Agenda

- Early Years Engage Portfolio Year 2
- Year 1 Site Visit Final Feedback
- Year 2 Site Visits
# EARLY YEARS ENGAGE

## Year 2 – 2018/2019 Portfolio Contents

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<th>DOCS #</th>
<th>Changes, Information and Instructions</th>
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<tr>
<td>Preface</td>
<td>DOCS 2342944 V3</td>
<td>• No revisions made, refer to Year 1&lt;br&gt;• Has been formatted for AODA&lt;br&gt;• Has been translated to French&lt;br&gt;• Available on the Region of Waterloo website</td>
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<tr>
<td></td>
<td>French V4</td>
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<tr>
<td>Staff Training and Development Policy</td>
<td>DOCS 2329290 V3A</td>
<td>• No revisions made, refer to Year 1&lt;br&gt;• Has been formatted for AODA&lt;br&gt;• Has been translated to French&lt;br&gt;• Available on the Region of Waterloo website</td>
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<td>Continuous Professional Learning Information</td>
<td>DOCS 2332108 V4</td>
<td>• No revisions made, refer to Year 1&lt;br&gt;• Has been formatted for AODA&lt;br&gt;• Has been translated to French&lt;br&gt;• Available on the Region of Waterloo website</td>
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Year 2 – 2018/2019 Portfolio Contents

• Walk through of all documents
• Highlight key changes
• Provide important instructions
Preface

Children’s Services is excited to be embarking on a new journey towards early years program excellence, with “Early Years Engage – Continuous quality improvement in Waterloo Region” (Early Years Engage). Based on a Total Quality Management (TQM) model, the goal is to create a high quality early years system where quality is embedded into all organizational processes at both the system level and program level.

The Total Quality Management (TQM) model is comprised of the following key elements:

<table>
<thead>
<tr>
<th>Total Quality Management</th>
<th>Quality Management involves everyone and all processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Management</td>
<td>The degree to which the service meets or exceeds customer expectations</td>
</tr>
<tr>
<td>Management</td>
<td>How the organization will support staff to achieve expected outcomes</td>
</tr>
</tbody>
</table>
Staff Training and Development Policy

Intent
Continuous professional learning by early years professionals is an integral component of the development and ongoing growth of a high quality early years system. The intent of this policy is to help foster a climate where all professionals in this sector are actively engaged, and well supported in pursuing and achieving their learning goals.

The following is a summary of the requirements that are to be a part of each organization’s Staff Training and Development Policy.

Summary of Requirements for Staff Training and Development Policy

Ongoing Professional Learning

- **All** professionals are required to engage in ongoing professional learning through the development and completion of an annual Professional Learning Plan.
Continuous Professional Learning Information

The Region of Waterloo views life-long learning as an integral component in the development and continued growth of a high quality early years system. Therefore, as part of Early Years Engage: Continuous quality improvement in Waterloo Region it is a requirement that all professionals working within system partner organizations engage in continuous professional learning.

The College of Early Childhood Educators (College) has made Continuous Professional Learning mandatory for its members and this requirement, under the Early Years Engage Staff Training and Development Policy, will ensure that RECE’s and non-RECE’s are aligned in their practice. Each year non-RECE’s must complete the Professional Learning Plan (PLP) template (DOCS 2332108 V2) or similar document used by your organization.

**Why is developing a Professional Learning Plan important?**

Creating a Professional Learning Plan helps individuals establish specific learning goals and strengthen their commitment to engage in continuous professional learning. Continuous professional learning assists individuals to:
Professional Learning Plan – Optional form for Non-RECE’s

Name:

Cycle Period:

For information on this process see Continuous Professional Learning Information (DOCS 2332108 V1)

Part 1: Goal 1

Focus Area

Goal (Identify a goal relating to enhancing your practice)
Professional Learning Reflection Tool

This tool or a similar tool may be used to help all professionals reflect upon their continuous professional learning journey.

Your Name:

Your Learning Activity:

Topic:
Program Annual Planning and Site Visit

Intent

Early Years Engage is based on a Total Quality Management (TQM) approach. In the Early Years System, TQM is a way of thinking about continuously improving the quality of processes and outcomes to positively affect the service experience for children and families. The Program Annual Planning and Site Visit are designed to actively engage and support Early Years System Partners in their continuous quality improvement process.

Engaging in Annual Planning for your Program

In a TQM effort, all members of an organization participate in improving processes, products, services and the culture in which they work. A key element in the success of engaging in an annual planning cycle, is for organizations to involve all professionals and Boards of Directors (where applicable) in the planning process. Members of organizations, at all levels, play a role in determining the goals, developing the plan, timelines and taking the lead on various activities.
Program Annual Planning Template for Continuous Quality Improvement

Program Name: 

Due: September 30, 2018

Part 1: Development

Date Goal Set: Click here to enter a date.

Goal 1

a. What does your organization want to accomplish/achieve and why?

b. How does this goal align with Our Vision for Quality in Waterloo Region? (Choose one that fits best)

- Ideas
- Governance
- Infrastructure
- Planning and Policy Development
- Financing
- Human Resources
- Physical Environment
- Data Research and Evaluation
c. Detailed Work Plan – Multiple lines allow separation of key activities

<table>
<thead>
<tr>
<th>Work Plan Activities</th>
<th>Person(s) responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the activities required to reach the goals</td>
<td>Identify person leading each activity</td>
<td>Completion of activity</td>
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</table>


d. What supports/resources are required to achieve this goal?


Part 2: Mid-Cycle Reflection as an Organization

Date Completed:  Click here to enter a date.

Goal 1

a. Summarize your progress to date


b. Note any changes to the work plan


c. Identify solutions to any barriers


Part 3: End-of-Cycle Review as an Organization – did you achieve what you set out to achieve?

Date Completed: Click here to enter a date.

Goal 1
Briefly respond to the following questions:

a. What did you accomplish?

b. What were the challenges?

c. How did this goal impact your children and families?

d. Were there other impacts? (to staff, your organization, the community)

Part 4: Planning Considerations for Next Cycle

Goal 1
(Examples: you were not able to fully achieve this goal and are carrying it over, or your achievement on this goal is part of a sequence of steps to achieving a bigger goal)
Goal 4: System-wide Parent Survey – Choose one (1) item to address from your 2018 Child Care Survey: Program Report

Part 1: Development

Date Completed: Click here to enter a date.

Goal 4

a. What does your organization want to accomplish/achieve and why?

b. How does this goal align with Our Vision for Quality in Waterloo Region? (Choose one that fits best)

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Financing</th>
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<tr>
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<td>Human Resources</td>
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<tr>
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c. Detailed Work Plan – Multiple lines allow separation of key activities

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</table>
Program Annual Planning Template for Continuous Quality Improvement

Program Name:

Sample Operator

Part 1: Development

Date Completed: 5/8/2018

Goal 1

a. What does your organization want to accomplish/achieve and why?

Improve employee engagement by providing more opportunities for employee input into changes that affect them, and also finding ways to develop and make full use of employee’s skills, abilities and experience.

Our program believes that if our employee’s needs are met they will be better able to meet the needs of children and families which will increase the quality of our service.
b. How does this goal align with Our Vision for Quality in Waterloo Region? (Choose one that fits best)

| ☐ Ideas | ☐ Financing |
| ☐ Governance | ☐ Human Resources |
| ☐ Infrastructure | ☐ Physical Environment |
| ☐ Planning and Policy Development | ☐ Data Research and Evaluation |
## Detailed Work Plan – Multiple lines allow separation of key activities

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<td>Completion of activity</td>
</tr>
<tr>
<td>1. Dedicate 45 minutes at two separate staff meetings to discuss where and how input could be provided and develop a Policy and Procedure on how the organization will continue to support employee input</td>
<td>Supervisor name and Staff names</td>
<td>Mar-May 2017</td>
</tr>
<tr>
<td>2. Improve methods to communicate with all employees by completing a review of the current communication protocols and building upon them</td>
<td>All Staff</td>
<td>May-June 2017</td>
</tr>
<tr>
<td>3. Establish a goal setting meeting with each staff and at least two review meetings throughout the year to discuss goals with staff and review progress toward reaching them</td>
<td>All Staff</td>
<td>March (create a schedule for annual goal setting meeting for all staff)</td>
</tr>
<tr>
<td>4. Enhance employee development opportunities through leadership on projects within the program (i.e. planning parents events, developing program newsletter) – as part of one-one meetings between supervisor and employee</td>
<td>Names of people who are taking the lead or involved in this – all staff will be involved as well</td>
<td>April – set tentative schedule for review meeting for remainder of the year May 2018 Final reviews</td>
</tr>
<tr>
<td>5. Support mentoring opportunities amongst staff – where staff can share their experience and be co-learners (i.e. using the Professional Learning Reflection Tool to share learning with co-workers, pair experienced staff with new staff in classroom)</td>
<td>Supervisory team names</td>
<td>March 2017 Implement Reflection Tool</td>
</tr>
</tbody>
</table>
d. What supports/resources are required to achieve this goal?

2. May involve the purchase of some resources (i.e. white boards)
4. Staff may need time out of program to complete project
Navigating to the CHS Portal

Support
If you require support using the CHS Portal, please send an email to chsadmin@regionofwaterloo.ca or call 519-575-4400 ext. 3610.
Downloading the Program Annual Planning Template from the CHS Portal

Link to Early Years Engage information
Uploading the Program Annual Planning Template from the CHS Portal
Uploading Program Annual Planning Templates to the CHS Portal,

When you are uploading files to the CHS Portal, it is important that you use a naming convention for the file name, so the file can be easily identified by Early Years Engage (EYE) staff.
Naming convention for Uploading to the CHS Portal

The Naming convention is:

• EYE_Operator_Name_Document_Name_Date Submitted

So for the Martha Friendly Child Care Centre, submitting their Program Annual Planning Template on Sept 30, 2018 the file name would be:

• EYE_Martha_Friendly_Child_Care_Program_Annual_Planning_Template_Sept_30_2018

It is important that you do not use spaces when name a file. This causes problems with the file upload.
Accomplishments and Challenges Form for All Professionals: 2018-2019

Program Name: ________________________________

All professionals are invited to share their accomplishments and challenges. By reflecting on what you did last year and how you did it, we can learn from this information and work together to continue to improve quality across our system. We have included the most identified responses from last year. This exercise can also help in setting individual goals, identifying Continuous Professional Learning (CPL) opportunities, in setting program goals and/or to inform system planning. Group dialogue is encouraged; however, we have learned that this is one way to hear from each individual, so it is important that this form is completed independently and submitted.
### What did you accomplish and how?

**Most identified accomplishments from 2017**

- Made space more welcoming
- Incorporated curriculum components based on child’s interest
- Used different methods to communicate with parents/caregivers and peers about children (making learning visible)
- Used different methods to foster children’s expression
- Added new/different types of open-ended materials and loose parts to indoor and outdoor space

### What challenges did you experience?

**Most identified challenges from 2017**

- Need for continuous professional learning and time to complete it
- Lack of dedicated paid time to plan, prep, and document
- Problems with retaining and sustaining qualified staff
- Lack of space (safe and accessible indoor and outdoor space, storage space)
- Lack of dedicated time with supervisor for training, performance management, mentoring and coaching.
- Lack of funding for materials and equipment

* System-wide results by Managers are also available.*
Accomplishments and Challenges Form For All Management 2018-2019

Program Name: __________________________________

All management is invited to share their accomplishments and challenges. By reflecting on what you did last year and how you did it, we can learn from this information and work together to continue to improve quality across our system. We have included the most identified responses from last year. This exercise can also help in setting individual goals, identifying Continuous Professional Learning (CPL) opportunities, in setting program goals and/or to inform system planning. Group dialogue is encouraged; however, we have learned that this is one way to hear from each individual, so it is important that this form is completed independently and submitted.

* Please provide a copy for each staff to complete. Collect and submit via email, mail or drop-off to Quality Initiatives by Sept. 30, 2018.
<table>
<thead>
<tr>
<th>Completed By</th>
<th>What did you accomplish and how?</th>
<th>Most identified accomplishments from 2017</th>
</tr>
</thead>
</table>
| Supervisor/ Manager Executive Director | | • Made space more welcoming  
• Used different methods to communicate with parents/caregivers and peers about children (making learning visible)  
• Supported the staff in providing curriculum components based on child's interest  
• Supported various methods of fostering children’s expression  
• Added natural, open-ended materials and/or loose parts to indoor and outdoor space |

<table>
<thead>
<tr>
<th>Completed By</th>
<th>What challenges did you experience?</th>
<th>Most identified challenges from 2017</th>
</tr>
</thead>
</table>
| Supervisor/ Manager Executive Director | | • Unable to provide staff with dedicated (paid) work time to plan, prep, and document and CPL  
• Retaining and sustaining staff  
• Lack of clarity around emerging regulations and expectations  
• Lack of dedicated supervisor time to train, mentor, coach and manage performance  
• Lack of funding for enhanced staffing |

* Please share the System-wide Manager results for staff.
Planning For Quality

- Service provision and operational practice
- Data collection, research and reporting
- Reflection and evidence informed planning
- Establishing coherence
- Responding

Early Years Engage: Continuous quality improvement in Waterloo Region
Assess, Plan, Do, Review Cycle
Assess, Plan, Do, Review Cycle

- **Assess**: the need/problem
  - Reflective process: Through site visits and group meetings, What story is the data telling us?
  - Measuring and monitoring impacts to the system, program, and individual

- **Plan**: how to address the need/problem
  - Activities to support the goals
    - What outcomes are we seeking? (relation to HDLH?, CCEYA etc.)
    - What resources are available?
    - What supports are required?
    - What methods will we use?

- **Do**: implement the plan
  - Data collection and research
  - Timelines
    - Completion of activities

- **Review**: the impacts
  - Progress Reviews
    - Did we succeed?
    - What were the impacts to children, families and the program?
    - What have we learned?

- **Children and Families**
  - Experience high quality Early Learning and Child Care that positively impacts their quality of life.

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**Early Years Engage**
- Continuous quality improvement in Waterloo Region
Early Years Engage
Site Visits
Site Visits Feedback 2017

59 responses out of 114 surveys sent.

In general how was your experience with your site visit /group meeting?
58 said 'good' or 'very good'

Is the Appreciative Inquiry Narrative form a useful tool for drawing out input from all staff?
43 said 'yes'
1 said 'no'
15 said 'unsure'

Did all staff engage in the development of the Annual Planning Template tool?
53 said 'yes'
4 said 'no'
2 said 'unsure'
Site Visits Feedback

• Include time for staff to speak about the program – supervisors can arrange to step in for them.

• Non-stressful experience…a lot of good ideas were learned along the way.

• Look upon this as a valuable tool that allows the region to see our accomplishments and challenges.
Site Visits

- Children’s Services will visit each head office
- Visits will be booked in advance between September to June
- It is anticipated the visit will be approximately three hours in length and divided into three parts:

  **Part 1** - Tour of the program
  **Part 2** - Meeting with Program Supervisor(s) and Manager/Owner
  **Part 3** - Review Program Annual Planning Template
Site Visits Booking Process

- The booking process starts in June
- Leah will send each program a Site Visit Request Form
- Programs return completed forms to QI
- Site Visits will be booked by the end of July
- Site Visits will be take place from Sept to June
Questions about Early Years Engage contact:

Debbie Jones, Supervisor Quality Initiatives
djones@regionofwaterloo.ca or 519-575-4400 ext. 5044

Caitlyn Osborne, Coordinator Quality Initiatives
cosborne@regionofwaterloo.ca or 519-575-4400 ext. 3278