


Toronto First Duty Phase 3: The Bruce WoodGreen case study ^[1]

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 Toronto First Duty, Phase 3- The Bruce WoodGreen Case Study.pdf ^[2]	233.96 KB

Excerpts:

Toronto First Duty is a decade long research project that has studied the integration of kindergarten, child care and family supports delivered by a collaborative partnership that brings together the local school, multi service provider and a host of other resources (see Corter & Pelletier, 2011; Corter & Peters, 2011; and Arimura et al., 2011 for overviews). The following research report presents preliminary findings based on evidence gathered systematically over the last year and includes data sets on child and program observations, key informant interviews, focus groups and assessment tools that measure the quality and integration level of the program. Although the general mixed methods approach was also utilized to gather evidence at several other full day early learning sites, the following report provides an overview of lessons learned at Bruce/WoodGreen Early Learning Centre (BWELC) the continuing demonstration site of Toronto First Duty. The recent results continue to show that teamwork within an integrated early learning environment requires both program and pedagogical leadership. Access to regular professional learning opportunities that maximize evidence based practice strengthen high quality programs. The educators' ability to understand and utilize a variety of tools that measure quality of programming and curriculum implementation enable the educators to deliver well rounded early learning experiences that support children's self regulation and learning.

Related link: Toronto First Duty Phase 2, 2006-2008: Final research report ^[3]

Region: Canada ^[4]

Tags: kindergarten ^[5]

integration ^[6]

family resource programs ^[7]

Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/11/11/toronto-first-duty-phase-3-bruce-woodgreen-case-study>

Links

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