

Working for Change: Canada's Child Care Workforce

Prepared for the
Child Care Human Resources Sector Council

Literature Review



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1. INTRODUCTION

This literature review was prepared as part of the Labour Market Update (LMU) conducted for the Child Care Human Resources Sector Council in 2003 and 2004. The LMU provides an updated profile of those who work in the regulated child care sector, the environment in which they work, and the opportunities and challenges they face as they educate and care for our youngest members of society.

1.1 Background to the Labour Market Update

The 1998 release of the child care sector study, *Our Child Care Workforce: From Recognition to Remuneration*, marked a turning point for a sector that up to that time had remained largely invisible. Sponsored by Human Resources Development Canada, the study was the to focus exclusively on the human resource and training issues faced by caregivers in the different settings that comprise the sector. The study demonstrated that child care is a sector with far-reaching social and economic impact. It concluded with a set of recommendations designed to give the child care workforce the necessary supports to provide high quality services to children.

What has changed in the sector and in society since the publication of *Our Child Care Workforce*? What do these developments mean for the child care workforce of today and tomorrow? These are just two questions that the follow up to the sector study – the Labour Market Update (LMU) – sets out to explore.

There have in fact been considerable changes to child care regulation, funding and policy at all levels of government across Canada since 1998. There are important differences in the way child care is organized and managed across the provinces and territories. Some jurisdictions, such as Quebec, have made significant gains in the expansion of early childhood programs, and in the wages and working conditions of the workforce. Others, such as British Columbia, have implemented major funding cuts, resulting in a number of program closures, reductions in wages and job losses.

As well, there is increased recognition that the first six years of life have a long-lasting impact on a child's development. Participation in quality child care can benefit all children and can compensate for social disadvantage. There is wide recognition that the key to quality child care is a well-trained and skilled workforce that is appropriately compensated.

Many further changes have taken place during the last six years, such as demographic shifts, changes in the nature of work and work organization, and the aging of the child care workforce. Overall, child care spending and the supply of regulated care have increased. Nonetheless, many of the same challenges the workforce faced in 1996 remain, such as low wages and minimal benefits, high turnover among trained staff, and the reality that early childhood education and care (ECEC) services are available to only a small proportion of young children.

A sector council for the workforce

After the 1998 sector study's release, there was a period of consultation on the recommendations in the report, culminating in the establishment of the Child Care Human Resources Round Table in 2000. In the fall of 2003, this became a formal sector council. The 18-member Child Care Human Resources Sector Council (CCHRSC) is a non-profit organization through which child care and labour organizations, together with constituents of the child care workforce, endeavour to address human resource issues through sectoral perspectives and analyses.

In the fall of 2002, the round table received funding from Human Resources and Skills Development Canada (HRSDC) (formerly Human Resources Development Canada) to conduct a Labour Market Update (LMU) of the child care sector as a follow-up to the 1998 child care sector study.

The LMU was undertaken over a 15-month period beginning in February 2003, and led by a five-member research and consulting team under the direction of the LMU Working Group, a sub-committee of the Sector Council.

The child care sector study identified a number of labour market challenges that the LMU re-examines against the current social and economic backdrop. These challenges are grouped into three main areas:

- *Work environment*: wages and benefits, health and safety issues, employment standards, and turnover rates.
- *Skills*: educational requirements, and career and professional development opportunities.
- *Recognition*: the perceived low status of providing early childhood education and care.

These challenges remain at the heart of the sector's central human resource problems – recruitment, retention and recognition – and pose a real threat to the sector's future.

Information and data gathering for the LMU included:

- an environmental scan
- a literature review
- consultation with the field and relevant partners through a survey of early childhood education students in eight post-secondary institutions, focus groups and key informant interviews.

The project also developed a series of case studies and profiles of staff, directors and caregivers in two municipalities (Vancouver and Toronto) who are innovators in child care planning, delivery and support. The report of the literature review is the subject of this document.

1.2 Focus and Structure of the Literature Review

The LMU study provides up-to-date information about child care human resource issues, as well as recommends measures to deal with these issues. It addresses five questions:

1. What emerging issues and themes affect the workforce?
2. What relevant recent research findings and demographic information related to the child care workforce can inform a long-term labour market strategy?
3. What are the various approaches to and priorities of governments with respect to policy development and service delivery?
4. What can we learn from international jurisdictions that could be applied in a Canadian context?
5. What are the current activities and positions of child care organizations?

This report is organized into four sections:

- Introduction
- Description of the approach taken
- Discussion of the emerging issues
- Concluding remarks

There are two appendices:

- Summary of the documents reviewed, organized into a template
- Document notes, providing additional information on 11 major studies and reports.

The literature review is a central part of the LMU; it provided a basis for the collection of data and the analysis of the study's findings. The specific purposes of the literature review are to:

- Identify emerging issues and themes that affect the workforce.
- Identify and analyze current research and policy literature related to the child care workforce's work environment, skills and recognition.
- Identify research issues related to the challenges of the child care workforce.
- Consider other possible research questions for further investigation.

A preliminary literature review, completed in March 2003, identified up-to-date information that documents developments in the child care sector over the past five years. The review is a compilation of current information from a variety of sources that guided the consultative and other data collection activities of the LMU. Summary information from the preliminary literature review identified the dominant issues, and informed the protocols for key informant interviews and focus groups. Participants in the study identified additional documents and studies, which are included in this final literature review.

2. APPROACH

The literature review examines documents produced since 1998 that are relevant to child care human resource issues in Canada. The findings of the review provided background information to address the LMU's five questions. The review also described the key issues that shaped the analysis of LMU data.

2.1 Selection of Documents

The first Canadian child care sector study developed a database of human resource information that was reported in *Our Child Care Workforce: From Recognition to Remuneration* in 1998 and in a supplementary paper, *Professional Education and Development: A Literature Review*, in 1999. In 2000, the Child Care Human Resources Round Table produced an overview of recent government policies and trends that may have had an impact on human resources in child care and a summary of human resource-related activities the field had undertaken since the release of the sector study report. This overview was summarized in the report, *Human Resources in Child Care: An Update on Policies, Trends and Activities*. The literature review for the LMU expands and updates the database of human resource information identified in these reports.

The initial set of documents was identified from the library databases of the Childcare Resource and Research Unit and the Université du Québec à Montréal, and from on-line searches of child care and social policy organizations, and government websites. Additional materials referenced by key informant interviews were reviewed over the course of the project and included in the final literature review. The review includes:

- Major Canadian studies and papers related to the child care workforce undertaken since the completion of the sector study and release of *Our Child Care Workforce*
- Recent federal/provincial/territorial studies and reports that address or inform issues relevant to the child care workforce, such as surveys of remuneration, labour market strategies, and issues in training and education
- Position papers produced by professional and advocacy associations and/or organized labour
- Studies and publications of the Canadian education sector and related associations that address early learning and child care and that may have an impact on child care
- International studies and documents that may be relevant to the child care workforce.

Over the course of the LMU, relevant federal and provincial/territorial government policy documents were included in the literature review. These documents outline: strategic directions for child care that are likely to have an impact on future access to and funding of services; and the wages and working conditions of the child care workforce.

2.2 Methodology

The LMU research team developed a template for the literature review (Appendix 1). Six defined categories for the preliminary template are organized by the producer/publisher of the documents. The entries for each category are organized into separate tables. The categories are:

- *Academic*: Articles originating from an academic institution, including peer-reviewed papers, reports and policy statements.
- *Government*: Documents produced by local, provincial/territorial and federal governments.
- *Child care professional/training/advocacy/labour*: Documents published by child care sector organizations, postsecondary institutions, unions and teachers' federations.
- *Social policy*: Reports published by social policy organizations outside of the specific child care sector.
- *International*: Selected documents relevant to Canada's child care workforce.
- *Books*: Publications pertaining to the child care workforce and sector.

The template entries for each document include:

- Full reference information
- Brief description of the type of document including (when relevant) the methodology, sample size, time frame
- Summary of findings, conclusions and/or recommendations
- Human resource implications for the child care workforce.

Our Child Care Workforce: From Recognition to Remuneration identified three major categories of challenge that face the child care workforce.

1. The *work environment* challenge includes issues related to wages, working conditions and organization of work in child care settings.
2. Challenges in the area of *skills* describes models of delivery of training and education, curriculum content, and accessibility of programs offered within and outside of postsecondary education institutions.
3. The *recognition* challenge includes issues related to recruitment, retention, unionization, professionalism, advocacy and perceived value of child care work.

Building on the initial work of the 1998 child care sector study, this literature review uses these three same challenge categories to describe the human resource implications of the reviewed documents.

The team compiled more extensive background notes the documents that are considered to be particularly relevant (Appendix 2). These document notes provide a more detailed description of the content, the findings and the implications for the sector.

3. FINDINGS OF THE LITERATURE REVIEW

The findings of the literature review are consistent with the conclusions in *Our Child Care Workforce: From Recognition to Remuneration* (1998) and the Child Care Human Resources Round Table's report on policies, trends and activities in released in 2000.

- The sector continues to struggle at the margins of public policy and funding.
- The workforce is becoming better educated but compensation continues to lose ground and the work environment is demanding.¹
- There are gaps in skills and is a need for more qualified staff, but postsecondary education and professional development opportunities are often difficult to access.²
- In spite of public attention to early child development, the work in child care remains undervalued.³

The findings of the literature review are organized into three sections:

- Update on the child care sector and public policy environment in Canada
- Profile of the child care workforce in Canada
- Labour market issues.

3.1 Update on the Child Care Sector

The importance of the early years (prenatal to age 6 years) is increasingly understood by the general public, and is influencing public policy and funding decisions. Increasingly, reports and publications conclude that it is essential to recognize child care as an important component of any strategy to address early child development. For example, the November 2002 report of the National Liberal Caucus Social Policy Committee in collaboration with the Caledon Institute of Social Policy, *A National Child Care Strategy: Getting the Architecture Right Now*, noted that: "Unless progress is made on child care, no early years strategy can be successful." Increased spending on early years initiatives, including child care, and increased public awareness about early child development converges to highlight the value and role of the child care workforce.

3.1.1 Policy Initiatives

The current public policy landscape in Canada has changed since the release of the Child Care Sector Study in 1998. The Ontario Early Years Study co-chaired by the Honourable Margaret McCain and Fraser Mustard influenced policy directions across the country and shifted the federal focus away from targeted initiatives for children at risk to universal programs for all children.⁴ In 2000, the federal government injected new dollars into early child development initiatives (Federal/Provincial/Territorial Early Childhood Development Agreement⁵) and more recently, in 2003, took the first steps toward a national child care program (the Multilateral Framework on Early Learning and Child Care⁶).

In 2001 the federal government also expanded the parental leave benefit through the Employment Insurance program, extending maternity and parental benefits from six months to one year.⁷ Canada is now developing its National Plan of Action in response to its time-bound commitment at the United Nations General Assembly's Special Session on Children in May 2002 to a set of goals and a framework to "make the world fit for children."⁸ The government of Quebec is implementing family policies that include full-day kindergarten for all five-year-old children, \$7 per child per day child care for children up to five years of age (increased from \$5 per child per day on initial implementation), and before- and after-school care for school-age children during the school year.⁹

Provincial and territorial governments have responded with numerous policy, regulatory and service delivery changes including:

- Allocation of new federal contributions to regulated child care in nine jurisdictions¹⁰
- Proliferation of new early child development initiatives that are intended to support parenting and child development but not provide child care¹¹
- Introduction and expansion of preschool programs and parenting centres offered by the education system¹²
- Tightening of child care fee subsidy eligibility criteria in some jurisdictions¹³
- Increased regulatory requirements for child care centres and family child care programs, including overall increase in staff qualification requirements
- Increased numbers of initiatives to address quality concerns.¹⁴

3.1.2 Early Childhood Education and Care Developments Outside Canada

In most Western European countries, the majority of preschool children attend publicly funded and publicly delivered ECEC programs for at least two years before they enter into formal schooling.¹⁵ Governments and the public recognize the need for public investment in ECEC. There is considerable attention paid to the transition between early childhood programs and the school system and the need for pedagogical consistency.¹⁶ The purpose of the ECEC programs in these countries is twofold: to support optimal child development and to support parents' participation in the workforce.

In the United Kingdom, the National Childcare Strategy and Sure Start initiatives are expanding early years' programming.¹⁷ Local partnerships plan and monitor early years and childcare services, including human resource recruitment strategies. Extensive research and evaluation includes the review of human resource issues and pedagogical practices.¹⁸ Recent publications and presentations indicate a shift from child care to 'early childhood services' with an emphasis on the developmental or educative goals of programs.

The United States continues to support a publicly funded, large-scale, compensatory preschool program, Head Start, while the majority of child care programs are private, not-for-profit or for-profit and rely on parent fees.¹⁹ In the past decade, awareness about the importance of early child development and learning has motivated considerable expansion of pre-kindergarten programs delivered within the public education system.²⁰

3.2 Profile of the Regulated Child Care Workforce

The workforce in regulated child care includes staff working in child care centres and caregivers working in their homes.

- 80% of child care centre staff have a minimum one-year, postsecondary early childhood education (ECE) credential; about 70% have a two- or three-year diploma or related university-level degree²¹
- 98% of child care staff are female²²
- the annual salary of child care centre front-line staff responsible for a group of children was \$22,717 in 1998
- caregivers in regulated family child care may be individually licensed or supervised by a licensed family child care agency.

Heightened awareness about early human development and the major federal initiatives have not yet resulted in significant changes to the daily lives of either child care staff and providers, or the young children and families with whom they work. Wages and working conditions for the early childhood workforce have not improved significantly; neither have the quantity (excepting Quebec) or quality of ECEC programs.

The child care workforce is supported by ECE-specific programs in 135 postsecondary education institutions in Canada.²³ Most child care organizations in Canada focus their activities on advocating for the sector and its workforce, disseminating information and providing professional development activities.²⁴ Many of these organizations seek out resources to conduct applied research that informs and supports quality practice and programs.

3.3 Human Resource Issues in the Child Care Sector

The review analyzed implications related to the child care workforce's work environment, skills and recognition in the current (since 1998) research and policy literature. It found five central issues that have implications for a labour market strategy for the child care workforce:

- concerns about quality
- job dissatisfaction and instability
- public attitudes/awareness
- inclusion
- early child development, early education and child care.

3.3.1 Child Care Quality Concerns and the Workforce

The quality of child care programs in Canada is often mediocre. Child care staff and caregivers' daily interactions shape the quality of child care experiences for young children. Those with postsecondary education, particularly if their credentials are related to early childhood education, are more likely to provide high-quality child care environments. The quality of the work environment in child care settings (including wages, benefits, working conditions and the organization of the work) affects child care staff, caregiver performance and program quality. The child care sector is concerned about reports of mediocre quality and is taking an active role promoting initiatives that will increase the capacity of the workforce to improve the quality of child care.

The quality of child care in Canada.

Recent research findings continue to confirm that the quality of children's early environments influences their developmental trajectories. Increased awareness about the importance of the early years in general has placed the question of the quality of child care programs under a bright spotlight.²⁵ While parental sensitivity and family characteristics have a larger impact on child development, it is clear that child care experiences affect developmental outcomes as well as immediate and long-term coping skills and competencies.²⁶

Recent findings from Canadian studies are not encouraging.²⁷ Reports of quality child care indicate that Canada's child care programs range from programs that support optimal early child development to ones that offer mediocre, custodial services to meet children's basic physical needs.

- The 1998 *You Bet I Care!* (YBIC) study of child care staff and quality in child care centres used standardized measures of quality such as the Caregiver Interaction Scale²⁸ (CIS) and Infant-Toddler Environment Rating Scale (ITERS) or Early Childhood Environment Rating Scale-Revised (ECERS-R) to assess 122 infant toddler rooms and 227 preschool rooms in 234 centres across six provinces and one territory.²⁹ (The ECERS-R, ITERS and Family Day Care Rating Scale (FDCRS) are rating scales designed for preschool, infant/toddler and family child care settings.³⁰) The rating scales are used to assess curriculum, environment, adult-child interactions and teaching practices, and to support improvements to the quality of programs. The findings revealed that the majority of centres provided physically safe environments with caring adults. Only 44.3% of preschool rooms and 28.7% of toddler and infant rooms offered activities and adult interactions that enhance early learning.
- The YBIC study of regulated family child care³¹ collected data from 231 regulated family child caregivers across six provinces and one territory using the Caregiver Interaction Survey and the Family Day Care Rating Scale. Similar to child care centre staff, family child caregivers typically provided physically safe environments with caring staff, but only 36.8% provided stimulating activities. The quality tended to be lower for infants under 18 months.

Child care staff and caregivers shape the quality of child care experiences.

High-quality programs depend on a competent child care workforce. The quality level found in child care programs is largely determined by:

- *Characteristics of the interactions between individual children and child care staff and caregivers.* Responsive, stable caregiver-child interactions that are sensitive to children's needs, provide support and encouragement, and set consistent behavioural expectations are of primary importance in both home- and centre-based child care.³²
- *Knowledge and skill base child care staff have acquired.* Knowledge of child development (usually indicated by postsecondary education credentials) supports positive adult-child interactions in both family child care and child care centres.³³
- *Organization and planning of physical space, time, equipment, materials and activities that are created by the child care staff.* Daily routines, including planned activities and free play, with health and safety provisions, support children's learning and protect their well-being in family child care homes and child care centres. A child-appropriate physical environment allows children to take part in learning opportunities and encourages increased positive interactions with child care staff and caregivers.³⁴
- *Caregiver 'intentionality' in family child care settings.* Intentionality is the conscious commitment to caring for children and providing nurturing, stimulating child care that is associated with better outcomes for children.³⁵

Measurements of child care quality, such as CIS, ITERS or ECERS-R, can identify the factors most important for predicting and maintaining high quality adult-child interactions and experiences that promote children's learning and development. The level of education attained by child care staff is the strongest direct and indirect predictor of quality while wage is the strongest direct predictor of quality.

Two studies found higher quality scores in teacher-led, school-run programs than in regulated child care.

- In one study, kindergarten and child care centre classrooms in four provinces were compared using a standard observation instrument.³⁶ The quality of kindergarten environments was rated highest in Quebec, Ontario and New Brunswick, while the quality of child care environments was rated highest in Alberta.
- Data were collected over the first two years of a six-year longitudinal study of pre-kindergarten programs (serving three- and four-year-old children) in Regina, Saskatchewan. The study involved 25 pre-kindergarten children, their families and teachers (with teaching credentials) from ten community schools.³⁷ Pre-kindergarten classes rated significantly higher on ECERS-R than programs involved in the *You Bet I Care!* study in that province.

The findings do not provide clear evidence that schoolteachers provide better early childhood programming. They do suggest that programs for young children that are offered within an infrastructure of support, with working conditions that facilitate an

early learning environment and reasonable levels of compensation, are judged to be of better quality and are associated with better outcomes for children.

Child care staff and caregivers with postsecondary ECE qualifications are more likely to provide high quality child care environments that benefit children.

Numerous research studies and policy documents report consistent and significant associations between higher staff education levels, quality programs and better outcomes for children.³⁸ Child care staff and family child care providers who have ECE or related credentials are more likely to be responsive and emotionally available, and to provide a stimulating environment that promotes language, cognitive development and skill acquisition.³⁹

Several recent American studies recommend increased qualifications for the child care workforce and conclude that at least some staff in centre-based programs should have university degrees with a focus on early child development studies.⁴⁰ ECE diploma and certificate programs offered by postsecondary institutions across Canada play a major role in the preparation of a competent child care workforce. There are questions about curriculum content and program delivery options.⁴¹ Variations exist among institutions and across provincial/territorial jurisdictions.⁴² In Canada, the 1998 studies of child care quality and the child care workforce recommended a minimum two-year ECE diploma for all front-line staff in child care centres and the phasing in of a required four-year ECE degree for a proportion of staff in regulated child care centres.⁴³

A study of 179 children aged 45-58 months enrolled in 14 junior kindergarten (JK) classes in ten Ottawa public schools investigated differences in social and cognitive outcomes of children taught by differentially educated instructors who followed a common curriculum.⁴⁴ Analysis of results indicates that the children taught by certified teachers with university degrees did not differ from those taught by early childhood educators with two-year college diplomas. This suggests that ECEs may be able to provide comparable teaching services when following a common curriculum. Further research is needed to extend and replicate the findings.

The evidence to date suggests that more education is better in terms of the quality of early learning and care that child care staff and caregivers provide. It is also apparent that the academic preparation of the child care workforce is most effective when it includes a specific focus on early childhood development and pedagogy. There are mixed reports about the value of higher levels of general education versus lower levels of education with more ECE-specific qualifications.⁴⁵

Calls for national or pan-Canadian credentials are paired with calls for national standards or accreditation of postsecondary education programs.⁴⁶ The recommendations for a common ECE credential converge with the federal government's broader skills and innovation agenda, and a general direction toward greater accountability in postsecondary education.⁴⁷

The proposed national occupational standards represent a potential starting point for increased credit transferability, distance education, and prior learning assessment and recognition.⁴⁸ Occupational standards for child care practitioners in centre- and home-based settings are based on a review of relevant literature and extensive consultation. Standards are developed with three components: skills and abilities, core knowledge, and standards of ethical practice. Nine standard statements identify the child care practitioner occupation. (A child care practitioner is defined as an individual who is responsible for a group of young children in a home- or centre-based child care setting or a family resource program that offers programs for children.) The standards could improve career mobility as well as offer a common foundation for increased transferability of courses, credits and credentials.

The quality of the work environment affects the well-being of the child care staff, and has an influence on caregiver performance, program quality, and recruitment and retention.

A number of interrelated elements make up the work environment of a child care centre or family child care home. The style of administration and supervision, organizational climate, compensation, and working conditions influence staff and caregivers' interactions with young children, and their ability to organize the physical environment and learning experiences.

In order to recruit and retain skilled and qualified child care staff it is essential to offer reasonable compensation and working conditions.⁴⁹ The organization of child care programs, the scarcity of funding, and the current design of regulatory frameworks present significant barriers to providing reasonable compensation and working conditions. These barriers work against the recruitment and retention of a competent workforce.⁵⁰

A number of structural factors are associated with the quality of the work environment in child care programs:

- Unionization is often motivated by, and associated with, higher levels of program quality.⁵¹
- High-quality child care is more likely to be found in non-profit than in commercial child care settings.⁵²
- The level of government regulation – particularly for education requirements, adult-child ratios, and group size – influences the quality of care in centre-based settings.⁵³ Low adult-child ratios and smaller group sizes allow child care staff to be aware, responsive and involved, and are important to adult-child interactions in child care centres.
- Child care programs that receive higher levels of government funding are associated with higher quality.⁵⁴ Increased public funding allows regulated child care programs to offer better wages and benefits.

Frequent turnover of centre-based staff and home caregivers reduces the stability and consistency that children experience in their child care environments and compromises quality.⁵⁵ Initiatives to increase retention (thereby reducing turnover) are often challenged by the structure of work in the child care sector.

Child care environments benefit from skilled management and leadership.

International and Canadian research findings point to the child care centre manager, supervisor or director as the gatekeeper of quality.⁵⁶ A positive organizational climate, which includes opportunities for caregivers to be involved in decision making, creates a coherent administrative framework to support caregivers in centres. In family child care, support and contact with other caregivers is part of a positive organizational climate.

The education and training of centre managers influences centre quality. Managers with higher educational levels seem better able to provide curriculum and pedagogical leadership to front-line staff. Overall, there seems to be a gap in the abilities of centre managers to implement good human resource practices that can help retain staff. One U.S. study of the director's administrative style in 400 child care centres found that a director's involvement in both curriculum planning and in the professional community of early childhood education were associated with higher levels of overall quality.⁵⁷

When a capable leader or manager in a child care centre demonstrates and encourages practices that support the interpersonal and structural elements of quality, the likelihood is increased that child care staff who work directly with the children will also support these elements.

The child care workforce is striving to improve quality in child care programs in Canada.

Ongoing professional development is one means to address quality concerns. *You Bet I Care!* reported that the proportion of child care centre staff who participated in professional development activities within the past year decreased from 87% in 1991 to 76% in 1998.⁵⁸ A needs assessment of Ontario professionals who work with young children reported that the child care workforce is likely to take part in ongoing professional development and in-service opportunities on topics that are relevant to challenges encountered in the workplace.⁵⁹

Participation in professional development is associated with higher quality child care⁶⁰ but it is less clear that participation in professional development actually changes practices or improves quality. A review of family child caregiver training found few reports of actual gains in program quality or changes in caregiver behaviours.⁶¹ Training did result in better organization and business practice.

Several jurisdictions in Canada reported on initiatives that were specifically designed to improve the quality of child care programs. Many initiatives have introduced observation and assessment tools to program staff and provided in-service training and supports.⁶² For example:

- Keeping the Door Open evolved from preliminary YBIC findings that stated that “approximately 40% of centres nationally were unable to accept at least one child with a disability.”⁶³ The project, “Keeping the Door Open: Enhancing and Maintaining the Capacity of Centres to Include Children with Special

Needs,” sought to improve overall quality in child care centres in order to create a better environment for all children, including children with disabilities.⁶⁴ This project was sponsored by the New Brunswick Association for Community Living and funded by Child Care Visions, Human Resources Development Canada. Keeping the Door Open involved 31 child care centres in three provinces: Prince Edward Island, New Brunswick and Saskatchewan. After the Keeping the Door Open project ended, governments in Prince Edward Island, Nova Scotia and New Brunswick developed additional projects and programs to address quality in child care environments.

- “Opening the Door to Quality Child Care and Development” is Phase Two of Keeping the Door Open and began in October 2003. This project involves an on-site consultation model where consultants: 1) work with centres to train staff with ECERS-R and conduct a baseline ECERS-R; 2) support staff with consultation to address areas needing improvement; and 3) undertake a second ECERS-R, followed by a third ECERS-R as part of the sustainability period. Workshops are embedded throughout the process.
- Partnerships for Inclusion is a joint quality project of the Early Intervention Association of Nova Scotia and SpecialLink: The National Centre for Child Care Inclusion, funded by a provincial grant (part of Nova Scotia’s Early Childhood Development Initiative). The project’s premise is that quality child care programs provide environments that are responsive to the developmental needs of all children, including children with disabilities. Facilitators work with child care centre staff to evaluate (using ECERS-R) and improve their centre’s environment and daily program. On-site consultation, workshops and resources provide information and support to staff. This project was offered in 22 licensed, full-day child care centres throughout Nova Scotia in 2002–2003.⁶⁵
- MIKE (Measuring and Improving Kids’ Environments) is a program addressing quality in PEI. Initially a two-year pilot project to support inclusion, MIKE now provides program support and training to licensed early childhood programs, increasing the level of quality by increasing the capacity of staff to provide higher quality services for all children in their programs. Consultants work with child care centre staff to learn to use ECERS-R, and to develop goals and objectives for their centres. MIKE involves full-day, centre-based programs and school-age centres on a voluntary basis; family child care programs will be included in the future. The Early Childhood Development Association of PEI receives funds from the provincial government (part of PEI’s Early Childhood Development Initiative) to administer MIKE and the budget includes salaries for two consultants. Data are collected to demonstrate the impact of this program.

Quality may be encouraged through professional standards of practice for individual caregivers and child care staff, and for child care settings. A review of the applicable literature concludes that accreditation (accompanied by government regulation) of caregivers in family child care results in higher quality care for children, more professional behaviour and sometimes higher hourly wages.⁶⁶

3.3.2 Job dissatisfaction and instability

Job dissatisfaction stems from low compensation (wages and benefits) and undervaluing work in child care settings. The instability of the sector is created by current public policies, funding arrangements and reliance on parent fees. The combination of job dissatisfaction and instability is exacerbated by poor compensation and contributes to job and occupation turnover.

Job Dissatisfaction

Job satisfaction in centre-based child care programs is low.⁶⁷ In centre-based programs, adult-child interactions are influenced by the caregiver’s job satisfaction level, which, in part, is determined by the work environment, including wages and benefits, general working conditions, and administration. Compensation levels and other aspects of the work environment are determined by the level of available funding. Some documents reported that child care centre staff and family child care providers identified short-term contracts and the availability of work being dependent on children’s attendance as contributing to their job dissatisfaction.⁶⁸

The quality of child care programs influences job satisfaction. Child care staff who work in settings that provide a “custodial” type of service are more likely to become dissatisfied with their work environments.⁶⁹ Those who are in high-quality settings are more likely to find the work rewarding.

Job Instability

Work in a child care setting is perceived as a limited career option. Job insecurity at the entry point seems to inhibit long-term commitment to a career in the sector.⁷⁰

Short-term and contract work arrangements contribute to concerns about longer term career growth, income security and benefits, including immediate access to extended health care and longer-term access to pensions.

Job and Occupation Turnover

Low staff turnover contributes to stable and consistent adult-child relationships. High turnover reduces stability of relationships between caregivers and children. Low job satisfaction is associated with higher staff turnover, which reduces stability.

The nature of child care funding as well as funding for an array of other early child development programs works against job security.⁷¹ Regulated child care is primarily a user-pay system as government funding is limited and is subject to frequent changes. Job security is tied to enrolment patterns and funding that is allocated on a per space basis. In some jurisdictions, child care programs are operating with more short-term contracts and employment is increasingly organized on a part-time, short-term basis.⁷² Under-funded programs that have to stretch resources to cover long hours of service and are driven by minimal standards embedded in regulatory requirements have difficulty attracting and keeping skilled staff members.⁷³

Turnover of staff to pursue other opportunities within the child care or broader ECEC sector is inevitable and probably desirable, although it does represent turnover to children. However, the turnover of staff and caregivers who leave the field after short periods of work places a considerable burden on a child care program's ability to provide a quality environment for young children.

A disturbing trend emerges about who is leaving:

- A recent American longitudinal study highlights the problem of turnover. It suggests that increased qualification levels will not benefit regulated child care programs if related job opportunities are available.⁷⁴ It found that qualified staff were leaving and only less qualified staff were available to fill the vacancies.
- In Canada, a study of the child care workforce in Manitoba found that an increased number of centres are unable to meet training standards while the numbers of ECE graduates has declined.⁷⁵ Thirty-nine percent of reporting centres have an exemption to the licensing requirement because they are unable to recruit qualified staff. Programs that do not require a licence (such as Head Start) have increased their demands for ECE staff, and advanced practitioners are recruited as child care instructors, licensing coordinators etc.
- A study investigated the relationship between wages and education, experience, job tenure and auspice using Canadian data about the compensation and characteristics of child care staff.⁷⁶ It found that the rate of turnover is relatively high and that staff with higher levels of education are more likely to plan to leave the sector than are those with less education.

3.3.3 Public attitudes/awareness

The apparent increase in public awareness about the value of early child development and greater appreciation for those who work with young children has not translated into a broad base of support demanding investment in regulated child care. The child care workforce perceives that the public does not value their work.

Raising the public profile of early child development

The reviewed documents indicate the sector's attentiveness to changes in public attitudes to child care and other early child development issues.⁷⁷ The public's perception of the importance of the early years or of early child development seems to be growing. The flood of popular electronic and print media publicizing recent and less recent findings from the neurosciences and high profile communications campaigns seem to have raised the profile of the subject and imparted a few key messages. Recent polling about further public investments in early learning and child care programs indicates a high level of support.

But outside of Quebec, the public is not demanding the provision of child care programs as a high priority.⁷⁸ Child care in Canada is perceived primarily as a service that only benefits parents.⁷⁹ There is overall agreement that child care should be of high quality and support positive child development. But many view parents as the primary beneficiaries of child care and see it as their

responsibility to make child care arrangements. Support for public resources for child care programs is increasing, but that support does not seem to translate into support for public responsibility to provide child care.

Valuing the child care workforce

Recent public polls suggest that the majority of Canadians value the knowledge and abilities needed to provide quality early childhood education and care programs and to support increased remuneration for child care workers.⁸⁰ But the child care workforce perceives that the public does not value their work.⁸¹

The child care workforce includes both "custodial" care providers who provide physical care and protection and skilled practitioners who offer nurturing care and learning opportunities. Including both components under the "child care" umbrella is a reality and may well contribute to the sector's challenges in recruiting and retaining the staff members it needs to provide quality programs.

The child care sector and related organizations have moved forward in the past decade to promote an inclusive human resource framework that recognizes and values the work of all individuals who work with young children.⁸² While promoting the value of educational qualifications, there is agreement that the umbrella must include those who work in centres and in family-based settings as part of the child care workforce, with or without educational qualifications. However, it will be difficult to untangle the broader public perception of child care as primarily custodial until the child care workforce is identified as one that includes individuals who have the skills and abilities associated with early childhood qualifications.⁸³

3.3.4 Inclusion

The child care workforce needs increased skill capacity to ensure inclusion of children with special needs, children who live in at-risk situations, and children and families who are newcomers to Canada. Qualified child care staff and caregivers are essential to programs that can reduce social exclusion and make a difference to children's outcomes.⁸⁴

Defining inclusion

A 2001 report from the Organization for Economic Co-operation and Development (OECD) identifies three distinct groups of young families and their children who will need additional supports if they are to have opportunities for full participation in early childhood programs⁸⁵:

- Children with special needs, including those with identified developmental and physical difficulties and who require adaptations to the social and/or physical environment
- Children living in families that face social and economic challenges related to poverty
- Children and families who are newcomers to Canada or who live in distinct cultural communities may face linguistic and other challenges that are barriers to their full participation.

Not meeting the needs of all children

Many reports and policy documents present strong recommendations and program directions that support the goal of full participation of all children in child care and other early years programs.⁸⁶

Concerns are raised that many existing child care programs will not or cannot provide the supports necessary to ensure that all children can fully participate. The approach found in most community college ECE programs of meeting individual needs is recognized as a good underpinning for working with children with special needs, but more practical information and specific training about particular disabilities is critical.⁸⁷ Early childhood educators themselves have identified the need for more training related to children with special needs.⁸⁸

A 2002 research study at Grant McEwan College investigated the role of centre-based child care and its potential as an early intervention strategy within an early child development system in Canada.⁸⁹ The comparative analysis of Head Start and child care programs found best practices were identified in three areas: ECEC curriculum to support learning and school readiness, working with families to respond to needs, and monitoring and assessing developmental progress. The analysis also identified a number of differences in organization of work in Head Start programs compared to child care programs.

Head Start Programs	Child Care Programs
Half day	Full day
Public funding	Parent fees
Higher wages	Lower wages
Funded child assessments	Non-funded child observations
Funded and required program evaluation	Program evaluation not funded or required
Developmental screening at intake	Universal intake
Professional development available	Professional development not available or limited

Both settings have similar front-line best practices in providing early intervention support to children with specific needs but they differ in their organization of work. Child care staff have little time to plan and implement curriculum or ensure intentional interaction with parents, especially if they are called upon to meet the needs of children and families who require extra support. Effective child care staff are early childhood educators who actively guide early learning and have a shared understanding of the elements of quality. Effective child care staff can support early interventions for children with special needs.

Aboriginal Head Start (AHS) programs have identified the need for expanded staff expertise to work with children with special needs and to accommodate multilingual groups. AHS programs have found that 84% of all programs have at least one child with special needs and over 30 languages are spoken.⁹⁰

3.3.5 Early child development, early education and child care

The regulated child care sector is struggling to be a central stakeholder in other types of ECEC initiatives. Qualified child care staff and caregivers, particularly those who have ECE credentials, are finding increased career opportunities in ECEC programs that operate apart from regulated child care. Although care and education are blended functions, Canada does not blend or even coordinate the care and education systems.⁹¹ Yet support to combine education and care systems is growing.⁹²

Keeping the child care in early childhood education and care

Reports frequently point out that it is not possible to effectively provide comprehensive early child development programs if child care is not part of the mix.⁹³ But it is possible to provide child care that is not an early learning environment or to provide a program that promotes positive child development but provides no child care. It is also possible to provide short-term, time-limited projects that have no demonstrated positive impact on developmental outcomes and provide no child care.⁹⁴

Provincial and territorial government policies and regulations continue to tie the provision of child care services, child care fee subsidies and child care operating grants to parental labour force participation.⁹⁵ From the perspective of provincial/territorial governments, the primary goal of regulated child care is to support parents' ability to work in the paid labour force, rather than to support optimal child development.

The term "care" is complex.⁹⁶ For many, the elimination of the word 'care' in the title of staff or the name of a service or occupation represents a devaluing of the care function that is essential to quality early childhood programs.⁹⁷ For others, care is the baseline and starting point, but it needs to be subsumed in a pedagogy that builds on care and supports all aspects of children's development.⁹⁸

Early childhood educators can pursue increased career opportunities outside of regulated child care programs.

The recent proliferation of early child development initiatives that are sometimes offered by the public education system and supported by federal early child development dollars, have increased program fragmentation in many regions of the country. Child care staff or potential child care staff who have ECE credentials seem to be attracted to non-child care positions that allow them to work with young children and their families. In particular, career options and opportunities may be expanding for those who have early childhood education or related qualifications.⁹⁹

The education sector is becoming more involved in programs for younger children and families, with repercussions for the child care workforce.

The education sector has heard the early years message and recognizes that this early period of human development sets a foundation for later learning and academic achievement. In many instances this has meant increased involvement in the direct delivery

of programs and initiatives to young children and families, and in monitoring children's early development at school entry.¹⁰⁰ Recent public policy documents and education research reports point to the need to support early child development as a lever to improve school performance.¹⁰¹

The involvement of the education sector has implications for the child care workforce. First, some of the initiatives seek out and employ skilled child care staff and caregivers, particularly those with ECE postsecondary qualifications. Others employ qualified teachers who may or may not have appropriate education and training in early child development. Second, the demand for regulated child care programs, particularly those operating part-day programs (such as nursery schools or preschools), drops as parents are more likely to choose programs offered at no cost or low cost within the education system.

Is it possible (or desirable) to blend care and education into a seamless delivery system?

Several documents discuss the possibilities and actual implementation of programs that integrate the delivery of child care with other service streams such as family resource programs and kindergarten.¹⁰² Seamless access to a continuum of early learning, child care and family support services is often promoted as a method to combine better availability, affordability and quality in programs for young children and families.¹⁰³ The direction of service and program integration has significant implications for human resources.

One Canadian study asked parents, kindergarten teachers and child care centre teachers to identify their top priority objectives for children in each group and their response to an integrated child care/kindergarten service delivery model.¹⁰⁴ Parents were more enthusiastic about the proposed model than were teachers and child care staff. Parents, kindergarten teachers and child care staff identified similar priority objectives. Despite different training streams, kindergarten teachers and child care staff share a similar knowledge base and values. Parents perceived that kindergarten programs are more academic and promote early learning to a greater extent than child care settings.

The Toronto First Duty project is a research-based experiment that is studying the integration of child care/ECEC, kindergarten and family support programs in five neighbourhoods. Early findings indicate that there are similar knowledge bases among practitioners but different pedagogical approaches.¹⁰⁵ Reports from front-line staff bring messages of frustration and excitement, but also clear recognition of significant professional and labour issues that must be resolved if integrating early childhood programs is to move forward.

Most policy proposals for integrated or seamless early learning and care programs identify resolving the human resource issue as critical if integration activities are to succeed. Some proposals include recommendations for a common ECE/teacher credential that could be recognized in both systems and serve to blend the

two sectors together.¹⁰⁶ A review of the literature was compiled as the preliminary research phase of a feasibility study to consider the development of a transdisciplinary undergraduate degree program in Child Studies.¹⁰⁷ Findings indicate a number of logistical barriers in bringing together the teacher education, social work and early childhood education streams. Implementation of a cross-discipline early childhood credential that would be recognized in education and child care/ECEC settings will require flexible entry points and delivery models to address a number of logistical issues. One of the greatest barriers to such changes may be inertia and investment in the status quo. More preliminary research is needed to consider the experiences of other human resource integration initiatives before proceeding with a common training qualification.

4. CONCLUSION

The preliminary literature review identified specific concerns and issues that face today's child care workforce and provided a framework for the analysis of the LMU's findings. Additional resources and documents identified during the course of the study's data collection were added to the review. The final literature review expands the discussion of key emerging issues.

The bottom line conclusions from multiple lines of evidence reinforce the key message: a skilled, stable workforce is the critical determinant of high quality in child care settings and the quality of child care environments influences child development outcomes. Human resource strategies for the child care workforce must consider options to improve the overall knowledge and skill level of child care staff and caregivers. Strategies must also address work environment issues, such as recruitment and retention of staff and caregivers, particularly those who are skilled and qualified.

Human resource strategies for the child care workforce must address the following constraints:

- There is a significant mismatch between current compensation levels for the child care workforce and public, parental and professional expectations for quality, early childhood environments that support optimal child development.
- Increased educational qualifications seem desirable across all levels of the child care workforce, but there are few financial incentives available, and postsecondary education and professional development opportunities are often difficult to access.
- The Canadian public seems to value the importance of early childhood development, but remains ambivalent about respecting the child care workforce and about translating respect into increased public investment.

Human resource strategies must also confront some harsh realities:

- In spite of increased educational levels within the child care workforce, the overall quality of regulated child care in Canada is mediocre (with examples of poor and excellent practice).
- The nature and organization of work in full-time child care programs often challenges the capacity to provide a consistent curriculum that is sensitive and responsive to the needs of all children. Child care staff who want to practise early childhood education often become frustrated.
- Child care centres require more competent pedagogical leadership and management if the goal is to create quality early learning and care environments.
- The child care sector is competing with related ECEC programs for qualified staff in much of Canada.

The review of the literature points to some unanswered questions and areas for further research:

1. What are optimal educational levels for the child care workforce?
2. How can the effectiveness of content and delivery of postsecondary ECE programs be assessed?

3. What is the most effective preparation program for child care managers and directors?
4. Is it possible to organize the work in a full-time child care centre to ensure a more pedagogical approach without compromising the quality of care and safety?
5. Is it possible to leverage public awareness and interest in early childhood development to support increased public investment in child care?
6. How can professional development opportunities be planned and delivered to be effective in increasing the skill level of staff and caregivers and the overall quality of child care programs?

ENDNOTES

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- ⁴ McCain & Mustard, 1999.
- ⁵ Government of Canada, 2000.
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- ⁸ National Children's Alliance, 2003.
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- ¹¹ Alberta's Commission on Learning, 2003; Beach & Bertrand, 2000; Krentz, McNaughton & Warkentin, 2002; Larose, Terrisse, Bedard & Karsenti, 2001.
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- ²¹ Doherty, Lero, Goelman, LaGrange & Tougas, 2000.
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- ³² Doherty, 2000c; National Institute for Child Health and Human Development (NICHD), 2000; National Research Council, 2000.
- ³³ Barnett, 2003; Goelman, Doherty, Lero, LaGrange & Tougas, 2000; National Research Council, 2000; Whitebook, 2003.
- ³⁴ Doherty, 2000c; National Research Council, 2000.
- ³⁵ Doherty, Lero, Tougas, LaGrange & Goelman. 2001; Stuart 2002.
- ³⁶ Johnson & Mathien, 1998.
- ³⁷ Krentz, McNaughton & Warkentin, 2002.
- ³⁸ Barnett, 2003; Cleveland & Krashinsky, 2001; National Research Council, 2000; Whitebook, 2003.
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APPENDIX 1:

SUMMARY OF DOCUMENTS

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Beach, J. & Bertrand, J. (2000). <i>More Than the Sum of the Parts: An Early Childhood Development System for Canada</i>. Toronto: Childcare Resource and Research Unit, Centre for Urban and Community Studies, University of Toronto.</p>	<p>Comparative information on services provided, age range served, length of daily program, and staff training requirements across a range of early childhood education and care (ECEC) programs including kindergarten.</p>	<ul style="list-style-type: none"> - Lack of coherent public policy has in part fostered fragmented early childhood development programs (child care, early childhood education, supports to parents). - Challenges federal government to take leadership in developing a national early childhood development system with a policy framework designed in partnership with provinces/territories and a significant federal financial contribution. 	<p><i>Work environment:</i> Bringing together early childhood programs into a coherent system will establish more coherent career opportunities for an early childhood workforce.</p> <p><i>Recognition:</i> Encouraging the development of an excellent early childhood workforce is a key way for the federal government to effect a national early childhood development program.</p>
<p>Bertrand, J. (2003). <i>Starting Small... Thinking Big: The Early Years of Toronto First Duty</i>. Toronto, ON: Atkinson Centre at Ontario Institute for Studies in Education, University of Toronto..</p>	<p>Report summarizes initial research findings from the design, start-up and initial implementation of a pilot project of a new service delivery model for children 0-6 years and their families.</p>	<ul style="list-style-type: none"> - Merging kindergarten, ECEC/child care and family support programs finds a similar knowledge base but different pedagogical approaches. - Program quality ranges from average to excellent. - Starting new program activities is easier than joining together existing ones. - Voices from front-line staff bring messages of frustration and excitement. - Moving beyond individual collaborative working relationships requires an institutional infrastructure. - Funding constraints limit the numbers of children and families - New program activities for young children and parents that respond to their needs attract regular participants. - Integrating regulated child care presents the biggest challenge. - Neighbourhood schools are community hubs for child and family activities. - Engaging parents in meaningful decision-making roles is difficult and requires multiple strategies. 	<p><i>Skills:</i> Front-line staff who are not involved in planning and decision-making are likely to resist changes to the structure of their work. Involving them takes time and may slow down implementation.</p> <p>Training among staff needs to emphasize team-building and leverage expertise that the partners have to offer.</p> <p>The Indicators of Change tool and process can involve site multidisciplinary staff teams and build common understanding about the TFD, support team-building, and provide a basis for staff engagement and energy in making future changes.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Childcare Resource and Research Unit (1997; 2000). <i>Early Childhood Care and Education in Canada</i>. Toronto: Childcare Resource and Research Unit, Centre for Urban and Community Studies, University of Toronto.</p>	<p>Comparative provincial/territorial, municipal and federal information on spending on child care, provincial/territorial funding allocated to fee subsidies, recurring operating grants, and supports for children with special needs, parent fees & requirements for staff training (pre- and in-service) for preschool centre-based child care, school-age programs and family child care.</p>	<p>See next entry.</p>	<p>See next entry.</p>
<p>Childcare Resource and Research Unit (2002). <i>Early childhood education and care in Canada 2001</i>. Author.</p>	<p>Comparative provincial/territorial, municipal and federal information on spending on child care, provincial/territorial funding allocated to fee subsidies, recurring operating grants, and supports for children with special needs, parent fees and requirements for staff training (pre- and in-service) for preschool centre-based child care, school-age programs, family child care, public kindergarten; maternity and parental leave, federal ECEC programs and Aboriginal ECEC.</p>	<p>Since 1995 number of young children is declining as is number of younger children with mothers in the paid labour force:</p> <ul style="list-style-type: none"> - In 2001, regulated child care spaces existed for 12.1% of children under 12 & 40% of regulated child care spaces were in Quebec. - Growth in regulated child care slowed considerably in past decade with 70 percent of new spaces since 1992 in Quebec. - While all provinces/territories provide regulated child care and public kindergarten, many aspects of regulated child care vary considerably while kindergarten is more widely available and consistent. 	<p><i>Work environment:</i> Average hourly wages in regulated child care centres range by province from minimum wage to double minimum wage. Family child care providers earn low wages. Between 1998 and 2001, five provinces increased public funding for child care wages.</p> <p><i>Skills:</i> Number of child care staff with one-, two-, three-year and BA-level early childhood education (ECE) training increased considerably between 1991-1998. Regulated family child care has no minimum educational requirement. Between 1998 and 2001, five provinces increased training requirements in centres and family child care.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Clark-Stewart, A., Vandell, D., Burchinal, M. O'Brien, M. & McCartney, K. (2002). Do regulatable features of child-care homes affect children's development. <i>Early Childhood Research Quarterly</i>, 17, 52-86.</p>	<p>Research study of 482 children ages 15 to 36 months cared for in family child care.</p>	<ul style="list-style-type: none"> - Caregivers with higher levels of education and participated in recent family child care training. - Caregivers with more child-centred beliefs more likely to provide more developmental/educational care. - Higher caregiver educational levels more likely to be associated with better child outcomes on language and cognitive measures. - Children with more sensitive, responsive and attentive caregivers were more likely to be cooperative. - Quality of caregiving not related to caregiver age, years experience providing child care, mental health status, professional affiliations, number of children care for or presence of caregiver's own children. - Compliance with regulatory requirements associated with more positive care. 	<p><i>Skills:</i> Suggests recruitment of caregivers to regulated family child care who have attained higher levels of education; i.e., postsecondary credential.</p>
<p>Cleveland, G. & Hyatt, D. (2002). Child care workers' wages: New evidence on returns to education, experience, job tenure and auspice. <i>Journal of Population Economics</i>, 15:575-597.</p>	<p>Study uses Canadian data about the compensation and characteristics of child care staff to consider the relationship between wages and education, experience, job tenure and auspice.</p>	<ul style="list-style-type: none"> - Low child care wages related to public and user perspective that the nature of the work is primarily custodial. Findings indicate that there are financial incentives for those with more education. - The rate of turnover is relatively high and more educated staff are more likely to plan to leave the sector apparently as a result of the calculation of costs and benefits. - Wages are positively affected by unionization and non-profit status. 	<p><i>Skills:</i> Financial incentives exist to encourage child care staff and providers to upgrade skills and abilities.</p> <p><i>Recognition:</i> Efforts to retain more highly educated child care staff need to include work environment incentives in addition to increased wages. Unionization has a positive effect on child care centre wages for all levels of staff.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Cleveland, G. & Krashinsky, M. (1998). <i>The Benefits and Costs of Good Child Care: The Economic Rationale for Public Investment in Young Children</i>. Toronto: Childcare Resource and Research Unit, Centre for Urban and Community Studies, University of Toronto.</p>	<p>Study calculates costs and benefits of providing publicly funded early childhood education and care for all children 2-5 years. Analyzes several studies that measure the effects of early childhood education on school performance.</p>	<ul style="list-style-type: none"> - For every dollar invested in high quality child care, there is a two dollar benefit to children, parents and society. - Children who participate in early childhood education perform significantly better in school than those who do not participate, regardless of socioeconomic background or mothers' employment status. - High quality preschool experiences are beneficial for disadvantaged children. - ECEC must be of high quality to enhance child development. 	<p><i>Skills:</i> Potential benefits of child care programs are tied to educational levels of staff.</p> <p><i>Recognition:</i> Public investment in high quality early childhood education and care would create 170,000 new jobs for child care workers in the regulated child care sector.</p>
<p>Copeland, R., Wichmann, C., Lagace-Seguin, D, Rachlis, L. & McVey, M. (1999). The 'degree' of instructor education and child outcomes in junior kindergarten: A comparison of certificated teachers and early childhood educators. <i>Journal of Research in Childhood Education</i>, 14, 78-90.</p>	<p>Study of 179 children ages 45 to 58 months enrolled in 14 JK classes in 10 Ottawa public schools investigated the differences in social and cognitive outcomes of children taught by differentially educated instructors using a common curriculum.</p>	<p>Children taught by certified teachers with university degrees did not differ from those taught by early childhood educators with two year college diplomas.</p>	<p><i>Skills:</i> ECE graduate may be able to provide comparable teaching services when following a common curriculum. Further research is needed to extend and replicate the findings.</p>
<p>Doherty, G. (2001). <i>Targeting Early Childhood Care and Education: Myths and Realities</i>. Occasional paper #15. Toronto, ON: Childcare Resource and Research Unit, University of Toronto.</p>	<p>Review of research about the effectiveness of targeting early childhood programs to specific groups and of different kinds of programs (child-focused, parent-focused and two-generation) that aim to support child development.</p>	<ul style="list-style-type: none"> - While higher risk of developmental problems exists among children in poverty and/or with single parent, other known variables that place children at risk occur in all family structures across all income levels. - Focusing programs on low-income, single parent neighbourhoods excludes at-risk children in other communities. - The most effective way to enhance the development of at-risk children is child-focused, centre-based programs of high quality (e.g., high quality community child care). 	<p><i>Skills:</i> Effective, quality centre-based programs that promote development in at-risk and all children require staff training.</p> <p><i>Work Environment:</i> Small, fragmented targeted programs do not offer secure employment opportunities to staff members.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Doherty, G. & Friendly, M. (2002). <i>Making the Best Use of the You Bet I Care! Data Sets</i>. Toronto, ON: Childcare Resource and Research Unit, University of Toronto.</p>	<p>Results of a one-and-a-half-day forum of key child care participants who identified and prioritized crucial questions/issues that could be addressed using YBIC! data sets.</p>	<p>Identified issues: child care staff recruitment and retention; policy and practice characteristics of ‘best’ and ‘worst’ settings; factors which influence quality; cost of increasing quality; impact of reliance on fee subsidy; impact of financial stability on quality and practices; identify jurisdictional/regional differences that impact quality and parental access.</p>	<p><i>Recognition:</i> A number of recruitment/retention questions could be addressed using YBIC! data</p>
<p>Doherty, G., Friendly, M. & Forer, B. (2002). <i>Child care by Default or Design? An Exploration of Differences Between Non-profit and For-profit Canadian Child Care Centres Using the You Bet I Care! Data Sets</i>. Occasional paper #18. Toronto, ON: Childcare Resource and Research Unit, University of Toronto.</p>	<p>Explores the difference in quality between non-profit and for-profit child care centres using the You Bet I Care! data sets.</p>	<ul style="list-style-type: none"> - Non-profit sector’s greater access to resources is not sufficient to explain differences in quality levels (though does assist non-profits in providing higher quality care). - Between-sector differences in organizational structure (e.g., greater clarity of roles, rights and responsibilities for staff in non-profits) reflected in quality rating (non-profit significantly higher ITERS and ECERS-R). - Commercial centres’ behaviours (e.g., Hiring staff with lower levels of ECE) and characteristics (e.g., significantly higher rates of teaching staff turnover) work against quality. - Contextual factors (regulation and funding) may change the way auspice influences quality. - Child care services operated for-profit are less than likely to provide a high quality care environment. 	<p><i>Work environment:</i> Organization structure (clarity of roles, rights and staff responsibilities), behaviours (ECE level of staff hired) and characteristics (turnover) reflect in the quality of programs.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Doherty, G., Lero, D. S., Goelman, H., LaGrange, A. & Tougas, J. (2000). <i>You Bet I Care! A Canada-wide Study on Wages, Working Conditions and Practices in Child Care Centres</i>. Guelph, ON: Centre for Families, Work and Well-Being, University of Guelph.</p>	<p>Statistics on training levels of centre staff in various positions, rates of participation in professional development, and work responsibilities by position, wages, benefits, other working conditions, turnover rates, staff reasons for leaving, and the extent to which staff leave not only their centre but also the child care field.</p> <p>Information on perceived career mobility, extent of unionization in child care centres, proportion of centres serving children with special needs, and reasons centre directors give for not serving such children, average centre's revenue contributed by parents & extent of involvement by centre staff with other agencies in the community. Comparisons between 1998 data from Study 1 and 1991 Caring for a Living data. Canada-wide comparison of data between non-profit and commercial centres.</p>	<ul style="list-style-type: none"> - Since 1991, education and training levels of teaching staff rising with decrease in completely untrained staff. - General education levels of directors improved since 1991, though many lack adequate training for their jobs. - Centres operate with very different revenue and expenditure patterns across the country. - Teaching staff paid low wages, few benefits across Canada. - Low morale, particularly among better educated staff. - High staff turnover, with low wages as major reason. - Variations and inequities across jurisdictions affect staff educational levels, wages, turnover, parents fees and availability of fee subsidies. - Centres experience considerable change from mid-995 to 1998 in type of revenues, age and distribution of child age, addition of new program, increased use of part-time staff and contracts and program activities. - Staff and director perceptions of lack of respect from the public increase. 	<p><i>Work environment:</i> Wages are tied to method of funding child care. Improved wages require public funds to supplement parent fees.</p> <p><i>Skills:</i> To improve program quality and work environment, increased regulatory requirements for early childhood education, improved access to training, and increased availability and affordability of professional development are needed.</p> <p><i>Recognition:</i> Linking the importance of early years to the recognition of people who work in child care and support for the use of government funds to invest in child care with adequate staff remuneration may contribute to increased status and wages. Better-educated child care staff are less satisfied in child care settings and more likely to leave the sector than staff with fewer qualifications.</p>

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<p>Doherty, G., Lero, D., Goelman, H., Tougas, J. & LaGrange, A. (2000). <i>You Bet I Care! Caring and Learning Environments: Quality in Regulated Family Child Care Across Canada</i>. Guelph, ON: Centre for Families, Work and Well-Being, University of Guelph.</p>	<p>Data from 231 regulated family child care providers across six provinces and one territory are used to identify factors that predict level of quality in family child care homes and to explore relationship between quality and provider characteristics, attitudes, income levels, working conditions, use of support services (child care resource programs, networking, professional development) using the Caregiver Interactions Scale (CIS) and FDCRS.</p>	<ul style="list-style-type: none"> - Physically safe environments with caring adults are the norm in the majority of family child care homes. -36.8% of family child care providers provided activities that stimulate development. - Quality tended to be lower with an infant under 18 months. - Key variables that predict quality as indicated by the FDCRS score: <ul style="list-style-type: none"> . provider's highest level of education . completion of a formal family child care training course . networks with others through organized associations . gross family child care income from previous year . age of youngest child present (lower score with one child under 18 months) . provider attitude towards offering family child care. 	<p><i>Work environment:</i> Income-enhancement grants for regulated providers tie income commensurate to knowledge and skills. Support is needed for people caring for infants and children with special needs (e.g., infant incentive grants, support funding or funding for fewer spaces).</p> <p><i>Skills:</i> Successful completion of first aid including CPR; the provision of family child care specific training and ongoing professional development; and resources for providers caring for children with special needs are likely to improve quality of family child care.</p> <p><i>Recognition:</i> Development of local resource organizations and provider networks, and policies that encourage providers to remain in regulated system would help promote family child care as a career option.</p>
<p>Doherty, G., Lero, D., Tougas, J., LaGrange, A. & Goelman, H. (2001). <i>You Bet I Care! Policies and Practices in Canadian Family Child Care Agencies</i>. Guelph, ON: Centre for Families, Work and Well-Being, University of Guelph.</p>	<p>Information about primary roles of family day home agencies: monitoring, supervising providers, supplying professional development and support; providers' hours of work, time off, income, levels, benefits, opportunities for career mobility within agency system and turnover rates.</p>	<p>Issues from agency directors:</p> <ul style="list-style-type: none"> - inadequacy of operating funds (poor provider remuneration, providers leave regulated system, agencies cut back on training or change provider fee) - difficulty with provider recruitment - high provider turnover - challenge of appropriate level and type of support to offer providers - unresolved issue of employment status of providers. 	<p><i>Work environment:</i> Income enhancement grants for regulated providers are needed to improve wages. The agency model clarifies the employment status of agency providers.</p> <p><i>Skills:</i> Agencies must have sufficient funds to provide training; agencies should explore ways to provide support in collaboration, mentoring.</p> <p><i>Recognition:</i> Awareness strategies link the importance of early years and the value of people who work in child care.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Friendly, M. (1999). <i>Child Care and Canadian Federalism in the 1990s: Canary in the Coal Mine</i>. Occasional paper #11. Toronto, ON: Childcare Resource and Research Unit, University of Toronto.</p>	<p>Policy paper discusses the possibilities of a national child care policy within Canada's Social Union Framework Agreement.</p>	<ul style="list-style-type: none"> - Recommendation for federal government initiative to establish national goals and provide federal funding for provincially operated child care systems. 	<p><i>Skills:</i> If child care is to be recognized as a component of early child development, requirements for staff with ECE qualifications are needed.</p>
<p>Goelman, H., Doherty, G., Lero, D., LaGrange, A. & Tougas, J. (2000). <i>You Bet I Care! Caring and Learning Environments: Quality in Child Care Centres across Canada</i>. Guelph, ON: Centre for Families, Work and Well-Being, University of Guelph.</p>	<p>Data from 122 infant toddler rooms and 227 preschool rooms in 234 centres across six provinces and one territory used to identify factors most important for predicting and maintaining high quality teacher-child interactions, and experiences that promote children's learning and development, using Caregiver Interaction Scale (CIS) and ITERS and ECERS-R.</p>	<ul style="list-style-type: none"> - Physically safe environments with caring adults are norm in the majority of centres. - 44.3% preschool rooms and 28.7% toddler rooms are providing activities that support and encourage development. - 7.8% of infant/toddler and 7.1% preschool rooms provide levels that are likely to compromise development. - Wage level is strongest direct predictor of ITERS and ECER-R scores. - Level of observed staff's ECE-specific education is strongest direct and indirect predictor of scores. - Auspice is strongest indirect predictor (while it does not predict quality it does predict wage level, which predicts quality) 	<p><i>Work environment:</i> Clear relationship between level of staff wages and quality demands that present low wages for teaching staff be addressed. The combination of regulatory and financial incentives is likely to lead to better paid staff with high levels of ECE (both predict quality).</p> <p><i>Skills:</i> Quality improvements are likely if all program staff have ECE-specific postsecondary training, continuing professional development.</p> <p><i>Recognition:</i> Satisfaction with collegial relationships and workplace environment likely to improve quality.</p>
<p>Haddad, L. (2002). <i>An Integrated Approach to Early Childhood Education and Care: A Preliminary Study</i>. Occasional paper #16. Toronto, ON: Childcare Resource and Research Unit, University of Toronto.</p>	<p>A preliminary study that uses the OECD's framework for ECEC programs to consider a "third model" (as opposed to the care and education models) that is based on a partnership between the state and parents.</p>	<p>The model recommends universal provision of ECEC under one auspice and offering quality, flexible and inclusive programs. Necessary requirements include cross-sectoral cooperation, integrated curriculum, appropriately-qualified staff, significant public financing and a centralized implementation framework that ensures equitable access while ensuring local decision-making and parent involvement.</p>	<p><i>Skills:</i> In addition to child development knowledge, understanding of children's and families' cultural context, and early learning pedagogy (combining teaching and care streams), staff in integrated programs will need to understand strategies for working in collaborative, multi-professional staff teams. Integrated training may be key to creating a workforce compatible with goals of integrated services.</p> <p><i>Recognition:</i> Integrating child care with education may increase respect for and valuing of work with young children.</p>

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<p>Hewes, J. & Brown, S. (2002). <i>National Research Project: Full Day Head Start: Early Intervention in Centre-based Child Care</i>. Edmonton: Grant MacEwan College.</p>	<p>Report of a research study that investigates the role of centre-based child care and its potential as an early intervention strategy within an early child development system in Canada. Includes selected literature and program review, Dephi review with 30 key informants and 8 case studies based on on-site observations of 4 centre-based child care sites and 4 half-day Head Start programs. Case studies include administration of ECERS & ITERS, running record observation, focus groups, and interviews with staff, director and parents.</p>	<p>Comparative analysis of Head Start and child care programs illustrates differences:</p> <ul style="list-style-type: none"> - half day vs. full day - public funding vs. parent fees - higher wages vs. lower wages - funded assessments vs. not funded observational - funded required program evaluation vs. not funded and not required - develop screening intake vs. universal - multidisciplinary staffing vs. experts difficult to access - available PD vs. PD unavailable - intentional, often required parental involvement vs. voluntary, ad hoc <p>Best practices identified three key areas:</p> <ul style="list-style-type: none"> - ECE curriculum to support learning and school readiness - Working with families to respond to needs - Monitoring and assessing developmental progress. 	<p><i>Work environment:</i> Both settings have similar front-line best practices but differ in their organization of work. Child care staff lack time to plan and implement curriculum and to ensure intentional interaction with parents, particularly to meet the needs of children and families who need extra support.</p> <p><i>Skills:</i> Effective child care staff are early childhood educators who actively guide early learning and share an understanding of the elements of quality.</p>
<p>Hewes, J. & Brown, S. (2002). <i>Stories of Best Practice</i>. Edmonton: Grant MacEwan College.</p>	<p>Practical workbook guide for front-line staff in child care settings. Contents based on findings from a research project that considered how to incorporate early intervention strategies in child care centres.</p>	<p>Identifies best practices with descriptions of concepts and specific examples. Identified effective practices:</p> <ul style="list-style-type: none"> - naming and responding to feelings - building social competence - time to support growth & learning - play as form of representation - adult's role in play - developing literacy - routines as learning times - connecting children with real world - parents as part of team - creating learning environments. 	<p><i>Skills:</i> Emphasis on specific strategies and skills can facilitate child-centred curriculum that has a focus on specific early learning goals.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Irwin, S. & Lero, D. (2001). In the absence of policy: Moving forward inclusion of children with special needs in Canada's child care centres. In S. Prentice (Ed.), <i>Changing Child Care: Five Decades of Child Care Advocacy and Policy in Canada</i>, pp. 153-169. Halifax, NS: Fernwood Publishing.</p>	<p>Describes the history of child care programs and efforts to include children with special needs.</p>	<ul style="list-style-type: none"> - Although the benefits of including children with special needs are well-documented, regulated child care centres are not required to include them. - Public policies, funding and adequate staff training are absent. - More and more child care programs are including children with special needs. 	<p><i>Skills:</i> All child care staff and providers need some basic training in working with children who have special needs and their families. Additional in-service training is required to support inclusion of children and to meet their specific needs.</p>
<p>Jacobs, E., Mill, D. & Jennings, M. (2002). <i>Quality Assurance and School Age Care. Final Report for the National School-Age Care. Research Project 1997-1999</i>. Montreal: Concordia University.</p>	<p>A three year study that: reviewed regulations, surveyed directors and frontline staff about working conditions for school-age child care in Canada; assessed program quality; and investigated impact of interventions designed to increase staff awareness and parental understanding about quality in school-age child care.</p>	<ul style="list-style-type: none"> - Regulations for school-age child care vary across provincial/territorial jurisdictions and are more likely to benefit younger school-age children. In some provinces, programs sponsored by school boards are exempt from regulation. - 97% of directors & 85% of front-line staff had postsecondary education. Approximately 53% of front line respondents had an ECE college credential. - Staff in Ontario & Quebec reported a higher level of intention to stay in sector than staff in British Columbia. - Strong correlation between SACERS quality scores and educational requirements (regulatory or program) for employment. - Regulatory requirement generally associated with higher quality SACERS scores assessing same component. - Low quality programs more likely to be associated with a school and higher quality centres with community centres (Note: Quebec centres over-represented in sample). - Staff participation in workshop about SACERS results and how to implement change were associated with increased quality in all scales except for health & safety. Most dramatic improvement found in program activities. - Directors facilitated workshops and often acted as facilitators of change. 	<p><i>Skills:</i> Support for staff training is related to program self-assessment strategy to improve quality, particularly if director is involved in change, and monitors its implementation. School-age staff have specific training needs.</p>

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<p>Jacobs, E., Mill, D., Jennings, M. & Fiorentino, L. (2002). <i>Licensing, Monitoring and Enforcement Procedures in the Canadian School-Age Context</i>. Final Report for the National School-Age Care Research Project 1999-2002. Montreal: Concordia University.</p>	<p>Three related studies examined regulatory systems for Canadian school-age child care: interview study of provincial/territorial administrators & licensing agents; questionnaire study of licensing agents; questionnaire study of license holders who responded anonymously.</p>	<ul style="list-style-type: none"> - Regulations essential to address basic health and safety issues and to require well-defined procedures. - Regulatory system cannot guarantee high quality. - Frequent upgrading to regulations made over 5-year course of study. 	<p><i>Skills:</i> Regulatory requirements cannot replace the knowledge & abilities of program staff in providing high quality programs.</p>
<p>Johnson, K., Lero, D. & Rooney, J. (2001). <i>Work-life Compendium 2001: 150 Canadian Statistics on Work, Family and Well-Being</i> Ottawa, ON: Centre For Families, Work & Well-Being, University of Guelph.</p>	<p>Compilation of a wide variety of recent Canadian statistics related to changes in the family, child care, labour force participation of parents, income and earnings, and changes in the workplace.</p>	<ul style="list-style-type: none"> - Work-life conflict is rising, is not limited to parents, and affects individuals and families. - Work-life issues affect organizations. - Change in nature of work is a factor. - Most employees don't have flexible work arrangements. - Supportive and flexible workplace pays off for organization and employee. - Workplace policy and practice not always in synch. - Work-life issues likely to remain highly visible in near future. - Child care has a role in integrating work and non-work roles. - Child care serves economic and social functions. 	<p><i>Work environment:</i> Staff wages remain low.</p> <p><i>Recognition:</i> Lack of respect for the work in child care seems to be linked to low wages and lack of public responsibility for policies that support work-life balance.</p>
<p>Larose, F., Terrisse, B., Bédard, J. & Karsenti, T. (2001). <i>Preschool Education Training: Skills for Adapting to a Changing Society</i>. Paper prepared for the 2001 Pan-Canadian Education Research Agenda Symposium: Teacher and Educator Training, Current Trends and Future Directions. Université Laval, Quebec City, May 22-23, 2001.</p>	<p>Policy report that reviews history of preschool education (delivered in the education system) and government's response to two specific issues: maternal labour force participation and needs of low SES communities for compensatory preschool programs. Also considers teacher-training programs for kindergarten teachers, use of computers in kindergarten classrooms, and supports teachers need to meet new social and technical demands.</p>	<ul style="list-style-type: none"> - Current teacher training does not prepare students to work in kindergarten or to work with children from non-mainstream cultures or who have special needs. - Collaboration with early childhood staff training; pre-service and in-service would improve teachers' skills. 	<p><i>Skills:</i> Issues related to ensuring all children's full participation in child care programs, including those from non-mainstream cultures, are shared by kindergarten programs in the school system. Collaborative education and professional development for teachers and the child care workforce could be beneficial and effective.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Lohans, A. (2002). Working toward a transdisciplinary undergraduate program in Child Studies, University of Regina: A review of the literature. <i>Prairie Forum: The Journal of the Canadian Plains Research</i>, Spring 2002. 27(1):1-23.</p>	<p>Literature review compiled as a preliminary research phase of a feasibility study to consider the development of a trans-disciplinary undergraduate degree program in Child Studies.</p>	<ul style="list-style-type: none"> - More preliminary research is needed to consider the experiences of other human resource integration initiatives before proceeding. - Findings indicate a number of logistical barriers in bringing together the teacher education, social work and early childhood education post secondary education streams. 	<p><i>Skills:</i> Implementation of a cross-discipline early childhood credential that would be recognized in education and child care/ECEC settings will require flexible entry points and delivery models to address a number of logistical issues . One of the greatest barriers to such changes may be inertia and investment in the status quo.</p>
<p>Mill, D, Jacobs, E. & Jenning, M. (2002). <i>A Comparison of Innovative and Control Group Programs in School-Age Care Across Canada</i>. Final Report for the National School-Age Care Research Project 1999-2002. Montreal: Concordia University.</p>	<p>Study of 20 innovative school age child care programs compared to a control group of 20 matched centres.</p>	<ul style="list-style-type: none"> - Innovative centres scored significantly higher on SACERS overall rating and the interaction and program structure subscales. - Directors in innovative centres had higher general and ECE-related educational attainment and were more likely to take a direct role in programming responsibilities. - Similar front-line staff characteristics between the two groups, including educational attainment. 	<p><i>Skills:</i> Clear pedagogical approach and leadership seem to support better program quality.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Penn, H. (1999). <i>How Should We Care for Babies and Toddlers? An Analysis of Practice in Out-of-Home Care for Children Under Three</i>. Occasional paper #10. Toronto, ON: Childcare Resource and Research Unit, University of Toronto</p>	<p>Analytical review of underlying assumptions about the care of very young children (0–3 years).</p>	<p>Challenges some central assumptions about early childhood pedagogy in North America.</p> <ul style="list-style-type: none"> - Concludes that normative child development has limitations as a knowledge framework for understanding infancy. - Questions the emphasis on the adult-child relationship and suggests more focus should be placed on children's interactions and relationships with each other. - Promotes the notion of well-being rather than the primacy of hygiene to avoid illness. - Proposes the value of continuous training in a lifelong learning approach as an alternative to emphasizing pre-service training. - Suggests collective organization of the work environment rather than a hierarchical model that emphasizes leadership and management. 	<p><i>Skills:</i> An emphasis on reflective, well-informed practitioners leads to more flexible practice that is responsive to cultural and linguistic differences.</p>
<p>Stuart, B. (2002). <i>Credentialing and Accreditation in Home Child Care: A Review of the Literature</i>. Guelph, Ontario: The Centre for Families, Work and Well-Being, University of Guelph.</p>	<p>Literature review investigates home child care licensing, credentialing and accreditation practices in Canada, United States, Australia and Europe. Includes detailed descriptions of two promising systems in the US, brief summaries of papers reviewed, research findings on outcomes and recommendations for future research.</p>	<ul style="list-style-type: none"> - The search for quality assurance is prevalent across health, education and social service sectors. - Accreditation of home child care in Ontario should proceed with continuing government licensing and inspection and a commitment to expand the supply of regulated home child care. - Providers should be involved in all stages of development of accreditation, standards and processes. - Accreditation of caregivers results in higher quality family child care for children, more professional behaviour and sometimes higher hourly wages. 	<p><i>Work environment:</i> Accreditation and credentialing of child care programs, centre staff or family caregivers does not necessarily increase compensation.</p> <p><i>Skills:</i> Recruitment of more skilled family child caregivers (i.e., higher levels of education, more child-centred beliefs about child-rearing, perceived role to be professional, value training) to improve quality. Financial incentives increase participation in training.</p> <p><i>Recognition:</i> Provider associations promote support and informal training and typically precedes more formal training.</p>

1. Academic Journals and Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Taylor, A., Dunster, L. & Pollard, J. (1999). And this helps me how? Family child care providers discuss training. <i>Early Childhood Research Quarterly</i>, 14(3):285-312.</p>	<p>National study involves interviews with 298 family child care providers, focus groups with stakeholders and a national survey of organizations that offer training; describes current Canadian forms of training for family child care providers and identifies key training issues.</p>	<ul style="list-style-type: none"> - Barriers to training for family child care are availability, accessibility and recognition. - Strategies to overcome barriers include: informed instructors, real-world examples, opportunities to network, respect for past education and informal learning, sensitivity to local context and use of new communication technology. - Standardized core content needs to be developed and delivered using sound adult learning principles. 	<p><i>Skills:</i> Family child care training is a strategy to improve skills but also creates professional identity though networking, improved confidence; place training in context by providing credit for informal learning and by creating customized courses.</p>
<p>Thétrault, S. (2001). <i>Projet d'accompagnement destiné aux enfants présentant des limitations fonctionnelles</i>. Régie régionale de la santé et des services sociaux de Québec.</p>	<p>Investigates the impact of a support program on social inclusion of children with special needs in a child care setting and summarizes training requirements and working conditions of support workers.</p>	<ul style="list-style-type: none"> - Working conditions make it difficult to meet the needs of children with special needs in child care settings. Work environment: The determination of responsibilities and tasks improves working conditions. 	<p><i>Skills:</i> Relevant training to acquire knowledge and skills needed to work with children with special needs is essential.</p>
<p>Tougas, J. (2002). <i>Reforming Québec's Early Childhood Care and Education: The First Five Years</i>. Occasional paper #17. Toronto, ON: Childcare Resource and Research Unit, University of Toronto.</p>	<p>Policy paper analyzing information about Québec's family policy and supports for parents. Includes the province's changes to how child care is delivered; funding for child care; and initiatives to improve child care quality and accessibility.</p>	<ul style="list-style-type: none"> - Child care is a cornerstone of Quebec family policy; \$5 a day fee - Three components: 1) Centres de la petite enfance (CPEs); 2) school-age child care; 3) full day kindergarten for 5-year-olds. - CPEs include centre-based and family-based child care homes. - Program changes/implementation involved many struggles. - More ECE training requirements for CPE workers, government funds support workers in college level courses and compensate CPEs for substitutes. - Child care workforce is supported by catch-up wage increase/wage enhancement, public campaigns promoting early childhood career - Jobs are plentiful with possible career advancement. - Salaries have improved, and there are discussions of pensions and pay equity. - Challenges include a lack of programs for atypical family care needs and commercial centres. 	<p><i>Work environment:</i> Improvements to working conditions include wage/fee rates that acknowledge family child care providers' formal training and the organization of administrative structure to ensure communication, as CPEs become community-based businesses.</p> <p><i>Skills:</i> Family child care provider training needs to be flexible, offer relevant subject matter and provide requisite financial support for colleges to develop and providers to take. Management training and support is needed as CPEs include centre-based and family child care settings.</p> <p><i>Recognition:</i> Employee status of family child care providers in CPEs needed.</p>

2. Government Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Aboriginal Head Start (2002). <i>Aboriginal Head Start (AHS) in Urban and Northern Communities: Program and Participants 2001</i>. Ottawa: Health Canada.</p>	<p>Statistical information about participants and their communities, site operations, needs and finances.</p>	<ul style="list-style-type: none"> - AHS reaches about 7% of its primary target group (3-5-year-old Aboriginal children living in urban and northern communities). - 84% of sites have at least one child with a special need. - 47% of staff working with children are formally trained. 	<p><i>Skills:</i> Assisting children with special needs is a top priority. Sites in remote communities lack access to accredited ECE training (except Nunavut).</p>
<p>Aboriginal Head Start (2000). <i>Aboriginal Head Start Initiative: Children Making a Community Whole: A Review of Aboriginal Head Start in Urban and Northern Communities</i>. Ottawa: Health Canada.</p>	<p>Statistical information on the children served, the staff and the programs.</p>	<ul style="list-style-type: none"> - In 1999, a total of 3,236 children enrolled in AHS – less than 12% of Aboriginal 3- and 4-year-olds living off-reserve. - Over 30 Aboriginal languages spoken in AHS programs, reflecting program diversity. - 70% of projects report difficulties with parent involvement. - 70% of staff is Aboriginal. - 31% have ECE college qualifications and another 14% have degrees. - AHS participants want to improve programming and better accommodate children with special needs. - Employment is often part-time and contract-based and annual turnover rate at 33%. 	<p><i>Skills:</i> Postsecondary education programs need to consider delivery models and appropriate content for Aboriginal communities. Program staff want opportunities to increase programming skills and strategies for working with children with special needs.</p> <p><i>Recognition:</i> Retention of staff may improve if positions are full-time.</p>
<p>Alberta's Commission on Learning (2003). <i>Every Child Learns, Every Child Succeeds</i>. Report and Recommendations from Alberta's Commission on Learning, October 2003.</p>	<p>Final report based on broad consultation with stakeholders and experts, and review of research studies and reports.</p>	<ul style="list-style-type: none"> - Eight areas for action needed within education system including the 'ready to learn' focus, which recommended the establishment of parenting centres, new junior kindergartens to be phased in, full-day senior kindergartens, and better coordination with community and government programs. - Parenting centres could be operated by local school boards. - JK and SK programs to be staffed by qualified teachers with expertise in early learning and could be delivered through schools or community child care/early childhood programs. 	<p><i>Work Environment:</i> The expansion of early childhood programs in the school system may increase opportunities for ECE staff with degrees and encourage more to pursue teacher qualification programs. Expected compensation exceeds that offered in the child care sector.</p>

2. Government Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Atlantic Evaluation and Research Consultants (2003). <i>Evaluation of the Educational Supplement: An Early Childhood Development Initiative: Final Report</i>. Submitted to the Department of Health and Community Services, January 31, 2003.</p>	<p>Report of a summative evaluation of a program designed to provide supplementary income support to ECEs in regulated child care.</p>		
<p>Child & Youth Advocate (2004). <i>Toronto Report Card on Children</i>. Volume 5, Update 3. Toronto, ON: Author.</p>	<p>A report on social indicators related to child and youth well-being in Toronto, based on 2001 Census data, service data and economic data.</p>	<p>Average annual salary for a full-time ECE working in a non-profit or commercial centre in Toronto is \$29,286 in 2003 compared to \$28,604 in 2000.</p> <ul style="list-style-type: none"> - Increased numbers of part-time and untrained staff in centres. Between 2000 and 2003, ratio of full-time ECE-trained staff to untrained staff in non-profit centres has dropped from 3.16 to 2.65. - Direct government funding of ECE wages is 24% in non-profit centres and 7.7% in commercial centres. - Higher proportion of ECE staff and better salaries are found in higher income regions of the city. 	<p><i>Work environment:</i> Level of public funding for wages varies widely. Reductions in public funding for child care resulting in reduced numbers of ECE staff compared to untrained staff.</p> <p><i>Skills:</i> City of Toronto sets a desired minimum of two ECE for every staff without training and will use the service planning process to address ways to improve the ratio to ensure minimum is met.</p>
<p>Citizenship and Immigration Canada (CIC) (2002). <i>National LINC (Language Instruction for Newcomers to Canada) Childminding Requirements</i>. Ottawa, ON: Author.</p>	<p>LINC childminding programs do not have to be licensed by provinces and territories as parents are on site (in language training). However, CIC has developed childminding requirements that must be met by service provider organizations offering childminding at their sites.</p>	<ul style="list-style-type: none"> - Specifies childminder qualifications and training: at least one childminder on site must have a two year diploma in early childhood education. - Ratios and group sizes are specified based on individual provincial legislation. 	<p><i>Work environment:</i> ECE staff have opportunities for employment in related settings outside the regulated child care sector.</p>

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Department of Community Services, Department of Health (2002). <i>Nova Scotia ECD 2001-02 Workplan</i> . Government of Nova Scotia.	Policy document outlines the workplan for 2001/02 which supports ECD Vision document and ECD Baseline Report, and begins the development of a comprehensive early childhood development system in Nova Scotia.	Outlines strategy to stabilize and enhance child care with child care stabilization grant, ECE training initiatives, inclusion of children with special needs, and new and expanded licensed spaces.	<p><i>Work environment:</i> Wage supplement introduced to stabilize workforce</p> <p><i>Skills:</i> Increased training opportunities include pre- and in-service training initiatives to improve quality and increase inclusion of children with special needs.</p>
Doherty, G. (1998). <i>Zero to Six: The Basis for School Readiness</i> . Ottawa: Human Resources Development Canada, R-97-8E.	Extensive review of current literature on school readiness.	Conclusions identify five components of school readiness: physical well-being & appropriate motor development; emotional health; social knowledge and competence; language skills; and general knowledge and cognitive skills.	<p><i>Skills:</i> Training and professional opportunities to support child care workforce's ability to articulate how their practices support the acquisition of the identified components of readiness for learning in formal school environment.</p> <p><i>Recognition:</i> Public perception of the value of child care work would likely improve if child care workforce were identified as a support to improving children's overall readiness for school learning.</p>
Federal/Provincial/Territorial Ministers Responsible for Social Services (2002). <i>The National Child Benefit: 2001 Progress Report</i> . Ottawa, ON: Author.	Financial reporting of spending of National Child Benefit (NCB) dollars.	Across Canada, only 7% of reinvestment dollars are spent on regulated child care.	<p><i>Work environment:</i> NCB reinvestment dollars are not supporting increased compensation in child care programs but may be providing staff wages in other types of early childhood programs.</p>
Federal/provincial/territorial Ministers Responsible for Social Services (2003). <i>The National Child Benefit: 2002 Progress Report</i> . Ottawa, ON: Author.	Updated financial reporting of spending of National Child Benefit (NCB) dollars.	<ul style="list-style-type: none"> - About 7% of reinvestment dollars are spent on regulated child care. - Ontario spends about 21% of reinvestment total on Ontario tax credit to low income families not receiving social assistance. 	<p><i>Work environment:</i> NCB reinvestment dollars do not increase compensation levels.</p> <p><i>Recognition:</i> NCB reinvestment dollars support ECE certification in Newfoundland & Labrador.</p>

2. Government Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Forer, B., Hunter, T. (2001). <i>2001 Child Care Survey Final Report</i>. Victoria, BC: Ministry of Community, Aboriginal and Women's Services. www.mcaaws.gov.bc.ca/childcare / ChildCare/Full_Report.pdf</p>	<p>Detailed statistical information and analyses of separate surveys for licensed centre-based and family child care in British Columbia that outlines changes from 1997-2001.</p>	<ul style="list-style-type: none"> - Centre-based facilities increased 14.8% and spaces increased 12%. - Coverage increased from 77 spaces per 1000 children to 90. - Family child care spaces increased 5%. - Out-of-school care fees decreased 19% and preschool fees increased 16%. - The average hourly wage for child care centre supervisors was \$14.61, for staff \$13.28, for assistants \$11.68. - Many centre-based staff (41%) work part-time. - Unionization is highest in special needs and infant programs, which also have the highest wages and benefits. - The family child care workforce is aging: in 2001, 33% of providers were over 45, compared to 26% in 1997. 	<p><i>Work environment:</i> Overall remuneration remains low but there is a moderate increase in the numbers of positions for the child care workforce.</p>
<p>Gouvernement du Québec, Direction du développement et de la qualité, Ministère de la famille et de l'enfance (2000) <i>Les Exigences de Formation des éducatrices et des éducateurs à l'enfance Selon les Règlements sur les Centres de la Petite Enfance et sur les Garderies.</i></p>	<p>Information on the qualifications of teachers working in Centres de la petite enfance (CPEs) and in child care centres.</p>	<ul style="list-style-type: none"> - Differences exist in the regulations for CPEs and commercial child care centres. 	<p><i>Skills:</i> Auspice and centre organization influence qualifications of staff.</p>
<p>Government of Canada and The Conference Board of Canada (2002). <i>National Summit on Innovation and Learning: Summary</i>. Ottawa.</p>	<p>Policy document to promote government's skills and knowledge agenda.</p>	<p>Key strategies include an emphasis on life long learning beginning with early learning prior to entry into formal schooling.</p>	<p><i>Skills:</i> Directions support an expansion of flexible delivery options in early childhood programs in post secondary institutions and ongoing professional development opportunities.</p>

2. Government Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Government of Canada (2000). <i>Early Childhood Development: First Ministers' Meeting Communiqué, September 11, 2000</i>. Ottawa, ON: Author.</p>	<p>Federal/provincial/territorial (FPT) agreement on early child development services reached on September 11, 2000.</p>	<ul style="list-style-type: none"> - Federal government agreed to invest \$2.2 billion in early childhood and family programs over a five year period. - Agreement includes four areas: healthy pregnancy, birth and infancy; parenting & family supports; early child development, learning and care; and community supports. 	<p><i>Skills:</i> Training and development needs to be geared to preparation for increased opportunities for employment in wider program options.</p> <p><i>Recognition:</i> Child care is recognized as a component of early child development and part of a response to increased public awareness about the importance of the early years. Increased programs outside child care may compete with child care program recruitment and retention of qualified staff.</p>
<p>Government of Canada (2001). <i>Federal/Provincial/Territorial Early Childhood Development Agreement: Report on Government of Canada Activities and Expenditures 2000-2001</i>. Ottawa, ON: Author.</p>	<p>Federal accounting of baseline 2000-2001 expenditures and activities in relation to the FPT Early Child Development Agreement.</p>	<p>Expenditures included:</p> <ul style="list-style-type: none"> - over \$1 billion to parental insurance - about \$325 million on Aboriginal programs (including child care) & other early childhood programs (excluding child care). 	<p><i>Work environment:</i> Federal programs are contributing to a number of programs that provide employment to qualified individuals in the child care workforce. Many positions may be part-time and short-term.</p>
<p>Government of Canada (2002). <i>Early Childhood Development Activities and Expenditures: Government of Canada Report 2001-2002</i>. Ottawa, ON: Author.</p>	<p>Annual reporting early child development expenditures and activities and report on child well-being in compliance with the FPT agreement.</p>	<ul style="list-style-type: none"> - Reported areas of investment indicate considerable variation in allocation of funds. - Additional funds to child care services reported in six jurisdictions. 	<p><i>Work environment:</i> Some additional resources are being allocated to improve child care salaries. Employment opportunities increase in early childhood settings that do not offer child care programs.</p>
<p>Groupe de travail sur les conditions salariales du personnel des services de garde (1999). <i>Rapport de Consultation Sommaire présenté au Ministère de la Famille et de l'Enfance</i>.</p>	<p>Basis for the agreement signed in 1999 between the unions, the government and CPE representatives that led to wage enhancement for child care workers.</p>	<ul style="list-style-type: none"> - Agreement includes wage enhancement, retirement plan, pay equity and family child care provider remuneration. 	<p><i>Recognition:</i> Unionization strategy is effective in gaining support for increased compensation for child care workforce.</p>

2. Government Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>INRS (2002). <i>Évaluation des Projets-Pilotes de Garde à Horaires Non Usuels</i>.</p>	<p>Report on a series of pilot projects that explored extended hours and flexible care.</p>	<p>Diversified tasks and irregular schedules would be characteristics of this service delivery model.</p>	<p><i>Work environment:</i> Expanded and more flexible service delivery models will make additional demands on child care workforce to accommodate longer hours of service. Some of the focus of the work likely to shift from educational/child development activities to greater emphasis on daily care routines.</p>
<p>Krentz, C., McNaughton, K. & Warkentin, B. (2002). <i>Interim Report: Summary and Recommendations of the First Two Years of A Six Year Longitudinal Study Examining the Effectiveness of the Pre-kindergarten Program in the Regina Public School Division #4</i>. Regina: Regina Public School Division #4.</p>	<p>Interim report based on data collected over the first two years of a six year longitudinal study of pre-kindergarten (3- and 4-year-old children) programs in Regina. Study involves 25 pre-kindergarten children, and their families and teachers (with teaching credentials), from 10 community schools.</p>	<ul style="list-style-type: none"> - Pre-kindergarten classes rated significantly higher on ECERS-R than programs involved in You Bet I Care! Study - Teachers appreciated opportunity to become familiar with Early Development Instrument and ECERS-R. 	<p><i>Skills:</i> In-service training and use of ECERS-R and EDI increase observation and planning skills.</p>
<p>Kyle, I. (1999). <i>Towards a Framework for Integrating Early Childhood Development and Family Support Programs in Toronto</i>. Toronto: City of Toronto.</p>	<p>Policy proposal to build an integrated service delivery model.</p>	<ul style="list-style-type: none"> - Extensive coordination and blending of existing programs and services proposed. 	<p><i>Skills:</i> Integrated early childhood programs require sharing and blending of knowledge and abilities.</p>
<p>McCain, M. & Mustard, F. (1999). <i>Early Years Study: Reversing the Real Brain Drain</i>. Toronto: Government of Ontario.</p>	<p>Report to Ontario government that reviews current early child development research and considers next steps. Has been distributed widely across Canada & internationally.</p>	<p>Recommendations call for a system of early child development and parenting centres for all children, 1 year parental leave, monitoring of child outcomes and public-private partnerships.</p>	<p><i>Skills:</i> Expanded range of programs requires ECE training to broaden its base and include a child and adult focus, and a multidisciplinary knowledge base. An increase in college-university articulation arrangements would help expand training for staff.</p> <p><i>Recognition:</i> ECE staff have a valuable knowledge base to bring to an expanded system.</p>

2. Government Reports	Content Overview	Key Findings/Conclusions	Human Resource Implications
New Brunswick Association for Community Living (2001). <i>Keeping the Door Open: Enhancing & Maintaining the Capacity of Centres to Include Children with Special Needs</i> . Project Report.	Summary report of the on-site consultation guide and research report of project designed to enhance and maintain capacity of centres to include all children. Project involved centres in New Brunswick, Prince Edward Island and Saskatchewan. Participating centres had a range of trained and untrained staff, and enrolled children with identified special needs. Project used an on-site consultation model.	<ul style="list-style-type: none"> - Focus for change was on the overall child care environment, not the child with special needs. - Common staff pattern emerged that moved from lack of awareness and apprehension to confidence and sustainability. - Overall program quality and ability to include children with diverse needs increased over course of project. 	<i>Skills:</i> In-service support and resources enable quality improvement for all children and the inclusion of children with special needs within the parameters of existing child care programs.
Premier's Council on Healthy Child Development. (2003). <i>Annual report on Children 2001-2002</i> . Government of Prince Edward Island.	Includes reports on early childhood development, learning and care programs: <ul style="list-style-type: none"> • Measuring and Improving Kids' Environments (MIKE) • Supporting Children with Special Needs in Early Childhood Centres • Publicly Funded Community-Based Kindergarten. 		
<i>Société québécoise de développement de la main-d'oeuvre (1997) Diagnostic Sectoriel de Main-d'oeuvre des Garderies à But Lucratif du Québec</i> . Gouvernement du Québec.	Overview of the professional structure for teachers in commercial child care centres. Data on HR development needs, and information on training needs.	<ul style="list-style-type: none"> - Obstacles related to HR development and teacher training include: how information about available courses is disseminated; where training is delivered; length of training; day and time of training; participants' profile; trainers' profile; available budgets for training; and isolation. - Priorities and proposed actions include training specific to different age groups and training on specific social issues. 	<i>Skills:</i> Changes needed in curriculum and delivery of in-service training programs for child care staff in commercial centres.
Stafford, J. (2003). <i>A Profile of the Childcare Services Industry</i> . Number 40. Ottawa, ON: Statistics Canada.	Article that examines the child care industry, including demand for services, financial characteristics of sector and characteristics of the workforce.	<ul style="list-style-type: none"> - Maternal labour market participation continues to increase while 0-4 year-old population declined from mid-1990's to 2000. - Fees for child care increased 15.7% from 1986-1999. 	<i>Work environment:</i> Child care salaries still far below average salaries and do not seem to be improving.

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Aarts, S., Blower, B., Burke, R., Conlin, E., Howell, B., Howorth, C.E., Lamarre, G. & Van Kleef, J. (1999). <i>A Slice of the Iceberg: Cross-Canada Study of Prior Learning Assessment and Recognition</i>. Cross-Canada Partnership on PLAR.</p>	<p>Report of a study of PLAR practices at seven postsecondary institutions.</p>	<ul style="list-style-type: none"> - Learners who complete course credits through PLAR are more likely to be successful (e.g., complete the academic program, higher grade average) than other students. - Institutional support essential to effective PLAR practices. 	<p><i>Skills:</i> Proportionately, ECEC programs have a higher representation of students completing PLAR credits than other post secondary programs.</p>
<p>BC Aboriginal Child Care Society (2003). <i>Many voices, Common Cause</i>. Author.</p>	<p>Report of the first annual Aboriginal Leadership Forum on Early Childhood Development. Outlines current situation, concerns, provides a set of guiding principles, specific goals and objectives, with recommendations and next steps.</p>	<ul style="list-style-type: none"> - Many recommendations for service providers, community leaders and governments to build sustained ECD programs and services. - Community leaders must increase the number of skilled Aboriginal practitioners in their communities and support locally-based training in order to retain skilled Aboriginal ECD practitioners. 	<p><i>Skills:</i> Local training initiatives, distance education options, and partnerships with educational institutions are likely to increase numbers of Aboriginal practitioners in their communities.</p>
<p>Beach, J. & Bertrand, J. (1999). Mobility of early childhood care and education credits and credentials in Canada. <i>Research Connections Canada: Supporting Children and Families (2)</i>, 101-140. Ottawa: Canadian Child Care Federation.</p>	<p>Describes Canadian context of post-secondary education and provincial ECCE credentials; examines issues related to ECCE credit and credential mobility: transferability, articulation and portability; describes innovative practices; makes recommendations to increase mobility.</p>	<ul style="list-style-type: none"> - Development and recognition of pan-Canadian ECCE credentials will ensure portability across provinces/territories. - Development and recognition of the ability to transfer credits between the range of ECE post-secondary programs will increase mobility. - Outlines key players, and short and long term actions and strategies. 	<p><i>Skills:</i> Transfer and articulation of ECE courses and credits would increase access to training.</p> <p><i>Recognition:</i> Pan-Canadian credential would allow greater career flexibility.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Beach, J. (1999). Community colleges and the delivery of professional development to the early childhood care and education sector. <i>Research Connections Canada: Supporting Children and Families (3)</i>, 169-202. Ottawa: Canadian Child Care Federation.</p>	<p>Overview of the types of professional development available, and the trends and issues in its development and delivery; role of community college in providing professional development activities.</p>	<ul style="list-style-type: none"> - Colleges positioned to take lead role in professional development. Need to work with each other and community partners/trainers to develop a framework of ECE career development that: recognizes prior knowledge, skills and forms of learning; encourages ongoing professional development; and is part of a plan to have a trained workforce with career opportunities. - Major professional development gaps are: ECEC job areas with no legislated training (e.g. Head Start, family resource); family child care and leadership; the use of mechanisms such as PLAR to recognize knowledge and skills from experience and various learning forms; and the need for in-depth training for experienced caregivers and refresher training to keep current. 	<p><i>Skills:</i> Professional development can contribute to knowledge and abilities of workforce and could be linked to formal credits and credentials.</p> <p><i>Recognition:</i> Professional development enables career mobility.</p>
<p>Bertrand, J. (2003). Report on prior learning assessment and recognition (PLAR) in the early childhood sector. In <i>Research Connections Canada: Supporting Children and Families (10)</i>, 149-182. Ottawa: Canadian Child Care Federation.</p>	<p>Literature review, community college survey, focus group and key informant interviews used to review use of PLAR in ECE in Canada.</p>	<ul style="list-style-type: none"> - PLAR expertise is increasing - PLAR in ECE is effective if assessment process is based on common learning outcomes. - Overall use of PLAR mostly in continuing education programs and has not increased over past decade. - PLAR use is not significant, therefore does not impact on recruitment in ECE. - Possibilities exist to use PLAR outside postsecondary education institutions in child care sector but individuals would not have the educational recognition needed to pursue further studies. 	<p><i>Skills:</i> Use of PLAR in ECE could provide a mechanism to recognize skilled practitioners who do not have formal educational qualifications but has not been used/applied at scale to make a difference (except in Manitoba).</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Boisvert, D. (2001). Literature review of training and family day care. <i>Research Connections Canada: Supporting Children and Families</i> (6), 63-80. Ottawa: Canadian Child Care Federation.</p>	<p>Literature review of family child care provider training programs in Canada, Unites States and Britain. Explores two arguments commonly used to support training for family child caregivers: improving the quality of care and the professional status of caregivers and family child care.</p>	<ul style="list-style-type: none"> - Caregivers who are trained more likely to be associated with high scores on measures of family child care. - Little empirical evidence that training improves the quality of family child care (defined by cognitive and social child outcome measures and indicators of physical environment). - Family child care provider training results in better organization and business practice. 	<p><i>Skills:</i> Need for the design, implementation and evaluation of training initiatives specifically designed for family child care providers.</p>
<p>Child Care Advocacy Association of Canada (2003). <i>Seeing and Solving the Child Care Crisis</i>. Ottawa, ON: Author.</p>	<p>Discussion paper that applies the lessons of the OECD study of ECEC in 12 countries (summarized in Starting Strong: Early Childhood Education and Care) by assessing the status of child care under each policy lesson. The paper is a basis for pan-Canada consultation to develop a common vision and road map.</p>	<ul style="list-style-type: none"> - Proposes that blending child care, early learning and family support programs into a single service, delivered at a single site or through a neighbourhood hub of interconnected service, is a more cost-effective and coherent delivery system. - Raises a series of questions for each policy lesson as applied to Canada. 	<p><i>Work environment:</i> Improved working conditions essential to improve quality.</p> <p><i>Skills:</i> Two year community college programs are stretched to adequately prepare individuals to work with children 0-12 years.</p> <p><i>Recognition:</i> Unionization has played a beneficial role in raising the status of child care workforce in other jurisdictions.</p>
<p>Canadian Child Care Federation & Association of Canadian Community Colleges (2003). <i>Training for the Delivery of Quality Early Childhood Development, Learning and Care Services in Canada: Accessibility, Portability and Career Advancement</i>. National Symposium, Ottawa, November 6-8, 2003.</p>	<p>Draft report summarizes the discussions and recommendations that emerged from the 64 participants.</p>	<p>Support for:</p> <ul style="list-style-type: none"> - draft occupational standards for child care practitioners - proceeding with exploration of accreditation of postsecondary ECE programs - updating National Training Guidelines and making connections between guidelines and occupational standards - additional exploration of issues related to practitioners certification - development of comprehensive database of information about ECE postsecondary programs - forum for exchange of information about PLAR in postsecondary programs. 	<p><i>Skills:</i> Proposals provide strategies to promote mobility of credentials and recognition of informal learning.</p> <p><i>Recognition:</i> The sector's divisions around the name of the sector itself and its key occupation provide challenges that could further divide or opportunities to bring together individuals who work with young children and families in early childhood settings.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Child Care Human Resources Round Table (2001). <i>In Just 30 years... The Labour Movement and the Development of Child Care Services in Québec</i>. Ottawa, ON: Author, c/o Child Care Advocacy Association of Canada.</p>	<p>Discussion of how unions, parents and child care centre employees worked together to take advantage of a favourable climate in which to negotiate wage and benefits improvements for centre teaching staff.</p>	<ul style="list-style-type: none"> - Unions in the 1970s advocated the principle of direct funding for child care centres. - During the 1980s labour was involved in issue of free universal child care run by parents and the defence and promotion of the child care workforce. - During the 1990s, strikes addressed working conditions addressed with strikes. - A minority of workforce is unionized. 	<p><i>Skills:</i> Staff training needs to be organized in a context of rapidly developing infrastructure and training for providers of family child care.</p> <p><i>Recognition:</i> The status of home child care providers and whether they can organize in unions is uncertain; seems to influence recruitment as well as strategies for advocating for better working conditions.</p>
<p>Coalition of Child Care Advocates of British Columbia & BC Government & Service Employee's Union (2004). <i>Child Care and Labour. Working Together for Publicly Funded Child Care Strategy Session</i>. Vancouver: CCCABC & BCGSEU.</p>	<p>A report of On November 7-8, 2003, the Coalition of Child Care Advocates of BC (CCCABC) and the Community Social Services Component of the BC Government and Service Employees' Union (BCGEU) weekend of events to help build stronger links between child care advocates and the labour movement.</p>	<p>Barriers to overcome unionization of child care staff include</p> <ul style="list-style-type: none"> - need for trade union movement to make long term commitment to organizing sector, recognize unique employer-employee relationship, recruit child care staff as organizers & consider new bargaining & organizing structures (e.g. common bargaining strategy) - need for child care movement to take a clear public stand supporting unionization of the sector. 	<p><i>Recognition:</i> Coalition of Child Care Advocates has formally adopted a policy of promoting unionization as part of a strategy for achieving the goal of a publicly funded, not-for-profit, high quality, accessible, affordable child care system. Unionization strategy needs explicit support from the sector and new bargaining & organizing approaches.</p>
<p>Doherty, G. (2003). <i>Occupational Standards for Child Care Practitioners</i>. Ottawa: Canadian Child Care Federation.</p>	<p>Statement of occupational standards for child care practitioners in group- and home-based settings is based on review of literature and extensive consultation. Standards developed with three components: skills and abilities, core knowledge, and standards of ethical practice.</p>	<ul style="list-style-type: none"> - Nine standard statements identify the child care practitioner occupation. - A child care practitioner is defined as an individual responsible for group of young children in a home- or centre-based child care setting or a family resource program that offers programs for children. - Canadian Child Care Federation's Code of Ethics is included in the standard. 	<p><i>Work environment:</i> Standards could improve career mobility.</p> <p><i>Skills:</i> Standards are a foundation for transferability of credits, PLAR and credit course development.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Doherty, G. (2003). Enhancing the capacity of the field to provide quality early development learning and care services. In <i>Research Connections Canada: Supporting Children and Families (10)</i>, 5-12. Ottawa: Canadian Child Care Federation.</p>	<p>Paper identifies seven interconnected strategies to recruit, develop and maintain a quality child care workforce: occupational standards, national training guidelines, accreditation of training programs, certification of individuals, prior learning assessment and recognition, professional development, and distance education.</p>	<ul style="list-style-type: none"> - Occupational standards identified as the foundation for other strategies. - Model illustrates how strategies interact with each other to enhance the capacity of the field. 	<p><i>Skills:</i> Common standards for individuals who are responsible for a group of children in centre- or home-based settings would seem to allow other strategies to be more widely applicable and consistent across jurisdictions.</p>
<p>Doherty, G. (2002). Workplace and workforce causes in the recruitment and retention of qualified child care staff. In E.E. Ferguson (ed), <i>Reflecting on Attracting and Keeping Qualified Staff in Child Care</i>, p.1. Halifax, Nova Scotia: Child Care Connection-NS.</p>	<p>Article reviews possible causes of recruitment and retention challenges in the child care sector, using data from two studies of the child care workforce – <i>Caring for a Living</i> (1992) and <i>You Bet I Care!</i> (1998).</p>	<ul style="list-style-type: none"> - Recruitment and retention challenges identified in the 1992 study linked to poor wages, benefits and low-status of work in the child care sector have intensified. - Increased expectations on the workforce have increased stress level. - Better-educated workforce faces same limitations for advancement and there is increased availability of related job opportunities. - Child care workforce is aging. 	<p><i>Work environment:</i> Compensation and working conditions are problematic, such as inadequate supports to work with children with special needs and lack of planning time. Seems to be a lack of opportunities for advancement.</p> <p><i>Skills:</i> More pre-service and in-service training are needed to support inclusion. Staff with higher levels of education more likely to leave.</p> <p><i>Recognition:</i> Pervasive view that public does not respect child care staff evident.</p>
<p>Doherty, G. (2000). Credentialing as a strategy for promoting quality in child care settings. <i>Research Connections Canada: Supporting Children and Families (4)</i>, 5-14. Ottawa: Canadian Child Care Federation.</p>	<p>Discussion of strengths and weaknesses of three types of credentialing: equivalency validation, credentialing of ECE graduates and competency-based assessment (e.g., Child Development Associate CDA program)</p>	<ul style="list-style-type: none"> - All three types of credentialing meet different needs of practitioners, guaranteeing a certain level of knowledge and competency; increase numbers of child care providers able to provide basic quality care. - Trend toward periodic reevaluation to retain credentials. 	<p><i>Work environment:</i> Wages could be linked to higher credential and increased education.</p> <p><i>Recognition:</i> Practitioners with credentials such as CDA are likely to pursue professional development (first step on career ladder). The Certification of ECE graduates can be second step (e.g., opportunity to mentor).</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Doherty, G. (2000). Accreditation as a strategy for promoting quality in child care settings. <i>Research Connections Canada: Supporting Children and Families</i> (4), 15-24. Ottawa: Canadian Child Care Federation.</p>	<p>Discussion of pros and cons of child care accreditation systems, specifically NAEYC accreditation.</p>	<ul style="list-style-type: none"> - The successful completion of NAEYC accreditation improves centre quality. - NAEYC centres as a group have higher levels of quality. - NAEYC accreditation does not equate to high quality (significant proportion have been found to provide 'mediocre' care with independent observation). - NAEYC accreditation is costly and no guarantee of quality. - NAEYC criteria do not address salaries and turnover rates, both of which predict quality. 	<p><i>Work environment:</i> Program accreditation systems without financial incentives are not likely to affect compensation.</p>
<p>Doherty, G. (2000). Mentoring as a strategy for promoting quality in child care setting. <i>Research Connections Canada: Supporting Children and Families</i> (4), 25-34. Ottawa: Canadian Child Care Federation.</p>	<p>Discusses use of mentoring in North American child care, requirements for successful mentoring, and the strengths and effectiveness of mentoring.</p>	<ul style="list-style-type: none"> - Mentoring has a positive impact on staff behaviour with children and supports retention of protégé and mentor. - Mentoring encourages reflective practitioner behaviour in the protégé and mentor. - Mentoring provides opportunities for practitioners to meet collaboratively, which helps to deal with isolation, especially among family child care providers. 	<p><i>Skills:</i> Need for mentor training for optimum effectiveness.</p> <p><i>Recognition:</i> The use of mentoring helps to support and retain new practitioners in the field, as well as to retain mentors. Mentoring can be part of career progression.</p>
<p>Doherty, G. (2001). Regulations as a strategy for promoting quality in child care settings. <i>Research Connections Canada: Supporting Children and Families</i> (6), 37-62. Ottawa: Canadian Child Care Federation.</p>	<p>Discussion of licensing regulations and quality in child care settings, and limitations and levels of regulations.</p>	<ul style="list-style-type: none"> - Although regulations 'set the stage' for quality, they need to be supplemented with other approaches such as teaching staff/caregiver education, parent education, standards of practice and mentoring. - Regulations regarding staff ECEC training, ratio, group size and number of children in family child care do not meet research/expert recommendations. 	<p><i>Skills:</i> Increased regulatory requirements seem to have some impact on proportion of qualified staff in child care programs. Increased requirements appear to be necessary to improve program quality.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Doherty, G. (2000). Issues in Canadian child care: What does the research tell us? <i>Research Connections Canada: Supporting Children and Families (5)</i>, 5-107. Ottawa: Canadian Child Care Federation.</p>	<p>Six current issues in child care presented with current research trends and implications for the early childhood education and care field.</p>	<ul style="list-style-type: none"> - Canadian family structures and dynamics changing. - Scientific evidence of the importance of early experience. - Findings reporting on the effect of child care on children's development. - Quality associated with people who have specialized training. - Current funding methods do not support quality. - Trend towards targeted program misses opportunity to develop system accessible and affordable to all who wish to use it. 	<p><i>Work environment:</i> Supportive working conditions and remuneration would increase likelihood of quality. Dependency on parent fees and subsidies seems to result in low remuneration, poor working conditions and high turnover</p> <p><i>Skills:</i> Mechanisms are needed for professional and workforce development and ongoing support for workforce.</p>
<p>Doherty, G. & Forer, B. (2002). <i>Unionization and Quality in Early Childhood Programs</i>. Ottawa: Canadian Union of Public Employees.</p>	<p>Study of the influence of unionization on work environment, centre characteristics and centre quality using data collected for the 1998 You Bet I Care! study.</p>	<ul style="list-style-type: none"> - Wages & benefits higher in unionized settings. - Turnover rates lower, and easier recruitment and retention in unionized settings. - Unionized settings predict or are associated with the presence of some quality characteristics. 	<p><i>Recognition:</i> Unionization appears to be an effective strategy to increase value and recognition of work in child care centres, which results in lower turnover.</p>
<p>Espey & Good Company (2003). <i>Perceptions of Quality Care: Final Report</i>. Ottawa: Canadian Child Care Federation & Child Care Advocacy Association of Canada.</p>	<p>Study to identify best practices in social engagement campaigns and to explore public awareness of, attitudes to, and preferences for child care in Canada. Includes a literature review, focus groups and representative polling.</p>	<ul style="list-style-type: none"> - The quality of child care is viewed as good or fair. - Child care is not seen as a social system but there is strong public support for a publicly funded child care system that ensures quality for all children. - Child care is seen as a multifaceted service, not as simply babysitting. - Child care is primarily seen as a service to parents that is primarily the parents' responsibility to ensure availability. - Public prefers a three-way partnership between parents, provincial/territorial governments and the federal government. Strong preference for employers to pay for more child care. 	<p><i>Recognition:</i> The public recognizes and values child care workforce skills and abilities. Strong support for equal access to child care for all children. The key message to promote public awareness of workforce seems to be that the quality of our child care will determine the quality of our future in Canada.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
Ferguson, E. (2002). Babysitters or professionals? The role of social attitudes in the recruitment & retention of child care workers. In E. Ferguson, <i>Reflecting on Attracting and Keeping Qualified Staff in Child Care</i> , p6. Halifax, Nova Scotia: Child Care Connection-NS.	Article reviews current social attitudes towards child care and their impact on recruitment and retention of staff in the child care sector. Also reviews lessons from other female-dominated professions.	Underlying social attitudes perpetuate non-system of child care in Canada that includes the devaluation of women's caring work; privatization of the family; child care as a commodity; child care as a residual service; lack of respect for children; and the preference for small independent group and home care as the service delivery model.	<p><i>Work environment:</i> Attitudes underlie low pay and poor working conditions for child care workforce.</p> <p><i>Skills:</i> Valuing of caring skills is gradually becoming tied to educational qualifications but leads to tensions between those with and without educational credentials.</p> <p><i>Recognition:</i> Lessons from other jurisdictions (Quebec & Western Europe) and other female-dominated professions suggest the need for unionization, professionalization and advocacy to shift public attitudes.</p>
Ferguson, E., Flanagan-Rochon, K., Hautmann, L., Lutes, D., Masson, A. & Mauch (2000). <i>Toward a Best Practices Framework for Licensing Child Care Facilities in Canada</i> . Halifax, Nova Scotia: Child Care Connection-NS.	Report of project of the Provincial and Territorial Directors of Child Care that examines: licensing practices in provinces and territories; current context for licensing staff; a licensing practices model; and examples of innovative licensing practices.	<ul style="list-style-type: none"> - First phase of the project recognizes licensing staff as the central component of the practice of licensing, examining staff skills, knowledge and attitudes, what is needed to carry out work, internal policies, funding, and processes and procedures that guide work. 	<p><i>Skills:</i> Licensing staff should have formal early childhood training.</p>
Ferguson, E. & Miller, C. (2000). Attracting and keeping qualified early childhood care centre staff. In E. Ferguson (Ed.), <i>Reflecting on Attracting and Keeping Qualified Staff in Child Care</i> , p 6. Halifax, Nova Scotia: Child Care Connection-NS.	Report of the Nova Scotia Retention and Recruitment Project that examined: current recruitment and retention issues through a literature review; factors identification forum; and development of teacher/director work descriptions (using Federal Universal Classification Standard). Recommendations for five interactive areas that cause lack of qualified early childhood staff in NS.	<ul style="list-style-type: none"> - Training includes new initiatives and ways to influence student recruitment. - Policy changes that ensure equivalency, prior learning assessment and salary enhancement grants. - Practice strategies include professional association and salary scales. - Workforce supports include morale, motivation, administrator training and mentoring. - Attitudes changes through networking, public awareness and advocacy. 	<p><i>Work environment:</i> Research needed to study the cost/benefits of salary enhancement grants and other strategies such as morale motivation.</p> <p><i>Skills:</i> Affordable, accessible continuing education, strategies for student recruitment, prior learning assessment tools, equivalency, the promotion of child care administration certification and mentoring are likely to benefit the skill level of the child care workforce.</p> <p><i>Recognition:</i> Studies of the cost/benefits of professional association, supports to career structure building, advocacy with related teacher and union groups might help to set strategic priorities.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Goss Gilroy Inc. (1998). <i>Providing Home Child Care for a Living: A Survey of Providers Working in the Unregulated Sector in their Own Home</i>. Ottawa: Canadian Child Care Federation.</p>	<p>Data on educational levels among unregulated family child care providers. Statistics on wages and benefits in the unregulated sector.</p>	<ul style="list-style-type: none"> - Average net income is \$6400 before taxes (working 48 or more wks/yr). - 1/3 of providers have completed a postsecondary qualification and 39% took training related to child care. - Most important reason for deciding to work privately was to have control over their own work. - 11% were members of a child care group/association. - Libraries were most available support service. - 58% expect to be providing home child care in 3 years. 	<p><i>Skills:</i> Training needs to offer flexible scheduling and recognize that time conflict with the care of their own children is the most significant barrier to home caregivers' participation in training opportunities.</p>
<p>Goss Gilroy Inc. (1998). <i>Providing Home Child Care for a Living: A Survey of Providers Working in the Regulated Sector</i>. Ottawa: Canadian Child Care Federation.</p>	<p>Survey information about family child care providers in the regulated sector, including characteristics, services provided, incomes and working conditions. Comparison between agency providers and directly licensed providers.</p>	<ul style="list-style-type: none"> - Average net income is \$8400 before taxes (working 48 or more wks/yr). - Over 1/3 of providers have completed a postsecondary qualification and 78% participated in at least one professional development activity in past year. - 46% were members of at least one child care group/association. - Home visits were most available support service. - 74% expect to be providing home child care in 3 years. 	<p><i>Recognition:</i> Increased professionalism and access to support services seem to encourage home-based caregivers to become licensed.</p>
<p>Griffin, S. (2002). To be or not to be – Professionalism in early childhood care and education. In E. Ferguson (Ed.), <i>Reflecting on Attracting and Keeping Qualified Staff in Child Care</i>, p.2. Halifax, Nova Scotia: Child Care Connection-NS.</p>	<p>Effects of professional recognition and practice on recruitment and retention.</p>	<p>Factors that support professionalism in the sector include professional work environment, organizational climate, recognition of professional practice, funding to support professionalism and infrastructure that supports professional practice.</p> <ul style="list-style-type: none"> - To date, the child care workforce has largely not proceeded with professionalism strategies to exclude caregivers who do not have specified credentials. - Recommends an inclusive vision of professionalism in which both experience and education are valued and recognized. 	<p><i>Work environment:</i> Adequate salaries and benefits, organizational climate, supportive environment seem to be critical to professionalism.</p> <p><i>Recognition:</i> Professionalism seems to be a key factor in recruiting and retaining a qualified workforce. Tensions exist between including all caregivers and recognizing those with educational qualifications.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
Irwin, S., Lero, D. & Brophy, K. (2000). <i>A Matter of Urgency: Including Children with Special Needs in Child Care in Canada</i> . Cape Breton, NS: SpeciaLink.	Estimates of the number of children with special needs who are included in ordinary child care programs. Resources need to be available, such as special training, consultation and additional staff, to assist ordinary child care programs to include children with special needs.	<ul style="list-style-type: none"> - Very few children with special needs are included in community or ordinary child care programs. - Identified barriers to inclusion include lack of necessary resources and need for a deeper knowledge base. 	<i>Skills:</i> Pre-service programs need revision to ensure inclusion is a basic and essential part of learning expectations. In-service training needs to provide specific specialized training to help staff adapt as necessary.
Jomphe, A. & Lessard, C. (1998). Responsable de la Gestion de Services à l'enfance et à la Famille Autochtones. MEQ [Managers of Aboriginal Child and Family Services.]	Program curriculum for aboriginal child care program managers. Lists skills needed, professional development and career laddering.	Recommendations related to: pedagogy, practicum, course content, delivery of training and directors.	<i>Skills:</i> Aboriginal child care managers appear to need in-service opportunities to develop leadership abilities that will open up career opportunities.
Jomphe, A. & Lessard, C. (1998). Rapport d'évaluation du Programme "éducatrice-éducateur en Services à l'enfance Autochtones": MEQ [Evaluation Report for the Collegial Attestation Program "Educator" in Native Childcare Services.]	Results of training program's evaluation process in four areas: methodology, evaluation data, analysis of data and recommendations.	Recommendations pertain to training of the trainers and to sensitive course content.	<i>Skills:</i> ECE postsecondary programs could consider curriculum content that sensitizes learners to the issues and concerns related to child care settings in Aboriginal communities.
Kass, J. & Costigliola, B. (2003). <i>The Union Advantage in Child Care: How Unionization Can Help Recruitment & Retention</i> . Halifax: Child Care Connections-NS.	Review of the benefits of unionization, particularly drawing on analysis of You Bet I Care! data.	<ul style="list-style-type: none"> - Benefits of unionization include increased remuneration and improved working conditions and quality. - Relationship between professionalism and unionization can be complementary. - Specific bargaining challenges in the child care sector. 	<i>Recognition:</i> Appears to be possible to have professionalization and unionization strategies working together to improve working conditions and recognition of child care workforce, thereby addressing recruitment and retention issues.

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Kuhn, M. (1999). Professionalism and quality. <i>Research Connections Canada: Supporting Children and Families (2)</i>, 65-90. Ottawa: Canadian Child Care Federation.</p>	<p>Discussion of professionalism in early childhood care and education, focusing on its association with quality, including themes from 17 key informant interviews and comments from the literature.</p>	<ul style="list-style-type: none"> - Challenges include engaging in the process of professionalization, gaining public understanding, legislative recognition, building inclusiveness with centre-based and family-based child care practitioners. - Opportunities for advancing professionalization include standards of practice, research on daily practice, the relationship of education and professional development to recognized credentials, and the role of national infrastructure. 	<p><i>Skills:</i> More work seems to be needed on competencies related to family child care providers. Barriers to training include access issues, how well training meets practitioner needs, and cutbacks to training institutions.</p> <p><i>Recognition:</i> Professionalization appears to be a strategy to improve status based on the link between professionalization and better working conditions.</p>
<p>Kyle, I. (2001). Ontario home child care: Provider's reports of training and educational experiences. <i>Research Connections Canada: Supporting Children and Families (6)</i>, 81-110. Ottawa: Canadian Child Care Federation.</p>	<p>A study about training and education based on face-to-face structured interviews with 15 regulated family child caregivers and 15 informal caregivers in southern Ontario.</p>	<p>Barriers to training included:</p> <ul style="list-style-type: none"> - Time and logistics of attending training while working full-time. - Lack of depth and superficiality of training - Trainer lack of knowledge and respect for family child caregivers. 	<p><i>Skills:</i> Family child care provider training must begin with understanding about and respect for caregivers' existing skills and knowledge base. Issues related to access and work environment demands of family child care should inform design of workshops or more formal postsecondary courses.</p> <p><i>Recognition:</i> Educators and others providing training will be more effective if they value the care work of family caregivers.</p>

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<p>Mayer, D. (2001). <i>Building the Career Corridor: Manitoba's Early Childhood Labour Market Strategy Project Report</i>. Winnipeg: Manitoba Child Care Association.</p>	<p>Presentation of critical issues facing child care workforce in Manitoba; includes environmental scan, and barriers and opportunities; reviews models of other jurisdictions.</p>	<ul style="list-style-type: none"> - During past decade, an increased number of centres are unable to meet training standards while the numbers of ECE graduates declined. - 39% of reporting centres have an exemption to the licensing requirement for a proportion of trained staff. - Licensed-not required programs such as Head Start have increased their demands for ECE staff. - Postsecondary institution report low enrolments in ECE diploma and post diploma training programs. - Advanced practitioners are recruited as childcare instructors, licensing coordinators etc. - Recommendations call for a possible professional development requirement, an entry level requirement, a system to support progressive qualifications, and role progress and wages. - Recruitment and retention strategies include a proposal to establish a College of Early Childhood Educators Manitoba and a recruitment and retention committee, to launch a public education initiative specific to workforce issues; and to establish a framework of support through apprenticeship and mentorship. 	<p><i>Work environment:</i> Increased compensation could be tied to training and skills development.</p> <p><i>Skills:</i> Incentives to increase training could include a financial incentive system.</p> <p><i>Recognition:</i> Public awareness campaigns combined with strategies directed at the workforce itself are likely to be more effective than either external or internal strategies on their own.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>McDonnell, L, Piazetski, D. & Raptis-Benner, A. (2003). Bridging the distance: A national certification process for early childhood educators. In <i>Research Connections Canada: Supporting Children and Families (10)</i>, 227 - 289. Ottawa: Canadian Child Care Federation.</p>	<p>Study reviewed existing provincial/territorial certification processes for ECE/child care practitioners; reviewed certification processes for related human service occupations; and identified certification issues.</p>	<ul style="list-style-type: none"> - Certification/regulation based on standardized training and related qualifications can improve transferability of knowledge and skill. - A broader definition of ECD/child care includes related occupations where an estimated 20% of ECEs are now working. - No overall consensus about how to proceed with individual certification. 	<p><i>Skills:</i> Common standards essential to certification process could transcend jurisdictional boundaries.</p> <p><i>Recognition:</i> Individuals in the child care workforce with credentials seem to be part of a broader ECE workforce/occupation.</p>
<p>McQuaid, S., Chaulk, P. & Smith, N. (2002). <i>For Our Educators: A Study of the Early Childhood Education Sector</i>. Prince Edward Island: Early Childhood Development Association of PEI.</p>	<p>A report of a PEI labour market study of the early childhood care and education sector that includes:</p> <ul style="list-style-type: none"> - a survey of compensation, educational attainment, working conditions and training needs - a strategic plan to help sustain ECE system in PEI. 	<ul style="list-style-type: none"> - Lack of fiscal resources. - Low wage structure & emerging wage disparity. - High turnover of experienced/trained staff. - Ongoing recruitment/retention. - Access to education & continuing education opportunities. - Sector leadership challenges. - Program development challenges associated with delivery of kindergarten within early childhood centres. - Difficulties in meeting needs of children with special needs. - Outdated legislative requirements and resources to monitor compliance. - Lack of awareness among public and parents. - Limited capacity of parents to pay for child care costs. 	<p><i>Work environment:</i> Improved compensation is essential to reducing turnover. Public funding needed to address low wages and wage disparity.</p> <p><i>Skills:</i> More supports needed to build workforce capacity for enriched curriculum and accommodation of children with special needs. Access issues limit participation in continuing educational options and professional development.</p> <p><i>Recognition:</i> Need for public awareness campaign about the value of ECE and the related workforce.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
Miller, C. (2002). Recruitment and retention of early childhood educators and caregivers: The policy actor. In E. Ferguson (Ed.), <i>Reflecting on Attracting and Keeping Qualified Staff in Child Care</i> , p.4. Halifax, Nova Scotia: Child Care Connection-NS.	Examines policy and identifies its impact on recruitment and retention of early childhood educators and caregivers.	<ul style="list-style-type: none"> - Federal/provincial policy focus on model of individual responsibility and choice (not universal service) fragments the ECEC sector. - Lack of financial support to meet training standards. - Current policies devalue work that has an explicit nurturing component. 	<p><i>Work environment:</i> Universal service delivery is more likely to improve wages and working conditions than services based on individual parent fees.</p> <p><i>Recognition:</i> Universal service policies (e.g., Quebec) appear to have a positive effect on recruitment and retention.</p>
Miller, C & Ferguson, E. (2003). <i>Attracting and Keeping Qualified Staff in Canadian Child Care</i> . Halifax, NS: Child Care Connection-NS.	A report summarizing environmental scans of identified recruitment and retention issues for the child care workforce in each province and territory, with more detailed case studies from Manitoba and Quebec.	<ul style="list-style-type: none"> - child care workforce is undervalued and systematically underpaid across Canada. - five key factors impact retention and recruitment: workplace, standards, societal attitudes, policies and training. 	<p><i>Recognition:</i> Core issues of ambiguity and ambivalence are connected to all aspects of recruitment & retention challenges in child care sector and will need to be resolved to make improvements for the workforce. The sector needs a common understanding of the system to move forward. Recognition and respect issues must be resolved if recruitment and retention issues are to be addressed. Manitoba and Quebec provide examples of emerging systems resolving these issues.</p>
Morrice, M. (1999). Prior learning assessment and recognition: One early Childhood education program's history. In <i>Research Connections Canada: Supporting Children and Families (3)</i> , 31-48. Ottawa: Canadian Child Care Federation.	Case study of PLAR practices in ECE at Red River College.	<ul style="list-style-type: none"> - Success and viability of the Red River College PLAR initiative is connected to related provincial and college policies and practices, including course organization into learning modules with clear learning expectations. 	<p><i>Skills:</i> Common learning outcomes or expectations and necessary human and program resources seem to be important to the successful application of PLAR.</p> <p><i>Recognition:</i> PLAR has the potential to bridge gap between competent practitioners who do not have formal qualifications and increased qualification requirements for the child care workforce.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Morris, J. (2003). Ensuring quality of distance education in the delivery of programs for early childhood care and education. In <i>Research Connections Canada: Supporting Children and Families (10)</i>, 111-148. Ottawa: Canadian Child Care Federation.</p>	<p>Review of ECEC distance education programs offered by post-secondary education institutions including a literature review and key informant interviews.</p>	<ul style="list-style-type: none"> - Most distance education programs use a variety of media and technology - Most ECEC distance education learners work in child care, have family responsibilities, and are between 30 & 40 years of age. - Students need frequent contact with faculty; email and telephone communication used extensively. - Faculty supervision of field placement is essential to ensure quality. - PLAR strategies can be complementary with credit transfer for learners with out of country credentials, work experience, etc. - Challenges and issues are around recognition of faculty time, intellectual property rights. 	<p><i>Skills:</i> Distance education seems to be a potential strategy to increase qualifications of child care workforce and address geographical barriers. Common learning outcomes/ occupational standards contribute to quality assurance.</p>
<p>Morris, J. (ed.) (1999). Innovative program delivery methods for early childhood care and education training in Canada. <i>Research Connections Canada: Supporting Children and Families (3)</i>, 5-134. Ottawa: Canadian Child Care Federation.</p>	<p>Description of innovative program delivery models: mentoring, PLAR, distance education, practicum, internship and professional development approaches.</p>	<ul style="list-style-type: none"> - A mentoring component in field placements is effective. - PLAR is an alternative for some learners in that it recognizes a variety of past learning and work experiences. - Distance education increases accessibility. - Internship is a new partnering structure that needs a national organization to set standards and certify. - Barriers of access to professional development (time and resources) need to be addressed. 	<p><i>Skills:</i> Innovative delivery models can include mentoring programs by training institutions, PLAR process, distance education, professional development for practicum sponsor educators, and internship models that partner a workplace institution and a professional body.</p> <p><i>Recognition:</i> Mentor recognition from training institution and increased professional development where qualifications linked with improved wages could be effective to reducing turnover and supporting increased status.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
Morris, J. (2002). Education and training as factors that affect recruitment and retention of staff in Early Childhood Care Programs. In E. Ferguson (Ed.), <i>Reflecting on Attracting and Keeping Qualified Staff in Child Care</i> , p.5. Halifax, Nova Scotia: Child Care Connection-NS.	Discusses factors within early childhood education and training (including entrance requirements, accessibility and cost, prior learning assessment, complexity of curriculum, field practice and mentoring, transferability of skills and credits, career mobility, compensation and contextual factors) that have an effect on recruitment and retention.	<ul style="list-style-type: none"> - ECEC programs need to work with all levels of community to ensure that strong candidates are attracted to the field. - ECEC programs need to offer variety of program delivery models to support advancement of field and decrease turnover. 	<p><i>Skills:</i> Student selection seems to be instrumental in recruiting to the field and retaining staff. A variety of program delivery models (and considerations around field placement, prior learning and assessment recognition) are likely to meet different needs of pre-service and continuing education students.</p>
Ontario Coalition for Better Child Care (2003). <i>Pay Equity for Women and Unions – A Fact Sheet</i> . Toronto: Author.	Overview of the history and recent developments on pay equity in Ontario.	<ul style="list-style-type: none"> - Court challenge of the Ontario Government's decision to deny pay equity funding to women in mostly female public sector workplaces is successful, resulting in a \$414 million into proxy pay equity payments for public sector employees. - Settlement applies to Ontario non-profit community-based programs that receive public funding through fee subsidies and/or wage grants. 	<p><i>Work environment:</i> Pay equity settlement will translate into dollars being made available to child care centres to meet pay equity obligations.</p> <p><i>Recognition:</i> The Charter challenge was led by five unions and illustrates the potential strength of combined unionization and advocacy.</p>
Reeves, K. (2003). <i>Status report on family resource programs across Canada</i> . Ottawa: Family Resource Programs Canada Association of Family Resource Programs.	Survey to compile information about the services provided by family resource programs and their relative availability across the country, and about sources of funding.	<ul style="list-style-type: none"> - Family resource programs provide a diverse array of activities for young children and their families, and receive funding from multiple sources. - There is no system-wide framework or infrastructure. - Program staff have varied backgrounds, including significant numbers with ECE qualifications. 	<p><i>Skills:</i> Family resource programs support the work of family child care and often include program staff with ECE qualifications. Information about the nature of the programs and potential benefits could be included in ECE postsecondary education programs.</p>

3. Professional/Training/ Labour/Advocacy	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>St. Aubin, C. (2003). Community development for professional development. In <i>Research Connections Canada: Supporting Children and Families (10)</i>, 183–226. Ottawa: Canadian Child Care Federation.</p>	<p>Examines requirements to implement and sustain successful coordination of community professional development activities. Based on key informant interviews.</p>	<ul style="list-style-type: none"> - Community groups can work together to maximize resources and to provide professional development that meets needs of workforce. - Sometimes resource scarcity drives collaborations that do not meet identified professional development needs. - Infrastructure is needed to ensure human and financial resources. - Provide pan-Canadian recognition of professional development. - Provide incentives to those who participate in professional development. 	<p><i>Skills:</i> Ongoing professional development is important to supporting the child care workforce but it should be planned to meet identified needs and offer incentives for participation.</p>
<p>The Roeher Institute (2003). <i>Inclusivity in Child Care Policy Environment in Canada: Much Work to Be Done</i> Toronto: Author.</p>	<p>Report on research conducted for SpeciaLink to examine child care policies and the extent to which they support the inclusion of children with disabilities. Study included a literature review, development and implementation of a set of benchmarks for inclusive child care policy, and key informant interviews with provincial and territorial government officials and child care experts.</p>	<ul style="list-style-type: none"> - Healthy development of all children, including those with disabilities, is put at risk because of inadequate policy, funding and programming for child care. - Lack of inclusive child care increases disadvantage to children with disabilities. - Inclusivity needs improvement. Examples of excellent provincial policy components could be examined by other provinces/territories. 	<p><i>Work environment:</i> Quality of care is problematic across Canada, particularly for children with special needs. There is a lack of jurisdiction-wide personnel policy for child care staff.</p> <p><i>Skills:</i> Staff hired for one-to-one support often have no qualifications, which contributes to knowledge gaps. Basic ECE programs provide overall framework but usually do not offer enough specific, practical knowledge.</p>

4. Social Policy Organizations	Content Overview	Key Findings/Conclusions	Human Resource Implications
Battle, K. & Torjman, S. (2002). <i>Architecture for National Child Care</i> . Ottawa, ON: Caledon Institute of Social Policy.	Policy proposal outlining specific mechanisms for a national child care program.	<ul style="list-style-type: none"> - Rationale for investing in child care is based on scientific evidence of: importance of early years; the benefits of high quality child care programs; increased labour participation; and as a strategy to reduce poverty. - Four mechanisms that could be used to build the architecture for improved and expanded quality child care include: codicil or extra clause to the Early Child Development Agreement; a new national child care strategy; bilateral agreements on child care; and federal-municipal agreements on child care. 	<p><i>Skills:</i> High quality programs require a child care workforce with identifiable qualifications.</p> <p><i>Recognition:</i> The value of early learning in child care settings is apparent. The evidence for optimal early environments increases the value of work in these environments.</p>
Canadian Policy Research Network (2002). <i>Final Report: Child Care Policy Conference</i> . Ottawa: Author.	Summarizes presentations and discussions at a child care policy conference.	<ul style="list-style-type: none"> - Child care policy serves a variety of goals. - Child care is particularly important now. - Different models exist. - Advocacy and organization count. 	<p><i>Work environment:</i> Adequately paid child care workforce is part of an egalitarian blueprint for child care.</p> <p><i>Recognition:</i> Child care work is valued more when it is perceived as a vehicle for early childhood education, partly because of wider awareness of recent findings about brain development.</p>

4. Social Policy Organizations	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Friendly, M. & Lero, D. (2002). <i>Social Inclusion Through Early Childhood Education and Care</i>. Toronto, ON: Laidlaw Foundation.</p>	<p>Policy analysis that considers how child care policies can improve social inclusion.</p>	<ul style="list-style-type: none"> - Systematic planning is needed to improve quality. - Children with special needs should be fully included. - Improvements to policy and service incoherence are essential. - Training and operational practices to ensure inclusion are needed. 	<p><i>Skills:</i> Training and ongoing in-service opportunities should prepare child care workforce to work with children with special needs.</p> <p>The overall level of skill level of child care workforce could be increased through additional training. Qualified child care staff are essential to quality programs that can reduce social exclusion and make a difference in children’s developmental outcomes.</p> <p><i>Recognition:</i> Increased public awareness that child care programs can promote children’s well-being and have long-term impact could help to increase understanding of programs and the value of child care workforce.</p>
<p>Invest in Kids Foundation (2000). <i>Needs Assessment: Training for Ontario Professionals Who Work with Young Children</i>. Toronto: Author.</p>	<p>Report of a survey of seven groups of professionals, including early childhood educators, conducted by the Centre for Research and Education in Human Services.</p>	<ul style="list-style-type: none"> - Paradox revealed as most groups identified preference for increased training in areas they reported to have higher levels of knowledge. - ECE respondents identified the need for more training related to children with special needs and parenting capacity and skills. 	<p><i>Skills:</i> Child care workforce is likely to take part in ongoing professional development and in-service opportunities on topics that are relevant to challenges encountered in the workplace, including children with special needs and increased expectations to work directly with parents and support parenting abilities.</p>
<p>Johnson, L. & Mathien, J. (1998). <i>Early Childhood Education Services for Kindergarten Age Children in Four Canadian Provinces: Scope, Nature and Future Models</i>. Ottawa: Caledon Institute of Social Policy.</p>	<p>Surveys of parents, kindergarten teachers and child care centre teachers identified the top priority objectives for children in each group and their response to an integrated child care/kindergarten service delivery model. Kindergarten and child care centre classrooms are compared using a standard observation instrument.</p> <p>Exploration of the impact of recent policy changes in each of the four provinces on the availability of ECEC services, and workplace characteristics such as adult: child ratios.</p>	<p>Parents were more enthusiastic about the proposed model than were teachers and child care staff.</p> <ul style="list-style-type: none"> - Parents, kindergarten teachers and child care staff identified similar priority objectives. - Kindergarten environments rated higher quality levels in Quebec, Ontario and New Brunswick. 	<p><i>Skills:</i> Despite different training streams, kindergarten teachers and child care staff share similar values and knowledge base.</p> <p><i>Recognition:</i> Parents perceive that kindergarten programs are more academic and promote early learning more than child care settings.</p>

4. Social Policy Organizations	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Michalski, J. (1999). <i>Values and Preferences for the “Best Policy Mix” for Canadian Children</i>. Ottawa: Canadian Policy Research Networks, Inc.</p>	<p>Discussion paper presenting data collected at several roundtable meetings and focus groups as part of The Society We Want public dialogue initiatives and public opinion polls.</p>	<ul style="list-style-type: none"> - Discussions and polling results support a child care system to be in place for everyone who needs such services. - Tensions between maternal labour participation and child care responsibilities. - Support for women to stay home as best option to support the well-being of children but the majority of women with young children prefer part-time and full-time employment. 	<p><i>Recognition:</i> Respect for child care workforce is linked to ambivalence about best options for children’s well-being.</p>
<p>Mustard, F. & McCain, M. (2002). <i>The Early Years Study: Three Years Later</i>. Toronto: Founders’ Network.</p>	<p>Report critiques the Ontario government’s response to the Early Years Study and offers a brief update on research and data included in the first report.</p>	<ul style="list-style-type: none"> - Initiatives of the Ontario government (including Early Years Centres) have not followed the recommendations of the Early Years Study. - Recommendations call for a shift in responsibility to the Ministry of Human Development (that would also include the current Ministry of Education) and increased public investment. - Public understanding of the research on the long term impact of early child development has increased. 	<p><i>Skills:</i> ECE post secondary education programs should be revised to ensure graduates both have a solid grounding in human development from a multidisciplinary perspective and are prepared to work with young children and their parents.</p> <p><i>Recognition:</i> If child care is folded into early child development programs, the work of staff will be valued more. Growing evidence of public support and understanding of the long-term impact of early child development.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Barnett, S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. <i>Preschool Quality Matters</i>, no. 2, March 2003. National Institute for Early Education Research: Rutgers University.</p>	<p>Review of research about staff qualifications, child outcomes and policy implications.</p>	<ul style="list-style-type: none"> - Early learning and development depend on teacher educational qualifications. - Most effective preschool teachers have at least 4-year college degree and specialized training in early childhood. - Child care staff may acquire necessary knowledge and skills through informal education but experience alone is not effective preparation. - New understanding about child development and learning requires increased teacher knowledge and skills. - Head Start and pre-kindergarten programs in 17 states have lower educational requirements than those for kindergarten teachers. 	<p><i>Work environment:</i> Better compensation is needed to recruit and retain more effective teachers.</p> <p><i>Skills:</i> Better-educated staff seem to be more effective. Four-year degree programs (or equivalent skills and knowledge acquired through informal education) are likely needed to provide quality learning environments.</p>
<p>Brooks-Gunn, J. (2003). Do you believe in magic? What we can expect from early intervention programs. <i>Social Policy Report</i>. Volume XVII, Number 1. Chicago: Society for Research in Child Development.</p>	<p>Summarizes results from evaluations of early intervention programs that provided high quality, centre-based early childhood education and family-oriented services.</p>	<ul style="list-style-type: none"> - High quality child care enhances vulnerable children's school-related achievement. - Effects are strongest for poor children and children whose parents have little education. - Positive benefits carry forward into high school. - Increased participation in early intervention programs (e.g., high dose) and programs that extend into elementary schools have the most sustained long-term effects. 	<p><i>Skills:</i> Training programs and professional development opportunities need to emphasize how high quality child care programs can have a positive impact on development, particularly for vulnerable children.</p> <p><i>Recognition:</i> The value of high quality child care programs exceeds that of shorter-term or less frequent early childhood programs. This reflects the value of the child care workforce.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Burton, A, Young, M. Belim, D. Whitebook, M & Broach, L. (2002). <i>Inside the Pre-K classroom: A Study of Staffing and Stability in State-Funded Prekindergarten Programs</i>. Washington, DC: Center for the Childcare Workforce.</p>	<p>Study examining the staff qualifications, stability, turnover and compensation in state-funded publicly and privately operated pre-kindergarten programs in five states.</p>	<ul style="list-style-type: none"> - Teaching staff in publicly operated programs had more formal education, received higher wages and benefits, and were more stable. - Qualifications and compensation in publicly operated programs mirrored that of K-12 teachers. - Staff in privately operated non-profit or for-profit programs had lower qualifications and compensation and higher turnover, resembling the child care workforce. - Increase in pre-kindergarten education coincides with staffing crisis in child care. - There is greater teaching staff stability in publicly-operated pre-kindergarten programs than in privately-operated programs. 	<p><i>Work environment:</i> It is crucial to provide funds to fairly compensate staff and ensure job stability.</p> <p><i>Skills:</i> Access to and financial support for training is likely to contribute to high standard for all settings, whether public or privately operated.</p>
<p>Campbell, M. & Lagos, M. (2003). <i>Integrated and Qualified: Workforce Development to Vulnerable Children and Young People, and Those Who Care for Them</i>. London, England: Topss England Board.</p>	<p>Report outlines current context of care of vulnerable children, national policy drivers and implications for training. Reviews progress in achieving targets in the national training strategy and the contribution of National Occupational Standards. Forty-three employers across England responded to a questionnaire and stakeholders took part in a consultation workshop.</p>	<ul style="list-style-type: none"> - Current national training strategy does not include staff working in regulated child care centres. - Recommends that Topss England pull together one workforce development and training strategy that includes caregivers providing family child care. 	<p><i>Recognition:</i> Raises questions about possible alliances between the child care workforce and broader care sector and highlights the need to value care skills and abilities.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Institute for Women’s Policy Research (2002). <i>Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives</i>. Washington, DC: Author.</p>	<p>Study reviewed evaluations of seven programs designed to improve compensation to the child care workforce.</p>	<ul style="list-style-type: none"> - Evaluations indicated increased income, increased education and decreased turnover in the short term. - Results should be viewed as preliminary and more consistent monitoring needed to evaluate the long term impact. - Recommends increased starting salaries, minimum education requirements and professional development that are linked to increased compensation and college credits. 	<p><i>Work environment:</i> Increased compensation seems to reduce turnover and improve job satisfaction.</p> <p><i>Skills:</i> Remuneration for increased education and training appears to be effective in raising overall educational & skill level of child care workforce. More research is needed to identify most effective strategies.</p>
<p>Moss, P. & Cameron, C. (2002). <i>WP6: Care Work and the Care Workforce: Report on Stage One and State of the Art Review</i>. London: Thomas Coram Research Unit, Institute of Education, University of London.</p>	<p>Final report of the first stage of a research study, Care Work in Europe: Current Understandings and Future Directions. The study is funded by the European Commission and involves research partners in six countries: Denmark, Hungary, Netherlands, Spain, Sweden and UK. The overall purpose of the study is to contribute to good quality employment in caring services. The first stage of the research involved mapping, surveying and reviewing care work. Used a variety of national databases that limited cross-national comparisons.</p>	<ul style="list-style-type: none"> - Defining care and care work is difficult and complex. - Care work with young children and out of school programs is often subsumed within a wider field, e.g., in Sweden childcare has a pedagogy orientation and is part of the education system. 	<p><i>Skills:</i> ‘Care’ skills and abilities can be combined with pedagogical approaches that reflect greater attention to the developmental or educational role of services.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>National Institute of Child Health and Human Development (NICHD) Early Child Care Research Network (2000). The relation of child care to cognitive and language development. <i>Child Development</i>, 71, 960-980.</p>	<p>NICHD initiated a comprehensive longitudinal study in 1989 to consider questions about the relationship between early childhood experiences and developmental outcomes. Includes 1,364 families from varied ethnic and socioeconomic backgrounds, living in 10 locations in US sites. Families selected using a conditional random sampling method at the time of their children's birth and parents selected the type and timing of child care. Settings observed at regular intervals (6, 15, 24, 36, and 54 months) to assess characteristics of child care. Researchers assessed family characteristics and children's developmental outcomes using a variety of methods (direct observation, interviews, questionnaires and testing).</p>	<ul style="list-style-type: none"> - By age three, over 90% of the children had experienced regular non-maternal care and over 50% were regularly spending over 30 hours/week in care. - Family factors, including parenting capacity and maternal sensitivity, were more consistent predictors of children's outcomes than any aspect of non-parental care. - Quality of child care experiences makes a difference. Settings that ensure basic health and safety measures, positive adult-child interactions and regular opportunities for guided play with other children predicted better language and social-emotional outcomes for children. 	<p><i>Skills:</i> Large-scale, well-designed study reinforces the critical role of responsive adult-child interactions and relevant staff training in the provision of quality child care and positive child outcomes.</p>
<p>National Research Council (2001). <i>Eager to Learn: Educating Our Preschoolers</i>. Committee on Early Childhood Pedagogy. Commission on Behavioural and Social Sciences and Education. Washington, DC: National Academy Press.</p>	<p>Publication from a National Research Council three year study to make scientific research accessible and salient to educators and policy managers. Reviewed qualitative and quantitative studies with implications for how young children learn and how young children are taught.</p>	<ul style="list-style-type: none"> - What is known about the potential of the early years and the promise of high quality programs to support early learning is not put into practice in most early childhood settings. - The most critical component to quality is the relationship between the child and the teacher/caregiver and the ability of the adult to be responsive to the child. 	<p><i>Skills:</i> Degree programs that focus on early child development and mastery of the pedagogy of teaching preschool-aged children are needed. In addition, extensive, ongoing in-service professional development would support implementation of quality programs.</p> <p><i>Recognition:</i> There is a need for public education about early childhood education and care and value of competent, qualified early childhood practitioners versus custodial caregivers.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Organisation for Economic Cooperation and Development (OECD) (2001). <i>Starting Strong: Early Childhood Education and Care</i>. Paris: Author.</p>	<p>Comparative analysis of major early childhood education and care (ECEC) policy developments and issues in 12 OECD countries. Highlights innovative approaches and proposes policy options that can be adapted to different national contexts.</p>	<ul style="list-style-type: none"> - Most countries in this review seek to give children at least two years of free early childhood education and care before primary school. - In several countries, access to ECEC services begins earlier and is a legal right. - Recognition that public investment is necessary to support a quality ECEC system is increasing. - For children under three, the supply of services does not meet demand. Services are characterized by fragmented access and poor quality. Some countries are expanding this sector including paid parental leave policies. 	<p><i>Work environment:</i> Wages tend to be lower for work with the youngest children.</p> <p><i>Skills:</i> The trend seems to be a three year degree for staff working with preschool children. Common training gaps exist among OECD countries: work with parents, work with infants and toddlers, bilingual/multicultural and special education, research and evaluation.</p> <p><i>Recognition:</i> Recruitment and retention is a major challenge in many countries, including those with more universal service delivery and funding. Need to try to attract workforce reflecting diversity of children, gender-mixed workforce. Low status and limited career mobility are ongoing concerns.</p>
<p>Rolfe, H., Metcalf, Anderson, T. & Meadows (2003). <i>Recruitment and Retention of Childcare, Early Years and Play Workers: Research Study</i>. London: National Institute of Economic and Social Research.</p>	<p>Qualitative research study designed to identify key issues around recruitment and retention and to obtain the perspectives of child care workers on their jobs.</p>	<ul style="list-style-type: none"> - Recruitment practices of providers often ineffective. - Poor human resource practices (including performance evaluations) probably contribute to retention problems and high turnover. - Child care workers said the best thing about their jobs was working with young children. - Concerns from childminders (home-based caregivers) that national recruitment campaign might flood the market. 	<p><i>Work environment:</i> Improved human resource practices are likely to increase retention of staff.</p> <p><i>Skills:</i> Centre directors often need to improve human resource management.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Smart Start Evaluation Team (2003). <i>Smart Start and Preschool Child Care Quality in NC: Change over Time and Relation to children's Readiness</i>. Chapel Hill, NC: University of North Carolina and FPG Child Development Institute.</p>	<p>Study of quality of classroom practices (using ECERS) and level of participation in Smart Start activities in 110 previously observed preschool child care programs. From these classrooms, 512 children were assessed on language, literacy, numeracy and social-emotional skills.</p>	<ul style="list-style-type: none"> - Between 1993 and 2002, child care quality in sample significantly increased. - Participation in Smart Start activities was significantly positively related to child care quality (unable to identify which activities are most effective at improving quality). - Children at higher quality centres score significantly higher on skills and abilities. 	<p><i>Work environment:</i> Teacher salary supplements seem to contribute to better working conditions and job satisfaction.</p> <p><i>Skills:</i> On-site technical assistance and teacher education scholarships may be effective incentives to increase participation in further training and professional development.</p>
<p>Taguchi, H. (2003). <i>Consolidating Governmental Early Childhood Education and Care Services Under the Ministry of Education and Science: A Swedish Case Study</i>. UNESCO: Early Childhood and Family Policy Series No.6, April 2003.</p>	<p>A case study of the process begun in 1996 to integrate early childhood education and care under the auspices of the Ministry of Education and Science.</p>	<p>In 2001 and 2002, preschool became a right for all children in Sweden regardless of parents' labour force attachment. Four & five year old children now have the right to 525 hours of free pre-schooling per year (about 15 hours/month).</p> <ul style="list-style-type: none"> - Since 1972 efforts to rename from 'childcare' to 'preschool' in reference to programs for services up to age six.- Education Act was reformed in 1998 to include preschool and school age programs (activity centres). - Shift from coordination of two systems to integration. - Since 2001, preschool teachers, recreational instructors and compulsory school teachers complete a common 3.5 year pedagogical and practical training at university. - Compulsory school curriculum has been influenced/reformed by integration with preschool and become more child-centred/holistic (although school curriculum has tended towards same core foundations as preschool and the common ground eased transitions). - Preschool retained dual purpose (care and pedagogy) but the emphasis has shifted from care to pedagogy. 	<p><i>Skills:</i> Common teacher preparation training program supports an integrated program approach and expands career opportunities.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Tops UK Partnership (2003). <i>Skills for Care: A Proposal for Establishing the Sector Skills Council for the Social Care Workforce</i>. Author</p>	<p>Detailed proposal to the Sector Skills Development Agency to develop an integrated social care workforce in the UK that includes early years programs and staff.</p>	<p>The Social Skills Council is intended to:</p> <ul style="list-style-type: none"> - create a vision of future skills needed - contribute to the strategic deployment of funds to increase capacity of social care workforce - improve relationships with diversity of service users - improve public image of social care - support effective recruitment and retention measures. 	<p><i>Recognition:</i> Inclusion of children’s services recognizes a shared commitment to work-based learning and assessment as the vehicle to ensure the competence of the workforce. Core values about care are viewed as an important part of all skills training in social care, including children’s services. Alignment with a broader social care workforce may improve respect and recognition of work with young children.</p>
<p>Whitebook, M. (2003). <i>Early Education Quality: Higher Teacher Qualifications for Better Learning Environments – A Review of the Literature</i>. Berkeley, CA: Centre for the Study of Child Care Employment.</p>	<p>Review of scientific research literature about the relationship between teacher preparation and child outcomes in early childhood education. Central question posed is whether teachers with a BA degree in early childhood education provide preschool experiences that lead to better outcomes for 3- to 5-year-olds.</p>	<ul style="list-style-type: none"> - Teacher qualification at the BA level is the most effective way to achieve quality preschool programs and improved child outcomes. - In order to ensure participation in training, need to learn more about alternative pathways to prepare teachers. - Increased qualification requirements must be accompanied by improved compensation. 	<p><i>Work environment:</i> Staff with higher qualifications tend gravitate to positions in early childhood education and care settings with better compensation and working conditions and are less likely to leave (increasing retention).</p> <p><i>Skills:</i> Improved educational levels, particularly with an ECE focus, improve learning and caring environments. Alternative pathways to knowledge and abilities can be recognized and validated while continuing to increase qualification requirements.</p>
<p>Whitebook, M. Howes, C. & Phillips, D.A. (1998). <i>Worthy work, Unliveable Wages: The National Child Care Staffing Study, 1988-1997</i>. Washington, DC: Center for the Childcare Workforce.</p>	<p>Staffing and funding information from original sample of 1988 centres still in operation nine years after first data collection through direct or telephone interviews.</p>	<ul style="list-style-type: none"> - Child care teaching staff continue to earn low wages, even in a sample of relatively high-quality centres. Increased public funding has not resulted in better wages or lower turnover. - Child care centres still experience high turnover. - Centres with lower turnover were rated higher in quality. - Some improvement in health coverage but majority offer limited or no health coverage. 	<p><i>Work environment:</i> Increased public funds should be targeted to compensation and quality.</p> <p><i>Recruitment:</i> Centres paying better wages seem to experience lower teaching staff turnover.</p>

5. International Literature	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Whitebook, M. & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. <i>Early Childhood Research Quarterly</i>, 18, 273–293.</p>	<p>Longitudinal study of 260 child care teaching staff employed in 92 child care centres between 1996 and 2000 located in three California communities.</p>	<ul style="list-style-type: none"> - Analysis makes a distinction between occupational and job turnover. - Over half of front line staff and a third of directors had left centres by 2000, and only half of those who left centres continued to work in child care sector. - Highly trained staff more likely to leave centres with low wages, environments with less staff stability or worked with staff with lower training levels. 	<p><i>Work environment:</i> Wage level is an important factor in reducing job turnover but other factors are involved (e.g., hours of work, job status and professional recognition).</p> <p><i>Skills:</i> Some turnover is inevitable; therefore directors need training to manage it effectively. Directors also need human resource training to acquire skills to reduce turnover to manageable levels.</p>
<p>Whitebook, M. Sakai, L. Gerber, E. & Howes, C. (2001). <i>Then & Now: Changes in Child Care Staffing, 1994–2000</i>. Washington, DC: Center for the Childcare Workforce.</p>	<p>Longitudinal study based on observations of quality in the same child care centres in three California communities in 1994, 1996 and 2000, capturing the characteristics of teachers and directors who stay at, leave and enter centres over time; addresses questions of how instability of teaching and administrative staff impacts efforts to improve and maintain quality. Staff and directors in 75 child care centres participated (representing 85% of initial participants), with classroom observations of a sub-sample of 43 centres.</p>	<ul style="list-style-type: none"> - Instability of teaching staff due to high turnover and difficulties replacing staff. - Wages have decreased when adjusted for inflation. - Director turnover is high and wages are notably low. - Centre-based workforce less well- educated than they were in 1994. - When teaching staff and directors leave centres, only half continue to work in child care. - Centres paying higher wages retain qualified teachers and directors. - In 2000, the strongest predictor of sustained quality was the presence of greater proportion of highly trained staff. - Wage levels are also a significant predictor of quality. - NAEYC accredited programs do not experience significantly lower turnover; only those that pay higher than average salaries attract highly skilled staff and sustain quality over time. 	<p><i>Work environment:</i> Improved compensation seems to be the most important vehicle for stabilizing workforce.</p> <p><i>Recruitment:</i> Improved pay and working conditions enable programs to more easily recruit and retain qualified employees. Encouragement to the child care workforce to organize for increased pay and benefits and access to education and training may be effective strategies.</p>

6. Books	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Bertrand, J. (2001). Working with young children. In G. Cleveland & M. Krashinsky (Eds.) (2001). <i>Our Children's Future: Child Care Policy in Canada</i>. Toronto, ON: University of Toronto Press, pp 372-389.</p>	<p>Overview that describes the professional education and development requirements to create competent practitioners who can work with young children and their families in early childhood environments.</p>	<ul style="list-style-type: none"> - Chapter promotes the development of an early childhood workforce to support an integrated system that combines kindergarten, family support and child care programs. - First step would be articulated, postsecondary education programs and development of common credentials that cross existing program silos. 	<p><i>Skills:</i> A common postsecondary credential could prepare a workforce for a seamless 0-6 system that includes child care.</p> <p><i>Recognition:</i> Professionalization, unionization and advocacy are complementary strategies.</p>
<p>Cleveland, G. & Krashinsky, M. (Eds.). (2001). <i>Our Children's Future: Child Care Policy in Canada</i>. Toronto, ON: University of Toronto Press.</p>	<p>Edited compilation of presentations made at a June 1999 symposium entitled Good Child Care in Canada for the 21st Century: Preparing the Policy Map.</p>	<ul style="list-style-type: none"> - Good reasons exist to invest considerable public money in child care. - Next steps in advancing child care policy should focus on the details of a policy blueprint. - Universal accessible child care must be part of a broader family policy framework if it is to be politically viable in Canada. 	<p><i>Skills:</i> Support for two or three year diploma for all members of the child care workforce seems to be an important next step to improve quality.</p>
<p>Goelman, H. (2001). Training, quality and the lived experience of child care. In G. Cleveland & M. Krashinsky (Eds.) (2001). <i>Our Children's Future: Child Care Policy in Canada</i>. Toronto, ON: University of Toronto Press, pp 372-389.</p>	<p>Overview of policies and practices that would be the most effective strategy to improve the quality of child care programs.</p>	<ul style="list-style-type: none"> - Increased numbers of staff with specialized, postsecondary education in early childhood care and education the most efficient direction to improve the quality of child care centres. 	<p><i>Work environment:</i> If workforce is better educated, it will be necessary to increase child care wages or better educated staff will seek out other employment opportunities.</p> <p><i>Skills:</i> There appears to be support for a minimum two year post-secondary education qualification for all staff working in child care centres.</p>

6. Books	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Gestwicki, C. & Bertrand, J. (2002). <i>Essentials of Early Childhood Education</i>. Second Canadian Edition. Toronto: Thomson Nelson</p>	<p>Textbook intended for use in college level diploma and certificate ECE programs. Introduces ECE students to the early childhood workforce in Canada including an overview of early child development programs, characteristics of the workforce and work environment, challenges and opportunities, history, professionalization issues and role of advocacy.</p>	<ul style="list-style-type: none"> - The key messages conclude that the early childhood workforce may have challenges but opportunities for career are growing. 	<p><i>Work environment:</i> Conditions vary and characteristics other than compensation levels seem to make a difference to long term satisfaction and retention.</p> <p><i>Skills:</i> ECE programs should prepare graduates with a set of skills and abilities that can be transferred across settings.</p> <p><i>Recognition:</i> Individual practice to ensure quality and willingness to invest in personal and public policy advocacy are likely to contribute to overall recognition of the sector.</p>
<p>Lyon, M. and Canning, P. (2000). The social policy context of day care in four Canadian provinces. In Hayden, J. (Ed.), <i>Landscapes in Early Childhood Education</i>, pp.187-203. New York: Peter Lang Publishing Inc.</p>	<p>Report on the study of the relationships between centre auspice, provincial regulations, geographic location, teacher characteristics, adult working conditions, family socioeconomic status, centre quality and child development.</p>	<ul style="list-style-type: none"> - Findings emphasize relationship between higher levels of qualifications and quality, and related positive child outcomes. 	<p><i>Skills:</i> Flexible opportunities to increase education levels of child care staff and managers are likely to improve quality of programs. Child care managers seem to benefit from opportunities to improve leadership and management abilities.</p>
<p>Pelletier, J. & Corter, C. (2002). Competing worldviews on early childhood care, education, and development in the Canadian context. In L. Chan & E. Mellor (Eds.), <i>International Development in Early Childhood Services</i>, pp 29-52. New York, NY: Peter Lang.</p>	<p>Chapter provides overview of Canada's early childhood programs and policies.</p>	<ul style="list-style-type: none"> - Conclusions indicate program fragmentation, barriers between sectors, and inequities in compensation levels and qualification expectations. 	<p><i>Skills:</i> Providing joint opportunities for training and professional development could help bring together divergent early childhood programs.</p>

6. Books	Content Overview	Key Findings/Conclusions	Human Resource Implications
<p>Prentice, S. (Ed.) (2001). <i>Changing Child Care: Five Decades of Child Care Advocacy and Policy in Canada</i>. Halifax, NS: Fernwood Publishing.</p>	<p>Anthology generated through a multiphase research project, Child Care Advocacy and Canadian Policy Processes: History and Practice from World War II to the Present.</p>	<ul style="list-style-type: none"> - Conclusions of the collected chapters emphasize the influence of the child care advocacy movement on child care policy and that it is unfinished business. 	<p><i>Recognition:</i> Advocacy that challenges the status quo and promotes the value of child care work is likely to increase the perceived status of the child care workforce.</p>
<p>Prochner, L. & Howe, N. (Eds) (2000). <i>Early Childhood Care and Education in Canada</i>. Vancouver: University of British Columbia Press.</p>	<p>Collection of articles summarizing extensive historical research into the development of early childhood programs and related human resources.</p>	<ul style="list-style-type: none"> - Policy and funding support differs between programs perceived as primarily educational and those perceived as primarily offering care. 	<p><i>Skills:</i> Knowledge base for teachers and early childhood educators is a common one and both groups would seem to benefit from a combined approach.</p>
<p>Rothman, L. & Kass, J. (1999). Still struggling for better child care: The labour movement and the child care movement in Canada. In D. Broad & W. Antony (Eds), <i>Citizens or Consumers? Social Policy in a Market Society</i>, 259-277. Halifax, NS: Fernwood Publishing.</p>	<p>Unions' roles in bargaining for better wages and working conditions for child care centre staff, for child care fee allowances or for the provision of on-site child care for employees in other sectors, e.g., automakers, Canada Post.</p>	<p>Recommends unionization strategy to improve working conditions, compensation and job security.</p>	<p><i>Recognition:</i> Unionization is a valuable strategy in increasing the recognition of the value of the work and enhancing recruitment, as well as a strategy to increase compensation.</p>

APPENDIX 2:

DOCUMENT NOTES

Document 1: Cleveland, G., & Krashinsky, M. (1998). *The Benefits and Costs of Good Child Care: The Economic Rationale for Public Investment in Young Children*. Toronto: Childcare Resource and Research Unit, Centre for Urban and Community Studies, University of Toronto.

Content Overview:

The study calculates the costs and benefits of providing publicly funded early childhood care and education for all children 2–5 years of age – those whose mothers are in the paid workforce, as well as those whose mothers are not. It analyzes several studies that measure the effects of early childhood education on school performance – one of the several factors enhanced by high quality care.

Key Findings:

- For every dollar invested in high quality child care, there is a two dollar benefit to children, parents and society (calculation of the child development benefits and parental employment benefits and the net cost of a publicly-funded ECE, concluding that the calculated benefit outweighs the cost by 2:1).
- Children who participate in early childhood education perform significantly better in school than those who do not participate, regardless of socio-economic background or mothers' employment status.
- High quality preschool experiences are highly beneficial for disadvantaged children.
- Early childhood care and education must be of high quality to enhance child development.

HR Implications:

Work environment

Public investment in high quality early childhood care and education would create 170,000 new jobs for child care workers in regulated child care.

Document 2: Doherty, G. (2000). Issues in Canadian Child Care: What does the research tell us? In Research Connections Canada: Supporting Children and Families (5). Ottawa: Canadian Child Care Federation.

Content Overview:

Six current issues in child care are presented with current research pertaining to each issue, and trends and implications for the early childhood education and care field.

Key Findings:

- The changing Canadian family (increase in the number of mothers of young children working outside the home, lone-parent families, children living in poverty and cultural diversity). Implications for child care: need to improve accessibility of quality child care, need to recognize the changing profile

of Canadian children, need to recognize parents' changing requirements for care, and need for public education.

- The importance of early experience (review of 3 research streams: observational studies, long-term follow-up studies of children in compensatory preschool programs, and research on how the human brain develops and operates).
- Child care and children's development (what is the effect of child care on children's development and why does quality matter). Implications for child care: quality child care is associated with settings that protect children's health and safety, and with people who have a solid understanding of child development, are not responsible for too many children at a time, are working with a reasonably sized group of children, have reasonable remuneration levels and have supportive working conditions.
- Promoting quality (what is needed to promote child care quality and to what extent do these conditions exist in Canada). Interrelated factors that influence child care quality: program structure (ratio and group size), processes that enable child care practitioners to respond appropriately to children (specialized training) and work environment (remuneration and working conditions). Implications: infrastructure needed to enable and support quality, with 8 essential functions: parent and public information and engagement; national policy framework; predictable, assured, adequate levels of funding; mechanisms for professional and workforce development; mechanisms for quality assurance; ongoing support for child care practitioners; collaborative planning and across-system linkages; research and development.
- Funding child care (how effective are the current methods of funding child care and can Canada afford to make a substantial commitment of public money to fund child care). Three methods used: tax relief, fee subsidies, recurring grants. Centres heavily dependent upon parent fees and fee subsidies for revenue, except in Quebec. Implication: funding required to ensure that regulated child care is affordable for low and middle-income parents; low fees have the following effects: workers subsidize cost of care through low remuneration, poor morale and high turnover, stress for children as result of change in staff, increased workload for directors and family child care agencies associated with having to recruit and orient new staff; a substantial commitment of public funds for child care can be made when there is political will, as in Quebec.
- Targeted versus universal child care (trend toward targeted funding and the missed opportunity to develop a system that is affordable and available for all parents who wish to use child care). Shift away from universal programs in all areas; federal funds are available and mechanisms exist for the development of a national, universal child care system; requires the child care field to lobby for such a system as part of the National Child Care Agenda and to insist that the child care services developed be of high quality.

HR Implications:Work environment

- Quality child care is associated with supportive working conditions and remuneration.
- Centres are dependent on parent fees and subsidies resulting in low remuneration and high staff turnover.

Skills

- Quality child care is associated with people who have specialized training.
- Promoting quality requires mechanisms for professional and workforce development and ongoing support for child care practitioners.

Document 3: Doherty, G., Lero, D. S., Goelman, H., LaGrange, A. & Tougas, J. (2000). *You Bet I Care! A Canada-Wide Study on Wages, Working Conditions and Practices in Child Care Centres*. Guelph, ON: Centre for Families, Work and Well-Being, University of Guelph.

Content Overview:

- Statistics on actual training levels of centre staff in various positions; rates of participation in professional development, and work responsibilities by position, wages, benefits and other working conditions; turnover rates, staff reasons for leaving, and the extent to which staff leave not only their centre but also the child care field.
- Information on perceived career mobility; extent of unionization in child care centres; proportion of centres serving children with special needs and the reasons given by centre directors for not serving such children; average centre's revenue contributed by parents; and extent of involvement by centre staff with other agencies in the community.
- Comparisons between 1998 data (from Study 1) and 1991 Caring for a Living data.
- Canada wide comparison of data from non-profit and commercial centres.

Key Findings:

- Education and training levels of teaching staff: a decrease in completely untrained teaching staff and raising of the training floor with variations across jurisdictions
 - education and training levels appear to be rising; proportion of staff without any ECEC training decreased substantially from 42.0% in 1991 to 11.4% in 1998
 - Canada-wide, 60.4% of all staff in 1998 had a two or three year ECEC course or post-diploma credential (increase from 31.0% reported in 1991)
 - proportion of teaching staff with only a high-school diploma or lower remained roughly the same from 1991 (14.9%) to 1998 (14.3%)
 - proportion of staff not having participated in professional development activities within the past year rose from 13.0% in 1991 to 23.8% in 1998

- low levels of staff education and training in some jurisdictions (e.g., 36% of teaching staff in New Brunswick, 21.9% in Manitoba and 17.4% in Saskatchewan did not have any specific education related to the provision of child care).
- Education and training levels of directors: many lack adequate training for the job
 - general education levels improved since 1991; directors with less than one year of college dropped from 13.9% to 2.5% while the proportion with a B.A. or higher degree increased from 30.8% to 36.8%
 - majority of directors (74.3%) had a two year college or higher ECEC credential
 - 20.2% had an ECEC-related BA degree (NAEYC recommended director education)
 - 27.7% had specific training in business administration or the management of early childhood programs
 - 50% felt they have access to adequate levels of support from other professionals.
- Centres operate with very different revenue and expenditure patterns across the country
 - parent fees form the lowest proportion of revenue and government subsidies and grants the highest for centres in Manitoba and Saskatchewan, where centres receive subsidized or rent-free space and/or free or subsidized utilities
 - centres in New Brunswick and Newfoundland/Labrador were the most dependent on parent fees, receiving low proportions of revenue from government sources with lowest levels for free or subsidized rent or utilities
 - centres in Alberta, Newfoundland, New Brunswick and P.E.I. spend a smaller proportion of their budgets on wages and a higher proportion on rent or mortgage (60% or more respondents were from the commercial sector).
- Canada-wide there are low wages, few benefits
 - 13.4% of centres have unionized staff (more frequently reported by centres in Quebec, Ontario, Saskatchewan, Manitoba and B.C.)
 - Canada-wide 17.8% FT teaching staff reported that they engage in other paid work
 - fewer than 25.0% teaching staff have centre pension plan available
 - since 1991, the purchasing power of staff salaries has in some provinces remained virtually the same or decreased
 - average annual wage for a full-time child care teacher (\$22,717) was less than the average annual wage for a parking lot attendant in two provinces, basically the same as a parking lot attendant in three and full time child care teacher's wage was higher by less than \$2000 a year than a parking lot attendant in two provinces.

- Poor morale exists, particularly among the better educated/more senior staff
 - 8.2% of teaching staff and 96% of directors reported that they felt their job was respected by the general public
 - proportion of teaching staff who said they would not choose child care as a career again rose from 16.2% in 1991 to 35.1% in 1998 (proportion higher among staff with higher levels of education and staff with increased job levels).
- Staff turnover is high
 - Canada-wide turnover rate for all teaching staff combined (21.7%) was slightly lower in 1998 than in 1991 (26.0%)
 - Canada-wide, 64.7% of centres had teaching staff leave in the 12 months prior to data collection
 - turnover rates varied substantially across provinces from 44.8% (Alberta) to 15.0% (P.E.I.)
 - within-centre turnover rate exceed 30% in six provinces
 - low wages are a major reason for high staff turnover rates; at the centre level, as hourly wages increased, centre turnover rates decreased
 - 38.1% of directors identify one or more staff going to a position outside the child care field; 38.3% of directors identify staff going to a job in another centre
 - reasons for leaving voluntarily varied; most common reasons that reflected on the centre or the field were “dissatisfied with pay” (24.2%) and “found the job too stressful” (16.3%).
- Variations and inequities across jurisdictions affect staff educational levels, wages, staff turnover rates, differences in parent fees and availability of fee subsidies
 - training regulations range from none (New Brunswick) to at least one person working with each group of children must have a 2 year or higher ECEC credential (Ontario)
 - while some provinces do not provide any annual operating grants, Quebec has implemented a \$5-a-day fee for parents with the remainder of costs covered by a provincial grant
 - income ceiling levels for fee subsidy eligibility (and other subsidy requirements) vary across provinces.
- Centres experience considerable changes in three years from mid-1995 to mid-1998
 - 54.0% experienced some type of change in their cash revenue and/or receipt of in-kind donation
 - 31.5% reported a change in age of children enrolled and/or distribution across age groups
 - one in seven centres reported the addition of a new program component (e.g., kindergarten, school-age care or Head Start)
 - 27.4% reported an increased use of part-time staff and 20.4% reported an increase use of contracts for teaching staff
 - 34.5% reported either enrichments or reductions in program activities (e.g., field trips).

HR Implications:

Work environment

The current method of funding child care only contributes to low staff salaries and high turnover due to the heavy reliance on parent fees and subsidies for low income parents and on small government grants that force centres to keep fees as low as possible to maintain enrollment. Low levels of remuneration are tied to current method of financing child care; need to support high quality child care with public funds supplementing parent fees.

Skills

Regulations pertaining to staff education and training accessibility and affordability vary across jurisdictions; need to raise regulatory requirement for ECEC education, increasing access to training. Wages need to recognize the investment of a college graduate. Need to address issues of availability and affordability of professional development.

Recognition

Need to tie the importance of the early years to recognition of people who work in child care and garner support for the use of government funds to invest in the care and education of young children and adequate remuneration for child care staff. Findings point to a substantial increase in staff and director perception of lack of respect from the public.

Document 4 : Doherty, G., Lero, D., Goelman, H., Tougas, J. & LaGrange, A. (2000). *You Bet I Care! Caring and Learning Environments: Quality in Regulated Family Child Care Across Canada*. Guelph, ON: Centre for Families, work and Well-Being, University of Guelph.

Content Overview:

Data from 231 regulated family child care providers across six provinces and one territory was used to identify the critical factors that predict the level of quality in a family child care home.

Explores the relationship between quality in family child care homes and

- provider characteristics and attitudes about family child care provision
- provider income levels and working conditions
- provider’s use of support services, such as child care resource programs
- networking and professional development

Key Findings:

Using the Caregiver Interaction Scale (CIS), and the Family Day Care Rating Scale (FDCRS)

- Physically safe environments with caring, supportive adults are the norm in the majority of family child care homes
- 36.8% of family child care providers provided activities that stimulate social, language and cognitive development
- Quality tended to be lower when an infant under age 18 months was in the home.

Key variables that predict quality as indicated by the FDCRS score

- provider's highest level of education in any subject; higher levels predict higher quality
- provider completing a formal family child care-specific training course
- provider networks with others through and organized association
- provider's gross family child care income from the previous year, higher incomes predict higher quality
- age of youngest child present when the FDCRS was done; score lower for providers who had at least one child under 18 months
- providers attitude about offering family child care; higher quality predicted by providers who intend to continue providing family child care, enjoy the work and view it as their chosen career.

HR Implications:

Work environment

- Provide supports for people caring for infants and children with special needs; infant incentive grants to regulated homes; support funding or funding for fewer spaces.
- There needs to be a level of income that is commensurate with the knowledge, skills and responsibility associated with good child care; implement income-enhancement grants for regulated providers as well as start-up and operating grants.

Skills

- Require successful completion of a first aid course including CPR for young children (as a pre-condition to being regulated); provide family child care specific training for people interested in this occupation and ongoing professional development opportunities; appropriate consultation and resources for providers caring for children with special needs.

Recognition

- Recruit well-educated individuals to be family child care providers and develop policies and practices that encourage family child care providers to join and remain in the regulated system.
- Undertake awareness strategies to assist people to understand the link between the importance of children's experience during their early years and the value of people who work in child care.
- Promote family child care as a socially important and enjoyable career options.
- Encourage and support (financially) development of local organizations such as child care resource and referral programs and provider networks to make opportunities for providers to network, share information and access concrete supports such as equipment loans.

Document 5: Doherty, G., Lero, D., Tougas, J., LaGrange, A. & Goelman, H. (2001). *You Bet I Care! Policies and Practices in Canadian Family Child Care Agencies*. Guelph, ON: Centre for Families, Work and Well-being, University of Guelph.

Content Overview:

Information about the primary roles of family day home agencies: monitoring and supervising providers; supplying professional development opportunities and other types of support; providers' hours of work, time off, income levels, benefits; opportunities for career mobility within the agency system and turnover rates.

Key Findings:

Issues identified by agency directors

- Inadequacy of operating funds (unable to address poor remuneration received by provider; providers leave regulated system or accept private placements to increase their income; agencies either cut back on training or charge providers a fee)
- Difficulty with provider recruitment
- High provider turnover
- Challenge of making available appropriate levels and types of support to providers
- Unresolved issue of employment status of family child care providers.

HR Implications:

Work Environment

Governments using an agency model must clarify the employment status of agency-affiliated family child care providers.

Skills

Agencies must have appropriate level of funds to provide training; agencies should explore various ways to provide supports, including mentors and collaboration with other agencies.

Recognition

Income enhancement grant for regulated providers is needed to ensure that providers receive wage of an entry level staff at a centre in the same jurisdiction; awareness strategies to help people understand the link between the importance of the early years and the value of people who work with these young children.

Document 6: Doherty, G., & Friendly, M. (2002). *Making the Best Use of the You Bet I Care! Data Sets*. Toronto, ON: Childcare Resource and Research Unit, University of Toronto

Content Overview:

Results of a one-and-a-half day forum of key participants from the child care field who discussed, identified and prioritized crucial questions/issues facing child care that could be addressed by the existing YBIC! data sets.

Key Findings:

Issues identified with potential for follow-up given the content, form and extent of the current data sets

- Analyses relevant to recruitment and retention of people to work in child care
- Policy- and practice-relevant characteristics that distinguish 'the best' child care settings from 'the worst'
- Additional factors that influence the quality level in child care centres and regulated family child care homes
- The cost of increasing quality in centre and in family child care
- Impact of growing reliance on fee subsidy
- Impact of concern about financial stability on quality and practices in child care centres
- Jurisdictional and regional differences that can be identified as having an impact on quality and access for parents.

HR Implications:Recognition

Important questions that could be addressed by existing YBIC! data sets:

- What contributes to job satisfaction and job dissatisfaction in centres and family child care homes?
- What protects individuals from stress and job dissatisfaction in centres and family child care homes?
- What contributes to staff making a decision to no longer work in the setting they work in, whether a centre or a family child care home?
- What contributes to the decision to leave the child care field?
- What can we learn from better understanding contributors to job dissatisfaction and to turnover that would help to address some of the contributors and to develop effective recruitment strategies?

Document 7: Friendly, M., Beach, J., Turiano, M., (2003).

Early Childhood Education and Care in Canada 2001. Toronto: Childcare Resource and Research Unit, Centre for Urban and Community Studies, University of Toronto.

Content Overview:

Comparative provincial/territorial, municipal, and federal information on spending on child care: provincial/territorial funding allocated to fee subsidies, recurring operating grants and supports for children with special needs; parent fees; requirements for staff training (pre- and in-service) for preschool centre-based child care, school-age programs, family child care and public kindergarten; maternity and parental leave; federal ECEC programs and Aboriginal ECEC.

Key Findings:

- Since 1995, the number of young children is declining in almost all regions and the number of younger children with mothers in the paid labour force has dropped.
- While all provinces and territories provide regulated child care and public kindergarten, many aspects of regulated child care vary across jurisdictions while kindergarten is more widely available and more consistent.

- In 2001, there were enough regulated child care spaces to accommodate 12.1% of children aged 12 and under, up from 7.5% in 1992.
- In 2001, 40% of regulated child care spaces were in Quebec.
- During the past decade, growth in regulated child care has slowed considerably; 70% of the new child care spots that opened up since 1992 have been in Quebec.
- Quebec spent 58% of the \$1.9 billion devoted by the provinces and territories in 2001 to regulated child care with a per child spending – \$980 – over 10 times greater than that of the lowest spending province, Nova Scotia, which spent \$91 per child.
- Provinces and territories spent roughly \$1.5-billion in 2001 on kindergarten; annual per pupil expenditures for part-day programs were in the range of \$2000–\$3000.

HR Implications:Work environment

Average hourly wages in regulated child care centres range by province from minimum wage to double minimum wage. Family child care providers earn low wages. Between 1998 and 2001, five provinces increased public funding for child care wages.

Skills

While no jurisdiction requires all child care staff to have postsecondary ECE training, the number of child care staff with one-, two-, three-year and B.A. level ECE training increased considerably between 1991 and 1998. Generally, regulated family child care has no minimum educational requirements. Between 1998 and 2001, five provinces increased training requirements in centres and family child care.

Document 8: Goelman, H., Doherty, G., Lero, D., LaGrange, A. & Tougas, J. (2000). *You Bet I Care! Caring and Learning Environments: Quality in Child Care Centres Across Canada*. Guelph, ON: Centre for Families, Work and Well-Being, University of Guelph..

Content Overview:

Data from 122 infant toddler rooms and 227 preschool rooms in 234 centres across six provinces and one territory was used to identify factors most important for predicting and maintaining high quality teacher-child interactions and optimizing the quality of developmentally-timulating learning experiences in child care centres. Examines the relationship between quality in centre-based child care programs and centre characteristics, staff wages and working conditions, and staff characteristics and attitudes.

Key Findings:

- Using the Caregiver Interaction Scale (CIS), Infant/Toddler Environment Rating Scale (ITERS) and Early Childhood Environment Rating Scale-Revised (ECERS-R):
- Physically safe environments with caring, supportive adults are the norm in the majority of centres in Canada.
 - 44.3% of the preschool rooms and 28.7% of toddler rooms provide activities and materials that support and encourage children's development.

- 78% of infant/toddler rooms and 71% of preschool rooms provided a level of care likely to compromise children's development.
- Overall lower level of care in infant/toddler rooms.
- The strongest direct predictor of ITERS and ECERS-R scores is wage level of observed staff member.
- The strongest direct and indirect predictor is the level of the observed staff member's ECE specific education.
- The strongest indirect predictor is auspice (while it does not predict quality, it predicts wage level, which predicts quality).
- Quality is not the result of simple, one-way relationships between predictors and outcomes, but is a dynamic interaction among different kinds of variables
- There were four categories of direct and indirect predictor variables:
 - regulable (level of ECE education, adult:child ratio, auspice)
 - financial (staff wages, subsidized rent/utilities, level of full-time fees)
 - administrative (practicum site, number of adults in room)
 - attitudinal (staff satisfaction)
- The report includes recommendations on regulations (training requirements, ratios, group size) pre-service education and continuing professional development, financial aspects and administration, job satisfaction and the work environment

HR Implications:

Work environment

- Level of teacher job satisfaction is associated with the tone and type of interaction between the teacher and children. Satisfaction with both the relationship with colleagues and the centre as a work environment predicted quality in preschool rooms.
- Clear relationship between level of staff wages and child care quality demands that the present situation of low wages for teachers be addressed.
- Centres that spend less on operational costs (subsidized rent and/or utilities) spend more on wages and other items, which has a direct impact on quality.

Skills

- Coordinate and integrate regulatory and financial incentives to have better paid staff with high levels of ECE – two variables that predict quality.
- Recommendations for all teachers to have ECE-specific postsecondary program, group size and ratio consistent with research findings, pre-service and continuing professional development, financial aspects and administration, job satisfaction and the work environment.

Document 9: Mayer, D. (2001). Building the Career Corridor: Manitoba's Early Childhood Labour Market Strategy Project Report. Winnipeg: Manitoba Child Care Association.

Content Overview:

Presents the critical issues facing the child care workforce in Manitoba; includes an environmental scan, barriers and opportunities, a review of models of other jurisdictions, and successful strategies in other high demand sectors.

Key Findings:

- During the past decade, in spite of relatively slow growth in the licensed system, the numbers of centres unable to meet training standards increased steadily while the number of graduates of ECE programs declined.
- Postsecondary educational institutions that offer ECE training report low enrollments in diploma and post-diploma training, minimal waiting lists and concern over the 'quality' of applicants entering ECE training.
- In 1998, licensed family child care providers classified as ECE II's and III's became able to charge a daily rate equal to that paid to a child care centre for the same-aged child (a lateral step for ECEs especially when their own children are preschool-aged). While ECEs found it more attractive to move into family child care, barriers continue to exist for providers to move from family child care into centre-based care.
- Documented shortage of ECEs for Manitoba's existing licensed child care system and increasing demand for the expertise of ECE graduates in Head Start program, First Nations programs, family resource centres, early childhood intervention projects and the education system (license-not-required).
- Advanced practitioners recruited by various organizations and institutions to work as child care instructors, licensing coordinators and child development counsellors
- 39% of reporting centres have an exemption to the licensing requirement for proportion of trained staff.

HR Implications:

Skills

- Establish a system that supports progressive qualifications and role progression
- Develop a financial incentive system that includes forgivable loans
- Expand Gap Training Assessment model
- Establish an entry level requirement
- Explore feasibility of ongoing and annual professional development requirement
- Develop a framework of support through apprenticeships and mentorships.

Recognition

- Establish a College of Early Childhood Educators Manitoba
- Establish a Recruitment and Retention Committee; launch a public education initiative specific to workforce issues.

Document 10: McCain, M. & Mustard, F. (1999) *The Early Years Study: Reversing the Real Brain Drain*. Toronto: Government of Ontario

Content Overview:

Synthesizes current early child development and social policy research and makes recommendations for a child development system for children 0–6.

Key Findings:

- Importance of early brain development on learning, behaviour and health throughout the life cycle warrants increased public spending.
- Universal initiatives essential in order to improve child outcomes at population level – majority of difficulties are present in non-poor population. Gradient analysis of NLSCY and Ontario Grade 3 data.
- Identification of three program components that make a difference to early development: nutrition, opportunities for play with other children, and parenting supports.
- Identifies gap between ages 0–6 public spending and spending for ages 6–18.
- Identifies community initiatives that work in spite of public policy.

Recommendations:

- A system of community-based early child development and parenting centres that integrate existing programs, and that should be available for all children
- Private-public partnerships
- Increased parental leave to one year
- Early child development outcome measure at the population level
- Early childhood staff trained to work with children and parents.

HR Implications:

Skills

Identifies the need for and recommends changes in postsecondary programs that prepare early childhood staff, including a shift from a developmental psychological base of knowledge to one that is multidisciplinary (including strong biological base). Also recommends emphasis on working with children and adults (parents), and articulation between ECE college and university degree programs.

Recognition

Identifies early childhood staff as key to quality programs and key characteristics of competent staff (similar to those identified in the Child Care Sector Study). Recommends steps to reduce the professional distance between ECE and teachers.

Document 11: Organisation for Economic Co-operation and Development (OECD) (2001). *Starting Strong: Early Childhood Education and Care*. Paris: Author.

Content Overview:

A comparative analysis of major Early Childhood Education and Care policy developments and issues in 12 OECD countries – Australia, Belgium, the Czech Republic, Denmark, Finland, Italy, the Netherlands, Norway, Portugal, Sweden, the United Kingdom and the United States. Highlights innovative approaches and proposes policy options that can be adapted to different national contexts.

Key Findings:

Contextual issues shaping ECEC policy include demographic, economic, social trends, the diverse views of children and the purposes of ECEC. Seven current cross-national policy trends are explored

- Expanding provision toward universal access
- Raising the quality of provision
- Promoting coherence and coordination of policy and services
- Exploring strategies to ensure adequate investment in the system
- Improving staff training and working conditions
- Developing appropriate pedagogical frameworks for children
- Engaging parents, families and communities.

Proposes eight key elements to promote equitable access to quality early childhood education and care

- Systemic and integrated approach to policy development and implementation
- Strong and equal partnership with the education system
- Universal approach to access, with particular attention to children in need of special support
- Substantial public investment in services and the infrastructure
- Participatory approach to quality improvement and assurance
- Appropriate training and working conditions for staff in all forms of provision
- Systematic attention to monitoring and data collection
- Stable framework and long-term agenda for research and evaluation.

Most countries in this OECD review seek to give young children the opportunity to experience at least two years of free early childhood education and care before beginning primary school. In several countries, access to early childhood education and care services begins earlier and is a legal right (from age 1 year in Denmark, Finland and Sweden, from age 2.5 years in Belgium and from age 3 in Italy).

There is increasing recognition that public investment is necessary to support a quality system of early childhood education and care.

However, for children under three years, the supply of services does not meet current demand; services are characterized by fragmented access and poor quality of provision. Many countries have responded by expanding this sector, and by introducing protected and paid parental leave policies (Norway, for example, offers parental leave for one year, paid at almost 100% of earnings). Such measures also help to promote gender equity and to reconcile family responsibilities and working life.

HR Implications:

Work environment

Generally, compensation is low; there is a trend to improve wages, particularly for staff responsible for children under three.

Skills

There is a trend for staff working with preschool children to have three-year tertiary degree; common training gaps (include work with parents, work with infants and toddlers, bilingual/multicultural and special education, and research and evaluation); uneven opportunities to participate in in-service and professional development.

Recognition

Low status and limited career mobility is a concern, particularly for infant-toddler, out-of-school care and family child care.

Major challenges are attracting a workforce that reflects the diversity of children, the desirability and achievability of a gender-mixed workforce, and limited career mobility.

