



2016 - 2018

THE QUALITY CHILD CARE
COORDINATING COMMITTEE

STRATEGIC PLAN

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PREPARED BY:



The Quality Child Care
Coordinating Committee

A Collaborative Community Project
Putting the Pieces Together

MESSAGE FROM THE EXECUTIVE COMMITTEE

AT THE HEART OF OUR WORK ARE RELATIONSHIPS AND THE CHILDREN AND FAMILIES WE SUPPORT. WE ARE DEDICATED TO PROVIDING QUALITY EXPERIENCES FOR CHILDREN, FAMILIES, AND PRACTITIONERS.

In January 2014, the London-Middlesex Consolidated Municipal Service Manager asked the Quality Child Care Coordinating Committee to take on the task of strengthening quality and quality initiatives in our community. We were asked to consider what that plan would look like, keeping in mind three critical pieces: the descriptions of quality from various stakeholders' perspectives, determinants to assess or measure quality effectively, and processes to create training pathways on a continuum that links the Core Principles of Quality.

We have typically been a sector that thrives on compliance models or checklists, that once completed, assure us that we are providing quality programs, meeting standards, or going above and beyond by receiving status bars or numerical scores. However, when we look at quality we want to ensure, first and foremost, that children and families can truly experience it and understand its' impact and that practitioners exude quality as they live out their passion every day. Practitioners want to have a voice in their sector, to spend time with other engaged and dedicated professionals, and to be supported by leaders who are invested in staying current with initiatives being rolled out by the College of Early Childhood Educators, The Ministry of Education, and other governing bodies.

We invited practitioners in our sector to embark with us on a journey to develop a vision and strategic plan for a Quality Assessment and Improvement Initiative in London-Middlesex and surrounding counties. Throughout the past 24 months, Child Care and Early Years Practitioners have been engaged in rich, meaningful conversations, laying the foundation for an innovative approach to growing and supporting quality. It is unconventional and courageous, and yet, it makes perfect sense in that the outcomes we desire for children and families are the very same outcomes we desire for those working with children and families.

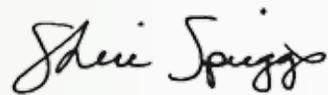
We are dreaming big, and our strategic plan reflects this dream. The purpose of this strategic plan is to provide an easy to understand framework for the next three years. It is intended to be our guide as we continue to engage and ignite our profession. We truly believe professional growth and quality go hand in hand.

Our plan will direct us as we implement an organizational structure that can support our mission, vision, and purpose. We also desire to communicate with clarity and intentionality to ensure our stakeholders understand how and where to access the support and resources needed to develop as exceptional practitioners.

Our strategic plan will move us to action and ensure that QCCCC has the resources and financial sustainability to endure over the long term. We will encourage and create space for practitioners to work together and inspire each other as collaboration brings change, promotes excellence, and can be the foundation for solving difficult problems.

Our plan will intentionally provide meaningful, professional learning opportunities that help develop strong pedagogical leaders.

It has been an energizing process and we look forward to putting our strategic plan into action. Thank you for being part of this transformational journey to this stage. We are excited to start this next phase of our development.



Sheri Spriggs
Chair of the Executive Committee



ACKNOWLEDGMENTS

More than 600 Child Care and Early Years Practitioners contributed to the development of our collective vision and this Strategic Plan. We wish to honour and thank each participant for the invaluable, insightful contributions they made. In addition, the QCCCC wishes to acknowledge the support of the City of London, County of Middlesex, Childreach, Kovacs Group Inc., and the many other organizations that facilitated the development of our plan.



OUR STRATEGIC PLANNING CONTEXT

2.1 ABOUT US

The Quality Child Care Coordinating Committee (QCCCC) is a collaborative group of Child Care and Early Years Practitioners who support learning and development in order to enhance quality practice.

Since 2013, QCCCC has been meeting to discuss and consider how to enhance a collaborative approach to quality child care and professional learning across all Early Years programs. While “Raising the Bar” has been, and may continue to be used by some organizations, we have agreed that, as a community, we see ourselves investing in a variety of tools and resources to enhance quality.

QCCCC has been led by an Implementation Committee that is made up of nine members who represent the diversity and complexity of the Child Care and Early Years sector. Recognized by their peers in the community for their vast experience and desire to voluntarily commit to the initiative, all were voted in by the community. The Implementation Committee is a working group tasked with putting the QCCCC vision into action. The QCCCC leverages administrative support from a backbone organization and takes all organizational initiatives to the membership for endorsement.

Definition

We have used the term “practitioner” throughout this document to refer to all who work with children and families in Child Care and Early Years programs.

Core Components

The QCCCC’s core functions of service delivery include:

1. Professional Learning – The QCCCC seeks to create learning experiences for practitioners that promote professional and personal growth.
2. Quality Standards and Indicators – The QCCCC works to define quality indicators based on pedagogical practice while developing a corresponding assessment framework.
3. Innovative Collaboration – The QCCCC provides opportunities for practitioners to network and connect with other professionals within environments that stimulate creativity and innovation.

Where We Would Like to Be

As a community, we have acknowledged that the first step in moving forward is to embrace a process of reflection and consideration of what we already know about quality. In our view, thoughtfully moving forward requires us to consider both what we know about ourselves currently, and what we desire for ourselves as a community.

Having a clear understanding of where we are and where we want to be can assist us in identifying useful approaches to learning and development.

What We Know About Ourselves

1. As a community, we have a shared desire to heighten quality across the Child Care and Early Years sector and we hold common beliefs about the experiences that we want for children, families, and ourselves.
2. Our community is interested in a process that supports reflection and sustainable evolution rather than a prescribed method to measure.
3. In general, Early Childhood Educators look at leaders to guide and make decisions about their professional learning.
4. There is a wide variety of experience and understanding of Ontario's Pedagogy for Early Years throughout our community.
5. Many Early Years Practitioners are eager to embrace change and transform thinking.

What We Desire For Ourselves As a Community

1. We want to inspire every practitioner so they have the ability to access resources, knowledge, and professional learning opportunities for themselves.
2. We want to develop a common vision and consistent language among Early Years Practitioners in order to support a shared approach to pedagogy while preserving individuality and diverse perspectives.
3. We seek ways that can help provide quality experiences for children, families, and ourselves based on a solid understanding of current research, Ontario's Pedagogy for the Early Years, and the values that we hold for our community.
4. We have a strong desire to grow our knowledge and understanding of quality in meaningful ways that sustain us. We want to ensure that any quality initiative we introduce encourages reflective thinking and considers the critical role that relationships play in decision-making.

What We Need In Order To Move Forward

1. To continue to engage practitioners, leaders, and families in dialogue to deepen understanding about values that drive our practice.
2. To have opportunities to discover more about how children learn and practices that support learning and growth.
3. To create and participate in experiences that will assist us in building a learning community grounded in respect, thoughtfulness, and a high image of each other.
4. To evolve our thinking about professional learning and move from an approach that focuses on quick fixes to a more thoughtful, sustainable model that supports reflection and inquiry.
5. Access to information and resources for all Early Years Practitioners.
6. Access to a wide variety of intentional professional learning opportunities for all Early Years Practitioners in our community, regardless of where they live and work or the degree of access they have to opportunities.
7. To deepen our understanding of our community's vision and to develop shared goals and understanding of Ontario's Pedagogy for the Early Years while respecting diverse perspectives and approaches.
8. Access to continuous professional learning experiences for individuals at all development levels that align with our community's goals and the pedagogy offered by the province.
9. A process for reflecting on our individual work in order to understand and grow practice.

2.2 OUR VISION

We are a community that works collaboratively to promote and build our professional capacity to provide high quality early years, school age, and family support programs and services.

2.3 OUR PURPOSE

Our purpose is to identify and establish linkages within the Child Care and Early Years community that support and build upon the expertise of Early Years Practitioners and enhance the quality of the services they provide.

2.4 OUR OBJECTIVES

Our objectives are to provide:

- Continuous professional learning opportunities and resources across the full spectrum of practitioners who work in all Early Years settings.
- Accessible opportunities and resources for practitioners to share in order to learn together through collaborative inquiry.
- A mechanism for practitioners to reflect on and deepen their understanding of their professional practice through a collaborative inquiry focus.

2.5 OUR GUIDING PRINCIPLES

The following principles guide our work:

- Evidence Informed: Supported by best practice and current research.
- Multi-faceted: Dynamic and creative initiatives.
- Responsive: Continuously responds to the needs of our growing profession.
- Accountable: As Early Years Practitioners and as a community.
- Inclusive: Opportunities and services that can be accessed by all.
- Collaborative: Working together to achieve shared goals.
- Reflective: The process of focused thinking to deepen our understanding of our practice.

2.6 UNIQUENESS OF OUR PROGRAMS

A shared vision is at the heart of what we do. We are a collaborative community of Early Years Practitioners. No two programs are exactly the same.

We are all in a different place in our journey.

We are all unique.

We celebrate our individuality!



OUR STRATEGIC PLANNING CONTEXT

The strategic planning process for the Quality Child Care Coordinating Committee incorporated the following phases.

PHASE ONE: COMMUNITY CONVERSATIONS

With the ongoing transition of child care to the Ministry of Education and the growing changes happening across the Child Care and Early Years sector in Ontario, communities have been searching for ways to ensure quality and improve practice. With that context as a backdrop, the QCCCC initiated and organized a number of significant conversations with Child Care and Early Years Practitioners throughout London-Middlesex and surrounding counties. These conversations helped to gain the community's perspective about how to enhance an authentic approach to quality child care and professional learning across all Early Years programs and to consider what that might look like translated into practice.

Approximately 600 practitioners had the opportunity to participate in community conversations, reflective institutes, workforce and community summits, and online surveys in order to inform future strategy and actions. Participants identified some of the following elements that have brought evidence to inform the strategic planning process. Some of the insights learned and reflections made include, but are not limited to, the following:

- Children, families, educators, and leaders desire a sense of belonging and wish to be respected as individuals and seen through a strength-based lens.
- The sector would benefit from a greater emphasis on reflective practice, collaborative thinking, and time to examine dispositions critical to work amongst Child Care and Early Years Practitioners.
- Participants discovered more effective ways to listen, ask meaningful questions that encouraged reflection and intentional dialogue, and developed skills that would enable them to support communities of practice as an effective approach to reflection and professional learning.

- To achieve the objectives set for QCCCC, a working committee was formed to provide the necessary focus and leadership, as the Child Care and Early Years community became increasingly engaged.
- Actions were recommended that included:
 - Encourage Early Childhood Educators (ECEs) in the field to be mentors and ambassadors of the sector.
 - Support more intentional, reflective opportunities for professional learning.
 - Provide financial support to employers to provide professional learning and leadership and create healthy workplace environments.
 - Provide a website or online portal for posting all ECE positions to support licensed child care operators.
 - Support the Child Care and Early Years sector using a web-based platform and other media outlets.

These meaningful conversations have been instrumental in building momentum for QCCCC as we have moved into the next phases of the strategic planning process.

PHASE TWO: MAPPING OUR DIRECTION

The Implementation Committee, made up of the Executive Committee and five other members of the QCCCC, met and engaged in twelve focused, collaborative, and profound strategy sessions. Each conversation provided the opportunity to wrestle with the community's needs, consider our most critical organizational priorities, and imagine what the Child Care and Early Years sector should be and could become with the right priorities prominently highlighted.

Together we identified our strategic priorities, set goals, and designed our strategies for the next three years.

PHASE THREE: DEVELOPING THE STRATEGIC PLAN

The strategy sessions provided the foundation necessary to develop our strategic plan and work was done to solidify our strategic directions, goal statements, and strategies. An internal review process took place in order to revise the document and ensure each component accurately reflected the vision we have for our future. The strategic plan was approved by the Implementation Committee in December 2015 and was brought to the membership for endorsement in January 2016.

PHASE FOUR: MOVING FROM STRATEGY TO ACTION

With a strategic plan firmly in place, it was important to also create an operational plan. The operational plan is significant, as it mobilizes the strategies and serves as a GPS, guiding, directing, and ensuring that the organization stays on course and puts into action the many tactics that have been identified as important to reach our goals.

To further support the implementation of our strategic plan, we will communicate it broadly to our community of stakeholders in order to keep us accountable for moving it forward. We will also develop annual action plans and complete quarterly reviews as a leadership team in order to monitor our progress and celebrate our successes.

We are excited, as we are confident that our strategic plan will play an integral role in helping us reach our vision as an organization.



OUR STRATEGIC DIRECTIONS



HUMAN RESOURCES

We have an intentionally designed organizational structure in place to support our intended mission, vision, and purpose.



COMMUNICATION

We will raise the awareness and increase the profile of QCCCC to ensure Child Care and Early Years Practitioners know how and where to access support, resources, and learning.



FINANCIAL SUSTAINABILITY

We will obtain the necessary resources to ensure the growth and vitality of our core functions in both the short and long-term.



QUALITY FRAMEWORK

Child Care and Early Years Practitioners acknowledge and are committed to the personal and collective impact they have in ensuring and growing quality practice.



INNOVATIVE COLLABORATION

We will fuel a movement toward innovative collaboration to build capacity throughout the Child Care and Early Years sector.



PROFESSIONAL LEARNING

Child Care and Early Years Practitioners engage in intentional and meaningful learning opportunities.

4.1 STRATEGIC DIRECTION: HUMAN RESOURCES

Governance and strategic leadership are about making informed organizational choices: choices about why we are here, what we want to accomplish, the best ways to achieve those results, the resources we will need to do these things, and how we will secure them. By developing and implementing a more permanent governance and backbone structure, staff and volunteers will have confidence in knowing that together, a difference can be made.

Staff and volunteers will play a vital role in ensuring the mission and vision of the organization are advancing. Ensuring that they are valued for their investment into the work of QCCCC and with a clear understanding of why they are called and what they are called to do, staff and volunteers will be actively supported and positioned to accomplish incredible things for the Child Care and Early Years sector.

GOAL STATEMENT

WE HAVE AN INTENTIONALLY DESIGNED ORGANIZATIONAL STRUCTURE IN PLACE TO SUPPORT OUR INTENDED MISSION, VISION, AND PURPOSE.



STRATEGIES

1. We will develop and implement a strategic governance structure designed specifically to support our leadership and guide future growth.
2. We will instill within our staff and volunteers a sense of ownership toward the strategic priorities and engage and empower them to drive the organization forward.
3. We will create a consistent, transparent, and responsive model for mentoring that will build capacity and leadership qualities in practitioners.

OUR IMPACT

The champions of this strategic plan come from within the community. It is the diversity and voice of the individual members of the community that will drive this strategic plan forward; the varied skill sets and diverse perspectives, the big-picture thinkers, and task-focused doers. When individuals bring their passion, experience, expertise, and curiosity to our work, impact is created and change takes place. By investing resources in having the right structures in place for leadership and by ensuring that the people that serve within the organization are engaged, valued, trained, and empowered to do the work, that is when success or quality improvement within the Child Care and Early Years sector can flourish.

4.2 STRATEGIC DIRECTION: COMMUNICATION

Communication promotes motivation and plays a crucial role in altering individual attitudes. Communication aids decision-making processes and helps identify and assess alternative courses of action. Communication fosters relationship building and socialization and assists in guiding process that keep people organized. An effective and efficient communication system is a building block for successful organizations. The desire of QCCCC is to strengthen the level of communication so that all Child Care and Early Years Practitioners can be reached and have an awareness for future learning opportunities throughout London-Middlesex and surrounding counties.

GOAL STATEMENT

WE WILL RAISE THE AWARENESS AND INCREASE THE PROFILE OF QCCCC TO ENSURE CHILD CARE AND EARLY YEARS PRACTITIONERS KNOW HOW AND WHERE TO ACCESS SUPPORT, RESOURCES, AND LEARNING.



STRATEGIES

1. We will raise awareness of quality initiatives and standards of practice in London-Middlesex and surrounding counties.
2. We will create opportunities and a platform for sharing information and connecting with other practitioners.
3. We will actively engage our partners in the Child Care and Early Years sector with ongoing communication that shifts practice.

OUR IMPACT

Intentional and strategic communication will transform our culture so that practitioners are engaged and contributing to their own learning. Engaged practitioners will continuously be in a “learning stance,” which allows for a shift in practice to occur. With ongoing access to support, resources, and learning opportunities, practitioners can more readily involve themselves in the intentional and purposeful analysis of pedagogical practice with the child as the focus of the outcomes of the practice.

Imagine a context where practitioners are open and available to have courageous conversations and dialogue that could alter and impact the quality of the sector. Envision multiple platforms within which individual Child Care and Early Years Practitioners can collaborate, share information, and inspire one another to become better practitioners. QCCCC is committed to starting the conversation and creating an environment of open communication where everyone is welcome to participate in playing a role to shift practice and change the way our community impacts children.

4.3 STRATEGIC DIRECTION: FINANCIAL SUSTAINABILITY

Our future success is tied to our financial sustainability. Common concerns such as unpredictable revenues, donor fatigue, scope creep, and community pressures can create financial vulnerabilities for our organization. It is important that we design short and long-term financial goals, that we have a clear and transparent reporting structure, and that we are deliberate, consistent, and efficient in the way we utilize our funds. Through the development of a strong funding model and structure and the enhancement of relationships with key community stakeholders, QCCCC will be positioned to reach our future financial and organizational goals.

GOAL STATEMENT

WE WILL OBTAIN THE NECESSARY RESOURCES TO ENSURE THE GROWTH AND VITALITY OF OUR CORE FUNCTIONS IN BOTH THE SHORT AND LONG-TERM.

STRATEGIES

1. We will develop a well-defined financial accountability structure that serves as the foundation for establishing effective financial processes.
2. We will recruit key funders and stakeholders and engage with them through regular communication, consultation, and involvement.
3. We will create a funding model that respects the diversity of the Child Care and Early Years sector and carefully considers long-term sustainability.

OUR IMPACT

As a community, we have a shared desire to heighten and strengthen quality across the Child Care and Early Years sector, while many practitioners have expressed a willingness and excitement to embrace evolution and transform their thinking. The financial sustainability of QCCCC will provide the platform and resources for the organization to create a culture of learning, reflecting, collaboration, and community.

We have big, audacious goals for the future, and to accomplish those goals, financial sustainability must be at the forefront of the strategic plan. We desire to establish and solidify an environment that people can look to and access for many years to come. Financial sustainability will bring confidence, longevity, and the ability to implement innovative projects that transform the face of the Child Care and Early Years community.



4.4 STRATEGIC DIRECTION: QUALITY FRAMEWORK

Quality is the characteristic that forms the foundation of our organization and is fundamental to everything that we do as Child Care and Early Years Practitioners. The children that we serve deserve the very best care and education. The families who leave their children in our trust desire exceptional quality throughout the sector. It is not enough for us to simply comply with the supports we are required to provide, but we must continue to grow, mature, and develop in a way that weaves quality into the very fabric of everything that we do.

GOAL STATEMENT

CHILD CARE AND EARLY YEARS PRACTITIONERS ACKNOWLEDGE AND ARE COMMITTED TO THE PERSONAL AND COLLECTIVE IMPACT THEY HAVE IN ENSURING AND GROWING QUALITY PRACTICE.



STRATEGIES

1. We will create a collective understanding of the foundations that inform quality practice.
2. We will nurture a culture of intentional reflective practice that guides practitioners and promotes professional learning.
3. We will demonstrate and share our collective impact on quality care and practice.

OUR IMPACT

We will look to engage practitioners in working collaboratively to establish and identify a common language and shared understanding of the foundations that inform quality practice. Through a collective process, practitioners will have the opportunity to provide input into developing the quality framework and within that process may begin to take on a personal responsibility for the shaping and growth of what ultimately defines quality. Seeing themselves as vital and valuable to the process, practitioners, while taking ownership for what quality looks like in the sector, will also feel empowered to make a difference.

Educating, like learning, is a process. Practitioners, through intentional reflective practice, can move through a process of evolution, maturity, and improvement. It is this action that brings optimal growth to individuals and raises the overall quality of the service and education being provided to our children.

The development of a shared understanding combined with increased reflective practice will provide the foundation from which a quality framework can be built.

4.5 STRATEGIC DIRECTION: INNOVATIVE COLLABORATION

Successful innovation often requires partners and a circle of connections that dream together about the possibilities of something new. Implementation of ideas can be difficult unless many get involved in the process and work together to bring success. Collaboration and innovation combine to improve practice and impact. We are committed to building an environment that cultivates innovative collaboration because we know it opens up new pathways to success. It renews and refreshes, it brings synergy, and it pushes boundaries. We wish to engage and spark a community of innovative, critical thinkers who inspire each other.

GOAL STATEMENT

WE WILL FUEL A MOVEMENT TOWARD INNOVATIVE COLLABORATION TO BUILD CAPACITY THROUGHOUT THE CHILD CARE AND EARLY YEARS SECTOR.



STRATEGIES

1. We will lead the way in modeling innovative collaboration for the community.
2. We will provide intentional opportunities to connect with other practitioners that promote and inspire creativity and make room for transformation to materialize.
3. We will invite, support, and facilitate collaborative conversations among individuals and organizations within the Child Care and Early Years sector.
4. We will create a community of practice for mentoring, knowledge sharing, research, and critical thinking for and between interdisciplinary practitioners who work within the Child Care and Early Years sector to support children with special needs and their families.
5. We will design, develop, and establish a Pedagogical Centre that will act as a hub for the Child Care and Early Years sector.

OUR IMPACT

Our desire is to be a part of something stronger and more impactful than anything we could bring to reality while working inside the silos of our individual organizations. To accomplish this, it will be important for practitioners to take the responsibility to grow in their competency and take the initiative to join in and collaborate with the community and to be willing to try things that this sector has never been willing to do before. This plan is about quality, excellence, and ensuring we do the very best work possible for children and families. Through the building of stronger relationships, the collective wisdom of the larger group, and the innovation of an engaged and committed sector, the impossible begins to seem possible.

4.6 STRATEGIC DIRECTION: PROFESSIONAL LEARNING

What Child Care and Early Years Practitioners know, do, and believe has a major influence on how they interact with children. In order to improve quality we must invest in the learning of practitioners, as it will support the growth of the individual while also contributing to the realization of the broader goals of the sector and system. Professional learning is a journey, an ongoing process of reflection that inspires practitioners to reach their potential as pedagogical leaders. The process should allow people the opportunity to build their skills and capacity, enhance their competency and confidence, and provide a safe place to debate and discuss and ultimately contribute to the growth of the field.

GOAL STATEMENT

CHILD CARE AND EARLY YEARS PRACTITIONERS ENGAGE IN INTENTIONAL AND MEANINGFUL LEARNING OPPORTUNITIES.



STRATEGIES

1. We will encourage and engage practitioners to take the lead in their own learning journey.
2. We will promote and build diverse opportunities for collaborative learning communities where shared learning, discovery, and the generation of knowledge can take place.
3. We will develop strong pedagogical leaders through professional learning opportunities that shape the abilities, attitudes, and motivations of practitioners.

OUR IMPACT

When we engage ourselves in learning with children, families, and other practitioners, we can see multiple perspectives and achieve a deeper understanding of our work. As part of a reflective approach to learning, a focus on creating intentional communities of practice and mentoring will support a culture of inquiry and deep thinking about our practice.

Professional learning opportunities allow people to grow at their own pace, encourage reflection and inquiry, promote creativity, seek out multiple perspectives, thoughtfully scaffold learning, and embrace the complexity of their work. An investment into professional learning also allows for the growth and development of strong pedagogical leaders. A pedagogical leader is one who nurtures and grows a culture of reflective thinkers and sees learning as an essential part of daily life. Pedagogical leaders build capacity in others while modeling reflective practice and ensuring quality-learning experiences for both children and adults. Investing in the development of leaders is critical and essential for enhancing quality. As a community, we are committed to offering opportunities and resources that will build strong pedagogical leaders across the sector.



OUR STRATEGY IMPLEMENTATION

Writing a strategic plan is hard work. After wrestling to identify strategic priorities and articulating the results for which the organization will hold itself accountable, and mapping out an operational plan, it can feel as though, as an organization, we have crossed the finish line. The reality is that the “race” has just begun. The strategic plan is only the first step toward achieving impact year after year. The next step, an important step, is implementation.

In order to ensure that our strategic plan gets lived out through the realities of QCCCC, the leadership has devoted itself to mobilizing the stakeholders, aligning the finances, monitoring progress, and continually revisiting the plan. Through regular leadership and membership meetings, QCCCC will continue to communicate and remind the sector about the strategic priorities and use the plan as the foundation upon which all decisions will be made.

The operational plan will guide us over the course of the next three years. We will follow the timelines and hold accountable those who are

responsible to carry out the various aspects of the plan. We will ensure that the operational plan is continually evaluated and refined to secure our ability to move it from theory to tangible action.

We are excited as we look to the future. We have a strong vision for QCCCC and the Child Care and Early Years sector. We desire to provide quality experiences for children, families, and practitioners. We have a passion to grow our collective knowledge through innovative collaboration and professional learning. We want to inspire every practitioner so that they have the ability to access resources and knowledge. We want to develop a common vision and consistent language among Early Years Practitioners. We are committed to supporting a shared approach to pedagogy while preserving individuality and diverse perspectives.

We believe that this strategic plan will move us toward that vision, and we are excited to have each of our stakeholders join us in successfully moving toward achieving each of our goals.





The Quality Child Care
Coordinating Committee

A Collaborative Community Project
Putting the Pieces Together

For further information please contact
qualityinitiative@childreach.on.ca