



QUALITY PROJECT KEY INFORMANT COMMUNITY SUMMARY

Debbie Jones, Children's Services, Region of Waterloo
Lois Saunders, ASCY for City of Hamilton

February 2016

Acknowledgement

Engaging in dialogue with surrounding communities was an important element of the collaborative investigation of quality assurance by the Region of Waterloo and City of Hamilton. In selecting communities to connect with, we chose those who shared boundaries with either of our communities, as well as those who we had been in contact with prior to our project regarding the evolution of quality assurance initiatives. In each case, the discussions were invigorating and key informants were very open in sharing their thoughts and their work to date. Many expressed their appreciation to our communities for undertaking this investigation and there was high interest in having access to a compiled summary. Several expressed interest in a forum of the participating communities and others for discussion of questions and issues that were raised and to share updates on quality initiatives across Ontario.

Each community assembled focus group of participants who they felt could contribute to the dialogue. We are most appreciative to have all who took the time to meet with us. Your perspectives added depth and rich context to this quality investigation.

Community Key Informants Summary – Background

This often opened further discussion about how “quality” is defined. In Simcoe, Bruce, London and Sudbury communities, educators are being engaged around the questions “What does high quality look like? and feel like?” The Key Informant questions used for the community interviews will be made available (upon request) to other communities interested in sharing their perspective.

We asked whether quality assurance was tied to service agreements, and through further discussion learned about roles undertaken directly by municipal staff, and in some cases, the role of community agencies, particularly as related to professional learning and mentoring.

In another dialogue strand, we gathered perspectives on measurement tools, frameworks and approaches being adopted to ensure that when more standardized tools are applied, the process is meaningful to the programs.

In our own communities, we recognize and have come to appreciate the value of differentiated processes as the scale of operations and level of support needed is variable. The discussion provoked by this question around differentiation deepened insight in terms of being able to serve families. For example, in largely rural and expansive communities a delicate balance is necessary to ensure that programs are sustained through their quality improvement process so families have continuous

service. Whereas punitive closure of programs would leave families without any ELCC in their vicinity.

Looking ahead to implementation planning, we were curious as to whether quality assurance activities or outcomes were promoted to families, and if so, the strategies to do so. In most cases, the information posted for service providers could be viewed publicly and general information regarding choosing child care was linked to OneList /One HSN. Several indicated the hope that the Ministry of Education would lead in marketing to families at some point, similarly to the promotion of Full Day Kindergarten.

Finally we asked about evaluation and where relevant, data collection. There was quite a bit of variability in this discussion strand, with some in the midst of evaluating past, current or new pilot strategies with a view to informing next steps, others surveying to assess and respond to needs and trends in continuous professional learning, and many like ourselves who contemplate effective ways to assess the somewhat abstract and complex quality construct, and to then measure impact of initiatives.

Without exception, each discussion added perspective and possibilities to the literature review we undertook in the first phase of this research.

Summary of Potential Strategies (Docs # 2065295) See **Appendix 2** (pg. 43)

Key Informant Communities - Contact Person

Name	Email	Page Number
Brant Community	Debbie Eberth deberth@eycbrant.ca	6
Bruce Community	Brenda Wilton bwilton@brucecounty.on.ca	8
Halton Community	Anna Nguyen-Sgro anna.nguyen-sgro@halton.ca Melanie Cunha melaniec@thrc.ca	11
London and Middlesex Community	Sheri Spriggs SSpriggs@childreach.on.ca	14
Niagara Community	Kathryn Ballantyne kathryn.ballantyne@niagararegion.ca	17
Peel Community	Sara Ammar sara@cdrpc.com Cindy McCullough cindy.mccullough@peelregion.ca	19
Peterborough Community	Alex Cranfield acranfield@fivecounties.on.ca	21
Simcoe Community	Tonya Millsap tonya.millsap@simcoe.ca	23
Sudbury Community	Laura Urso-Whalen Laura.Urso-Whalen@greatersudbury.ca	25
Toronto Community	Anne Hepditch ahepdit@toronto.ca	28
Thunder Bay Community	Marnie Tarzia Marnie.Tarzia@tbdssab.ca	31
Wellington-Guelph Community	Paola Hohenadel (QCCI) phohenadel@guelphchc.ca Dawn Dietrich (CMSM) dawnd@wellington.ca	33
City of Hamilton	Lois Saunders lisaunders@ascy.ca	36
Region of Waterloo	Debbie Jones djones@regionofwaterloo.ca	39

Overview of Key Informant Communities (alphabetically)

The following pages contain summaries of each of the key informant community interviews completed in December 2015 and January 2016. Additionally, responses to the interview questions are included for the City of Hamilton and the Region of Waterloo. You will note that the word “Community” versus County/Municipality/Region was used in each heading as the interviews were often far reaching across each community.

As an outcome of our literature review, we brought forward a triad construct for quality see Figure 1. To build from our base understanding of the current research; we have organized the information contributed by each community informants as follows:

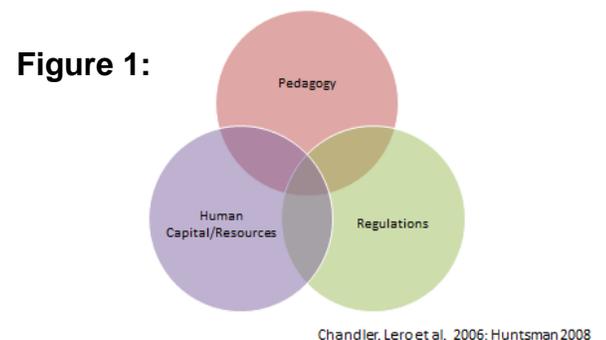
1. Summary
2. Pedagogy
3. Human Capital/Resources
4. Regulations

**Please refer to this legend as needed.
We use many acronyms in our field
and they may change by community**

Legend

CMSM	Consolidated Municipal Service Manage
COP	Communities of Practice
CPL	Continuous Professional Development
ELCC	Early Learning and Child Care
FRP	Family Resource Program
LHCC	Licensed Home Child Care
MEDU	Ministry of Education
OEYC	Ontario Early Years Program
PL	Professional Development
PRC	Professional Resource Centre
PLC	Professional Learning Consultant
RC	Resource Consultant
RECE	Registered Early Childhood Educator
RTB	Raising the Bar
SNRA	Special Needs Resourcing Agency
(H)	Hamilton
(W)	Waterloo

Insights from Research:
Expanding Quality as a Construct



Brant Community Summary

Quality Initiative Status
Former RTB community since 2003, evolved to a new quality strategy 2015
Priorities and Principles
<ul style="list-style-type: none"> · Inclusion · Build a network of practice · Quality assurance · Continuous Professional Learning
Core Elements
<ul style="list-style-type: none"> · <i>Fostering Brant's Growth in Early Learning (FBG)</i> Quality Assurance portfolio and community dialogue process for the second year. · Continuous Professional Learning · Annual contract review meeting with child care systems manager.
Expectations of the Municipality, County or District (Service Agreements)
<ul style="list-style-type: none"> · FGB is encouraged not mandatory. <p>Terms:</p> <ul style="list-style-type: none"> · Expectation of engagement at a community table; · Program must be inclusive and access supports from SNRA.
Additional context
<ol style="list-style-type: none"> 1. The Annual review meeting with system manager includes a review of quality assurance plans, and setting benchmarks for those who are new or have little involvement with the system. Note: FBG is a Copyrighted program. Brant would be open to engaging in partnership with others who are interested in the program. 2. Community Living Brant / Brant OEYC and the PRC facilitate FBG and coordinate PL. <i>Fostering Growth in Brant</i> embeds HDLH?

Informing Research Themes using Key Informant Data

Brant Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
<ul style="list-style-type: none"> · Embedded in Fostering Brant's Growth in Early Learning (FBG) · CPL opportunities offered by OEYC Brant PRC 	
Communities of Practice	Role of CMSM/DSABB Pedagogy
<ul style="list-style-type: none"> · "FBG" – Peer dialogue forums parallels Community of Practise 	<ul style="list-style-type: none"> · Funds FBG · Engages new programs · Sets benchmarks for engagement

Of Note: Pedagogy has been embedded in "Fostering Brant's Growth in Early Learning"

Brant Community Human Resources /Capacity

Individual	<ul style="list-style-type: none"> · Continuous Professional Learning · Consultation to educators & supervisors · Release time during the day · Funding for conference attendees (RTC's) · "Triple P" training re: challenging behaviour · Network groups
Organizational	<ul style="list-style-type: none"> · Continuous Professional Learning · Consultation to organizations
Community	<ul style="list-style-type: none"> · "Triple P" training can be offered by the trained RECEs to parents · OEYC educators take a holistic approach to their support of early Years in the Community, supporting both educators and families.
Additional Context	<ul style="list-style-type: none"> · OEYC Brant PRC Serves Six nations and new Credit

Brant Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB in QA
<ul style="list-style-type: none"> · FBG is encouraged. · Expectations: Engagement at a community table; · Inclusion and access supports from SNRA. 	<p>The Children's Services Manager meets individually with each program annually to review funding agreements and discuss their quality assurance plans. Through this process benchmarks can be set and discussed.</p>	<ul style="list-style-type: none"> · <i>Funding</i> · <i>Planning</i> · <i>Service Agreements</i> · <i>Child Care Subsidy</i> · <i>One directly operated program</i> <p><i>Note: the Human Resources for FBG are at the OEYC/PRC Brant, and FBG is largely a shared portfolio for those educators.</i></p>

Bruce Community Summary

Quality Initiative Status

- Evolving, studying as a community, piloting new approaches
- Preparing to fill a new position for Early Learning Coordinator

Priorities and Principles

- Continuous Professional Learning
- Alignment with OEYPF, CCEYA, HDLH, CECE Code & Standards
- Uphold a view of children and others as capable, competent
- Solution-focused
- “Families and children are our clients”
- One size does not fit all operators

Core Elements

- Quality Assurance Child Care Committee (Bruce Grey) is in process of survey and development of an action plan
- Operator Manual to support operators in their full engagement
- Mentoring / Pedagogical Leadership activities are being piloted

Expectations of the Municipality, County or District (Service Agreements)

- Those entering in a service agreement with Bruce County are expected to engage in the Quality Child Care Initiative in a meaningful way
- Programs must develop and submit professional development plans as per the service contract and in order to access capacity building dollars

Additional context

- It is a rural County with specific challenges:
 - Travel distance is a factor for educators to attend CPL
 - Families often only have one program choice they can access
 - Recruitment and retention of RECE
 - The County directly operates OEYCs, SNRA and LHCC

Informing Research Themes using Key Informant Data

Bruce Community Pedagogy

<p>Study of How Does Learning Happen?</p> <ul style="list-style-type: none"> · Early Years Institutes (Ontario’s Harvest Resources) · PL series offered in partnership with Georgian College. · <i>“We uphold a view of child and others as capable and competent.”</i> 	<p>Pedagogical Leadership</p> <ul style="list-style-type: none"> · A contracted mentor/consultant linked her report to HDLH? · Mentoring/coaching pilot projects · County educators take a holistic approach to their work and mentor and co-construct with the educators working in programs and home child care through visiting.
<p>Communities of Practice</p> <ul style="list-style-type: none"> · A challenge given distance, however through the series co-delivered with Georgian College, and through mentor pilots, they have been able to bring people together. 	<p>Role of CMSM/DSABB Pedagogy</p> <ul style="list-style-type: none"> · Leads strategic planning and coordination of CPL. · Funds pilot projects with implementation of mentorship. · Reflect on County’s own protocols and processes to align with HDLH? e.g. <i>“Assessment is not consistent with our approach”.</i>

Of Note:

- County educators view themselves as *“guests”* in the programs.
- Early insights from a survey of all RECEs and Supervisors indicates high interest in the pedagogy and in on-going mentorship.

Bruce Community Human Resources/Capacity

<p>Individual</p>	<ul style="list-style-type: none"> · Upholding a view of others as competent · Professional Learning · Mentoring pilots
<p>Organizational</p>	<ul style="list-style-type: none"> · Mentoring and consultation
<p>Community</p>	<ul style="list-style-type: none"> · The Quality Assurance Child Care Committee (Bruce/Grey) (QACC) survey will provide insight to the community’s planning of CPL
<p>Additional Context</p>	<ul style="list-style-type: none"> · Partnership with Georgian College supports local capacity for PL

Bruce Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<ul style="list-style-type: none"> · Those entering in a service agreement with Bruce County are expected to engage in the Quality Child Care Initiative in a meaningful way. · Programs must develop and submit professional development plans as a condition of the service contract and in order to access capacity building dollars. 	<p>The County’s geography has implications for recruitment and retention of RECEs as well as for access to Professional Learning. As well, to impose punitive consequences on programs would be a disservice to children and families, as in many of the towns and townships; there is only one child care program. Therefore the County responds to each home care provider, program and family, and child with special rights as individuals within their context.</p>	<ul style="list-style-type: none"> · Funding · Planning · Coordination of CPL <p>*New full time Early Learning Coordinator the County directly operates OEYCs, LHCC and SNRA. Child Care Services staff in OEYC, LHCC and SNRA as well as those working in Child Care Subsidy are somewhat “generalists” (with multiple roles) who undertake their work in a holistic way, mentoring programs and facilitating supports to best serve the expansive County.</p>

Halton Community Summary

Quality Initiative Status

<p>Quality Initiative Status</p> <ul style="list-style-type: none"> · New: Quality MAP (Meaning-making, Alignment, Plan) Assessment Program is in pilot by the Region. · Ongoing: Quality First (QF) is fully developed, led by The Halton Resource Connection (THRC), in partnership with Halton Region
<p>Priorities and Principles</p> <ul style="list-style-type: none"> · Strength-based, participatory process. · Alignment with HDLH? and CECE Code & Standards. (QF also includes elements of HDLH in the PL offered through the model and has incorporated components of HDLH in the Goal setting and Action Plan sheets. CECE Code and Standards are also part of some of the PL and Self Studies used with the programs.)
<p>Core Elements</p> <p>Quality MAP: Involves meaning-making through a centre-based portfolio (artifacts and reflections), alignment through a site visit (observation, portfolio review) and a centre plan. Guidance through the Quality MAP program and assessment of program are conducted by Quality Specialist.</p> <ul style="list-style-type: none"> · An observation lens, formatted similarly to HDLH “Goals for Children, Expectations for Programs”, is in pilot. · Quality First, a three Level structured developmental process, supported through coaching and consultation by a Quality First Consultant.
<p>Expectations of the Municipality, County or District (Service Agreements)</p> <ul style="list-style-type: none"> · The memorandum of understanding between programs and inclusion services stipulates engagement in Quality First. Effective January 2016 those in service agreements with Halton Region must be QF participants “in good standing”. E.g. Requirements of the model are complete and submitted on time, this could include but not limited to attending PL, submission of action plans and goal setting and ensure that gaps and omissions are addressed within 90 days. (once a program has been placed not in good standing) · Quality Meaning- making Alignment Plan (Quality MAP)
<p>Additional context</p> <ul style="list-style-type: none"> · Quality MAP intent is that programs identify a goal and document their journey. Supported by the Quality MAP Consultant as mentor. Process was developed to align with HDLH? and to complement, but not duplicate Quality First. · The intent of a draft “Quality MAP Assessment Scale” is to generate a qualitative score guided by the question <i>How “well-placed” is a program to foster a sense of belonging, well-being, engagement and expression for children; families; educators and colleagues; the broader community?</i> · Quality First embeds Environment Rating Scales (ECERS, SACERS and ITERS), Caregiver Interaction Scale (CIS) and Special Link, administered by the QF Consultant. Participants in good standing are expected to attain a score of 5 when using the ERS Tools by the end of Level 3 and 80% on CIS annually starting in Level 1.

Informing Research Themes using Key Informant Data

Halton Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
<ul style="list-style-type: none"> · Program Support Services Team consultants (Halton Region) provide mentoring/coaching support for HDLH and transfer to practice in programs. · THRC has reviewed QF through the lens of HDLH? and it's foundations and made some content revisions (in order to incorporate some of the common language from the document and bring an awareness to participants in the model) · 2016 Winter recharge is focussed on HDLH? 	<ul style="list-style-type: none"> · Plans are underway for Pedagogical Leadership and Early Years Leadership Institutes (Ontario Harvest Resources). · There is a "How Does Learning Happen?" Leaders' Inquiry Group.
Communities of Practice	Role of CMSM/DSABB Pedagogy
<ul style="list-style-type: none"> · Community Conversations groups · How Does Learning Happen? Inquiry Groups 	<ul style="list-style-type: none"> · Funding · Quality Specialist and Program Support Services Team (PSST) Consultants are employed by the Region. · There is also a fee to participate in the QF model

Of Note:

- The Quality MAP Scale is guided by the question "How *well-placed* is a program to a foster a sense of *belonging, well-being, engagement and expression* for children; families; educators and colleagues; the broader community?"
- The scale decided upon is "very *well-placed*", "*well placed*" or "*not well-placed*". Not "*well-placed*" indicates there are *opposing practices* to reconsider and address.

Halton Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · All educators within a Quality First program complete all levels and requirements of the model in the process with the support of a consultant. This varies depending on what level the programs are in. · Quality MAP pilot sites are guided and assessed by the Quality Specialist.
Organizational	<ul style="list-style-type: none"> · Quality First is a developmental process. · A goal is autonomy in terms of supporting quality and inclusion.(by the end of Level 3 in which participants have “built” a tool kit to support them in independently completing observations by a 3rd party done yearly by the QFC)

Halton Community Human Resources/Capacity

Community	<ul style="list-style-type: none"> · The Community is planning an Early Learning Institute and Pedagogical Leadership Institute (Coughlin/Baird)
Additional Context	<ul style="list-style-type: none"> · None

Halton Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<p>Effective January 2016 program with Halton Region service agreements must be Quality First participants “in good standing”. E.g. Requirements of the model are complete and submitted on time, gaps and omissions need to be addressed within 90 days. (once the program has been placed “not in good standing”</p> <p>Quality MAP is currently in pilot, but the intent is to attach it to service agreements in the future.</p>	<p>Quality First: There is differentiation within the model however to remain “in good standing” programs (and their educators) must ensure they follow the policy (model) expectations effective January 2016 to remain in good standing to avoid jeopardizing their agreement.</p> <p>Quality MAP is a guided, yet self-directed study based on HDLH? that allows for some differentiation in the quality process.</p>	<ul style="list-style-type: none"> · Funding · Planning · The one Quality Specialist is a Halton Region employee. · The human resources for Quality First are employed by Milton Community Resource Centre (THRC is under the umbrella of MCRC) and supported by Rebecca Barrows-Vrankulj (MCRC) and Gillian Burns (Halton Region) and include one QF Coordinator and 9 consultants (Ratio: 1staff per 25-30 programs). <ul style="list-style-type: none"> - 2.5 FTE PSST Consultants employed by Halton Region

London and Middlesex Community Summary

Quality Initiative Status

Was a RTB Community since 2003. The Quality Child Care Coordinating Committee (QCCCC) has a multi-year strategic plan developed and will move to an implementation phase in 2016.

Priorities and Principles

- Continuous Professional Learning
- Evidence informed
- Multi-faceted
- Responsive
- Accountable
- Inclusive
- Collaborative
- Reflective

Core Elements

Three Core Components of QCCCC Strategic plan are:

- Professional Learning for practitioners that promote professional and personal growth.
- Quality standards and indicators based on pedagogical practice while developing a corresponding assessment framework.
- Innovative collaboration through connecting with others in networks and environments that stimulate creativity and innovation.

Expectations of the Municipality, County or District (Service Agreements)

- The CMSM has established certain conditions that child care operators must meet in order to enter into a Funding Agreement with the CMSM. These conditions include: inclusive practices, a requirement to accept Fee Subsidy clients, participation in a professional network, and a statement of participation in a quality initiative as defined by the CMSM.

Additional context

Raising the Bar (RTB) has been followed by many in the community for years. The *current focus is evolving the culture* through professional learning, reflection and questioning (dialogue) with a view to “growing” quality.

CMSM is invested in quality but not through quantitative assessment tools. CMSM partners with the community on quality initiatives.

Informing Research Themes using Key Informant Data

London and Middlesex Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
The three Core Elements (identified above) from their QCCCC Strategic Plan (2016-2018 reflect on-going study of the Ontario pedagogy.	The QCCCC strategic plan identifies “engaging practitioners, leaders and families in dialogue to deepen understanding of the values that drive our practice”. A strategic direction notes specifically building capacity of and leadership qualities in educators/practitioners.
Communities of Practice	Role of CMSM/DSABB Pedagogy
Some networks exist, and will grow and evolve through further implementation. “We will create opportunities and a platform for sharing information and connecting with other practitioners” – QCCCC Strategic Plan (2016-2018).	See above. Funding agreements include a statement regarding participation in the Quality Initiative and networks. The CMSM recognises that RECEs in the system as having the expertise in pedagogy. The CMSM’s sees its role as a facilitator and as an engaged partner in the on-going community learning.

Of Note: The community was just at the point of transition to the implementation planning phase. The launch took place in January 2016.

London and Middlesex Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · Core component – The QCCCC seeks to create learning experiences for practitioners that promote personal and professional growth.
Organizational	<ul style="list-style-type: none"> · QCCCC Strategic Plan aims to ensure broader access to professional learning for all practitioners regardless of where they live and work. · QCCCC strategic plan carefully considers diversity of the system and long-term sustainability.
Community	<ul style="list-style-type: none"> · QCCCC Strategic Plan includes human resources as a strategic direction. The CMSM recognizes that a sustainable continuous professional learning initiative needs more than a volunteer structure – it requires a more permanent structure that is able to play the role of a backbone in order to establish continuity over the life of the initiative.
Additional Context	<ul style="list-style-type: none"> · The QCCCC is currently transitioning to planning for implementation. · The CMSM believes that quality is more effectively improved when educators and operators have access to continuous professional learning and self-reflective opportunities than through the application of compliance “rules and tools”. The CMSM is encouraging the community to take the lead in developing what and how this continuous professional learning initiative takes shape in the CMSM. The CMSM sees its role not to apply quantitative assessment tools but to fund and support the development of community based solutions.

London and Middlesex Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<p>CMSM Funding Agreements include the expectation that operators participate in the Quality Initiative and networks.</p>	<p>The strategic plan calls for a process based on Pedagogical Leadership, continuous professional learning and community dialogue, and by design, will be non-evaluative and will allow for differentiation.</p>	<ul style="list-style-type: none"> · Funding · Planning · Advising (represented on the QCCCC) <p>London's quality initiative is currently transitioning to implementation planning. At this phase the proposed human resources include three Childreach positions: Project Manager, Professional Learning Coordinator, and Quality Innovation Coordinator.</p>

Niagara Community Survey

Quality Initiative Status

Key stakeholders formed a task force to review Quality Child Care Niagara (QCCN) (long standing quality initiative) and identify what elements to remove or evolve.

Priorities and Principles

- Accountability
- Engagement
- Inclusivity
- Intentionality
- Responsive
- Reflective
- Respectful
- Inviting Environments
- Commitment

Core Elements

- QCCN involves supporting educators through institutes, in learning about a variety of tools such as DISC Preschool Screen (DPS), environment rating scales (e.g. ECERS, etc.), Caregiver Interaction Scale (CIS) & Speech and Language Developmental Checklist, Behaviour C.A.R.E. Checklist, Brigance Readiness Binder and QCCN Developmental Reference Charts. (These tools have been created in partnership with our stakeholders).
- CPL for educators about QCCN tools and strategies
 - Mentorship
 - Annual visits by Consultants with follow-up where indicated.

Expectations of the Municipality, County or District (Service Agreements)

All programs receiving funding must take part in QCCN and report monthly on the number of times they apply tools, make referrals etc.

Additional context

In the Region and through the lead agency Early Childhood Community Development Centre (ECCDC), there has been an evolution from workshop formats to two-day reflective practice institutes. This has been well-received and they are building Communities of Practice.

Niagara Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
QCCN Institutes incorporate alignment with How Does Learning Happen?	Early Childhood Community Development Centre (ECCDC) Professional Resource Centre (PRC) is the lead agency for QCCN and leads CPL and mentorship in the community. Seven Early Years Institutes have been hosted in the region over the past few years, and as an outcome of this community study, Pedagogical Leadership is developing.
Communities of Practice	Role of CMSM/DSABB Pedagogy
ECCDC has evolved their approach to CPL and have built Communities of Practice.	The Children's Services Manager sits on the QCCN Advisory. CMSM funds ECCDC for implementation of QCCN.

Of Note: The introduction of HDLH? in 2014 provoked a shift in thinking, and prompted the evolution of QCCN and the community approach to CPL.

Niagara Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · A shift to CPL through full-day institutes. · An interest in elevating wages for educators.
Organizational	<ul style="list-style-type: none"> · QCCN provides consultation to programs.
Community	<ul style="list-style-type: none"> · ECCDC has the human resources for QCCN.
Additional Context	<ul style="list-style-type: none"> · Release time is built in the per diem as the Region pays full market values.

Niagara Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
All programs receiving funding must take part in QCCN.	There is no differentiation in the Region's funding agreement policy. In their consultation with programs, QCCN mentors negotiate to develop strategies and solutions for programs within their own context.	Two Niagara Region consultants make annual visits to programs. All human resources for QCCN are with ECCDC.

Peel Community Survey

Quality Initiative Status

Raising the Bar (RTB) community since 2007. RTB-Peel is funded by the Region of Peel and managed by Child Development Resource Connection Peel (CDRCP). RTB was re-developed after a strategic planning process. Revised profiles for early years programs including child care, home child care and OEYC have been implemented in the community.

Priorities and Principles

Alignment with *How Does Learning Happen?*

Community collaboration

Building Relationships through:

- Reflective Practitioners
- Mentorship
- Lifelong learning
- Leadership
- Collaborative Inquiry

Core Elements

- RTB-Peel: Programs self-identify their phase in RTB, either “Engagement” for beginning participants and includes mentorship and engagement; or “Participation” for longer term participants and includes engaging programs in current and relevant practice.
- The annual cycle involves self-administration of validated tools, mentoring, consultation and reflective dialogue among peer groups.

Expectations of the Municipality, County or District (Service Agreements)

- The Region of Peel Early Years System Division’s requirements state that all programs receiving Region of Peel funding must demonstrate a commitment to continuous quality enhancement practices which could include participating in a quality initiative such as RTB.

Additional context

- Differentiated approaches are possible for those who opt out of RTB. The Region’s Early Years Specialists meet with organizations to support continuous quality enhancement practices.

Peel Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
<ul style="list-style-type: none"> The community's study of HDLH? provoked the evolution of RTB and the quality strategy. 	<ul style="list-style-type: none"> Leadership and core pillars of RTB-Peel. CDRCP has mentors to consult with and guide programs.
Communities of Practice	Role of CMSM/DSABB Pedagogy
<ul style="list-style-type: none"> CDRCP's three RTB mentors coordinate CPL and co-facilitate Communities of Practices. 	<ul style="list-style-type: none"> The Region's 12 Early Years Specialists co-facilitate CPL and Communities of Practice

Of Note: In the past, programs were assessed using the Toronto Operating Criteria. Since their study of HDLH? the Early Years Specialist's roles were re-constructed to support capacity building through ongoing visits to the programs. The programs are still using a validated environmental assessment tool of their choice.

Peel Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> Reflective practice within RTB-Peel. Lifelong learning is a core element of this approach.
Organizational	<ul style="list-style-type: none"> The RTB-Peel process involves self-administration of a valid environmental assessment tool, reflective planning and a reconciliation process.
Community	<ul style="list-style-type: none"> RTB-Peel has evolved to a community dialogue process.
Additional Context	None

Peel Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
All programs receiving funding from the Region of Peel must be engaged in continuous quality enhancement practices.	Differentiated approaches are possible for those who opt out of RTB. The Region's Early Years Specialists meet with organizations to discuss continuous quality enhancement practices and provide support.	<ul style="list-style-type: none"> Peel Region employs 12 early Years Specialists who visit programs (500). RTB Peel is funded by the Region of Peel and managed by CDRCP. CDRCP has a Manager of Quality Initiatives, and at this time, 3 RTB mentors for the 181 RTB participants.

Peterborough Community Survey

Quality Initiative Status

RTB community for many years and in 2015, the City adopted a strategic plan developed by the *Investing In Quality Committee (IIQ)* through a community engagement process.

Priorities and Principles

- Community Engagement
- Professional Learning, particularly HDLH?

Quality Child Care Initiative (IIQ) strategic priorities include:

- Continuous Professional Learning focused on HDLH?
- Mentorship
- Meaningful measurement for quality improvement
- Organizational alignment of *Investing In Quality (IIQ)*

Core Elements

CPL and RTB are the core elements. The IIQ staff visit every program annually and observe 20% of classrooms through the lens of an observation tool, adapted from Environment Rating Scales e.g. ECERS series, and Devereux Early Childhood Assessment (DECA), tools historically referenced by programs. The intent is to support a planning dialogue. The goal of this process is to *foster dispositions* for reflective practice.

Expectations of the Municipality, County or District (Service Agreements)

Engagement in the local quality initiative is encouraged rather than enforced by policy. There is an incentive for engagement. To be seen as “engaged”, programs must be taking part in CPL in the community and in Peer Dialogue, (a component of RTB).

Additional context

- Compass Early Learning Child Care Centre (CELC) (formerly Kawartha Child Care Services) provides the administrative support is the lead agency for IIQ.
- RTB has been evolved so as to integrate reflective practice and for the Peer Review activities to be in the form of dialogue. Within the current strategic priorities of IIQ, the RTB processes will be further reviewed and elements will further change, evolve or be discontinued to more fully align with HDLH? and other strategic priorities.

Informing Research Themes using Key Informant Data

Peterborough Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
The community's study of HDLH? provoked the evolution of RTB and <i>Investing In Quality's</i> strategic planning process.	Pedagogical Leadership is a focus for Compass Early Learning Child Care, and is an interest shared by some other organizations in the area.
Communities of Practice	Role of CMSM/DSABB Pedagogy
Communities of Practice are developing through the RTB Peer Dialogue process, and as an approach to CPL in the community.	The CMSM fully funds the work of the <i>Investing in Quality</i> initiative and related Professional Learning through CELC.

Of Note: The community and Compass Early Learning are hosts of several Early Learning Institutes each year

Peterborough Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · Continuous Professional Learning · The goal of the RTB site visit and mentorship process is to foster disposition for reflective practice.
Organizational	<ul style="list-style-type: none"> · The CMSM works toward building business partner relationships with organizations. In response to their expressed needs, capacity dollars were directed to training that would build administrative capacity.
Community	<ul style="list-style-type: none"> · RTB Peer dialogue processes. · An <i>Investing in Quality</i> strategic priority is to "Champion Professional Learning That Influences Practice"
Additional Context	<ul style="list-style-type: none"> · None

Peterborough Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<ul style="list-style-type: none"> · Encouraged rather than enforced in policy. · There is a policy that no organization can open a new site within two (2) kilometers of other programs. 	<p>The RTB dialogue and reflective practice processes are a platform for sharing diverse and differentiated approaches.</p>	<ul style="list-style-type: none"> · The CMSM is considering how to respond to programs where there are “red flags”, (e.g. concerns around inclusion or engagement), particularly when provisions are not cited on the license. · In terms of the CMSM role in system planning, there is a moratorium on new service agreements. · IIQ staff include the RTB Coordinator/Mentor and Professional Learning Coordinator/Mentor. The selection of IIQ staff is managed by a subcommittee of the IIQ committee.

Simcoe County Community Summary

Quality Initiative Status

Historically RTB community, along with Operating Criteria. In 2015, Quality Assurance Supervisor was appointed to facilitate a community engagement process through which a new strategy will be launched.

Priorities and Principles

- Alignment with HDLH/ provoked the 2015 initiative.
- Quality Assurance*
- Results-based accountability (i.e. aim for program-level and community-wide population based measures).
- Collaboration
- Child Care Service Plan

Core Elements

- Historically there was an annual quality assurance visit to licensed child care centres through which the operating criteria was applied.
- Going forward, a new observation lens and tools will be used. As well, the County child care team is shifting from an evaluative stance to a collaborative, participatory, educative stance.

Expectations of the Municipality, County or District (Service Agreements)

- Service agreements stipulate annual quality assurance visits
 - Note: There is a one year wait time before a new program can enter into a service agreement with the County.

Additional context

- Quality Assurance is viewed as a broad system encompassing the Ministry of Education (MEDU), the Consolidated Municipal Service Manager (CMSM), and all programs and agencies in the sector.
- Simcoe County's Operating Criteria is informed by the original Toronto Operating Criteria as well as by other local initiatives and expectations. Its former administration was with intent for "Quality Control". The current shift aims for a Quality Assurance process.

Informing Research Themes using Key Informant Data

Simcoe County Community Pedagogy

<p>Study of How Does Learning Happen?</p> <p>These questions guide the current community conversation: <i>What does quality look like and feel like? What resources currently guide you in your practice? How are currently using ELECT/ HDLH? Why is it important to explore? Teach? Learn? What is the connection between leadership and quality?</i></p>	<p>Pedagogical Leadership</p> <p>Community conversation question: <i>What is the connection between leadership and quality?</i></p>
<p>Communities of Practice</p> <p>The Supervisor network has morphed into a professional learning community with study of pedagogy each month. Also, Child Care Representatives who support Quality Assurance will initiate communities of practice to support various learning needs as a support strategy. Finally, capacity building initiatives are framed, as much as possible, in a community of practice approach.</p>	<p>Role of CMSM/DSABB Pedagogy</p> <p>The County child care team is shifting from an evaluative stance to a collaborative, participatory, educative stance. Capacity building dollars have been directed to professional learning events identified by the Early Years Professional Learning Committee and Child Care Service Plan</p>

Of Note: Produced English and francophone versions of the ELECT – Continuum of Development for their programs and additional resources.

Simcoe County Community Human Resources/Capacity

<p>Individual</p>	<ul style="list-style-type: none"> · Being explored - System level orientation for all new educators. (i.e. Orientation to the roles of CMSM, MEDU and information about supports, resource agencies etc.
<p>Organizational</p>	<ul style="list-style-type: none"> · Being explored - System level orientation for all programs. (i.e. Orientation to the roles of CMSM, MEDU and information about supports, resource agencies etc.
<p>Community</p>	<ul style="list-style-type: none"> · Community engagement
<p>Additional Context</p>	<p>None</p>

Simcoe County Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<p>Agreements stipulate quality criteria maintained – assessed though annual visit.</p>	<p>The new plan being explored is for a differentiated process, and a tiered approach to annual visits. The observation lens to be introduced will have both a short form and long form. The long form would be used for new programs or if there have been significant changes or challenges.</p>	<p>Under the Child Care Systems Manager there are 4 Supervisory roles, one of which has a portfolio of quality assurance and capacity building, and a team of 11 Child Care Representatives, 8 of whom are RECE. With the shift to QA, 2 of the County’s 8 RECEs on the team will focus on facilitating quality enhancement through a consultative/collaborative approach.</p>

Sudbury Community Survey

Quality Initiative Status

The City has adopted a consultative model and annual process.

Priorities and Principles

- Capacity-building\Inclusion
- Leadership development
- Continuous & emergent learning
- Transfer to practice

Core Elements

- Menu of consultation services.
- Allocation of consultation hours per program.
- Identification of one staff per agency to be the "Quality Designate" (contact for Quality Coordinator (QC), responsible for coordinating consultation referrals/requests)
- Cycle of semi-annual meetings of the City Program Coordinator, Inclusion Consultant and the Leadership Team (agency leaders) for the agency to develop/update goals.
- Another cycle of semi-annually meetings with the organization's Strategic Leadership team. (e.g. Executive Director, Board Chair/Directors, CFO) to focus on business case planning.
- Quarterly half-day Early Years Leaders' forums for Quality Designates
- Quarterly Community Early Learning Leaders Committee
- Transfer to practice consultations to programs follow community professional learning.

Expectations of the Municipality, County or District (Service Agreements)

- Tied to purchase of service, wage and capacity building funding agreements. A new agreement, currently in draft, stipulates programs must actively engage with the Quality Coordinator and identify a Quality Designate. Expectations include: engagement with the Community Early Learning Leaders sessions, the Executive Directors meetings, and PL for the Quality Designates.

Additional context

- Historically, greater Sudbury had developed a quality checklist tool. It has not been retired but is now used a guide and resource for learning.
 - Note: In the next cycle, the allocation of service hours will be scaled based on the program size and in some cases, capacity.

Informing Research Themes using Key Informant Data

Sudbury Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
The process aligns with approaches within HDLH?	The QA expectations and semi-annual meeting and quarterly forums foster leadership. There is a shift in this process from the Consultant as external expert to facilitating and foster the development of internal capacity for quality mentoring.
Communities of Practice	Role of CMSM/DSABB Pedagogy
Quarterly early learning forums for Quality Designates are creating a community of practice. The style of these forums encourages sharing and participation, small group work and is based on emerging topics during site visits. The group is becoming quite familiar with each other as relationship develop and more and more often act as critical friends and mentors to each other.	The City's Quality Coordinators roles include coordination and planning of professional learning.

Of Note: The overall goal is to build capacity of agencies to mentor quality. Under consideration is evaluating the kinds of relationships that are being developed (e.g. relationships with families, relationships with children, collegial relationships).

Sudbury Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · Leadership opportunities · Consultation · Transfer to practice mentorship
Organizational	<ul style="list-style-type: none"> · Strategic Team Consultation · Leadership Team Consultation includes the inclusion/ RTC for the site. · On-going quality consultation with goal planning and progress notes.
Community	<ul style="list-style-type: none"> · Early Years Learning Leaders Forums · Building capacity for quality mentoring and leadership in Early Childhood Education.
Additional Context	None

Sudbury Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<p>Agreements will stipulate programs must actively engage with the Quality Coordinator and identify a Quality Designate. Expectations include: engagement with the Community Early Learning Leaders sessions, the Executive Directors meetings, and professional learning for the Quality Designates.</p>	<p>The process is one in which the goals themselves will have differentiation, as well; there will be differentiation in the level of contact with a program based on their context, capacity or issues.</p>	<p>Two Quality Coordinators for 90 programs (Including School Age). The roles are 40% consultation, 30% PL coordination, 15% on communications and community relations, 15%, other (administration, absences, staff professional learning etc.)</p>

Toronto Community Summary

Quality Initiative Status

- Toronto's Assessment for Quality Improvement (AQI) scale and process respond to directives of City Council for valid, reliable posted measures to better ensure the public interest and for accountability.

Priorities and Principles

The Toronto AQI embeds the following priorities:

- Inclusion
- Program Quality
- Continuous Professional Learning
- This tool has been evaluated and deemed valid and reliable.

Core Elements

- Annually, a Quality Assessor completes the assessment and meets at the end of the day with the Supervisor to develop an action plan.
- Mentor Consultants visit to co-construct a plan for PL and coaching activities.
- There is a door decal
- Program scores are posted on-line.
- There are versions for preschool, infant-toddler, school-age, LHCC and SNRA as well as a document that assesses administration and finance.

Expectations of the Municipality, County or District (Service Agreements)

- Currently the process is applied in all programs that are in purchase of service agreements with the City. The 2015 Child Care plan indicates it will be a requirement for all programs; however the unit does not have the staff resources to implement this step as yet.
- There are stipulations in the policy regarding engaging with the mentor/consultant, alignment with HDLH?, developing an action plan stating goals, and goals for CPL.

Additional context

Note:

- There are approximately 8000 hits to the child care portal annually. Family Support Programs are following the "Working Together" best practices document.
- The Every Child Belongs (ECB) model provides consultation and support to every licensed child care program in Toronto through a designated Special Needs Resource staff. Consultation is available to support the inclusion of children with extra support needs in child care, by working with staff and families. The goal of the ECB model is that every child will be able to access a child care program in their community that offers inclusive, developmentally appropriate early childhood experiences.

Informing Research Themes using Key Informant Data

Toronto Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
The policy stipulates alignment with HDLH? and development of action plans and goals for continuous professional learning.	Development of a Quality Framework Supporting pedagogy through various professional learning opportunities.
Communities of Practice	Role of CMSM/DSABB Pedagogy
The Quality & Capacity Building unit offers various professional learning opportunities; one of these is the establishment of Communities of Practice by age specific. The District Consultants have Supervisor Network Meetings where there is the opportunity for reflective conversations and other support mechanisms.	Development of a Quality Framework Supporting pedagogy through various professional learning opportunities.

Of Note: As part of Children's Services Toronto Child and Family Advisory Network one of the sub-groups is Advancing Quality, at this table are post secondary institutions, representatives from all sectors and the focus of this group was to identify professional learning gaps and more recently ensuring the whole early learning sector is provided professional learning related to pedagogy and HDLH. In addition, all professional learning offered by the Quality & Capacity Building unit has a focus of pedagogy.

Toronto Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> Coaching/mentoring and continuous professional learning activities
Organizational	<ul style="list-style-type: none"> Action plan and goal-setting for quality improvement Goals for continuous professional learning
Community	<ul style="list-style-type: none"> Ability to gather data Business Intelligence software allows data to be layered and mapped for analysis in different ways (e.g. by neighbourhood).
Additional Context	<ul style="list-style-type: none"> The service review was conducted by the City of Toronto on several Divisions, the corporation hired KPMG to conduct the service review.

Toronto Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<p>Programs in purchase of service agreements with the City must be assessed annually by the Child Care Quality Unit. The policy stipulates engaging with the mentor/ consultant, alignment with HDLH?, developing an action plan stating goals, and goals for CPL.</p> <p>Council directive is every centre with a service contract is assessed for quality using the AQI. Special Services is embedded throughout all of Children's Services policy and directives; including in the current Service Plan.</p>	<p>Quality Assessors and Consultants work to negotiate and seek compromise with programs that may see AQI or components thereof in contradiction to their philosophy, while maintaining the integrity of the document. In some instances, an item may be indicated N/A, but not impact the overall score. As well, there is differentiation in the process of developing action plans and in the coaching process.</p>	<p>In the Child Care Unit there is a Quality Assurance Supervisor, 7 full-time Quality Assessors plus 1 staff on contract for expansion, a training coordinator and 22 Consultants. Approximately two-thirds of the Toronto's 930 programs have service agreements with the City of Toronto.</p>

Thunderbay Community Survey

Quality Initiative Status

The Early Learning and Care assessment for Quality Improvement (ELCAQI) - (Toronto Operating Criteria) has been implemented within the District of Thunder Bay for the past five years. The District of Thunder Bay Quality Assurance staff works to support child care operators with fulfilling the requirements of the ELCAQI while applying the pedagogy within HDLH?

Priorities and Principles

Commitments to families:

- Safe
- Nurturing
- Inclusive
- Age appropriate environments

City: District of Thunder Bay

Implements ELCAQI as it is a Reliable, valid, evidenced-based measure.

Core Elements

- Thunder Bay employs a modified approach to the ELCAQI in that the Quality Assurance Advisors both measure and mentor the programs they connect with. The AQI identifies professional learning opportunities and areas for improvement. The following are process steps employed by the QA Advisors and Child Care Staff as it relates to TBDSSAB's quality assurance process:
 1. The advisor makes unscheduled visits to child care program to implement the quality assurance tool and to conduct program observations.
 2. Advisors give feedback to both the staff and Supervisor during the site visit. Support and mentorship is provided to child care staff and discussions ensue related to both the AQI and HDLH. Areas for professional learning are observed and planned for.
 3. Advisors send a report to supervisors with a list of non - compliances and recommendations for capacity building.
 4. Program Supervisors sends an action plan to the advisor.
 5. The advisor then sets up a planned follow up visit with the program supervisor to review action plan items.

Expectations of the Municipality, County or District (Service Agreements)

- Programs with a service agreement with THE TBDSSAB participate in the ELCQAI as quality assurance is a term and condition of funding.

Additional context

- Scores are posted online, and there is a door decal which identifies the programs participation in the ELCQAI
- Two Quality Assurance (QA) Advisors assess and support 25 ELCC sites each
- It has been observed that programs tend to achieve scores between 3 and 4 out of a possible 5

Informing Research Themes using Key Informant Data

Thunderbay Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
Committed to fully embracing HDLH. Ontario's Harvest Resources team conducted the first institute in 2011. Yearly professional learning institutes are planned on HDLH with educators from across the District of Thunder Bay participating.	The community is considering approaches to supporting leadership development.
Communities of Practice	Role of CMSM/DSABB Pedagogy
TBDSSAB planned and implemented two engagement sessions with child care operators and local ministry representation on HDLH the last two years.	The two quality assurance staff plan in conjunction with the early learning and child care community plan and facilitate professional learning within the community.

Of Note: There is a sense that change in quality has been more influenced by professional learning, coaching and mentoring than through awareness of specific criteria.

Thunderbay Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · Community-wide professional learning · Consultation · Coaching, mentoring
Organizational	<ul style="list-style-type: none"> · QA Advisors co-plan with programs
Community	<ul style="list-style-type: none"> · Have five years of data to consider from the ELCAQI · Institutes are energizing the community study of pedagogy.
Additional Context	

Thunderbay Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
Funded programs must follow the criteria and have an annual assessment by the (QA) Advisor.	QA Advisors take a supportive stance to working with programs. Their engagement with programs is very much a negotiated process, co-planning and helping to interpret indicators to be meaningful for programs.	Two Quality Assurance Advisors, each with 25 programs. The Advisors, assess, mentor, plan and facilitate PL.

Wellington/Guelph Community Survey

Quality Initiative Status

The Wellington Operating Criteria (WOC) has been used for a number of years. Quality Child Care Initiative (QCCI) provides support for quality through consultation and professional learning (PL).

Priorities and Principles

- Inclusion
- Equitable wages for RECEs.
- Quality Assurance

Core Elements

- WOC includes 317 items. Scores are not posted.
As part of the Wellington General Operating Grant, an ideal minimum wage standard of \$20 per hour for all staff who are part of ratio for children birth-3.8 years has been established (assuming CMSM receives Provincial funding to support this)
- Child Care programmes are encouraged to complete the Ages and Stages Questionnaire (ASQ; ASQ-SE) and will complete referrals to the SNRA where a need is identified.

Expectations of the Municipality, County or District (Service Agreements)

- Programs must meet a significant portion (two-thirds overall) and for some indicators (e.g. interactions) must achieve 100%.
- Programs must submit a plan to achieve an overall budget with 80% of budget to wages, 17.5 to general operating expenses and 2.5% to continuous professional learning.
- The County does not enter into agreement with publicly traded companies.
- Programs must be actively engaged with the SNRA.

Additional context

- QCCI mentoring visits are on hiatus pending an evaluation of the strategy.
- Active engagement with the Special Needs Resource Agency (SNRA) means the program is inclusive of children with special needs welcomes the resource consultants (RC) and works in collaboration with the RC's and SNRA to support the family.

Informing Research Themes using Key Informant Data

Wellington/Guelph Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
QCCI is committed to supporting community study of HDLH? Early Years Institutes have been held (Coughlin and Baird).	Consultation Coordinator and Professional Development Coordinator are taking part in the Pedagogical Leadership retreat in Feb. 2016.
Communities of Practice	Role of CMSM/DSABB Pedagogy
Communities of Practice have been formed to study HDLH? and are hosted and facilitated by QCCI.	Provides funding for QCCI

Of Note: QCCI has shifted their approach to professional learning from topic-specific workshops to institutes, book studies, communities of practice and networks.

Wellington/Guelph Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · Community Professional Learning · Equitable wage strategy
Organizational	<ul style="list-style-type: none"> · Consultation is available to programs.
Community	<ul style="list-style-type: none"> · At the end of each phase of the Operating Criteria, a planning and policy analyst generates a community-wide report on outcomes noting trends and shifts. Professional learning planning responds to these shifts.
Additional Context	<ul style="list-style-type: none"> · Prior to the hiatus, QCCI mentors, met with the supervisor and staff of the program initially, to develop an action plan of how to support the program. This may have included using tools (ECERS, ITERS etc.) as a resource to open dialogue and look more closely at indicators. This does not happen now and is under review.

Wellington/Guelph Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<ul style="list-style-type: none"> · Wellington Operating Criteria · Operating Budgets · Inclusion 		<p>Due to the need to revisit and re-assess classrooms, the assessment cycle is now approximately up to two years, rather than annual as the number of programmes has increased.</p> <p>The data shows that overall scores have plateaued</p> <p>Two Wellington County Program Advisors assess each classroom in 72 programs, and revisit those who did not achieve a significant portion of the Operating criteria.</p> <p>QCCI has one Quality Assurance Manager, a consultation coordinator and one professional development Coordinator. Prior to the hiatus, these individuals provided all of the mentorship. Assurance Manager and one PL Coordinator. Prior to the hiatus, these individuals provided all of the mentorship.</p>

Hamilton Community Survey

Quality Initiative Status

Raising the Bar (RTB) has been the quality initiative in Hamilton since 2002. RTB is a voluntary program coordinated by the local professional resource centre, Affiliated Services for Children and Youth (ASCY). . In 2015, the approach to RTB's Annual Peer Review process changed to align with How Does Learning Happen (HDLH). As an outcome of the pilot peer dialogue process in 2015, the written material was reformatted as a guide and framework for reflective practice. The City of Hamilton engaged in an investigation of quality assurance collaboratively with the Region of Waterloo with the intention to introduce a new quality assurance process by the end of 2016 with implementation in 2017.

Priorities and Principles

To modernize the approach to child care funding, the City of Hamilton undertook a planning process for the development of a new funding model. With input from all of the licensed child care sectors operating in the city, a new funding model that supports wages and system priorities was implemented in January 2016.

The purpose of this funding is to support the costs of operating licensed child care programs in order to reduce wait times and fees for services, stabilize service levels, and improve access to high quality affordable early learning and child care services for children and their families.

The General Operating for Wages & System Priorities Funding consists of two components, funding for wages and funding for system priorities. The system priorities include: quality assurance; sustainability; accessibility; and integration.

Core Elements

RTB participation is supported through mentorship. A series of peer dialogue sessions following a discussion protocol and framed around reflective practice has replaced binder submission/ review. RTB feedback is provided in the form of strengths and considerations and is reviewed with the RTB Mentor.

Expectations of the Municipality, County or District (Service Agreements)

The City of Hamilton, as the CMSM, is responsible to work within the parameters of current legislation, regulations and directives, including guidelines which are established by the Ministry of Education. The City of Hamilton is responsible for ensuring that local plans are aligned with the Ontario Early Years Policy Framework and HDLH.

The City of Hamilton is committed to supporting child care service providers to achieve our collective goal of making Hamilton the best place to raise a child. It is recognized that support to operators takes many forms including, but not limited to, financial supports, engaging in conversations about ways to continue to improve quality, accessibility, sustainability and integration, and providing referrals to information and resources such as the Ministry of Education or ASCY. We are committed to continuing to work with child care operators to strengthen these relationships and hold each other mutually accountable.

Informing Research Themes using Key Informant Data

Hamilton Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
A Community Forum was held in 2015. Organizations and study groups are facilitated by ASCY and offered as outreach. HDLH is a course of study in many Professional Learning Communities.	The Hamilton early years community has been involved with the Pedagogical Leadership Institutes (PLI) facilitated by Lorrie Baird and Anne Marie Coughlin of Harvest Resources.. . In addition to these opportunities, HDLH study groups specifically for those in leadership roles are held to foster capacity for pedagogical leadership within organizations.
Communities of Practice	Role of CMSM/DSABB Pedagogy
Nine (9) Professional Learning Communities (PLC) are facilitated in the community and meet either monthly, or bi-monthly. This includes Supervisors, Mentors of the Emergent Approach, etc.)	The City of Hamilton is responsible for ensuring that local plans are aligned with the Ontario Early Years Policy Framework and HDLH.

Hamilton Community Human Resources/Capacity

Individual	Continuous Professional Learning is ongoing.
Organizational	Pedagogical Leadership and Professional Learning opportunities in topics such as succession planning, policy development.
Community	Recruitment and Retention Committee, Coordinated Supply Staff Registry (in pilot)
Additional Context	The City of Hamilton is liaison to the CECE to support three PL-2 Leadership Candidates.

Hamilton Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
<p>Operators that receive funding from the City of Hamilton should be accessible to all families regardless of fee subsidy status and special needs of the child or family.</p> <p>Operators are responsible for developing strategic plans and/or operational work plans for their individual organizations that align with the local Early Years Community Plan and support the system priorities of accessibility, quality, integration and sustainability. Operators are required to submit annual audited financial statements along with an approved budget.</p>	<p>While the expectations are universal for all programs, the CMSM meets individually with operators to support planning and goal setting as relevant to their context.</p>	<p>The City of Hamilton, as the CMSM, adheres to the guidelines set out by the Ministry of Education (MEDU). The City ensures compliance is met by all operators as outlined in their service agreement. The City collaborates with the MEDU Program Advisors to ensure operators provide quality child care programs.</p>

Waterloo Region Community Summary

Quality Initiative Status	
Raising the Bar on Quality community since Feb 2004 for ELCC, SNR, LHCC and School Age programs. We continue to use RTB in its original format with reflective practice activities added. Annual peer-reviewed process, Third party assessments on all classroom every three years using valid and reliable tools (e.g. Environment Rating Scales)	
Priorities and Principles	
<ul style="list-style-type: none"> · Achievable for a variety of types of child care programs · Sustainable in a community over time · Fair and objective review process · Engagement and Mentorship · Recognized locally as a community standard; research based & evaluated 	
Core Elements	
<ul style="list-style-type: none"> · Engaged in an ongoing process that actively supports healthy child development in settings that are safe, clean and focused on high quality. 	
Expectations of the Municipality, County or District (Service Agreements)	
Regional council's declared RTB participation mandatory in June 2011.	
Additional context	
Currently involved in a research project with the city of Hamilton to investigate quality assurance strategies that support the transformation of ELCC.	

Informing Research Themes using Key Informant Data

Waterloo Region Community Pedagogy

Study of How Does Learning Happen?	Pedagogical Leadership
Embedded into continuous professional development activities and offerings through the professional resource centre. HDLH? is at the forefront of the quality project investigation.	<ul style="list-style-type: none"> · Two pedagogical leaders for this community through the PRC.
Communities of Practice	Role of CMSM/DSABB Pedagogy
RTB Networks have recently been transitioning to monthly Community Relationships in Practice at the PRC events with a focus on HDLH? Or other topics of mutual interests. Informal COPs exist in the community.	<ul style="list-style-type: none"> · Service Agreements require participation in the community quality initiative. · Financial Support of the ECE Professional Resource Centre.

Of Note:

- Leading the investigation of a New Direction for Quality Project in partnership with the city of Hamilton.
- Redefining the Early Years and Transformational Leadership programs are 30 hour credit courses developed through Conestoga College offered in the daytime. Regional financial support included development of the program, coverage of course fee and supply staff allowance.

Waterloo Region Community Human Resources/Capacity

Individual	<ul style="list-style-type: none"> · All Educators participate in professional learning · Annual RTB Survey to all educators
Organizational	<ul style="list-style-type: none"> · Raising the Bar on Quality is mandatory for all licenced programs. RTB versions include: Early Learning and Child Care, Special Needs Resourcing, Licenced Home Child Care and School Age programs.
Community	<ul style="list-style-type: none"> · Children's Planning Table and ELCC Forums created to provide direct communication with more stakeholders.
Additional Context	<ul style="list-style-type: none"> · Employs the Supervisor Quality Initiatives and the Coordinator, Quality Initiatives. · Resource Consultants are provided a honorarium to administer Third Party Assessments using Environment Rating Scales. Scores are monitored and action plans developed as appropriate.

Waterloo Region Community Regulations

Policies and Expectations	Differentiated Approach /Process	Direct or Indirect roles for CMSM/DSSAB
All licensed early learning child care operators and special needs resourcing agencies are required to fully participate in quality assurance programs as a condition of funding.	<p>Programs may use valid reliable assessments tools other than the RTB main Environment Rating Scales (e.g. ECERS-3, ITERS-R, SACERS-R and FCCERS-R).</p> <p>A wide variety of tools are endorsed for program use.</p>	<p>The Region of Waterloo plays an integral role in the development and implementation of an ELCC quality initiative.</p> <p>Provides funding, planning support and leadership.</p>

Appendix 1: Community Key Informant Interview Questions Date _____

Region/County Name: _____ Participants: _____

#	Question
1	What are the principles and system priorities that guide (or are guiding) the development of your process?
2	Describe the strategy or program in terms of its core elements?
3	How is the strategy tied to policy agreements with the CMSM/DSSAB? (if applicable)
3b	Does the policy allow for any differentiated process?
4	Has there been community information or marketing to parents?
5	Do you apply a measurement framework or assessment tool? Is it something you developed or adapted for your community, or a valid, reliable tool such as Environment Rating Scales? Do you implement multiple or offer a variety of tools?
5b	Do you apply the tools so as to generate a score, or is it more as a guide for an observation and open discussion. (When applicable ask “what do you do with the score?”)
6	What CMSM’s, DSSAB or community roles are involved in implementation? (i.e. assessors, mentors, professional learning coordination)
7	Are you evaluating overall impact of the process in the community, or do you have a plan to do so? What have you been learning along the way?

Appendix 2: Quality Project: Potential Quality Assurance Strategies - January 2016

The following strategies emerged through key informant interviews as well as through consideration of the research explored. We aligned these potential strategies across the Quality Projects informing themes from research, the foundations of How Does Learning Happen?, and the system priorities identified by the Region of Waterloo and the City of Hamilton this detail is available by contacting the qualityinitiatives@regionofwaterloo.ca

They are offered in this way to provoke consideration of “goodness of fit” for the CMSMs. Goodness of fit and alignment with current or proposed ways of doing business may vary between the communities.

Potential Strategies

The following strategies were either generated from the quality project team's research or were gathered through provincial community key informant interviews.

1	Expectations for operating budgets to support wage and benefit equity for educators
2	Incentives for programs that achieve pay equity or CMSM benchmarks
3	Policy stating expectation of “meaningful” (as defined by CMSM) engagement in quality assurance
4	Policy stating expectation of participation in community collaboration (e.g. networks, community tables, peer discussion)
5	Policy stating inclusion within the fee subsidy agreement
6	Policy stating both inclusion and engagement with agency(ies) providing supports for inclusion
7	Assessment of specific operating criteria with expectation for attainment of a minimum score
8	Assessment of specific operating criteria as in #7, and, scores are posted

9	Application of valid reliable assessment scale by a certified assessor, scored <i>*Note: #'s7, 8, 9 are viewed as compliance measures aimed at quality control rather than a process for "quality assurance".</i>
10	Application of valid reliable assessment scale by a certified assessor to inform dialogue (not scored).
11	Self-administered valid reliable assessment scale to inform dialogue.
12	Cyclical semi-annual - quarterly plan for quality team meetings within organizations, Leadership forums and Owner/Operator planning forums
13	Operator Manual
14	Business Administration mentoring for new Supervisors / operators
15	Effective practices guide to mentoring. Note: incorporates the more valued, helpful strategies from RTB.
16	Collaborative / strategic business solutions (e.g. Supply Staff Registry; Payroll Service; affiliate similar programs under collaborative/cooperative Board of Directors)
17	Community agency facilitates coordination of professional learning.
18	Community coordination of communities of practice
19	Organizations are required to submit professional learning goals to the CMSM
20	Organizations are required to submit a quality portfolio for review and feedback
21	Quality initiative process (e.g. RTB – 2016- Hamilton) with peer dialogue for leaders regarding quality goals and QA activities
22	Quality Initiatives process includes peer dialogue for educators
23	"System orientation" for all newly employed RECEs, perhaps web-based for sustainability.
24	Pedagogical / quality mentorship

25	Mentorship strategies linked to strategy #12 cycle.
26	Programs required to identify Quality Leadership Team liaison
27	Quarterly half-day professional learning forums/institutes for educators with paid release time or honorarium
28	Allocate enhancement position funding based on program's goals rather than individual child's needs.
29	Incentive to grow number of RECEs in educator roles through attrition (untrained engage in training or are replaced with trained when they leave)
30	Partner with Community College for post-diploma certificate program in leadership; offered in the community, half-days with release dollars possible.
31	Use neighbourhood planning to develop policies that prevent sites from opening within "X" kilometers of an existing program
32	Site visit with observation lens aligned with HDLH (e.g. Goals for children and goals for the adults) on a percentage of classrooms /year.
33	Mentorship to support transfer to practice following professional learning.
34	Foster leadership development by encouraging educators to be mentors, and ambassadors in the field (London - QCCC)
35	Identify a governance structure for quality initiative process to ensure transparency. (London QCCC and Peterborough IIQ)
36	Format for professional learning evolves from topic-specific workshop to "study" through communities of practice, institutes and mentorship
37	Weighted operating funding to balance higher delivery costs (e.g. infant care, flexible options, mental health support, and extended day programs).