

Umbrella Family and Child  
Centres of Hamilton



# Hamilton Early Years Quality Program System Priority Goals

2025

## BUSINESS SUMMARY

**Organization Name:** Umbrella Family and Child Centres of Hamilton

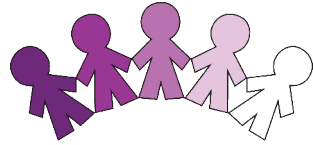
**Submission Prepared By:** Shawna Webster and Jennifer Allen

**Date:** April 25, 2025





# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY



The childcare programs delivered by the Umbrella are designed to foster the inclusion of all children. As an organization, we are committed to reflecting a commitment to equity, diversity and inclusion in our governance management, and across our operations. Our strategic plan was developed with a deliberate intention of strengthening and manifesting this commitment.

## OUR MISSION

Excellence in early learning  
and child care

## OUR VISION

Responsive, accessible and  
inclusive child care for all

## OUR CORE VALUES

1

### Collaboration is the Key

Success is rooted in our partnerships with our team, children, families, and community partners.

2

### Equity and Belonging Always

Children and families are at the centre of everything we do, and we celebrate their strengths with respect, passion and purpose.

3

### Excellence Begins with Us

Investing in our team, promoting innovation, and nurturing quality improvement is what sets us apart.

4

### Respect and Integrity are Essential

We will act with uncompromising honesty and integrity in everything we do.

5

### Trusting Relationships Connect Us

We will create and build trusting relationships with our team, children, families and communities.





# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Part A: Reflecting on 2024 - Sustaining “How Does Learning Happen?” in Our Program

### Supporting Educator Engagement

We were able to officially accomplish our goal of creating a resource hub for educators this year. Opening up the Resource Room for our teams has been an incredible journey — one that started from scratch and has blossomed into something truly special. Seeing it come to life from the first spark of an idea to a fully stocked space filled with engaging activities, thoughtful provocations, and a resource guide available to all educators and centres, has been so rewarding.

The feedback from educators has been amazing! Hearing how the Resource Lending Library has enriched their programming and provided fresh inspiration has been heartwarming. Educators and supervisors now have access during business hours, often stopping by during meetings to sign out materials that bring learning to life in their classrooms.

Our Open House was a huge success, a true reflection of the support from leadership and the enthusiasm of our educators. This space is more than just a lending library — it's a hub for creativity, collaboration, and meaningful learning. We can't wait to see how it continues to grow.

### Educator Reflection:

*“I have visited Umbrella’s Resource Library at least six times since its opening. In addition to being a great fan of the adjacent “free-cycle” area where I consistently find premium cardboard tubes and other coveted sundries like retired telephones for classroom dramatic play and sustained building projects, I find walking through the pedagogy display area inspirational. I always leave with more “educator energy” than that with which I arrived. The mindful provision and curation of materials also generates new ideas (like putting a train set with the blocks or recipe books in the kitchen area) while further assisting me in trying out ideas or materials without initial upfront cost. For me, the real advantage afforded by Umbrella’s new resource room is that it allows educators to make more informed and sustainable decisions about future classroom purchases by allowing one to test materials in context prior to ordering for the centre. This free, quick access to high quality resources, along with immersive exposure to the pedagogy team’s rich displays, motivates me.”*

— Soraya, Kindergarten Educator, Ray Lewis





# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Creating a Sense of Belonging through Creative Expression

### Process Art – Community of Practice

Our educators were thrilled to hear of the art and literacy funding available last fall. Sites worked together to determine purchasing needs and we worked closely with our Professional Learning Consultants from ASCY to determine how to spend the funding.

In support of deepening our understanding of open-ended art materials, we offered community of practice opportunities focused on process vs. product art. These were supported by our Program Excellence Team and happened online and in person at staff site meetings. These sessions helped to build a stronger understanding of free flowing, process-based art materials and the importance of high-quality, accessible art materials in our programs.

### Arts for All Initiative

The City of Hamilton, in partnership with ASCY and Arts for All, a charitable organization under the Hamilton Conservatory for the Arts, launched a pilot initiative to enhance inclusive child care programs. Arts for All's Community Artist-in-Residence (CAIR) program placed artists in early learning and after-school programs, fostering creativity and self-expression through various art forms.

Cathy Wever Full Day Child Care and After School Program was approved as a participant. Community Artist, Katie Favell, beautifully captured the love for art at our Cathy Wever location. She built strong relationships with the children as she facilitated their exploration with art in various media. The children looked forward to each and every one of her visits.



## Increasing Engagement from Educators, Children, and Families

### Red Church Café

As an addition to the Arts for All initiative, our resident artist, Katie, took the initiative to showcase the incredible talent displayed by the children in the program with a creative art exhibition held at the Red Church Café in Hamilton. Community members and families were invited to view the art on display and had the opportunity to admire the children's work. It created an incredible sense of pride and a level of engagement with the centre.

It was a truly inspiring experience for both the community and the young artists involved. As an organization, our team had the privilege of visiting the Red Church Café and witnessing the children's artwork being appreciated as true masterpieces.







# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Emphasizing Well-being

### RIRO

Through the fall of 2024, we participated in Reaching In, Reaching Out training for our Supervisors, Pedagogy and Programs team, and Program Managers. This training has supported our teams in ensuring best practice in supporting the social and emotional well-being of staff and children. Having our Supervisory team engage in this training together allowed for Supervisors to gain a deeper understanding of the concepts and an ability to pass this learning forward to their teams.

### Naturalization of the Learning Environments

*Documentation from Lindsay McManus- Preschool Educator, Templemead*

*Incorporating nature and natural materials into a preschool classroom offers numerous benefits for children's development, learning, and well-being. Natural elements like wood, leaves, stones, and plants stimulate sensory exploration, enhancing fine and gross motor skills while fostering creativity and imagination through open-ended play. Exposure to nature also supports cognitive growth by encouraging curiosity, problem-solving, and early math and science skills. Additionally, natural materials create a calming environment, reducing stress and improving focus, which helps children engage more deeply in learning. The use of natural light and soft lighting further enhances this environment by creating a warm, inviting space that supports children's emotional well-being and contributes to a cozy and comfortable learning environment. By interacting with elements from the natural world, children develop a strong connection to the environment, fostering eco-consciousness from an early age. Overall, bringing nature, natural materials and thoughtful lighting into the preschool classroom enriches children's learning experiences and promotes holistic development.*



### Playground Improvement

Research continues to show us the importance of outdoor learning opportunities for young children on not only their physical development but the benefits to their cognitive and social development, as well. When evaluating our programs to create our 2024 System Priority Goals, we established two goals related to our outdoor learning environments:

**Quality Goal:** A focus on naturalization, aligning deeper with our program statement and our commitment to offering Reggio inspired environments where connections with nature are emphasized.

**Accessibility Goal:** Review our outdoor learning environments to ensure we are providing inclusive early learning environments that minimize barriers for all children and families.

The Umbrella is in a unique position given that we operate all of our programs on HWDSB properties. This affects our design options and limits our offerings of outdoor opportunities due to the rules and regulations governed by the school board. Throughout 2024, we have strove to find creative alternatives to enhance our outdoor learning environments working within the parameters set out. In November and December, work was completed at Templemead, Lawfield, Lincoln, Sir Wilfrid Laurier, and Cathy Wever to ensure our outdoor spaces are safe, accessible, and naturally appealing. Further work to our playground at Cathy Wever will continue into the spring of 2025.



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We also purchased accessible outdoor equipment (adaptive riding toys) to support children with various physical conditions to ensure equitable play experiences for all. Throughout 2025, we will continue to reflect and evaluate on our outdoor learning environments and continue to strategize creative solutions to support outdoor learning.

## Improving Equity, Diversity, and Inclusion

### Seed Packet Initiative, Supply Binder

We had the incredible opportunity to attend a workshop with Dr. Shelley Moore where a number of our supervisors and educators gathered to deepen their understanding of inclusion and belonging. The event was both inspiring and thought-provoking, reinforcing the importance of creating spaces where every child feels valued, seen, and heard.

A highlight of the event was *The Art of Belonging* display, featuring beautiful self-portraits created by children from various Umbrella locations. These works of art served as a powerful representation of each child's individuality and contributions to our community, adding a meaningful and personal touch to the workshop.

In support of continued learning, *Sensory Processing 101* was introduced as a valuable resource from the event. Thanks to the generosity of the City of Hamilton and ASCY, 15 copies of the book were provided and to ensure accessibility across all our sites, Umbrella purchased an additional 15 copies. This investment allows our educators to deepen their understanding of sensory processing and apply these insights to their daily practice.

Following this impactful event, the Seed Packet Working Group was formed in 2025. This initiative embodies the belief that every child is like a seed — unique in their needs for growth and development. To bring this vision to life, a series of workshops will be offered in Fall 2025, focusing on how we can foster truly inclusive environments where all children feel welcomed, supported, and empowered. These workshops, hosted in partnership with the City of Hamilton and ASCY, will guide us in ensuring that every child flourishes in our classrooms and programs.

This event was just the beginning of an ongoing commitment to embracing diversity, fostering inclusion, and celebrating the strengths of every child. We are excited for what's to come and grateful for the support of our educators, leadership, and community partners in this journey!

As a result of this work, Umbrella, in partnership with educators and Supervisors on our quality committee, introduced the supply staff binder, focusing on identity panels for all children. Our sites continue to develop these so that any staff member entering a classroom, can quickly know important information about each child and team-mate.







# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Emphasis on Inclusive Field Trips

A significant emphasis in 2024 was placed on making our summer camp experience as inclusive as possible so that all children have an enjoyable summer experience where they can thrive. We worked closely with community partners to ensure all of our field trip locations were fully accessible for children with various disabilities. We explored wheelchair accessible parks, sensory friendly play environments and supportive trip transportation.



### Educator Reflection

*As part of our summer camp planning committee, we committed to ensuring all aspects of our summer camp program were accessible to all students. We had an exceptional experience at Bronte Creek Provincial Park, where we worked cooperatively with Park Staff to ensure a specialty ramp was made available so that one of our children utilizing a wheelchair could engage in the play barn experience. Further, we were able to ensure all nature trails were maintained and were appropriate for wheelchair users to access and be able to explore nature with their peers. We had an exceptional experience this summer and know that our commitment to fully accessible programming made for a delightful experience for all children.*

— Program Supervisor, Ashlie Boich, Bellmoore

## Prioritizing Communication with all Staff

In a large organization like ours, positive, proactive and professional communication with staff is essential to keep people connected. We improved our communication in many ways this year, a few of which are in focus below:

### Umbrella Wide

We held our Umbrella Wide Team Event in October 2024. The event was held 'By Staff and For Staff' and was organized by a committee comprised of Leadership, Admin/Head Office, Supervisors and Educators. The Fall Fair theme included music, games, raffle prizes, years of service awards and a food truck.

The event was a great opportunity for over 120 staff across all locations to gather in an informal setting. We received donations for our raffle from the community, which allowed us to build connections with new community members.





# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Part B: Reflecting on Key Initiatives from 2024

### 1. Tools for Life/Self Regulation

We continue to support our staff in their understanding of co-regulation and self-regulation. When the updated Tools for Life documents were made available, we supported our teams in creating a resource guide with practical ideas of how to include this learning into our programs from infant to school age.

Our professional learning survey noted that 98% of our staff group are seeking more information on managing challenging behaviours and supporting children with unique needs. We continue to see a rise in aggressive, disruptive and challenging behaviours in our programs and know that our educators require additional training in supporting these children with a connection lens, focusing on emotional well-being and positive outcomes.

### Implementing Self-Regulation Strategies and Tools for Life

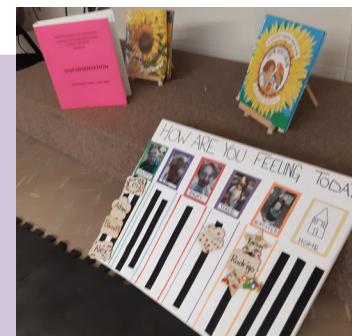
#### Educator Reflection

*There are many ways to implement self-regulation in programs. At Buchanan Park, we have added different strategies, both in our Kindergarten and School-age groups to help children regulate.*

*In our Kinder program, we utilize an emotion board. The board was created with real photos of children in our program. When children arrive to program, they can find their name and add it under the section of how they are feeling for that day. As the educator, I can then review the board and approach the children to find out why they may be feeling the way they are. This helps support my own connection with the children and allows them to know I am a safe person to open up to if they may have had a tough day at school or a difficult morning at home. Since initiating this exercise, children now also recognize when someone else may be feeling sad and can show empathy in supporting their peers. We also utilize a problem solving wheel. If children are engaged in conflict with a peer, they are able to grab the problem solving wheel and see if any of the steps can help them solve the problem before involving an educator. If not, they approach me and we work through the problem together.*

*In the School-age program, we continuously discuss self-regulation as it relates to problem-solving and peer conflict. Older children will express themselves through words and actions. Children are given various tools to support their regulation such as sensory items and sensory bins. Children also have access to a chart that helps them to identify how they are feeling.*

*In the classroom, we incorporate dedicated calm spaces like the cosy corner, where children can relax, read a book, sew, or engage in quiet activities. Children are encouraged to advocate for space or alone time if they need it. Children are learning the self-regulation techniques that work best for them, recognizing that what works for one peer, may not work for another. As a group, we talk often about emotions and how complex they can be. Sometimes, we play calming music to set the tone of the environment. We try to maintain the indoor environment as a calm space for play and learning and we balance our indoor and outdoor time effectively to support regulation of all children. —Tara Sterling and Rachel Razem, Buchanan Park*







# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## 2. Family Engagement

### Educator Reflection

*The educators at Ray Lewis strive to find ways to engage with their families. Each month we add a question to our cubby area to ask our families. We've done questions based on the interests of the classrooms such as 'What are some of your family's favourite books to read at home that we can incorporate into our classrooms?' We've even asked our families 'What does your child eat at home?' . This led to our families providing us with recipes they use at home, which our cook incorporated into our menu and allowed us to branch out and try new things. By doing this, we could see the children have a deeper connection and a strong sense of belonging through meal time.*

*Loose parts have also become a huge part of classrooms at Ray Lewis. The educators created an area in the centre where families could bring in loose parts they may have at home to add to our programs. The children in the Toddler and Preschool classrooms have become engaged with this as they now look forward to seeing what new loose parts are waiting for them in the bin or, as they like to call it, 'their treasures'.*

*Our educators have added documentation to their classroom doors to engage families in the children's conversations during program. This has created not only curiosity in the children but also our families as they come into our classroom to see the artwork, mark-makings, and learn about stories happening within the room.*

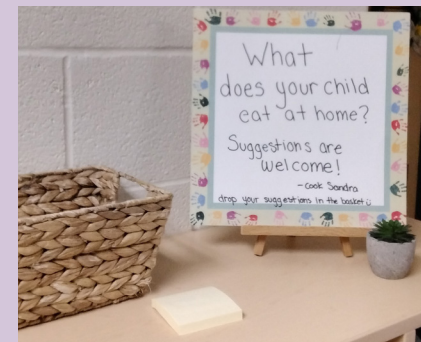
*During the holiday season, we wanted to engage with families and show appreciation and kindness during this busy time. The staff created a hot chocolate and treat station where families could help themselves to a sweet treat. This led to meaningful conversations with the staff and families. The holidays can be a busy time, but our families took this time to come into the classrooms and enjoy a sweet treat with their child before heading home.*

— Sarah Anger, Ray Lewis Toddler Room

### Educator Reflection

*Parent engagement, such as families sharing photos, their cultural heritage, and home life, as well as having them donate or contribute items to support classroom projects like lighting, mirrors, plants, seeds, and wood, offers many benefits. It helps children feel a strong sense of belonging and emotional security by connecting their home and daycare experiences. These activities promote cultural awareness, inclusion, and respect for diversity. They also enhance the learning environment by encouraging hands-on exploration and supporting children's curiosity. Additionally, parent involvement strengthens relationships between families and educators, fostering a sense of community and collaboration.*

— Lindsay McManus, Templemead, Preschool Room





# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## 3. Supporting Art Experiences

The art and literacy funding was an incredible opportunity to enhance the types of activities we are able to offer in our programs. Dedicated time was allotted at staff meetings to determine needs by classroom and create centre wide wish-lists, ensuring input from all educators.

Continuing to provide professional learning opportunities to support educator understanding of the importance of creativity and art in programs as well as comfort with various media will be important in moving this work forward. Further, continued funding opportunities to maintain high-quality art equipment will be beneficial to maintain the work completed to date.



### Educator Reflections on the Importance of Open Art Materials

#### Supporting the Different Languages of Children:

*While some of the children in our classroom are eloquent in speaking, the open art area accessible throughout the day is an avenue for the other children who are more expressive using other languages like the language of mark-making, tape, glue, paint, clay, play dough and other materials.*

#### Process Art as a way to Encourage Creativity and Exploration with Various Art Mediums:

*There is no set product that children need to create. In our classroom, children freely choose their own materials and create art that speaks to them. On this day, the children explored tape and scissors to explore mark-making in a new way.*

#### Art as a Means for Collaboration and Team-Work:

*Using various art materials, the children can create something together as a group. They can seek out each other for help and support. This allows them to develop the various skills needed to work in pairs and groups, such as listening to different perspectives and engaging in taking turns. We've introduced multiple glue projects on our glue table, where children spend time over many months, constructing different creations together.*

#### Art Serves as a Daily Reminder of Our Image of the Child:

*With their artwork and masterpieces displayed throughout the classroom, it is a reminder for the educators and all adults, that children are competent and capable of constructing their own learning. It is a window through which educators see how children are learning.*







# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Art as a Mechanism of Supporting the Four Foundations:

*Having open art materials available for the children supports **belonging, expression, engagement and well-being** in our programs. When the children gather at the art table, it gives them a sense of belonging in the group. These gatherings promote social interaction, and shared exploration among children and adults alike. Art experiences increase children's sense of competence and autonomy, thus, promoting their sense of well-being. Their unique creations reflect how unique children are as individuals. A lot of trial and error, investigation, observation, negotiation, and collaboration happen at the art table — supporting a true sense of engagement among all children.*

*The children were having conversations about their families, what they did over the weekend, and what they were creating using clay. One child confidently said, "I made a snowman, Kaye. Now that's how you make a snowman!"*

## Positive Impact of Art Experience in our Program

### Increased Engagement

*There seems to be many meaningful conversations happening in our open art area. Children take about what they have made, ask questions to one another, and help each other. When family members come into the classroom, the children excitedly show their art work and as a result, this sparks wonderful conversations between adult and child as well as educator to parent.*

### Supporting Emotional Regulation

*Children have learned to create art as a way to support their emotional regulation. We encourage the children to express themselves through art. Art becomes a way in which we can take a deeper look into how a child is feeling.*



### Boosting Self-Confidence

*Arts provides a way in which children can create something unique. They take pride on what they make and they are aware of their skills. Children show their work to the educators and explain their process, and receive compliments from peers. It creates a culture of appreciation and support from educators, and peers alike.*

— Kaye DeGuzman, Preschool Educator, Shannen Koostachin





# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Part C: Engaging Educators to Review and Reflect on Quality Goals

### PROFESSIONAL LEARNING

#### Professional Learning Survey and Professional Learning Plan

Umbrella's annual professional learning survey was sent to all staff in September of 2024. Each Umbrella location was asked to prioritize their top three learning needs for the upcoming school year. As a result, we were able to gather ample data on the areas where staff are seeking additional learning and support with challenging behaviours, pedagogical documentation, invitations and provocations, as well as supporting children with diverse abilities. In response, our Program Excellence team, along with our community partners, have developed a professional learning plan to respond to these needs with resources and training.

#### Leadership Training

In order to support our teams appropriately, our leaders must be well-equipped to do so. Through 2024 and continuing into 2025, the Umbrella Family Leadership Team has been working extensively with Bill Williams on a personalized leadership training program. This has allowed us to better support our team to be our best selves as leaders.

Over the course of 2024, we also took time to make extensive improvements to our new Supervisor Onboarding program. The role of Supervisor is an important one and it has many critical elements and moving parts. Our newly enhanced onboarding program involves multiple meeting agendas that can be used in different orders based on the hot topics and key actions needed at that particular centre at that time. New supervisors can grow into the role purposefully, with support from a Supervisor peer-trainer as well as their Program Manager. New supervisors can own their job more quickly, peer-trainers grow their skills in coaching and mentoring, and Umbrella has confidence in the quality of knowledge transfer.

#### Onboarding Program Improvements

Onboarding new employees is essential to ensure all new Umbrella Family employees feel connected, welcomed and valued. Based on input from staff, supervisors and our HR consultant, Umbrella Family has undergone major changes to our onboarding program and process. Our former virtual new hire Orientation program is now delivered in-person on the first day of employment. We have streamlined the information, making it more relevant and robust. The program has become more interactive where staff have an opportunity to meet their peers, tour our programs lending library, are assisted in setting up Dayforce for payroll entry and are given information about our Employee Assistance Program (EAP) and app. Together these enhancements allow staff to join their site feeling prepared and excited.

We also enhanced the orientation survey which allows us to review our results and make further improvements. Participants indicate 95% positive engagement with the session. New staff are calling it "fun", "welcoming" and "engaging". They enjoy the content, delivery and the connections they make with head office and other staff.

Another unanticipated positive outcome is how much more connected the HR team feels with the new staff. The HR team is energized that they can "build a strong, trusting relationship with new employees, that will last throughout their employment".

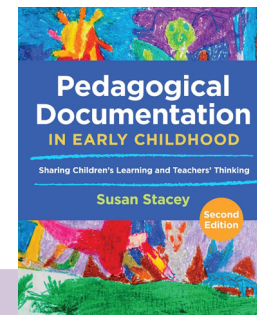




# DOCUMENTATION OF OUR PROGRAMS' QUALITY JOURNEY

## Pedagogical Documentation Book Study

As a result of our Professional Learning Survey and to strengthen our pedagogical approaches, our Supervisor team began engaging in a study of Susan Stacey's *Pedagogical Documentation in Early Childhood*. This study will help our Supervisors deepen their understanding of pedagogical documentation and further support their teams in their journeys.



## Infant and Early Years Mental Health

### Reflection

*Through my involvement with the Infant and Early Years Mental Health (IEYMH) initiative, our organization has had the opportunity to engage in meaningful and impactful work. With training provided by Dr. Jean Clinton and Lorrie McGee Baird, we have facilitated professional learning spaces for early years leaders and educators, at the "Let's Drive Deeper" workshop hosted by the City of Hamilton and ASCY.*

*We continue to support this initiative through an ongoing Community of Practice, where I currently sit as co-lead and lead each month's session with other facilitators throughout the early years sector.*

*As an organization, we have successfully implemented two IEYMH Communities of Practice within Umbrella — one centred on leadership development for supervisors, and the other supporting a dedicated group of educators working across all age groups.*

*This work is essential in strengthening our practices and deepening our understanding of early years mental health, and we are incredibly grateful to be able to filter these learnings throughout all levels of our organization.*

— Jennifer Redmond, Pedagogy and Program Specialist







# PLANNING QUALITY GOALS

Part A: Estimated Funding allocated for continuous improvement to ensure quality programming: \$350,000

## Part B: New and Continued Goals

### QUALITY ASSURED

Is this a new or continued goal?	Elements of HEYQP	Quality Goals	Rationale for Goal	How will you accomplish this?
New	Environments & Contexts for Relationships	Deepen Umbrella's pedagogical alignment with Reggio-inspired curriculum approaches.	View of the child as capable, competent and curious: This will support a deeper alignment with our program statement that speaks to our Reggio-inspired roots.	<ul style="list-style-type: none"> <li>• 18 employees attended NAREA Conference in March of 2025</li> <li>• A post-NAREA working group was established to determine next steps for the organization in April 2025</li> <li>• Goals to be established for environments, technology and curriculum intentions by October 2025.</li> </ul>

### ACCESSIBILITY

Is this a new or continued goal?	Elements of HEYQP	Accessibility Goals	Rationale for Goal	How will you accomplish this?
Continued	Data, Research & Evaluation	Completion of our EDIB Assessment tool and implementation of our EDIB Improvement Plan	Belonging: Continue our commitment in being a leader of diverse, equitable and inclusive approaches ensuring a sense of belonging for all staff, children, and families.	<ul style="list-style-type: none"> <li>• EDIB Committee as well as leadership team will complete the HEDR Organization EDIB Assessment tool by June 2025</li> <li>• Upon completion of the assessment tool, a review of lowest scoring areas will occur and an improvement plan will be created by end of 2025 to support improvement in these areas.</li> </ul>



# PLANNING QUALITY GOALS

Is this a new or continued goal?	Elements of HEYQP	Accessibility Goals	Rationale for Goal	How will you accomplish this?
New	Governance	Board EDIB and Truth and Reconciliation Policy	Belonging: Umbrella's Board of Directors will approve a new EDIB and Truth and Reconciliation Policy at its April 2025 meeting.	<p>1. Commitment to Legislation and Organizational Openness: All personnel, including board members, management, staff, and community partners, are expected to demonstrate a commitment to diversity, equity, and inclusion by adhering to relevant legislation (e.g., employment equity, human rights) and fostering an organizational culture that encourages openness and inclusion.</p> <p>2. Reflecting Community Diversity: Committed to ensuring that the Board, our staff, and volunteers reflect the diversity of the communities we serve, ensuring representation and inclusivity across all levels of the organization.</p> <p>3. Collaboration with Partners: Actively seek and engage with community partners who share our mission, vision, and values, particularly those committed to advancing diversity, equity, and inclusion in their service to the community.</p> <p>4. Ongoing Training and Development: Board members and staff, are expected to engage in ongoing training and development in the areas of diversity and inclusion. This includes fostering a culture of learning and reflection about diversity to improve individual and collective understanding.</p> <p>5. Implementing Diversity Equity and Inclusion Initiatives: Board members are responsible for implementing diversity initiatives and working collaboratively to promote equity in all aspects of the organization's work.</p> <p>6. Reporting Discrimination and Harassment: Board members have a responsibility to report any form of discrimination or harassment they encounter, and to actively contribute to maintaining Board interactions that are free from such behaviours. The Board is committed to creating and maintaining an environment that is respectful and inclusive for all.</p> <p>7. Identifying Barriers to Equal Opportunities Board members are encouraged to identify and report areas that present barriers to equal opportunities, so they can help address and dismantle any obstacles that hinder fairness, access, and inclusion.</p>

# PLANNING QUALITY GOALS

## INTEGRATION

Is this a new or continued goal?	Elements of HEYQP	Integration Goals	Rationale for Goal	How will you accomplish this?
New	Environments & Contexts for Relationships	Building connections to Universal Design approaches ensuring all classrooms are set up to meet the needs of all children.	Continue to be an inclusive child care provider in alignment with our vision of “responsive, accessible, and inclusive child care for all”.	<ul style="list-style-type: none"> <li>• Deeper integration of the Shelley Moore seed packet and identity panel model of inclusion (throughout 2025)</li> <li>• Professional learning designed to gain a deeper understand of inclusivity in the child care sector (by fall 2025)</li> </ul>







# PLANNING QUALITY GOALS

## SUSTAINABILITY

Is this a new or continued goal?	Elements of HEYQP	Sustainability Goals	Rationale for Goal	How will you accomplish this?
New	Infrastructure	Continue to be responsive in updating technology at our sites to ensure staff have the appropriate technological resources to support their work.	Engagement : This will support staff in ensuring they can create high-quality pedagogical documentation and continue the work demonstrated through the Border crossings exhibit in embedding technology in positive ways.	<ul style="list-style-type: none"> <li>• Conduct an analysis of technology at all sites</li> <li>• Determine technology gaps</li> <li>• Replace outdated or flawed technology</li> </ul>
Continued	Human Resources	Continue to strengthen our Orientation and Onboarding program for all new employees	Belonging: Ensuring that all new and existing staff are provided with ongoing training, mentoring and coaching to be successful in their role.	<ul style="list-style-type: none"> <li>• Soliciting feedback from current staff and supervisors to create detailed onboarding resources for specific positions</li> <li>• Improve the connections built in the first few days between the new employee and the organization</li> </ul>
New	Human Resources	Create a structured succession plan to ensure the stability, growth, and quality of childcare services within the organization	Engagement: By proactively identifying and developing future leaders, the organization secures its long-term success and ability to provide exceptional care for children and families. Employees who participate in the program can feel pride in developing their careers and build a tighter bond with the organization.	<ul style="list-style-type: none"> <li>• Identify key positions within the organization and build skill inventories for each job</li> <li>• Promote annual goalsetting initiatives</li> <li>• Develop a training and mentoring plan for key positions</li> <li>• Identify opportunities for staff to share and build upon their knowledge, skills and abilities</li> </ul>



# PLANNING QUALITY GOALS

## PART 3: ORGANIZATIONS WITH MULTIPLE SITES

Priority Goal	How did you engage site supervisors/ leaders in planning for this goal?	What strategies will you implement to support progress at all locations?	How will you evaluate implementation and progress at all locations?
Building connections to Universal Design approaches ensuring all classrooms are set up to meet the needs of all children.	<ul style="list-style-type: none"> <li>• All Supervisors were invited to the last Shelley Moore event.</li> <li>• All Supervisors were introduced to the concept of identity panels and provided with resources to support create these types of supports for their programs.</li> <li>• All Supervisors were provided with a binder full of supports for Universal Design</li> </ul>	<ul style="list-style-type: none"> <li>• Program Excellence team will continue to support in a hand on coaching and mentorship role.</li> <li>• This will support a stronger understanding of universal design approaches and transfer of knowledge to staff.</li> </ul>	Site visits from Managers as well as PE Team will evaluate progress and implementation.
Continue to strengthen our Orientation and Onboarding program for all new employees	Onboarding committee contributed feedback and supported new initiatives with regards to onboarding program.	<ul style="list-style-type: none"> <li>• To ensure all staff are onboarded effectively, onboarded documents are uploaded to our human resources database.</li> <li>• New employees attend a new employee orientation session related to pedagogical approaches where they have an opportunity to provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Employees pass probation period with a high rate of success.</li> <li>• Employee feedback on orientation sessions is positive.</li> </ul>



**Umbrella Family  
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## APPENDIX

Is this a new or continued goal?	Elements of HEYQP	Rationale for Goal
New	Ideas	View of the child as capable, competent, and curious
Continued	Governance	Relationships
Continued	Infrastructure	Belonging
Continued	Planning and Policy	Well-being
Continued	Financing	Engagement
Continued	Human Resources	Expression
Continued	Environments and Contexts for Relationships	
Continued	Data, Research and Evaluation	







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