System Partners.
Diversity Audits	Intentional consideration of the composition of the workforce, aimed at fostering a diverse workplace, free of bias and oppression.
Educators	Registered Early Childhood Educators (RECEs) and others who are employed to work directly with groups of children.
Environments as Contexts for Relationships	The environment is the context in which learning takes place and is the setting for positive, responsive relationships for children and their families. It encompasses the physical space both indoors and outdoors, the furnishings and materials, organization of time (schedules), as well as the social-emotional climate and “ways of being” (Ministry of Education, 2014).
Integrated System	System partners work collaboratively to reduce fragmentation and increase seamlessness for families.
Pedagogy	Pedagogy is the understanding of how learning takes place and the philosophy and practice that support that understanding of learning (Ministry of Education, Ontario, 2007). “How Does Learning Happen?” is Ontario’s Pedagogy for the Early Years. Ontario Regulation 137/15 of the Child Care and Early Years Act includes requirements related to “How Does Learning Happen?” Ontario’s Pedagogy for the Early Years.
Professionals	All employees of the Early Learning and Child Care system of services and its System Partners.
System Manager	At the municipal level, Consolidated Municipal Service Managers (CMSM) and District Social Services Administration Boards (DSSAB) act as system managers to plan and deliver community-based early years programs and services governed and funded by the Ministry of Education (Ministry of Education, 2013).
System Partners	Organizations that have service agreements with the municipality to provide early learning and child care services.
System Priorities	Through community collaboration, priorities are identified to guide strategic planning and in some cases manage the distribution of funding. Priorities are referenced in the multi-year Early Years Services Plan.
Workforce Planning	Workforce Planning involves recruitment and retention, succession planning, elevating the profession in terms of credentials, understanding new research, trends, and interests for planning continuous professional learning, and consideration of diversity among the workforce.

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Quality Elements	Considerations for Goals	Resources
<p>Ideas:</p> <p>A community-wide goal.</p>	<p>Deeper understanding of pedagogy through a study of “How Does Learning Happen?”</p> <p>Support the Supervisor’s regular attendance at the Supervisors’ Professional Learning Community.</p> <p>Build staff awareness of the services integrated across the early years system.</p>	<p>How Does Learning Happen?</p> <p>Use a few of the documents “Questions for reflection as discussion topic at staff meetings”.</p> <p>Supervisors’ Professional Learning Community</p> <hr/> <p>Suggested Topics for Professional Learning ASCY PL</p> <hr/> <p>Supervisors’ Professional Learning Community</p> <ul style="list-style-type: none"> • How Does Learning Happen Study Group? • ASCY PL
<p>Governance:</p> <p>Role and responsibility for leading the organization.</p>	<p>Directors and educators understand the current context for Early Childhood Education, the role of the Ministry of Education, and the role of the City of Hamilton.</p> <p>Directors and educators uphold the Hamilton Parent Charter of Rights and the Hamilton’s Charter of Rights of Children and Youth</p> <p>Boards of Directors understand their role in Governance</p>	<p>Early Years Community Plan</p> <p>Hamilton’s Charter of Rights of Children and Youth</p> <p>Hamilton Parent Charter</p> <p>Policy, Planning and Governance Resources</p> <hr/> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • Raising the Bar Guide to Best Practice • Board development • Parent and Family Engagement • ASCY PL
<p>Infrastructure:</p> <p>Location and supports</p>	<p>Examples: Improve signage, visibility, accessibility, natural outdoor play space, strategic plan for major renovations and maintenance.</p>	<ul style="list-style-type: none"> • ASCY resources for environments • ASCY PL • MEDU Guidelines <hr/> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • Leadership & Supervision • Book Study – Balanced & Barefoot (Hanscom); Rethinking the Classroom Landscape; Designs for Living and Learning (Duncan, Martin, Kreth) • ASCY PL

Child Care Services Management

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<p>Planning and Policy Development</p>	<p>Revise policies to align with HDLH? and your program statement. Review and consider policies and forms from an anti-bias perspective. Revise Parent Handbook Revise Employee Handbook</p>	<p>Policy, Planning and Governance Resources</p> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • Leadership & Supervision • Raising the Bar Guide to Best Practice • ASCY PL
<p>Human Resources</p>	<p>Professional Learning opportunities Wages, with living wage as a minimum Leadership development, pedagogical leadership Current foundational knowledge</p>	<p>College of ECE, Continuous Professional Learning</p> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • Coaching with Powerful Interactions • Mentors Pedagogical Leadership Community of Practice • Infant Mental Health • Emergent Curriculum • Supervisors Professional Learning Community • ASCY PL
<p>Environments as Contexts for Relationships</p>	<p>Encompasses your full Program Statement, selection of materials, provocations, experiences, relationships, and interactions.</p> <p>Consider relationships among families, between children, between educators and children, and between Supervisors and others. Consider Parent and Family Engagement through multiple perspectives; Social connection among families, fostering relationships with educators, engaging in children’s learning.</p>	<p>ASCY Professional Resource Library offers many resources to consider</p> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • How Does Learning Happen? Study Group • Parent and Family Engagement • Learning Language and Loving It • Teacher Take • Book Study (e.g. Rethinking the Classroom Landscape, by Duncan, Martin, Kreth) • Pedagogical Documentation • ASCY PL
<p>Data, Research, & Evaluation</p>	<p>Engage in an organization-wide study. Monitor and reflect upon changes & trends within the organization and program environments.</p> <p>Engage in studies within the community. Engage with “Educators in Action Research”.</p>	<p>The Offord Centre for Child Studies</p> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • Pedagogical Documentation • ASCY PL

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Accessibility Criteria	Considerations for Accessibility Goals	Resources
All programs with service agreements must offer care to subsidized families.	Ensuring all new families are respectfully informed of the on-line application process for Child Care Subsidy, fee reduction strategies and other financial supports.	Financial Supports for Child Care Costs
Provide parents with child care choices	Use the Hamilton Child Care Registry to ensure all families have access to available spaces in the community. A goal might be to schedule time each month for updating your wait list registry file.	Hamilton Child Care Registry
Participate in community initiatives	Increase awareness of the resources that exist to support families in accessing community services.	Hamilton Early Years and Child Care Services Hamilton’s Charter of Rights of Children and Youth; Hamilton Parent Charter
Provide inclusive early learning and care environments	<p>Develop partnerships with resource agencies to ensure all children with special needs and unique challenges experience a sense of belonging.</p> <p>Support educators’ awareness of and access to support that is available in our community for children with special needs, including blindness and low vision, hearing impairment, communication disorders, autism, occupational therapy, physical therapy, and mental health.</p> <p>Professional Learning to deepen knowledge of child development, well-being, and self-regulation</p>	<p>Pathway to Connect Community Living Hamilton – Supporting children with special needs Early Words, Infant Hearing and Blind Low Vision</p> <p>Plan for compliance with Accessibility for Ontarians</p> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • ASCY Professional Learning Opportunities • Nutrition & Menu Planning Resources • Children of LGBTQ parentage, transgendered children, transgendered employees. “Building Bridges, Queer Families in Early Childhood Education (OIESE, 2009) • New immigrant families : Link to Welcoming Newcomers
Flexible hours of operation; minimize barriers to child care services for parents	As possible, consider strategies to accommodate families with variable needs for care.	<ul style="list-style-type: none"> • Enrolment and Budget Planning Tools - Workbook

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Integration Criteria	Considerations for Integration Goals	Resources
Partner with and link to other service providers across the early years system	<p>Explore opportunities for strategic alignment with similar early years services in our neighbourhood.</p> <p>Supervisors attend community information sessions and the Supervisors PLC.</p> <p>Increase knowledge of Early Years programs and services in our neighbourhood</p>	<p>Supervisors' Professional Learning Community</p> <p>Hamilton Child Care Registry</p> <p>Pathway to Connect</p>
Engage parents/children	<p>Supervisors and designates working hours ensure that person-to-person connections are a priority and a Supervisor /designate is present and visible to greet families, children, and educators as they arrive.</p> <p>Host opportunities for families to come together to build relationships with the educators and one another.</p> <p>When teams are program planning, provoke thinking about family engagement by asking “Is this a project families might be interested in?” and “How might we involve them?”</p> <p>Teams will plan and implement strategies to support engagement. e.g. design a simple neighbourhood map showing your location, HSR stops, parks, schools, libraries, etc. within a defined radius</p>	Suggested Topics for Professional Learning
		<ul style="list-style-type: none"> ● ASCY PL ● Parent & Family Engagement <ul style="list-style-type: none"> - Social connection among families - Fostering relationships with educators - Engaging in children’s learning
Seamlessly transition children (i.e. from home to child care; child care to school)	<p>Supervisors will be more familiar with community services in order to support families in connecting to the services they need.</p> <p>Educators will participate in transition to school meetings for children with special needs.</p>	<p>Pathway to Connect for the Early Years and Financial Support for Child Care</p>
Embrace and adopt the City of Hamilton of Hamilton Early Years Community Plan	<p>Engage in and help promote Early Years initiatives in the community. e.g. Read to your Baby, Telling Tales, Snuggle Up and Read, Check It Out Clinics, Physical Literacy Day</p>	<p>Parenting Programs and Services</p>

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Sustainability Criteria	Consider elements that will support you in meeting the criteria for Sustainability	Resources
Business Plans	<p>Monitor enrolment fluctuations so you can be somewhat prepared in your next annual budget.</p> <p>Schedule time each month to update your information on the Hamilton Child Care Registry.</p> <p>Infrastructure costs have implications for viability. Annual budgets should include a plan for pro-active regular maintenance.</p> <p>A long term lease agreement is a factor in sustainability.</p>	<p>Hamilton Child Care Registry</p> <p>Enrolment and Budget Planning Tools - Workbook</p>
Organizational governance	<p>Succession planning is a factor in sustainability. Consider developing a forecast for the organization to update annually.</p>	<p>Policy, Planning and Governance resources</p> <p>Suggested Topics for Professional Learning</p> <ul style="list-style-type: none"> • Raising the Bar Guide to Best Practice • Board development • Parent and Family Engagement • ASCY PL
Financial Management	<p>Build and maintain a contingency fund for business continuity through unforeseen challenges.</p> <p>Develop purchasing guidelines and protocols for oversight. (E.g. persons responsible for purchasing, usual order dates, spending caps).</p>	<p>Policy, Planning and Governance resources</p>
To be responsive to changes in the child care market	<p>Consider your marketability as an employer. Institute a health benefits plan and co-contribution retirement savings plans, and provisions to support work/life balance.</p> <p>A realistic and timely adaptation to system-wide changes will best support business resiliency.</p>	<p>In Hamilton, we aim for the living wage standard (currently \$15.40 per hour) before wage enhancements for RECEs <i>as a minimum</i>.</p> <p>Enrolment and Budget Planning Tools - Workbook</p>

Consider various information sources when self-assessing and determining goals.

- [How Does Learning Happen?](#)
- CCEYA Licensing Summary
- Number & nature of serious occurrences in the past year
- Number & nature of accidents and incidents recorded
- Indoor and outdoor classroom health and safety reports
- Workplace health and safety reports
- Public Health visit reports

Pedagogical Documentation & Observations

- Child engagement, well-being, and overall happiness
- Pedagogical documentation
- Reflective practice
- Belonging, well-being, engagement, and expression
- Staff engagement

Perspectives of others:

- Goals, concerns, and needs for support that educators have brought forward.
- Parent perspectives, feedback, and concerns
- Inclusion Resource Consultant's perspective
- Perspective [ASCY Professional Learning Consultants](#) and the City of Hamilton
- Board of Director's perspective

Text Resources for Planning and Reflecting on Environments

- Rethinking the Classroom Landscape
- Designs for living and Learning (Carter, Curtis)
- ECERS 3, ITERS, SACERS, FDCRS (Harms, Clifford Cryer)
- Caregiver Interaction Scale (Arnott)
- SpecialLink Early Childhood Inclusion Quality Scale
- Checklist for Quality Inclusive Classrooms (ECRTNO)
- Inspiring Spaces for Young Children and ROSIE: Rating Observation Scale for Inspiring Spaces
- High Five Quest
- CLASS (Classroom Learning Assessment Scoring System)
- [Nutrition & Menu Planning Resources](#)

Resources are available in the ASCY Professional Resource Library
[ASCY Professional Learning Opportunities](#)

Community:

- [Hamilton's Charter of Rights of Children and Youth](#)
- [Hamilton Parent Charter](#)
- [Early Years Community Plan](#)

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Work Plan Example:

Goal Area of focus and objective	Task	Action by	Resources Required	Timeline	Status
<p>Quality Assurance - Ideas: Educators are knowledgeable about well-being, specifically self-regulation, and have strategies to promote self-regulation in practice.</p> <p>Children are more engaged and recover more easily when upset or distressed.</p> <p>Educators are less challenged by children’s behaviour.</p>	Investigate options for study of self-regulation with ASCY Mentor.	Brenda	Cost for PL	January 30, 2017	Complete
	Visit ASCY library & website to see what books are available for a book club.	Sue	Nil (mileage)	Before February 12 staff meeting	
	Poll the staff to see which day of the week they prefer to meet & ask staff for their thoughts regarding negotiating comp time off (e.g. one person each Friday).	Sue	Replacement staff for comp time	Before Feb 12 staff meeting	
	Schedule release staff.	Brenda			
	Bring forward a plan to evaluate outcomes.	Brenda & Mentor		By February 15, 2017	
	Plan a series of 4 sessions.	Brenda, Sue		February 28, 2017	
	Evaluate.	Brenda / all		February 28, 2017	
				March1 – May 31, 2017	
				Feb-June, 2017	

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Work Plan Template:

Goal Area of focus and objective	Task	Action by	Resources Required	Timeline	Status

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Pedagogical Documentation Framework

HEYQP 2019

This framework was developed to provide guidance for those who are new to the process of pedagogical documentation. Other formats are acceptable for your HEYQP submission.

Step 1:

Select a software program you are familiar with to complete the pedagogical documentation of your quality story. (e.g: PowerPoint, PicCollage, Word, Publisher).

Step2:

Choose a photograph (or two) that will help you tell your quality story for 2019.

Step 3:

Together with educators, reflect on the photographs. What is the story being portrayed? When did it take place (i.e. timeline)? Who was involved? What resources materials were used? Consider which of the 8 elements of quality came into focus. (1- 2 paragraphs)

Step 4:

Reflect on how the process went. (1-2 short paragraphs).

Step 5:

Consider and describe the impact in terms of the experience of the child or children, the educators, and families. (1-2 short paragraphs.)

Step 6:

Re-visit the documentation with your team, asking “What do we wonder?” How might we extend the child’s experience? What do we see as next steps on our quality journey?

How might you build on it or scaffold the learning to create new quality goals while applying the process and lessons from your current successes?

Please note; if you are having trouble getting started consider attending one of the HEYQP Support Sessions in February. Please contact your ASCY Professional Learning Consultant for additional support.