

Framing our Future

Kindergarten Summit

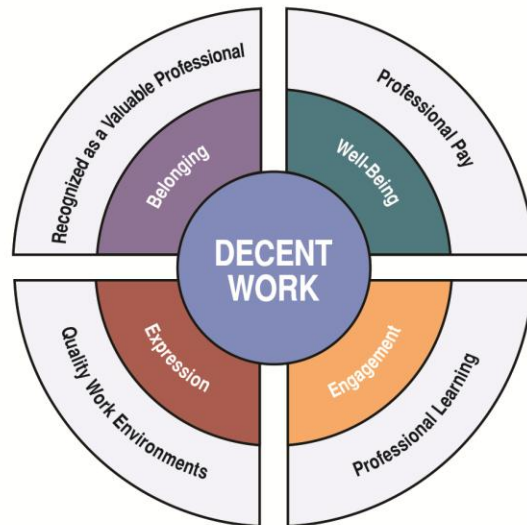
March 7, 2020

George Brown College

Waterfront Campus

51 Dockside Dr., 2nd Fl

Toronto, ON



AGENDA

8:00 – 8:30	Registration/Continental Breakfast
8:30 – 9:00	Welcome (Auditorium Rm. 237) Introduction to the Decent Work Project: Jenn Miller, Director of Social Development, Atkinson Foundation
9:00 – 10:30	Workshop Session A
10:30 – 10:45	Break – Sponsored by Johnson Insurance
10:45 – 12:15	Workshop Session B
12:15 – 1:15	Lunch – (Cafe)
1:15 – 2:45	Workshop Session C
2:45 – 3:00	Break
3:00 – 4:30	Workshop Session D
4:30 – 5:00	Summarize Findings/Call to Action: Olivia Chow

Workshops have been organized into four sessions (A, B, C, D) and most are available in two of the sessions to allow participants to experience the workshops they are most interested in. Please attend the workshop of your choice in each session – there is no need to pre-register.

Workshops & Session Schedule

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WORKSHOPS (see above for Workshop Sessions A,B,C,D schedule)	SESSION & ROOM
KEY COMPONENTS OF EFFECTIVE TEACHER-ECE COLLABORATION. Dr. Sandy Youmans This workshop identifies the key components of effective Full-Day Kindergarten (FDK) teacher-ECE collaboration based on a qualitative study of four high fidelity FDK case study schools. Key findings about teacher-ECE collaboration include: the need to hire the right people for the FDK team, interchangeable team roles, shared planning time, and recognition of the critical role of ECEs.	Session B or D Room: 611
INCLUSIVITY: WHAT IT MEANS TO EARLY CHILDHOOD EDUCATORS WORKING IN KINDERGARTEN PROGRAMS. Ashley Shirley & Jane Henriques What does it mean to be an Early Childhood Educator working in Kindergarten programs? How does this connect to the Decent Work Charter of Ontario's framework, <i>How Does Learning Happen?</i> This facilitation will explore how inclusivity develops effective partnerships and relationships, keeping children at the core of pedagogical practice. National and international studies are pointing to the value of self-evaluation and reflection. The impact this has on educators and children's social, emotional, and cognitive development is profound. Reflective networking will be a key component for participants.	Session B or D Room: 612
EXPLORING THE CONNECTION BETWEEN MENTORING AND QUALITY OF PRACTICE. Dr. Elaine Winick & Anne Hepditch This interactive workshop will focus on understanding and exploring the concepts of mentorship in a collaborative learning model. This workshop, and ultimately the related research project, supports the early years' ability to enact all four pillars of <i>How Does Learning Happen?</i> (2014) through a sense of belonging in a large well of valued professionals, well-being in understanding their value, engagement in varied ways of continued learning, and an expression of their quality and valuable work, while being provided with the opportunity to explore and discover their professional pride.	Session B or D Room: 519
THE KINDERGARTEN PARTNERSHIP: FROM VISION TO ACTION. Natalie Crisante & Maria Agro During the session the Kindergarten partnership will be explored in the context of knowing what each individual brings to the learning environment. It is important that educators not lose sight of their value as professionals in their individual role, nor the impact of a mutually respectful working relationship. Participants will be taken through the learning journey of a professional inquiry into identifying common values to support a shared vision for a Kindergarten environment. We will explore how an awareness of self can directly influence impact in all aspects of the Kindergarten learning environment.	Session B or D Room: 004

Workshop Presenter Profiles

Maria Agro, RECE: Maria Agro is a Registered Early Childhood Educator with over 30 years' experience in the Early Years Sector. Presently Maria is working at Mohawk College in Hamilton, ON as a Field Placement Specialist and Part Time Faculty with the Early Childhood Education Program. Maria has worked in child care, as a parent facilitator, an ECE in Kindergarten classrooms, and Manager of EarlyON centres and Early Years Leadership. She has had the privilege to work with many individuals who share a passion for building relationships with young children, families and educators.

Emis Akbari, PhD George Brown College & Atkinson Centre: Emis Akbari is a Professor at George Brown College in the School of Early Childhood and Coordinator for the 2nd year of the Diploma Program. She is also an Adjunct Professor in the Dept. of Applied Psychology and Human Development at OISE at the University of Toronto. Her current research evaluates current and changes in policy at all levels of government. Emis is also the co-author of the Early Childhood Education Report. This report provides a snapshot of provincial and territorial preschool services and performance on different criteria including access to childcare programs and public investments in early education. It also compares Canada to other developed economies. She is ardent and committed to evidence-based change in policy and global development and its connection to improving child education, development and outcome. She is the co-founder and president of The NayaSophia Foundation, committed to improving the education, health and needs of young orphans in Haiti.

Natalie Crisante, BES(Hons), BEd (Hons), OCT: Natalie Crisante is an Ontario Certified Teacher with the Hamilton-Wentworth Catholic District School Board. Over the last two decades she has worked as a classroom teacher in Kindergarten to Grade 3, Principal Intern, as well as being a Certified Reading Recovery teacher. Committed to supporting educators and students in realizing the fullness of their potential, Natalie is currently serving as Early Years Co-Lead and K-3 Student Achievement Consultant with the HWCDSB.

Jane Henriques, RECE: Jane Henriques is a Registered Early Childhood Educator who has worked in Early Childhood educational capacities for twenty years. Jane owned and operated “in-home” Childcare while raising her two children and is passionate about working with children and families. She has most recently been employed by the Thames Valley District School Board as an Early Childhood Educator within the full-day Kindergarten Program. Jane embraced a new challenge last spring and embarked on a new leadership journey. She is currently a proud student of the Honours Bachelor of Early Childhood Leadership Degree Program at Fanshawe College. She brings a wealth of experience to the field of early childhood education and care.

Liv Iatridis, RECE, BA: Liv Iatridis has been inspired to work with children and families for over 20 years. She studied at the University of Windsor where she completed her Bachelor of Arts in Psychology and graduated in 2005. Her studies led her to work with children affected by autism. Over a 10 year course, she was trained in A.B.A (Applied Behaviour Analysis) and Play therapy. Liv completed her ECE diploma at St. Clair College in 2011 and has been working as a DECE for WECDSEB for 8 years in the Full Day Kindergarten Program. She is passionate about Early Childhood Education and is an advocate for play based learning and the extremely valuable yet often overlooked profession of Early Childhood Educators!

Anne Hepditch, RECE: Anne Hepditch is a Registered Early Childhood Educator who has over 30 years experience working in the early learning sector. In her current role, Anne works at the City of Toronto managing the Quality and Capacity Building Unit. In this position, Anne has had the opportunity to work with Educators across Toronto and beyond to gain knowledge and build capacity related to quality and pedagogy practices.

May Jolliffe, RECE, AECEO.C, MA (ECS), Q.Med, WFA: May is an RECE, Qualified Mediator, facilitator, educator and conflict management coach. Her 30-plus years of non-profit and government experience includes program delivery and evaluation, adult education, and senior management positions. May served as a mentor in the College of ECE Leadership Pilot and was a member of the FDK Implementation Team for a large school board before becoming an independent consultant.

Kara Long, RECE: Kara Long has been involved with children and their families for over 28 years. She has had the opportunity to work in many child care centers with children ranging from infancy to school age. Her leadership skills led her to a role of supervisor within the daycare. She also had the opportunity to work in an early childhood education center specializing in diverse needs and abilities. Kara has been employed for the last 7 years with the WECDSEB as a DECE in kindergarten. She obtained her ECE diploma from St. Clair College and is working towards her B.A.Sc. in Child Studies at the University of Guelph-Humber. Kara feels a strong dedication to provide the best foundation for learning and well-being to our youngest of students and their families.

Danielle Matthew, RECE: Danielle Matthew is a front line DECE with the Toronto District School Board. She has been in the field for the last 10 years facilitating the development of children in both preschool and full day kindergarten programs. She has established herself as a dedicated, passionate and positive teaching partner within the Full Day Kindergarten program. When she is not in the classroom; she is a wife and a mother of two children.

Diego Olmedo, RECE, Professor of Early Childhood Education: Diego Olmedo is one of the few men in a predominantly female dominated profession who have strived to bring professionalism to the ECE world. He has worked over 25 years in the industry in various roles as an ECE, Supervisor and Director where early in his profession advocated for the rights of the children and educators. He continues to do so as President of Toronto Catholic Early Childhood Educators with ETFO at a larger scale where he uses this greater platform to continue advocate for the rights of the members ensuring safe work environment for members and children. Also, as a professor at Seneca College he is able to positively influence the next generation of ECEs.

Marie Poss (ECE Coordinator Fanshawe College), RECE, OCT, M.Ed: Marie has over 7 years post-secondary teaching at Fanshawe College, Simcoe ON, in the accelerated Early Childhood Education program, as well as a prior engaging career in both childcare and elementary schools. Marie is currently one of the ECE coordinators at Fanshawe College, and has extensive experience in curriculum development, course writing, and research projects. She is innately interested in helping children to develop strong primary relationships, and cultivating environments of inquiry.

Lorraine Purgret (ECE Coordinator Fanshawe College), RECE, BA Child Studies: Lorraine has over 26 years post-secondary teaching and coordinating at Fanshawe College, Simcoe ON, in both the Early Childhood Education and Developmental Services Worker programs. Her academic and professional focus has been the care and education of children but also the desire to help students understand development from a broader perspective. Lorraine is passionate about recognizing the uniqueness that exists in development and how to use this information to better understand each child's developmental story.

Christine Romain-Tappin, PhD Candidate, Queen's University and Full-Time Faculty, Loyalist College, OCT, RECE: Through past experiences as a Registered Early Childhood Educator, and Ontario Certified Teacher, and an ECE college Faculty member, Christine developed a diverse view of the role of assessment within early years' environments. As a result she is now intrigued in discovering the unique view that other educators hold surrounding the intersecting constructs of assessment in play. Her research interests include: the assessment practices of educators using a play-based curriculum approach, how educators' curriculum stance affect assessment and play in the early years, and the collaboration of RECEs and OCTs as educator teams within Kindergarten classrooms.

Ashley Shirley, RECE: Ashley Shirley is a Registered Early Childhood Educator, who has worked in the field for sixteen years and is currently enrolled in the Honours Bachelor of Early Childhood Leadership Degree Program at Fanshawe College. She has experience working in different capacities within the early years sector such as shelters, childcare, and most recently in Kindergarten for the Thames Valley District School Board. She has provided mentorship as an Associate Early Childhood Educator to Fanshawe College students and implemented a school wide mentorship program for children K-8 within her place of employment. Ashley is the recipient of the 2004 Association of Early Childhood Educators Award for outstanding achievement in advocating for the Early Childhood Education profession.

Dr. Elaine Winick, RECE: Dr. Elaine Winick is a full-time faculty member in the George Brown College's School of Early Childhood. Elaine was part of the College of Early Childhood Educators' CPL Pilot Project: as a mentor, as a learning module facilitator, and as one of the participants of the CECE Leadership video. As a strong advocate for ongoing professional learning Elaine has presented at a large number of local, provincial, national, and international conferences. Her most recent research studies focus on early years' professional self-identity and concepts of mentorship.

Dr. Sandy Youmans, Adjunct Assistant Professor, Queen's University: Dr. Sandy Youmans is an adjunct assistant professor at the Faculty of Education, Queen's University. She is the project manager for the Critical Transitions in Early Mathematical Development Community of Practice through the Math Knowledge Network and was a co-investigator on an Ontario Ministry of Education (OME) project, Building Parent Engagement: A Project to Support the Implementation of Ontario's Renewed Mathematics Strategy. Sandy's former role as the project manager of the Evaluation of the Implementation of the Full-Day Early Learning Kindergarten (FDELK) program commissioned by the OME informed her PhD research on the FDELK program. She is a former kindergarten teacher.

The Kindergarten Summit is an initiative of the Professional Pay and Decent Work project. We are grateful to the Atkinson Foundation for their continued support for this initiative.

Many thanks to the Kindergarten Summit Steering Committee and the AECEO's project partners, the Ontario Coalition for Better Child Care and The Atkinson Centre for Society and Child Development and our event partner, George Brown College School of Early Childhood.

