

THE COMMUNITY EARLY LEARNING AND CHILD CARE FACILITATORS PILOT PROJECT

Evaluation Report

September 2015

Dr. Veronica Pacini-Ketchabaw

Dr. Allison Benner

Dr. Alan Pence

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Executive Summary

This document presents the evaluation of the Community Early Learning and Child Care Facilitators Pilot Project for the period September 2014 to June 2015. The report describes activities for three project sites: Burnaby and Victoria, both established in 2011, and Terrace/Kitimat, created in 2014. The report also highlights initiatives to extend the project's influence beyond the three project sites, so that early childhood educators across BC can explore the approaches and ideas promoted through the project.

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, a new feature introduced through the pilot project.

Community facilitators support early childhood educators to apply the innovative ideas and theories explored in 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). Dr. Allison Benner, a research associate at the Unit, completed the analysis of 2014-2015 project activities for this report. This evaluation is based on a qualitative methodology that incorporates field-based observations, focus groups, interviews and/or surveys with educators and community facilitators, and analysis of written discourse of community facilitators and educators, including their pedagogical narrations.

The evaluation shows 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. The analysis also demonstrates that longer participation in the project promotes a deeper, more consistent integration of innovative ideas, theories, and approaches into everyday practice.

Also, this past year has seen an increase in the number and scope of outreach and communications activities on the part of project staff and participating educators. This work, which includes blogs, workshops, articles, presentations, and community partnerships, is helping to extend the reach of the project beyond the three project sites and is generating interest from educators around BC about innovative ways to promote quality child care.

In the Fall, 2015, the pilot project is entering its fifth year. To build on the successes of the first four 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. In response to feedback from educators, experiment with different uses of the self-reflective tool developed in 2014-15 to support qualitative evaluation of project outcomes. Ideas to consider include: developing a more flexible format, introducing the tool earlier in the year, and providing educators with opportunities to share their goals with others and reflect on them on an ongoing basis.
2. Support community facilitators to respond to site-specific goals and challenges and document the strategies that prove effective. Site-specific opportunities include:
 - a) *Burnaby site*: creating a strong working relationship with a new community facilitator; providing opportunities for engagement and challenge for educators who have participated in the project for varying lengths of time (1-4 years); and creatively exploring the tension between educators who prefer an open-ended versus a structured approach to learning circle discussions and inquiries;
 - b) *Victoria site*: mobilizing the enthusiasm of participating educators through shared projects and inquiries; using technology (e.g., apps) to explore more dynamic, less time-intensive forms of pedagogical narration; and communicating these approaches to educators outside the project through a collaborative activity (e.g., workshop or publication).
 - c) *Terrace/Kitimat site*: creating links with educators throughout the North through teleconferencing and blogging; recruiting more educators at participating centres to maximize opportunities for transforming practice; and supporting educators to introduce Indigenous and Northern perspectives into practice.
3. At all sites, 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.
4. 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.
5. Seek additional funding from the provincial government and other sources to create new project sites and enhance activities at existing sites (e.g., to provide opportunities for educators from all three sites to meet once per year and to allow community facilitators to visit other project sites).

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 provide an overview and analysis of initiatives undertaken in 2014-2015 in each project site and a description of project outreach and communication activities. In Project Outcomes, we present an analysis of specific changes in practice promoted throughout the project in the five areas: relationships with children, relationships with materials and environments, relationships with families and communities, pedagogical narration, and professional development. The final section of the document discusses the overall findings of the report, and includes recommendations for the fifth year of the pilot project.

Introduction

The report is an evaluation of the fourth year (2014-2015) 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 & Benner, 2015; 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 2-4, 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 in Terrace/Kitimat to extend the model to Northern and Indigenous communities. This report focuses primarily on the outcomes of the project in these three sites, but also describes initiatives to extend the project's reach to educators and communities across BC, beyond the project sites.

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 four 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 four years, the Community Facilitators Project has fostered a “made in BC” approach to promoting quality child care. This approach has been incorporated into university-level curriculum and into additional outreach, research, and communications activities pursued by project staff and directors. The latter work is generating interest and engagement from educators and communities across BC, promoting new approaches to quality child care in BC and the continued implementation of the BC ELF. This evaluation will describe some results of this outreach work, based on comments received from educators around the province.

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.

In Victoria, the five participating centres were:

- two provincially funded family and child drop-in programs for children aged birth to five (StrongStart), running 5 days a week for approximately 4 hours. On any given day, approximately 25-32 children and families attend each program, though the total enrolment is over 400;
- a privately owned licensed group child care enrolling 14 children aged 2.5-5 years;
- a privately owned licensed group child care, enrolling up to 20 infant toddlers; and
- a privately owned licensed group child care, enrolling up to 22 children aged 3-5 years.

In Terrace/Kitimat, the seven participating centres were:

- a licensed non-profit child care centre for children aged 3-5, enrolling 25 children;
- a licensed non-profit infant/toddler centre, enrolling 8 children;
- a licensed, privately owned, multi-aged child care centre, enrolling 20 children aged 2-7;
- a licensed preschool for children aged 2-5 years, enrolling 60 children (4 classes of 15 children each)
- a provincially funded family and child drop-in program for children aged birth to five (StrongStart), running from 8:45–11:45 daily. Approximately 20-25 children and families attend the program daily, with a total enrolment of approximately 150. One educator, the program facilitator, participated in the project;
- a federally funded, off-reserve preschool program for Indigenous children aged 3-5 (Aboriginal Head Start), enrolling 40 children; and

- a federally funded on-reserve preschool program for children aged 3-5, enrolling approximately 30 children.

In total, 45 educators participated in the project, 19 in Burnaby, 13 in Victoria, and 13 in Terrace/Kitimat (additional educators were invited to attend the learning circles in each location). Thirty-six educators participated in the evaluation activities. Of these 36 educators, 15 had an undergraduate degree, 16 had a college diploma, and 4 held a certificate. Three of the 36 educators who participated in the evaluation had less than 3 years of experience working with children, 7 had 3-5 years' experience, 5 had 5-10 years' experience, and 20 had more than 10 years' experience. At the time of the evaluation, 22 of the educators had participated in the project for one year, 6 educators had participated for two years, 4 had participated for three years, and 4 had participated for four years.

Evaluation Methodology

The findings and recommendations reported in this evaluation report are based on qualitative data from focus groups, interviews, written surveys, and written communications between educators and community facilitators throughout the year, including email discussions and pedagogical documentations.

From February to June, 2015, educators in Victoria and Burnaby participated in a pilot self-reflection tool, which engaged them in month-by-month reflection on personal goals based on 43 statements about practices promoted through the project in five main areas: relationships with children, relationships with materials and environments, relationships with families and communities, pedagogical narrations, and professional development (see Appendix G). This pilot self-evaluation tool served as the basis for the survey completed by all educators in all three sites, which included open-ended questions about program outcomes and further self-assessment in relation to the 43 practice statements. While educators in Terrace did not participate in piloting the self-evaluation tool from February to June, they did complete the final survey and evaluated themselves on the 43 practice questions at the end of the year.

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 Victoria and Burnaby, the focus group provided an opportunity to discuss the effectiveness of the pilot self-evaluation tool. In Terrace/Kitimat, the focus group focused on discussing the overall experience of the first year of the project. Finally, interviews were conducted with the four community facilitators (in Terrace/Kitimat, the Community Facilitator role is shared by two people).

In addition, the project evaluator attended 10 learning circles in Victoria, Burnaby, and Terrace/Kitimat. 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.

Project Activities

Across the three project sites, the main activities 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. The main activities/themes explored throughout the year in each site are described below, along with educators' ideas for the project in 2015-2016.

Burnaby

In 2014-2015, the educators attended monthly two-hour learning circles, in exchange for longer community facilitator visits to the centres (formerly, learning circles were three hours in duration). The 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. Some of these meetings also allowed small groups of educators from all four participating centres to meet during nap time, generating cross-program synergies and discussions. This practice, started in 2013-2014, was considered successful this year as well.

This past year, educators continued to discuss pedagogical narrations in an unstructured format, rather than employing the critical reflective protocol formerly used at learning circles to discuss pedagogical narrations (see Government of British Columbia, 2009). Educators remain divided on whether the more relaxed format is preferable, with some educators reporting that the protocol promoted more in-depth, focused discussions. Some put forward the suggestion that the protocol be reintroduced in a modified format—for example, allowing educators to choose 3-5 questions to respond to in response to those generated by the presentation of a pedagogical narration.

For the most part, educators in Burnaby reported that they found the pilot self-evaluation tool useful in bringing focus to their engagement with the project. If this tool is employed again in 2015-2016 (whether in Burnaby alone or in other project sites), it is recommended that it be introduced earlier in the year; that educators have access to their goal-setting sheets throughout the year (rather than seeing them only between learning circles); and that educators have the opportunity to share their goals with their colleagues and with the community facilitator. Other feedback/suggestions included posting educators' goals in a visible spot (e.g., the staff room) and asking educators to reflect on their goals in a private journal (to ensure confidentiality), from which they could draw relevant reflections in the final evaluation.

In 2014-2015, in response to a proposal from educators in 2013-2014, the community facilitator developed a readings package focused on multispecies relations. This initiative was intended to provide educators with the opportunity to complete readings well in advance of the learning circles and to focus on topics connected to the ongoing inquiries in the centres. However, as the year progressed, centres' inquiries evolved in different directions, so the "course" format was loosened to allow the learning circle readings and discussions to develop in response to emergent interests among the educators. Over the coming year, the community facilitator and the educators

will continue to wrestle creatively with the tension between promoting focus and depth in inquiries and allowing projects and inquiries to change organically over time.

Figure 1 below is a “word cloud” generated from all the online discussions and pedagogical narrations produced by the Burnaby community facilitator and participating educators in 2014-2015. The word cloud provides a visual display of word frequency, with the most frequently used words showing in larger font. Not surprisingly, “children” is the largest word, reflecting the prominence of children in project discussions and activities. However, the word cloud also illustrates the educators’ focus on materials and on non-human beings, and on noticing, experimenting with, and critical reflecting on, the relations between the human and more-than-human. The word cloud also reflects the specific subjects of many of the inquiries and projects undertaken by the educators and the children (e.g., paper, waste, bees, mushrooms, stickbugs, rocks, raccoons).



Figure 1. Word cloud of Burnaby community facilitator’s and educators’ written discourse.

Finally, at the end of 2014-2015, educators in Burnaby bid a fond farewell to their long-time community facilitator, who recently left the project for a full-time academic position after four years with the project. Educators, many of whom had worked with the community facilitator for three or four years, expressed deep appreciation for their work with her, and openness to building a strong working relationship with the new facilitator in 2015-2016.

Victoria

For most educators at the Victoria site, 2014-2015 was the second year of participation in the project. For many, the first year was an orientation to a new way of engaging with practice and an opportunity to question long-held assumptions about the role of the early childhood educator and about schedules, routines, and materials typically used in early childhood settings. By

contrast, the second year provided an opportunity to engage more deeply with the ideas and practices presented through the project.

The word cloud below illustrates the wide range of topics, ideas, and dispositions explored by the Victoria educators in 2014-2015. As in Burnaby, “children” is the most prominent theme in the discourse of the Victoria educators, but words like “think,” “question,” and “noticing” demonstrate an increasing focus on the critical stance of the early childhood educator, and words like “material,” and “place” show a broader, more inclusive orientation to the early childhood environment. Similarly, words like “relations,” “think with,” “conversation,” and “encounter” illustrate the increasing focus on the entanglements of children and educators with other beings, whether human or non-human (e.g., “Indigenous,” “forest,” “mushrooms,” “water,” “tree”), entanglements that raise questions about “power,” “agency,” and “ethics” and that give rise to ideas about “pedagogy,” “learning” and “inquiry.”

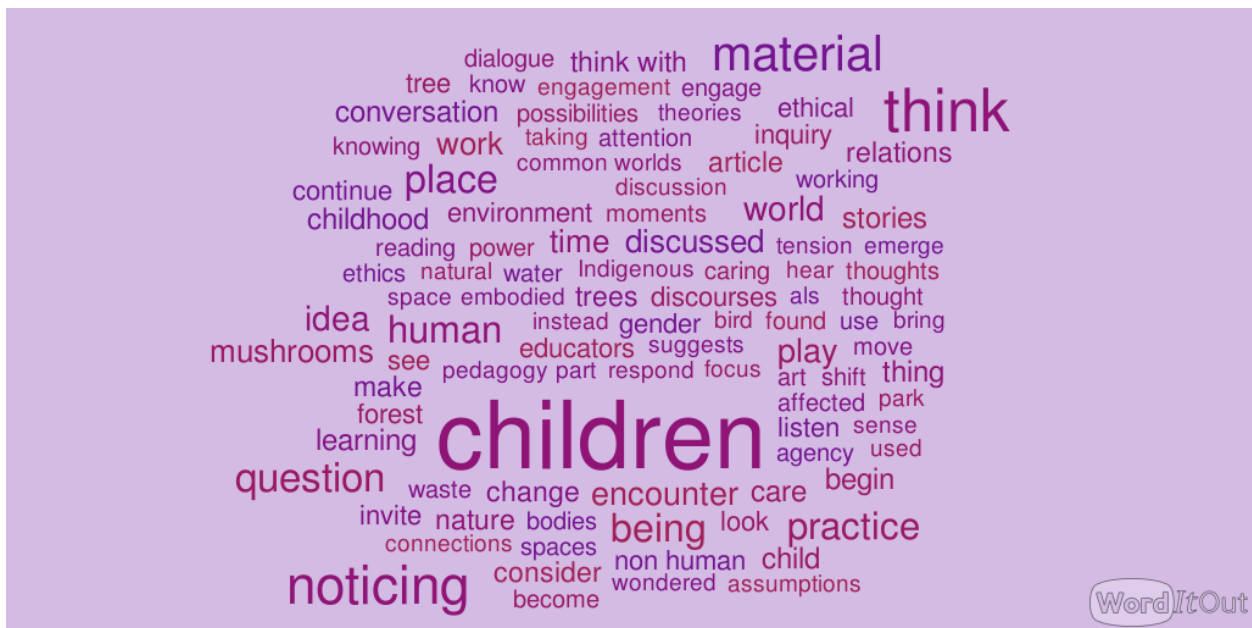


Figure 2. Word cloud of Victoria community facilitator’s and educators’ written discourse.

For some educators in the Victoria site, this deeper engagement proved challenging. Towards the end of 2014-2015, one centre decided to withdraw from the project in 2015-2016 (though another centre has decided to join the project). For other educators, 2014-2015 marked a time of renewed engagement with practice and excitement about possibilities to be explored in 2015-2016. Some of the ideas put forward by educators for next year include:

- Engaging in longer visits with the community facilitator (e.g, during naptime, as is currently done in Burnaby) to provide more opportunities to develop pedagogical narrations;
- Exploring alternative approaches to pedagogical narration (e.g., using an app to take audio-recordings of thoughts and observations “in the moment,” which can be sent to the community facilitator and developed collaboratively at learning circles;

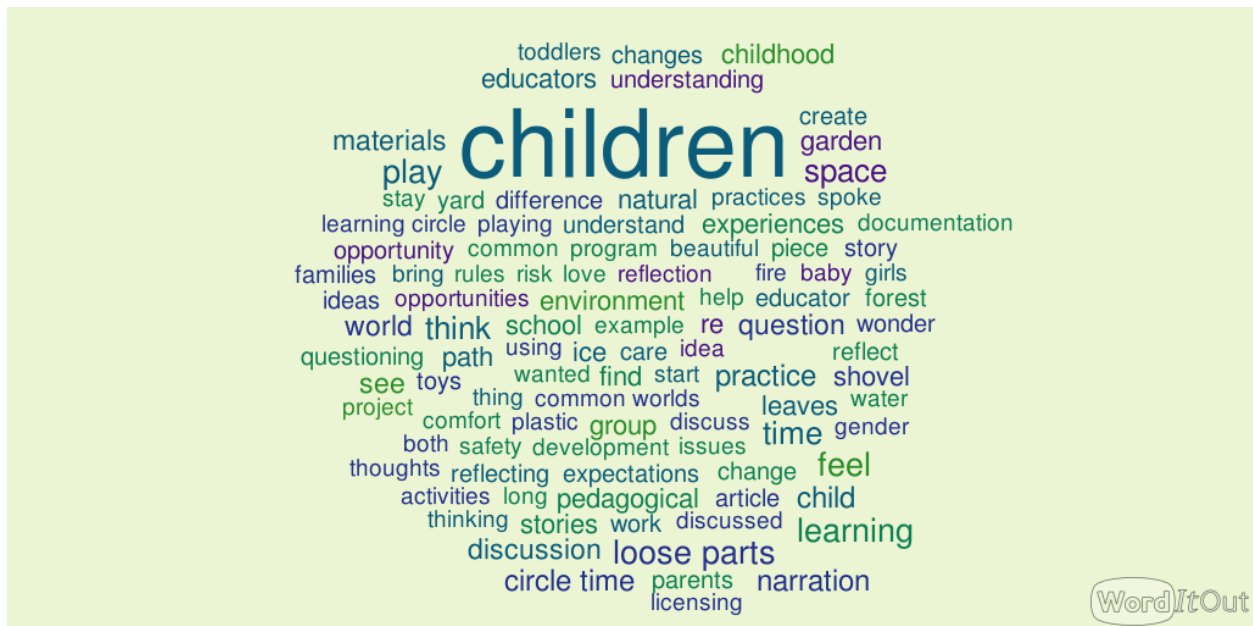
- Collaborating with other participating educators to produce a publication or workshop together, focused on a collective inquiry;
- Closing the child care centres 2-3 times per year to engage in professional development activities, such as working on projects, transforming environments, and visiting other centres.

Finally, educators in the Victoria site discussed the self-reflective tool employed in this year’s evaluation. The educators in this site expressed the desire for a less linear tool that would better reflect the organic, rhizomatic thinking promoted through the project. One educator suggested that the tool could be modified so that instead of reporting on goals in static, sequential “boxes” (see Appendix G), goals could be written in the middle of the page in a circle, and then different thoughts or initiatives that developed from a particular goal could radiate outwards, according to how they evolved over time. Like the educators in Burnaby, the Victoria educators also suggested that it would be useful to have access to the self-reflective tool throughout the year, rather than only at the monthly learning circles.

Terrace/Kitimat

In September 2014, the two community facilitators for the Terrace/Kitimat site traveled to Victoria for a three-day training session with the project director, evaluator, and the Victoria and Burnaby community facilitators. In October 2014, they hosted their first learning circle with educators from the seven centres they had recruited to the project in the summer. As in the other two project sites, much of the first year was spent building relationships with the educators in the centres and orienting them to the ideas and practices of the project, many of which question traditional understandings of quality in early childhood settings.

The word cloud below captures many of the themes that were explored throughout the year in learning circle discussions, emails, and pedagogical narrations produced by the community facilitators and the educators.



As in the other two project sites, “children” is the most frequent word in written discourse. Interestingly, no other words come close to having the prominence as “children,” reflecting the child-centred orientation that educators typically have when they first join the project. The educators in the Terrace/Kitimat site explored many topics and ideas throughout the year, discussing issues such as “play” in relation to “safety,” “risk,” “rules” and “licensing,” and questioning the role of “circle time”, the use of “materials” (e.g. “plastic” versus “natural” materials). In the second half of the year, these discussions evolved into a collective experimentation with the use of “loose parts” (versus “toys”) in the centres, a topic that inspired discussions on transforming the early childhood “environment” and that stimulated the creation of numerous documentations that engaged parents and educators in discussions about early learning. “Loose parts” (the second-largest word/phrase in the word cloud) was cited by nearly all the educators as the most exciting project of the year, providing them with a common focus for inquiry in their work to adopt a critical orientation to practice.

Terrace/Kitimat educators made a number of suggestions for 2015-2016, including:

- Engaging more educators throughout the region in learning circles through teleconferencing and through the creation of a blog. The project has generated considerable interest in the North, including from educators in Smithers and Prince Rupert. The idea of working together to develop a workshop for Northern educators was also raised.
- Supporting participating educators (especially those working in the on- and off-reserve Aboriginal Head Start programs) to highlight more Indigenous culture and worldviews in programming;
- Holding learning circles in project centres so that participating educators have a better understanding of the different environments they are working in;
- Engaging in more collective projects and inquiries, drawing on the positive experience with the “loose parts” project; and
- Developing pedagogical narrations that focus less on individual children and that focus more on the context and materials that children are engaged with.

Outreach and Communications

This past year, a number of activities helped to extend the reach of the project and to connect participating educators with activities outside their centres. These activities include:

- In September 2014, community facilitators from all three project sites and several educators from the Burnaby and Victoria sites attended *Learning How to Inherit Colonized and Ecologically Challenged Lifeworlds*, a symposium hosted at the University of Victoria that extended many of the themes relating to intergenerational and environmental justice explored in the project. The symposium allowed participants to engage in critical dialogue with leading international thinkers in the environmental humanities and with other early childhood scholars and practitioners. Following their participation in the symposium, the Victoria community facilitator and the Burnaby community facilitator, in collaboration with several participating educators, published two articles in the Spring 2015 issue of *Canadian Children*.

- In January 2015, 17 students completed a fourth-year course on The Role of the Community Facilitator) at UVic’s School of Child and Youth Care. This course was designed and developed in 2013-2014 by the project director and evaluator, drawing on project findings, and helps ensure that upcoming early childhood educators have experience in working with the innovative approaches explored in the project.
- Project staff explored opportunities to engage more practicum students in project sites. For example, the project has entered into a partnership with Northwest Community College, through which their Early Childhood Education students can be placed in project sites in Terrace/Kitimat. In Victoria, a UVic student in the Early Years Specialization will complete a year-long practicum in 2014-2015 in two project sites and attend the monthly learning circles. In Burnaby, several practicum students from Early Childhood Education programs in the Lower Mainland have participated in project activities.
- Project staff and participating educators have conducted workshops to engage early childhood educators with ideas and practices explored through the project. For example, in December 2014, the Burnaby community facilitator and a senior educator from the project presented a workshop in an Early Childhood Education class at Simon Fraser University. In May 2015, the Victoria community facilitator and the evaluator presented a workshop to 58 attendees at the ECEBC annual conference. In June 2015, the project evaluator and the Terrace/Kitimat community facilitator submitted a proposal to deliver a workshop at the annual conference of the Northwest Regional Early Childhood Educators of BC in Prince Rupert (October 16-17, 2015).
- Project staff and educators make ongoing efforts to communicate the approaches and outcomes of the project. For instance, in November 2014, the project evaluator and the Victoria community facilitator presented at the research forum organized to coincide with Child Care 2020 in Winnipeg. In 2015, a participating Victoria educator created a blog to share her reflections inspired by the project (see <https://inspiredearlychildhoodeducator.wordpress.com>). Similarly, the project evaluator published an article on project outcomes in the Spring 2015 issue of *Interaction*.
- The project team seeks opportunities to extend the project philosophy and practices to other interested communities. For example, in 2014-2015, the project co-directors and evaluator responded to a request from the Vancouver Society of Children’s Centres (VSOCC) to develop a proposal for a Partnership Development Grant through the Social Sciences and Humanities Research Council of Canada. The proposal focused on training VSOCC staff to facilitate learning circles with educators and interested families and on developing innovative methods of evaluating quality.

Over time, these outreach and communication activities are generating broad interest in the approaches promoted through the project in BC. For example, one educator who attended the ECEBC workshop in May 2015 noted that she “was stuck and not clear about the critical questions I could be asking myself. I walk away from today excited about growing as a professional.” Her comment echoes the responses from many other workshop participants and reflects increasing openness to innovative practices within the BC child care sector. Indeed,

following a recent province-wide tour of early childhood centres, Emily Mliczko, Executive Director of ECEBC, commented on the shifts she is witnessing in the BC child care field and attributes these shifts to the work of the project co-directors and staff to transform understandings of quality in early childhood education. In 2015-2016, project leaders, staff, and participating educators will continue to extend these efforts to support innovation and quality in BC's child care sector.

Project Outcomes

At the end of 2014-2015, all educators who participated in the evaluation completed a self-assessment of practices promoted throughout the project in five areas: (1) relationships with children; (2) relationships with materials and environment; (3) relationships with children and families; (4) pedagogical narrations; and (5) professional development. In this year's evaluation, the self-assessments of the 22 participating educators who joined the project in 2014-2015 are compared to those of the 14 educators who have participated in the project for two or more years. As illustrated below, on all 43 items analyzed across all five outcome areas, longer participation in the project increases the likelihood that a given practice will be incorporated into practice.

Relationships with Children

As in previous years, educators consistently reported that the project transformed their relationships with children, as reflected in the following comments:

We tried to slow down—less is more. We tried not always having typical circle time, and aimed for more observing/noticing their interests. (Educator, Victoria)

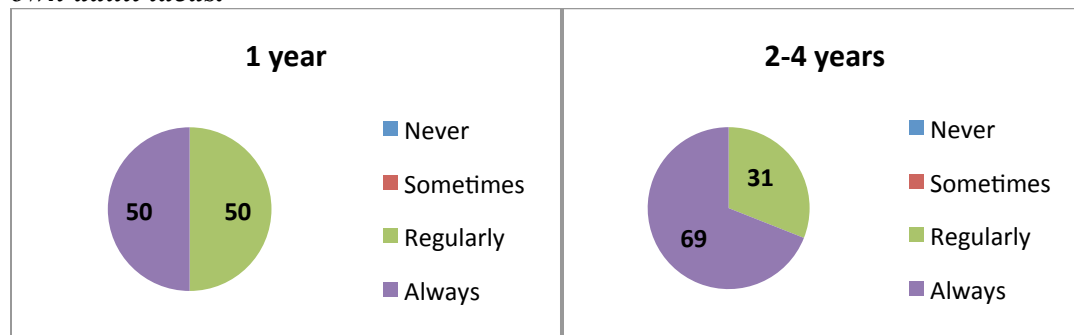
I've learned to stand back and let risk-taking happen—see whether it really is a safety issue. Now we do more messy activities. (Educator, Terrace/Kitimat)

I started reflecting more often about my practice and children's inquiries. (Educator, Vancouver)

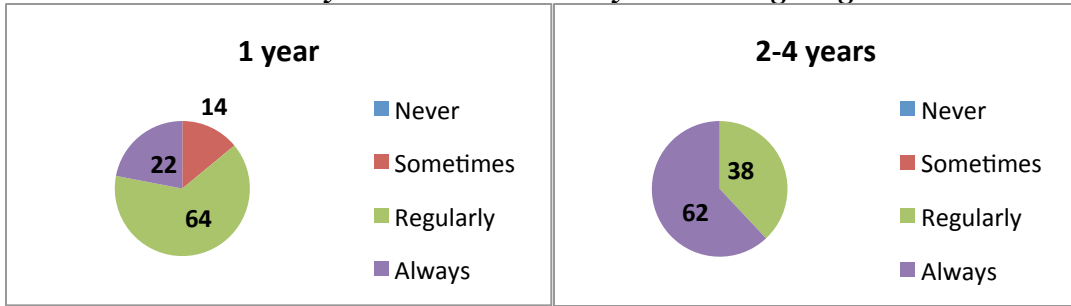
Participating in this project continues to deepen my thinking and has me constantly critically reflecting on what I do in practice, always with the thought in mind of children's voices (whether they can speak yet or not) being present, heard, valued, mattering. (Educator, Victoria)

As shown in the charts below, the more complex and/or sustained the engagement with children (e.g., listening to, reflecting on, or observing children, versus testing their theories or engaging in extended inquiries and projects), the less likely the practice is to be thoroughly integrated into practice. Nonetheless, longer engagement in the project supports educators to practice with children in these more challenging ways.

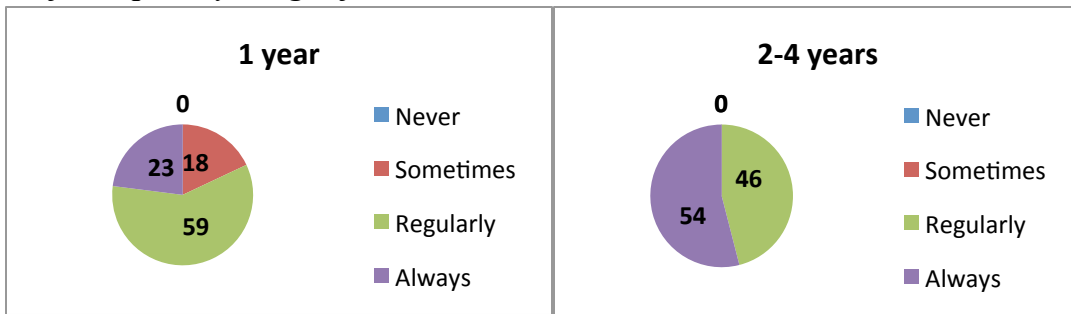
I listen to children and take seriously their theories and ideas, even when they don't match my own adult ideas.



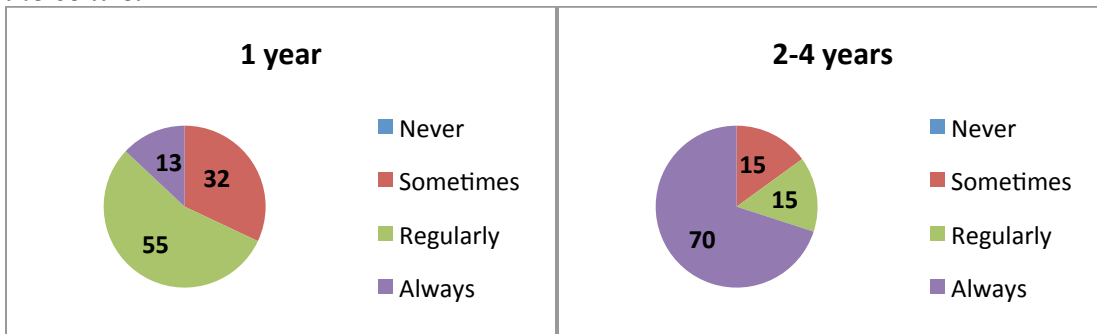
I observe children closely to consider what they are investigating in their environments.



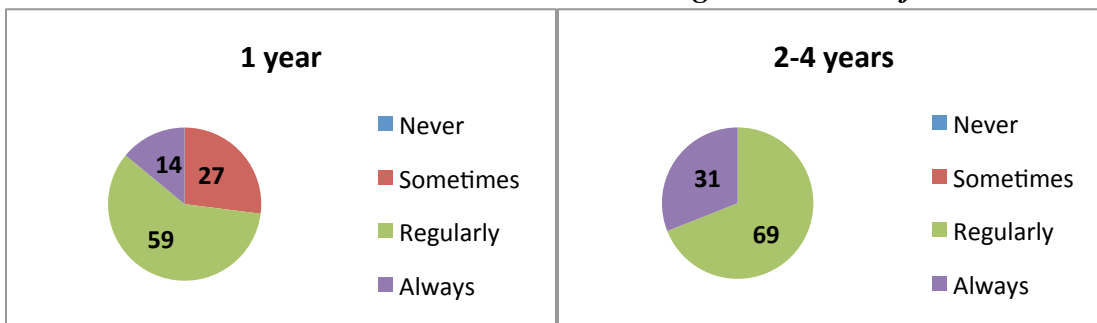
I reflect upon my image of the child.



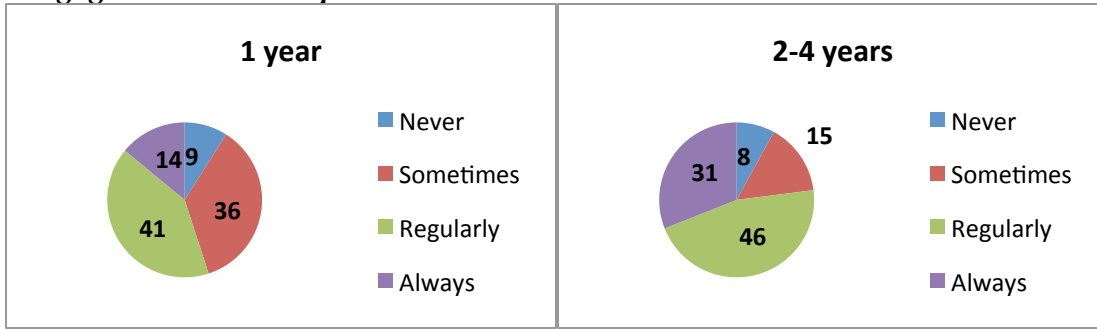
I encourage children to negotiate and experiment with changes to schedules and routines in the centre.



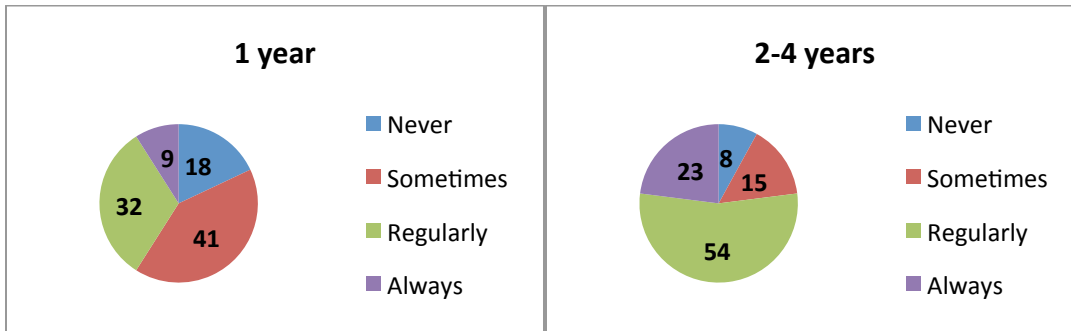
I work with children to test their theories and investigate their ideas further.



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

Many early childhood educators come into the project familiar with the concept of the environment as the “third teacher,” but the project readings and activities tend bring new depth to their understanding and engagement with materials and environments. The following quotes illustrate some ways that the project acts to transform educators’ engagement with materials and environments:

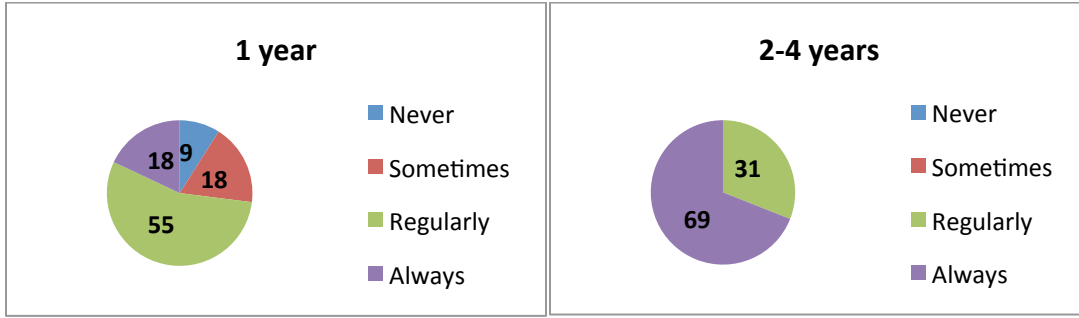
We learned to provide open-ended materials for the children to explore ... I want to start making documentations that focus on materials. (Educator, Terrace/Kitimat)

I noticed more how the children were drawn to certain things, how the environment spoke to the children, how they interacted. (Educator, Victoria)

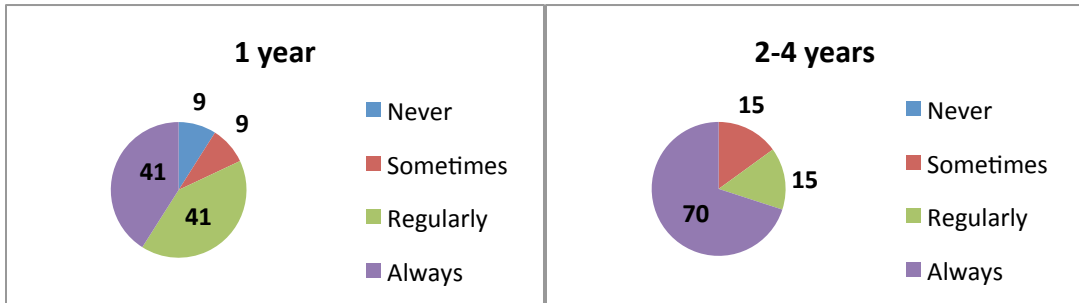
We made many changes in our environment to line up more clearly with the new ways of thinking. (Educator, Burnaby)

The charts below all illustrate participating educators’ deep engagement with materials and the child care environment. Educators who have been in the project longer show the greatest engagement with the practices analyzed below, but even those educators who have only recently joined the project appear to have integrated these perspectives into their practice on a regular basis and are open to exploring them further.

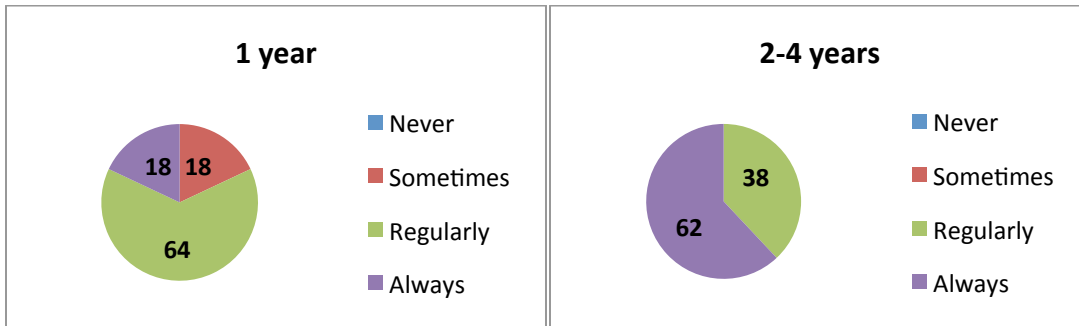
I reflect on how different materials shape activities in the centre.



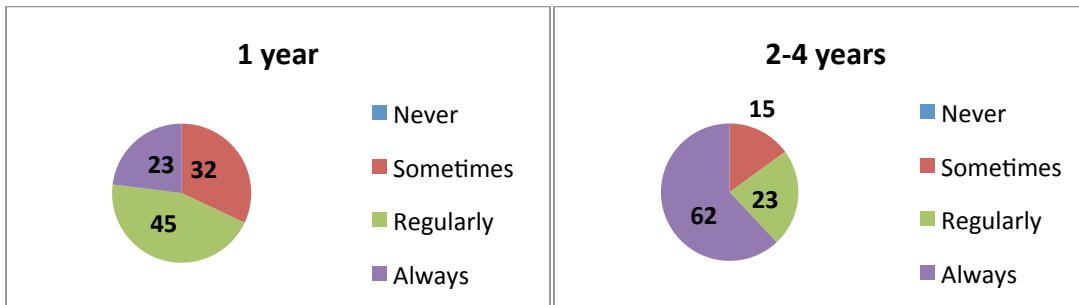
I encourage children to have free access to materials in the centre.



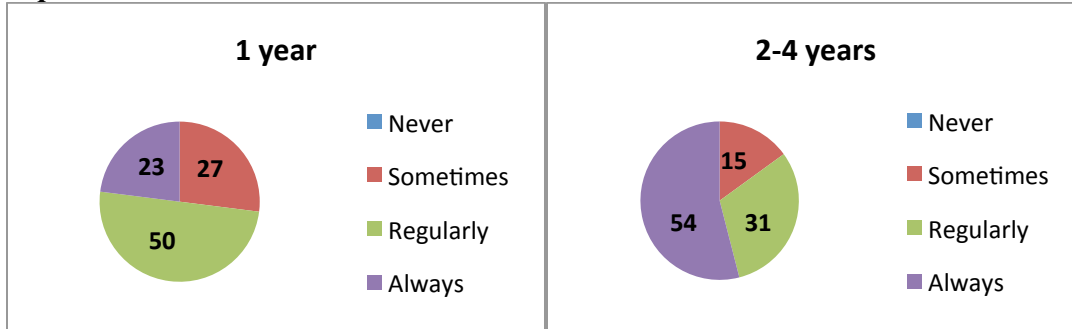
I look for ways to deepen children's relationships with the places around us.



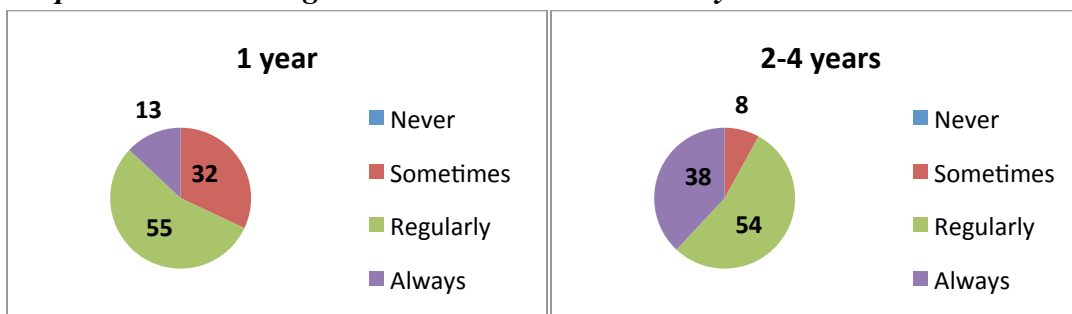
I think about what the environment of the centre teaches children about how to engage with human and non-human others.



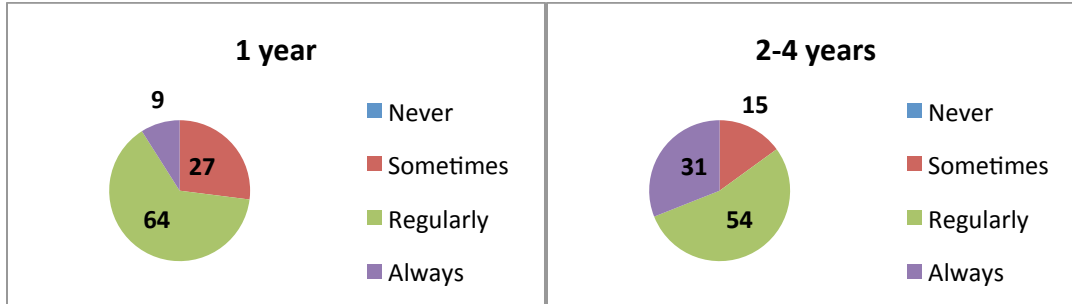
I look for ways to transform the centre environment to encourage children’s projects and inquiries.



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



I experiment with new materials in the centre.



Relationships with Families and Communities

Promoting greater family and community engagement is an important way of creating seamless learning experiences for children, welcoming linguistic and cultural diversity within centres, and realizing the potential for early years settings to function as dialogic, democratic, community spaces. However, many educators find it challenging to promote family and community involvement. Thus, it is significant that educators have commented on the project’s successes and potential in promoting greater family and community involvement:

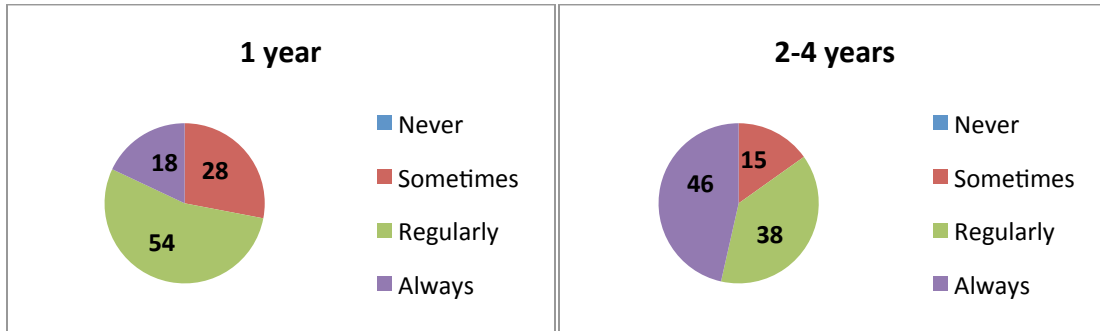
I find I’m sharing our discussions with families more. (Educator, Terrace/Kitimat)

The project gives me the support and the language I need to engage in ongoing dialogue with parents and grandparents. (Educator, Victoria)

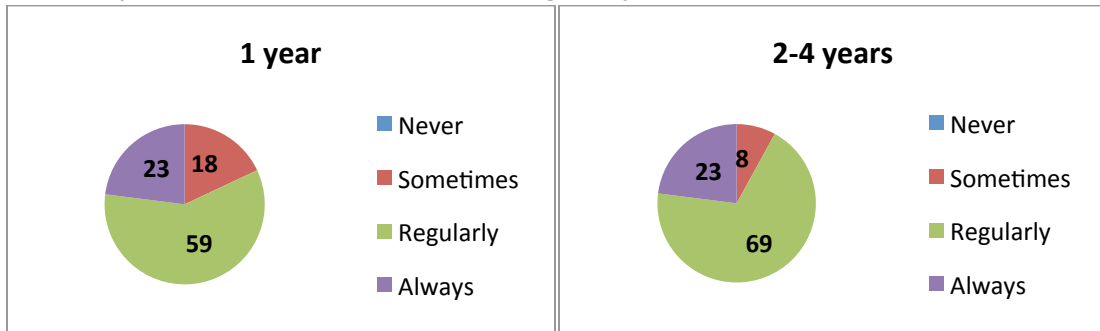
The project is helping me to see our child care community as part of a larger place, a larger community. (Educator, Burnaby)

As shown in the charts below, educators experience greater challenges in transforming relationships with families and communities than they do in transforming relationship with children, with materials and environments, and with their colleagues. However, participating in the project supports educators to gradually integrate family- and community-involving practices into their work, which in turn encourages families and communities to contribute to the life of the centres in deeper, more substantive ways.

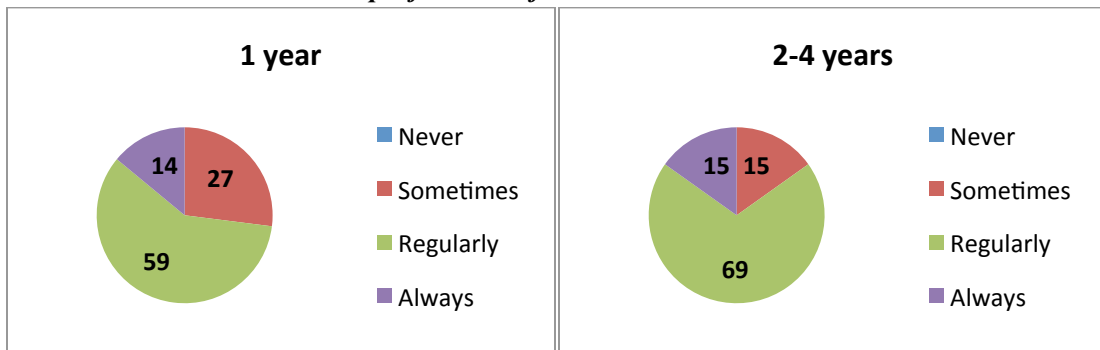
I discuss centre routines and activities with families.



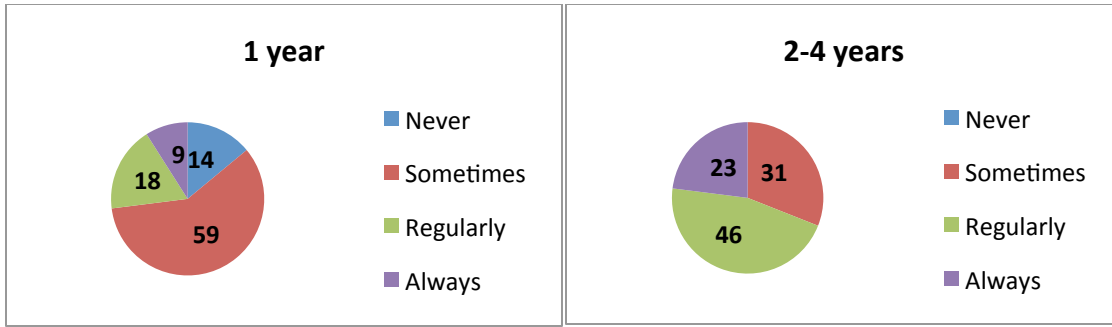
I share information about children’s learning with families.



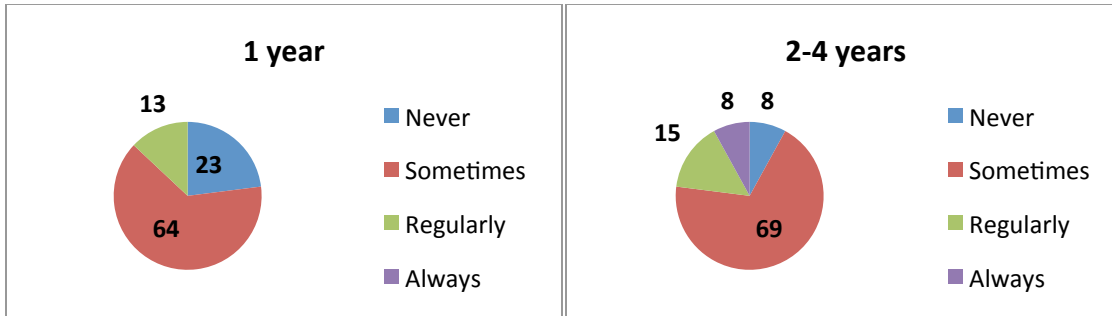
I discuss children’s ideas and projects with families.



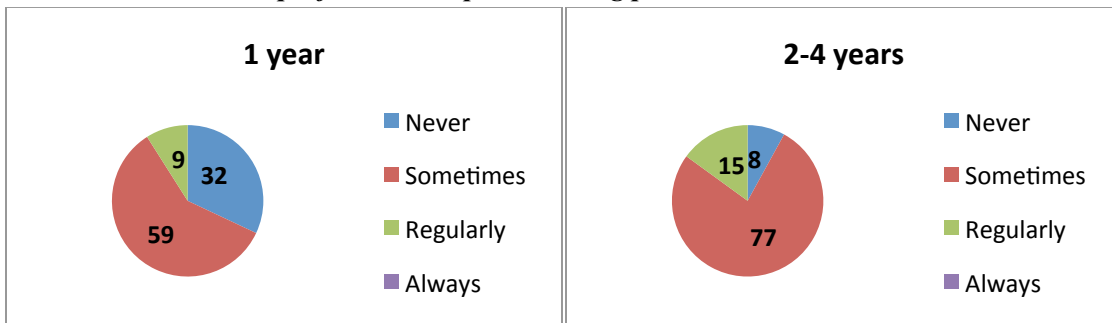
I discuss issues relating to the centre's philosophy and pedagogy with families.



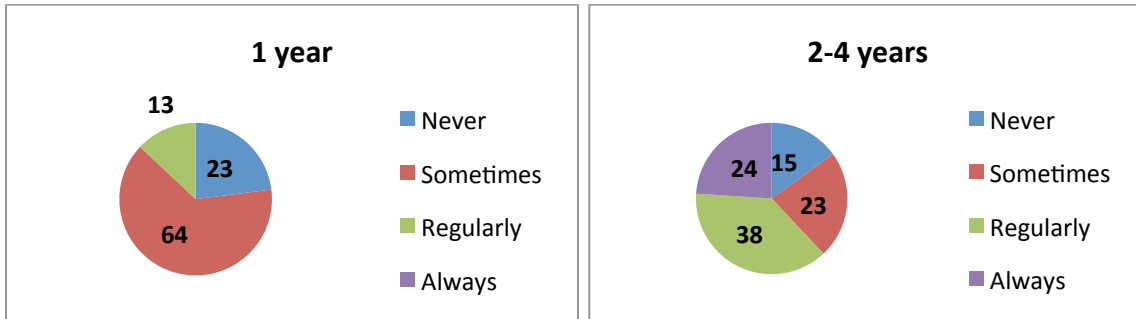
Families share their ideas about practice with me.



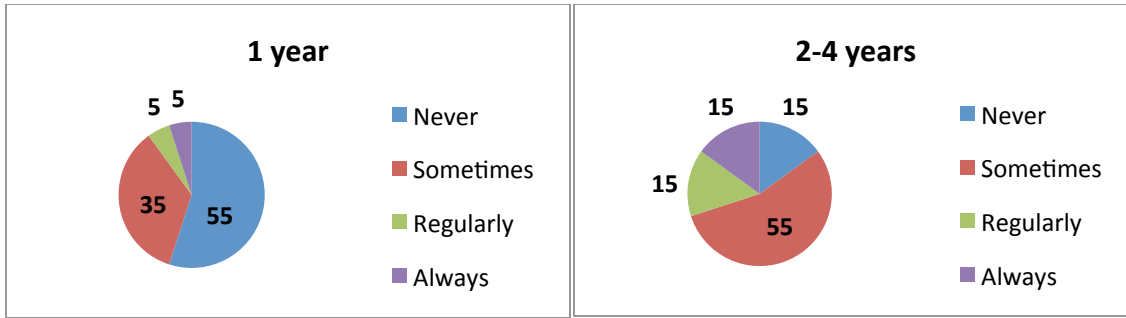
Families contribute to projects and inquiries taking place in the centre.



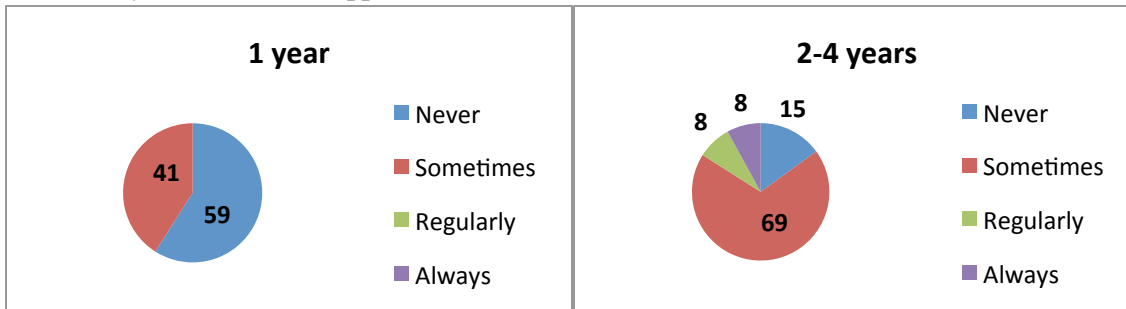
I take children to local places in the community that relate to projects/inquiries we are conducting in the centre.



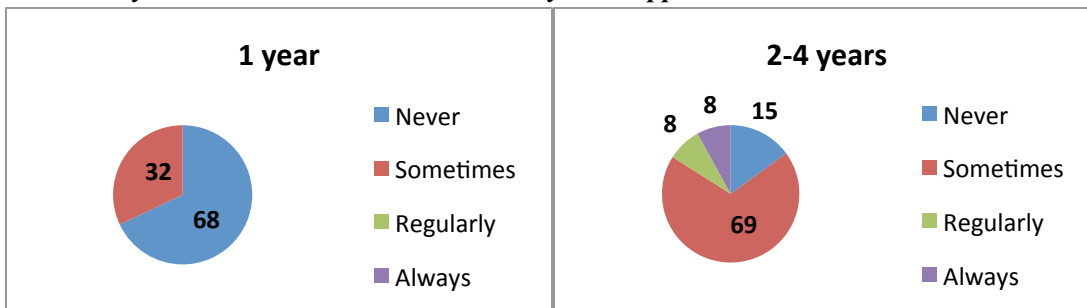
I involve community members in projects and inquiries I am conducting with the children.



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



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. Within this 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. The comments of many educators attest to the significant role of pedagogical narrations in the project:

I am more comfortable in documenting and extending play. (Educator, Terrace/Kitimat)

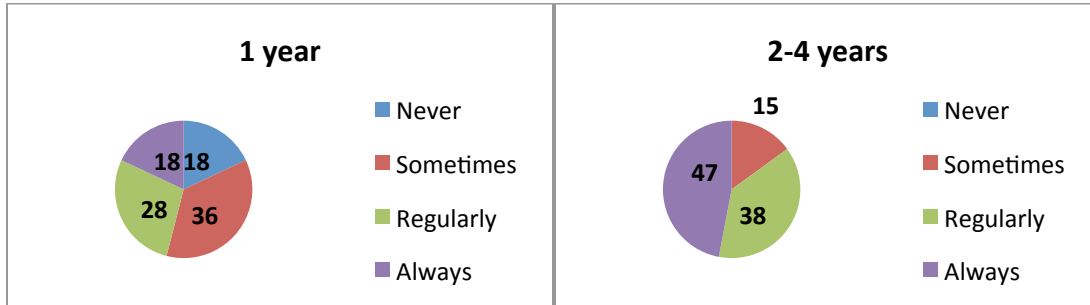
Pedagogical narration has helped me to understand that responsive practice is not all about children's interests but also teachers' interests as well. (Educator, Victoria)

I think it might be beneficial to have evenings with families to share our narrations and to engage in discussion, led by our community facilitator. (Educator, Victoria)

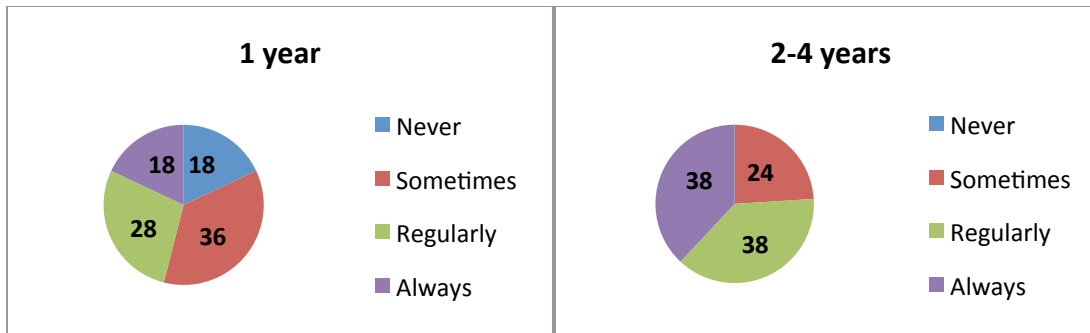
Our documentations are not private anymore. They include different perspectives—of other teachers, parents, and children. (Educator, Burnaby)

As shown in the pie charts below, longer participation is associated with a greater integration of pedagogical narration into diverse aspects of practice, whether at the individual or centre level, and whether in interactions with colleagues, children, or families.

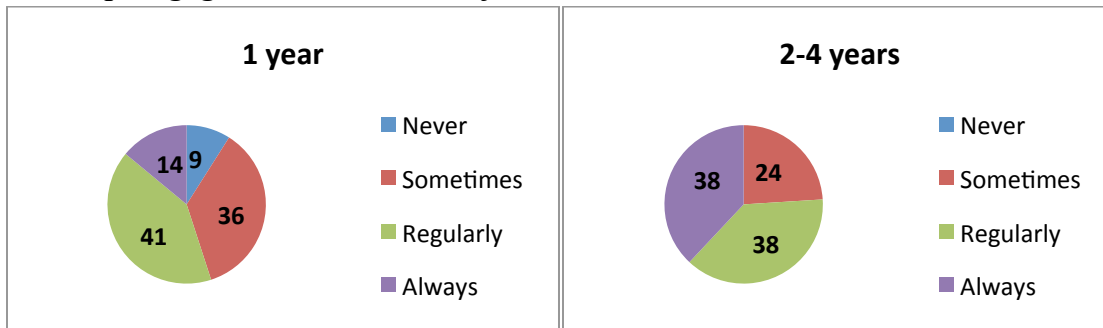
My colleagues and I post pedagogical narrations in the centre.



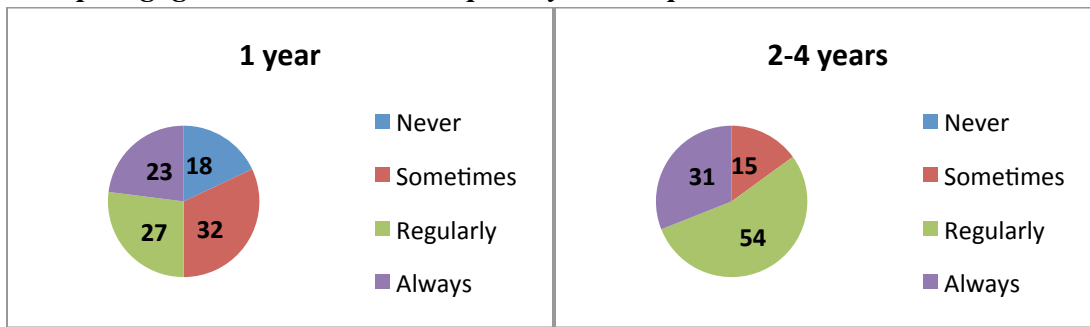
I discuss pedagogical narrations with my colleagues.



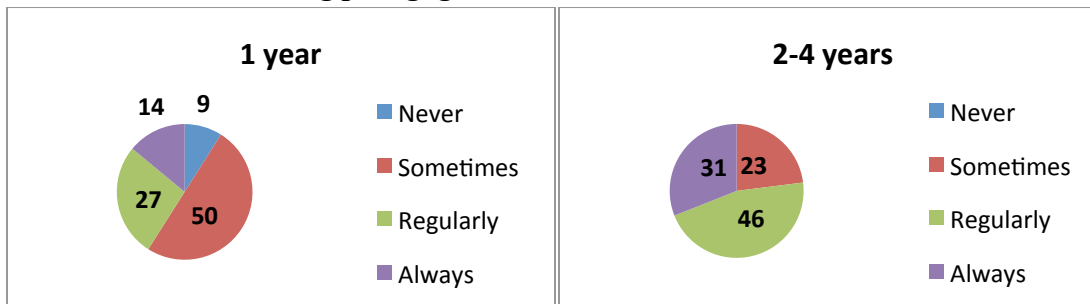
I share pedagogical narrations with families.



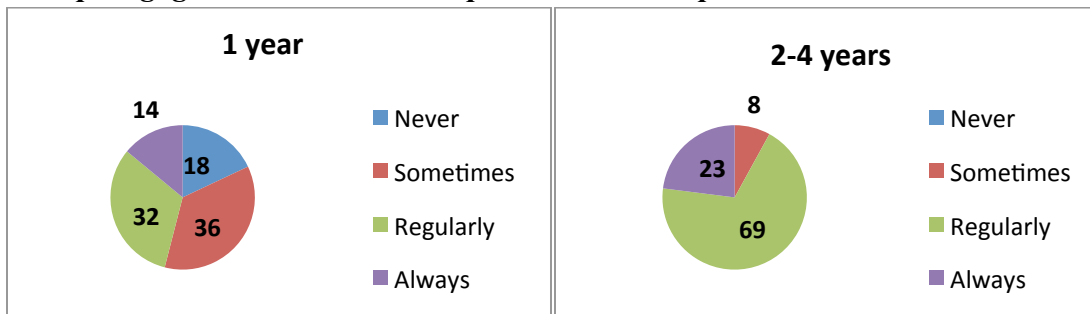
I use pedagogical narrations to deepen my own inquiries.



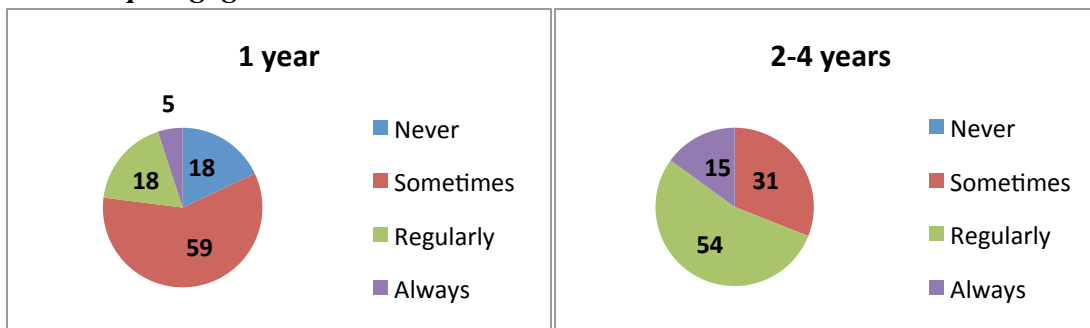
I am involved in creating pedagogical narrations.



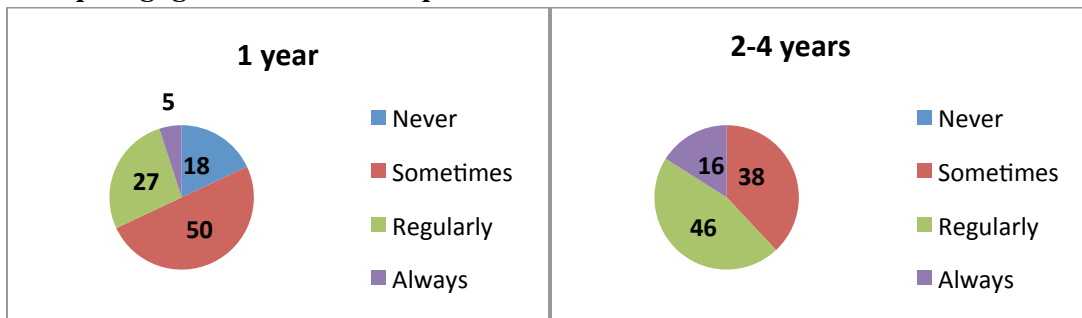
I use pedagogical narrations to deepen children's inquiries.



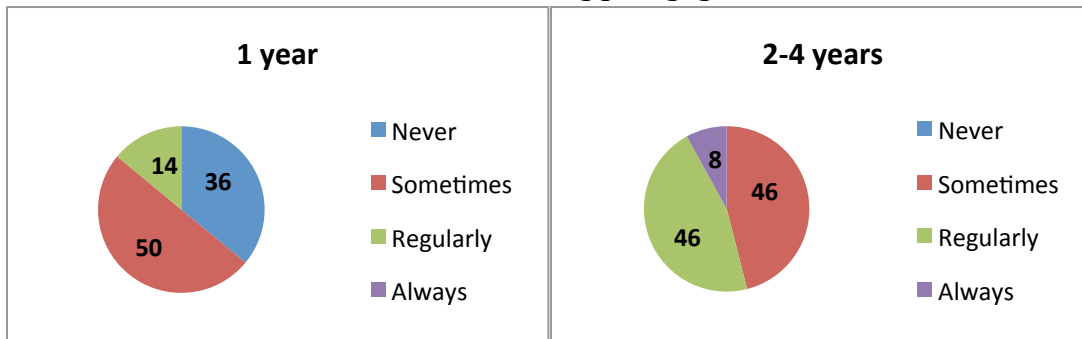
I discuss pedagogical narrations with children in the centre.



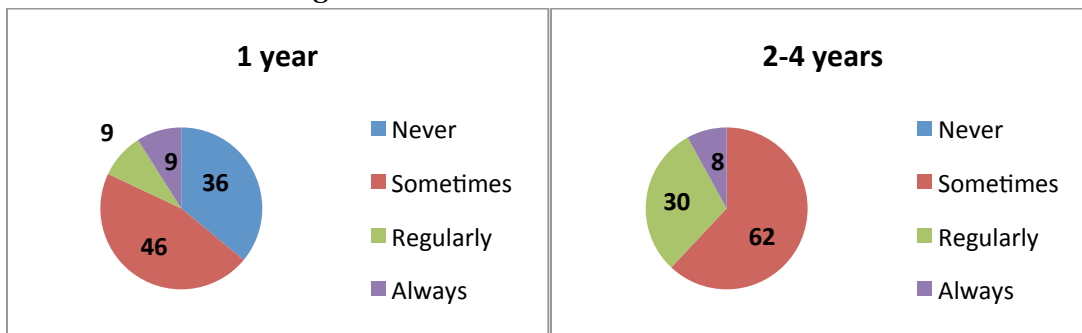
I use pedagogical narrations to plan curriculum.



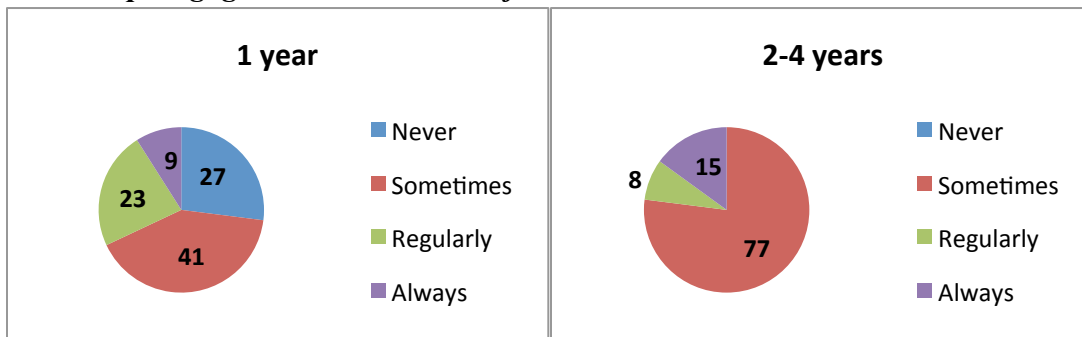
I involve children in documentation/creating pedagogical narrations.



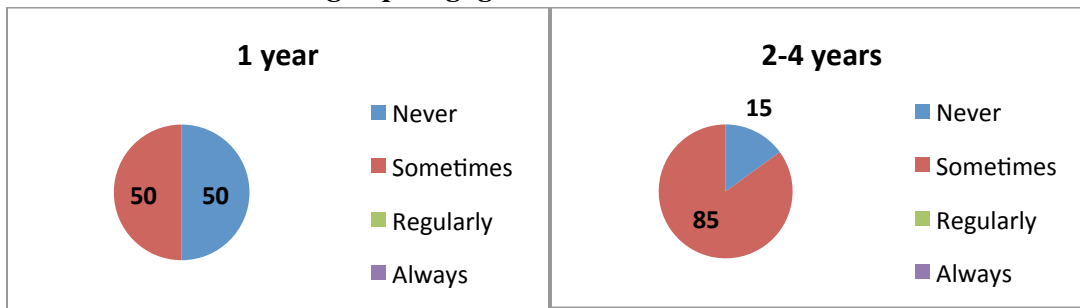
I see children discussing documentations with one another.



I discuss pedagogical narrations with families.



Families are contributing to pedagogical narrations.



Professional Development

Greater professional pride and engagement in the field of early childhood education has been a consistently reported outcome since the outset of the project, as reflected in the following representative comments:

I loved the opportunity to share values, opinions, and experiences with educators from other centres. (Educator, Terrace/Kitimat)

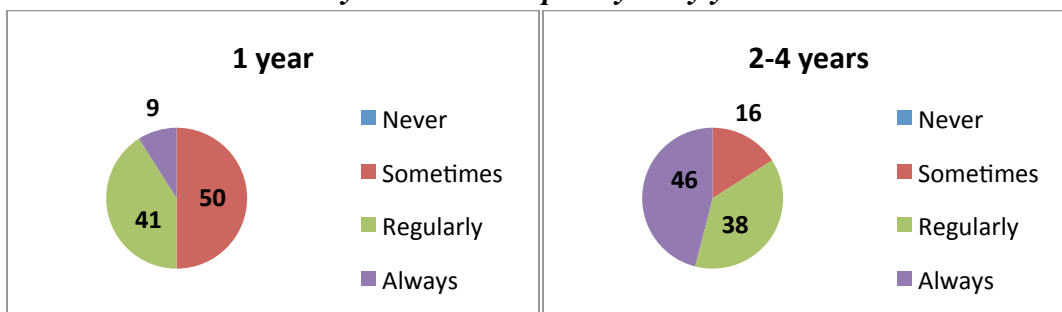
I feel I am growing constantly as an educator. With the extra resources/readings, I found myself questioning my own theories and practice constantly. (Educator, Victoria)

As a team, we are more open to new challenges and we collaborate with other centres as well. (Educator, Burnaby)

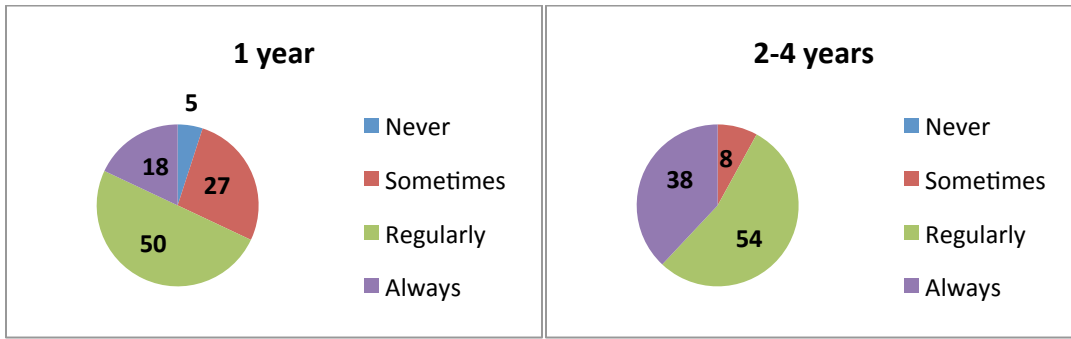
I feel like I had much deeper conversations with my colleagues about the quality of care we provide. I also feel like we have raised the bar, provoking deeper questions, inquiring into our practice, and finding a deeper understanding of our pedagogy and daily practice. (Educator, Victoria)

As with the four other outcomes analyzed in this section of the evaluation, longer engagement with the project produces greater integration of practices that promote a strengthened professional identity.

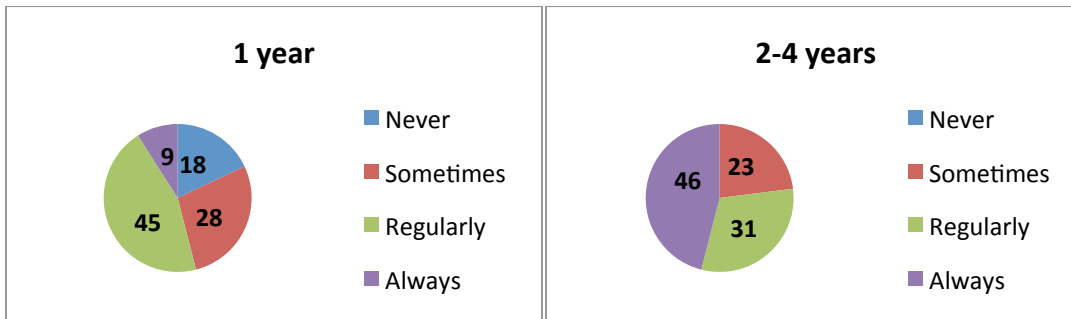
I read research and theory about contemporary early years issues.



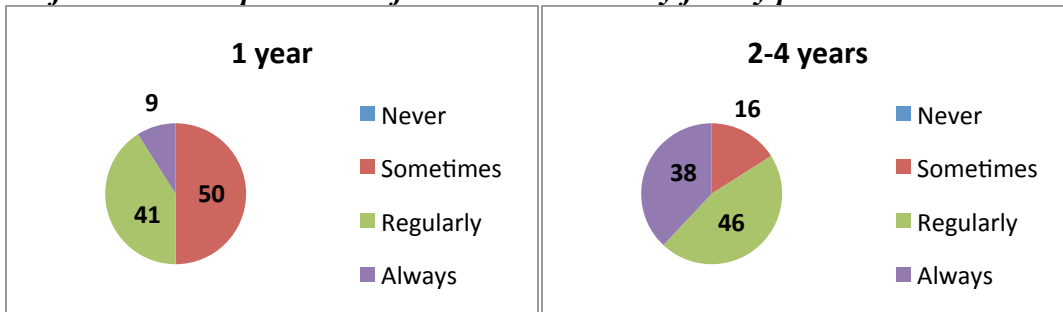
I attend professional meetings and/or conferences.



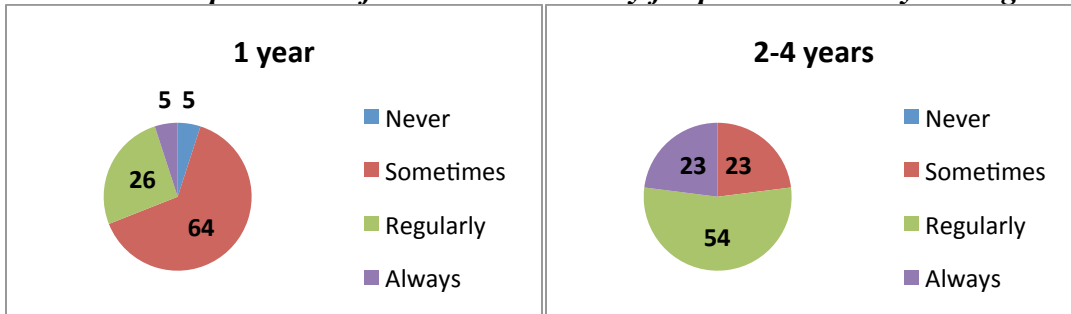
My colleagues and I schedule regular meetings to discuss practice issues and/or pedagogical narrations.



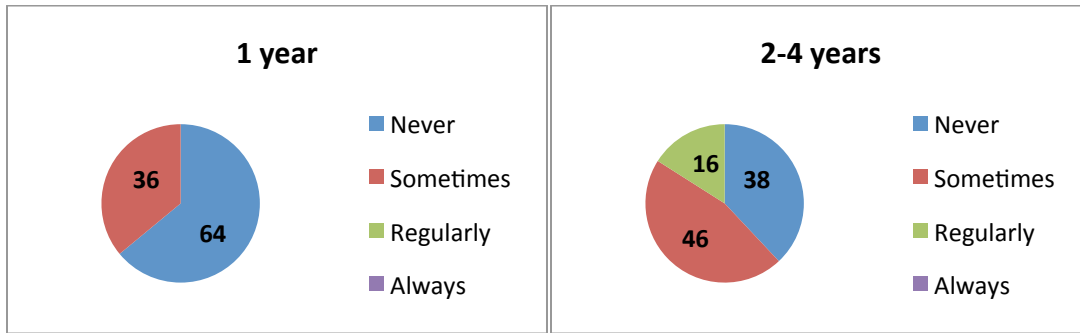
I reflect on the implications of research and theory for my practice.



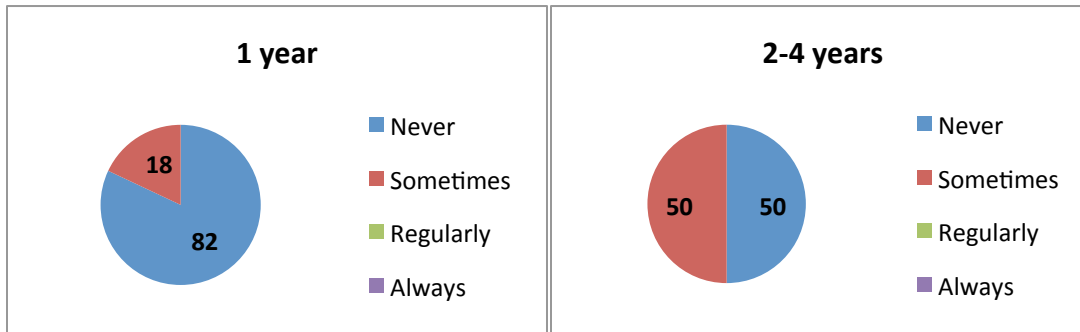
I discuss the implications of research and theory for practice with my colleagues.



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



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



Summary and Recommendations

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

In 2014-2015, project sites in Burnaby and Victoria continued to broaden and deepen their explorations of innovative practices. Also, with additional support from the Ministry of Children and Family Development, project staff created a third project site in Terrace/Kitimat, demonstrating that the project model can be adapted to other contexts, while allowing each site to have its own unique character. The outreach and communications activities of project staff and participating educators, through articles, workshops, presentation, courses, and community partnerships, have generated increased interest in project activities among educators across BC and suggest the potential for expansion of the model to other communities.

The project activities show considerable promise in generating changes in practice across five main outcome areas: relationships with children, relationships with materials and environments, relationships with families and communities, pedagogical narrations, and professional development. Based on a comparison of educators who are new to the project (one year of participation) and educators who have participated for a longer period (2-4 years), we demonstrate that a longer immersion in the project promotes a more thorough integration of innovative approaches into everyday practice.

As we continue into a fifth year with our three sites, 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. In response to feedback from educators, experiment with different uses of the self-reflective tool developed in 2014-15 to support qualitative evaluation of project outcomes. Ideas to consider include: developing a more flexible format, introducing the tool earlier in the year, and providing educators with opportunities to share their goals with others and reflect on them on an ongoing basis.
2. Support community facilitators to respond to site-specific goals and challenges and document the strategies that prove effective. Site-specific opportunities include:
 - a) *Burnaby site*: creating a strong working relationship with a new community facilitator; providing opportunities for engagement and challenge for educators who have participated in the project for varying lengths of time (1-4 years); and creatively exploring the tension between educators who prefer an open-ended versus a structured approach to learning circle discussions and inquiries;
 - b) *Victoria site*: mobilizing the enthusiasm of participating educators through shared projects and inquiries; using technology (e.g., apps) to explore more dynamic, less time-intensive forms of pedagogical narration; and communicating these approaches

to educators outside the project through a collaborative activity (e.g., workshop or publication).

- c) *Terrace/Kitimat site*: creating links with educators throughout the North through teleconferencing and blogging; recruiting more educators at participating centres to maximize opportunities for transforming practice; and supporting educators to introduce Indigenous and Northern perspectives into practice.
3. At all sites, 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.
4. 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.
5. Seek additional funding from the provincial government and other sources to create new project sites and enhance activities at existing sites (e.g., to provide opportunities for educators from all three sites to meet once per year and to allow community facilitators to visit other project sites).

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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

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

INVESTIGATING QUALITY EARLY CHILDHOOD ENVIRONMENTS

We are happy to 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 funded by the Ministry of Children and Family Development for the period beginning September 1, 2014 to June 30, 2015.

The purpose of this research project is to situate BC's promotion of quality early childhood programs within the most dynamic discourses in the contemporary international literature on quality care. The research will actively engage key stakeholders—most critically, early childhood practitioners (including early childhood educators and family childcare providers) and parents—in discussions and actions that can promote sustainable and positive caregiving environments. We will use a participatory action research model to engage early childhood practitioners to reflect on knowledge, experiences, values, and practice. This reflective process will be used to generate richer, contextually meaningful and relevant understandings and practices of quality care that best serve the well-being and optimal development of children from diverse backgrounds and settings in your community and from across BC. The objectives of this project are:

1. To develop a broader understanding of the current major issues in the discourse of quality in early childhood care and education from different perspectives through an ongoing literature review.
2. To create, drawing on the literature review, a rich, contextual and relevant curriculum for early childhood practitioners that will support diverse understandings of quality care for children in BC.
3. To provide BC early childhood practitioners with support and development through a professional development model that incorporates group sessions (“learning circles”) and regular visits by a pedagogical facilitator to the practitioners’ practice settings.

4. To support and collaborate with early childhood practitioners in designing, executing, and evaluating a project in their practice settings. The project will be initiated by practitioners in the group sessions and implemented in practitioners' settings, with the support of the project research team during regular visits to the practitioners' settings.
5. To facilitate focus groups, interview sessions, and/or surveys with practitioners and families to help evaluate the professional development model described in points 1-4.

Research of this type is important because it helps 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 professional development initiative.

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

- a) Participating in group sessions (10 learning circles of 2-3 hours each) in which you will discuss issues related to quality child care. 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, including a pedagogical facilitator, will offer support and guidance during the design and execution of your project. This support will involve visits to your setting, engaging in dialogue on an individual and small group basis (in person, as well as via email or phone), and providing necessary resources. With your permission, researchers will take field notes and other documentation (e.g., self-reflections, photographs, etc.) during visits in the settings to record conversations and other significant events that occur. 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 project evaluation activities, which will include researchers' observations, a focus group discussion, interviews, and a survey. Researchers will audio- and/or video-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 take some 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 you can use 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 this compensation was not offered, then you should decline.

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 gain 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 vpacunik@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: vpacunik@uvic.ca

Appendix B: Practitioner Consent 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

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

Graduate Program
(250) 472-4857

Practitioner Consent Form

INVESTIGATING QUALITY EARLY CHILDHOOD ENVIRONMENTS

You are being invited 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. If you have any questions you may contact Dr. Veronica Pacini-Ketchabaw at (250) 721-6478 or via e-mail at vpacunik@uvic.ca.

This research is being funded by the Ministry of Children and Family Development Branch for the period beginning September 1, 2014 to June 30, 2015.

The purpose of this research is to situate BC's promotion of quality early childhood programs within the most dynamic discourses in the contemporary international literature on quality care. The research will actively engage key stakeholders—most critically, early childhood practitioners (including early childhood educators and family childcare providers) and parents—in discussions and actions that can promote sustainable and positive caregiving environments. We will use a participatory action research model to engage early childhood practitioners to reflect on knowledge, experiences, values, and practice. This reflective process will be used to generate richer, contextually meaningful and relevant understandings and practices of quality care that best serve the well-being and optimal development of children from diverse backgrounds and settings in your community and from across BC. The objectives of this project are:

1. To develop a broader understanding of the current major issues in the discourse of quality in early childhood care and education from different perspectives through an ongoing literature review.
2. To create, drawing on the literature review, a rich, contextual and relevant curriculum for early childhood practitioners that will support diverse understandings of quality care for children in BC.
3. To provide BC early childhood practitioners with support and development through a professional development model that incorporates group sessions (“learning circles”) and regular visits by a pedagogical facilitator to the practitioners’ practice settings.
4. To support and collaborate with early childhood practitioners in designing, executing, and evaluating a project in their practice settings. The project will be initiated by practitioners

in the group sessions and implemented in practitioners' settings, with the support of the project research team during regular visits to the practitioners' settings.

5. To facilitate focus groups, interview sessions, and/or surveys with practitioners and families to help evaluate the professional development model described in points 1-4.

Research of this type is important because it helps 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 professional development initiative.

You are being asked to participate in this study because you are a licensed centre-based or licensed family-based child care practice. Initially, your setting was contacted and informed about the research project. You (or the setting director) contacted us specifying that you would be interested in participating. In addition to you, other practitioners in Burnaby and Victoria are participating in this project.

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

- a) Participating in group sessions (10 learning circles of 2-3 hours each) in which you will discuss issues related to quality child care. 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, including a pedagogical facilitator, will offer support and guidance during the design and execution of your project. This support will involve visits to your setting, engaging in dialogue on an individual and small group basis (in person, as well as via email or phone), and providing necessary resources. With your permission, researchers will take field notes and other documentation (e.g., self-reflections, photographs, etc.) during visits in the settings to record conversations and other significant events that occur. 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 project evaluation activities, which will include researchers' observations, a focus group discussion, interviews, and a survey. Researchers will audio- and/or video-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 take some 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 you can use 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 this compensation was not offered, then you should decline.

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 (“learning circles”), 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 pedagogical 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 child care 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 gain 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 any time 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; removing one person’s dialogue in a discussion might make the entire conversation unintelligible. However, we will minimize your data to respect your decision to withdraw, while ensuring that we can still gain a good understanding of other participants’ experiences and insights.

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 child care setting community (i.e., colleagues, parents) and potentially by other child care 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 the Technology Enterprise Facility (TEF 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, 2020. 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 child care settings and to the Ministry of Children and Family Development. 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 Research Ethics Office by telephone (250-472-5202) or email (ethics@uvic.ca). 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

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>
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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 child care settings and to the Ministry of Children and Family Development.
- 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
Fax (250) 721-7218
Web www.cyc.uvic.ca

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: vpacini@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
Fax (250) 721-7218
Web www.cyc.uvic.ca

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

Letter of information for parents

INVESTIGATING QUALITY EARLY CHILDHOOD ENVIRONMENTS

We are happy to inform you about a research initiative in which the child care centre your child(ren) attends is participating. The research project, entitled *Investigating Quality Early Childhood Environments*, is directed by Dr. Veronica Pacini-Ketchabaw, Dr. Alan Pence, and a large group of research assistants. Dr. Pacini-Ketchabaw and Dr. Pence are faculty members 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 vpacinek@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, 2014 to June 30, 2015.

The purpose of this research is to situate BC's promotion of quality early childhood programs within the most dynamic discourses in the contemporary international literature on quality care. The research will actively engage key stakeholders—most critically, early childhood practitioners (including early childhood educators and family child care providers) and families—in discussions and actions that can promote sustainable and positive caregiving environments. We will use a participatory action research model to engage early childhood practitioners to reflect on knowledge, experiences, values, and practice. This reflective process will be used to generate richer, contextually meaningful and relevant understandings and practices of quality care that best serve the well-being and optimal development of children from diverse backgrounds and settings in your community and from across BC. The objectives of this project are:

1. To develop a broader understanding of the current major issues in the discourse of quality in early childhood care and education from different perspectives through an ongoing literature review.
2. To create, drawing on the literature review, a rich, contextual and relevant curriculum for early childhood practitioners that will support diverse understandings of quality care for children in BC.

3. To provide BC early childhood practitioners with support and development through a professional development model that incorporates group sessions (“learning circles”) and regular visits by a pedagogical facilitator to the practitioners’ practice settings.
4. To support and collaborate with early childhood practitioners in designing, executing, and evaluating a project in their practice settings. The project will be initiated by practitioners in the group sessions and implemented in practitioners’ settings, with the support of the project research team during regular visits to the practitioners’ settings.
5. To facilitate focus groups, interview sessions, and/or surveys with practitioners and families to help evaluate the professional development model described in points 1-4.

Research of this type is important because it helps 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 child care setting and we look forward to meeting you.

Please note that this research does not involve observations and/or assessments of individual 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 (“learning circles”) 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 the attached form.

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, including a pedagogical facilitator, will visit the settings to offer practitioners support during the implementation of their projects. The practitioner in your child care setting will have a schedule of researcher visits, which will take place during normal hours at the child care centre.

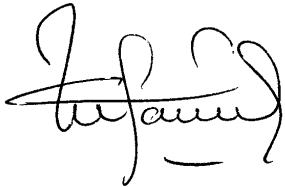
Photographs and/or video recordings of your child will only be taken with your permission. Any photographs and/or video recordings taken will not be revealed in transcripts, reports, or publications that we produce unless we have your permission. The confidentiality of the data (photographs, video recordings and children’s work) will be protected by storing the data in a locked filing cabinet in a secure location, as described in the letter of permission. Upon request, you may receive the photographs taken of your child. 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 child care setting and to develop information that will be helpful in advancing a curriculum model to best serve the well-being and optimal development of children from diverse backgrounds and settings in BC.

If you have any questions or comments, please do not hesitate to discuss them with the child care setting practitioners and/or Dr. Veronica Pacini-Ketchabaw at (250) 721-6478 or 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 Research Ethics Office by telephone (250-472-5202) or email (ethics@uvic.ca).

Sincerely,

A handwritten signature in black ink, appearing to read 'V. Pacini-Ketchabaw', written in a cursive style.

Dr. Veronica Pacini-Ketchabaw

Appendix E: Family Consent 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

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(250) 721-7979/6278

Graduate Program
(250) 472-4857

Parent/Guardian Consent Form

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. Pacini-Ketchabaw and Dr. Pence are faculty members at the School of Child and Youth Care at 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 vpacunik@uvic.ca.

This research is being funded by the Ministry of Children and Family Development for the period beginning September 1, 2014 to June 30, 2015.

The purpose of this research is to situate BC's promotion of quality early childhood programs within the most dynamic discourses in the contemporary international literature on quality care. The research will actively engage key stakeholders—most critically, early childhood practitioners (including early childhood educators and family childcare providers) and parents—in discussions and actions that can promote sustainable and positive caregiving environments. We will use a participatory action research model to engage early childhood practitioners to reflect on knowledge, experiences, values, and practice. This reflective process will be used to generate richer, contextually meaningful and relevant understandings and practices of quality care that best serve the well-being and optimal development of children from diverse backgrounds and settings in your community and from across BC. The objectives of this project are:

1. To develop a broader understanding of the current major issues in the discourse of quality in early childhood care and education from different perspectives through an ongoing literature review.
2. To create, drawing on the literature review, a rich, contextual and relevant curriculum for early childhood practitioners that will support diverse understandings of quality care for children in BC.
3. To provide BC early childhood practitioners with support and development through a professional development model that incorporates group sessions (“learning

circles”) and regular visits by a pedagogical facilitator to the practitioners’ practice settings.

4. To support and collaborate with early childhood practitioners in designing, executing, and evaluating a project in their practice settings. The project will be initiated by practitioners in the group sessions and implemented in practitioners’ settings, with the support of the project research team during regular visits to the practitioners’ settings.
5. To facilitate focus groups, interview sessions, and/or surveys with practitioners and families to evaluate the professional development model described in points 1-4.

Research of this type is important because it helps 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 are 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 involve responding to a brief written survey at the end of the project. Upon request, you may review your responses to the survey and add or retract any comments you wish.

Involvement in the project may cause you some inconvenience. For example, you will need to set aside some time to respond to the survey. We will attempt to provide you with ample time to complete the survey, so that you can take the time to complete it around your work and family schedule and/or other activities.

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 with child care and child care services for your children. In the survey, you will be asked to contribute only those experiences that you are comfortable sharing.

Your participation in this project will offer you the opportunity to reflect on the quality of care received by your children and the experiences that you have had since the child care centre your child(ren) attend began participating in the project. Your experiences and insights will contribute to the development of quality child care 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 you withdraw from the project your survey response data will only be used after you sign an authorization form.

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.

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 the Technology Enterprise Facility (TEF 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, 2020. 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. 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 Research Ethics Office by telephone (250-472-5202) or email (ethics@uvic.ca).

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.

Name of Participant

Signature

Date

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

Authorization to use data upon withdrawal from the project

Upon my withdrawal from the research project *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 child care settings and to the Ministry of Children and Family Development.
- 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
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(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

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 April 1, 2016. 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

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: Learning Circle Focus Group Questions

1. Describe your experience of the learning circles over this past year. For example, what did you find of most value in the learning circles? Was there anything you did not find valuable? If it helps, describe an experience at the learning circle that you particularly enjoyed or did not enjoy.
2. How did the learning circles support your ability to produce and present pedagogical documentations? What kinds of activities did you find most useful and supportive in this respect?
3. Describe how or whether the learning circles have supported you to develop a critical perspective on your practice.
4. What issues and ideas have you found most useful and/or interesting in relation to your practice?
5. How have the learning circles complemented the visits of the Community Facilitator to your centre?
6. How have the learning circles affected your relationships with your colleagues?
7. If this is your second year in the project, how did your experience of the learning circles differ from your experiences last year?
8. How practical are the learning circles as a model of professional development for early childhood educators across the province? Would you consider participating in learning circles in the future? Do you have any suggestions for how learning circles might be most helpful to early childhood educators?

Appendix H: Practitioner Survey (Burnaby and Victoria)

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

d. Four

February 2015

The attached sheets, which you first saw in last year’s evaluation, outline a range of dispositions and actions that this project has promoted since your centre began participating. Take some time to review this list, and assess where you stand today in your own practice in relation to these dispositions and actions. Please remember that wherever you feel you stand, this is not a judgment of the quality of your practice. There are many ways of engaging in practice—this list simply outlines some aspects of practice that the project has espoused.

Once you have completed the self-assessment, **please choose three items** from the list that you would like to focus on for the remainder of this year (February-June). These could be areas of practice that you are already deeply engaged in and want to deepen further, or areas of practice that you haven’t explored much to date, and want to start focusing on. In the table on the next page, **list these items and some initial ideas (aim for at least three ideas)** about how you would like to explore them further. **Try to be as specific as possible** about ways you might deepen your practice in your chosen areas. Even if you don’t end up following up on these specific ideas (this is normal!), it is useful to try to clearly visualize what you would like to do—it gives you something specific to change. If you cannot find anything in the list that you really care about, feel free to list some goals of your own that you feel you could explore through this project over the next four months. Below, you will see an example of how a person might complete one of the goals. **(Please don’t feel restricted by these examples**—in the case below, for example, some of your other ideas might be less “project-y,” like “I want to dance like a worm” or “I want to pick up a worm” or “I want to make clay worms and see how that feels”.) The idea is to choose what you think you need to do to engage with your goal, and that can take many forms.

Goal: I engage in extended inquiries with children.

What I would like to do to deepen my engagement with this disposition/action:

- Continue the inquiry I started earlier this year on children’s relationships with earthworms.
- Re-read the article, “Finding the Ground – The Life Cycle of an Earthworm”
- Develop a provocation that relates to earthworms.
- Create a pedagogical narration about the provocation and present it at an upcoming learning circle.

February 2015

1.
What I would like to do to deepen my engagement with this disposition/action:
2.
What I would like to do to deepen my engagement with this disposition/action:
3.
What I would like to do to deepen my engagement with this disposition/action:

Please feel free to provide additional comments on the back of this sheet if there is not enough space in the table.

March 2015

1.
How I engaged with this disposition/action this month:
2.
How I engaged with this disposition/action this month:
3.
How I engaged with this disposition/action this month:

Please feel free to provide additional comments on the back of this sheet if there is not enough space in the table.

April 2015

1.
How I engaged with this disposition/action this month:
2.
How I engaged with this disposition/action this month:
3.
How I engaged with this disposition/action this month:

Please feel free to provide additional comments on the back of this sheet if there is not enough space in the table.

May 2015

1.

How I engaged with this disposition/action this month:

2.

How I engaged with this disposition/action this month:

3.

How I engaged with this disposition/action this month:

Please feel free to provide additional comments on the back of this sheet if there is not enough space in the table.

RELATIONSHIPS WITH CHILDREN

	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>				

RELATIONSHIPS WITH FAMILIES AND COMMUNITIES

	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

	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

	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

	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>				