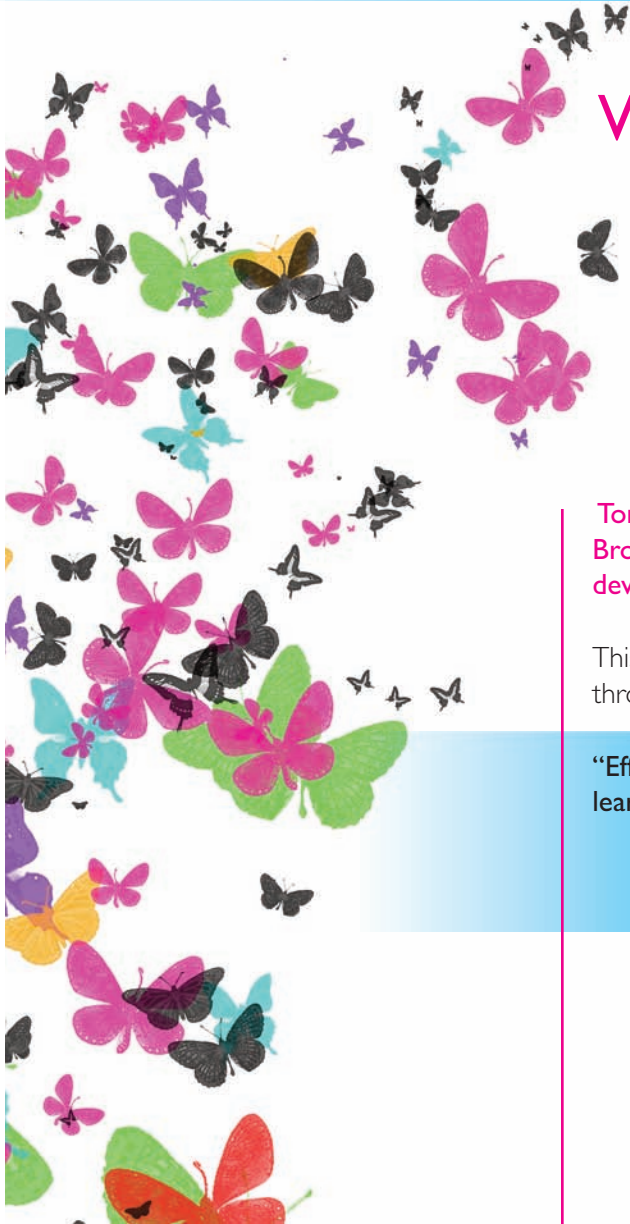




RAISING THE BAR:

LIFTING THE FIELD



Wednesday December 2, 2009

BMO Conference Centre,
3550 Pharmacy Avenue
(south of Steeles Ave.)

Toronto Children's Services and the School of Early Childhood, George Brown College are excited to co-sponsor this important professional development event.

This year we "lift the field" of Early Learning and Care by examining our field through the principles of reflective practice.

"Effective educators, and those who lead and mentor them, are reflective learners themselves...".

Report to the Premier by the Special Advisor on Early Learning
Charles E. Pascal



Overview of the Day:

8:15 Registration and Breakfast

8:45 Welcome Address – General Manager, Children's Services and Patricia Chorney Rubin,
Director, School of Early Childhood, George Brown College

9:00 Keynote – "Empathy. As We Sow, So Shall We Reap", Mary Gordon, Founder/President – Roots of Empathy

9:45 Morning Break

10:00 AM – Workshops (2 hrs)

1. Inclusion and Family Support: Promoting Diversity in your Community
2. Building Partnerships – Practical Strategies for Working Effectively with Families
3. Planning Pathways to Literacy and Numeracy through Sand Water and Blocks
4. Engaging Fathers – What Works and What Gets in the Way.
5. Supporting Indigenous Children in Early Learning and Care through the Effective Design of Partnerships.
6. Toronto Child Care Centres: A Language Profile

12:00 Lunch and Networking Opportunity

1:00 PM – Workshops (1 ½ hrs)

1. As it Happens: Observing and Documenting Learning and Development in Play-based Curriculum
2. Clustering of Services and Collaborative Behaviours
3. Is it Time to Reconceptualize the Current Approach for Professional Development for Practitioners
4. Developing Reflective Practice in Front Line Staff
5. Exploration and Enlightenment: Reflective Practice in an Inclusion Project
6. L'ingrédient clé...
7. Why Would Anyone Want To Be Lead By You?

2:30 Afternoon Break and Refreshments

2:45 PM – Workshops (1 ½ hrs)

1. Developmentally Inappropriate Practice? The Role of Reflective Practice in Supporting Inclusion
2. Conversations about Collaborative Leadership
3. Music and Movement
4. Implementation of Ontario's Early Learning Framework
5. L'ingrédient clé...
6. Staying ahead of the Game: Putting your Best Foot forward
7. Why Would Anyone Want To Be Lead By You?

4:15 End

Keynote Speaker



Mary Gordon, Founder/President –
Roots of Empathy

"Empathy. As We Sow, So Shall We Reap"

Empathy and solidarity are the underpinning of a civil society. As we learn to take the perspective of each member of the community we grow the seeds of a caring world. In the early years, adults play a huge role in the development of empathy in children. Childhood is a short season. Early childhood educators have an unparalleled opportunity to tip the future every child deserves. Roots of Empathy and Seeds of Empathy fosters the development of empathy in children who are 100% our future.

Mary Gordon is recognized internationally as an educator, best-selling author, child advocate and parenting expert who has created award-winning programs informed by the power of empathy. In 1996, she founded Roots of Empathy, which now offers programs in Canada, New Zealand, the United States (in Seattle) and the Isle of Man. In 2005, Ms Gordon founded the Seeds of Empathy program. She is a Member of the Order of Canada and an Ashoka Fellow.

Ms Gordon speaks and consults to governments, educational organizations, and public institutions. She is the recipient of several prestigious awards recognizing her contribution to innovation in early childhood education and international social entrepreneurship, including the 2009 Public Education Advocacy Award from the Canadian Teachers' Federation. Her 2005 Canadian bestseller, *Roots of Empathy: Changing the World Child by Child*, was ranked as one of the Top 100 Books of the Year by the *Globe and Mail*, Canada's national newspaper. She was a recipient of the Queen's Golden Jubilee medal for her outstanding commitment to education.

Special Workshop Speaker



Idahlynn Karre, PhD

Will be offering a two day extended workshop which will begin in the afternoon of December 2nd and conclude with a full day of learning on December 3rd at George Brown College. Entitled "**Why Would Anyone Want To Be Lead By You?**" this workshop will focus on the role of the Supervisor as the team leader.

Idahlynn Karre has spent her career as a professor, speaker, and leader of educational innovation. She retired in 2002 after 32 years university teaching, leadership, and staff development to devote her time and energy to professional speaking, writing, and consulting.

Dr. Karre has been recognized for excellence in teaching, speaking, and leadership. With over 100 published titles and hundreds of professional presentations, she serves as an international speaker, consultant, and coach for numerous colleges, universities, professional organizations, businesses and corporations.



AM Workshops

1. Inclusion and Family Support: Promoting Diversity in your Community

presented by:
Patricia Hunt, Program Manager, Family Supports
Institute Ontario

This workshop is intended to promote discussion and critical thought around LGBTQQ issues in child care, family support and early learning. We will use a video called "Its Elementary" to create a forum for understanding the importance of the child's perspective in including families of all kinds. The theory of inclusion will be employed to illustrate changes in perception of adults when considering who can be included. Binary notions of "us and them" will create discussion around the positive influence of inclusive practises in all spheres of early learning and care. Explore;

- How can you as an individual create inclusive spaces?
- How can you dispel fears of families around LGBTQQ issues?
- How can you create comfortable spaces for discussions to occur?

2. Building Partnerships – Practical Strategies For Working Effectively With Families

presented by:
Lynn Wilson, Faculty, George Brown College

Research supports the benefits to children, educators and families when a strong alliance between all parties is formed. Practical strategies will be discussed for ensuring meaningful and collaborative centre-home relationships in a world of constant change and stress. As educators we must lead the way for community transformation to create an approach to working with the diverse and ever changing needs and contexts of children and their families. Resources will be available for workshop participants that will support their partnership efforts.

3. Planning Pathways to Literacy and Numeracy Through Sand, Water and Blocks

presented by:
Dianne Riehl, Program Coordinator, Early Years,
Toronto District

Participants will view and analyse video clips of children learning at centres. The critical role of the educator and the organization of materials will be discussed. Participants will examine documentation and anecdotal notes to discuss how to plan, observe, support and extend learning, and engage children in inquiry, literacy and numeracy.

4. Engaging Fathers: What Works, What Gets in the Way

presented by:
Brian Russell, Parent Education Worker,
LAMP Early Years Services

There are many tools and resources available to enhance the capacity of organizations looking to be more "father-friendly". Engaging Fathers outlines effective practices and research that is practical and immediately applicable to different settings. Participants will:

- learn key issues facing fathers today
- be exposed to the impact involved fathers have on children, moms, and society
- assess the "father-friendliness" of their organizations
- be able to identify practical strategies they can implement in their work with families
- learn of resources that have been developed for fathers and people working with fathers

5. Supporting Indigenous Children in Early Learning and Care through the Effective Design of Partnerships

presented by:
Laurie Hermiston, Coordinator of Aboriginal Programs,
Mothercraft

This presentation will focus on building effective partnerships within Indigenous communities to promote the well-being of not only the child, but the family and the community on a whole. We will explore the meaning of the word "partnership", and challenge the "Donor/Recipient" model that exists in society now. Participants will understand what it means to design a holistic, culturally relevant partnership, and will be given examples of the approach and where it is working in the community right now.

6. Toronto Childcare Centers: A Language Profile

presented by:

Dr. Roma Chumak-Horbatsch, Associate Professor,
School of Early Childhood Education, Ryerson University

Four main findings from a 2008 study, conducted in collaboration with Toronto Children's Services will be presented:

- (a) immigrant children represent a significant part of the Toronto childcare population
- (b) a significant number of childcare practitioners are themselves speakers of languages other than English.
- (c) working with immigrant children and their families is challenging
- (d) workshops and information sheets are the formats requested by childcare practitioners for information about bilingualism, immigrant children's social development and working with parents.

The Language Profile which emerges from the study, has important implications for child language research, best practice, programming, resource preparation and child policy.

PM Workshops I

I. As It Happens: Observing and Documenting Learning and Development in Play-based Curriculum

presented by:

Marie Goulet, Professor, George Brown College

Observing and documenting learning and development in play-based curriculum has advantages and challenges. The clear advantage is the richness of the learning in environments where children's thinking, feeling, relating and actions are integrated in a meaningful context. The challenge is including the ongoing assessment of learning as it happens.

This workshop will tell how the Lab Schools at George Brown College have applied Early Learning for Every Child Today to the task of documenting learning and development for the purpose of curriculum planning. Assessment tools and processes will be described with illustrations of practices and outcomes.

2. Clustering of Services and Collaborative Behaviours: Building Community Supports for Young Children and Families

presented by:

Saba Mir, Ph D. Candidate, Toronto First Duty Research Team

Dr. Carl Corter, Professor, OISE/UT and Chair of the Atkinson Charitable Foundation in Early Child Development and Education

Karen Guthrie, Coordinator, Toronto Best Start Network, Toronto Children's Services

Tomoko Arimura, Ph D. Candidate, Toronto First Duty Research Team

Phase 1 of the "Toronto Best Start Plan: Toronto Vision for Children" saw increased collaboration between the core streams of kindergarten, child care, and family support. As we move into Phase 2, we are promoting a hub delivery system which will provide access to a broader range of options for families.

Using OEYC as communication portals, this research project examined existing clusters of services in different areas of the City, in order to explore:

- Types of clustered services and their working relationships
- Existing models of collaboration
- Barriers and benefits associated with collaboration for services, families, and the community

3. Is it time to reconceptualise the current approach for professional development for practitioners?

presented by:

Karen Chandler, Professor, George Brown College

Ryan Campbell, Supervisor, Early Learning Centre, University of Toronto

With the establishment of the College, our emerging Early Childhood profession has increased expectations and accountability for providing quality services for children and families. It is time to make leading and development of staff a priority. Currently, many practitioners approach professional development in an ad hoc manner. This session determines that administrators should be considering a more systematic approach for professional development, aligning it with program goals and meeting standards of practice.

4. Developing Reflective Practice for Frontline Staff

presented by:

Barbara Harrison, Quality First Consultant

The Quality First initiative in Halton is based on observation and assessment, goal setting, planning and implementation of goals and reassessment. Throughout the process, participants in Quality First are encouraged to develop and use the skill of reflective practice.

Using the skill of Reflective Practice and by learning to develop an inquisitive approach to their practice, participants will learn to evaluate the environment they provide, their teaching interactions and their developmental programming. They will learn methods for incorporating Reflective Practice into their day to day work and to how to develop short and long term objectives for themselves, their programs and the centres they work in.

5. Exploration and Enlightenment: Reflective Practice in an Inclusion Pilot Project

presented by:

Laura Coulman, Child Care Policy and Research Analyst, County of Wellington

For 6 months, Early Childhood Educators in 4 child care centres in Guelph and Wellington were given the primary responsibility for developing Individual Program Plans for the children with special needs in their care. This presentation highlights how the reflective practices of ECEs, supervisors, and resource consultants had an impact on their confidence levels and attitudes with respect to inclusion. Their journal entries and networking not only provided documentation for the changes they experienced; reflection was also an important vehicle for improved practice. This presentation celebrates the changes that ECEs experienced in their expectations of themselves as professionals.

6. L'ingrédient clé...

presented by:

Evette Sauriol, Spécialiste en alphabétisation auprès

L'apprentissage de la lecture et de l'écriture ne se limite pas seulement aux livres, mais est lié étroitement aux environnements riches et stimulants en littératie. Selon les nouvelles perspectives sur la littératie, les poupons et les jeunes enfants acquièrent continuellement des aptitudes liées à la lecture, à l'écriture, au parlé et à l'écoute. Cet atelier, axé sur

l'alphabétisation émergente des jeunes enfants, vise à enrichir vos connaissances et vos pratiques, afin de créer des milieux très riches en littératie.

7. Why Would Anyone Want To Be Lead By You?

Presented by:

Idahlynn Karre, PhD, International Educational Consultant

This extended workshop (Dec 2nd pm workshop and full day Dec 3rd) focuses on the role of the Supervisor as the team leader. Participants will have the opportunity to:

- Discuss leadership strategies through reflection and collective dialogue
- Learn strategies that support understanding of self and others for effective supervision
- Explore strategies for bringing out the best in your team during times of change

PM Workshops 2

I. Developmentally Inappropriate Practice? The role of Reflective Practice in supporting Inclusion

presented by:

Lisa Phyllis MPCRC Early Years Coordinator, Humber College

As the communities we serve become increasingly diverse we must adjust our practice to remain inclusive and responsive to the needs of the families we support. Personal awareness and reflection coupled with dedication to building trusting relationships with families are key.

Are we being inclusive of diverse parenting goals by simply translating messages into various languages? Are messages meaningful within diverse family structures?

This workshop will explore research examining these questions within diverse value systems. Workshop participants will engage in discussion regarding practical ways to partner with parents to empower children and develop skills as an empathetic listener.

2. Conversations about Collaborative Leadership

presented by:

Joan Arruda, Family Day Care Services CEO

Lorraine McLeod, Toronto Children's Services Consultant

Hear the story of the 'what, why, when, where, how' of the project undertaken by Family Day Care Services, titled 'Leaders Practising Collaboration.' Working with two external consultants, Family Day designed and delivered a process that increased individual and organizational capacity for collaboration and for leading culture change.

Participants will identify a current challenge that necessitates new learning or a change in organizational behaviour and then using four of the reflective tools from our work, participants will have the opportunity to practice.

Objectives

- sharing the story of Family Day's Leaders Practising Collaboration Project and key learnings
- providing a comparable experience of reflective practice and demonstrating related tools/techniques

3. Music and Movement

presented by:

Susan Purdy, Music Teacher, Seneca College

This practical workshop will offer music and movement activities for children from JK to Grade Six. No previous music experience necessary! Please come prepared to move. Workshop participants will receive a free subscription to The Children's Music Room, an online newsletter about music and movement.

4. Implementation of Ontario's Early Learning Framework

presented by:

Anne Bird, Senior Policy Analyst, Ministry of Children and Youth Services.

Attend this session to hear about integration of Ontario's Early Learning Framework (ELECT) at seven Early Leader sites as they implemented the framework into existing programs. This workshop will discuss the experiences of the Early Leader sites during the implementation process.

5. L'ingrédient clé...

presented by:

Evette Sauriol, Spécialiste en alphabétisation auprès

L'apprentissage de la lecture et de l'écriture ne se limite pas seulement aux livres, mais est lié étroitement aux environnements riches et stimulants en littératie. Selon les nouvelles perspectives sur la littératie, les poupons et les jeunes enfants acquièrent continuellement des aptitudes liées à la lecture, à l'écriture, au parlé et à l'écoute. Cet atelier, axé sur l'alphabétisation émergente des jeunes enfants, vise à enrichir vos connaissances et vos pratiques, afin de créer des milieux très riches en littératie.

6. Staying Ahead of the Game: Putting Your Best Foot Forward

presented by:

Sue Hunter, Principal, Hunter Consultants

There is much that is rewarding about a leadership role in the field of early learning and care, but there are also challenges. How do you, having perhaps spent years in the trenches struggling with insufficient funding and lack of recognition, ramp up the excitement level, inspiring not just your team, but yourself, to put your best foot forward?

This workshop is designed to help participants reflect on their role as a leader and mentor and how to sustain enthusiasm and excitement for the field and their work. With a focus on leadership and the importance of engaging and challenging staff, the workshop will provide specific strategies to build and sustain morale with the focus on delivering outstanding early learning and care while reflecting on your strengths and abilities as a leader and mentor.

7. Why Would Anyone Want To Be Lead By You?

Presented by:

Idahlynn Karre, PhD, International Educational Consultant

This extended workshop (Dec 2nd pm workshop and full day Dec 3rd) focuses on the role of the Supervisor as the team leader. Participants will have the opportunity to:

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- Explore strategies for bringing out the best in your team during times of change

Location & Contact Information

**BMO Financial Group
Institute for Learning**
3550 Pharmacy Ave.
Toronto, Ontario
MIW 3Z3

CONTACT

Phone: 416-490-43003

Fax: 416-490-4445

Web : ifl.bmo.com/cp_english/index.htm

Email: eventreservations.ifl@bmo.com

PARKING

Located on the West side of the building.

DIRECTIONS:

From West :

- 401 Eastbound to Don Valley Parkway (DVP) exit.
- Take 404 North to Steeles and Woodbine exit (Exit 22)
- Stay right and turn right on to Steeles Avenue
- At the 3rd set of lights, turn right on Pharmacy Ave. and turn into 1st driveway on the right

From East :

- 401 Westbound to Don Valley Parkway (DVP) exit.
- Take 404 North to Steeles and Woodbine exit (Exit 22)
- Stay right and turn right on to Steeles Avenue
- At the 3rd set of lights, turn right on Pharmacy Ave. and turn into 1st driveway on the right.

From North :

- 404 South to Steeles and Woodbine exit (Exit 22)
- Turn left on to Steeles Avenue
- At the 4th set of lights, turn right on Pharmacy Ave. and turn into 1st driveway on the right.

From South :

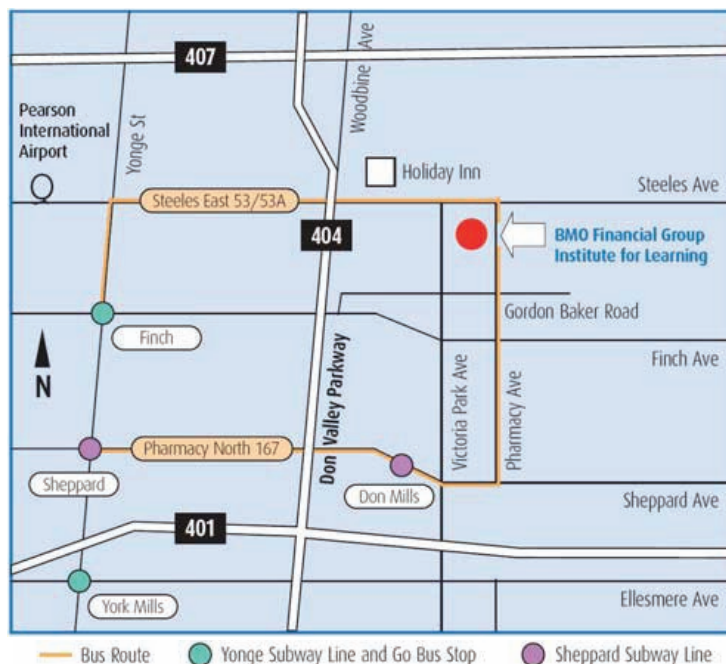
- Don Valley Parkway (DVP) North which becomes 404 North
- Take Steeles and Woodbine exit (Exit 22)
- Stay right and turn right on to Steeles Avenue
- At the 3rd set of lights, turn right on Pharmacy Ave. and turn into 1st driveway on the right.

TTC Directions

- Take the Steeles East 53/534A from Finch Station or the Pharmacy North 167 from Sheppard Station

Note: Children's Services and the School of Early Childhood, George Brown College will be providing limited Free charter bus service from Finch Station. Pick up is at 8:00 am in the Park 'n' Ride area of Finch Station. Seating is first come first served.

Please indicate on your registration form if you will be requiring bus transportation



For more up-to-date bus/subway information, call Toronto Transit Commission at 416 393-4636.