

# **Peel District School Board**

## **Pathways Schools – Creating Success For Our Youngest Children Through School and Community Partnership**

**Jim Grieve  
Director of Education**

# **Peel Pathway Schools Presentation Overview**

- Pathway Schools Project in Peel
- Creating a Social Risk Index
- Measuring Readiness to Learn
- Early Years Programming
  - Student – Parent – Community
- Outcome Indicators to Monitor Results
- Lessons Learned

“From Early Child Development  
To  
Human Development”

(World Bank, 2002)

# The Research Context

- Children's 1<sup>st</sup> six years of development greatly affects their learning, behaviour, physical, social, & emotional health
- Readiness to Learn at age 6 predicts future success – sets the foundation for success later in life, - in school, - and in work
- Concentrated efforts pay big dividends for students - schools and communities can make a difference in the lives of vulnerable children
- Intervention must take place on several levels - individually in schools & collectively in the community

# Peel Pathway Schools Goals

- *Help our community understand:*
  - how well our children are developing
  - its socio-economic vulnerability
  - how ready our children are to start school
- *Help our community build:*
  - the best possible environment to support young children and their families
- *Track and monitor early childhood outcomes:*
  - our success in facilitating early childhood development
- *Reflect the positive nature of the project:*
  - identifies vulnerability builds on strengths and assets

*“Assists students in reaching their full potential”*

# Developing a Social Risk Index

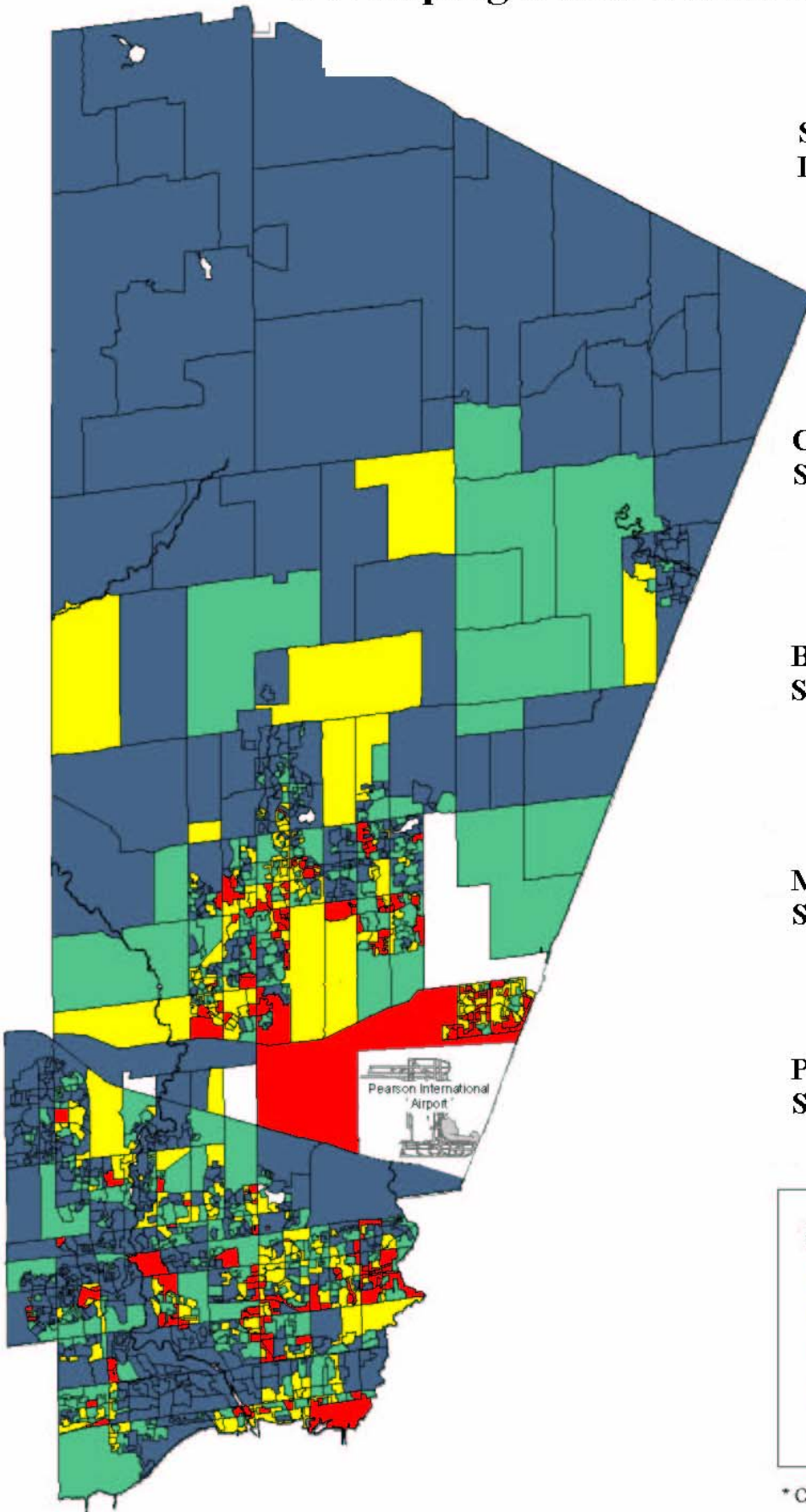
## Social Risk Index (2001) Dissemination Area Results

**Caledon**  
Social Risk Index: 1.60

**Brampton**  
Social Risk Index: 3.77

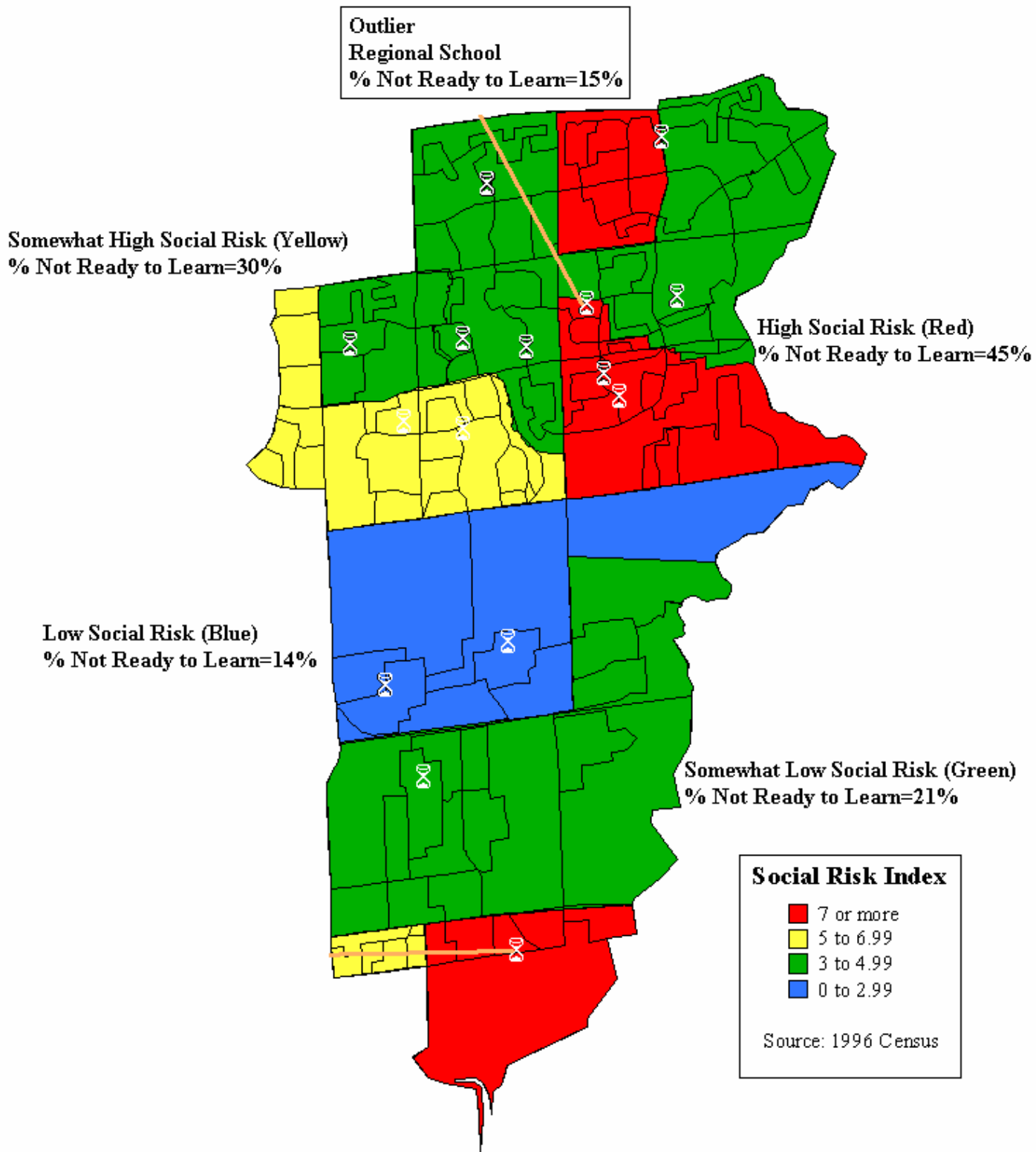
**Mississauga**  
Social Risk Index: 3.56

**Peel**  
Social Risk Index: 3.56



\* Census data from Statistics Canada

# EDI by Social Risk Index



# **What Did We Learn About the Children in Our Community?**

- **3 out of 10 children were not ready to learn**
- **Significant variation between communities in the % of children not ready to learn**
- **Children scored highest in physical health & well-being & emotional maturity**
- **Children scored lowest in communication/ general knowledge and language & cognitive development**
- **High social risk areas have larger proportions of students not ready for school**
- **Girls were more ready for school than boys**
- **Attending organized pre-school programs improves school readiness**
- **Students who do not speak English are less ready to learn than their English-speaking peers**

# Peel's Early Years Initiatives

## *1. Early Years Hub*

- Four sites
- Teacher
- Teaching assistant
- Community outreach worker
- Secretary
- Social worker .5
- Speech language pathologist .5

# Peel's Early Years Initiatives

## *2. Readiness Centres*

- Ten sites
- Teacher
- Teaching assistant

# Peel's Early Years Initiatives

## *3. Reading Recovery*

- Twelve reading recovery teachers
- Intensive reading development program for the lowest achieving six year old students in grade 1
- Receive reading recovery for 12-20 weeks, 30 minutes daily

# Peel's Early Years Initiatives

## *4. Literacy Coaches*

- Primary teachers in 24 schools assigned .5
- Mentors and supports colleagues in the primary division
- Plan with the reading recovery teacher, Second Language Early Literacy and the Teacher Librarian to support the literacy goal identified by the school

# Peel's Early Years Initiatives

## 5. *ESL/ELD Literacy teachers*

- Thirteen English as a Second Language Early Literacy teachers
- Assigned .5 to 26 sites (Highest % of English Second Language Learners plus Highest social risk index factor)
- Enhance instructional effectiveness

# Peel's Early Years Initiatives

## *6. Mathematical Literacy Resource teachers*

- Three instructional resource teachers
- Build capacity for mathematical literacy among the resource staff (instructional resource teachers, early literacy teachers)
- Support school teams where mathematical literacy is focus of school success

# Peel's Early Years Initiatives

## 7. *Success By Six*

- Community coalition
- 60 partners in business, labour, education, recreation, health, social services and government
- provide opportunities for pre-school children to grow and develop to their fullest potential

# Peel's Early Years Initiatives

## *7. Success By Six: Our Commitments*

- Every baby will be born as healthy as possible
- every parent will have the knowledge, skills and support necessary to nurture their child
- Children will develop to their fullest potential

# Peel's Early Years Initiatives

## 7. *Success By Six: Our Commitments*

- Everyone who works with children will be recognized and supported
- Communities are active, engaged and dynamic in supporting our children
- Children will live in safe and nurturing environments

# **Province of Ontario Best Start Program**

- quality early learning and child development extremely important for ‘improving the capacity of the population’
- seamless extension of the public education system
- public school as community hubs
- community collaboration

# **Peel Region and Best Start**

- diverse and growing population
- Success By 6 - established
- extensive use of data and demonstrated movement to implementation
- significant established need in Peel for child care and specialized services for children with mental health and developmental needs
- A Peel pilot will provide valuable lessons for the province.

# Examples of Monitoring & Outcome Indicators

## *Indicator*

## *Definition*

**Income Security**

**% of families in the bottom 10<sup>th</sup> percentile for income**

**Low Birth Weight**

**% of children weighing less than 2,500 grams at birth**

**Subsidized Child Care**

**% of children receiving subsidized child care**

**EDI**

**% of children not ready for school**

**Community Environment**

**Level of community engagement**

# Pathway Schools Project

## Lessons Learned

- Create & nurture a child centered and results oriented culture – build it over a 3 to 5 year period
- Involve decision-makers & community as early as possible – builds capacity & ownership, reduces resistance
- Requires community champions – lead by commitment from the top
- Use the results – model for others the use of results (i.e., budget based decisions)
- If you demonstrate results, you can win support

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