



## Toronto First Duty-TFD

presented at the Symposium,

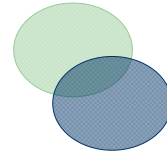
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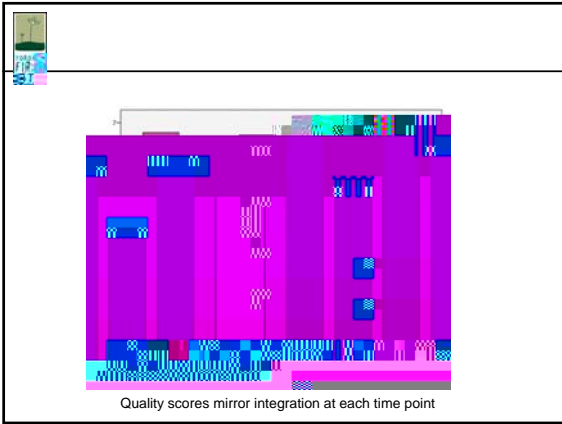



## TFD Research Questions

- § What are the **processes** in implementing & sustaining the program?
  - How does implementation work across sites?
  - What processes link to program success?
  - What are the barriers & facilitators?
- § What are the program **outcomes**?











### TFD staff team “process”

TFD Implementation


- § Top down support and pressure
- § Bottom up buy-in
- § Time to meet
- § Building respect
- § Technical supports & research
- § Professional development
- § Leadership at all levels

Staff teamwork and focus on results



### What about the children?

- § Outcomes for children are important but their experiences along the way count as well. Data included interviews with children as well as EDI teacher ratings.
- § Hearing from children
  - § Interviews
  - § Focus groups
  - § Drawings
- § Early Development Instrument (EDI) teacher ratings




### Children’s experience

- § Kids in TFD did not use language that indicated divisions in their day.
- § Kids in non-integrated sites did:  
*“We have to learn a lot in kindergarten but we mostly play at daycare.”*




### What do children like in TFD sites?

Cross-site: 64 (e) 9m




## Conclusions




## Conclusions

- Ⓔ Service transformation is not a smooth ride.
- Ⓔ Staff teamwork & leadership are crucial to local success.
- Ⓔ Conceptual agreement on program aims and how integration will support them is a starting point.
- Ⓔ Service integration supports quality improvement.
- Ⓔ Continual focus on results, in both process and outcomes, is crucial to success; Indicators of program quality and progress in integration are key.
- Ⓔ System change, including top-down support/pressure, is needed for local success.
- Ⓔ Children's experiences and environments are where the rubber hits the road



## Themes for ELP and the Vision

- Ⓔ The parent and staff team pathways are the critical, and interwoven, design strands we need to focus on at the very beginning of implementation. Early implementation needs to create the conditions that engage parents and that put staff teams working on cohesive, quality learning environments with the working conditions and equitable pay to support teamwork.
- Ⓔ Integrated teamwork in building a common quality curriculum depends on time to meet, joint professional development, leadership support and mutual respect.
- Ⓔ The integrated approach to programming emphasizes active, engaging child learning; more coherence and less modularization; whole child development, including supports to build self-regulation; parent capacity to work with schools; and community supports for child development and learning.



## The TFD Research Team

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