




Today

- Project Origin, Background, and Purpose
 - Research Study Questions
 - Approach and Methods
 - Plans for Sharing
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Origin



Background

- Childcare in Canada is expanding: in 2021 the federal government announced they would invest \$21 billion into a national childcare system over 5 years.
- **Canada's stated goals:** Affordable, inclusive, accessible, higher quality childcare in Canada.
- How will taxpayers know if childcare is accessible, inclusive, and high quality?
Program evaluation of childcare programs.



Background

Program evaluation is already widely used to inform decision makers, parents, staff, and others about the quality, accessibility, and inclusion of childcare programming (Toroyan, et. al., 2004; Melhuish, 2001; Scopelliti and Musatti, 2013; Rentzou and Sakellariou, 2013; Ishimine and Tayler, 2014).



But there are gaps in the childcare quality program evaluation literature. These are:

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- Program evaluation that incorporates children's perspectives
 - Culturally responsive Indigenous evaluation in daycare settings

Background

Those gaps matter because:

- **Canadian Evaluation Society:** competencies (2.6, 3.2, 3.6, 3.7) and **Joint Committee on Standards for Educational Evaluation** standards: (U.2, U6, P.1, P3)
- **United Nations Declaration on the Rights of the Child:** Children have a right to express their views about situations that matter to them, and to have those views heard and considered by adults (Article 12 – Canada signed in 1991).
- **United Nations Declaration on the Rights of Indigenous Peoples:** Article 22(1) states that particular attention shall be paid to the rights and special needs of Indigenous elders, women, youth, children and persons with disabilities in the implementation of UNDRIP.



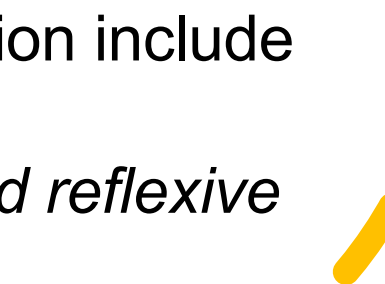
Project Purpose

- Use **Integrated Knowledge Translation** and **Design-Based research** approaches to collaboratively and iteratively develop **daycare program evaluation methods that support children's participation** and are culturally responsive for Northwest Territories' programs.

Project Questions

- a. What evaluation approaches, methods, and tools exist for including children's input in daycare quality evaluation?
 - *Scoping review*

 - b. What are the barriers and facilitators to conducting evaluation in daycares in a way that includes children's input?
 - *Interviews and focus groups, reflexive practice journal notes*

 - c. How can daycare program evaluation include children's input?
 - *Interviews and focus groups, and reflexive practice journal notes*
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Design

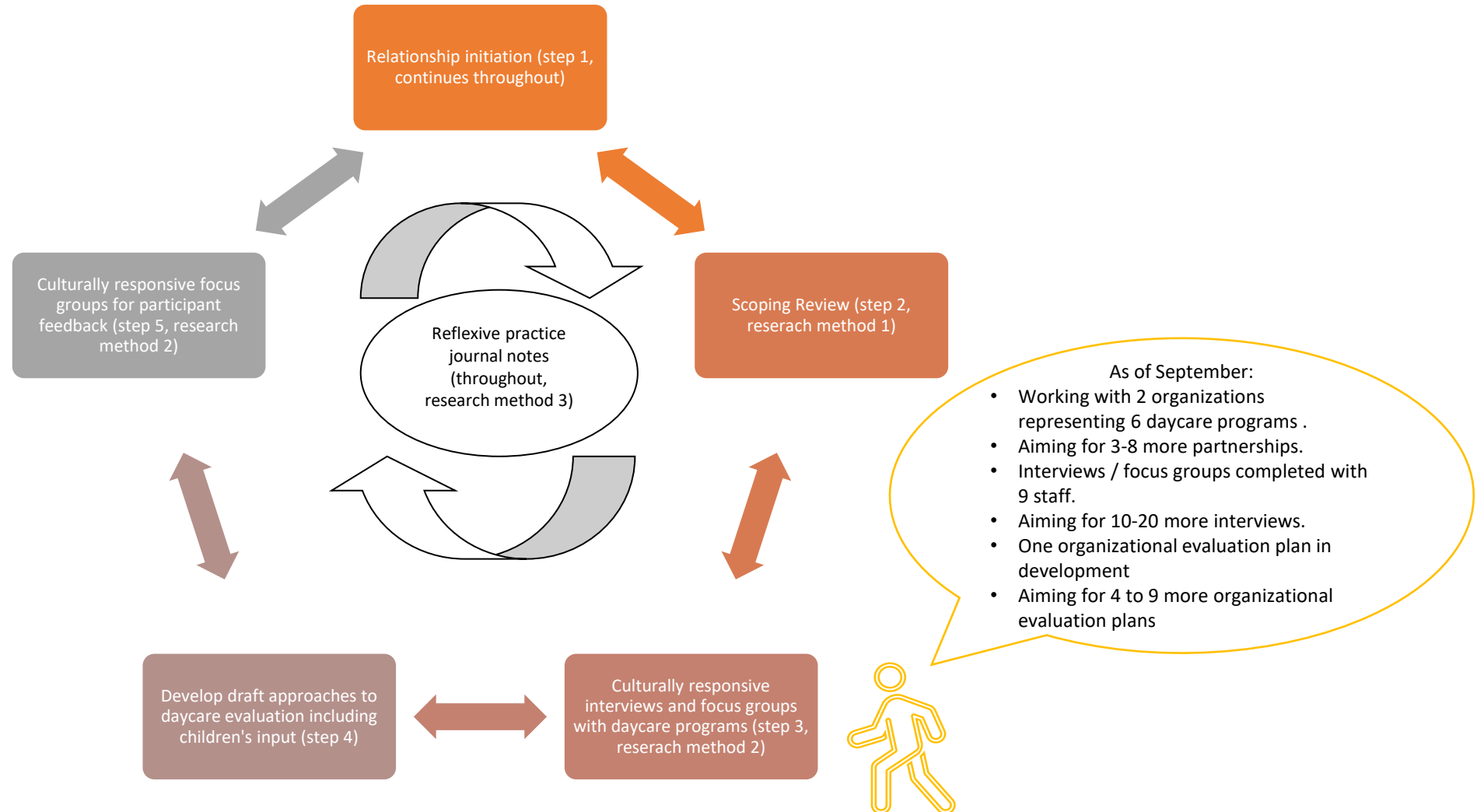
Integrated Knowledge Translation

- A form of community engaged research;
- Codesigning approaches with participating daycare programs;
- Aiming for practical results that are more likely to be useful and used by those the project is meant to benefit (Jull et. al., 2017)

Design-based research

- Findings from one stage inform approach to the next stage;
- A lack of literature and previous examples means using an exploratory, iterative approach (McKenney, S., & Reeves, T. C. 2013)


Approach and Methods





Plans for Sharing and Reciprocity

Four planned ways to share results of the information back to community members:

- **Summary poster** visually describing evaluation and research methods that can be used to gather and include children's input, for daycare programs.
 - **Plain-language article** on why children's input matters, and ways to gather it in daycare setting, for the general public.
 - **Daycare program(s) evaluation plan(s)** with tools for implementation, for daycare programs and policy makers.
 - **Evaluator reflective practice note** on process of establishing partnerships with daycare programs, for evaluators
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Summary Poster

Gathering children's daycare experiences

How?

- **group interviews**
Children respond to verbal prompts in a group setting.
- **play prompts**
Children are observed while playing a game designed by the evaluator to elicit feedback.
- **visual prompts**
Drawing prompts: children share their drawn interpretation of the prompts.
Photo prompts: children talk about drawings or pictures shown to them.
- **one-on-one discussions**
Children speak with the evaluator and respond to conversation prompts or questions in the classroom setting.
- **walk-and-talk**
Children take the evaluator on a walk or tour of their space.
- **observation**
Information is gathered by observing children in different activities.



There are many ways to ask children about their daycare experience

The evaluator will take written notes to capture the children's responses. If visual prompts are used, the children's drawings and/or photos might also be collected.

Involving NWT Artists



Scrunchie thank you gifts for interviewees, handsewn by Beaufort Delta artist, **Mariah Charlie**



Original artwork to be used for knowledge sharing documents, painted by Tłı̨chǫ artist, **James Wedzin**



Thank you

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