



# ***Adventures in early learning*** *Stories of early years stratagems and successes*

**Jim Grieve, Assistant Deputy Minister  
Early Years Division, Ministry of Education  
January 29, 2014**

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# **Vision** of the young child as a **capable,** **competent** learner

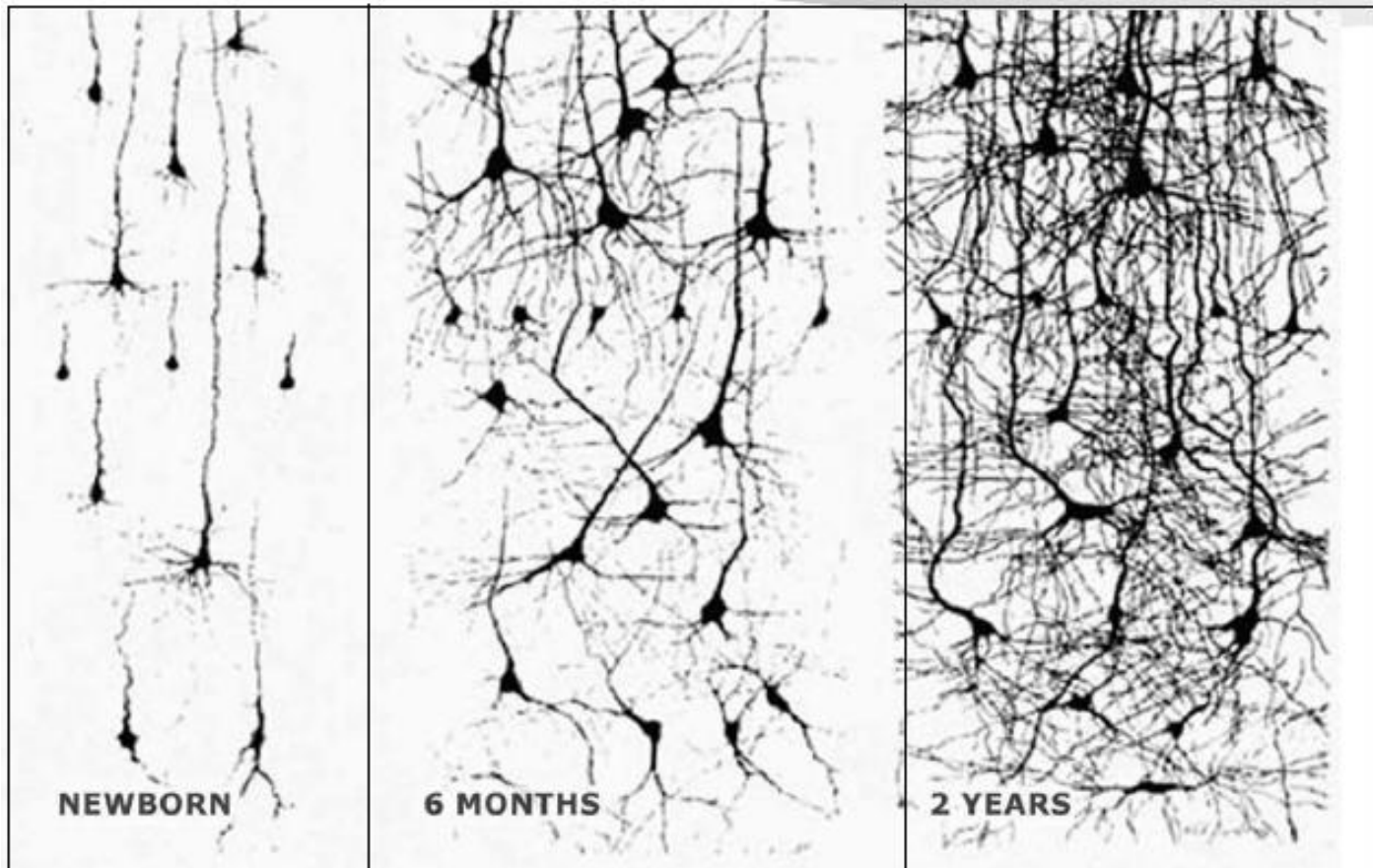
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# Brain cell development from birth to age 2



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# Synaptic **density**



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# 7-to-1 return on early learning investment, research says



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# Vision for early learning in Ontario

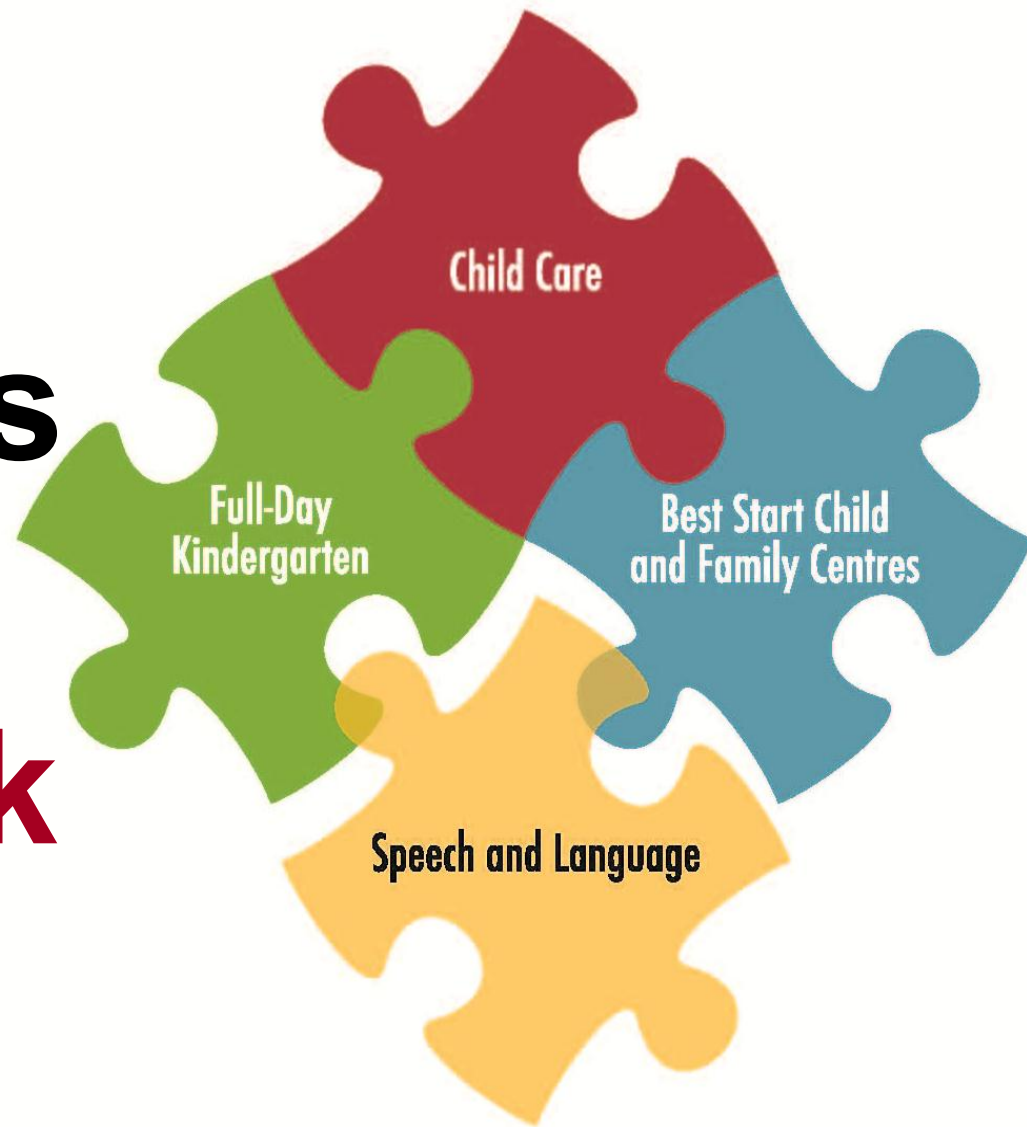


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# Ontario Early Years Policy Framework



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# Guiding principles





# Priority areas for action



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# Child Care Modernization Act



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# Best Start Child and Family Centres

## Ontario Early Years Centres



A Place For Parents And Their Children.



# Full-day kindergarten for four and five year olds







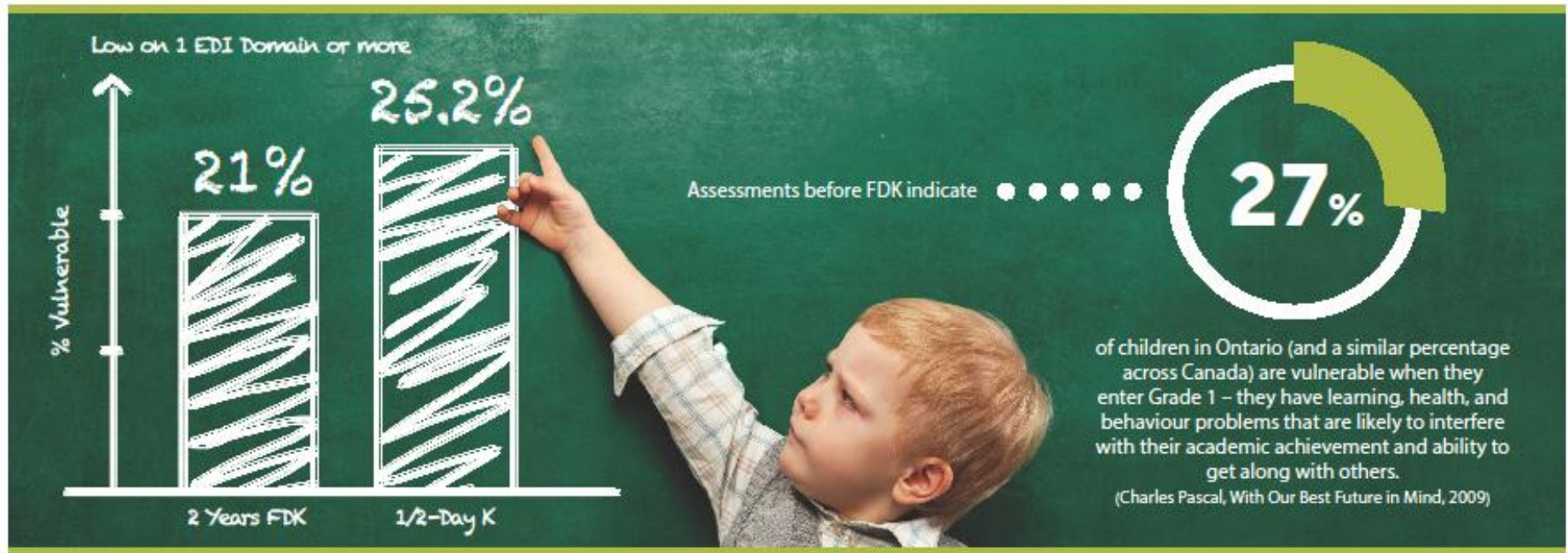
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# The Science Behind Full-Day Kindergarten

**Children who have attended FDK are better prepared to enter Grade 1 and to be more successful in school.**

There is considerable evidence to suggest that FDK students are physically able to take on a full-day of play-based learning in a school setting. FDK provides students with increased opportunities "to reflect on activities, engage in conversation, cooperative play, and experiences supporting the development of self-regulation. These experiences are resulting in growth in children's vocabulary and ability to articulate their thinking" (Vanderlee, Youmans, Peters, & Eastabrook).



**EDI vulnerability higher than 10% costs the Ontario economy \$1 trillion annually.**

– Paul Kershaw, Human Early Learning Partnership, UBC

## FDK Reduces Risks in Language & Cognitive Development (JK)

The Early Development Instrument (EDI) measures children's ability to meet the challenges of school and predicts academic success.

½ Day K

**15.8%**  
risk

1 Year FDK

**15.7%**  
risk

2 Years FDK

**4.3%**  
risk

\* Children in the 2 year FDK group had already benefited from FDK in their Junior Kindergarten year at the time of measurement.

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# Neurons to **neighbourhoods**



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Ontario