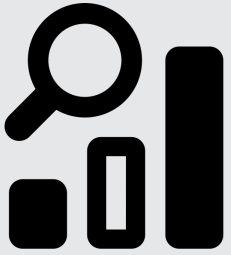


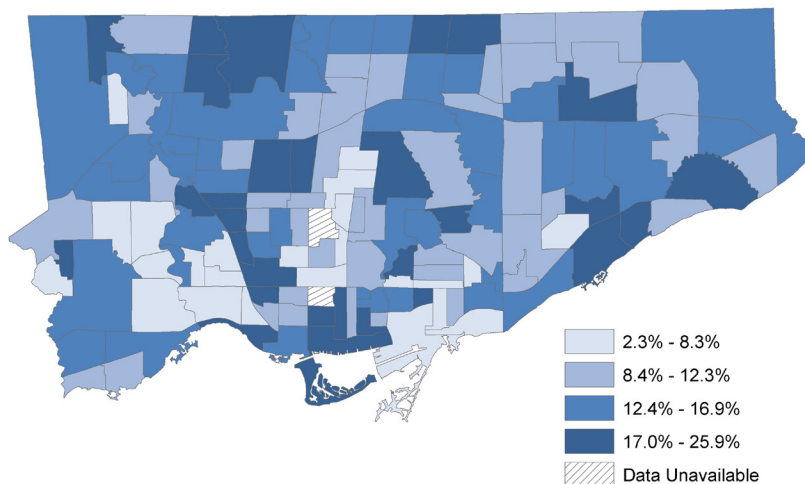
Stronger networks and relationships can support the learning outcomes of Toronto's children.



RESEARCH SUPPORT: Educational outcomes depend on children having strong relationships beyond the classroom that actively support their learning and development¹. Healthy early development lays the foundation for learning and relies on quality relationships early in a child's life². Strong attachment through communication and support provide the building blocks for nurturing relationships.

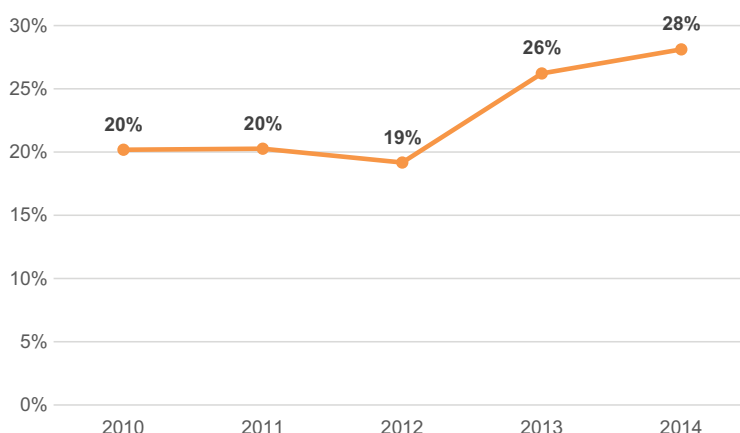
Strong relationships in a child's early years support all aspects of development that in turn support positive learning outcomes. There are inequities in early development across Toronto.

Percent of children who were vulnerable on two or more domains by neighbourhood, Kindergarten students, Toronto, 2014/2015*



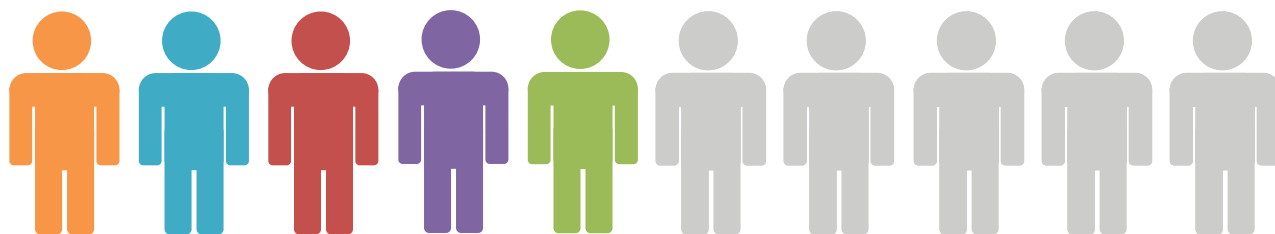
Parental involvement in a child's education is key to learning outcomes. This can include reading together, attending child & family programs, and communicating regularly with teachers and caregivers. In 2014, only 28% of Grade 3 children read with a caregiver every day or almost every day. While this number has increased from 20% in 2010, it is still low.

Percent of students who read with their caregivers every day or almost every day, Grade 3, EQAO, 2010 to 2014*



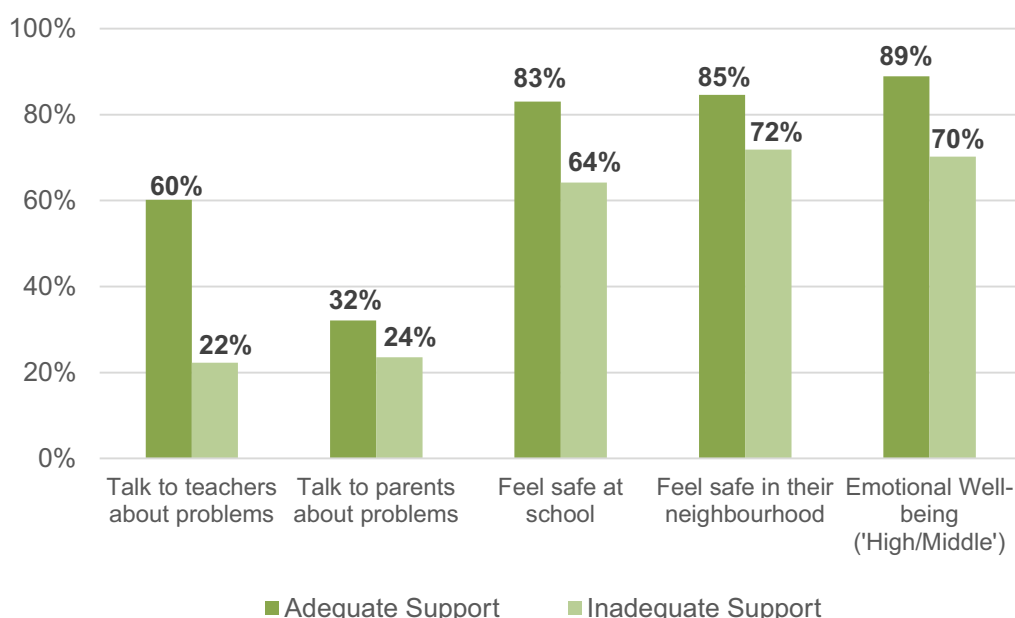
* Information about all data sources can be found online at www.toronto.ca/raisingthevillage under "Highlights"

By the time children are transitioning into adolescence, only half said they talk to their parents often about relationships or problems.



Children who feel they get the support they need in school, are also more likely to talk to teachers or parents about problems, to feel safe in their school or neighbourhood, and to feel well emotionally, suggesting that all of these factors are related.

Student's feelings of support at school as compared to other indicators, TDSB (Grades 7 and 8), 2011*



RESEARCH SUPPORT: In addition to relationships with caregivers, engagement in community and other social networks also matter. Participation in services and literacy programs directly benefit a child, and help parents build networks and skills that support their child's learning³. There are also many positive effects on child development through the social capital built when children and families are connected to their broader community⁴.



CALL TO ACTION

What can parents and communities do to support a learning connection?

What can policy and system planners do to support a learning connection?



Share your thoughts:
@TOChildOutcomes
or #ChildFriendlyTO

1. Bronfenbrenner, U. (1979). The ecology of human development. Cambridge, MA: Harvard University Press;
 2. National Scientific Council on the Developing Child. (2004). Young children develop in an environment of relationships. Working Paper No. 1. Retrieved from <http://www.developingchild.net>
 3. Yau, Parekh and Luo (2013)
 4. Shonkoff, J. & Phillips, D., Editors (2000) From Neurons to Neighborhoods. Washington: National Academic Press