

Early Childhood Services

Anglophone
School District -
South

September 8, 2021



Who's Who



Nicole Gervais
Executive Director, Early Childhood Development

Shanna Partridge
Administrative Assistant

Lisa McNaughton-Dickie
Regional Director, Early Childhood Services
Anglophone South

Autism Intervention Services
Contracted Service

Ensure collaboration between
AIS, Families and Early Learning
Centers.

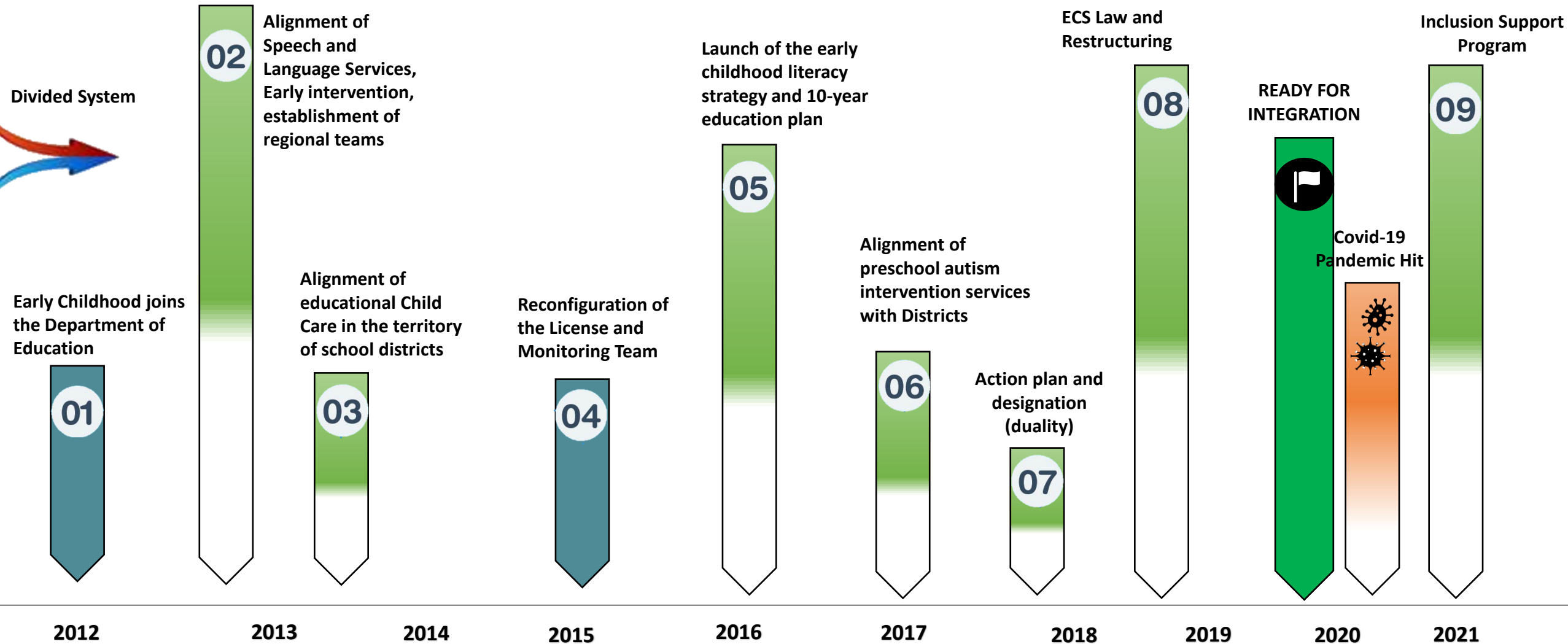
Early Learning Consultant
Krystle Hanson
Lisa Riggs
Sarah Braydon

Talk With Me
Laura Garland, Speech Language Pathologist II
Susan Pope, Speech Language Pathologist I
Louissa Day, Speech Language Pathologist I
Michelle Lackie, Speech Language Pathologist I
Erin Court, Speech Language Pathologist I
Kathy Mullin, Speech Language Pathologist I

Kim Parsons, Speech Therapy Assistant
Amanda Taylor, Speech Therapy Assistant
Leanne Pollock-Roberston, Speech Therapy Assistant
Margot Best, Admin Assistant

Family and Child Education (FACE)
Contracted Service
Charlena Keenan-Burke
3 Reflective Supervisor
26 Educators
1 Admin Assistant

The road to alignment...

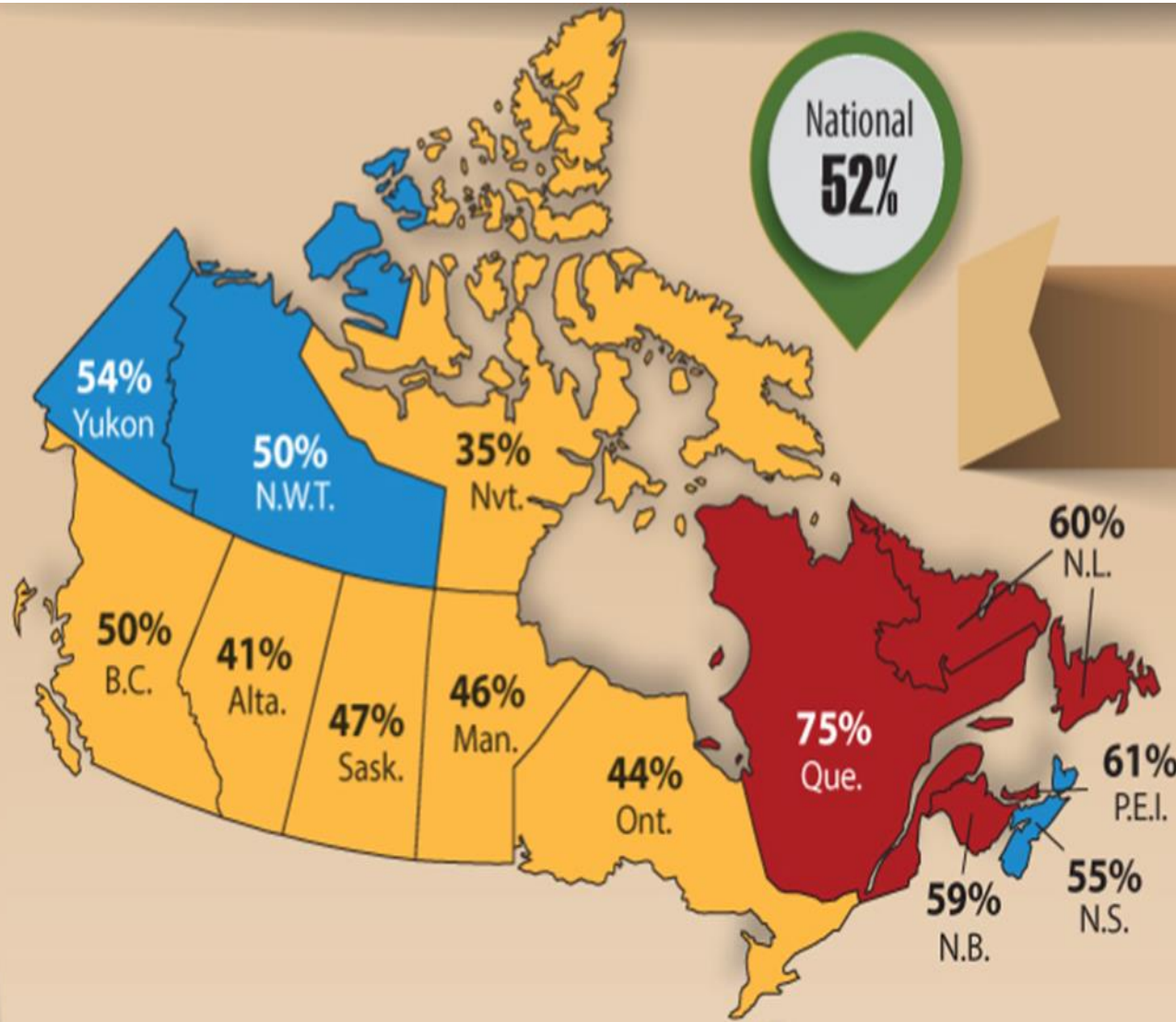




Proportion of children aged 0 to 5 in regulated or unregulated child care

Provinces/territories where this proportion is:

- higher than the rest of Canada
- similar to the rest of Canada
- lower than the rest of Canada



NEW BRUNSWICK
CURRICULUM FRAMEWORK
FOR EARLY LEARNING
AND CHILD CARE
- ENGLISH -



The best interests of the child shall be a primary consideration in all that we do.

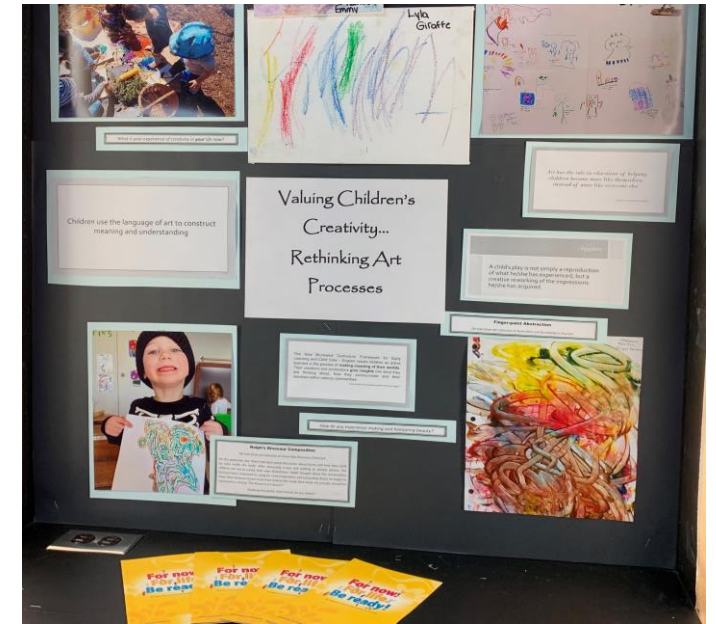
United Nations Convention on the Rights of the Child, Article 3, Section 1

COMMUNICATION • IMAGINATION
& INDEPENDENCE • COMPASSION AND CARING • LIVING DEMOCRATICALLY • INDIVIDUALITY
JUSTICE AND EQUITY • SOCIAL RESPONSIBILITY • COMMUNICATION
AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSION
AND INDEPENDENCE • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR



Our early years Framework is a values-based and emphasizes “responsive relationships, children’s strengths, and engaging environments...Play is acknowledged...as integral to children’s learning and richly formative in their capacity for relationships.”

- In the last several years, emphasis has been placed on growing *Reflective Practice* as a means for deepening understanding of the Vision, Values and Goals of the Framework.
- *How?* Nurturing pedagogical leadership through diverse professional learning opportunities that explore *reflection, protocols* and *facilitation* as means for cultivating growth and supporting a culture of inquiry-based learning.



Sector Engagement in Professional Learning

From September 2020 to August 2021, **807** early childhood educators completed:

- **3442** hours of Professional Learning at **63** separate opportunities supported by the Early Childhood Services District team.

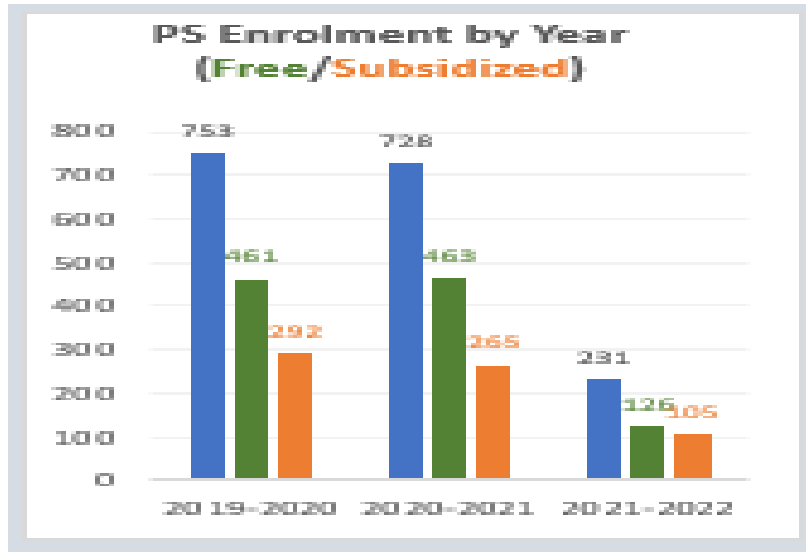
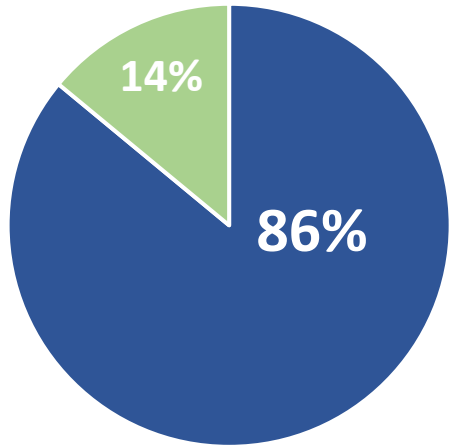
Sessions included:

- Documentation Workshops
- Image of the Educator
- Rethinking children's Art
- Music and Movement
- Book Study (Balanced and Barefoot, Really Seeing Children)
- Planning Environments
- Pedagogical Leadership sessions
- Community of Practice with Leaders/operators

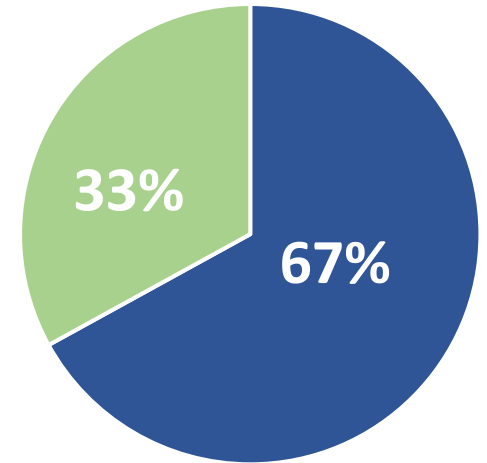
New Brunswick Designated Early Learning Centre's Continuing Professional Development Requirements (30 hours over 3 years)

2020-21 and 2021-22

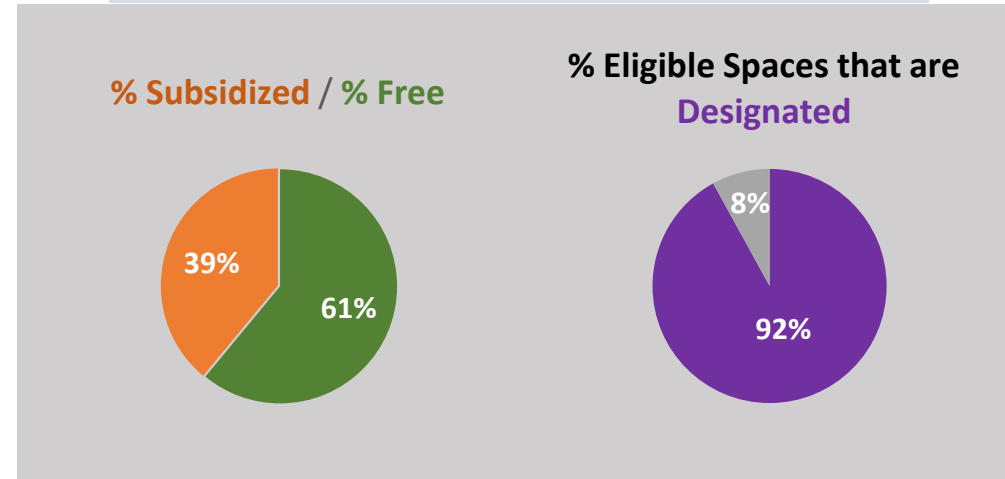
Designated NB Early Learning Centres



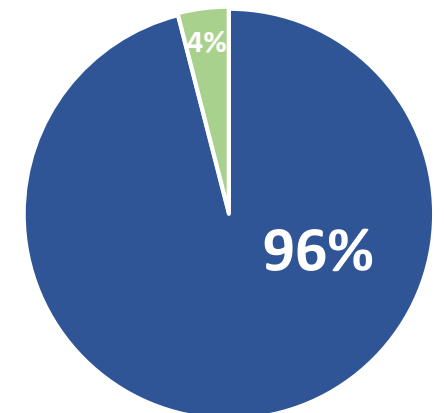
Designated NB Early Learning Homes



Completed 3rd round of Quality Improvement Plans in winter of 2021



Inclusion Policy Completed



Designation and Parent Subsidy

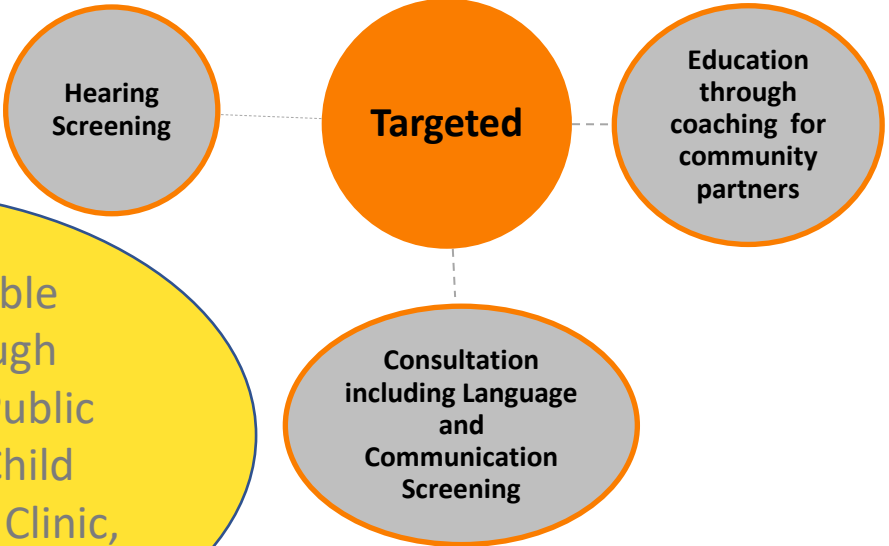
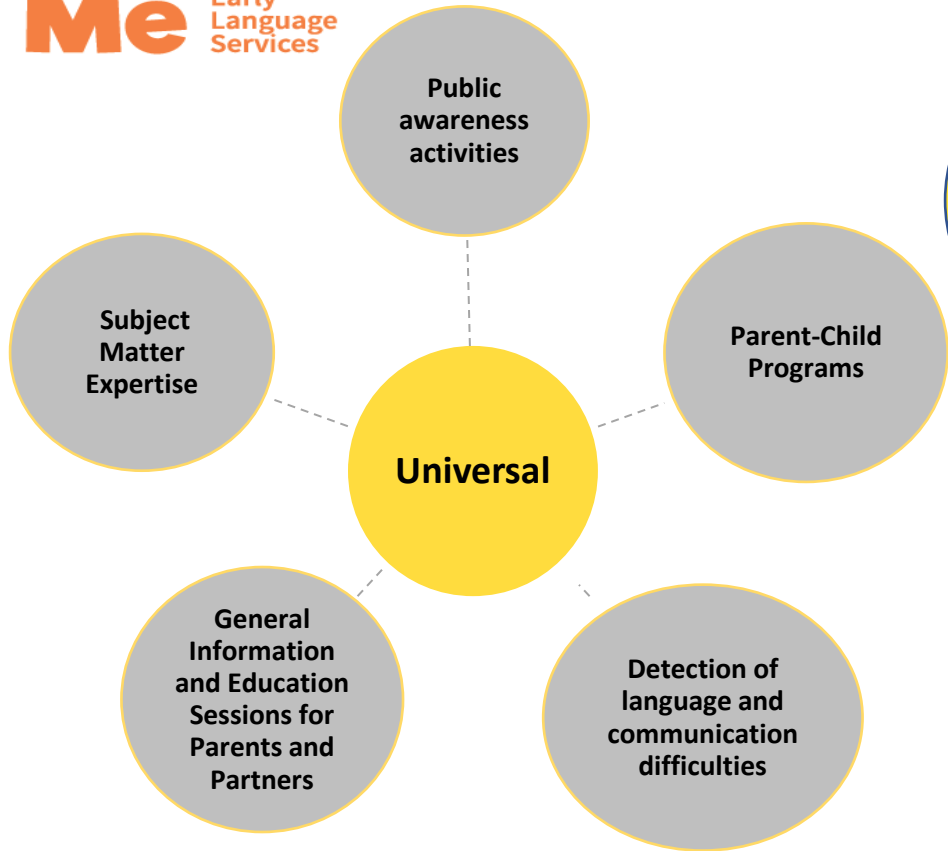




Talk With Me
Early Language Services

A Community-Based family-centered service focused on building foundational language, communication and literacy skills.

Reaching Vulnerable Populations through partnerships with Public Health, Family & Child Education, Neonatal Clinic, and Public Libraries



Referral numbers 2020 – 425
Referral number from January 2021-present – 315
Number of families supported since April 2020 - 1002



2020-2021



Services Include

- In-home Visitation (monthly average 420 children)
- Infant-Parent Attachment Program
- Group-Based Parent Support
- Creative Outreach
- Early Years Evaluation – Direct Assessment (EYE-DA)
- Referral and Intervention Plan for Developmental Childcare
- Transition to School Activities
- Screen for Service Eligibility Using Standardized and Validated Tools
- Develop Goals and Outcome Indicators for Each Family Receiving Services

Offering voluntary targeted services to families with children ages birth to 8, who are at greatest risk of developmental delays.

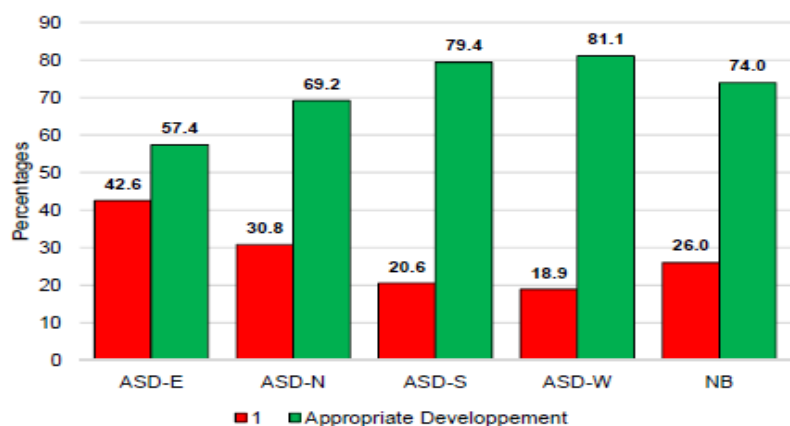
Results for Composite Scores*

Graph 27

Number of children with a score for this domain.

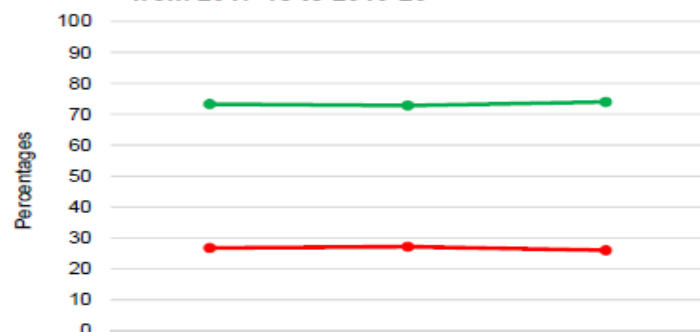
	n
ASD-E	775
ASD-N	334
ASD-S	1,191
ASD-W	1,109
NB	3,409

Percentages of Appropriate Development and Potentially at Risk Children by District and Province, for 2019-20



Graph 28

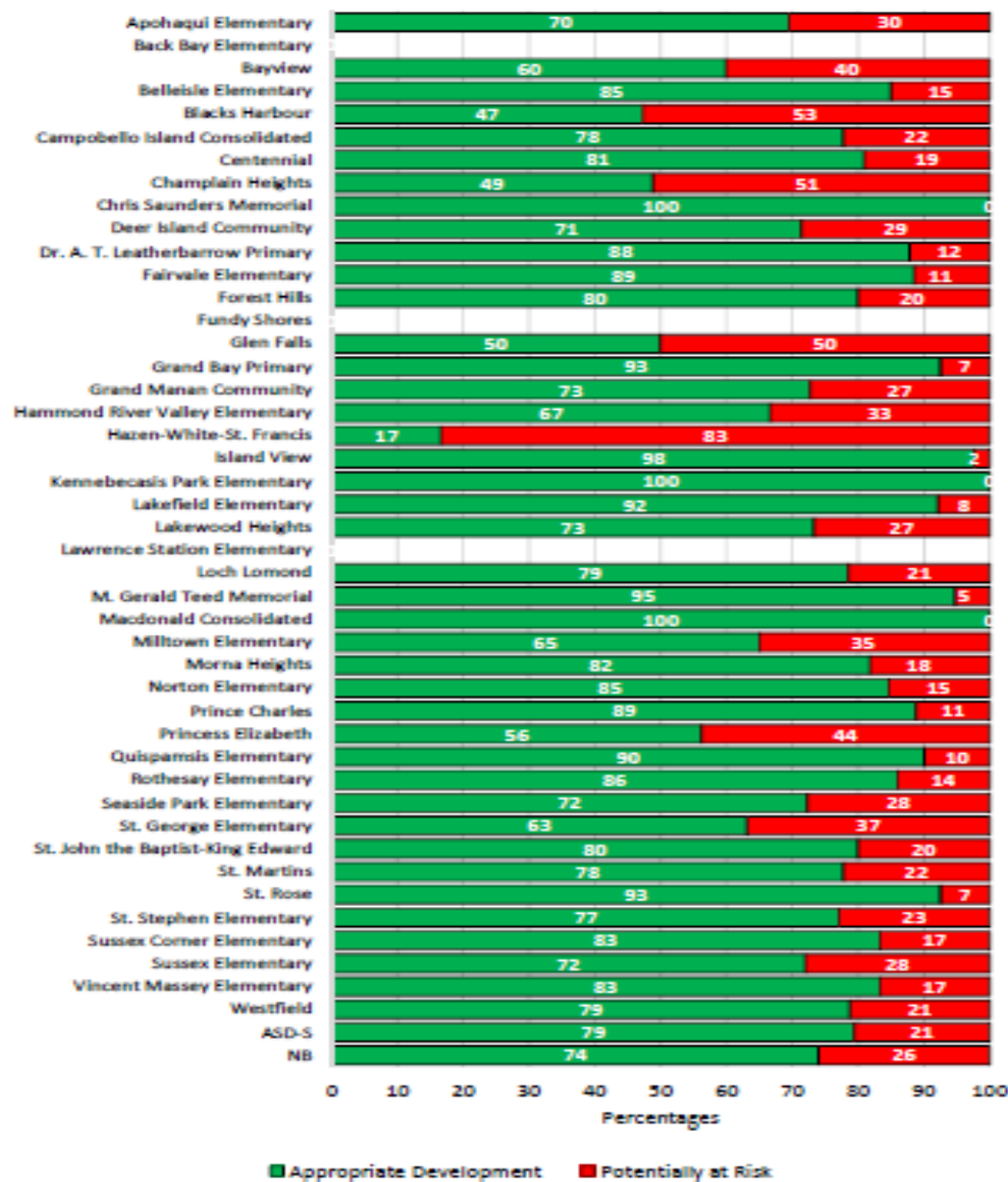
Percentage of Appropriate Development and Potentially at Risk Children for Composite Scores for the Province, from 2017-18 to 2019-20



* Note:

As of 2019-20, an updated calculation is used for the composite score to determine if a child shows "Appropriate Development" or is "Potentially at Risk".

Percentages of Appropriate Development and Potentially at Risk Children by School for Anglophone School District South and the Province, for 2019-20



* These schools have 5 or fewer students participating. Their results are not displayed to ensure their confidentiality, but they are included in the school district and the province calculations.



of children currently served
183
 Approximately - 60 going to school this fall.

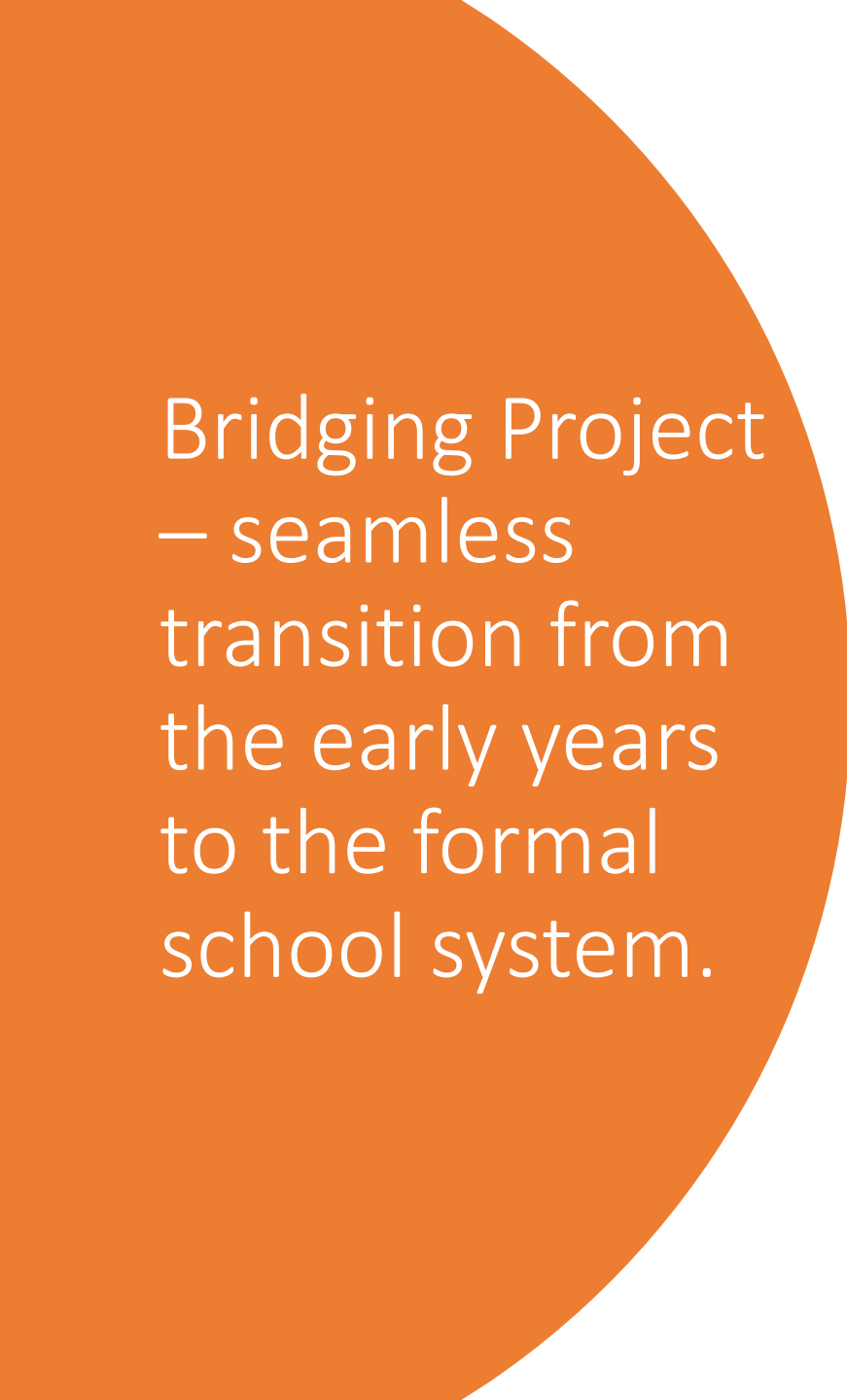
of children whose parents requested 20 hours of therapy
88

Average wait time from referral to receiving services
 3-4 months – intake process

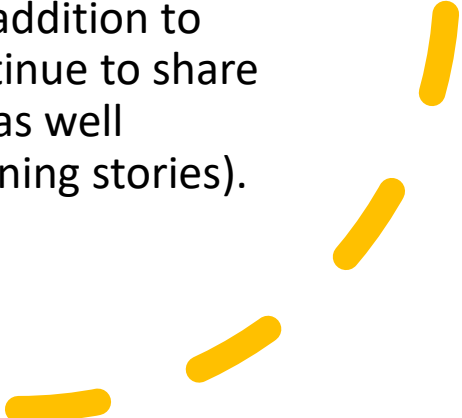
Inclusion Support Program (Current)

Receiving Services 75 children	Shared/Individual /onsite support
Preschool age 30	Shared model 9
Afterschool age 21	Individualized 42
Waitlist or did not require support 19	Onsite support 24
Total Annual Cost ASD-S	\$1,012,389.75





Bridging Project – seamless transition from the early years to the formal school system.

- **INTENTION:** Kindergarten teachers and early childhood educators form relationships for the continued growth and development of children transitioning from early learning programs to kindergarten. The quality of our work will be enhanced by these relationships and will develop a deeper understanding of our shared roles in the lives of children and families.
 - **WORK:** Using the alignment of NB Curriculum Framework-English and Global Competencies; create and use research question to guide our meetings and conversations, as we shared challenges, questions and strategies to rethink our approach and what was possible for our future work.
 - **FINDINGS:** Participants stated the desire – and need - to continue to share information between facilities and schools, in an effort to best guide children, families and the professionals they work with, in both early learning facilities and elementary schools. In addition to improved communication, participants look to continue to share strategies specific to the development of children, as well demonstrative styles of children’s learning (i.e. learning stories).
- 

WITH OPPORTUNITY COMES POSSIBILITY
AVEC L'OPPORTUNITÉ VIENT LA POSSIBILITÉ



New Brunswick
Association For
Community Living
Association du
Nouveau-Brunswick
pour l'intégration
communautaire



**Talk
With
Me**
Early
Language
Services



Shared Goal:
To share information and provide education to both Early Childhood Services members and community partners about local resources, best practices and best evidence from research on the early years. Our goal is to promote optimal support of families with young children, and to ensure a consistent, comprehensive continuum of care by all partners who promote healthy growth and development of children.



3 Early
Childhood
Services
Network
20 agency
Members



KVBC Your Partner in Parenting



