# ECE Journey Map

High emotion ↑ / low emotion ↓

## Search and Selection

- Finding time to tour schools and make decisions (1)
- Contact school
  - EOI
  - Physical/virtual tour
  - Application
- Classroom disruptions during school tours (1)

**Administrative tasks**

- Scheduling and leading school tours is unpredictable

**Data collection**

- Personal Details In Web form or myTour (D)
- Enrollment Info Booklet (P)
- Lead Details from Tour (D)

## Enrollment / Training

- Filling out paperwork and setting up multiple accounts (1)
- Trying to get a spot at ideal school (1)
- Recruit/On-board
  - Orientation
  - Payment
  - Teacher recruitment
- Managing multiple accounts as both teachers and parents of students at the school (1)
- Limited memory or recognition of value of training (2)

**Administrative tasks**

- Difficult enrollment decisions
- Onboarding new hires
- Setting up payments
- multiple forms to collect from parents who don't fill them in or complete correctly

**Data collection**

- Multiple Platform Registration (D)
- Enrollment Paperwork (P)
- LCG360 Registration (D)
- New Teacher & Parent Registration Information (D)

## Kickoff to school year

- Don't have a clear view of the weeks schedule ahead of time to plan properly (1)
- First day anxieties, transitions, and not developing trust at the beginning (1)
- Emotional and physical task of preparing for first day anxiety (child and parent) (1)
- Awaiting class announcements (1)
- Schedule
  - Class lists & calendar
- Managing transitions to new care environment (1)
- No standardized "first day" intro to teachers (1)
- Awaiting new class list (1)

**Administrative tasks**

- Accomodating parent communication preferences

**Data collection**

- Academic Calendar for Year (P/D)
- Send payment (D)
- Class Lists & Schedules (P/D)
- Registered Student List (D)
- Track parent payments (D)
- Program Room Assignment Update (D)
- BW Room Assignments (D)
- WMG Room Assignment (D)
- LCS Room Assignment (D)

## Arrival / Drop-off

- Limited F2F communication with parents (1)
- Drop-off
- Emotional transition to environment for children. Hard to get a window for any urgent information (1)

**Administrative tasks**

- Juggling co-ordinating drop-offs, kiosk check-ins and making sure teachers are setup for day
- So many messages and information transfers received each morning
- confirming daily attendance numbers

**Data collection**

- Schedule for day/week (P)
- Kiosk Check-in (D)
- Make In School Payment (D)
- Student Arrival Count (P)
- Schedule for day/week (P)
- Kiosk check-in (Stuff & Child from bus)
- Face to Name (P)
- Student Arrival Count (D)(P)
- Precess in school payment (D)

## Group time

- Initial separation anxiety after leaving child and need reassurance they are safe (1)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Takes time to record and send photos/videos (3)

**Data collection**

- Notes on Student Behavior/ Incident Issues (P/D)
- Activities for day (P)
- Face to Name (P)
- Face to Name Check (P)

## Morning activities

- Updating parents distracts from time with kids (1)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Wants to know what child is learning (2)
- Limited view of child's daily experience (2)

**Administrative tasks**

- Incidents can throw off schedule for the day

**Data collection**

- Receive Photos (D)
- Capture Photos (D)
- Activity Notes (P)
- LCS entries for student progress (D)
- Face to Name (P)
- -Safety Check (D)
- -Teacher support notifications (P)

## Outdoor play

- Teachers can't devote attention to everything at one time. Needs to keep an eye on children and prevent accidents (1)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Wants photos/videos but doesn't want to disturb teacher (3)
- Wants to share media with other family members (3)

**Administrative tasks**

- Needs to perform safety checks, surveillance

**Data collection**

- Receive Photos (D)
- Capture Photos (D)
- Activity Notes (P)
- Face to Name (P)
- Teacher support notifications (P)
- Safety Checks (D)

## Lunch

- Teachers can't devote attention to everything at one time..Needs to prepare tables and food for children (1)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Wants to know what/how much child ate (1)

**Administrative tasks**

- Ensuring correct meals/nutrition requirements met

**Data collection**

- Receive food notification
- Record meal timing and contents
- Face to Name (P)
- Student Nutritional Needs (P)
- Safety Checks (D)

## Nap

- Unpredictable times to do planning (2)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Wondering how long child napped (1)

**Data collection**

- Receive nap notification
- Record nap time (D)
- Send BW Updates (D)
- Face to Name (P)
- Teacher support notifications (P)

## Curriculum planning

- Need support gauging level and associated skills to find activities to support development (2)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Doesn't understand photo/video connection to education (2)
- Interested in knowing what child is learning (2)
- Only sees growth portfolio 2x year (2) (3)

**Data collection**

- -Curriculum Outlines P)
- -Individual child needs (P)
- -Activity Inspiration (D)
- -Face to Name (P)

## Potty/Diapering

- Potty/diaper tracking may happen multiple times/day (1)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Wants to know when/how often child went potty/had a diaper change (1)

**Data collection**

- -receive potty/diaper updates (D)
- -capture potty/diaper updates (D)
- -Face to Name (P)

## Afternoon activities

- Start receiving flood of parents comms ahead of pickups (1)
- Development documentation is time consuming (3)
- BW Update
  - Learning activities
  - Photos/videos
  - Message
- Waiting for teacher responses (1)

**Administrative tasks**

- Ensuring no incidents happen ahead of parents pickups

**Data collection**

- -receive photos (D)
- - capture photos (D)
- - Notes on Student Behavior/ Incident Issues (P/D)
- -transfer info from morning (P)
- -Face to Name (P)
- -Safety Checks (D)
- - Teacher support notifications (P)

## Collection / Pick-up

- Discover any dirty diapers or surprises about condition that child is picked up in (1)
- Wants a download of child's day from teacher (1)
- Not knowing where to go to find child (1)
- Juggling chaotic schedules to get to pickup on time (1)
- Pick-up
- Inconsistent transfer of knowledge between teachers (1) (3)
- Limited F2F communication with parents (1) (3)

**Administrative tasks**

- Ensuring teachers communicate with parents so they are not surprised at pick up
- Juggling co-ordinating pickups and contacting late parents
- Time spent with some parents is longer than others

**Data collection**

- -kiosk sign in
- -updates on events or incidents (P)
- -location of child (P)
- -any priority events or incidents (P)
- -Parent debrief
- -Update BW child location when rooms combine
- -Face to Name (P)
- -Kiosk Sign Outs(D)
- -Face to Name closeout (P)

## Extended care

- Juggling staggered pickups while monitoring child (1)

**Data collection**

- -homework activities (P)
- -summary of day activities, outcomes (P)

## At home

- Gathering all important information to plan for next day (1)
- Can't understand moods or behavior issues after school (2)
- Don't know what bonding activities to do that can support school development (2)
- Struggle to find things to talk to child about to connect to their day (3)
- Review
  - Weekly recap
  - Next week schedule
- Some parents don't understand / appreciate the learning and teaching involved for young age group (2)
- Exhausted after long day, lack of encouragement or recognition can be demotivating (3)

## Transition to next classroom

- Limited information on what new teacher/room communication style is (1)
- Hope child is ready, not clear what new developmental needs are (2)
- Schedule
  - Class lists & calendar
- hard to communicate how individual development will be supported (2)
- Doesn't know new student's specific parent preferences around comms (1)

**Data collection**

- -payment changes (P/D)
- -updates on children from the day (P)
- -new class mixes

## Parent-teacher conferences

- Only has feedback conversations 2x year (2)
- Having difficult conversations about development and behavior (2)
- P/T Conference
  - Feedback
- Seeing evidence of progress or understanding problems over periods (2)
- Learning progress can come as a surprise to parents (2)

**Administrative tasks**

- Children sent to directors office, directors ultimately have to have parents encurce behavior

**Data collection**

- -child development progress and behavior updates (P)
- -parent feedback, at home context (P)

## Yearly reviews

- Manually preparing portfolios and collecting each child's materials (3)
- Review
  - Milestones
- Want to document each year and record milestones for sharing and safekeeping (3)

**Administrative tasks**

- Highest stress period for retention of parents and teachers

**Data collection**

- -overall development and results of child (P)
- -progress of children to advance (P)
- -new class mixes

## Considering leaving

- Uncertainty if day care can provide sufficient education to prepare child for future (2)
- Favorite teacher(s) are leaving and worried about stability for child (3)
- Disenroll
  - Feedback
- Lack of recognition, pay, and career growth (3)

**Data collection**

- -exit survey if leave (D)
- -exit interview if leave (D)
- -exit interview if leave (D)