



C&FC Minutes

These minutes are posted online at the Child & Family Collaborative website
for future reference at www.cfcollaborative.ca

Date: April 14, 2015
Location: York Catholic School Board, Room 100
Time: 9:00am – 11:20 am

Present: Sandy Abram Kujansuu, Andrea Adams, Ed Bader, Amtal Bajwa, Linda Barstow, Andrea Boyd, Betty-Jo Ampbell, Sr. Reeda Correya, Valerie D'Paiva, Colleen Zorzit, Brian Deboer, Tracy Dettman, Vita Di Martino, Amanda Dobson, Katelyn Forgione, Gwen Fox, Jacquie Gill, Sabrina Gonsalves, Marlene Green, Shirley Henry, Lauren Hollidge, Ruth Houston, Kelly Hurri, Alesha Illasarri, Naureen Imran, Casey Jacob, Jill Javelosa, Kira Kamocki, Grace Kim, Debbie Lavoie, Mei Ying Liang, Jackie Macdonald-Bartkiw, Heather McLeod, Sandi Mac Millan, Ardys Mager, Stefanie Manna, Tina Murphy, Toni Pellicano, Lesley Pettigrew, Emma Reggio, Melissa Roach, Sandra Sanz, Vasishali Sikri, Cheryl Simmonds, Sharon Smith, Liz Soffe, Gmoatie Sukhnandan, Lianne Terry, Misha Tivedi, Christina Tu, Mary Turfryer, Joy Vance, Andrea Wesson, Linda Wheeler, Barbara Winberg, Lori Young, Sundap Dawn, Barbara Pytka, Christina Tompkins, Cheryl Harris, Daniela Turturici, Carrie Thompson, Kelsey Bouzani, Heather Butler, Anouchka Lewis, Michelle Sorissa, Krista Danieleles, Janice Flisfeder, Marisa Merrell

No.	Discussion Item	Action Item
1.0	Welcome and Introductions <ul style="list-style-type: none"> • Lianne & Barb welcomed everyone. 	
2.0	Approval of Agenda <ul style="list-style-type: none"> • Approved by Andrea. Seconded by Tracy 	
3.0	Approval of Minutes – October 7, 2014 <ul style="list-style-type: none"> • Approved by Andrea. Seconded by Marlene 	
4.0	Follow -up on Action Items <ul style="list-style-type: none"> • None at this time 	
5.0	Treasurer Report – Linda <ul style="list-style-type: none"> • No report was given at the meeting • Linda provided balance April 20. Current balance is \$11,588.49 	
5.0	Guest Speakers Maria Saunders, Silvia Basedau & Mackenzie Maclean – How Does Learning Happen Presentation <ul style="list-style-type: none"> • Handouts Given; <ul style="list-style-type: none"> An Introduction to How Does Learning Happen For Leaders An Introduction to How Does Learning Happen For Educators An Introduction to How Does Learning Happen For Home Child Care Providers Ontario Early Years Policy Framework 	



- Think, Feel, Act
 How Does Learning Happen? Ontarios Pedagogy for the Early Years
- Viewed 4 video clips. Dr Jean Clinton -Adult/child interactions; Karyn Callaghan – Environment, Dr Carol Ann Wien – Pedagogical documentation, Lorrie Baird
 - Video clips are available at <http://www.edu.gov.on.ca/childcare/pedagogy.html>
 - See attached Appendix A for summary of sticky notes posted

- 6.0 Work Plan Approval**
- Called for approval of work plan draft that was pre circulated to members
 - Approved by Andrea. Seconded by Tracy

- 7.0 Sector/Committee Updates**
- Enhancement Committee**
- 33 applications on the waitlist (24 individual, 9 group) Total number of children on waitlist is 54
 - Re application deadline for the July to December term is April 30, 2015
 - New applications may be submitted at any time
 - Blank application may be downloaded from York.ca
 - Next Standing Committee meeting is May 11, 2015

Communications

February 2014 vs. February 2015 comparison

	% increase/decrease Feb 2014 vs. 2015
Overall traffic to site	46% inc.
Returning visitors to site	2.3% inc.
Mobile Visits	51% increase
Access to site w/o keyword	50% inc.
Access to Elect Document	56% inc.

The pattern has remained steady that the majority of traffic to our site is driven by the ELECT document, 49% increase in page views.

We're currently getting about 30% of our traffic via mobile, up 3% from the same time last year.

Search Engine/Device use:

Search Eng/Device	Feb 2014	Feb 2015	Inc/dec
Chrome	716	1679	57% inc.
Explorer	642	993	35% inc.
Safari	582	1043	44% inc.
Firefox	233	328	29% inc.
Android Browser	59	128	54% inc.
Safari (in app)	46	70	34% inc.



Blackberry	9	10	1% inc.	
<p>York Region Speech & Language / Early Identification</p> <ul style="list-style-type: none"> • 2.5 additional speech & Language therapists hired this year • Contracted out some purchase of service work (assessment & intervention) • Result current wait times are 5-7 months for children under 30 months of age at time of referral • 7-9 months wait for children over 30 months at time of referral • Staff increases are fairly recent, further reduction in wait times anticipated as the full impact of increased staffing is realized 				
8.0	Other Business			
<p>Next Meeting: June 9, 2015 at Swan Lake Conservation Area Annual Appreciation Luncheon Outdoor Education Workshop by Dr. Diane Kashin Registration will be done through Eventbrite. Space will be limited</p>				



Appendix A

Sticky Notes Posted

I am struggling with...

- engaging families
- making the children the absolute priority over the daily tasks at hand
- training caregivers
- age appropriate, what is and isn't
- adaptable programming
- the limited emphasis on the family as a source of learning
- how to engage caregivers with new pedagogy
- keeping older children engaged in activities
- appropriate activities for different ages/grades in the same classroom
- how to incorporate this approach with children with special needs- e.g. ASD
- incorporating parents in programming and how to help them engage in children's learning
- engaging parents-getting them n board with new pedagogy
- documentation (2)
- staff/parent perspectives
- setting up the environment to be more efficient
- self-reflection
- engaging parents/older staff in learning
- lack of staff motivation to do/try something different
- sharing my vision with the team, as a supervisor it is hard to et everyone on the same page.
- assisting the staff to see the value of rethinking the way they do things
- how community workers will engage with parents and promote early learning and communication.
- home visitor's role with caregivers
- how to include the special needs community in the program and to change staff views on their abilities and competences
- setting up the learning environment
- shared space with teachers (4)
- providing a god variety of experiences and materials to school age in a shared environment
- family engagement
- constantly creating new and exciting activities that are age appropriate



- how to make parents understand what it is we are doing on a daily basis and how important music and play are to learning
- not all staff embracing concepts
- play based programs
- staff buy in!!!!
- how to get every staff on board, understanding getting it
- family involvement
- limited resources in B&A programs- emphasis is often on the preschool programs
- the time factor in B&A programs- not enough time
- how to get my co-worker/partner on board with new thinking
- how to get children with special needs to engage in inquiry based learning
- time management, getting it all done (4)
- getting staff to truly reflect on their own practice and the changes they can make
- program planning

I am excited about...

- all of the changes that are encouraging children to become competent, capable learners
- inspiring and motivating children and co-workers
- sharing this information with my co-workers- and supporting their learning
- brainstorming
- the positive view of the child as competent and capable
- seeing how far the children will go when trusted as competent learners
- school board/childcare collaboration
- sharing the videos with staff
- learning together through play
- the next step with documentation
- being an active learner with children
- open ended learning opportunities
- providing learning opportunities as opposed to pre-determined learning
- implementing this new thinking in my classroom
- documenting childrens activities and seeing the childrens responses when they look at the pictures
- learning more all the time
- bringing new activities to the classroom



- for what the future of early childhood education
 - what I am learning
 - new programming strategies
 - supporting staff in the development of experiential based therapy materials
 - the benefits to children of play based learning
 - shifting the focus to the vision of the child
 - learning more
 - about children taking the lead
 - engaging staff in the idea of process based creative activities rather than product based
 - fresh information and a fresh outlet for implementation
 - making learning and thinking visible
 - staff adapting to more play based opportunities
 - finding simple and reasonable ways to engage busy parents
 - the future of early childhood education
 - having the children experience more hands on learning
 - bringing the new ideas to the centre
 - using more loose materials
 - using pedagogical documentation
 - more emphasis on learning vs. teaching
 - the opportunity to make a difference
 - co-constructing classroom environments
 - the new vision of the child, family, teachers and environment as a teacher
 - making changes to the environment to make it work better for the children and staff as a whole
 - programs moving towards more child led activities
 - learning new things
 - using the document to enhance the children's experience
 - engaging children in meaningful ways
 - continuing to deliver the Bounce Back and Thrive program to build parents and childrens resiliency skills
 - emerging pedagogy
 - bringing more risky activities into the indoor classroom i.e. dirt boxes
- I am rethinking...
- strategies to engage families and children more effectively
 - my role as an educator
 - ways to improve all environments as the third teacher
 - how to deliver "How Does Learning Happen " to my staff
 - working in a daycare setting



- we really need to avoid gender stereotyping
 - how do we get this message to every staff
 - how to be more accessible and open minded
 - the importance of rules, or lack thereof, in my program
 - how we learn from the children in our everyday practice
 - how to provide more interesting adventurous materials for the children to explore and learn from
 - materials in the classroom (2)
 - the importance of the environment and documentation
 - program plans
 - how can I support RECE's with this approach
 - how I observe and how I document it
 - the future
 - the way I provide pre-determined learning experiences
 - how we program plan for school age children
 - co-creating the environment
 - slowing down
 - engaging with the children
 - teaching materials-how to incorporate the information discussed today
 - about new ideas to implement in the classroom
 - strategies to encourage self help
 - how learning can affect the child and parents
 - how to be more successful in the field of childcare
 - environmental design of some spaces
 - eliminate teacher directed activities and incorporate more open ended strategies and learning opportunities
- The idea of the environment working as a learning tool
- my approach to documentation
 - what I can do to engage my classroom more
 - have processes become routine or do they have meaning?

I want to learn more about...

- giving priority to the child's experience over and above the daily tally of expectations
- bringing more thought provoking inquiry into the program
- how to engage children with special needs into group activities



- how best to observe and document
- the wants and needs of the children
- meaningful documentation
- how education is changing for all ages to inquiry based learning
- pedagogical documentation
- how children and parents learn in the home setting
- how to help staff reflect
- how to engage children through music and song
- research regarding children with special needs
- how learning happens
- how to support parents to understand and practice these concepts
- proper documentation
- deeper conversations with high level practitioners
- setting up the environment
- before and after programming and natural resources
- ELECT
- information relating to home child care
- bringing technology into the program
- documentation-new ways to record and display observations and assessments
- practices for before and after school programs
- creative thinking and how to incorporate it
- using the Framework, ELECT, and new pedagogy to develop curriculum
- how to motivate staff to become co-educators with the children
- documentation
- how can this translate to home childcare?
- environmental calming- self regulation- better documentation
- documentation
- resiliency training for all childcare providers
- documentation
- pedagogical documentation
- career growth for RECE's
- risk with safety
- how children learn
- how to approach children's feelings in multiple ways
- how to create challenges in the classroom
- everything related to the document- mainly documentation strategies and ideas
- age appropriate activities for children- setting up the classroom for learning/exploring