

A snapshot of EARLY CHILDHOOD DEVELOPMENT IN MANITOBA



Are Manitoba children ready for school?

We know that children's success and happiness in school depend a great deal on how ready they are when they enter grade one.

Every child deserves the best start in school and the **Early Development Instrument (EDI)** tells us how well we are doing in getting Manitoba's children ready for school.

What does 'readiness for school' mean?

'Readiness for school' is a baseline of Kindergarten children's readiness for beginning grade one. Readiness for school is influenced by children's early years and the factors that shape their early years, including:

- family functioning
- parenting styles
- community support
- neighbourhood safety
- socio-economic factors

Children's readiness for school is influenced by family and community factors in their early years. EDI results are a reflection of the **strengths and needs** of children's communities.

How do we measure children's readiness for school?

The EDI is a research tool used to determine children's readiness for school. In Manitoba's school divisions, Kindergarten teachers complete the EDI questionnaire for all children in their classroom.

In 2003-2004:

- 28 out of Manitoba's 38 school divisions participated in the EDI
- The readiness of approximately 8500 children across Manitoba was measured

EDI results can only be presented about groups of children; the EDI is never used to assess the development of individual children. These group results are then shared with school divisions and community groups to address the specific strengths and needs of children's communities. Results from the first (2002-2003) and second (2003-2004) EDI collections are highlighted in this provincial report.

“ It is our responsibility to ensure bright futures for today's children so that tomorrow's society will benefit. ”

Dr. Dan Offord (1933-2004)
Co-developer of the Early Development Instrument (EDI)

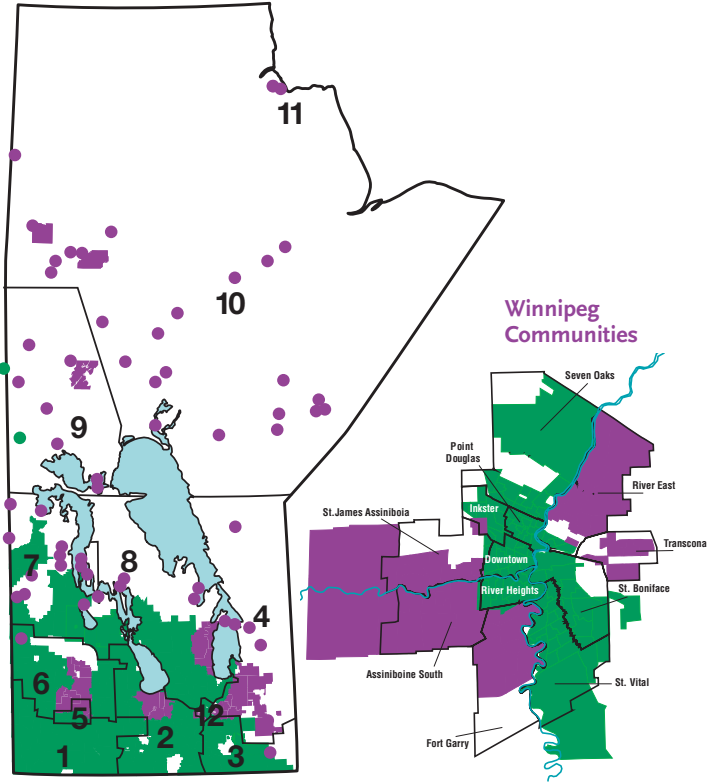




Who is measuring children's readiness for school?

Participating School Divisions 2003-2004

- Beautiful Plains
- Border Land
- Brandon
- DSFM
- Flin Flon
- Fort La Bosse
- Hanover
- Interlake
- Kelsey
- Lakeshore
- Lord Selkirk
- Louis Riel
- Mountain View
- Mystery Lake
- Park West
- Pine Creek
- Pine Falls
- Prairie Rose
- Prairie Spirit
- Red River Valley
- Seine River
- Seven Oaks
- Southwest Horizon
- Swan Valley
- Turtle Mountain
- Turtle River
- Western
- Winnipeg



Manitoba Regions

- | | |
|---------------------|--------------|
| 1 South Assiniboine | 7 Parkland |
| 2 Central | 8 Interlake |
| 3 South Eastman | 9 Norman |
| 4 North Eastman | 10 Burntwood |
| 5 Brandon | 11 Churchill |
| 6 North Assiniboine | 12 Winnipeg |

■ EDI data available for 2003-2004
■ No EDI data available for 2003-2004

The EDI measures:

'Readiness for school' is a baseline of children's readiness to begin grade one. Readiness for school is influenced by children's early years and the factors that shape their early years –including parenting styles, family functioning, community support, neighbourhood safety and socio-economic factors.

The EDI measures children's readiness in the following areas:

PHYSICAL HEALTH & WELL-BEING

Children are healthy, independent, rested each day...

SOCIAL COMPETENCE

Children play and get along with others, share, show self-confidence...

EMOTIONAL MATURITY

Children are able to concentrate on tasks, help others, show patience, are not often aggressive or angry...

LANGUAGE & THINKING SKILLS

Children are interested in reading and writing, can count and recognize numbers, shapes...

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children can tell a story, communicate with adults and other children...

Thank you to the participating School Divisions, especially Kindergarten teachers, for supporting the EDI!



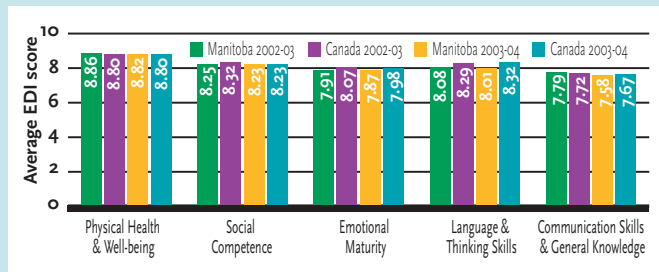
What does the community h

"The EDI has helped our coalition learn about the strengths and needs of the downtown area. Data from the EDI helps us determine how to distribute needed funds and build on our community's strengths."

Hubert Fenton-Smedts
 Chair, Downtown Parent-Child Coalition and
 Director of Kid Gloves Child Care Centre

What do the EDI results tell us?

Manitoba and Canada Results



According to the EDI average scores for 2002-2003 and 2003-2004:

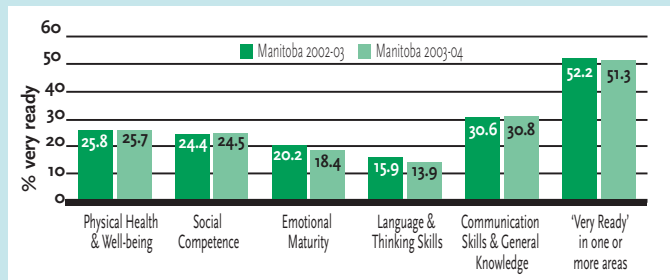
- Manitoba and Canada results are comparable across all five areas of development
- The results have remained stable across both years¹

However...

EDI average scores don't give us the whole picture. We also need to know how many kids are very ready (top 25th percentile) and how many kids are not ready (bottom 10th percentile).



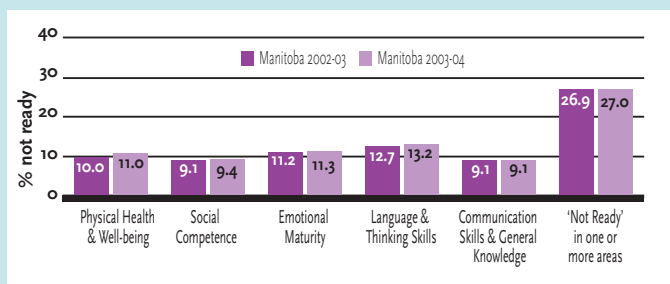
Manitoba 'Very Ready' Results



There is an expectation that 25% of scores should fall within the very ready category. More than 25% indicates a **strength** in that area of development.

- According to the EDI very ready results for 2002-2003 and 2003-2004, Manitoba has **strengths** in the areas of physical health and well-being; and communication and general knowledge.

Manitoba 'Not Ready' Results



There is an expectation that 10% of scores should fall within the not ready category. More than 10% indicates a **need** in that area of development.

- According to the EDI not ready results for 2002-2003 and 2003-2004, Manitoba has **needs** in the areas of physical health and well-being; emotional maturity; and language and thinking skills.

¹ 2002-2003 EDI results reflect the data collected from 24 out of 38 participating school divisions. The results from 2003-2004 reflect the data from 28 out of 38 participating school divisions.

What have to say about the EDI?

"The EDI provides a snapshot of student strengths and their areas that need development as they start school. This allows us, as a division, to share information with our community, celebrate strengths, and raise awareness in the community about the areas that need support".

Dorothy Braun
Assistant Superintendent responsible for Student Services,
Border Land School Division

"We work closely with the family child care providers, nursery schools and child care programs in our region. Sharing information with them about the EDI will strengthen the work they do with children and families."

Dorothy Kaytor
Coordinator, North Assiniboine
Parent-Child Coalition

"The EDI gives us the opportunity to take good research and follow up with appropriate programming. While there is no research that can give us a complete picture of what is happening in our community, the EDI is another tool in our toolbox that helps us to support and deliver programs that are relevant and important to the families in our region."

Marli Brown
Coordinator,
Parkland Parent-Child Coalition

It really does take a village...

The results from the 2004 EDI parent survey supports what we've always known to be true: parents play the most important role in getting children ready for school. However, the research also tells us that other family members and communities also play an important role. Safe and supportive neighbourhoods as well as access to quality early childhood programs are also linked to children's readiness for school.

In addition to this provincial EDI report, community-level EDI results (shown by rural municipality or city neighbourhood) are shared with Manitoba's parent-child coalitions and school divisions in Manitoba. Coalitions and school divisions use their community-level results to address the individual strengths and needs of their communities and schools.

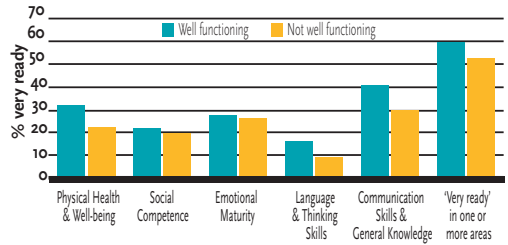
For information about the Parent-Child Coalition in your area, please call the Healthy Child Manitoba Office at (204) 945-2266 or toll-free at 1-888-848-0140, or visit our website www.manitoba.ca/healthychild

How do we ensure our children get the best start for school?

In 2004, information was collected from a random sample of 1000 parents whose children participated in the EDI. Results from the 2004 EDI parent survey tell us what helps children's readiness for school.

Children need: Families that are supportive, secure and loving

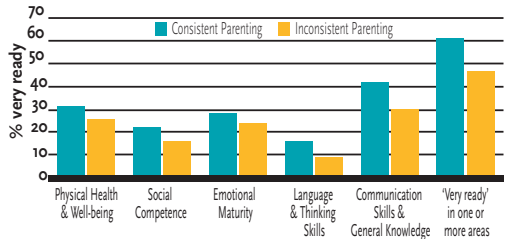
Relationship of Family Functioning and Children's Readiness for School



Children from well functioning families (family members relate and communicate well) are more likely to be ready for school, especially in the area of physical health and well-being; language and thinking skills; and communication and general knowledge.

Consistent parenting

Relationship of Parenting and Children's Readiness for School



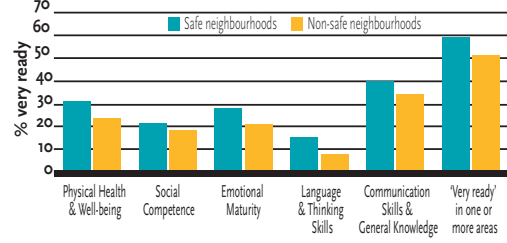
Children who receive consistent parenting (following up and following through with children) are more likely to be ready for school across all five areas of development.



Thank you to the Social Research and Demonstration Cooperation and POLLARA for helping us complete the 2004 EDI survey!

Safe and supportive neighbourhoods

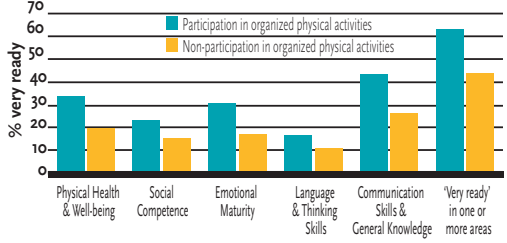
Relationship of Safe and Supportive Neighbourhoods and Children's Readiness for School



Children who live in safe neighbourhoods are more likely to be ready for school, across all five areas of development.

Opportunities for organized physical activities

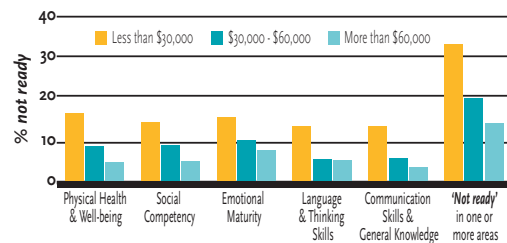
Relationship of Physical Activities and Children's Readiness for School



Children who participate in organized physical activities are more likely to be ready for school, across all five areas of development.

Which children need additional support?

Relationship of Family Income and Children's Readiness for School



While the percentage of children who are not ready for school is greater in lower income families, it is important to recognize that children who need additional support are found at all income levels.