

# **THE COMMUNITY EARLY LEARNING AND CHILD CARE FACILITATORS PILOT PROJECT**

*An Evaluation of the Third Year of the Project*

*October, 2014*

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## Executive Summary

This document is an evaluation of the third year of the Community Early Learning and Child Care Facilitators Pilot Project (October 2013 - June 2014) in two project sites (Burnaby and Victoria). This document also reports on the activities to date on the establishment of a third project site in Northern British Columbia, slated to be fully operational in October 2014.

The Community Early Learning and Child Care Facilitators Pilot Project is an innovative model of supporting quality child care in British Columbia. The model draws on the foundation created by the ground-breaking Investigating Quality (IQ) Project, which was funded by the Ministry of Children and Family Development from 2005 to 2011. That work was, in turn, closely related to the establishment of the BC Early Learning Framework (Government of British Columbia, 2008). The pilot project incorporates the philosophy of the IQ project and of the ELF. Like the IQ Project, this project includes monthly learning circles for early childhood educators, as well as the position of the Community Facilitator, which is a new feature introduced through the pilot project.

The Community Facilitator position was introduced to support early childhood educators to begin to use the innovative theories and practices explored through the learning circles in everyday practice. Community facilitators make regular visits to early years centres and collaborate with educators in documenting and reflecting on children's learning, introducing new materials, and transforming the early years environment. The project is also a key support to the continued implementation of the *BC Early Learning Framework* (Government of British Columbia, 2008, 2009; Pacini-Ketchabaw, Hoyland, & Handley, 2009).

The project was coordinated by Dr. Veronica Pacini-Ketchabaw, co-director, along with Dr. Alan Pence, of the Unit for Early Years Research and Development ([web.uvic.ca/~eyrd](http://web.uvic.ca/~eyrd)). Dr. Allison Benner, a research associate at the Unit, completed the analysis of Year 3 activities for this report. This evaluation is based on a qualitative methodology that incorporates field-based observations, focus groups, and interviews and/or surveys with educators, community facilitators, and families.

This year, the primary focus of the evaluation was to identify to what extent the theories and practices introduced by the project are being integrated into the educators' everyday work. Evaluation findings show that the project has generated significant changes in the way that participating educators carry out their daily practice in five main inter-connected areas: relationships with children, relationships with materials and environments, relationships with families and communities, pedagogical narration, and professional development.

In all of these areas, educators report notable changes in their practice. Some aspects of practice encouraged by the project (e.g., reflecting on the image of the child, sharing information with families, producing pedagogical narrations) were familiar to most educators before the project, but they now engage in these activities more extensively and/or reflectively than before. Engagement with deeper, more complex aspects of critically reflective practice (e.g., long-term inquiries with children, ongoing pedagogical dialogues with families, using pedagogical narrations as research and curriculum planning tools) show the greatest degree of change, though

these areas of practice also offer the greatest potential for further development as the project evolves.

Also, in May 2014, the Ministry of Children and Family Development offered funding for the Unit to develop a third project site in Northern BC. The Unit explored three possible sites and selected Terrace, BC, based on the availability of suitable individuals to act as community facilitators, the presence of diverse early years settings who are potential participants in the project, including on- and off-reserve centres serving Indigenous children. Drawing on the experience of the first three years of the project, the Unit developed and delivered training for the new facilitators and helped the community facilitators to identify 7-8 centres to participate in the project. The new site began operating in October, 2014.

In the Fall, 2014, the pilot project will enter its fourth year. To build on the successes of the first three years, and to provide a basis for expanding the model and the approaches it promotes to more communities in the future, this report makes the following recommendations:

1. Continue to support educators to engage in the deeper, more complex, and innovative aspects of practice that the project has begun to introduce to their work, and document the strategies that educators find most effective in promoting ongoing engagement with these practices.
2. Document how the project model and activities operate in rural and/or Aboriginal communities, drawing on the experience of the third project site in Terrace and the surrounding communities.
3. To support recommendations 1 and 2, create an online forum for community facilitators in Burnaby, Victoria, and Terrace to share resources and to engage in dialogue on an ongoing basis. Incorporate the learnings from this process into the evaluation for 2014-2015 and into future deliveries of the community facilitator course, which was developed in 2012-2013 and which will be piloted in January 2015.
4. Continue to explore ways to adapt the project model to meet the needs of diverse groups of educators. For example, in response to educators' feedback:
  - a) experiment with a shorter (two-hour versus three-hour) format for the learning circles, and use the extra time to create opportunities for educators to have small group discussions with the community facilitators about pedagogical narrations, project readings, and practice issues;
  - b) test the effectiveness of distributing project readings for the year at the first learning circle, so that educators have the opportunity to read and reflect on the materials well in advance of the learning circles;
  - c) distribute pedagogical narrations well in advance of learning circles and ask each participating centre to generate 2-3 critical questions prior to the learning circle, to create a balance between open-ended discussion and the structure provided by the critical reflective protocol (Government of British Columbia, 2009).

5. As in 2012-2013, continue to encourage educators outside the project to participate in the learning circles, supporting the sharing of a wider range of perspectives at these meetings and the creation of larger communities of practice that are exploring the innovative approaches introduced by the project.
6. Continue to promote awareness and discussion of the project model as an effective way of promoting quality early years services through conference presentations, publications, and working partnerships with organizations across BC and Canada who are exploring similar approaches to practice.

This document is structured as follows: The Introduction provides background information about the project, including its history, goals, and main components. The Methodology section describes the project participants and the methodology employed for the evaluation. In Project Activities, we describe initiatives undertaken in 2013-2014 to strengthen the delivery of the project, and progress to date in developing the new project site in Northern BC. In Project Outcomes, we present the main findings of the evaluation. In the Discussion section, issues and challenges that were encountered in the project are explored. The final section of the document discusses the overall findings of the report, and includes recommendations for the fourth year of the pilot project.

## Introduction

The report is an evaluation of the third year (2013-2014) of the Community Early Learning and Child Care Facilitators Pilot Project. This project was led by Dr. Veronica Pacini-Ketchabaw and Dr. Alan Pence, co-directors of the Unit for Early Years Research and Development at the University of Victoria. Dr. Allison Benner, a research fellow at the Unit, was the main evaluator of the pilot project, and is a co-author of this report.

This pilot project draws on the foundation created by earlier phases of the Investigating Quality (IQ) Project, which was delivered from 2005 to 2011, with funding from the Ministry of Children and Family Development. The IQ Project is rooted in internationally respected and tested theories and practices that differ from those often seen in North American early years practice (see, for example, Cannella, 1997; Grieshaber & Cannella, 2001; MacNaughton, 2003; MacNaughton & Hughes, 2008). These theories and practices broaden and deepen discussions of quality, and open up to local voices and to contextual factors that influence quality early years programming. The Unit has extensive experience in working with this approach, both within Canada (Ball & Pence, 2006; Pacini-Ketchabaw, 2010) and with international partners (Dahlberg, Moss, & Pence, 1999, 2007; Moss & Pence, 1994; Pence & Marfo, 2005). Successive evaluations of the IQ project indicate the success and promise of this approach in British Columbia as well (Pence & Pacini-Ketchabaw, 2007, 2008, 2009, 2010, 2011; Mort & Read, 2011).

In 2011, the Ministry for Children and Family Development provided funding to build on the foundation created by the IQ Project by developing and implementing the Community Early Years and Child Care Facilitators Pilot Project. The goals of the project are to:

- increase the recruitment and retention of early childhood educators in BC;
- create a new community-based model for early learning and child care that links to existing community-based initiatives in the province;
- build and sustain professionalism within the early learning and child care sector so that it can act as a full partner in promoting BC's economic development, now and in the future;
- enhance and sustain quality in early learning and child care settings; and
- enhance children's learning opportunities, experiences, and outcomes in early learning and child care settings.

In October 2011, the Unit launched the first phase of the pilot project on Vancouver Island (Victoria) and the Lower Mainland (Burnaby/Coquitlam). In Years 2 and 3, the second and third phases of the project continued in Victoria and Burnaby. In April 2014, the Ministry of Children and Family Development provided funding to develop a third project site. This report focuses primarily on the outcomes of the project in Year 3 in Victoria and Burnaby, but also describes work to date on creating the new project site in Terrace, BC.

As in the IQ project, participating educators in the project attend monthly learning circles. At the learning circles, educators discuss practice in relation to the *BC Early Learning Framework* (Government of British Columbia, 2008), ensuring the ongoing implementation of this important

document in BC early years settings. The educators then explore these perspectives in their centres, engaging in an ongoing, seamless process of action and reflection. Over the past three years in the pilot project, community facilitators have experimented with diverse strategies to continue to engage educators in learning circle activities, including different approaches to discussing pedagogical narrations and inviting guest speakers from the community to enrich educators' inquiries in their centres. These explorations continue in response to educators' feedback and observations of project outcomes.

A key feature of the pilot project is the creation of the Community Facilitator position. In addition to coordinating the monthly learning circles, community facilitators play a role similar to that of pedagogistas in the centres of Reggio Emilia, Italy: immersing themselves in the centres, supporting the educators' efforts to engage with children and families in innovative, critically reflective practice, and extending the practice of the educators and the children by introducing new ideas, materials, and media. The ongoing visits of the community facilitators provide for a richer, deeper exploration of the perspectives introduced in the IQ Project, and also create stronger links between participating educators at the community level. Over the past three years, the experiences of the community facilitators have helped to create a "made in BC" approach to this work, which has been incorporated into university-level curriculum and which will inform the implementation of the model in more BC communities, including rural, Northern, and/or Indigenous communities.

## Methodology

### Project Recruitment

Prospective educators in Victoria and Burnaby were provided with written information about the project (Appendix A), and were invited to discuss the project with the community facilitator and the project co-directors. Educators who agreed to participate in the centres signed a consent form (Appendix B) and a confidentiality agreement (Appendix C).

Educators in the participating centres provided families with an information letter about the project (Appendix D). Like the educators, families were invited to discuss the project with the project co-directors. Parents who agreed to have their child participate in the project activities signed a consent form (Appendix E) and a permission form (Appendix F) if they were willing to have photographs and videotapes made of their child, and if they were willing to have this documentation shared in project activities (e.g., in pedagogical documentations shared at learning circles).

### Project Participants

In Burnaby, the four participating centres were:

- three licensed non-profit group child care centres for children aged 3-5, enrolling 25 children each; and
- one infant/toddler centre, enrolling approximately 16 children each.

In Victoria, the three participating centres were:

- a provincially funded family and child drop-in program for children aged birth to five (StrongStart), running from 8:45–11:45 daily. On any given day, approximately 25-32 children and families attend the program, though the total enrolment is over 200. One educator, the program facilitator, participated in the project;
- a licensed nature preschool enrolling 16 children;
- a privately owned licensed group child care, enrolling up to 21 children aged 12 months to 5 years.

In total, 27 educators participated in the project, 17 in Burnaby and 10 in Victoria. In Victoria, 7 educators who had begun to participate in the project in October 2013 withdrew their participation in March 2014 due to a lack of time to dedicate to the project. However, 7 educators who had been attending the learning circles over that same period elected to join the project at that time. In the remainder of the year, staff changes and medical leaves reduced the number of participating educators to 24, four of whom were absent at the time of the evaluation. Thus, 20 educators participated in the evaluation activities. Of these 20 educators, 10 had an undergraduate degree, 8 had a college diploma, and 2 held a certificate. Two of the 20 educators who participated in the evaluation had less than 3 years of experience working with children, 2 had 3-5 years' experience, 7 had 5-10 years' experience, and 9 had more than 10 years' experience. At the time of the evaluation, 14 of the educators had participated in the project for one year, two educators had participated for two years, and four had participated for three years.



## Evaluation Methodology

This evaluation employs a qualitative methodology. The findings and recommendations reported in this evaluation report are based on focus groups, interviews, and written surveys. At the final learning circle in June 2014, educators completed a written survey (see Appendix G) that posed open-ended questions about program outcomes and the project's strengths and weaknesses in supporting those outcomes.

The survey also included a series of 43 questions investigating the educators' perceptions of the project's impact on their practice in five main areas: relationships with children, relationships with materials and environments, relationships with families and communities, pedagogical narrations, and professional development. Following completion of the survey, a focus group was held to give the educators an opportunity to discuss the project outcomes at greater length and in greater depth. In addition, interviews were conducted with lead teachers at each participating centre and with the two community facilitators.

Families at participating centres were also invited to participate in the evaluation. A written survey was distributed to each centre (Appendix H) and interested families informed the centres of their intention to participate. Twelve families responded to the survey, nine from Burnaby and three from Victoria.

In addition, the project evaluator attended six learning circles in Victoria and Burnaby (three in each project site). The observations and documentation conducted by the evaluator in the learning circles, supported by ongoing discussions with the community facilitators, provided contextual information on the project that has assisted in the interpretation of the data collected for this evaluation report, which is largely based on the written surveys and the focus group discussions.

## **Project Activities**

As in Years 1 and 2 of the project, the main activities of the project were monthly learning circles and weekly visits to centres by the community facilitators. Community facilitators also communicated with educators between visits and between learning circles, offering reflective summaries of activities, as well as questions and additional readings designed to support educators to engage in critical reflection on their practice.

Based on feedback from educators in previous years, numerous small adaptations and additional activities were conducted in 2013-2014 to strengthen the project, and, as part of this evaluation, small adaptations were suggested for 2014-2015. Also, in 2013-2014, following additional funding from the Ministry of Children and Family Development, work began to create a third project site to serve Northern and/or Aboriginal communities in BC. Below we report on these activities.

## **Burnaby and Victoria Sites**

### **2013-2014 Activities**

#### ***Community Facilitator Visits***

In 2013-2014, in response to educator feedback at the Burnaby site, the community facilitator's activities were restructured to allow for longer visits to centres. The Burnaby community facilitator made some visits during children's nap time, to allow for one-on-one and/or small group discussions with educators about pedagogical narrations, project readings, and practice issues.

#### ***Learning Circles***

In response to evaluation findings in 2012-2013, the critical reflective protocol normally used at learning circles to discuss pedagogical narrations (see Government of British Columbia, 2009) was adapted to allow for more unstructured discussion, in response to feedback from some educators that they found the protocol intimidating.

In an effort to increase the project's reach beyond the core participants, community facilitators in both project sites encouraged educators outside the project to participate in the learning circles. In the Victoria site, 7 educators from three additional centres attended the learning circles throughout the year, supporting the sharing of a wider range of perspectives and the creation of larger communities of practice that are exploring the innovative approaches introduced by the project.

Over the life of the project, educators in the Burnaby and Victoria sites have consistently expressed interest in finding opportunities to gather together to discuss and extend project learnings through a larger "community of practice." While project resources limit chances for face-to-face meetings, in 2013-2014, the project supported lead teachers from the Burnaby site to meet with Victoria educators at a special event in Victoria. Educators from both sites commented on the value of this meeting in helping to create connections between the two sites.

## ***Other Activities***

With a view to increasing the pool of qualified and experienced community facilitators across BC, a draft blueprint developed for a practice-based course on the work of the community facilitator was finalized. A pilot delivery of the course will take place at the University of Victoria in 2014-2015.

In line with a recommendation in the Year 2 evaluation report, a repository of readings by topic was created to better support the work of the community facilitators. This resource will be available shortly on a Learning Management System site that is being developed to support ongoing networking and professional development for community facilitators, including the two new community facilitators in the new project site in Northern BC (see below).

Finally, in 2013, efforts were made to enhance communication about the project model within the early years field to engage more educators around BC and Canada in discussing the ideas and approaches introduced by the project. For example, project staff made a presentation about the project at the World Summit on Children (April 2014) and submitted a proposal (now accepted) to participate on a discussion panel at Child Care Research, Evidence, and Policy: Mobilizing Knowledge, a national forum to be held in Winnipeg in November 2014. As well, the project co-directors and community facilitators were invited to participate in a forum in June 2014 with child care researchers, policy-makers, and practitioners from Vancouver, who expressed interest in learning more about the project model as an innovative way of supporting quality child care and the effective implementation of the *BC Early Learning Framework*.

## **Educators' Suggestions for 2014-2015**

When asked about suggestions to strengthen the project in 2014-2015, responses varied, as summarized below:

### ***Community Facilitator Visits***

As noted above, in Year 3, the Burnaby community facilitator's visits were restructured to allow educators to have one-on-one discussions with the facilitator about pedagogical narrations and readings. Educators commented on the benefits of this approach, and expressed a desire to have still more time with the community facilitators for this purpose. At the same time, some educators suggested that community facilitator could spend more time with the children in the following year, and/or provide more assistance with promoting family engagement (e.g., a suggestion was made to schedule some community facilitator visits during drop-off or pick-up time, so that the community facilitator could talk about the project more often with families). These comments reflect the value educators place on the work of the community facilitators, and the challenge of carrying out all potentially beneficial activities within the limited budget for their time.

### ***Learning Circles***

As noted, guest speakers and/or special events (e.g., visits to community spaces) are scheduled during the learning circles. Many educators commented on the value of these opportunities and

expressed a desire to have more such events next year (this was the single most frequently reported request).

As happened in Years 1 and 2, many educators commented on the challenge of attending a three-hour learning circle in the evening after a full day at work (for some educators, attending the learning circles creates a 14-hour day). Suggestions were made to hold the learning circles on weekends and/or to shorten their length to two hours, particularly if the evening time is retained.

As described above, in 2013-2014 the critical reflective protocol used to discuss pedagogical narrations was adapted in response to feedback from some educators that they found it intimidating and would prefer opportunities for more open-ended discussion. During the evaluation, several educators said that they felt freer to discuss issues within this adapted format. However, other educators commented that discussions were less in-depth and/or focused than in previous years, and that conversations were sometimes dominated by a few more vocal educators. Thus, ways to balance opportunities for open-ended discussion and more structured critical reflection could be considered.

### ***Readings***

While, in general, educators greatly appreciate the project readings in stimulating reflection and dialogue about practice, some educators commented that they would prefer shorter, more accessible readings. Other educators said they would appreciate resources to allow them to explore the readings in greater depth—for example, by focusing on a single book all year, by exploring a set of pre-identified “guiding questions” about the readings, and/or by having the readings for the year identified in advance (e.g., more like a “course” format).

### **New Project Site in Terrace**

As noted earlier, in April 2014, the Ministry of Children and Family Development provided funding to support the development of a third project site, with priority given to the creation of a new site to serve Northern and/or Aboriginal communities in BC.

In April and May 2014, the Unit focused on identifying possible sites and on recruiting a community facilitator to join the project. In June 2014, plans were underway to create a new site in Terrace, and a team of two part-time community facilitators was recruited to work with 7-8 centres in Terrace and the surrounding communities, which include on-reserve and off-reserve early years settings that primarily serve Indigenous children and families.

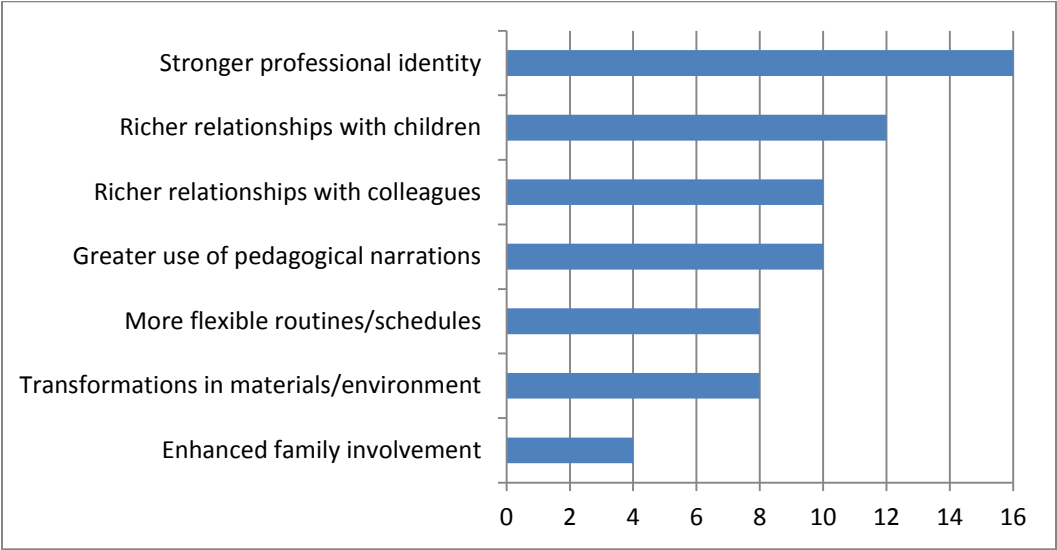
In July and August, a training program was developed for the new community facilitators that draws on resources created this year and on other materials generated throughout the life of the project. As well, the Unit supported the new community facilitators to begin recruiting participating centres, using the recruitment protocol described earlier in this report in “Methodology.” The training will be delivered in September, and the new community facilitators will work with participating centres to recruit families.

Throughout the next year, the existing and new community facilitators will meet monthly in an online forum to share resources and strategies that support effective implementation of the project model. The activities and outcomes at all three project sites will be included in the evaluation of 2014-2015 activities, which will be completed in the summer of 2015.

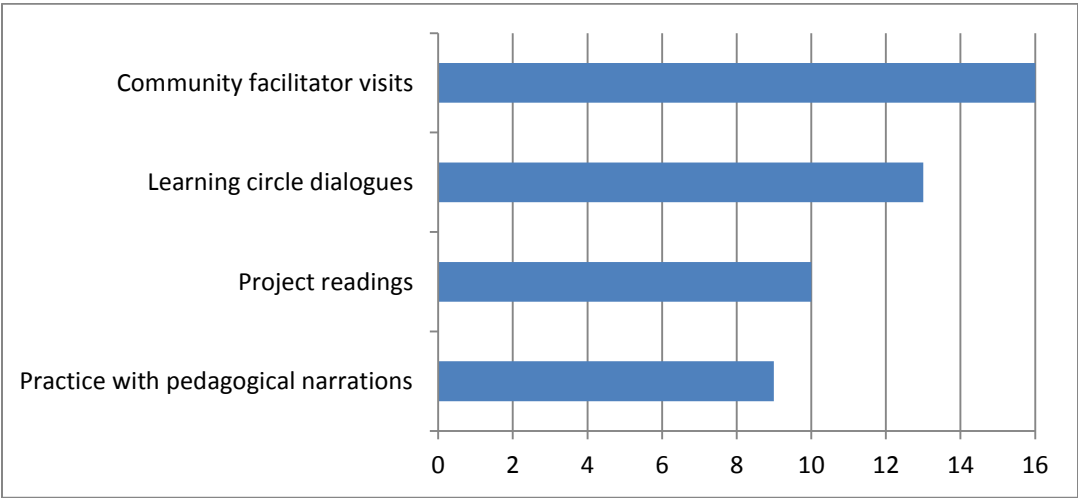
# Project Outcomes

## Overview

In 2013-2014, the evaluation focused on investigating the project’s effects on specific aspects of practice. The evaluation survey asked educators to describe the three outcomes of the project that they most valued for their own practice and professional development. The themes that emerged most often in the educators’ responses are listed below, in order of their frequency of occurrence (note that some educators listed more than three outcomes).



The survey also asked educators to which aspects of the project were most instrumental in helping them to achieve these outcomes. As shown below, the four most influential factors cited in educators’ comments were the visits and reflections of the community facilitators, the dialogues with other educators at the learning circles, the readings on contemporary early years issues, having more practice and greater comfort with, pedagogical narrations.



The evaluation survey also presented educators with a series of 43 statements about practice (e.g., *I reflect upon my image of the child*), grouped into five inter-connected themes:

- relationships with children;
- relationships with materials and environments;
- relationships with families and communities;
- pedagogical narrations; and
- professional development.

These themes largely align with those identified as valued project outcomes by the educators themselves. Within each of the five themes, educators were asked to state the extent to which a given experience was now integrated into their practice (This now happens: *never/sometimes/regularly/nearly always*). The 43 statements were chosen to reflect many of the attitudes, practices, and experiences that the community facilitators attempt to support through their regular visits to centres and through activities conducted at the learning circles.

The results of this part of the survey are presented below, along with illustrative quotes from educators and families from the surveys and/or focus groups. For all but one of the 43 statements presented in the survey, the results show that educators have begun to integrate many of the attitudes and practices supported by the project into their daily work. In most cases, practices that educators had engaged in prior to the project (e.g., concepts such as the image of the child and practices such as pedagogical narration, both of which participants had learned about prior to the project through the BC Early Learning Framework and/or exposure to the IQ Project) are now deeply integrated into their work. Practices that were less familiar before the project are more likely to be still emerging in educators' work (occurring "sometimes" or "never"), though many educators expressed an interest in continuing to deepen their engagement with these practices in the future. While the number of participants in this project is relatively small, these results suggest the potential of the project model to transform practice in a number of important areas.

## Relationships with Children

Strong relationships with children are at the heart of early childhood education. This project encouraged educators to reflect on their image of the child and its influence on practice. Educators were supported to nurture an image of the child as strong and capable, to respect and listen to children's theories, to negotiate changes in centre routines and schedules with them, and to engage in the co-construction of knowledge with children through long-term collaborative inquiries and extended projects. Many educators commented on changes in their practice in these areas, as reflected in the following quotes:

My image of the child has changed a lot in my practice. Throughout the project, I witnessed more than I previously expected from children. I now have so much trust in their capacity. (Educator, Vancouver)

I now operate from what the literature calls a “pedagogy of listening” – this helps me to notice what children are doing with materials and to take seriously what they are doing. (Educator, Victoria)

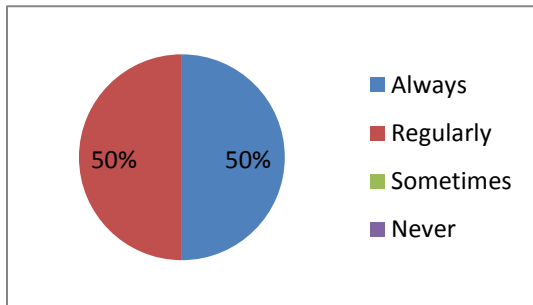
I now focus more on testing new ideas with the children, and I’m less worried than before about “mess” or “chaos.” (Educator, Victoria)

I now understand that there do not need to be immediate results in learning. I am now able to give the children time, and to keep looking for opportunities to extend the learning. (Educator, Vancouver)

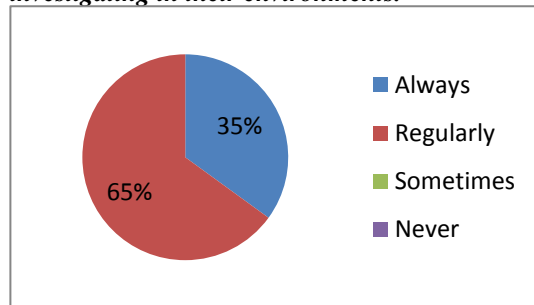
Before the project, I found it very difficult to explore questions with children. Now, discussing our inquiries and thinking with children has become very natural and embedded in my practice. (Educator, Vancouver)

Within the past five years, many of the ideas and approaches advanced by the project (e.g., “image of the child”) have become familiar to educators, for example through knowledge of the Reggio Emilia approach and/or through exposure to the BC Early Learning Framework. Many educators had explored some of these ideas and approaches prior to the project, though many commented that they had only explored them a little. Among the seven items queried under “Relationships with Children,” no educator reported that they *never* engaged in the stated activity, though the activities that were least integrated into practice were extended projects and extended inquiries. Thus, community facilitators are encouraged to continue offering strong support to educators in these areas.

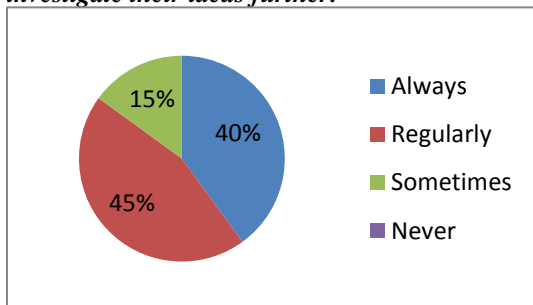
***I reflect upon my image of the child.***



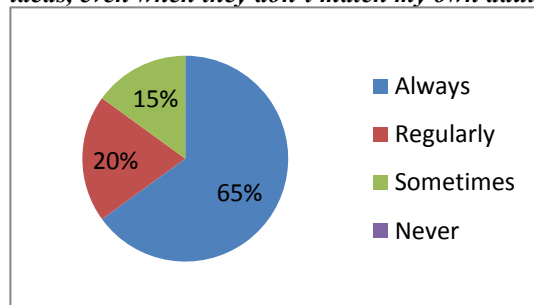
***I observe children closely to consider what they are investigating in their environments.***



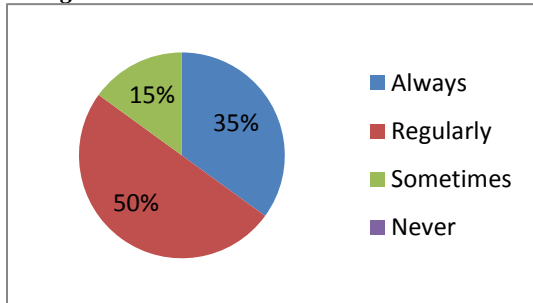
***I work with children to test their theories and investigate their ideas further.***



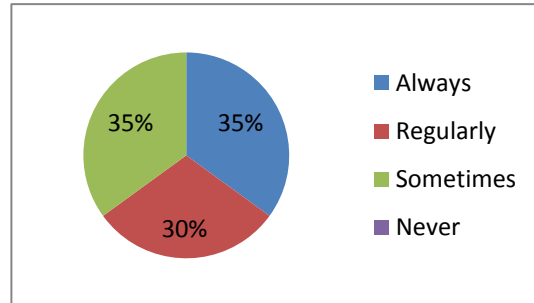
***I listen to children and take seriously their theories and ideas, even when they don't match my own adult ideas.***



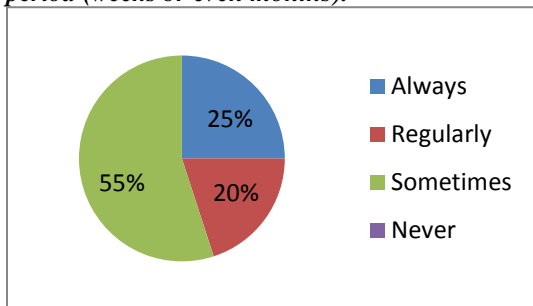
*I encourage children to negotiate and experiment with changes to schedules and routines in the centre.*



*I engage in extended inquiries with children.*



*I work with children on projects over an extended time period (weeks or even months).*



## Relationships with Materials and Environments

Most early childhood educators, as an integral part of their training and experience in developing and delivering early years curriculum, have had some exposure to experimenting with materials and adapting the environment to better support children's learning. Many educators commented that the project supported them to engage in these activities in greater depth, as well as to explore less familiar ideas and practices, such as the relationship with the environment, the relationships between human and non-human beings in the environment, and the potential flow between indoor and outdoor environments. The comments below reflect the range of responses on these themes:

I like the idea of working for a long period of time with one type of material. Through this project, I felt validated in exploring this approach. (Educator, Victoria)

This year, I engaged in a process of completely rethinking and redesigning one of our rooms into an art studio. [The community facilitator] supported my thoughts and beliefs and helped me to realize the potential of the space. (Educator, Victoria)

The project helped me to see materials in a new, refreshing light. (Educator, Victoria)

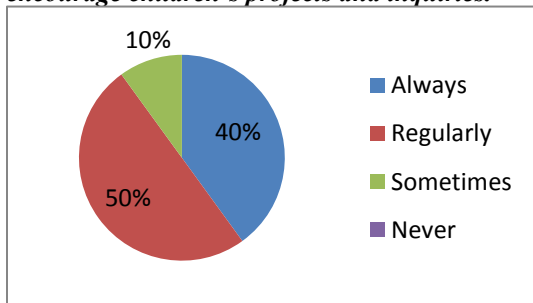


I've begun to engage in more complex thinking, especially about relationships between the human and non-human. (Educator, Vancouver)

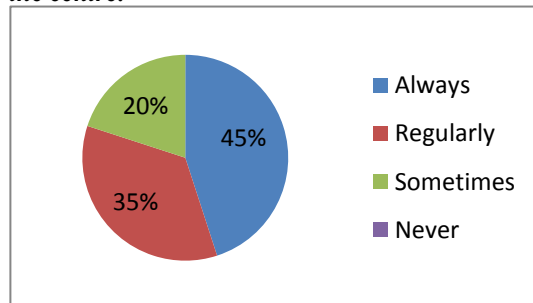
I have started to notice what is surrounding us and how to engage and use the materials and the environments that are already there. (Educator, Vancouver)

The project introduced new ideas and practices about materials and environments to a substantial proportion of project participants, most of whom have integrated these ideas and practices into their work on a consistent basis, or have begun to experiment with them intermittently. Many of these practices—for example, exploring new materials, experimenting with different ways of using the same materials, and transforming the centre environment—serve to enrich children's learning experiences and support their creativity. Other, less familiar ideas and practices, such as transforming the relationship between humans, non-humans, and the "outside world," also serve that purpose but have broader significance as educators begin to grapple with our society's need to respond to ecological challenges, and how to carry out early years practice in ways that engage with those challenges. Through the project, community facilitators, educators, and children continue to collaborate in exploring the philosophical and practical issues inherent in generating innovative, meaningful responses to these challenges.

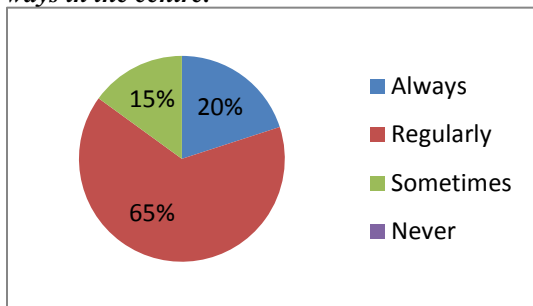
*I look for ways to transform the centre environment to encourage children's projects and inquiries.*



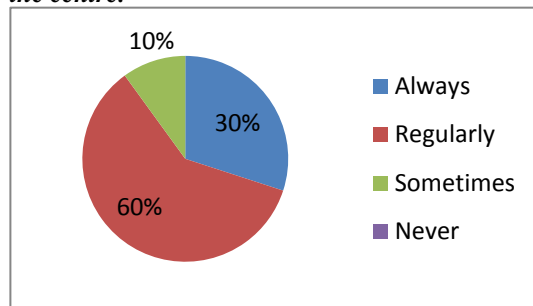
*I encourage children to have free access to materials in the centre.*



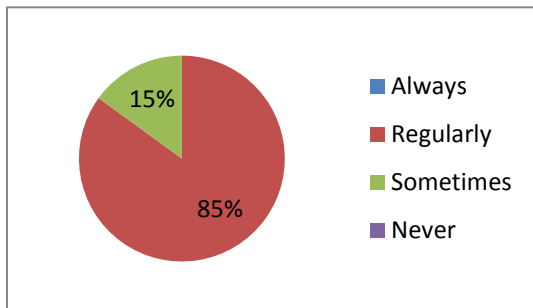
*I experiment with using the same materials in new ways in the centre.*



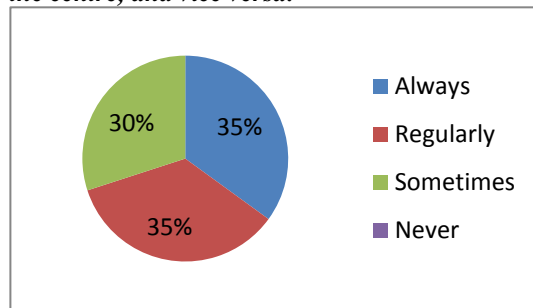
*I reflect on how different materials shape activities in the centre.*



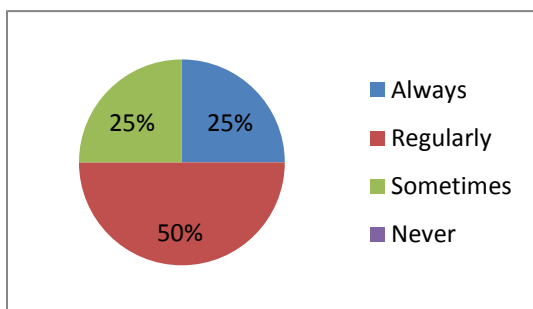
*I experiment with new materials in the centre.*



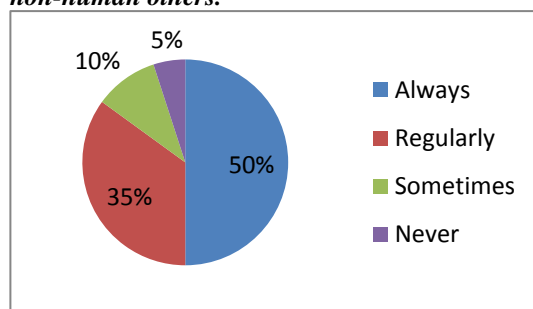
*I allow children to bring materials from outside into the centre, and vice versa.*



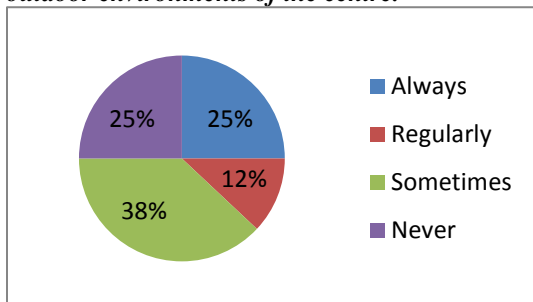
*I look for ways to deepen children's relationships with the places around us.*



*I think about what the environment of the centre teaches children about how to engage with human and non-human others.*



*I allow children to travel freely between indoor and outdoor environments of the centre.*



## Relationships with Families and Communities

Within the field of early childhood education, the importance of promoting greater family and community engagement is recognized as a way to promote seamless learning experiences for children, to welcome linguistic and cultural diversity within centres, and to realize the potential for early years settings to function as dialogic, democratic, community spaces in which children, families, and the broader community can engage as active citizens. Despite the recognition of this potential, promoting family and community involvement is often cited as a significant challenge for educators. Thus, it is significant that this year and in previous years, educators and families have commented on the project's successes in promoting greater family and community involvement:

The project ... gave me the language to talk and write about my work with young children in a way that is more accessible to parents. (Educator, Victoria)

Before the project, I would try to remember moments to tell parents about at the end of the day. Now, I have a whiteboard where I write down things we've discussed, questions we've had, things we've done. It's opened up a lot of discussion that we never had before. (Educator, Victoria)

We now talk more with [our daughter] about what is happening at the centre. We are able to ask her more specific questions and encourage her to tell us her own story. (Parent, Burnaby)

The project provides a great opportunity for families to get involved in the activities of the kids and to extend them in our homes. (Parent, Burnaby)

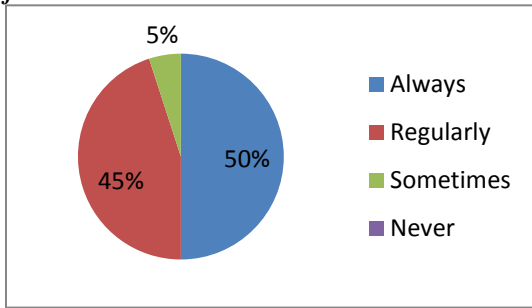
I now understand that education takes place in so many different settings and that it is supported by family members, parents, communities, and educators. (Educator, Burnaby)

This year, we had an interesting experience where we shared the children's documentation about a local pond that had been polluted with garbage with the university administration. They responded by cleaning it up. This experience made me wondering about other ways we could engage the broader community in what we do. (Educator, Burnaby)

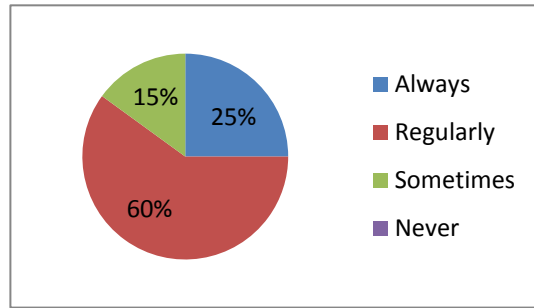
As shown in the pie charts below, most educators regularly share information with families about children's learning, ideas, and projects, and about centre routines and activities. This information-sharing is especially important in the context of this project, which experiments with new approaches to children's learning and to centre routines and activities. The project has had notable success in extending the more typical information-sharing into deeper forms of family and community engagement.

Prior to the project, many educators commented that they never discussed pedagogy or philosophies of practice with parents, and that parents did not share their ideas about practice or contribute to centre inquiries and activities. Moreover, before the project, most educators did not extend their inquiries with children into community spaces or engage community members in discussion about or involvement in centre activities. As shown in the pie charts below, most educators say they now engage in these practices at least sometimes. While this degree of family and community involvement is still at an emergent state in the practice of most educators, the project's success in promoting deeper, more reciprocal, levels of engagement is noteworthy and may serve as a strong foundation for further growth and an inspiration to other educators in the field who are trying to promote these experiences.

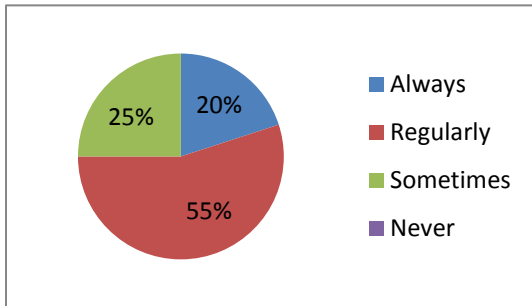
***I share information about children's learning with families.***



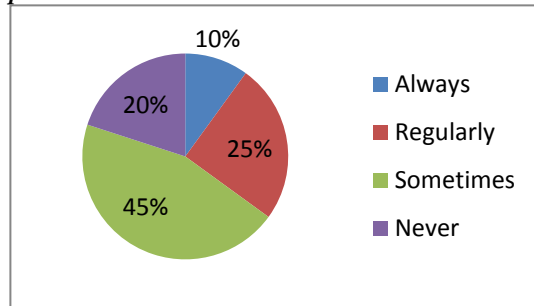
***I discuss centre routines and activities with families.***



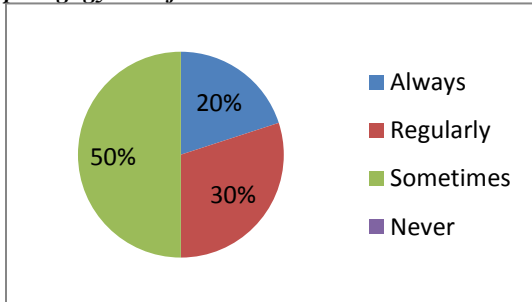
***I discuss children's ideas and projects with families.***



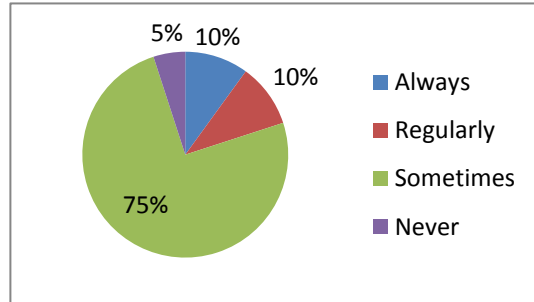
***Families contribute to projects and inquiries taking place in the centre.***



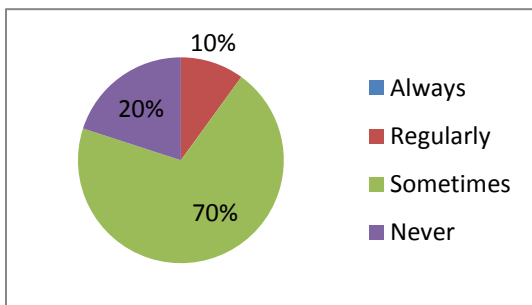
***I discuss issues relating to the centre's philosophy and pedagogy with families.***



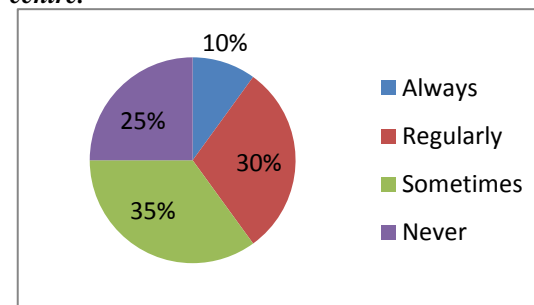
***Families share their ideas about practice with me.***



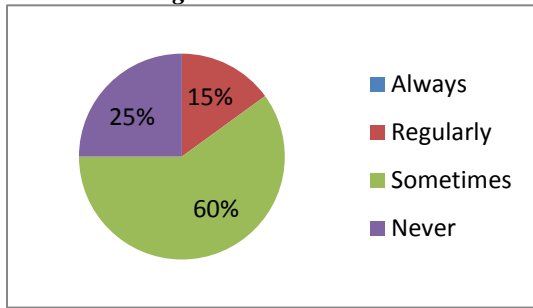
***Community members have approached me to learn more about what we do at the centre.***



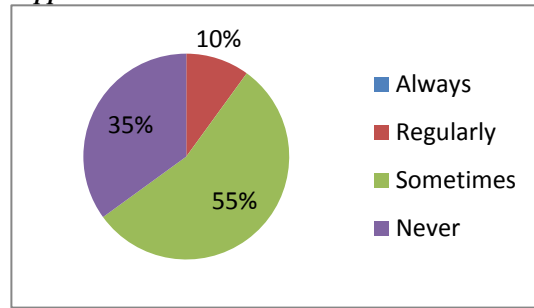
***I take children to local places in the community that relate to projects/inquiries we are conducting in the centre.***



*I involve community members in projects and inquiries I am conducting with the children.*



*Community members have asked me how they can support our work at the centre.*



## Pedagogical Narrations

The use of pedagogical narrations is recognized as a key support in the effective implementation of the *BC Early Learning Framework*, and is a significant component of this project—in many ways driving most of the outcomes reported in this evaluation. For example, within the project, pedagogical narrations serve as a way to engage with children about their own learning, deepen understandings of materials and environments, plan curriculum, communicate with families, and promote dialogue among educators, enriching their experiences of themselves as professionals involved in ongoing research in the field. Many educators commented on the importance of pedagogical narrations in diverse aspects of their practice:

Pedagogical narrations had only just started being a part of my practice. Now they are a constant and I can't imagine not using them. (Educator, Victoria)

Hearing others' pedagogical narrations helped give me ideas into ways to see the children and things we could do in the centre. (Educator, Victoria)

The pedagogical narrations are fascinating—I'm not just learning about what the children are doing, but also how the other educators are thinking and questioning. (Educator, Victoria)

Pedagogical narrations posted at the school have fostered a much stronger dialogue between parents and educators about children's healthy growth and development. (Educator, Victoria)

My narrations have taken on a more professional feel and I am now more comfortable sharing them with my staff and with the families in my care. (Educator, Victoria)

In addition, many families expressed their appreciation for the pedagogical narrations. For example:

We read the [pedagogical narrations] at the centre and at home as well ... we print them out and put them up at home. (Parent, Burnaby)

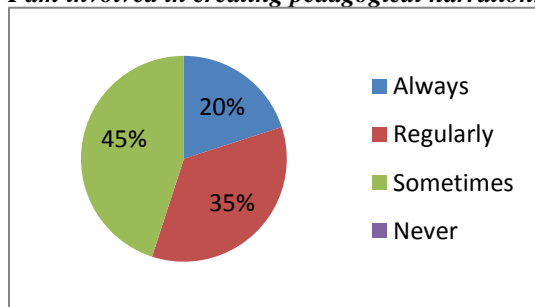
We really appreciate the [pedagogical narrations]. I have shared these with one of my colleagues who has been an educator for over 20 years and she has been very impressed with this approach to learning. (Parent, Burnaby)

The [pedagogical narrations] are wonderful. They really capture the children’s reactions to activities, outings, and to their own discoveries. (Parent, Vancouver)

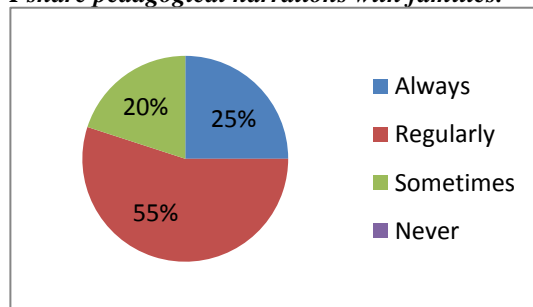
Prior to the project, most educators commented that they had some experience in creating pedagogical narrations, sharing them with families, displaying them in centres, and discussing them with colleagues. However, these practices were usually not deeply embedded in their practice. As shown below, most educators now regularly use pedagogical narrations to deepen their own or children’s inquiries, or to plan curriculum. Now, at least half of the participating educators use pedagogical narrations for these purposes on a regular basis.

Finally, prior to the project, educators commented that they seldom discussed pedagogical narrations with children or families; and neither children nor families contributed to the narrations. While these deeper levels of engagement with pedagogical narration are still in the beginning stages, occurring “sometimes” or “never” for many participants, overall, they are happening more often. An interesting reflection of the deeper integration of pedagogical narration in the centres is the increasing incidence of children discussing the narrations amongst themselves—something that educators seldom witnessed before the project and that suggests children’s potential to be directly involved in interpreting and co-constructing their own learning experiences alongside families and educators.

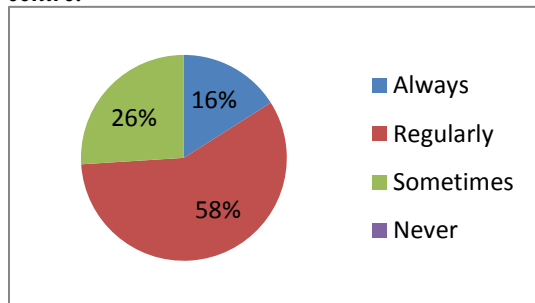
*I am involved in creating pedagogical narrations.*



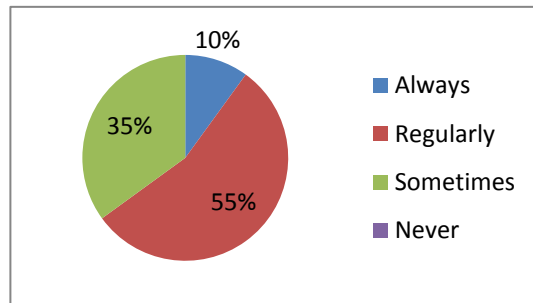
*I share pedagogical narrations with families.*



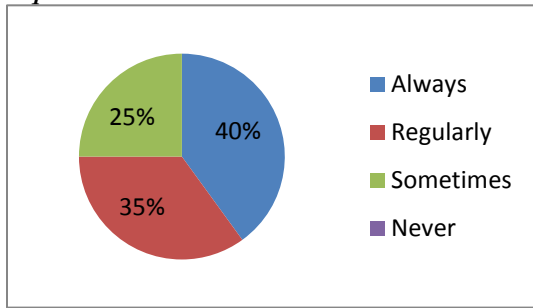
*My colleagues and I post pedagogical narrations in the centre.*



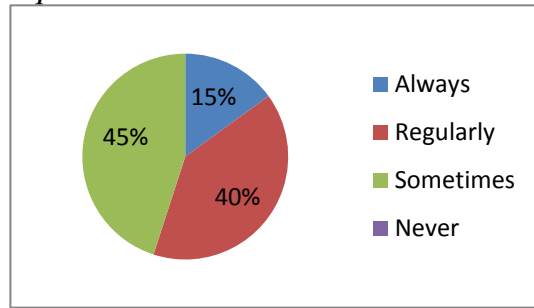
*I discuss pedagogical narrations with my colleagues.*



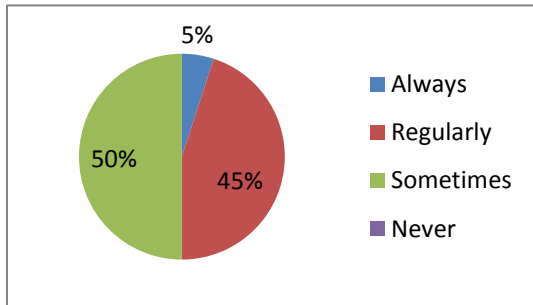
*I use pedagogical narrations to deepen my own inquiries.*



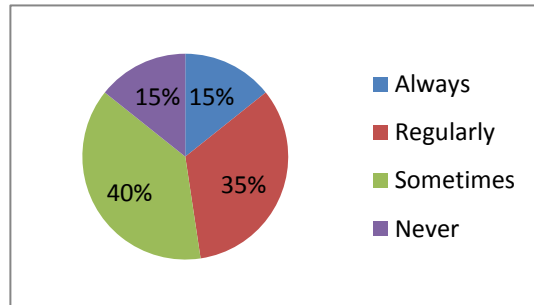
*I use pedagogical narrations to deepen children's inquiries.*



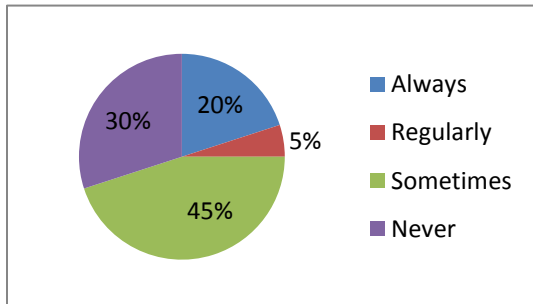
*I use pedagogical narrations to plan curriculum.*



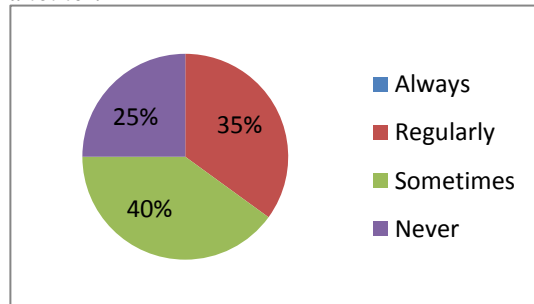
*I discuss pedagogical narrations with children in the centre.*



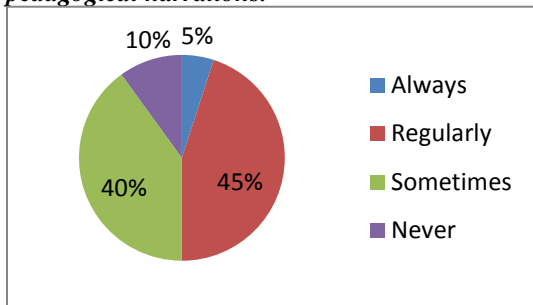
*I discuss pedagogical narrations with families.*



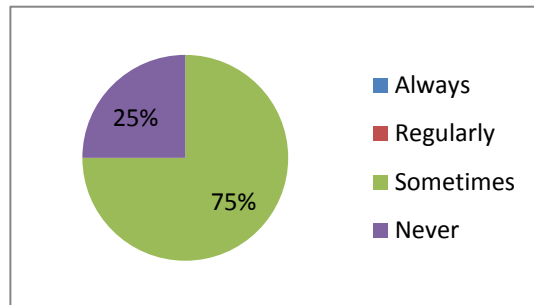
*I see children discussing documentations with one another.*



*I involve children in documentation/creating pedagogical narrations.*



*Families are contributing to pedagogical narrations.*



## Professional Development

Across the three years of the project, educators have consistently reported the project's role in strengthening their professional identity, their connections with other educators, and their overall commitment to the early years field. The comments below are representative of many received from project participants:

Being involved in the project for three years has been a huge professional development opportunity for me. I have grown as an educator and as a person. I can't think of any other professional development that could have been as inspiring as this project. (Educator, Burnaby)

Without this project, I would have stalled in my practice. I have been in the field for 20 years and was at a point where I was contemplating a career change. ... I now come to work excited to learn and move forward. (Educator, Burnaby)

The articles and the other readings [our community facilitator] provided supported me to explore many themes and ideas I had not previously considered in my interactions with children, nature, and materials. (Educator, Victoria)

The project helped me to discover that there is group of people who think and care about what they are doing and what children are doing ... who can open up my thinking with deeper knowledge and questions. (Educator, Victoria)

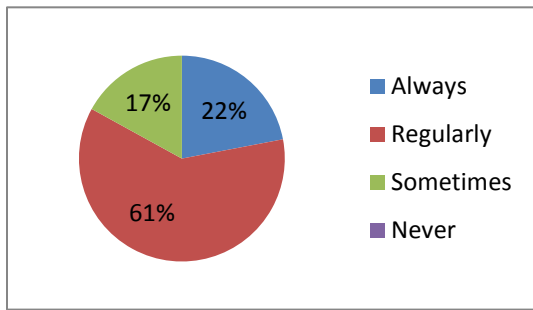
Prior to the project, nearly all educators said that they attended professional meetings or conferences, and most reflected on the implications of research or theory on their practice, taking the time to read about current research in the field. Now, all participating educators engage in these activities at least some of the time, and most do so on a regular basis.

As seen with attitudes, practices, and experiences discussed in other themes/outcomes in this report, the project has promoted deeper engagement in professional development activities. Before the project, most educators said they seldom discussed with their colleagues the implications of research, theory and/or pedagogical narrations for their practice, whether informally or in regularly scheduled meetings. Now, most educators do this regularly, and nearly all educators do so at least sometimes.

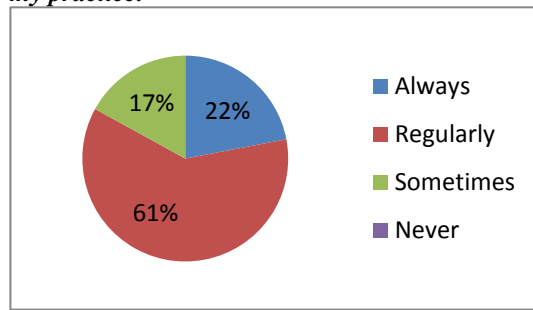
Finally, the project has made a significant difference in supporting educators to engage with others in the early years field beyond their own centres. For example, before the project, most educators said they seldom discussed the implications of research and theory with educators or policy-makers outside their own centres, while now, most engage in such discussions regularly and nearly all do so at least sometimes. Finally, more than half of participating educators now present at conferences or contribute to professional journals or newsletters, suggesting the potential for project participants to become leaders in the field in promoting innovative approaches to practice, extending the influence of the project to a wider group of educators.



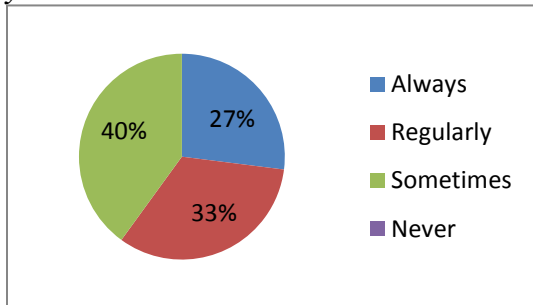
*I attend professional meetings and/or conferences.*



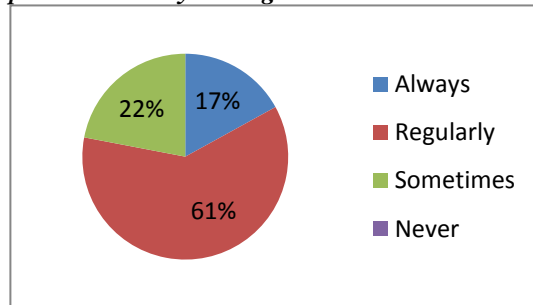
*I reflect on the implications of research and theory for my practice.*



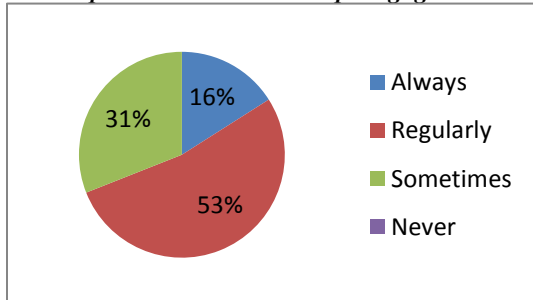
*I read research and theory about contemporary early years issues.*



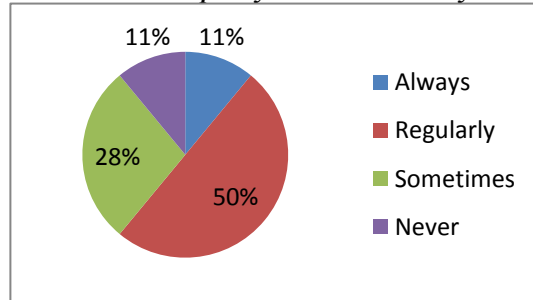
*I discuss the implications of research and theory for practice with my colleagues.*



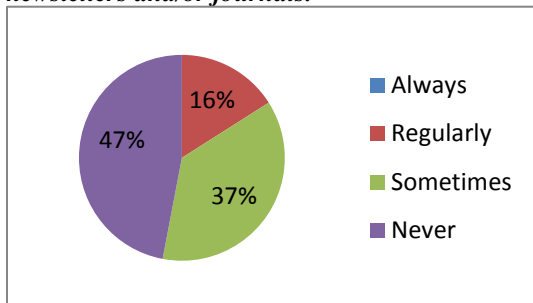
*My colleagues and I schedule regular meetings to discuss practice issues and/or pedagogical narrations.*



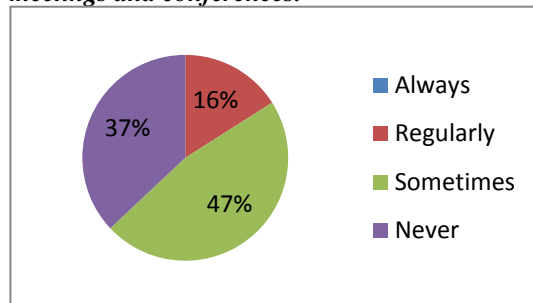
*I discuss the implications of research and theory with educators and/or policymakers outside my centre.*



*I write articles about practice for professional newsletters and/or journals.*



*I make presentations about my practice at professional meetings and conferences.*



## Summary and Recommendations

The Community Early Learning and Child Care Facilitators Pilot Project continues to be highly successful in its third year.

Each year of the pilot project, the evaluation has adopted a slightly different focus. The Year 1 evaluation (Pacini-Ketchabaw, Benner, & Pence, 2012) focused on describing in detail educators', families', and community facilitators' experiences of the project, to determine if the newly introduced model was functioning effectively, and what categories of outcomes were beginning to emerge from the project. The Year 2 evaluation (Pacini-Ketchabaw, Benner, & Pence, 2013) highlighted educators' perceptions of the quality and relevance of the project to their practice, particularly in relation to the topics, ideas, and skills explored through project readings and activities. Drawing on those results, the Year 3 evaluation highlights specific ways in which educators' practice has changed as a result of their engagement with the project. This information will help the project co-directors and staff to build on well-established changes in practice introduced or strengthened through the project, and to continue to find ways to deepen educators' engagement with practices that have only recently taken root in their work with children, families, materials, environments, and the early years field.

In general, across the five themes explored in the evaluation survey (relationships with children, relationships with materials and environments, relationships with families and communities, pedagogical narrations, and professional development), certain foundational practices had already been introduced for most participating educators prior to their participation in the project, e.g., reflecting on their image of the child, exploring new materials, sharing information with families, helping to create pedagogical narrations, and attending professional development meetings. The project has been able to strengthen these elements of practice and to extend educators' practice into deeper, less familiar, and more challenging practices: negotiating and exploring schedules and routines, and extended inquiries and projects with children, engaging in genuine pedagogical dialogues with families and communities, using pedagogical narrations to extend curriculum and inquiries, and investigating and discussing contemporary early years issues with their colleagues within and outside their centres. In these areas, the project is breaking new ground, and still has considerable room to grow.

As we continue into a fourth year with our two existing sites and a new, third site in Northern BC that engages with rural and Indigenous communities, we will continue to develop innovative ways of promoting broader, deeper understandings of quality. The recommendations below are intended to build on the project's accomplishments to date and to respond to educators' suggestions.

## Recommendations

1. Continue to support educators to engage in the deeper, more complex, and innovative aspects of practice that the project has begun to introduce to their work, and document the strategies that educators find most effective in promoting ongoing engagement with these practices.

2. Document how the project model and activities operate in rural and/or Aboriginal communities, drawing on the experience of the third project site in Terrace and the surrounding communities.
3. To support recommendations 1 and 2, create an online forum for community facilitators in Burnaby, Victoria, and Terrace to share resources and to engage in dialogue on an ongoing basis. Incorporate the learnings from this process into the evaluation for 2014-2015 and into future deliveries of the community facilitator course, which was developed in 2012-2013 and which will be piloted in January 2015.
4. Continue to explore ways to adapt the project model to meet the needs of diverse groups of educators. For example, in response to educators' feedback:
  - d) experiment with a shorter (two-hour versus three-hour) format for the learning circles, and use the extra time to create opportunities for educators to have small group discussions with the community facilitators about pedagogical narrations, project readings, and practice issues;
  - e) test the effectiveness of distributing project readings for the year at the first learning circle, so that educators have the opportunity to read and reflect on the materials well in advance of the learning circles;
  - f) distribute pedagogical narrations well in advance of learning circles and ask each participating centre to generate 2-3 critical questions prior to the learning circle, to create a balance between open-ended discussion and the structure provided by the critical reflective protocol (Government of British Columbia, 2009).
5. As in 2012-2013, continue to encourage educators outside the project to participate in the learning circles, supporting the sharing of a wider range of perspectives at these meetings and the creation of larger communities of practice that are exploring the innovative approaches introduced by the project.
6. Continue to promote awareness and discussion of the project model as an effective way of promoting quality early years services through conference presentations, publications, and working partnerships with organizations across BC and Canada who are exploring similar approaches to practice.

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## Appendix A: Invitation Letter to Child Care Centres



University  
of Victoria

School of Child & Youth Care  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2 Canada  
Fax (250) 721-7218  
Web [www.cyc.uvic.ca](http://www.cyc.uvic.ca)

Undergraduate Program  
On Campus & Distributed Learning  
(250) 721-7979/6278  
Graduate Program  
(250) 472-4857

### INVESTIGATING QUALITY EARLY CHILDHOOD ENVIRONMENTS

We are happy to inform and invite you to participate in a research initiative entitled “*Investigating Quality Early Childhood Environments*” which is being conducted by Dr. Veronica Pacini-Ketchabaw, Dr. Alan Pence and a large group of research assistants. Dr. Veronica Pacini-Ketchabaw and Dr. Alan Pence are faculty members at the School of Child and Youth Care in the University of Victoria.

This research is being funded by the Ministry of Children and Family Development, Child Care Policy Branch for the period beginning September 1, 2013 to June 30, 2014.

The purpose of this research project is to situate BC's promotion of quality within the most dynamic discourses currently found internationally regarding quality care. The research will promote the active engagement of key stakeholders, most critically early childhood practitioners (including early childhood educators and family childcare providers) and parents, in discussions and actions that can lead to the formation of sustainable and positive care-giving environments. A participatory action research model will be used to engage early childhood practitioners in BC to reflect on knowledge, experiences, values, and practice to derive richer, contextual meaningful and relevant understandings and practices on ‘quality’ care that best serve the well-being and optimal development of children from diverse backgrounds and settings in BC. The objectives of this project are:

1. To develop a broader understanding of the current major issues constituting the discourse of quality in early childhood care and education from different perspectives emerging through a literature review.
2. To incorporate the issues derived from the literature review to create a rich, contextual and relevant curriculum for early childhood practitioners, that will best meet the needs of children in British Columbia.
3. To engage in professional support and development with BC early childhood practitioners by addressing the issues of quality care through a professional development model, involving group sessions and the design and execution of a project by practitioners in their practice settings, which will be initiated in the group sessions and carried out in practitioners’ settings.

4. To support and collaborate with early childhood practitioners towards designing, executing and evaluating a project in their practice settings.
5. To facilitate focus groups and interview sessions with practitioners towards the evaluation of the professional development model described in points 1 to 4.

Research of this type is important because it will help to advance the development and promotion of rich, contextual, meaningful and relevant understandings and practices related to quality in early childhood settings in BC. This will contribute to new perspectives and knowledge that will best suit and serve children of diverse backgrounds and settings in BC, increasing the benefits of investing in early childhood programs. It will also give you an opportunity to participate in an exciting initiative of professional development.

If you agree to voluntarily participate in this research, your participation will include:

- a) Participating in group sessions (ten three-hour sessions) in which issues related to quality child care will be discussed, with your permission, researchers will be audio and/or video recording the groups sessions.
- b) Implementing a project of your choice in your practice setting related to the issues discussed during the group sessions. Researchers will offer support and guidance during the design and execution of your project, which will involve visits to your setting, engaging in dialogue on an individual and small group basis in person, via email or phone, as well as providing necessary resources. Field notes will be taken by researchers to record conversations during visits in the settings, with your permission. In addition, researchers will collect the field notes and other documentation (e.g., self reflections, photographs, etc.) that you produce during the process of the professional development model. Any photographs that you take of the children during the research project will require permission from the parents (Researchers will give you a form to use).
- c) Participating in a sharing circle that will take place twice during the *Investigating Quality* sessions (September 2013 to June 2014) where all practitioners will meet to share and discuss their experiences, learning, and projects related to the group sessions.
- d) Participating in ongoing and end of project evaluation, which will include, observations, a focus group discussion, interviews, and a survey. Researchers will audio record focus group sessions and interviews with your permission and we will take field notes during the observations.

In total, we will be asking approximately 50 hours of your time throughout a period of 10 months. Involvement in the research project will result in taking time away from your practice. If you agree to participate in this study, we will issue a certificate of participation for the meetings that take place outside working hours which could be used towards your professional development hours. Please note that this certificate must not be coercive. It is unethical to provide undue compensation or inducements to research participants. If you would not participate if the compensation was not offered, then you should decline. If you agree to participate in this study, this form of compensation to you must not be coercive.

Your participation in this project will offer you the opportunity to learn, question and investigate the meanings of quality in early childhood care and education. Through your participation in this project you will benefit from professional development with the potential benefit of increasing your knowledge and skill base in the field of early childhood care and education, contributing to the growth of your practice. You will be involved in the processes of deepening and broadening the understanding of quality in early childhood care and education through the examination of various bodies of literature coupled with reflections on knowledge, experiences and practice by practitioners; contributing to new knowledge in the field of early childhood care and education.

If you are interested in participating in this exciting initiative, please send us a response, at your earliest convenience.

If you require more information please do not hesitate to contact Dr. Veronica Pacini-Ketchabaw at (250) 721-6478 or via email at [vpacini@uvic.ca](mailto:vpacini@uvic.ca)

Please send your response via mail, fax, or electronically to:

Dr. Veronica Pacini-Ketchabaw  
School of Child & Youth Care  
University of Victoria  
PO Box 1700, STN CSC  
Victoria, B.C. Canada V8W 2Y2  
Fax: 250-721-7218  
E-mail: [vpacini@uvic.ca](mailto:vpacini@uvic.ca)



## Appendix B: Practitioner Consent Form



University  
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### School of Child & Youth Care

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### INVESTIGATING QUALITY EARLY CHILDHOOD ENVIRONMENTS

You are being invited to participate in a study entitled “*Investigating Quality Early Childhood Environments*” which is being conducted by Dr. Veronica Pacini-Ketchabaw, Dr. Alan Pence and a group of research assistants. Dr. Veronica Pacini-Ketchabaw is Assistant Professor at the School of Child and Youth Care in the University of Victoria; and Dr. Alan Pence is Professor at the School of Child and Youth Care in the University of Victoria. If you have any questions you may contact Dr. Veronica Pacini-Ketchabaw at (250) 721-6478 or via e-mail at [vpacinik@uvic.ca](mailto:vpacinik@uvic.ca) or Dr. Alan Pence at (250) 721-7981 or via e-mail at [apence@uvic.ca](mailto:apence@uvic.ca).

This research is being funded by the Ministry of Children and Family Development, Child Care Policy Branch for the period beginning September 1, 2013 to June 30, 2014.

The purpose of this research project is to situate BC's promotion of quality within the most dynamic discourses currently found internationally regarding quality care. The research will promote the active engagement of key stakeholders -- early childhood practitioners (including early childhood educators working in centre-based child care and family-based childcare providers) and parents-- in discussions and actions that can lead to the formation of sustainable and positive early learning environments. A participatory action research model will be used to engage early childhood practitioners in BC to reflect on knowledge, experiences, values, and practice to derive richer, contextual meaningful and relevant understandings and practices on ‘quality’ care that best serve the well-being and optimal development and learning of children from diverse backgrounds and settings in BC. The objectives of this project are:

1. To develop a broader understanding of the current major issues constituting the discourse of quality in early childhood care and education from different perspectives emerging through a literature review.
2. To incorporate the issues derived from the literature review to create a rich, contextual and relevant curriculum for early childhood practitioners that will best meet the needs of children in British Columbia.
3. To engage in professional support and development with BC early childhood practitioners by addressing the issues of quality care through a professional development model, involving group sessions and the design and execution of a project by

practitioners in their practice settings, which will be initiated in the group sessions and carried out in practitioners' settings.

4. To support and collaborate with early childhood practitioners towards designing, executing and evaluating a project in their practice settings.
5. To facilitate focus groups and interview sessions with practitioners towards the evaluation of the professional development model described in points 1 to 4.
6. Research of this type is important because it will help to advance the development and promotion of rich, contextual, meaningful and relevant understandings and practices related to quality in early childhood settings in BC. This will contribute to new perspectives and knowledge that will best suit and serve children of diverse backgrounds and settings in BC, increasing the benefits of investing in early childhood programs.

You are being asked to participate in this study because you are a licensed centre-based or licensed family-based childcare practice. Initially, your setting was contacted and informed about the research project. You (or setting director) contacted us specifying that you would be interested in participating. In addition to you, other practitioners in Vancouver and Victoria are participating in this project. The material provided to you during the group sessions has been previously provided to two groups of practitioners involved in piloting the "Investigating Quality" project since 2006.

If you agree to voluntarily participate in this research, your participation will include:

- a) Participating in group sessions (ten three-hour sessions) in which issues related to quality child care will be discussed. With your permission, researchers will audio and/or video record the group sessions.
- b) Implementing a project of your choice in your practice setting related to the issues discussed during the group sessions. Researchers will offer support and guidance during the design and execution of your project, which will involve visits to your setting, engaging in dialogue on an individual and small group basis in person, via email or phone, as well as providing necessary resources. Field notes will be taken by researchers to record conversations during visits in the settings, with your permission. In addition, researchers will collect the field notes and other documentation (e.g., self reflections, photographs, etc.) that you produce during the process of the professional development model. Any photographs that you take of the children during the research project will require permission from the parents (Researchers will give you a form to use).
- c) Participating in a sharing circle that will take place once a month during the *Investigating Quality* sessions (September 2013 to June 2014) where all practitioners will meet to share and discuss their experiences, learning, and projects related to the group sessions.
- d) Participating in ongoing and end of project evaluation, which will include, observations, a focus group discussion, interviews, and a survey. Researchers will

audio record focus group sessions and interviews with your permission and we will take field notes during the observations.

You may review any of the transcripts produced during the project upon request and add any additional comments or extract comments from the original transcripts.

In total, we will be asking approximately 50 hours of your time throughout a period of 10 months. Involvement in the research project will result in taking time away from your practice. If you agree to participate in this study, we will issue a certificate of participation for the meetings that take place outside working hours which could be used towards your professional development hours. Please note that this certificate must not be coercive. It is unethical to provide undue compensation or inducements to research participants. If you would not participate if the compensation was not offered, then you should decline. If you agree to participate in this study, this form of compensation to you must not be coercive.

Participation in this study may cause some inconvenience to you. Engaging in discussions related to your practice during staff meetings might detract your team from other issues. An inconvenience for children and for you might be the interruption or intrusion of being recorded while engaged in daily activities. If this occurs, recording will be stopped. A potential inconvenience to you if you choose to be part of the project outside working hours is that time will be taken from other non-work related activities of your life.

There are no known or anticipated risks to you by participating in this research. You will be involved in group sessions, which will be more or less the same as pre-service professional training sessions and therefore may be somewhat familiar to you. The sessions are not expected to cause undesired stress or emotional disturbance. By being exposed to the contents and the process of the group sessions you will have the opportunity to reflect on your own experiences, practices and values; a process that can be professionally exciting and fulfilling. However, not all your professional experiences may be good. Reflections on negative experiences may be emotionally disturbing at times. An environment of empathy and understanding through listening, respect and appreciation will be established during reflections. A trained facilitator with experience in the field of early childhood education has been hired to deliver the sessions in collaboration with the researchers. You will be asked to contribute only those experiences that you are comfortable and willing to share.

You are invited to select the days and times that a researcher will visit your setting. This approach will not create any possibility of risk other than the usual risks that you may face in your daily activities within your childcare setting. An information letter will be provided to parents to ensure they are aware of researcher visits to your setting. The project does not involve an evaluation of you or your practice, nor an assessment of children's development and/or learning. As a practitioner you will have the opportunity to engage in a process through which you can receive support and feedback in your practice.

Your participation in this project will offer you the opportunity to learn, question and investigate the meanings of quality in early childhood care and education. Through your participation in this project you will benefit from professional development with the potential benefit of increasing your knowledge and skill base in the field of early childhood care and education, contributing to

the growth of your practice. You will be involved in the processes of deepening and broadening the understanding of quality in early childhood care and education through the examination of various bodies of literature coupled with reflections on knowledge, experiences and practice by practitioners; contributing to new knowledge in the field of early childhood care and education. You will receive recognition for your participation in the project. Please see above information regarding a certificate of participation.

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without explanation and without consequences. Similarly, your decision to participate or not to participate will not affect your employment in any way. If any of the issues discussed during the group sessions and/or the visits to your settings make you feel uncomfortable you may leave or stop the discussion at anytime without consequence. If you withdraw from the study your data will only be used after you sign an authorization form. However, please note that it will be very difficult for us to remove what you have said during the focus group sessions. This is due primarily to the fact that after removing one person's dialogue in a discussion, the entire conversation might not make sense in total. We will minimize your data to respect your decision to withdraw while ensuring that we can still gain a good understanding of other participant experiences and insights. If you choose to withdraw from the project, the setting will not continue to receive the funding for a substitute practitioner.

To ensure your continued consent of participation in the research project, prior to each session (i.e. group sessions, setting participation by the researcher during implementation, completion of survey, focus group discussions and interviews during evaluation) we will review the consent form with you verbally.

In terms of protecting your anonymity, your name will not be revealed in transcripts, reports, or publications that we produce and any information you provide will remain anonymous. We will change such things as your name, details about you and any kind of information that identifies you. Our research results will not reveal the identity of you or your family. However, participants involved in the group sessions and focus group sessions will be able to recognize you. We will ask that all participants respect the confidentiality of the group by not revealing participant discussions with others outside of the group, including the identity or identifying information of other participants. We cannot guarantee that all group members will keep everything that is said in the group confidential. In addition, it may be possible that participating practitioners will be identified by their own childcare setting community (i.e., colleagues, parents) and potentially by other childcare settings (especially in small communities).

If you would like to have your name used in future publications please sign the additional consent section below.

Your confidentiality and the confidentiality of the data will be protected by means of storing all files and data in a locked filing cabinet and password protected computer files in Dr. Veronica Pacini-Ketchabaw's office (Room B132 in the Human and Social Development Building) and/or in the research office at L-Hut building, both at the University of Victoria. These are secure locations where data will only be accessible to the researchers involved in the project, who have signed confidentiality agreements. Data will be stored for a maximum period of 5 years. All forms of data will be destroyed by June 30 1, 2019. Electronic data will be deleted, paper copied will be shredded and audio and video records will be erased or burnt.

It is anticipated that the results of this study will be shared with others in the following ways: a paper will be prepared with the results of the evaluation and mailed to the participating childcare settings and to the Ministry of Children and Family Development, Child Care Policy Branch. Articles, book chapters and PhD theses will also be written.

In addition to being able to contact the researchers at the phone numbers given above, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4545).

You are encouraged to ask any clarifying questions with regard to your participation in this research and we will answer your questions to the best of our knowledge and your satisfaction. Your signatures below indicate that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

---

<i>Name of Participant</i>	<i>Signature</i>	<i>Date</i>
----------------------------	------------------	-------------

***A copy of this consent will be left with you, and a copy will be taken by the researcher.***

---

I agree to have my group sessions, focus sessions and interviews audiotaped and/or videotaped.

I wish to review the transcripts of the focus group sessions and interviews.

Please check here     Yes  No

Your signature below indicates that you give permission to the researchers involved in the “*Investigating Quality Early Childhood Environments*” study, to use your names in future publications and presentations (conferences, institutes, workshops, etc) related to the study. Anticipated publications include articles, book chapters and an Early Childhood Education manual for College Instructors. Publications and presentations will acknowledge the authorship of your contributions.

---

<i>Name of Participant</i>	<i>Signature</i>	<i>Date</i>
----------------------------	------------------	-------------

***Authorization to use data upon withdrawal from the project***

Upon my withdrawal from the research project entitled “*Investigating Quality Early Childhood Environments*”, I hereby grant Dr. Veronica Pacini-Ketchabaw and Dr. Alan Pence the right and permission to use my data in the following ways:

- In results of the evaluation which will be mailed to participating childcare settings and to the Ministry of Children and Family Development and the Child Care Policy Branch.
- In articles, book chapters, conference presentations and Doctoral Theses.

---

Print Name

---

Signature

---

Date

## Appendix C: Practitioner Confidentiality Agreement



University  
of Victoria

School of Child & Youth Care

PO Box 1700 STN CSC  
Victoria BC V8W 2Y2 Canada  
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Undergraduate Program  
On Campus & Distributed Learning  
(250) 721-7979/6278

Graduate Program  
(250) 472-4857

### Investigating Quality Early Childhood Environments

#### *Confidentiality agreement for practitioners*

Researchers at the University of Victoria are committed to the principle that the confidentiality and anonymity of each individual participant must be protected.

All early childhood practitioners involved in this research project must sign the confidentiality agreement.

1. I will keep completely confidential all information arising from the research project concerning individual children and parents to which I gain access, as well as the comments/reflections done by other practitioners in the group sessions.
2. I will keep confidential the names of all participants as well as any information that can identify them.
3. I will not discuss participant involvement in the research project with others outside of the project.

I give my personal pledge that I shall abide by this assurance of confidentiality

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If you have any question about confidentiality issues, please contact:

Veronica Pacini-Ketchabaw

Phone: (250) 721-6468

Email: [vpacunik@uvic.ca](mailto:vpacunik@uvic.ca)

## Appendix D: Family Information Letter



University  
of Victoria

School of Child & Youth Care  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2 Canada  
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### INVESTIGATING QUALITY EARLY CHILDHOOD ENVIRONMENTS

We are happy to inform you about a research initiative entitled *Investigating Quality Early Childhood Environments* in which the childcare centre your child(ren) attends is participating. The research is directed by Dr. Veronica Pacini-Ketchabaw, Dr. Alan Pence and a large group of research assistants. Dr. Veronica Pacini-Ketchabaw is Associate Professor at the School of Child and Youth Care in the University of Victoria; and Dr. Alan Pence is Professor at the School of Child and Youth Care in the University of Victoria. If you have any questions, you may contact Dr. Veronica Pacini-Ketchabaw at (250) 721-6478 or [vpacini@uvic.ca](mailto:vpacini@uvic.ca).

This research is being funded by the Ministry of Children and Family Development, Child Care Policy Branch for the period beginning September 1, 2013 to June 30, 2014.

The purpose of this research project is to situate BC's promotion of quality within the most dynamic discussions currently found internationally regarding quality care. The research will promote the active engagement of key stakeholders, most critically early childhood practitioners (including early childhood educators and family childcare providers) in discussions and actions that can lead to the formation of sustainable and positive care-giving environments. A participatory action research model will be used to engage early childhood practitioners in BC to reflect upon their knowledge, values, experiences and practice, and to explore the meanings and practices of quality care that will best serve the well being and development of children from diverse backgrounds and settings in British Columbia. The objectives of this project are:

1. To develop a broader understanding of the current major issues constituting the discourse of quality in early childhood care and education from different perspectives emerging through a literature review.
2. To incorporate the issues derived from the literature review to create a rich, contextual and relevant curriculum for early childhood practitioners that will best meet the needs of children in British Columbia.
3. To engage in professional support and development with BC early childhood practitioners by addressing the issues of quality care through a professional development model, involving group sessions and the design and execution of a project by practitioners in their practice settings, which will be initiated in the group sessions and carried out in practitioners' settings.



4. To support and collaborate with early childhood practitioners towards designing, executing and evaluating a project in their practice settings.
5. To facilitate focus groups and interview sessions with practitioners towards the evaluation of the professional development model described in points 1 to 4.

Research of this type is important because it will help to advance the development and promotion of rich, contextual, meaningful and relevant understandings and practices related to quality in early childhood settings in BC. This will contribute to new perspectives and knowledge that will best suit and serve children of diverse backgrounds and settings in BC, increasing the benefits of investing in early childhood programs. We are extremely excited about embarking in this initiative with the childcare setting and look forward to meeting you.

Please note that this research does not involve observations and/or assessments of the children. Rather we will collaborate directly with the practitioners in the settings to offer support in their daily activities. Practitioners will participate in group sessions once a month, and design and implement a project of their own through which they will document their practices, collect children's work and take photographs of key learning experiences. Therefore, we would like to ask your permission to use children's work and photographs/recordings in the research. Please see form attached.

During the research project researchers will be collaborating with practitioners in an exchange of shared experience, dialogue and feedback through the professional development model. Researchers will visit the settings to offer practitioners support during the implementation of their projects. The practitioner in your childcare setting will have a schedule of researcher visits, which will take place during normal setting hours.

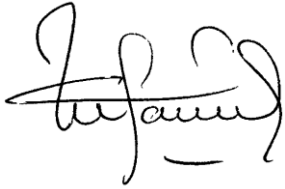
Photographs and/or video recordings of your child will only be taken with your permission. Any photographs and/or video recordings taken will not be revealed in transcripts, reports, or publications that we produce unless we have your permission. The confidentiality of the data (photographs, video recordings and children's work) will be protected by means of storing the data in a locked filing cabinet in a secure location as described in the letter of permission. You may receive the photographs taken of your child, upon request. Your child's daily activities in the setting will not be disrupted or negatively impacted during researcher visits and we do not foresee any inconvenience or risk to your child as a result of her or his participation.

We anticipate that the practitioners' participation will have multiple benefits for the child care setting. By participating in this project your child and family will be exposed to an enhanced environment that will be meaningful and supportive to your child's educational and developmental experiences. We expect to effectively evaluate the execution of the project in the childcare setting and develop information which will be helpful in advancing a curriculum model which we expect will best serve the well-being and optimal development of children from diverse backgrounds and settings in BC.

If you have any questions/comments please do not hesitate to discuss them with the childcare setting practitioners and/or Dr. Veronica Pacini-Ketchabaw at (250) 721-6478 or [vpacunik@uvic.ca](mailto:vpacunik@uvic.ca).

In addition to being able to contact the researcher at the phone number given above, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4545).

Sincerely,

A handwritten signature in black ink, appearing to read 'Veronica Pacini-Ketchabaw'. The signature is written in a cursive style with a horizontal line across the middle.

Dr. Veronica Pacini-Ketchabaw

## Appendix E: Family Consent Form



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### INVESTIGATING QUALITY EARLY CHILDHOOD ENVIRONMENTS

You are being invited to participate in a study entitled “*Investigating Quality Early Childhood Environments*” which is being conducted by Dr. Veronica Pacini-Ketchabaw, Dr. Alan Pence and a large group of research assistants. Dr. Veronica Pacini-Ketchabaw is Associate Professor at the School of Child and Youth Care in the University of Victoria; and Dr. Alan Pence is Professor at the School of Child and Youth Care in the University of Victoria. If you have any questions you may contact Dr. Veronica Pacini-Ketchabaw at (250) 721-6478 or via e-mail at [vpacinik@uvic.ca](mailto:vpacinik@uvic.ca) or Dr. Alan Pence at (250) 721-7981 or via e-mail at [apence@uvic.ca](mailto:apence@uvic.ca).

This research is being funded by the Ministry of Children and Family Development, Child Care Policy Branch for the period beginning September 1, 2013 to June 30, 2014.

The purpose of this research project is to situate BC's promotion of quality within the most dynamic discussions currently found internationally regarding quality care. The research will promote the active engagement of key stakeholders, most critically early childhood practitioners (including early childhood educators and family childcare providers) in discussions and actions that can lead to the formation of sustainable and positive care-giving environments. A participatory action research model will be used to engage early childhood practitioners in BC to reflect upon their knowledge, values, experiences and practice, and to explore the meanings and practices of quality care that will best serve the well being and development of children from diverse backgrounds and settings in British Columbia. The objectives of this project are:

1. To develop a broader understanding of the current major issues constituting the discourse of quality in early childhood care and education from different perspectives emerging through a literature review.
2. To incorporate the issues derived from the literature review to create a rich, contextual and relevant curriculum for early childhood practitioners that will best meet the needs of children in British Columbia.
3. To engage in professional support and development with BC early childhood practitioners by addressing the issues of quality care through a professional development model, involving group sessions and the design and execution of a project by practitioners in their practice settings, which will be initiated in the group sessions and carried out in practitioners' settings.
4. To support and collaborate with early childhood practitioners towards designing, executing and evaluating a project in their practice settings.
5. To facilitate focus groups and interview sessions with practitioners towards the evaluation of the professional development model described in points 1 to 4.

Research of this type is important because it will help to advance the development and promotion of rich, contextual, meaningful and relevant understandings and practices related to quality in early childhood settings in BC. This will contribute to new perspectives and knowledge that will best suit and serve children of diverse backgrounds and settings in BC, increasing the benefits of investing in early childhood programs.

You are being approached to participate in this research project because the practitioners in your childcare setting have been involved in the project described above. Your participation is required for the evaluation of the professional development model (as described in point 5). Your participation is important because it will help us understand the implications and effects of the professional development model that the practitioners in your childcare setting participated.

If you agree to voluntarily participate in this research, your participation will include taking part in two focus group discussions, two surveys and two interviews (at the beginning and end of the project). Researchers will audio record the focus group sessions and interviews with your permission. You may review your transcripts from the focus group sessions and interviews upon request and add any additional comments or extract comments from the original transcripts.

The inconvenience to you due to your involvement may mean taking time away from work, family, and/ or other activities. An attempt will be made to schedule the focus group and interview sessions around your work and family schedule.

There are no known or anticipated risks to you by participating in this research. It is expected that you may have had both positive and negative experiences regarding childcare and childcare services for your children. Reflections on negative experiences may be emotionally disturbing at times. An environment of empathy and understanding through listening, respect and appreciation will be established during the focus group and interview. A interviewer/facilitator with experience in the field of early childhood education and counselling will facilitate the sessions. You will be asked to contribute only those experiences that you are comfortable and willing to share.

Your participation in this project will offer you the opportunity to engage in discussions surrounding quality of care for your children and the experiences that you have had since the practitioners in the child care centre that your child(ren) attend began their participation in the project. Your experiences and insights will contribute to the development of quality childcare in BC.

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without explanation or consequences. Similarly, your decision to participate or not to participate will not affect your access to services at the childcare setting. If any of the issues discussed during the sessions make you feel uncomfortable you may leave or stop the discussion at anytime without consequence. If you withdraw from the project your data will only be used after you sign an authorization form. However, please note that it will be very difficult for us to remove what you have said during the focus group sessions. This is due primarily to the fact that after removing one person's dialogue in a discussion, the group

conversation may not make sense. We will however minimize your personal data while ensuring we can still gain a good understanding of other participants' experiences and insights.

To ensure your continued consent to participate in this research, prior to the focus group and interview sessions we will review the consent form verbally.

In terms of protecting your anonymity, your name will not be revealed in transcripts, reports, or publications that we produce and any information you provide will remain anonymous. We will change such things as your name, details about you and any kind of information that identifies you. The research results will not reveal the identity of you or your family. However, participants involved in the focus group sessions will be able to recognize you. We ask that all participants in the focus group respect the confidentiality of the group by not revealing participant information of other participants. We cannot guarantee that all group members will keep everything that is said in the group confidential. In addition, you may be identified by your own childcare setting community (i.e., practitioners, other parents) and potentially by other participating childcare settings (especially in a small community). We will ask the practitioners to keep this information confidential by signing a confidentiality agreement but cannot guarantee complete confidentiality.

Your confidentiality and the confidentiality of the data will be protected by means of storing all files and data in a locked filing cabinet and password protected computer files in Dr. Veronica Pacini-Ketchabaw's office (Room B132 in the Human and Social Development Building) and/or in the research office at L-Hut building, both at the University of Victoria. These are secure locations where data will only be accessible to the researchers involved in the project, who have signed confidentiality agreements. Data will be stored for a maximum period of 5 years. All forms of data will be destroyed by June 30, 2019. Electronic data will be deleted, paper copied will be shredded and audio and video recordings will be erased or burnt.

It is anticipated that the results of this study will be shared with others in the following ways: a paper will be prepared with the results of the evaluation and mailed to the participating centres and to the Ministry of Children and Family Development, Child Care Policy Branch. Articles, book chapters and Masters and Doctoral Theses will also be written.

In addition to being able to contact the researchers at the phone numbers given above, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4545).

You are encouraged to ask any clarifying questions with regard to your participation in this research and we will answer your questions to the best of our knowledge and your satisfaction. Your signatures below indicate that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

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*Name of Participant*

---

*Signature*

---

*Date*

***A copy of this consent will be left with you, and a copy will be taken by the researcher.***

\_\_\_\_\_ I wish to review the transcripts of the interviews and  
focus groups  
I agree to have my focus groups and  
interviews audiotaped Please check here  Yes  No

***Authorization to use data upon withdrawal from the project***

Upon my withdrawal from the research project entitled “*Investigating Quality Early Childhood Environments*”, I hereby grant Dr. Veronica Pacini-Ketchabaw and Dr. Alan Pence the right and permission to use my data in the following ways:

- In results of the evaluation which will be mailed to participating childcare settings and to the Ministry of Children and Family Development and the Child Care Policy Branch.
- In articles, book chapters, conference presentations and Doctoral Theses.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix F: Family Permission Form



University  
of Victoria

School of Child & Youth Care  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2 Canada  
Fax (250) 721-7218  
Web [www.cyc.uvic.ca](http://www.cyc.uvic.ca)

Undergraduate Program  
On Campus & Distributed Learning  
(250) 721-7979/6278  
Graduate Program  
(250) 472-4857

### **Permission to use children's work, photographs and video/audio recordings**

#### **Investigating Quality Early Childhood Environments**

Principal Investigator:

Veronica Pacini-Ketchabaw, Ph.D.

Phone: (250) 721-6478

Email: [vpacunik@uvic.ca](mailto:vpacunik@uvic.ca)

Your signature below indicates that you give permission to the practitioners and researchers involved in Investigating Quality Early Childhood Environments to use your child's work, take photographs and video recordings of key learning activities in which your child may be involved as a part of the research project. Your child's work/photographs/video/audio recordings might be used in activities done by practitioners and/or researchers including: articles, book chapters, presentations, face-to-face group discussions, electronic e-mail-based (password protected) group discussions, and PhD thesis written as part of the project. The photographs/video/audio recordings might also be uploaded into an online course website which is password protected and only accessible to early childhood educators enrolled in the Investigating Quality initiative and research team members.

In terms of protecting your child's anonymity, his/her name will not be revealed in transcripts, reports, or publications that we produce that include the photograph/work of the child and any personal information about the child will remain anonymous. We will change such things as his/her name, details about the child and any kind of information that identify him/her. Our research results will not reveal the identity of your child or your family.

However, participants involved in the childcare centre your child attends and those who know your child will be able to recognize him/her in the photographs/video recordings. We ask all personnel and parents in the childcare centre to respect the confidentiality of the children by not revealing their identity or other identifying information. We cannot guarantee that all members will keep the identity of your child confidential. In addition, your child may be identified by community members especially in a small community.

The confidentiality of the data will be protected by ensuring that no one other than the researchers will have access to the photographs and video recordings of your child as well as his/her work. The confidentiality of the data (photographs, video recordings, and children's work) will be protected by means of storing the data in a locked filing cabinet and password protected computer files in Dr. Veronica Pacini-Ketchabaw's office (Room B 132 in the Human and Social Development Building) and/or in the research office at L-Hut building, both at the University of Victoria.

These are secure locations where data will only be accessible to the researchers involved in the project, who have signed confidentiality agreements. Data will be stored for a maximum period of 5 years. All forms of data will be destroyed by June 30, 2019. Electronic data will be deleted, paper copied will be shredded and video recordings will be erased or burnt. A copy of this form will be left with you and a copy will remain with the researchers.

---

Name of child care setting

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Name of child/children in care

I agree to have practitioners and researchers participating in Investigating Early Childhood Quality Environments collect my child(ren)'s work, take photographs and/or video/audio recordings of my child during his/her time at the childcare setting.

---

Signature

---

Date

***Authorization to use data upon withdrawal from the project***

Upon my child's withdrawal from the research project entitled "Investigating Quality Early Childhood Environments", I hereby grant Dr. Veronica Pacini-Ketchabaw and Dr. Alan Pence the right and permission to use my data in the following ways:

- In results of the evaluation which will be mailed to participating childcare settings and to the Ministry of Children and Family Development and the Child Care Policy Branch.
- In articles, book chapters, conference presentations and Theses.



---

Print Name

---

Signature

---

Date

## Appendix G: Practitioner Survey

### CHILD CARE AND EARLY LEARNING COMMUNITY FACILITATOR PILOT PROJECT

#### Evaluation Questions for Participating Early Childhood Educators

##### **GENERAL INFORMATION**

Which best describes your current level of education?

- a. High school
- b. College diploma
- c. College/university degree
- d. Graduate degree

Which best describes the number of years you have worked with young children?

- a. College or university practicum only
- b. Less than 3 years
- c. 3–5 years
- d. 5–10 years
- e. More than 10 years

Describe the program in which you work:

- a. Program type
- b. Number of children
- c. Ages of children
- d. Number of colleagues
- e. Your position in the program

How many years have you been involved in the project?

- a. One
- b. Two
- c. Three

**Describe the three outcomes/changes brought about by the project that you most value for your own practice and professional development.**

**What aspects of the project were most important in supporting those changes/outcomes?**

**What aspects of the project could be strengthened to better support your participation in the project?**

## RELATIONSHIPS WITH CHILDREN

	This happened before the project started.		This now happens:			
	YES	NO	NEVER	SOMETIMES	REGULARLY	NEARLY ALWAYS
<i>I reflect upon my image of the child.</i>						
<i>I observe children closely to consider what they are investigating in their environments.</i>						
<i>I listen to children and take seriously their theories and ideas, even when they don't match my own adult ideas.</i>						
<i>I encourage children to negotiate and experiment with changes to schedules and routines in the centre.</i>						
<i>I work with children to test their theories and investigate their ideas further.</i>						
<i>I work with children on projects over an extended time period (weeks or even months).</i>						
<i>I engage in extended inquiries with children.</i>						

If you like, please use the other side of this sheet to make comments about aspects of your relationships with children that are not addressed in the above, and/or to make comments that you feel are necessary to interpret your answers. Feel free to do the same for the other sheets in this survey about relationships with families and communities, relationships with materials and environments, pedagogical narrations, and professional development.

## RELATIONSHIPS WITH FAMILIES AND COMMUNITIES

	This happened before the project started.		This now happens:			
	YES	NO	NEVER	SOMETIMES	REGULARLY	NEARLY ALWAYS
<i>I share information about children's learning with families.</i>						
<i>I discuss centre routines and activities with families.</i>						
<i>I discuss children's ideas and projects with families.</i>						
<i>I discuss issues relating to the centre's philosophy and pedagogy with families.</i>						
<i>Families share their ideas about practice with me.</i>						
<i>Families contribute to projects and inquiries taking place in the centre.</i>						
<i>I take children to local places in the community that relate to projects/inquiries we are conducting in the centre.</i>						
<i>I involve community members in projects and inquiries I am conducting with the children.</i>						
<i>Community members have approached me to learn more about what we do at the centre.</i>						
<i>Community members have asked me how they can support our work at the centre.</i>						

## RELATIONSHIPS WITH MATERIALS AND ENVIRONMENTS

	This happened before the project started.		This now happens:			
	YES	NO	NEVER	SOMETIMES	REGULARLY	NEARLY EVERY DAY
<i>I experiment with new materials in the centre.</i>						
<i>I experiment with using the same materials in new ways in the centre.</i>						
<i>I encourage children to have free access to materials in the centre.</i>						
<i>I reflect on how different materials shape activities in the centre.</i>						
<i>I think about what the environment of the centre teaches children about how to engage with human and non-human others.</i>						
<i>I look for ways to transform the centre environment to encourage children's projects and inquiries.</i>						
<i>I look for ways to deepen children's relationships with the places around us.</i>						

## PEDAGOGICAL NARRATIONS

	This happened before the project started.		This now happens:			
	YES	NO	NEVER	SOMETIMES	REGULARLY	NEARLY ALWAYS
<i>I am involved in creating pedagogical narrations.</i>						
<i>My colleagues and I post pedagogical narrations in the centre.</i>						
<i>I discuss pedagogical narrations with my colleagues.</i>						
<i>I discuss pedagogical narrations with children in the centre.</i>						
<i>I see children discussing documentations with one another.</i>						
<i>I involve children in documentation/creating pedagogical narrations.</i>						
<i>I share pedagogical narrations with families.</i>						
<i>I discuss pedagogical narrations with families.</i>						
<i>Families are contributing to pedagogical narrations.</i>						
<i>I use pedagogical narrations to plan curriculum.</i>						
<i>I use pedagogical narrations to deepen children's inquiries.</i>						
<i>I use pedagogical narrations to deepen my own inquiries.</i>						

## PROFESSIONAL DEVELOPMENT

	This happened before the project started.		This now happens:			
	YES	NO	NEVER	SOMETIMES	REGULARLY	NEARLY ALWAYS
<i>I read research and theory about contemporary early years issues.</i>						
<i>I reflect on the implications of research and theory for my practice.</i>						
<i>I discuss the implications of research and theory for practice with my colleagues.</i>						
<i>My colleagues and I schedule regular meetings to discuss practice issues and/or pedagogical narrations.</i>						
<i>I attend professional meetings and/or conferences.</i>						
<i>I make presentations about my practice at professional meetings and conferences.</i>						
<i>I write articles about practice for professional newsletters and/or journals.</i>						