

# Literature Review and Environmental Scan

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Prepared for the Training Strategy Project



**Child Care  
Human Resources  
Sector Council**

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## **List of Acronyms**

ACCC– Association of Canadian Community Colleges  
CCCF – Canadian Child Care Federation  
CCHRSC – Child Care Human Resources Sector Council  
CCL – Canadian Council on Learning  
CEA– Canadian Education Association  
CEGEP - Collège d'enseignement général et professionnel  
CICIC – Canadian Information Centre for International Credentials  
CMEC – Council of Ministers of Education of Canada  
CPE– Centre de la petite enfance  
CRRU - Childcare Resource and Research Unit  
DEC – Diplôme D'études Collégiales  
ECE – Early Childhood Educator  
ECEC – Early Childhood Education and Care  
ELCC – Early learning and Child Care  
ECERS – Early Childhood Environmental Rating Scale  
HRSDC – Human Resource and Social Development Canada  
LMU– Labour Market Update  
MCYS – Ministry of Children and Youth Services  
NAEYC - National Association for the Education of Young Children  
NCATE - National Council for Accreditation of Teacher Education  
NOC– National Occupational Classification  
OCBCC – Ontario Coalition for Better Child Care  
OECD – Organisation for Economic Cooperation and Development  
PLAR – Prior Learning Assessment and Recognition  
PSI – Post Secondary Institution  
TSP – Training Strategy Project

## **1. INTRODUCTION**

In 2006, the Child Care Human Resources Sector Council (CCHRSC), with the support of Human Resources and Social Development Canada, began an 18-month Training Strategy Project (TSP) with the following goals:

- To improve the consistency and quality of training of the early childhood care and education sector across Canada
- To increase the size and capacity of the trained child care workforce in Canada to meet identified needs

The objectives of the Training Strategy Project are to:

- Identify current training delivery models
- Establish the present training status and needs in each province and territory
- Identify gaps between the current approaches and the occupation requirements as identified in relevant Occupational Standards and other best practices throughout Canada
- Identify availability, accessibility and barriers to training to help formulate options for training models
- Develop options to meet current and future training needs of the child care workforce in Canada and to work collaboratively with stakeholders to develop a sustainable and effective training strategy for child care

This literature review is one of a number of background documents prepared for the TSP. It is organized into three sections.

- Introduction
- Emerging Themes and Trends
- Early Childhood Education (ECE) in Canada's Post-secondary Institutions (PSIs)

There are three appendices. Each appendix includes information that is organized into a specific template designed to provide an information overview. The appendices are:

- Document summaries
- Environmental Scan 1: Post-secondary education in the provinces and territories
- Environmental Scan 2: ECE Post-secondary education in the provinces and territories

### **1.1 Background to the Training Strategy Project**

One of the most reliable indicators of a high quality early learning and child care program is the presence and active involvement of child care staff and/or caregivers who have post-secondary training in early childhood education. The Child Care Human Resources Sector Council (CCHRSC) 2004 Labour Market Update Literature Review reported "consistent and significant associations between higher staff education levels, quality programs and better outcomes for children....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” (Bertrand et al, p. 7).

Challenges regarding content and access to training and professional development are common to Canada and other countries (OECD, 2001). Common training gaps have been identified in working with parents, and with infants and toddlers, working in bilingual/multicultural and special education, and in research and evaluation. Furthermore, opportunities to participate in in-service training and professional development are uneven, and that staff with the lowest levels of initial training tend to have the least access.

In the past few years, several Canadian studies have investigated the human resource factors associated with creating and maintaining an educated early childhood workforce, in order that high quality early learning and child care programs across Canada have the capacity to provide programs and services for children and families that support good outcomes for children. Studies such as *Our Child Care Workforce: From Recognition to Remuneration* (1998), the Child Care Human Resources Round Table’s report on policies, trends, and activities (2000) and *Working for Change: Canada’s Child Care Workforce* (2004), the CCHRSC’s Labour Market Update, raised concerns about the ongoing difficulties in accessing post-secondary education and professional development opportunities in the early learning and child care sector, gaps in skills and competencies, the need for more trained staff, and the ongoing challenges regarding wages, benefits, and retention of trained staff.

Earlier Canadian studies and reports have identified and described training issues for the early learning and child care sector. With support from the Government of Canada, the Canadian Child Care Federation – in partnership with the Association of Community Colleges of Canada – has begun to develop strategies and resources to enable the early learning and child care (ELCC) sector to move forward in addressing issues such as accessibility, portability, and career advancement. The development and validation of occupational standards for child care practitioners and for administrators, as well as related training initiatives, provide a base upon which to begin to build a training strategy, and contribute to the sector’s capacity to provide high quality services.

## **1.2 Focus and Structure of the Literature Review**

The literature review supported the work of the TSP. It includes a summary of relevant studies and reports published since the completion of the literature review for *Working for Change* (Beach et al, 2004). It identifies emerging trends and themes that were pursued in focus groups and key informant interviews, and gaps in information collected in Phase II of the Training Strategy Project. It also includes an environmental scan of ECE programs currently offered by Canadian post-secondary institutions (PSIs).

The literature review considered:

- PSI ECE program databases that currently exist with the Association of Canadian Community Colleges (ACCC), the CCCHRSC, and the Canadian Child Care Federation (CCCF)
- Occupational standards for child care practitioners and occupational standards for child care directors
- Curriculum and pedagogical research and reviews
- Relevant studies identified in the Childcare Resource and Research Unit (CRRU) database
- College surveys of ECE grads
- *Early Childhood Education and Care in Canada 2004* to review provincial/territorial regulations, policy statements, curriculum
- Aboriginal and francophone sources
- Studies and reports identified in the key informant interviews and the provincial/territorial environmental scans

The information in the environmental scan is organized into provincial and territorial profiles that outline ECE post-secondary education for each jurisdiction. The profiles are formatted into a template that could be updated by CCHRSC on a regular basis. The provincial/territorial profiles are not completed with comparable information from each jurisdiction, but they do provide an overview and set up a process that could be continued.

Electronic indexes have been keyword-searched to identify and select relevant studies through the library system and the CRRU at the University of Toronto. Web searches were used to identify training information and resources available through PSI and through sector organizations and networks such as the Council of Ministers of Education of Canada (CMEC), the Canadian Education Association (CEA), ACCC and provincial/territorial ministries or departments responsible for post-secondary institutions (PSI).

### 1.3 Methodology

The research team continued with the template for the literature review associated with *Working for Change*. There are five defined categories in the template that are organized by the producer/publisher of the documents. The entries for each category are organized into a separate table. The categories are:

- **Academic:** Articles prepared within an academic institution including peer-reviewed papers, reports and policy statements.
- **Government:** Documents produced by local, provincial/territorial or federal governments.
- **Child care professional/training/advocacy/labour:** Documents published by child care sector organizations, post-secondary 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.

The template entries for each document include:

- Full reference information
- A brief description of the type of document including (where relevant) the methodology, sample size, time frame
- A summary of findings, conclusions and/or recommendations
- Implications for a training strategy for the child care workforce.

Information about post-secondary systems, ECE post-secondary education and ECE post-secondary programs offered at PSIs in each province and territory was collected through existing databases (e.g. CCHRSC's database of ECE PSI programs), web searches and earlier reports (e.g. Beach et al 2004).

Selected references that relate to teacher education and workforce documents that provide relevant comparison references are cited. These documents are included in the reference list but are not included in the document table.

## **2. THEMES AND TRENDS**

The literature review identifies some of the specific concerns and issues that have implications for developing a training strategy to improve recruitment and retention. International documents and documents related to teacher education and the education workforce are included to illustrate potential similarities and possible strategies for the child care workforce in Canada.

### **2.1. The child care workforce requires more early childhood educators**

The roles and responsibilities of the child care workforce are tied to the purpose of early learning and child care. Several documents point to the importance of a clear understanding of what is the purpose or purposes of early learning and child care (Bennett, 2004; Cleveland, Corter, Pelletier, Colley & Bertrand, 2006; OECD, 2004, 2006; Friendly, Doherty & Beach, 2006; Moss, 2004c; Cooke, Keating & McColm, 2005, Oberheumer, 2004; Child Care Human Resources Sector Council, 2007). If a primary purpose is to provide optimal environments for young children, there is broad agreement that child care programs should be organized around the importance of the holistic development of young children and should encourage children's curiosity about the world and how it works, active engagement, confidence to take risks and task perseverance. Child care programming needs to recognize that young children's development is qualitatively different from those of older children and that they learn in a different way (Bennett, 2004; OECD, 2004; Cleveland et al 2006; Friendly, Doherty & Beach, 2006)



The purpose of child care programs is also tied to parents' labour force participation. Child care is viewed as a strategy that supports parents' ability to earn a living while raising their children and women's equal rights to full participation in society (McCuaig, 2004; Cleveland et al, 2006; OECD 2004, 2006; McCain, Mustard & Shanker, 2007). Thus child care programs need to be organized to accommodate the demands of labour force participation while supporting optimal early child development.

For some, answering the question "What do early childhood educators need to know and do?" is hampered by conflicting views of the purpose of child care. Is it early education, focused on young children's development, or is it primarily a service to benefit working parents and reduce welfare dependency (Bellm, 2005; Child Care Human Resources Sector Council, 2007)? Recent reports have suggested that the primary purpose must be the optimal development of young children but that the organization of programs can include options that accommodate the needs of working parents (McCain, Mustard & Shanker, 2007; OECD, 2006; Moss, 2005).

If the primary purpose of child care is to support children's optimal development while supporting parents' ability to earn a living, the role of the child care workforce would be to support and enhance children's development through interactions, activities and environments that are organized and scheduled to also support families' ability to earn a living. The provision of a stimulating environment, in addition to an environment that is safe and nurturing, demands that the child care workforce have the necessary skills and abilities to provide those environments (Japel, Tremblay & Cote, 2005; Friendly, Doherty & Beach, 2006; OECD, 2006).

Based on earlier studies (e.g. Doherty et al, 2000, Doherty 2003) the child care workforce can be divided into four positions that directly interact with young children and their families: family child caregiver, assistant, person responsible for a group of children and program director or supervisor.

- Family child caregivers work in their own homes and are responsible to provide basic care, nurturance and stimulation to a child or small group of children.
- Minimally or untrained assistants typically provide basic physical care and assist in the provision of the daily program under the supervision of another staff, usually one with an ECE qualification.
- The person responsible for a group is expected to: ensure the protection of the children's physical and emotional health and well being; communicate with children's families; plan and implement the daily program of activities; observe children and use these observations in program planning; collaborate with co-workers and other community service providers; and reflect on her/his own knowledge and skills and take corrective action as indicated. This person also supervises and guides the work of assistants and students working with the same group.

- The role of the program director includes: developing and maintaining a positive environment and program for children; supporting families; developing and maintaining a positive workplace for staff; ensuring the financial viability of the centre; hiring, managing and developing staff; developing and maintaining positive relationships with the community, the centre owner or governing body and the provincial government; and engaging in strategic planning for the centre.

The reports and studies from the past two years reinforce earlier ones that are summarized in the 2004 update of the 1998 child care sector study (Beach et al, 2004; Beach et al, 1998). The child care workforce requires a greater proportion of qualified early childhood educators (e.g. see Cleveland et al, 2006; OECD, 2004, 2006; Japel, Tremblay & Cote, 2005), particularly among those practitioners who are responsible for a group of children. Several provinces and territories (e.g. Saskatchewan, Quebec, Manitoba, Nova Scotia and Newfoundland) have, or are in the process of, raising the proportion of child care staff who are required to have ECE qualifications (Friendly & Beach, 2005).

American and Australian studies of effective early childhood programs repeatedly point to staff with degree-level early childhood qualifications (e.g. Elliot, 2006, Ackerman & Barnett 2006). Research links children's early learning and development to the educational qualifications of staff. Those with four-year university degrees and specialized training in early childhood have more responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian. It is noteworthy that the only programs that have been shown to produce long-term gains have included frontline staff with at least a four-year university degree with specialization in early child development, remuneration levels comparable to teachers in the public education system, pedagogical leadership and well-supported professional development (Ackerman & Barnett, 2006; Galinsky, 2006).

Another issue is what to call the core practitioner in child care centres and other early childhood programs - early childhood educator, child care worker, early childhood teacher, early childhood professional, early childhood practitioner, early years specialist, early child development specialist (Ferguson, 2004; Shipley, 2004). This is tied to the issue of what to call the field and the purpose of the early learning and child care programs (Oberhuemer, 2004). The consensus is leaning towards the term 'early childhood educator' as the name for the practitioner with early childhood credentials who works with young children and their families in a variety of settings (Caldwell, 2004; Ferguson, 2004).

Recent legislation in Ontario is establishing a College of Early Childhood Educators (Government of Ontario, 2007). Once in operation, only those persons who are registered with the College will be 'early childhood educators'. Criteria for registration will include an ECE diploma from an Ontario College of Applied Arts and Technology or from an approved program

in another recognized PSI. The College will be a self-governing regulatory body operated under the governance of provincial legislation.

Paradoxically, fewer and fewer ECE graduates wish to seek employment in child care programs. In Canada, the findings of the 2004 update (Beach et al, 2004) are substantiated by studies over the subsequent two years (Wicken, 2005; Miller 2005; Rochon Associated Human Resources Management Consultant, 2006). Substantial numbers of ECE graduates are seeking employment elsewhere. Employers continue to report difficulties in recruiting and retaining staff with ECE qualifications (Rochon Associated Human Resources Management Consulting Inc, 2006; OECD, 2004; Friendly & Beach 2005).

There are multiple challenges to recruiting and retaining early childhood educators to child care settings (Beach et al, 2004; Doherty & Forer, 2005; Cleveland et al, in press). Since there are multiple contributors to the current recruitment and retention challenges, a multi-pronged approach must be used to address them (Child Care Human Resources Sector Council, 2007; Miller, 2005). Strategies to combine public relations campaigns to improve the public image of child care, innovative training approaches that address the current cost and access barriers, financial assistance to increase access to pre-service training, and government grants to improve wage levels are needed. Following a two-year period of research, an expert panel on quality and human resource issues (particularly on recruitment and retention in child care programs) in Ontario recommended a four-prong strategy: strengthen policies, funding and infrastructure; improve education, compensation and career opportunities for practitioners; deliver high quality, inclusive, evidence-based programs for children and forge strong partnerships with parents (Best Start Expert Panel on Quality and Human Resources, 2007).<sup>1</sup>

Program directors are critical to the recruitment and retention of early childhood educators in child care centres. They are the key to quality programs and yet the gap between education requirements and job expectations is enormous for directors and supervisors who may be managing large programs, and are accountable for providing pedagogical leadership and meeting higher fiscal, regulatory and reporting requirements (Best Start Expert Panel on Quality and Human Resources, 2007). Child care program directors shape the working environment in child care centres. Quality environments are better working environments and more likely to attract and retain early childhood educators.

Research suggests that effective school principals play a powerful role in improving teaching and learning. Principals are expected to be leaders of learning, knowledgeable about curriculum and pedagogy and be able to assess and develop teacher skills (Phillips, Ratham, Reniham,

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<sup>1</sup> All provinces and territories are involved in addressing recruitment and retention through various strategies, multi-year plans and initiatives. A number of these initiatives have just been, or are in the process of being announced; therefore documents and reports in the public domain are limited. See the Training Strategy for an overview of pan-Canadian initiatives

2003). They must generate and analyze data to guide instructional and program decisions and establish and monitor specific performance targets. They must energize the entire school community around the goal of higher student achievement in an environment of shared decision-making and less unilateral authority on the principal's part. They are expected to provide working conditions for teachers that allow them to practice their profession. There are parallels with the kind of leadership early childhood educators need in child care programs.

In the United States, recent reports document a more extreme situation (Herzenberg, Price & Bradley, 2005). Poor compensation, regulatory requirements and working conditions have led to a drop in the education level of the child care workforce and a reduction in the proportion of younger child care staff who have ECE qualifications compared to older staff. A recent study in California (Centre for Study of Child Care Employment & California Child Care Resource and Referral Network, 2006) reported that centre-based staff with a bachelor's degree earn \$16,000 less per year, on average, than K - 12 public school teachers. Also, early childhood educator turnover rate is twice that of Californian school teachers.

A recent review of the teaching workforce in the United States found that elementary school teachers' decisions to continue teaching are influenced by intrinsic and extrinsic rewards that they receive in their work. Intrinsic rewards include such things as the pleasure of being with children, the exhilaration of contributing to students' learning, the enjoyment of teaching subject matter one loves, or the chance to develop new skills and exercise expanded influence on the job. Extrinsic rewards would include salary, benefits, and bonuses, public recognition for one's accomplishments, or being chosen to take on special responsibilities. However, intrinsic and extrinsic rewards sometimes interact. For example, pay, is seldom an important incentive that draws people into teaching, but it can take on increased importance when working conditions—e.g., lack of supplies or a chaotic school environment— make it difficult or impossible to succeed with students.(Johnson, Berg & Donaldson, 2005).

## **2.2. The expectations placed upon the child care workforce, particularly early childhood educators, are expanding.**

The child care workforce faces an environment that is more challenging and is demanding more from child care programs.

- Increased numbers of families are living under stress related to work demands, poverty, marital disruptions, isolation, immigration and living in a new culture (Cleveland et al, in press; Friendly and Beach, 2005; OECD, 2004).
- There is increased recognition that children with special needs and children from diverse cultural backgrounds are entitled to quality programs and experiences (Irwin, Lero and Brophy, 2004; OECD, 2004).
- Greater public awareness of the importance of early development in setting a foundation for later learning, behaviour and health translates into assumptions that workforce has pedagogical knowledge and skills that can take observations of a child and translate that

information into activities that build upon the child's current developmental level, often including specific expectations related to early literacy and numeracy before school entry (OECD, 2004).

- Governments and regulatory bodies are requiring increased levels of accountability. For example, Alberta has introduced an accreditation program for regulated child care programs (Alberta Association for Accreditation, 2006); Ontario is introducing a College of Early Childhood Educators (MCYS, 2005) and the Ontario Auditor General's report (2005) made specific recommendations related to improvements in child care quality.
- The knowledge base for the child care workforce is expanding. (Friendly & Beach, 2005). More information is available and more research is now focused on early childhood (Cleveland et al, in press).
- Increased interest in collaboration and integration (discussed further below) with related programs and participation in community planning require additional skills (Child and Youth Officer for British Columbia, 2005; Cleveland et al, in press; Corter et al, 2006; Ministry of Children & Family Development and Ministry of Education, 2006.)

The Moving Forward on Early Learning and Child Care federal-provincial bilateral agreements-in-principle included agreement to work on a national framework on quality (Friendly & Ferns, 2006). Although the agreements have been discarded by the federal government, several provinces (including Saskatchewan, British Columbia, Alberta, Manitoba, Ontario and New Brunswick) are proceeding with plans to develop quality and/or curriculum frameworks to guide child care programs. These initiatives are supported by Canadian and international reports that the implementation of appropriate curriculum and pedagogy needs improvement in child care programs (e.g. Cleveland et al, 2006; Japel, Tremblay & Cote, 2005; OECD, 2004, 2006) and needs to be coordinated with kindergarten programs that are offered as part of public education (Cameron, 2004; Colley 2005; Corter, Bertrand, Pelletier, Griffin, McKay, Patel & Ioannone, 2006; Moss 2004a; OECD, 2004, 2006). The steps to improve quality and pedagogy in child care programs across jurisdictions brings an increased demand for a solid knowledge of pedagogy and the skills to translate observation into appropriate programming along with expectations of greater collaboration between the ECE and kindergarten workforces.

Recent reports and studies unanimously call for higher qualification requirements for at least some of the staff in child care centres beyond an ECE Certificate or Diploma (for example, Colley, 2006; Best Start Expert Panel on Quality & Human Resources, 2007; McCain, Mustard & Shanker, 2007; OECD, 2004, 2006;) There is agreement that kindergarten teachers should upgrade their qualifications to include studies in early child development (Colley, 2006; Best Start Expert Panel on Quality & Human Resources, 2007). Increasingly degree-level ECE qualifications are recommended for the program director or supervisor positions (OECD, 2004).

### **2.3. The current and future child care workforce needs support in acquiring necessary knowledge and skills and obtaining ECE credentials**

Early childhood educators report four access barriers to obtaining pre-service education: cost, distance from home and/or work, scheduling that conflicts with work or family and a shortage of spaces and post-secondary institution programs (Beach et al, 2004).

Manitoba and Newfoundland and Labrador are granting colleges additional funds to expand their training programs (Friendly and Ferns, 2006). All Canadian jurisdictions offer some distance education courses in ECE and these address the issues of distance and conflict with students' other responsibilities. It involves substantial effort and resources from the institution and, because most colleges have to provide the courses on a cost-recovery basis, the fees are no lower than those for on-site courses. In addition, distance education only works for students who are self-starters and have fairly high literacy skills.

Increasing the required entry level training would increase the cost of attaining it, and thus have financial implications for new entrants into the field and current ECEs who have to upgrade, and result in expectations for higher remuneration.

Opportunities to progress through an ordered, sequential acquisition of the knowledge and skills required to assume new responsibilities is important to the individual and essential for the child care workforce (Miller, 2005; Moss, 2004a, 2004b; OCBC, 2005b). Articulated credentials or educational ladders can assist in the recruitment and retention of the workforce by providing the means by which individuals can advance to a higher position and obtain better remuneration or move into a new role at the same remuneration level but which has new challenges. Educational ladders between ECE credentials can improve the quality of the child care workforce and the provision of child care. Future leaders are supported by educational ladders.

Effective educational ladders are based on the ability to build on the foundation of a previous level, e.g. to obtain a degree through building on, not duplicating, coursework and supervised work experience completed for an ECE certificate or diploma (Moss, 2004b). As noted in earlier studies (e.g. Beach et al, 2004; Doherty, 2003), articulated courses and credentials require a Canada-wide consensus about the coursework and/or experiences that will be given 'credit' for what, e.g. for an ECE diploma versus an ECE certificate. Clear pathways from one training institution or education level to another are also required as is the development of sequential curricula.

The rapid growth in knowledge about child development and changing concepts of best practice make on-going participation in professional development essential for practitioners to maintain their competency and/or to obtain the knowledge and skills for another position (Moss, 2004b; OECD 2004, 2006; Ontario Best Start Expert Panel on Quality and Human Resources, 2007). Professional development is an extension of pre-service preparation. The barriers to engaging

in professional development cited by practitioners are: cost; inability to get release time from the centre; and lack of opportunities that meet the individual's specific need (Rochon Associated Human Resources Management Consulting Inc., 2005) and echo earlier findings (e.g. Beach et al, 2004). Paying for substitute staff while an individual is participating in professional development enables programs to grant release time.

BC, PEI and Newfoundland and Labrador require early childhood educators employed in child care centres to participate in professional development, for 30 hours every three years (Friendly and Beach, 2005). No other Canadian jurisdiction requires participation in professional development.

### **Non-Traditional Delivery Models**

E-learning is a broad term used for the application of computer technologies to education, whether it occurs in face-to-face classrooms, in blended and hybrid courses, in mediated distance education contexts or in online learning environments. Two recent reviews (Abrami, Bernard, Wade, Schmid, Borokhovski, E Tamim, Surkes, Lowerison, Zhang, Nicolaidou, Newman, Wozney & Peretiatkowicz, 2006 and Rossiter Consulting, 2006) of e-learning in Canadian PSIs concluded that:

- There is limited empirical research to assess the benefits and a research agenda to assess the impact of e-learning initiatives is needed.
- Instructional design should match the goals of instruction with the potential of e-learning
- The feasibility and effectiveness of such things as learning objects and multimedia applications, that have the potential to be shared across programs and institutions, needs to be studied.
- Computer mediated communication can enrich the learning environment; help reduce low motivation and feelings of isolation in distance learners.
- Improve access to learning opportunities for a variety of learners
- May be able to address future shortage of qualified faculty as enrolment rates increase
- E-learning appears to be more effective in distance education, where technology use is required, than in face-to-face instructional settings.

While empirical research on the effectiveness of e-learning is limited, the reviews noted that qualitative studies suggest that e-learning has the potential for deeper learning through simulations and case-based approaches and unique opportunities to develop communities of learners.

Apprenticeship is a workplace learning model that has been primarily associated with skilled trades (CCL, 2006). It is viewed as a strategy that can address labour shortages and has been identified as a workplace model that could support an increase of early childhood educators in Canadian child care programs but must meet the same standards as PSI ECE programs (Best Start Expert Panel on Quality and Human Resources, 2007).

Prior Learning and Assessment Recognition (PLAR) is often identified as a strategy to recognize child care staff who do not have formal credentials or who have credentials from outside of Canada that are not recognized (Beach et al, 2004;; Arscott, J., Crowther, I., Young, M., & Ungarian, L. 2006). Earlier reports (e.g. Beach et al, 2004) have documented the challenges students and institutions face in actually implementing PLAR. However other reports have indicated that PLAR is more successful in ECE post-secondary programs than in many others (e.g. Aarts, Blower, Burke, Conlin, Lamarre, & McCrossan, 2003). A recent initiative led by Athabasca University successfully used PLAR with ECE students, reducing their length of study (Arscott et al, 2006). The project also developed tools for use in PSI ECE programs in four different jurisdictions.

### **Financial Assistance**

Child care staff who are untrained and currently working in the sector are a target group for training efforts designed to raise numbers of qualified early childhood educators (e.g. Child Care Human Resources Sector Council, 2007; Ontario Best Start Expert Panel on Quality and Human Resources, 2007; Whitebook, Bellm, Lee & Sakai, 2005). Financial assistance for tuition and for wage replacement are strategies often employed to make this possible (Government of Manitoba, 2005; Whitebook, Bellm, Lee & Sakai, 2005; Dukakis, Bellm, Seer, & Lee, 2007).

### **Mentoring, Coaching, Pedagogical Leadership**

Several reports identify the need for individual early childhood educators, other child care staff and ECE students to have direct, structured and ongoing support in developing their skills and abilities. The terms mentoring, coaching and pedagogical leadership are frequently used to describe the process with overlapping definitions (OECD, 2006; Ontario Best Start Expert Panel on Quality and Human Resources, 2007; Ontario Best Start Panel on Early Learning, 2007; Ryan, Hornbeck, Frede 2004). A time study of consultants supporting preschool teachers concluded that mentoring and coaching roles may be trade-offs for professional development activities such as workshops and group activities (Ryan, Hornbeck, Frede, 2004).

## **2.4. Canadian post-secondary institutions face challenges in meeting the demands for qualified early childhood educators and program directors for the child care workforce**

If Canada follows the international trend (Cameron, 2004; Oberhuemer, 2004) and follows the recommendations of a number of recent reports (see Colley 2005; Cleveland et al, 2006; OECD, 2004, 2006; McCain, Mustard & Shanker, 2007), provinces will begin to require a three-to-four-year degree credential for program supervisors. Furthermore, it is likely that this will become a requirement for early childhood educators who are responsible for a group in a child care centre. The majority of Canadian ECE practitioners do not have this level of training. In moving the workforce to higher educational levels, PSIs face a number of challenges (Ackerman, 2005) in determining appropriate content that builds on ECE certificate and diploma programs, expanding distance learning, increasing use of PLAR and allowing for regular transfer of credits. The



effectiveness of any training or professional development infrastructure is strongly determined by the availability and quality of current data on human resources that can inform planning and resource allocation. Many of the data now available are not current (Friendly & Beach, 2005).

A recent review of quality and human resources issues was released by the government of Ontario. The report was prepared by the Expert Panel on Quality and Human Resources (2007). Specific recommendations define an infrastructure for post-secondary institutions to address the training needs of the child care workforce (p.14).

2008 - 09	2010-2012	2013 -2015
<p>All post-secondary institutions that provide education in early childhood education/ development incorporate the Early Learning Framework into their programs</p> <p>All accredited post-secondary Institutions ensure consistent quality standards and best practices for all education programs, including apprentice- ship and distance education programs.</p> <p>Post-secondary institutions have funding and a new funding model to support high quality, inclusive laboratory school programs.</p> <p>All students have at least one mandatory practicum or placement in a lab school setting.</p> <p>Post-secondary institutions receive funding to support the development of a leadership and management credential in early childhood services</p>	<p>All post-secondary institutions that provide education in early childhood education/ development have innovative programs with the capacity to meet the demand for increased credentials – including Ontario college graduate certificate and degree programs to meet the needs of Francophone and Aboriginal communities, management programs, and graduate programs</p> <p>Post-secondary institutions offer a leadership and management credential in early childhood services</p> <p>Post-secondary institutions have a systemic approach to articulation agreements that gives practitioners a choice of education pathways and ensures high quality, articulated professional education with no dead-end training</p>	<p>Post-secondary institutions offer collaborative education programs and a common credential for practitioners working in integrated early learning and care/kindergarten programs</p>

A training infrastructure would include clear pathways from one level to another, adequate funding for programs and participants, consistent monitoring and common learning outcomes for post-secondary ECE programs across Canada. But post-secondary education is the responsibility of the provincial and territorial governments, a coherent infrastructure for ECE PSI programs will need to rely on other processes (Ogston, 2003). There is no agreement on

definitions of "quality assurance," "recognition," or "accreditation" - all possible processes to support a training infrastructure.

Provincial and territorial ministers (through the Council of Ministers of Education Canada, an intergovernmental body composed of the ministers responsible for elementary-secondary and advanced education from the provinces and territories) endorsed a negotiated statement on quality assurance (CMEC, 2007). The statement contains procedures for coherent assessment of university degrees and degree-granting institutions.

### **Accreditation of post-secondary ECE Programs**

Accreditation is generally defined as a process of quality assurance through which a program's compliance with standards of education established by external professional authorities is assessed. The goal is to ensure that graduates from such programs meet the academic and registration requirements established by the profession (Canadian Information Centre on International Credentials, 2007; Ogston, 2003). Professional accreditation is accreditation of a professional program of study offered by a post-secondary institution, not of the institution itself. The process is voluntary and involves three stages: a request for accreditation, assessment of the program and post-assessment including granting or denying of accreditation status.

Canadian professional regulatory bodies (for example, in the fields of nursing, architecture, and engineering) establish and review post-secondary curriculum standards leading to professional accreditation of specific programs (Canadian Information Centre for International Credentials, 2007). The term "accreditation" refers to the approval of a post-secondary institution or program that has been found by an accreditation body to meet predetermined standards through a recognized process of validation. Canada does not have a national accreditation system of PSIs although other quality assurance methods they employ may achieve similar outcomes (e.g. provincial program standards, provincial review committees etc).

A detailed proposal for a pan-Canadian accreditation process was prepared and recommended for adoption by the early childhood sector (Ogston, 2003). The model built on earlier work done during the CCCF/ACCC Research on Training for Quality Early Childhood Care and Education Programs project (Ogston, 1999).

The recommendations for the proposed model included

- An accreditation agency (not affiliated or part of other sector organizations) be a non-profit organization with a board of directors elected from the association with *ex officio* representation from one or more stakeholder ECE organizations, from the training accreditation agency of another occupation, and possibly one or more provincial/territorial directors of child care;
- Defined self-study process;
- External peer review;

- Fee be established to cover the agency's operating costs; and
- Focus upon program content dimensions, primarily based upon the assessment of the acquisition by students of the knowledge, skills and abilities articulated in the occupational standards but also include an assessment of learning environment dimensions most likely to affect the acquisition and demonstration of occupational standards-based requirements.

The Ontario College of Teachers established a professional accreditation process for PSI education programs. The College is a professional regulatory body that is responsible for the certification of teachers which includes the stipulation that teacher education credentials must be from accredited programs.

In the United States the National Association for the Education of Young Children (NAEYC) established an accreditation process for Early Childhood Associate Degree programs (equivalent of Canadian ECE Diploma programs) in 2004 (Lutton, 2006). In 2005 there were 56 associate degree programs from six states participating in the initial field test of accreditation materials and procedures. In 2006 and 2007, the NAEYC received 67 new applicants from 23 new states. There are now 125 associate degree programs enrolled in the accreditation system, from 29 different states.

The process includes extensive self-study, submission of a self-report, a site visit conducted by a peer review team, and an accreditation decision made by a national Commission of early childhood professionals. The NAEYC associate degree standards are based on recent research in early childhood development and learning and were developed through consultation with stakeholders. The accreditation standards are performance based and describe what well-prepared graduates of associate degree programs should know and be able to do.

NAEYC is also involved in the accreditation of baccalaureate, master and doctoral teacher early childhood education programs through its affiliation with the National Council for the Accreditation of Teacher Education (NCATE). The associate degree standards are aligned with these baccalaureate and graduate standards in early childhood teacher education. NAEYC reviews baccalaureate and graduate degree early childhood programs at NCATE-affiliated institutions, and, working with the NCATE, grants national recognition to those programs that meet NAEYC's professional preparation standards. NCATE may accredit those institutions that are found to have high-quality education programs overall.

Accreditation as a process of assuring the quality of profession preparation programs has a long history, especially in the United States. A recent review of professional accreditation (Ingvarson, Elliott, Leinhenz & McKenzie, 2006) noted that two reasons are often identified for external assessment and accreditation of professional education programs, especially in regulated occupations, such as teaching, nursing or medicine. The first is to serve the public interest and

provide a safeguard that a professional qualification from a PSI provides graduates with the knowledge and skills necessary to practice. Secondly, accreditation supports evaluation and improvement, both through internal assessment and through comparison with other programs and research on effective practice and professional preparation.

## **2.5. Professional development for a child care workforce needs an infrastructure**

There is a strong consensus that the professional development and education of the child care workforce needs to be upgraded (e.g. Whitebook, Bellms, Lee & Sakai, 2005; McCain, Mustard & Shanker, 2007; Best Start Expert Panel on Quality and Human Resources, 2007; OECD, 2006). Training for the child care workforce has evolved alongside child care programs in an ad hoc fashion - by default, not by design. Several reports and studies recommend a supportive infrastructure for the child care workforce which includes appropriate pre-service professional education and opportunities for on-going professional development (for example, OECD, 2004; Ackerman, 2005). Effective professional development and education will require the replacement of the current patchwork of opportunities and the lack of clear linkages by a coherent system (Miller, 2005; OECD, 2004).

Moss (2004b) identifies four forms of continuing education as central to professional development plans: in-service, higher level qualifications, orientation to new roles and continuing learning and research. His review identifies affordability and relevance to the local context as necessary conditions to successful continuing education initiatives.

A systemic approach would also include specific funding of formal professional development activities such as workshops and courses, training grants to centres so that they can give staff paid release time and hire a substitute to cover, and a clearing house for up-to-date information about professional development opportunities.

A recent review of professional development for teachers in the United States (Hill, 2007), reports that most workshops, institutes, and study groups appear to be brief, superficial, and of marginal use in improving teaching. However professional development activities did enhance teaching and learning under three conditions: continued for several days or longer; focused on subject-matter-specific instruction; and was aligned with the instructional goals and curriculum materials in teachers' schools. Similar findings were reported in an Australian study investigating the impact of professional development for teachers on student outcomes. (Ingvarson, Meiers & Beavis 2005).

## **2.6. Efforts are needed to increase the diversity of the ECE workforce**

Given Canada's culturally diverse population, the child care workforce needs to include more immigrants, Aboriginal people, and people from visible minorities. Increasing the diversity of the workforce is being addressed in other countries through providing assistance to immigrants to obtain ECE credentials, including bridging programs that assist participants in developing or

enhancing language, literacy and study skills necessary for post-secondary education (OECD, 2004; McIvor, 2005). Nontraditional students enrolled in ECE PSI programs need additional supports targeted to specific cohorts including English language learners (Dukakis, Bellm, Seer & Lee, 2007).

Aboriginal communities identify the need for Aboriginal early childhood educators to work in programs on and off reserve (Anderson, 2006; McIvor 2005; OECD, 2004). Many Aboriginal communities are not able to employ their members as early childhood educators because they have not had access to training. Aboriginal people need to have training that is accessible and culturally relevant so that there are sufficient early childhood educators to meet the needs of Aboriginal children and their families.

Prior learning assessment and recognition (PLAR) continues to be a mechanism to accommodate diversity while maintaining standards of practice that is underutilized by PSIs. Also a major survey of Canadian PLAR learners found that the majority of PLAR learners did not identify with designated minority groups (e.g. Aboriginal, recent immigrant, English second language or visible minority) (Aarts et al, 2003). The use of PLAR in college ECE programs is more extensive than in most other post-secondary education programs (Wihak, 2005).

## **2.7. The integration of child care with education and family support programs presents challenges to the child care workforce**

In almost all jurisdictions, there seems to be increasing interest from the education sector to explore the feasibility of developing integrated approaches and to have greater involvement in the early learning and child care system (Colley, 2006; Ontario Best Start Expert Panel on Quality and Human Resources, 2007; OECD, 2006). Examples include Toronto First Duty, Ontario Best Start, PEI Kindergarten program, Nova Scotia's Pre-K pilot for 4 year olds; and Saskatchewan's shared lead on ELCC with Saskatchewan Department of Learning.

There is a growing trend toward greater integration of early learning and child care programs with other early child development programs including more involvement of family resource centres with early learning and child care programs (Malcolmson, 2004), and a growing interest and exploration of "hub" models of services for children and families (Child and Youth Advocate BC, 2005; OCBCC, 2005).

An integration of early learning and child care and kindergarten programs suggests a harmonization of professional education and development (Colley, 2006; Corter et al, 2006; Child and Youth Officer for British Columbia, 2005; Best Start Panels on Quality and Human Resources and Early Learning, 2007), including the development of common credentials and professional development. The findings from Toronto First Duty reported that all staff (including kindergarten teachers, early childhood educators, parenting workers, family resource program

staff and educational assistants) found positive professional benefits, including role redefinition and exposure to a broader knowledge base, through the integration of child care with other early childhood settings (Corter et al, 2006).

Internationally, the integration of child care programs with education and other early childhood programs is becoming common as illustrated by New Zealand, Norway, United Kingdom, Spain and Sweden (Moss, 2004a; Cameron, 2004; Colley 2005; Ontario Best Start Panel on Early Learning, 2007). Denmark's system from 0 to 6 years is an integrated system, although separate from the education system. As integration between child care and education proceeds, joint or consolidated qualifications become more common.

The integration of child care programs with other programs designed for young children and families is viewed as a strategy to move towards a more holistic approach. But it will require the child care workforce to think "differently about the skills, knowledge and experiences that will be required of staff working with young children, regardless of which 'program' they work in" (Miller, 2005, p. 81).

### **3. EARLY CHILDHOOD EDUCATION PROGRAMS AT CANADIAN POST-SECONDARY INSTITUTIONS**

Provincial, territorial and federal governments invest about \$30 billion annually in post-secondary education (CCL, 2006). Canadian PSIs do not comprise a Canadian post-secondary system (User & Potter, 2006; CCL, 2006). Rather there are thirteen provincial and territorial systems in Canada with considerable variation in organization, governance and funding. Universities tend to pursue teaching and research mandates providing undergraduate, graduate, and professional degrees. Colleges and institutes tend to focus more on providing vocational, technical and academic courses and programs that lead to certificates and diplomas. But the institutional classification of 'college' and 'university' varies as college programs in British Columbia now offer initial university credits and colleges in Ontario are now granting degrees. Provinces and territories regulate the delivery of post-secondary education and training through private institutions and their presence varies across Canada.

Provincial and territorial governments establish how post-secondary programs are approved and monitored.

The federal government is also active in the delivery of post-secondary education through funded research, student financial assistance and transfer payments to the provinces and territories. Funding is also provided to train eligible unemployed workers the Employment Insurance program as well as for Aboriginal Canadians.

Pan-Canadian mechanisms to ensure coherence, coordination and effectiveness on key priorities, such as quality, access, mobility and responsiveness in post-secondary education are mostly lacking (Canadian Council on Learning, 2006).

There are approximately 120 colleges and 15 universities delivering post-secondary ECE programs at the certificate, diploma and degree level. The majority of these institutions are publicly-funded. A minority are private not-for-profit or commercial organizations. PSIs are within provincial/territorial jurisdiction and may be directly operated by government (such as New Brunswick) or be autonomous entities with individual governing structures (such as Ontario).

Appendix 2 summarizes the findings from the environmental scan of ECE PSI programs in the provinces and territories. The purpose of the environmental scan is to provide information about post-secondary education, in general, and ECE programs, in particular, in each jurisdiction. They provide a summary profile of how ECE related programs are delivered through the PSI system in each provincial/territorial jurisdiction. Training standards, governance structures, advisory and decision-making mechanisms, and curriculum guidelines are included in the scan.

Appendix 2: Part 1 outlines the following information about post-secondary education for each province and territory:

- Ministry or department responsible
- legislation concerning universities, colleges, public and private
- number and types of post-secondary institutions
- general description of governance
- information about Prior Learning Assessment Recognition (PLAR)
- information about credit transfer within and between jurisdictions
- international credential evaluation
- average full time tuition for resident students.

Appendix 2: Part 2 outlines the following information about post-secondary training for each province and territory:

- ECE credential legislation
- ECE credential requirement
- post-secondary institutions that offer the credential
- certification/equivalency and classification processes
- proportion of staff required to have the credential
- number of credentials issued in a recent academic year

Summary information is also included about standards for ECE post-secondary training programs, which includes program standards, competencies, and program approval and monitoring.

Where possible, there are hyperlinks to relevant documents and websites included in the environmental scans.



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## Appendix 1 - Document Summaries

### Academic Journals and Reports

Source	Content Overview	Key Findings	Implications for Training Strategy
Ackerman, D.J. (2005). Getting teachers from here to there: Examining issues related to an early care and education teacher policy. <i>Early Childhood Research and Practice</i> , 7(1). Available on-line at: <a href="http://ecrp.uiuc.edu/v7n1/ackerman.html">http://ecrp.uiuc.edu/v7n1/ackerman.html</a> .	Reviews issues related to raising ECE qualifications from certificate/diploma to degree levels. Examines constraints facing ECEs in improving their credentials and the capacity of teacher preparation programs to support the policy and in turn help create a qualified and knowledgeable workforce	Teachers who have attained a BA specifically related to early childhood are best able to offer children a high-quality ECE experience.  But, adoption of a BA policy itself may not necessarily result in ECE settings that are staffed by highly qualified teachers.	Implementation of a BA policy requires: -supports especially for the currently employed ECE workforce - cooperation of higher education systems between university and college programs
Arcscott, J., Crowther, I., Young, M., & Ungarian, L. (2006) <i>A report from the Gateways Project Moving Forward in Prior Learning</i> . Athabasca University	The Pan-Canadian Gateways project researched the validity of Prior Learning Assessment and Recognition (PLAR) as a method of assessment to respond effectively to demands from employers, educators, policy makers, and citizens in rural, remote and urban settings to receive recognition of learning from any source.	On average, participants received the equivalent of recognition of a year of full-time study.  Over 100 participants took part at one university, three colleges and one university college in four jurisdictions	A separate skill set was developed collaboratively by college faculty, employers, and licensing bodies for early childhood programs for use at partnering colleges.  Support manuals that elaborated each skill set were produced to guide participants, facilitators and assessors.
Anderson, K. (2006) <i>First Nations early childhood education</i> . Toronto: Ontario First Nations	Overview of issues and challenges facing child care and other early childhood programs in First Nations communities.	- Lack of qualified First Nations staff	Need to develop training that respects Aboriginal culture
Cleveland, G., Corter, C., Pelletier, J., Colley, S., Bertrand, J. & Jamieson, J. 2006. <i>Early childhood learning and development in child care, kindergarten and family support programs</i> . Toronto: Atkinson Centre at OISE/UT	A comprehensive field review of the effects on learning and child development of early learning and child care (ELCC) programs in Canada prepared for the Canadian Council on Learning.	More depth, breadth and utility in the Canadian research agenda is needed to build effective systems to support early childhood.	The relationship between staff ECE qualifications, program quality and child outcomes continue to be strong finding across studies.
Colley, S. (2005). <i>Integration for a change: How can integration of services for kindergarten-aged children be achieved?</i> Toronto: The Integration Network Project, Institute of Child Study, OISE/University of Toronto. Available on-line at: <a href="http://www.inproject.ca/WorkingPapers/Fullpaper.pdf">http://www.inproject.ca/WorkingPapers/Fullpaper.pdf</a> .	A background paper that reviews the status of kindergarten and child care programs for children who are kindergarten-aged (4 and 5 years old) in Canada and in other jurisdictions.	Recommends integrated model of delivery based on First Duty model.	Integrated programs will require integrated staff teams that blend the skills, abilities and qualifications of kindergarten teachers and early childhood educators.



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Source	Content Overview	Key Findings	Implications for Training Strategy
Colley, S. (2006) <i>The unhurried day: Learning and caring seamlessly</i> . November 2005. Symposium Report. Toronto: The Integration Network Project, Institute of Child Study, OISE/University of Toronto.	Summary of presentations and discussion at the November 2005 symposium on the integration of child care and kindergarten programs and systems.	<ul style="list-style-type: none"> <li>- Agreement on need to align care and education programs at least for 4 and 5 year old children</li> <li>- Recognition of growing number of programs in education system for pre-kindergarten children</li> <li>- Need to consider a more coherent approach to curriculum and pedagogy</li> <li>- Need for at least some ECE staff with degree level credentials</li> </ul>	Consideration of joint qualifications that are recognized in both child care and education legislation and regulatory bodies
Cooke, M., Keating, D., and McColm, M. (2005). <i>Early learning and care in the city: Update, June 2005</i> . Toronto: Atkinson Centre at the Ontario Institute for Studies in Education of the University of Toronto and Centre of Early Childhood Development at George Brown College.	A response to provincial government's Best Start Plan	<ul style="list-style-type: none"> <li>- Increase supervisor qualification to ECE degree</li> <li>- Focus on integrated programs for 4- and 5-year old children</li> <li>- Consolidate funding and local governance</li> </ul>	Alignment of care and education programs will require an integrated staff team.
Corter, C., Bertrand, J., Pelletier, J., Griffin, T., McKay, D., Patel, S., & Ioannone, P. (2006) <i>Evidence-based understanding of integrated foundations for early childhood</i> . Toronto: Atkinson Centre at OISE/UT	Final summary report for Toronto First Duty, Phase 1. Includes qualitative and quantitative data that describe process and impact of the start up and implementation of Toronto First Duty in five Toronto neighbourhoods.	<ul style="list-style-type: none"> <li>- Progress on integration at all sites</li> <li>- Full integration of existing programs more cost efficient than coordination</li> <li>- Improvements in program quality</li> <li>- Benefits for child and parenting outcomes</li> <li>- Staff reported benefits of involvement in TFD</li> </ul>	Benefits for staff working in integrated staff teams include access to broader array of PD opportunities and opportunities to acquire new skills from each other. Leadership and meeting time are essential requirements to bring together teachers, ECEs and family support staff into an integrated team.
Friendly, M., and Beach, J. (2005). <i>Early childhood education and care in Canada, 2004</i> . Toronto: Childcare Resource and Research Unit, University of Toronto. Available on-line at: <a href="http://www.childcarecanada.org">www.childcarecanada.org</a> . Retrieved July 17, 2005.	Comprehensive review of early childhood education and care in each province and territory	<ul style="list-style-type: none"> <li>- No jurisdiction requires all child care staff to have PSI ECE credential</li> <li>- Length of PSI ECE credential varies from 1 to 3 years</li> <li>- No requirements for university degree</li> <li>- Only Man requires additional training for supervisors/directors</li> <li>- NL, PEI and BC require regular PD</li> </ul>	Considerable distance between current requirements and recommendations for all child care staff to have ECE PSI credentials and some to have university degrees.
Friendly, M. Doherty, G. & Beach, J. (2006) <i>Quality by design. What do we know about quality in early learning and child care, and what do we think?</i> Toronto: Childcare Resource & Research Unit at University of Toronto	Quality by Design is an exploratory project intended to stimulate dialogue about quality in Canadian early childhood programs. This report is a literature review about ideas, research, policy and practice related to ELCC. Literature is drawn from Canadian research & policy	Discussion about high quality programs in North America and Europe has been central to the development of child care and related policies and programs. Consideration of experiences in other countries is useful but each society must decide what is the purpose of ELCC programs	<p>The conclusions point to</p> <ul style="list-style-type: none"> <li>Need for better on-going professional development</li> <li>Need to upgrade knowledge &amp; skills of current staff with little or minimal training.</li> <li>Need to better prepare individuals for</li> </ul>

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Source	Content Overview	Key Findings	Implications for Training Strategy
	documents; empirical research literature and policy analysis literature (mostly European).	and design ELCC accordingly rather than designing by default.	supervisory & administrative roles.
Friendly, M., and Ferns, C. (2006) <i>The state of the national child care program and provincial/territorial contexts, March 2006</i> Toronto: Childcare Resource and Research Unit, University of Toronto.	Review and summary of provincial/territorial commitments in bilateral agreements with the federal government.	Commitments varied across jurisdictions but overall consensus on quality and access.	Focus on quality relates to increased staff credentials.
Irwin, S. Lero, D., and Brophy, K. (2004) <i>Inclusion: The next generation in child care</i> . Sydney: SpecialLink	This report presents findings from two recent studies of inclusive child care in Canada. It includes an analysis of data collected from centre directors and teaching staff and explores the role of centre directors as inclusion leaders. It also includes new data collected from 32 centres in four provinces.	College and university ECE training programs need to incorporate more material about inclusive practices in their basic and continuing education courses. Provincial governments need to ensure the availability of affordable professional development opportunities on a range of topics that are important for inclusion	<ul style="list-style-type: none"> <li>- Widespread inclusion of children with special needs in child care requires that staff support children's participation in the regular program to the extent possible and provide experiences that will contribute to their optimal development.</li> <li>- Inclusion requires special knowledge and skills such as the ability to make environmental and program adaptations and modifications and to provide the types and amount of individual support the special needs child requires to participate with the other children in the general program activities.</li> </ul>
Lero, D., Irwin, S. & Darisi, T. (2006) <a href="#"><u>Partnerships for Inclusion - Nova Scotia: An Evaluation Based on the First Cohort of Child Care Centres</u></a> Guelph: Centre for Families, Work and Well-being	A study of strategies to increase inclusive practices in child care centres.	Conclusion that high quality programs are associated with more inclusive practices.	Increased education about inclusion and working with children with special needs necessary at all training levels in ECE.
Wihak, C. (2005) <i>State of the field review: Prior learning assessment and recognition</i> . Calgary: University of Calgary.	A review of academic literature from 2000 - 2005 to understand empirical evidence and gaps in knowledge about PLAR and to identify future research agenda.	<ul style="list-style-type: none"> <li>- PLAR more widespread in colleges and universities</li> <li>- Little empirical evidence about effective practices or impact on learning</li> <li>- Potential strategy to support diversity and recognition of Aboriginal knowledge &amp; skills</li> <li>- ECE is discipline where PLAR more prevalent than most others</li> </ul>	Continue to pursue PLAR as a mechanism within overall training strategy.

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### Government Reports

Source	Content Overview	Key Findings	Implications for Training Strategy
Multi-Lateral Task Force on Training, Career Pathing and Labour (2004) <i>Child care sector occupational competencies assessment tool</i> . BC Centre for Curriculum Transfer & Technology	Assessment tool developed to help people use provincial Occupational Competencies in different ways. -self-assessment by practitioners - evaluation of staff by employers - identification of professional development needs -development of curriculum - evaluation of students, especially in practicum settings - checklist for Licensing or accreditation purposes.	Knowledge section is checklist of a practitioners' understanding of professional requirements. Activities section, divided into eight main "functional areas", lists the activities that are performed in ECE practice. Used together, the knowledge & activities sections provide information needed to track and enhance skills and performance	Provide a common set of standards to guide training - pre-service and in-service.
Child & Youth Officer for BC (2005) <i>Healthy Child Development in British Columbia: From Words to Action</i> Victoria: Child & Youth Office, BC	Recommendations and advice to BC government based on November 2004 Forum on healthy child development that included international child health and early child development experts and policy makers and practitioners from across BC	Included - child care strategy as cornerstone - neighbourhood hub delivery model - community planning and delivery including local funding envelope - specialized services as required - Aboriginal ECD plan	Childcare workforce needs preparation for integrated environments and community planning.
Government of Manitoba. (2005). <i>Manitoba's action plan – Next steps</i> . Winnipeg: Manitoba Department of Family Services and Housing. <a href="http://www.gov.mb.ca/fs/childcare/moving_forward_action_plan.pdf">http://www.gov.mb.ca/fs/childcare/moving_forward_action_plan.pdf</a> .	Outlines Manitoba's plans to expand and enhance child care.	Priority areas for investment 1) Workforce stabilization and development 2) Sustainability of existing non-profit centres 3) Affordability/accessibility of child care 4) Improving quality environments Training supports include: • mandatory 40-hour training for child care assistants and family child care providers • replacement grants for untrained child care assistants to participate in workplace training while retaining a salary • forgivable tuition loans for students participating in early childhood education college training programs • funds to expand college-based early childhood education training program	Increased investment in training infrastructure and individual access to training.

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Source	Content Overview	Key Findings	Implications for Training Strategy
Miller, S. (2005) <i>Literature review: Early learning and child care labour market training needs in Saskatchewan: The licensed child care centers</i> . Regina: Government of Saskatchewan	Literature review of provincial, national and international research on human resource market and training issues related to early learning and child care. Review is structured around four challenges: recruitment, retention, remuneration and recognition.	Four challenges are interconnected and no single solution exists. Solutions will require rethinking of traditional organization of 'child care work' and other forms of early childhood education and as well as changes to system, including funding arrangements.	Need to examine linkages between care and education and between the child care workforce and education system.
Ministry of Children & Family Development and Ministry of Education (2006) <i>Summary of Community Consultations</i> Victoria: Ministry of Children and Families	Report of community consultations conducted from September 2005 to January 2006 across BC. The feedback is intended to inform comprehensive Early Years Strategy.	Common themes and issues that arose through the consultations: <ul style="list-style-type: none"> <li>- better access needed</li> <li>- improved quality including more resources to HR development and ECE preparation</li> <li>- integration of early learning and care</li> <li>- sustainability and growth</li> <li>- community planning</li> </ul>	Training for child care workforce needs to consider skills necessary for participation in community planning and integrated settings.
Ministry of Children and Youth Services. (2005). <i>Best Start: Ontario's plan for early learning and child care</i> . Toronto: Author. <a href="http://www.children.gov.on.ca/CS/en/programs/BestStart/ActionPlan/default.htm">http://www.children.gov.on.ca/CS/en/programs/BestStart/ActionPlan/default.htm</a> .	Long term goal to integrated early child development programs for children from to 6 years	Initial steps focus on expansion and stabilization of child care programs into hub delivery models that include other early child development programs and kindergarten. Commitment to College of Early Childhood Educators	Next steps may see increase in training requirements. Points to need for preparation for broad array of ECD programs
Office of the Auditor General of Ontario (2005 Annual) <i>Report of the Office of the Auditor General of Ontario. Dec.6, 2005</i> Toronto: Government of Ontario	The Ontario Auditor General reviewed expenditures of public funding and quality in regulated child care programs.	A series of recommendations related to improved quality and financial reporting including <ul style="list-style-type: none"> <li>- curriculum framework for all child care programs</li> <li>- guidance to staff to implement curriculum</li> </ul>	Requirements and expectations for implementation of quality curriculum in child care programs need to be addressed in pre-service and in-service training.
Ontario Best Start Expert Panel on Quality & Human Resources (2007) <i>Investing in Quality: Policies, Practitioners, Programs and Parents</i> . Toronto, ON: Ministry of Children and Youth Services.	Provincial government established an expert panel to provide advice on quality and human resource issues and identify strategies to: <ul style="list-style-type: none"> <li>• attract, retain and develop a knowledgeable, committed, qualified early learning and care workforce</li> <li>• determine the education/qualifications practitioners need to meet the needs of children and their families</li> <li>• address deficiencies in compensation, working conditions and status of the</li> </ul>	Four broad recommendations: <ol style="list-style-type: none"> <li>1. Strengthen policies, funding and infrastructure</li> <li>2. Improve education, compensation and career opportunities for practitioners</li> <li>3. Deliver high quality, inclusive, evidence-based programs</li> <li>4. Forge strong partnerships with parents</li> </ol> 2008-09	Underscores essential PSI infrastructure necessary to support quality workforce and quality programs.  Emphasis on common quality program standards and monitoring process essential that apply to all PSI ECE delivery including distance and apprenticeship.

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Source	Content Overview	Key Findings	Implications for Training Strategy
	<p>child care sector</p> <ul style="list-style-type: none"> <li>• integrate child care and education professionals in early learning and care settings (preschool, kindergarten).</li> </ul> <p>The work of the panel included a review of related Canadian and international literature; consideration of Ontario data and discussion with experts.</p>		
Ontario Best Start Panel on Early Learning (2007) <i>Early Learning for Every Child Today</i> . Toronto, ON: Ministry of Child and Youth Services	Review curriculum and pedagogical frameworks and develop guide for all early childhood settings in Ontario.	Proposed common pedagogical and curriculum framework for use in all early childhood settings.	Need for professional education and development that transcends ECE and education disciplinary boundaries.
Rochon Associated Human Resources Management Consulting Inc.(2006) <i>Final Report ELCC Sector Study</i> Regina: Government of Saskatchewan	Report of a sector study that was designed to assess the impact of child care expansion and the levels of training required. Study included a literature review, HR and training needs assessment of licensed child care programs, employee and former employee surveys, analysis of trends to move outside of the sector and opportunities to attract ECEs back to the sector and a labour market assessment.	Findings included: <ul style="list-style-type: none"> <li>- over half of current staff have worked in child care for less than 3 years</li> <li>- Majority of ECE staff earned less than \$12/hr (2004)</li> <li>- 73% of staff find required training unaffordable;</li> </ul>	Difficult to require additional ECE credentials without increase in wages
Wicken, M. (2005) <i>Early Childhood Education and Human Services Labour Market Analysis</i> Fredericton NB: Department of Training and Employment Development Labour Market Analysis Branch.	Report of a study that examined the labour market needs for early childhood education and human services program. Information gathered from multiple sources including administrative statistics, consultations with employers and program graduates and a literature review.	Findings - After 1 year 60% of graduates working in child care programs although salaries remain low. Study recommendations: <ul style="list-style-type: none"> <li>-Further consideration needed before lengthening 1 yr ECE program</li> <li>- Consider specialization in early intervention, preschoolers, toddlers &amp; school age children</li> </ul>	Increasing ECE credential requirements difficult without accompanying increase in compensation.

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### Professional/Labour/ Advocacy Organizations

Source	Content Overview	Key Findings	Implications for Training Strategy
Association of Early Childhood Educators of Ontario (2006) <i>Access to the Early Childhood Education Field in Ontario</i> . Toronto, AECEO (pamphlet)	Brochure outlining new strategy to recognize ECE out-of-country credentials.	Newcomers with training and experience outside Canada face barriers in credential recognition and employment in child care settings.	Potential mechanisms to increase access to skilled ECE staff who wish to work in regulated child care settings.
Child Care Advocacy Forum (2006) <i>Response to early learning and child care in BC consultation paper</i> . Vancouver: child Care Advocacy Forum. <a href="http://www.cccabc.bc.ca/forum/pdf/questionnaire.doc">http://www.cccabc.bc.ca/forum/pdf/questionnaire.doc</a> . Retrieved June 20, 2006.	Summary of Forum member responses to BC government's consultation on early learning and child care.	Feedback recommendations: -publicly-funded systems - care and early learning cannot be separated -community planning and capital funds -real inclusion - increased wages and access to training that leads to credentials	Importance of ensuring educational ladders not dead-ended credentials.
Child Care Human Resources Sector Council. (2005a). <i>A snapshot of the child care workforce</i> . Ottawa: Author. Available on-line at: <a href="http://www.ccsc-cssqe.ca/english/pdf/snapshot_e.pdf">http://www.ccsc-cssqe.ca/english/pdf/snapshot_e.pdf</a> .	Report is based on data collected from <i>Working for A Change</i> (Beach et al, 2004).	Child care workforce is 96% female, underpaid and growing older. About 67% of centre-based and 46% of home-based child care staff have some post-secondary education.	Need for additional post-secondary education.
Child Care Human Resources Sector Council. (2005b). <i>Occupational standards for child care administrators</i> . 2006 Ottawa: Author.	Occupational standards for child care administrators developed through collaborative process across Canada.	Identify tasks and sub-tasks in: -child development and care programs - human resources - financial management - facilities	Standards can be used as foundation for developing improved curricula and training programs.
Child Care Human Resources Sector Council. (2005c). <i>The future child care workforce: Perspectives of early childhood education students</i> . Ottawa, Author: Available on-line at: <a href="http://www.ccsc-cssqe.ca/english/pdf/perspectives_e.pdf">http://www.ccsc-cssqe.ca/english/pdf/perspectives_e.pdf</a> .	Report is based on data collected from <i>Working for A Change</i> (Beach et al, 2004). Findings are drawn from ECE graduating student surveys in 10 colleges, focus groups and the National Graduate Survey.	Consistent evidence that almost 50% of ECE graduates seek or maintain employment in child care settings. Immigrant ECE graduates are older and more likely to seek child care program employment.	Better educational attainment to improve quality child care programs but without higher recruitment or retention rates, increased numbers of ECE graduates will not have much impact.
Child Care Human Resources Sector Council (2007) <i>Career promotion and recruitment strategy project</i> . Ottawa: Author	Research conducted to: • identify the most appropriate <i>target audiences</i> for promotional activities; • develop <i>viable messages</i> about the rewards and benefits of jobs in the sector; and • create an <i>action plan</i> to promote careers in early childhood education.  Included literature review, key informant	Identified communication implications. Concluded: - Career promotions campaign for child care will need to stand out from those of other, similar professions. - Immigrants & career changes potential targets for recruitment strategy  Career promotion and professional development strategy plan extends over four	Findings also point to the need to increase understanding of child care as a formal occupation with college training programs and certification. Focus training efforts on preparing early childhood educators, with specialized knowledge, as key positions within child care programs.  Designation of early childhood

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Source	Content Overview	Key Findings	Implications for Training Strategy
	interviews (23 stakeholders) and 14 focus groups (child care staff, ECEs, students, former staff, counselors, career changers, immigrants)	years, and recommends promoting child care as a professional endeavour, and the ECE designation as important and meaningful.	educator preferred over other terms.
Doherty, G., and Forer, B. (2004). <i>Shedding new light on staff recruitment and retention challenges in child care</i> . Ottawa: Child Care Human Resources Sector Council.	<a href="#">Study</a> looks at factors that can predict staff intent to leave a child care centre, recruitment and retention problems, and high turnover rates. Uses in-depth analysis of 2001 You Bet I Care! data.	<ul style="list-style-type: none"> <li>- Indicators of burnout predict an individual's intent to leave the centre, the proportion of staff in a centre intending to leave, and an individual who intends to leave the field altogether.</li> <li>- Indicators of burnout in the director strongly predict a centre with staff retention problems, actual turnover rate, and difficulties recruiting new staff.</li> </ul> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>- moderate the stress in the job</li> <li>- increase compensation (wages, benefits and working conditions)</li> <li>- increase accessibility of ECE training</li> <li>- address current low level of public respect for the job.</li> </ul>	- Need for increased training and professional development opportunities
Ferguson, E. (2004) <i>What's in a name: Discussion Paper</i> . Ottawa: Canadian Child Care Federation	Issues related to nomenclature of early learning and child care sector and practitioners who work in the sector.  Discussion paper format outlining options and inviting input.	Significant variation but early childhood educators seems to be most common termed used for practitioners.  Variation related to historical differences between 'care' and 'education'.	Definitions of core roles and responsibilities for practitioners working in child care settings essential. Core practitioner may work in child care program or other early childhood setting.
Malcolmson, J. (2004) <i>Synergy: Integrated approaches in family support</i> . Ottawa: Family Resource Programs Canada	Overview of current examples of family resource programs that are integrating activities with other ECD programs, including child care.	Develop HR capacity to work in integrated settings Keep community needs up front Need for systemic changes to policies, legislation, funding etc.	ECE PSI programs and professional development need to focus on preparing ECEs to work in variety of settings
Mclvor, O. (2005) "The contribution of indigenous heritage language immersion programs to healthy childhood development." <i>Research Connections Canada</i> 12. Ottawa: Canadian Child Care Federation	A review of heritage language immersion programs in Canada and a report of a study of language immersion (language nest) in child care centres in two First Nations communities in BC.	Recommends application of heritage language programs in early childhood centres in First Nations communities.  Difficulties in finding native speakers with ECE credentials and other aspects of child care licensing.	PSIs can collaborate with Aboriginal communities to bring together cultural and language knowledge with ECE knowledge.

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Source	Content Overview	Key Findings	Implications for Training Strategy
Ontario Coalition for Better Child Care (2005a) <i>Draft conceptual model of the college of early childhood educators</i> Toronto: OCBCC	Response to government proposal for self-regulatory professional college.	Support for College of ECEs linked to additional funding to raise compensation levels	Implications of College of ECEs need to be included in pre-service and in-service activities.
Ontario Coalition for Better Child Care (2005b) <i>To boldly go...towards a comprehensive child care system in Ontario</i> . Toronto: OCBCC	Policy proposal for integrated system for children 0 to 12 years of age.	Recommendations for full day kindergarten and increased requirements for ECE credentials, provided funding for increased wages and training infrastructure is in place.	Increased options for existing child care staff to acquire ECE credentials needed. Joint ECE/teacher education qualifications needed.

## Social Policy Organizations

Source	Content Overview	Key Findings	Implications for Training Strategy
Japel, C.; Tremblay, R. & Cote, S. (1995) <i>Quality Counts</i> . IRPP Journal	Report on quality of child care in Quebec based on data collected in the Quebec Longitudinal Study of Child Development	61% of all centres meet minimal quality; 12 % inadequate and 27 % very good (measured by ECERS) Poorer quality in commercial centres Quality highest in measures of communication and staff interactions with children and lowest in provision of educational activities and hygiene	Greater focus on curriculum, pedagogy & hygiene needed in ECE PSI programs and in child care sector PD

## International Reports

Source	Content Overview	Key Findings	Implications for Training Strategy
Barnett, S. (2004) <i>Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications</i> <i>Preschool Policy Brief</i> Issue 2, Revised December 2004. New Brunswick, New Jersey: National Institute for Early Education Research.	Review of literature on preschool teacher qualifications and children's outcomes. Summary of state qualification requirements for preschool teachers in pre-k and Head Start programs	<ul style="list-style-type: none"> <li>Better-educated preschool teachers with specialized training are more effective.</li> <li>Preschool programs employing teachers with four-year college degrees have been shown to be highly effective and good economic investments for the taxpayer.</li> <li>In 19 out of 38 states that finance pre-k, educational requirements for pre-kindergarten teachers are lower than for kindergarten teachers.</li> <li>The federal government's Head Start program has lower educational requirements for teachers than most state prekindergarten programs.</li> </ul>	Child achievement and economic benefits are related to programs with qualified (i.e. minimum B.A. with specialization in early childhood development/education)



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Source	Content Overview	Key Findings	Implications for Training Strategy
		<ul style="list-style-type: none"> <li>• Better compensation is required to hire and retain more effective teachers.</li> </ul>	
<p>Bellm, D. (2005) <i>Establishing teacher competencies in early care and education: A review of current models and options for California</i>. Berkeley, CA: Center for the Study of Child Care Employment</p>	<p>Review and analysis of national and state standards for early childhood educators.</p> <p>Background for CSCCE's project on developing competencies for California's early childhood teachers.</p>	<ul style="list-style-type: none"> <li>- process of developing early childhood teacher competencies can be a complex and lengthy one, can bring clarity to fragmented professional development system.</li> <li>- needs input from a broad range of stakeholders</li> <li>- competencies help clarify goals across all age groups (from infants through early elementary students), job categories (including program administration), and career stages (entry-level, mid-career and advanced).</li> <li>- competencies can help individuals identify what they are trying to accomplish,</li> <li>- help build wider public awareness of and respect for ECE as skilled, professional work.</li> </ul>	<p>Competencies (or occupational standards) articulate the body of knowledge and skill that can be developed through training and education.</p>
<p>Bennett, J. (2004). <i>Curriculum issues in national policy-making</i>. Keynote address at the European Early Childhood Research Association Conference, Malta, September 2, 2004. Paris: OECD.</p>	<p>An overview of OECD review of five curriculum outlines</p>	<p>Criteria for effective early childhood curriculum:</p> <ul style="list-style-type: none"> <li>- Direction of children's learning based on values and norms</li> <li>- largest freedom possible for children, centres, teachers</li> <li>- children benefit from combination of associative and logic-analytic thinking</li> <li>- same learning goals at all levels of education</li> <li>- continuity of ECEC and school</li> <li>- children's learning focused on meaning making</li> <li>- quality program based on culture and research</li> <li>- quality of staff is paramount</li> <li>- relationship between play and learning</li> <li>- focus children's initiatives and learning but accommodate common learning objectives</li> <li>- build in strong evaluative processes</li> <li>- measure quality</li> </ul>	<p>Focus on, and expectations about curriculum in child care programs is growing</p> <p>Requires reflective practitioners rather than trained technicians</p>

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Source	Content Overview	Key Findings	Implications for Training Strategy
		<ul style="list-style-type: none"> <li>- gender and democracy questions</li> <li>- reflect care and education</li> </ul>	
<p>Cameron, C. (2004). <i>Building an integrated workforce for a long-term vision of universal education and care</i>. London: Day Care Trust. <a href="http://www.daycaretrust.org/uk">http://www.daycaretrust.org/uk</a></p>	<p>A policy proposal to develop early childhood workforce for an integrated system in sufficient numbers to meet the current and future expansion of childcare and early years services.</p>	<p>Recommends:</p> <ul style="list-style-type: none"> <li>- Education and care workforce educated to degree level and capable of meeting the challenges of working in highly complex environments, where children's learning and being are highly valued and demand a high level of skills and knowledge.</li> <li>- Workforce from all sections of the community, including men,</li> <li>- Current split between 'teachers' and 'childcare workers' rethought around a model of an integrated worker who employs a holistic, pedagogical approach.</li> </ul>	<p>Integrated children's programs require integrated training programs at degree level.</p>
<p>Center for the Study of Child Care Employment, at U.C. Berkeley, and the California Child Care Resource and Referral Network (2006) <i>California Early Care and Education Workforce Study: Highlights</i>. Berkeley, CA: Author</p>	<p>Study of the California's early childhood workforce.</p>	<ul style="list-style-type: none"> <li>- ethnically diverse workforce that more closely reflects the diversity of young children than do public school teachers in grades K-12, and that often exceeds education levels required by law.</li> <li>- 25 percent of center-based teachers currently hold a bachelor's degree or higher, and 28 percent hold an associate's degree.</li> <li>- ongoing pattern of low salaries and high turnover, as well as an aging workforce:</li> <li>- Center-based ECE teachers with a bachelor's degree earn \$16,000 less per year, on average, than California K-12 public school teachers.</li> <li>- At 22 percent per year, ECE teacher turnover is twice the rate found among California K-12 public school teachers.</li> <li>- one-quarter of center teachers with bachelor's degrees or higher are age 50 or older and approaching retirement.</li> </ul>	<p>Demand for ECE degree programs exceeds regulatory requirements</p> <p>Need for training related to dual language learning.</p>

## Appendix 1 - Document Summaries

Source	Content Overview	Key Findings	Implications for Training Strategy
Cohen, B. Moss, P. Petrie, P., and Wallace, J. (2004). <i>A new deal for children: Re-forming education and care in England, Scotland and Sweden</i> . Bristol, England: The Policy Press. University of Bristol	Review of early childhood system integration in three countries. Examines why and how the three countries have integrated national departmental responsibility for these major children's services and explores the very different consequences	Integrated professional education in Sweden encourages systemic integration.  Service integration requires system integration - integrated infrastructure.	Need for integrated ECE/teacher education post-secondary programs
Dukakis, K. Bellm, D., Seer, N. & Lee, Y. (2007) <i>Chutes or Ladders? Creating support services to help early childhood students succeed in higher education</i> . Berkeley, CA: Center for the Study of Child Care Employment	A report explores efforts in California to support Early Childhood Mentoring Alliance nontraditional students generally, and ECE nontraditional students in particular.	Recommendations include: - targeted delivery to student cohorts, English language learners, and other groups; -student advising and counseling; -financial support; -academic & technological support; -access-based support (non-traditional hours, distance and e-learning)	Specific student supports are needed to ensure ethno-cultural diversity among early childhood educators and directors in the child care workforce.
Dukakis, K., & Bellm, D. (2006). <i>Clearing a career path: Lessons from two communities in promoting higher education access for the early care and education workforce. Alameda &amp; Santa Clara Counties, California</i> . Berkeley, CA: Center for the Study of Child Care Employment  Retrieved Jan 16, 2007 at <a href="http://www.iir.berkeley.edu/cscce/pdf/clearing_careerpath06.pdf">http://www.iir.berkeley.edu/cscce/pdf/clearing_careerpath06.pdf</a>	This report documents the process through which Alameda and Santa Clara Counties have used CARES programs (Comprehensive Approaches to Raising Educational Standards programs, which provide monetary rewards to ECE personnel based on their education levels and continued commitment to professional development.) and other resources to leverage systemic change in ECE higher education. The report describes a range of new and expanded efforts in both counties focusing on four issues: - Counseling, advising & communication - Programs for English language learners - BA degree options - Leadership development.	Alameda and Santa Clara Counties have made particularly significant progress in bolstering their professional development systems, and expanding or establishing higher education programs for the early care and education workforce.  Challenges and lessons learned are described according to five categories: (1) internal/external partnerships (2) infrastructure issues (3) recruitment and selection (4) student supports (5) evaluation and adaptation.	Example of two counties in California that have made changes in ECE training programs, both at the front end of program development (launching new programs and making them accessible) and rethinking programs, expanding offerings and developing new initiatives in response to early years research.
Early Childhood Council (2005) <i>Putting children first: Early childhood education policies for a new tomorrow. Report prepared for the Early Childhood Council 2005</i> . Wellington, NZ: NZIER and Early Childhood Council	Policy research report that recommends changes to current early childhood education policies.	Recommendations to revamp funding mechanism and target more financial resources to disadvantaged children. Introduce effective recognition of prior learning of staff to increase access to ECE credentials based on performance	PLAR remains a potentially useful mechanism to bridge from current level to increased ECE credential requirements.

## Appendix 1 - Document Summaries

Source	Content Overview	Key Findings	Implications for Training Strategy
Elliott, A. (2006) Early childhood education: Pathways and equity for all children. <i>Australian Education Review</i> . Australian Council of Education Research.	Review of early childhood care and education sector in Australia, including factors that influence the quality of children's experiences and the impact of quality early childhood programs on later developmental and educational outcomes, including transition to school.	Identifies: <ul style="list-style-type: none"> <li>- strong impact of the historic care–education divide on current policy and practice</li> <li>- importance of early childhood experiences on later outcomes</li> <li>- Australia's reluctance to commit to early childhood services that are holistic, seamless, inclusive and accessible.</li> <li>- confusion around definition of, and qualifications for early childhood practitioners in child care and in other early childhood settings</li> </ul> Recommends <ul style="list-style-type: none"> <li>- end to care–education distinctions that are now enshrined in funding and policy frameworks</li> </ul>	Need for common training and professional development for staff in early childhood settings that includes both care and education streams  Challenges to develop coherent training strategy for workforce when commercial operators dominate service delivery
Herzenbert, S., Price, M., & Bradley, D. (2005) <i>Loosing ground in early childhood education</i> . Economic Policy Institute	The report defines the early childhood education workforce and reviews data from the Current Population Surveys (1979 to 2004) to track changes in educational attainment levels, age and size of the workforce.	Reduced numbers of centre-based teachers & administrators have degrees in 2005 compared to early 1980's. Younger child care staff less likely to have degrees. Most educated cohort is in its late 50's. Family child caregivers less likely to have ECE qualifications. Low wages explain low educational attainment levels.	Mandating higher level qualifications must be accompanied by clear phase in strategy and infrastructure supports.
Kaga, Y. (2007) The Training and Working Conditions of Preschool Teachers in France <i>UNESCO Policy Brief on Early Childhood</i> N° 37 / March – April 2007	A policy brief that describes France's approach to preparing quality preschool teachers for 2-5-year-olds (école maternelle workforce) that emphasises a strong systemic linkage to elementary school	Clear commitment to preschool teachers evident in equitable pay, training requirements and working conditions as teachers in elementary and secondary schools. Concerns about 'schoolification' of training programs that have limited focus on early development or play-based pedagogy	Attention to maintaining early childhood pedagogy important when teacher education and early childhood education programs are merged.
Moss, P. (2004a). <i>The early childhood workforce in 'developed' countries: Basic structures and education</i> . Policy Brief No. 27. UNESCO. <a href="http://www.unesco.org/education/ecf/briefs">http://www.unesco.org/education/ecf/briefs</a>	A short policy brief that summarizes the structure of the early childhood workforce and its initial education across countries.	Divide between education and care is breaking down raising the issue of integrated, core profession A system-wide curriculum to support staff development is common theme in a cross-	More emphasis on curriculum and pedagogy needed child care workforce training (ECE PSI programs and professional development) Discussion about 'training' versus

## Appendix 1 - Document Summaries

Source	Content Overview	Key Findings	Implications for Training Strategy
. Retrieved, June 12, 2006.		cultural comparison of early childhood education and care	'education' warrants further attention. Should child care workforce become an early childhood workforce?
Moss, P. (2004b). <i>The early childhood workforce: continuing education and professional development</i> . Policy Brief No. 28. Paris: UNESCO. Available on-line at: <a href="http://www.unesco.org/education/ecf/briefs">http://www.unesco.org/education/ecf/briefs</a>	A short policy brief that discusses the early childhood workforce's need for ongoing education and professional development that follows initial education.	Types of continuing education include in-service, higher level qualifications, orientation to new roles and continuing learning and research. Necessary conditions include affordability and relevance to local context.	Continuing education and professional development are necessary components of a comprehensive training strategy for the child care workforce in Canada.
Oberhuemer, P. (2004). <i>Conceptualizing the early childhood professional</i> . Presented at the EECERA Conference, Malta, October 2-4. <a href="http://educ.um.edu.met/computing/Eph/Presentations/pamelaoberhuemer.pdf">http://educ.um.edu.met/computing/Eph/Presentations/pamelaoberhuemer.pdf</a> . Retrieved July 2, 2006.	Presentation of recent cross-national study on the role and preparation of early childhood professionals.	Cross country differences in preparation of early childhood professionals related to degree of integration/fragmentation of early childhood programs. Professional preparation programs linked to socio-cultural discourse that defines purpose of early childhood programs & concepts of early childhood professionals.	Understanding the purpose of child care and related roles within the child care workforce is necessary for a coherent training strategy.
Organization for Economic Co-Operation and Development (OECD) Directorate for Education. (2004). <i>Early Childhood Care and Education Policy: Canada Country Note</i> . Paris: OECD: <a href="http://www.oecd.org/dataoecd/42/34/33850725.pdf">http://www.oecd.org/dataoecd/42/34/33850725.pdf</a> .	Thematic review of early childhood education and care programs in Canada. Detailed review of BC, Saskatchewan, Manitoba and PEI.	Identified -problems with quality and access, -disjoint between kindergarten and other early childhood programs	Increased training for early childhood staff
Organization for Economic Co-Operation and Development (OECD) Directorate for Education. (2006). <i>Starting strong II</i> Paris: OECD	A summary of 18 country thematic reviews based on country reports, expert reviews using common template/approach.	Identifies eight key policy lessons for equitable access to early childhood programs: -Clear vision for children and purpose of early childhood programs for systemic and integrated approach -Equal partnership with education - Universal approach to access with particular attention to children who need special supports -Substantial public investment in services and infrastructure -Participatory approach to quality improvement and assurance - Appropriate training and working conditions for all staff - Systematic attention to monitoring and	- Need for professional education and development that is integrated across care and education disciplines

## Appendix 1 - Document Summaries

Source	Content Overview	Key Findings	Implications for Training Strategy
		<p>data collection</p> <ul style="list-style-type: none"> <li>- A stable framework and long-term agenda for research</li> </ul>	
<p>Ryan, S., Hornbeck, A., Frede, E. (2004) Mentoring for change: A time use study of teacher consultants in preschool reform. <i>Early Childhood Research and Practice</i> Spring 2004: Volume 6 Number 1 Accessed July 11, 2007 <a href="http://ecrp.uiuc.edu/v6n1/ryan.html">http://ecrp.uiuc.edu/v6n1/ryan.html</a></p>	<p>Time use study of 35 teacher consultants whose role was to provide curriculum assistance and professional development to preschool teachers. Uses retrospective time diary method, teacher consultants account for all of their professional activities in a 24-hour period.</p>	<p>Teacher consultants distributed time primarily among 13 activities. Most time was spent on teacher development activities such as providing classroom assistance, planning, and giving workshops. A factor analysis shows that if teacher consultants spend time in activities connected to working with teachers in classrooms, they are less likely to plan or give workshops to teachers.</p> <p>Recommendation: Provide specialized training and limit the number of responsibilities associated with this role.</p>	<p>Mentoring and coaching roles may be trade-offs for other pedagogical leadership activities such as workshops and group activities.</p>
<p>Whitebook, M. Bellm, D., Lee, Y., &amp; Sakai, L. (2005) <i>Time to revamp and expand: Early childhood teacher preparation programs in California's institutions of higher education</i>. Berkeley, CA: Center for the Study of Child Care Employment</p>	<p>Survey of California's higher education early childhood teacher program provides an updated description of the current characteristics and capacities and identifies challenges.</p>	<p>Current higher education system inadequate to prepare the quality and quantity of early childhood teachers necessary to expanding early childhood programs.</p> <p>Recommends:</p> <ul style="list-style-type: none"> <li>-review of curriculum to ensure content reflects diversity of California's population</li> <li>- increased investment in two-year and four-year preparation programs</li> <li>- increased opportunities for articulation between programs</li> <li>- consistent data collection essential</li> <li>- State policy that provides a well-articulated education and certification program, ECE teacher skills and competencies, promote improved teacher compensation and incentives to institutions to increase program offerings.</li> </ul>	<p>An infrastructure is needed to coordinate professional education programs offered at post-secondary institutions.</p>

## Appendix 2: Environmental Scan

### Introduction to the Environmental Scan

The Environmental Scan for the Training Strategy Project has been developed to provide information about post-secondary education and ECE training programs in each jurisdiction.

With the responsibility for education resting with the provinces and territories, Part I outlines the following information about post-secondary education for each province and territory:

- Ministry or department responsible
- Legislation concerning universities, colleges, public and private
- Number and types of post-secondary institutions
- General description of governance
- Information about Prior Learning Assessment Recognition (PLAR)
- Information about credit transfer within and between jurisdictions
- International credential evaluation
- Average full time tuition for resident students.

The post-secondary training requirements for early childhood educators differ across jurisdictions, with various systems of certifying, classifying and granting equivalency to individuals with training from other jurisdictions or countries. Part II outlines the following information about post-secondary training for each province and territory:

- ECE credential legislation
- ECE credential requirement
- Post-secondary institutions that offer the credential
- Certification/equivalency and classification processes
- Proportion of staff required to have the credential
- Number of credentials issued in a recent academic year

Summary information is also included about standards for ECE post-secondary training programs, which includes program standards, competencies, and program approval and monitoring.

Where possible, there are hyperlinks to relevant documents and websites throughout the document.

## Appendix 2: Environmental Scan – Part 1

The following tables provide information about post-secondary education in each jurisdiction. It lists: the ministries responsible, legislation (concerning universities, colleges, public and private) PSIs, governance, PLAR (if there is provincial policy, and what is the process), credit transfer (who is responsible, what is the process), and average tuition costs to FT students

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
<b>BRITISH COLUMBIA – MINISTRY OF ADVANCED EDUCATION</b>					
<ul style="list-style-type: none"> <li>▪ College and Institute Act</li> <li>▪ Degree Authorization Act</li> <li>▪ Private Career Training Institutions Act</li> <li>▪ Industry Training Authority</li> <li>▪ University Act</li> <li>▪ Royal Roads University Act</li> <li>▪ Thompson River University Act</li> </ul>	<p>26 public post-secondary institutions:</p> <ul style="list-style-type: none"> <li>6 universities</li> <li>3 university college</li> <li>12 colleges</li> <li>5 institutes</li> </ul> <p>and BC campus (web-based gateway designed to give students one-stop access to online learning resources)</p> <p>208 Private Career Training Institutions accredited by <a href="#">Private Career Training Institutions Agency</a> (PCTIA), which regulates private career training in BC .</p>	<p>Ministry (AVED):</p> <ul style="list-style-type: none"> <li>▪ provides leadership and direction</li> <li>▪ establishes policy</li> <li>▪ provides funding to public post-secondary institutions through operating and capital grants and student financial assistance programs</li> <li>▪ approves all new degree programs</li> </ul> <p>Public colleges and universities:</p> <ul style="list-style-type: none"> <li>▪ are independent institutions governed by a Board of Governors</li> <li>▪ new non-degree credit programs are initiated by institutions and subject to 30 day peer review before implementation</li> </ul>	<p><b>PLA in BC:</b> Prior Learning Assessment guidelines and standards for post-secondary institutions have been in place since 1995 through the BC Council on Admissions and Transfer. Most public post-secondary institutions and universities are funded for and are developing PLA policies. Individual institutions' PLA Coordinators provide support and an information-sharing network.</p> <p>Further information: <a href="#">Prior Learning Assessment (PLA) in the BC Public Post-secondary System</a></p>	<p><a href="#">BC Council on Admissions and Transfer</a> (BCCAT) :</p> <ul style="list-style-type: none"> <li>▪ facilitates admission, articulation and transfer arrangements among BC post-secondary institutions</li> <li>▪ funded by AVED, council members appointed by Minister</li> <li>▪ articulation committees for each discipline (ECE Articulation committee)</li> <li>▪ <a href="#">BC TransferGuide.ca</a> (online transfer guide)</li> </ul> <p>The Early Childhood Education Articulation Committee has prepared</p> <ol style="list-style-type: none"> <li>1. <a href="#">transfer grids for ECE courses in BC</a> (course to course and cluster credit transfer:</li> <li>2. <a href="#">Instructor's Guide to the ECE Transfer Matrix</a></li> </ol> <p><a href="#">The International Credential Evaluation Service</a> (ICES) evaluates credentials and courses for people who have credentials from other countries and provinces. The ECE Registry waives ICES fees for people with an international or out-of-province ECE credential.</p> <p>The ECE Registry evaluates ECE credentials from Alberta.</p>	<p>2005–06 average base tuition fee:</p> <p>\$2919 for two semesters in academic program at a college or university college.</p> <p>\$4148 for one year in full-time undergraduate study at a university</p>



## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
ALBERTA – MINISTRY OF ADVANCED EDUCATION AND TECHNOLOGY					
<ul style="list-style-type: none"> <li>▪ Post-Secondary Learning Act</li> <li>▪ The Alberta Centennial Education Savings Plan Act</li> <li>▪ Private Vocational Schools Act</li> <li>▪ Student Financial Assistant Act</li> <li>▪ Apprenticeship and Industry Training Act</li> <li>▪ Income and Employment Supports Act</li> </ul>	<p>21 public post-secondary institutions:</p> <ul style="list-style-type: none"> <li>4 universities</li> <li>14 colleges</li> <li>2 technical institutes</li> <li>The Banff Centre</li> </ul> <p>7 private colleges accredited to grant degrees</p> <p>Over 140 private training institutions licensed under the Private Vocational Schools Act</p>	<p>Alberta Advanced Education Works in partnership with post-secondary institutions</p> <ul style="list-style-type: none"> <li>▪ Provides grant funding to 21 public post-secondary institutions and 7 private colleges with degree granting status.</li> <li>▪ provides a range of student financial assistance programs</li> </ul> <p>Public colleges, universities &amp; institutes are board governed and operate under the authority of The Post-Secondary Learning Act. Institutional mandates define the purpose and range of each institution's activities.</p> <p>The Campus Alberta Quality Council is an arms-length quality assurance agency that makes recommendations to the Minister of Advanced Education on applications from post-secondary institutions wishing to offer new degree programs in Alberta. Other than degrees in divinity, all degree programs offered in Alberta, including degrees offered by non-resident institutions, must be approved by the Minister.</p>	<p>While there is no official government prior learning assessment policy, Alberta Advanced Education encourages PLAR through ACAT, Alberta Apprenticeship, the International Qualifications Assessment Services (IQAS), and the inclusion of portfolio development in the high school curriculum.</p> <p>Recent documents regarding PLAR practices in Alberta (informing policy development):</p> <p><a href="#">Best Practices in Prior Learning Assessment Recognition</a> and <a href="#">Best Practices in Prior Learning Assessment Recognition (PLAR) Handbook</a></p> <p>Students contact individual public post-secondary institutions for information about prior learning assessment and the specific process involved.</p>	<p><a href="#">Alberta Council on Admissions and Transfer (ACAT)</a> develops policies, guidelines and procedures to facilitate transfer agreements among post-secondary institutions</p> <p><a href="#">Online Alberta Transfer Guide (OATG)</a> provides by-course and by-program transfer agreements between post-secondary institutions <i>within</i> Alberta.</p> <p><a href="#">International Qualifications Assessment Service (IQAS)</a> evaluates the education of individuals who obtained their education abroad and issues certificates of comparison to educational standards in a Canadian province</p> <p><a href="#">The Child Care Staff Qualifications</a> office completes assessments for individuals with ECED education from other countries and jurisdictions in Canada.</p>	<p>2004–05 average base tuition fee:</p> <p>\$3,199 for full time at public colleges and technical institutes.</p> <p>\$4,362 for one year in full-time undergraduate study at a university</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
SASKATCHEWAN – DEPARTMENT OF ADVANCED EDUCATION AND EMPLOYMENT					
<ul style="list-style-type: none"> <li>▪ Education Act</li> <li>▪ Public Libraries Act</li> <li>▪ Regional Colleges Act</li> <li>▪ Apprenticeship and Trade Certification Act</li> <li>▪ Saskatchewan Institute of Applied Sciences Act</li> <li>▪ University of Regina Act</li> <li>▪ University of Saskatchewan Act</li> <li>▪ Private Vocational Schools Regulation Act</li> </ul>	<p>2 publicly-funded universities and their federated and affiliated colleges;</p> <p>Saskatchewan Institute of Applied Science and Technology (SIAST), with institutes in four locations</p> <p>9 regional colleges that broker programs offered by the universities and SIAST to communities throughout the province</p> <p>3 Aboriginal post-secondary institutions</p> <p>50 private vocational schools registered and regulated according to the Private Vocational Schools Regulation Act.</p> <p><a href="#">Campus Saskatchewan</a> is a partnership of institutions that offers a variety of on-line courses and programming through the use of technology enhanced learning. Website provides information in a database directory about courses available in alternative formats.</p>	<p>Department provides leadership and support for post-secondary education and training institutions and students. Funds universities, SIAST, regional colleges and Aboriginal institutions.</p> <p>Universities, Institutes and regional colleges are governed by Board of Governors.</p>	<p><a href="#">Recognizing Prior Learning in Saskatchewan</a> a provincial policy framework, was approved in 2004.</p> <p><a href="#">Recognition of Prior Learning (RPL) Referral Guide</a> explains the different types of prior learning that can be assessed and recognized, as well as contact information for institutions and institutional policies on qualification recognition, credit transfer and prior learning assessment.</p>	<p><a href="#">Saskatchewan Council on Admissions and Transfer</a>, SaskCAT, is a partnership of institutions and organizations from Saskatchewan's education system that:</p> <ul style="list-style-type: none"> <li>▪ enhances student mobility by maximizing the portability of educational credits</li> <li>▪ facilitates access to post-secondary programs and institutions.</li> <li>▪ operates as a committee of Campus Saskatchewan</li> </ul> <p>The <a href="#">Transfer Credit Guide</a> database allows users to search for credits transferable from one Saskatchewan institution to another, providing information on course equivalency and program agreements from either the sending or receiving institutions.</p> <p>Since 1995, the Government of Saskatchewan has had an inter-provincial agreement with the Government of Alberta for the <a href="#">International Qualifications Assessment Service</a> (IQAS) to conduct the assessment of international credentials for Saskatchewan residents.</p> <p>The Early Learning and Child Care Branch sets out the requirements and the courses required to achieve ECE equivalency status for individuals with credentials and training from other jurisdictions.</p>	<p>In 2003-04, full-time undergraduate tuition fees for an arts student were \$4,212 at the University of Regina, and \$4,476 at the University of Saskatchewan. In 2004-05 there were no changes in tuition fees.</p> <p>Tuition fees for SIAST programs in 2004-05 averaged approximately \$2,640 but vary from program to program.</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
MANITOBA - DEPARTMENT OF ADVANCED EDUCATION AND LITERACY					
<ul style="list-style-type: none"> <li>▪ The Adult Learning Centres Act and General Regulation</li> <li>▪ The Apprenticeship and Trades Qualifications Act</li> <li>▪ The Brandon University Act</li> <li>▪ The Colleges Act</li> <li>▪ The Council on Post-Secondary Education Act</li> <li>▪ The Education Administration Act</li> <li>▪ The Department of Labour and Immigration Act (as it applies to training programs)</li> <li>▪ The Student Aid Act</li> <li>▪ The University of Manitoba Act</li> <li>▪ The University of Winnipeg Act</li> <li>▪ The Private Vocational Institutions Act</li> </ul>	<p>Four publicly-funded universities, including a French-language university</p> <p>Four publicly-funded community colleges including a French-language community college</p> <p>Four privately funded religious post-secondary institutions granting degrees in theology and/or related fields</p> <p>Over 30 private vocational training institutions registered under the Private Vocational Training Act</p>	<p><a href="#">Council on Post-secondary Education</a> (COPSE)</p> <ul style="list-style-type: none"> <li>▪ funds post-secondary institutions</li> <li>▪ approves new programs</li> <li>▪ plans, coordinates and develops policy for the post-secondary system</li> </ul> <p>Manitoba Student Aid provides financial assistance to post-secondary students</p> <p>Universities and community colleges are governed by a board of governors.</p>	<p><a href="#">Manitoba's Policy Framework for Prior Learning Assessment Recognition</a> (PLAR) includes:</p> <ul style="list-style-type: none"> <li>▪ support and increased capacity for PLAR initiatives</li> <li>▪ additional staff support in government and at institutions</li> <li>▪ support for workplace/industry PLAR initiatives.</li> </ul> <p><a href="#">PLAR in Manitoba:</a> PLAR services are available at all publicly-funded post-secondary institutions; the use and application of PLAR varies as each institution develops activities and services which closely fit the needs of their student populations and programs.</p>	<p>The Council on Post-Secondary Education (COPSE) has responsibility for facilitating credit transfer and articulation agreements among the institutions. The details of credit transfer procedures vary by institution, and articulation agreements are listed in most institutions' calendars.</p> <p>The primary approach used to establish greater credit transfer and articulation arrangements has been in the Council's Program Approval Process, which lists as one of the criteria for program approval links with other post-secondary institutions. All new programs must demonstrate how credit transfer will be utilized.</p> <p>The <a href="#">Academic Credentials Assessment Service</a> (ACAS) evaluates the education of individuals who obtained their education abroad and issues a report of comparison to educational standards in Manitoba.</p> <p>For individuals with ECE education from outside Manitoba and/or Canada, the Manitoba Child Care Program may conduct an educational equivalency assessment (for classification) in consultation with: the Manitoba Department of Advanced Education and Literacy; the Department of Culture, Heritage and Tourism, community colleges and/or universities.</p>	<p>In 2007-08, full-time university undergraduate tuition fees for arts and science programs range from \$2,943 to \$4,050.</p> <p>On average, in 2007-08, community college fees range from \$1,413 to \$1,570 a year for full-time programs</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
ONTARIO - MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES					
<ul style="list-style-type: none"> <li>▪ Apprenticeship and Certification Act, 1998</li> <li>▪ Ministry of Training, Colleges and Universities Act</li> <li>▪ Ontario Colleges of Applied Arts and Technology Act, 2002</li> <li>▪ Post-Secondary Education Choice and Excellence Act, 2000</li> <li>▪ Private Career Colleges Act</li> <li>▪ Trades Qualification and Apprenticeship Act</li> </ul>	<p>18 publicly-funded degree-granting institutions and their affiliates</p> <p>24 publicly-funded colleges of applied arts and technology</p> <p>3 agricultural colleges affiliated to a university and one school of horticulture</p> <p>Several hospital-based programs;</p> <p>14 privately funded institutions with restricted degree-granting authority</p> <p>Federally- funded Royal Military College</p> <p>About 500 registered private career colleges</p>	<p>Ministry is responsible for</p> <ul style="list-style-type: none"> <li>▪ developing policy directions</li> <li>▪ distributing funds allocated to colleges and universities</li> <li>▪ providing financial assistance programs for post-secondary students</li> </ul> <p>Publicly-funded institutions are autonomous entities through legislative authority with appointed board of governors.</p>	<p>Province wide college PLAR policy in effect. Credits for prior learning are grades where possible.</p>	<p>Ontario <a href="#">College University Consortium Council</a> (CUCC) facilitates, promotes and co-ordinates joint education and training ventures that will:</p> <ul style="list-style-type: none"> <li>▪ aid the transfer of students from sector to sector</li> <li>▪ facilitate the creation of joint programs between colleges and universities</li> <li>▪ further the development of a more seamless continuum of post-secondary education in Ontario.</li> </ul> <p>CUCC publishes the online <a href="#">Ontario College University Transfer Guide</a> (OCUTG) which describes agreements and collaborative programs that ensure a continuum in learning from college to university and university to college. The central database is linked to institutional websites which usually include information about agreements and programs with institutional partners outside Ontario.</p> <p><a href="#">World Education Services</a> (WES) provides the international credential evaluation service for Ontario.</p> <p>Presently, the Association of Early Childhood Educators Ontario (AECEO) provides <a href="#">Credential Evaluation and Equivalency</a> for Canadian and internationally trained ECEs, issuing two types of credential evaluation certificates:</p> <ul style="list-style-type: none"> <li>Letter of Equivalency</li> <li>Recognition of Equivalency Certificate</li> </ul>	<p>The 2004-05 undergraduate tuition fees for arts and science programs at Ontario universities averaged \$4,246, and the average for colleges was \$1,915.</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
QUEBEC - MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT					
<ul style="list-style-type: none"> <li>• <a href="#">Act respecting private education</a></li> <li>• <a href="#">General and Vocational Colleges Act</a></li> <li>• <a href="#">Act respecting educational institutions at the university level</a></li> <li>• <a href="#">Act respecting the Université du Québec</a></li> <li>• <a href="#">Act respecting university foundation</a></li> <li>• <a href="#">University Investments Act</a></li> <li>• <a href="#">Act respecting financial assistance for education expenses</a></li> </ul>	<p>University network of 18 institutions</p> <p>College network of 48 public cégeps 25 subsidized private colleges 32 licensed, non-subsidized private colleges</p> <p>11 public institutions governed by an agency other than the Ministère de l'Éducation, du Loisir et du Sport.</p> <p>The Université du Québec, the largest university in Canada, is made up of six constituent universities, two specialized schools and one research centre. It is the only university in the country that truly constitutes a province-wide system, similar to some state universities in the United States.</p>	<p>The Ministère de l'Éducation, du Loisir et du Sport is responsible for educational services.</p> <p>Universities are autonomous institutions governed by Boards of Governors and are responsible for program organization, curricula, research, admission requirements, and staffing.</p> <p>The Cégeps are public institutions administered by boards of directors composed of representatives of the socioeconomic community appointed by the Minister.</p> <p>The Ministère de l'Éducation, du Loisir et du Sport administers the Québec Student Loans Program.</p>	<p>Information about PLAR is available through:</p> <p>Ministère de l'Éducation, du Loisir et du Sport du Québec Formation professionnelle et technique: <a href="#">Vous avez de l'expérience? La reconnaissance des acquis et des compétences est pour vous</a></p> <p>Cégep@distance <a href="#">Reconnaissance des acquis</a> (RA)</p> <p>Service régional d'admission du Montréal métropolitain (SRAM) <a href="#">La reconnaissance des acquis</a> (RA)</p> <p>CAMO Personnes immigrantes <a href="#">La reconnaissance des acquis et des compétences</a> (RAC) The Ministère has created régional services for PLAR.</p>	<p>The Comité de liaison de l'enseignement supérieur (CLES), post-secondary liaison committee, is the coordinating mechanism between universities and CEGEPS to ensure a better continuity from pre-university programs and technical programs offered at the college level to university programs.</p> <p>In 2001–02, the Ministère made an inventory of all existing practices in post-secondary institutions, which lists all harmonization or integration practices between technical programs at the college level and university programs. The results have been communicated to the CLES. These practices include recognizing equivalencies or credit allocations for various activities according to the programs and university practices as well as formal agreements (college diploma to baccalaureate) between a few institutions.</p> <p>The Ministère de l'Immigration et des Communautés culturelles (MICC) uses the <i>Évaluation comparative des études effectuées hors du Québec</i> (CEFAHQ) , <a href="#">Comparative evaluation for studies done outside Quebec</a>, to compare education received abroad or in another Canadian province with that received in Québec.</p>	<p>In 2004-05, full-time undergraduate tuition fees averaged \$1,668.30, or about \$55.61 per credit for Québec residents</p> <p>Québec residents attend public cégeps tuition free.</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
NEW BRUNSWICK - DEPARTMENT OF POST-SECONDARY EDUCATION, TRAINING AND LABOUR					
<ul style="list-style-type: none"> <li>▪ Adult Education and Training Act</li> <li>▪ Apprenticeship and Occupational Certification Act</li> <li>▪ Degree Granting Act</li> <li>▪ <a href="#">Private Occupational Training Act</a></li> </ul> <p>In addition to the above statutes and regulations, all New Brunswick universities are established under individual statutes</p>	<p>4 publicly-funded universities with seven campuses throughout the province</p> <p>A community college system (NBCC) with 11 campuses, both anglophone and francophone, which is also responsible for the New Brunswick College of Craft and Design</p> <p>2 specialized institutes (the Maritime Forest Ranger School and the Memramcook Institute)</p> <p>A number of small, private denominational colleges</p> <p>Various private schools and agencies that offer career-oriented training and are registered under the Private Occupational Training Act.</p>	<p>Universities are Independent institutions with Board of Governors.</p> <p>The New Brunswick Community College is part of the Department of Post-Secondary Education, Training and Labour. The bilingual NBCC-CCNB is an 11-campus, college network.</p>	<p>Department supports PLAR through its Vision for Adult Learners and provides <a href="#">Prior Learning Assessment and Recognition (PLAR) Information and Contacts</a></p>	<p>New Brunswick has an on-line transfer system that focuses on transfers between New Brunswick's two public post-secondary systems, that is, between its community colleges and its public universities: The <a href="#">New Brunswick Guide to Transfer of Credits</a></p> <p>New Brunswick, along with Nova Scotia and Prince Edward Island, is a member of the <a href="#">Maritime Provinces Higher Education Commission (MPHEC)</a>. The Commission acts as a regional agency for post-secondary education in the three provinces and assists and encourages institutions to establish or continue cooperative arrangements among themselves. The Commission has responsibility for quality assurance, data and information collection, cooperative action, and regional programs</p>	<p>In 2003–04, full-time undergraduate tuition at the four universities ranged from \$3,691 to \$5,164.</p> <p>In 2003–04, tuition fees for most full-time programs within the community college system were \$2,400 per year.</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
<b>NOVA SCOTIA – DEPARTMENT OF EDUCATION</b>					
<ul style="list-style-type: none"> <li>▪ Education Act</li> <li>▪ Apprenticeship and Trades Qualifications Act</li> <li>▪ Community College Act</li> <li>▪ Private Career Colleges Regulations Act</li> <li>▪ Student Aid Act</li> <li>▪ Youth Secretariat Act</li> <li>▪ Degree Granting Act (plus each university has its own legislation)</li> <li>▪ Libraries Act</li> <li>▪ Mi'kmaq Education Act</li> </ul>	<p>11 publicly supported degree-granting institutions</p> <p>One province-wide community college — the Nova Scotia Community College (NSCC) – 13 campuses and online learning</p> <p>Over 40 registered private career colleges</p>	<p>Department of Education approves programs and allocates financial resources.</p> <p>Universities and NSCC are publicly-funded institutions with board of governors responsible to fulfill mandates, establish operating procedures etc.</p>	<p>No provincial PLA policy. Services at the <a href="#">Prior Learning Assessment Centre - Halifax</a> have been suspended due to a change in funding.</p> <p>NCSS campuses; MSVU Child and Youth Study; Institute for Human Services; St. Joseph's College of ECE offer PLAR for early childhood students.</p>	<p>Nova Scotia is a member of the Maritime Provinces Higher Education Commission (MPHEC)</p> <p>There are formal credit transfer agreements between the NSCC and some of the degree-granting institutions at the program level.</p>	<p>In 2005-06, full-time undergraduate arts and science tuition fees at Nova Scotia universities ranged from about \$5294 to \$7,760.</p> <p>In the 2005-06 academic year, tuition for core programs at NSCC was \$2,500.</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
<b>PRINCE EDWARD ISLAND – DEPARTMENT OF EDUCATION</b>					
<ul style="list-style-type: none"> <li>▪ <a href="#">Apprenticeship and Trades Qualification Act</a>,</li> <li>▪ <a href="#">Holland College Act</a></li> <li>▪ <a href="#">Maritime Provinces Higher Education Commission Act</a></li> <li>▪ <a href="#">Private Training Schools Act</a></li> <li>▪ <a href="#">University Act</a></li> </ul>	<p>One publicly-funded university</p> <p>Publicly-funded community college with eleven training centres throughout the province</p> <p>20 private vocational training schools (sometimes called career colleges).</p>	<p>Both institutions are publicly-funded and governed by a board of governors</p>	<p>Department of Education supports in principle and encourages the building of interconnected learning communities through the formal recognition of prior learning.</p> <p><a href="#">Workplace Education PEI</a> provides:</p> <ul style="list-style-type: none"> <li>▪ Information Sessions on Prior Learning Assessment and Portfolio Development</li> <li>▪ Portfolio Development workshops and programs</li> <li>▪ PLA Practitioner Training and Certification through Workplace Education PEI</li> </ul>	<p>PEI is a member of the Maritime Provinces Higher Education Commission (MPHEC)</p> <p>A variety of credit transfer, block transfer, and articulated programs have been developed between PEI post-secondary institutions and institutions within and outside of the province.</p>	<p>Undergraduate tuition fees for the 2003-04 academic year were \$4,110 for a 10-course load for full-time students at UPEI</p> <p>Tuition fees at Holland College vary, depending upon the program and duration. Tuition fees for full-time programs start from \$3,250.</p>



## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
<b>NEWFOUNDLAND AND LABRADOR – DEPARTMENT OF EDUCATION</b>					
<ul style="list-style-type: none"> <li>▪ Memorial University Act</li> <li>▪ Colleges Act 1996</li> <li>▪ Private Training Institutions Act and Regulations</li> <li>▪ Apprenticeship and Certification Act</li> </ul>	<p>Memorial University of Newfoundland</p> <p>College of the North Atlantic (CNA) with 18 campuses</p> <p>Over 30 registered private training institutions</p>	<p>Department is responsible for budgetary and policy matters.</p> <p>Both the University and College are independent institutions; the University with a Board of Regents and the College with a Board of Governors.</p>	<p>Both public post-secondary institutions have PLAR policies and processes.</p>	<p>The Articulation, Transfer and Admissions Committee (ATAC) of the <a href="#">Newfoundland and Labrador Council on Higher Education</a> coordinates the articulation process between public schools, the CNA and Memorial. ATAC also addresses province wide issues pertaining to transfer, admissions and articulation practices.</p> <p>ATAC publishes an <a href="#">Online Transfer Guide</a> listing established course-by-course and program/block transfer of credit precedents available to students in the province. Information is also provided on the public post-secondary system, institutional transfer policies, and programs linked to high school.</p>	<p>In 2005-2006, full-time undergraduate tuition fees at Memorial University are \$2,550/year.</p> <p>At the College of the North Atlantic, fees were set at \$1,452/year for 2005-2006.</p>
<b>NUNAVUT - DEPARTMENT OF EDUCATION</b>					
<ul style="list-style-type: none"> <li>▪ <a href="#">Apprenticeship, Trade and Occupations Certification Act</a></li> <li>▪ <a href="#">Occupational Training Agreements Act</a></li> <li>▪ <a href="#">Public Colleges Act</a></li> </ul>	<p>Nunavut Arctic College with three campuses — as well as a network of 24 community learning centres.</p>	<p>Nunavut Arctic College operates under the Public Colleges Act with a Board of Governors.</p>	<p>Nunavut Arctic College offers Challenge Credits for students who have work and/or educational experience similar to those of the exit standards of the course(s) being challenged: <a href="#">Credit Transfer and Prior Learning</a></p>	<p>The Office of the Director of Student Affairs at Nunavut Arctic College is responsible for negotiating and documenting transfer agreements and articulation.</p> <p>Nunavut Arctic College provides information on transferability of courses on their web site and in their calendar.</p> <p>As a member of the Alberta Council on Admissions and Transfer (ACAT) NAC has agreements with many Alberta institutions, as well as Aurora College in the NWT.</p>	<p>In 2002–03, full-time tuition fees for certificate and diploma programs at the college were \$1,500 per year.</p>

## Appendix 2: Environmental Scan – Part 1

Legislation	Post-secondary Institutions	Governance	PLAR process	Credit Transfer process/ credential assessment	Average FT tuition (residents)
<b>NORTHWEST TERRITORIES – DEPARTMENT OF EDUCATION, CULTURE, AND EMPLOYMENT</b>					
<ul style="list-style-type: none"> <li>▪ <a href="#">Apprenticeship, Trade, and Occupations Certification Act</a></li> <li>▪ <a href="#">Public Colleges Act</a></li> </ul>	Aurora College with three campuses as well as a network of community learning centres throughout the territory.	Aurora College operates under the Public Colleges Act with a Board of Governors.		<p><a href="#">Aurora College</a> has program-specific collaboration and articulation agreements with several universities whereby diploma credits from a two-year (or, in some cases three-year) program can be block transferred into a university bachelor degree program.</p> <p><a href="#">Aurora College</a> also has agreements with universities whereby the first two years of a university program can be taken at the college and credited by the university. Program standards are identified in the agreements and maintained through the review process at each institution.</p>	In 2003-04, full-time tuition fees for certificate and diploma programs at the college were \$875 per semester (\$175 per course)
<b>YUKON – DEPARTMENT OF EDUCATION</b>					
<ul style="list-style-type: none"> <li>▪ Apprenticeship Act and Regulations</li> <li>▪ The College Act</li> <li>▪ Student Financial Assistance Act</li> <li>▪ Trade Schools Regulation Act</li> </ul>	<p>Yukon College with more than a dozen community campuses throughout the territory</p> <p>Four registered private training institutions</p>	Yukon College operates under the Public Colleges Act with a Board of Governors		<p>Yukon College has been able to negotiate transfer arrangements with all B.C. universities. The college has also actively expanded the number of transfer agreements with universities in Alberta, Saskatchewan, and Alaska in response to student demand for additional transfer opportunities.</p> <p>Yukon College is included in the <a href="#">BC Transfer Guide</a> and the <a href="#">Online Transfer Guide</a>.</p>	In 2005-06, full-time tuition fees for students in university-level credit programs were \$150 per three-credit course or about \$1,500 per year.

## Appendix 2: Environmental Scan – Part 1

### Information sources:

1. *Developing an Adult Education Policy Framework: Terminology, Typology and Best Practices*. Council of Ministers of Education, Canada, Research Report, May 2005. Retrieved May 2006 from: [http://www.cmec.ca/postsec/AdultEd\\_Framework.en.pdf](http://www.cmec.ca/postsec/AdultEd_Framework.en.pdf)
2. Canadian Information Centre for International Credentials  
<http://www.cicic.ca/indexe.stm>
3. *Provincial Post-secondary Systems and Arrangement for Credit Transfer*. Council of Ministers Education, Canada, January 2003. Retrieved June 2006 from: <http://www.cmec.ca/postsec/CreditTransfer.en.pdf>
4. Website of ministry/department responsible for post-secondary education in each jurisdiction (retrieved June 2007):

British Columbia	<a href="#">Ministry of Advanced Education</a>
Alberta	<a href="#">Ministry of Advanced Education and Technology</a>
Saskatchewan	<a href="#">Department of Advanced Education and Employment</a>
Manitoba	<a href="#">Department of Advanced Education and Literacy</a>
Ontario	<a href="#">Ministry of Training, Colleges and Universities</a>
Québec	<a href="#">Ministère de l'Éducation, du Loisir et du Sport</a>
New Brunswick	<a href="#">Department of Post-Secondary Education, Training and Labour</a>
Nova Scotia	<a href="#">Department of Education</a>
Prince Edward Island	<a href="#">Department of Education</a>
Newfoundland and Labrador	<a href="#">Department of Education</a>
Nunavut	<a href="#">Department of Education</a>
NWT	<a href="#">Department of Education, Culture and Employment</a>
Yukon	<a href="#">Department of Education</a>
5. Beach et al. *Working for Change*, Chapter 5
6. Bertrand, *Report on Prior Learning Assessment and Recognition*

## Appendix 2: Environmental Scan - Part 2

### A. Jurisdictional information about ECE programs at Post-secondary Institutions: legislation, requirement, certification/registry, proportion of staff who require credential and number of credentials issued (most recent year available)

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>BRITISH COLUMBIA</b>					
<p><i>Community Care and Assisted Living Act</i>, S.B.C. 2002, Chapter 75;</p> <p><i>Child Care Licensing Regulation</i> 319 / 89 as amended to O.C. 476/04, includes amendments to BC Reg. 217/2004 and 457/2004.</p>	<p>Basic early childhood education training program (one-year certificate) at an approved post-secondary institution.</p> <p>Further training in the Infant/toddler stream or special needs stream is required for additional provincial certification.</p>	<p>16 Public Post-Secondary 5 Adult Education 3 Distance Education 10 Private Institutions</p> <p>The credential training offered at each PSI is listed in Appendix A of <a href="#">The Early Childhood Educator in British Columbia</a></p>	<p>A Certificate (Early Childhood Educator, Infant/Toddler and/or Special Needs) is required to work as an early childhood educator in British Columbia.</p> <p><b>Early childhood educator certificate</b> requires completion of a basic one year early childhood education training program from an approved training institution and 500 hours of supervised work experience.</p> <p><b>Infant/toddler educator certificate</b> requires qualification as an Early Childhood Educator plus specialized training related to infant/toddler care and education.</p> <p><b>Special needs educator certificate</b> requires qualification as an Early Childhood Educator plus specialized training related to children with special needs.</p> <p>Certificates are issued by <a href="#">The Early Childhood Educator Registry</a> , Ministry of Children and Families</p>	<p><b>Children under 36 months:</b> One Infant/Toddler Educator for each group of four or fewer children One Infant/Toddler Educator and one Early Childhood Educator for each group of five to eight children. One Infant/Toddler Educator, one Early Childhood Educator and one Assistant* for each group of nine to twelve children.</p> <p><b>Children 30 months to school age (group child care):</b> One ECE for 1-8 children One ECE, 1 assistant for 9-15 children One ECE, 2 assistants for 16-25 children</p> <p><b>Children 30 months to school age (preschool):</b> One ECE for 15 or fewer children One ECE, 1 assistant for 16-25 children</p> <p><b>Special Needs Day Care</b> One Special Needs Early Childhood Educator for each group of 4 or fewer children. One Special Needs Early Childhood Educator and one Early Childhood Educator for each group of 5 to 8 children. One Special Needs Early Childhood Educator and 2 Early Childhood Educators for each group of 9 to 12 children. One Special Needs Early Childhood Educator, 2 Early Childhood Educator and one Assistant for each group of 13 to 16 children.</p> <p>* An Assistant is in the process of qualifying for a certificate OR has completed one course of a basic early childhood education program</p>	<p>2005-06 <b>Public post secondary:</b> 457 credentials</p> <p>Certificates 290 Short certificates 5 Diplomas 162</p> <p>2005-06 <b>Private career training institutions:</b> 561 graduates in NOC code 4214 (Early childhood educators and assistants)</p> <p>Note: Information not yet available for 05-06 public post-secondary credentials. Information for private career training institutions is only available for 05-06</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>ALBERTA</b>					
<p><i>Social Care Facilities Licensing Act. Chapter S-10, RSA 2000</i></p> <p><i>Child Care Regulation 180/2000</i></p>	<p>Two-year diploma in early childhood development or education from a college: Level 3 qualification</p> <p>One-year certificate in early childhood development or education from a college: Level 2 qualification</p>	<p>10 public colleges*</p> <p>5 private vocational schools</p> <p>*3 colleges also offer ECE courses by distance delivery/education</p> <p>The credential training offered at each PSI is listed in: <a href="#">Early Childhood Development Programs in Alberta</a></p>	<p>The Day Care Staff Qualifications Office manages the day care certification process: reviewing training and determining level of certification (1, 2, or3).</p> <p>Certification Levels 2 and 3 require an ECE credential:</p> <p>Level 2 is issued to: A person who has completed a one-year ECE certificate program offered by an Alberta public college, or an equivalent level of training.</p> <p>Level 3 is issued to: A person who has completed a two-year ECE diploma program offered by an Alberta public college, or an equivalent level of training.</p> <p>Further information about certification: <a href="#">Certification Guide for Child Care Centre Staff</a></p>	<p>All program directors are required to hold a Level 3 certification.</p> <p>One of every four primary staff is required to hold a Level 2 certification.</p>	<p>2004-2005:  294 certificates and diplomas (from 9 public colleges)</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>SASKATCHEWAN</b>					
<p><i>The Child Care Act</i>. Bill 8, 1990 as amended by the <i>Statutes of Saskatchewan</i>, 2000, c.7; and 2002, c.C-11.1.</p> <p><i>The Child Care Regulations</i>. 2001.</p>	<p>One-year early childhood certificate from a recognized college in Canada: ECE II certification</p> <p>Two-year early childhood diploma from a recognized college in Canada: ECE III certification</p>	<p>SIAST (3 campuses and regional colleges)</p>	<p>Individuals must apply to the Early Learning and Child Care Branch for certification. The Early Learning and Child Care Branch sets out the requirements for classification, and the courses required to achieve equivalency status. *</p> <p>Classification as an ECE II is granted upon successful completion of a one year early childhood certificate from a recognized college in Canada or 520 hours of equivalent education or training.</p> <p>Classification as an ECE III is granted upon successful completion of two year early childhood diploma from a recognized college in Canada or 1060 hours of equivalent education or training.</p> <p>Only course work that is post-secondary and completed through an accredited public college or university will be considered for certification.</p> <p>.</p> <p>Certification information: <a href="#">Early Learning and Child Care</a></p> <p>*Responsibility for Early Learning and Child Care rests with Saskatchewan Learning.</p>	<p>Director must have ECE III classification.</p> <p>30% of staff must have ECE II classification.</p> <p>After January 1, 2007, a further 20% of staff must have ECE III classification.</p>	<p>2005-06: 144 credentials</p> <p>Certificates: 105 Diplomas: 39</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>MANITOBA</b>					
<p><i>Community Child Care Standards Act</i>, C. C. S. M. cc158. (amended September 2004).</p> <p><i>Manitoba Child Care Regulations</i>, M.R. 62/86.</p>	<p>Approved diploma in child care services from a recognized community college: ECE II</p> <p>Recognized certificate program or approved degree program from a recognized university PLUS approved ECE II program: ECE III</p> <p>:</p>	<p>4 public colleges (including one French)</p> <p>1 university</p>	<p>Manitoba Child Care Program classifies all early childhood educators who work in licensed child care centres.</p> <p>Classification as an ECE II is based upon successful completion of one of the following programs of study:</p> <p>a) a two-year diploma program approved by the <a href="#">*Child Care Education Program Approval Committee (CCEPAC)</a> OR</p> <p>b) Competency Based Assessment OR</p> <p>c) Competency Based Assessment / Prior Learning Assessment (CBA/PLA),</p> <p>Classification as an ECE III is granted upon successful completion of:</p> <p>a) A currently approved ECE II program AND</p> <p>b) completion of a specialization program (certificate or degree) approved by the Child Care Education Program Approval Committee (CCEPAC).</p> <p>Information on classification, equivalency, appeals and approved post-secondary training programs: <a href="#">Information on the Classification of Early Childhood Educators and Child Care Assistants</a></p>	<p><b>Infant and preschool age child care centres</b></p> <p>At least two-thirds of staff are required to be classified at the ECE II or III level. Directors must be classified at the ECE III level at the time of licensing.</p> <p><b>School age child care centres</b></p> <p>At least one-half of staff are required to be classified at the ECE II or III level. Directors must be classified at the ECE II or III level at the time of licensing.</p> <p><b>Nursery schools</b></p> <p><b>Operating four or more part days per week:</b> At least one-half of staff are required to be classified as ECE IIs or ECE IIIs.</p> <p><b>Operating three or fewer part days per week:</b> One staff person for every 30 licensed spaces is required to be an ECE II or III. This person is not required to be the director of the nursery school.</p>	<p>2004-05</p> <p>148 credentials</p> <p>Diplomas: 140</p> <p>Program Management: 8</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>ONTARIO</b>					
<p><i>The Day Nurseries Act.</i> Revised Statutes of Ontario, 1990 (reprinted 1998). Amended by <i>The Services Improvement Act</i> effective January 1, 1998, c. D-2 Amended by: 1997, c. 30, Sched. C; 1999, c. 12, Sched. E, s. 2; 1999, c. 12, Sched. G, s. 21; O. Reg. 500/00; 2001, c. 13, s. 14.</p> <p><i>Ontario Regulation</i> 262,1990. (Amended 1998, 1999, 2006)</p>	<p>a diploma in early childhood education from an Ontario College of Applied Arts and Technology</p>	<p>24 publicly-funded colleges of applied arts and technology</p> <p>Listing: <a href="#">Ontario Colleges of Applied Arts and Technology</a></p>	<p>The Day Nurseries Act (DNA) requires program staff and supervisors in a licensed setting to hold a recognized Ontario ECE Diploma or AECEO (Association of Early Childhood Educators, Ontario) Letter of Equivalency or "Director's Approval" from the Ministry of Children and Youth Services. .</p> <p>The <a href="#">AECEO</a> issues two types of Equivalency Certificates, the Letter of Equivalency and Recognition of Equivalency Certificate. Both certificates are recognized in Ontario by the Ministry of Children and Youth Services.</p> <p>AECEO's <a href="#">Access</a> is a bridging program for internationally trained ECE's that provides eligible applicants with the upgrading and experience to become a recognized educator in Ontario.</p>	<p>Centre supervisors must have a two year diploma in early childhood education from an approved Ontario College of Applied Arts and Technology (OCAAT) or the equivalent and at least two years experience.</p> <p>One staff person with each group of children must have a two year early childhood education diploma from a OCAAT or the equivalent.</p>	<p>2004-05</p> <p>2,529 ECE diplomas (all colleges)</p> <p>Note additional graduates:</p> <p>74 day care assistant (certificate)</p> <p>5 early childhood administration (post diploma)</p> <p>26 special needs (post diploma)</p> <p>46 resource teacher (post diploma)</p> <p>1 Infant/toddler care (post diploma) (various colleges)</p>



## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>QUEBEC</b>					
<p><i>An Act Respecting the Ministère de la Famille et de l'Enfance and amending the Act Respecting Child Day Care Centres.</i> Bill 145, 15 June 2000</p> <p><i>Public Education Act. Regulation on School-Age Child Care.</i> L.R.Q., c. 1-133, a.454.1; 1998, c.58, a51; 1992, c.96, a.132. D1316.98</p> <p><i>Regulation Respecting Day Care Centres,</i> C-8.2, r.5.1, as amended June 8, 2004. <i>Regulation Respecting Reduced Contributions.</i> C-8.2, r.3, as amended June 8, 2004.</p> <p><i>Educational Childcare Act</i> Bill 124 (2005 chapter 47)</p>	<p>Qualified educator: diploma of college studies (DCS or DEC – 91 credit program) in early childhood education or childcare education or the equivalent.</p> <p>Educators are also considered qualified with an Attestation in ECE (ACS or AEC – 28 credit program) and three years experience.</p>	<p>16 Cégeps and 6 colleges offer the 3 year Techniques d'éducation à l'enfance (DEC). The DEC will also be offered by distance next year at the <a href="#">Cégep@Distance</a>.</p> <p>Two of the colleges offer the program in English (DSC).</p> <p>Two of the colleges are private institutions.</p> <p>35 Cégeps offer the AEC or ACS program</p>	<p>The employer (Board of Directors, operator) determines the classification, remuneration and qualifications of its salaried employees by referring to the: <a href="#">Administrative guide concerning the classification and remuneration of salaried employees in childcare services and home</a></p>	<p>Two-thirds of staff in centre-based CPEs and garderies must have a college diploma or university degree in ECE,</p>	<p>2004-05</p> <p>1,886 credentials</p> <p>DEC: 859 AEC: 1,027</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>NEW BRUNSWICK</b>					
<p><i>Family Services Act, 1980.</i> <i>Family Services Act and Day Care Regulations, 83-85, as amended.</i></p> <p>The ECE Credential is actually not noted in legislation, only in standards reflecting a strategic policy direction</p>	<p>One-year community college ECE certificate or equivalent</p>	<p>NBCC – New Brunswick Community College – English and French</p> <p>3 “recognized” private colleges</p> <p>Note: increase in “contract training “ offered through NBCC, 3 colleges in 06-07: Miramichi, Woodstock, Fredericton</p>		<p>The Director OR his/her designate OR one in four staff are required to have an ECE certificate</p>	<p>2005-06</p> <p>95 credentials:</p> <p>35 certificates NBCC</p> <p>60 certificates (Distance Ed training Initiative)</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>NOVA SCOTIA</b>					
<p><i>Day Care Act, Chapter 120, of the Revised Statutes, 1989. R.S., c. 120, s. 1.</i></p> <p><i>Day Care Regulations made under Section 15 of the Day Care Act., amended to N.S. Reg. 202/2004</i></p>	<p>Training program in early childhood education</p> <p>“Training in early childhood education” refers to successful completion of an early childhood diploma or degree training program recognized by the Nova Scotia Department of Community Services.</p>	<p>a. The Bachelor of Applied Arts (Child and Youth Study), Mount Saint Vincent University*</p> <p>b. The Early Childhood Studies diploma, Nova Scotia Community College at : Kingstec Campus; Cumberland Campus; Burrigge Campus* (on-line diploma program)</p> <p>c. The Institute for Human Services Early Childhood Education diploma, Truro and Sydney*</p> <p>d. St. Joseph’s College of Early Childhood Education, Early Childhood Education diploma, Halifax*</p> <p>*offer distance courses</p>	<p>A person will be considered to have the equivalent of early childhood education if he or she meets the following requirements:</p> <p>a) successful completion of Grade 12</p> <p>b) a minimum of two years' experience in a licensed day care facility; and</p> <p>c) successful completion of a full credit course of two semesters in a post-secondary education program in at least one of the following areas, and successful completion of 25 hours in training programs, seminars or workshops in the other area:</p> <p>i. human growth and development with an emphasis on the young child;</p> <p>ii. curriculum development and implementation of programs for young children in day care facilities;</p> <p>Recognized training programs, requirements and equivalency: <a href="#">Early Childhood Staff Training Requirements</a></p>	<p>The centre director and 2/3 of the staff must have completed a training program in early childhood education or its equivalent.</p>	<p>Information not available</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>PRINCE EDWARD ISLAND</b>					
<p><i>The Child Care Facilities Act.</i> 1988.</p> <p><i>Child Care Facilities Regulations.</i> 1988.</p>	<p>Supervisor's and staff certificates issued for any one of the following – experience is also required for supervisor's certificate</p> <p>A. University degree in Early Childhood Development or Child Study</p> <p>B. Diploma in Early Childhood program of at least 2 academic years</p> <p>C. Diploma in Early Childhood program for at least one academic year</p> <p>D. University degree in a field related to child care or education</p> <p>E. Post-secondary diploma in a field related to child care or education</p> <p>F Credit for 10 university semester courses in a field related to child care or education</p>	<p>Holland College</p>	<p>The PEI Child Care Facilities Board is responsible for determining the qualifications of staff who work in licensed child care/early childhood education programs and issuing Supervisor's and staff certificates.</p> <p>Information about certification: <a href="#">Certification and Qualifications of Early Childhood Educators</a></p>	<p>Centre supervisors and one full-time staff member in each program must hold a valid certificate issued by the Child Care Facilities Board</p>	<p>2005-06</p> <p>21 diplomas</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>NEWFOUNDLAND AND LABRADOR</b>					
<p><i>Child Care Services Act.— SNL 1998, chapter c-11.1, amended 1999 c22 s6, 2001 c36.</i></p> <p><i>Child Care Services Regulation 37/99.</i></p>	<p>ECE certificate (one- year): Level One</p> <p>ECE diploma (two-years): Level Two</p> <p>University degree in ECE OR ECE diploma plus a university degree: Level Four</p>	<p>College of the North Atlantic (3 campuses plus distance)</p> <p>Private training institutions</p>	<p>The Association of Early Childhood Educators Newfoundland – Labrador (AECENL) is funded by the government of Newfoundland and Labrador to deliver the Child Care Services Certification – assessing the level of training of child care providers.</p> <p>There are levels and classifications of certification:</p> <p><b>Level One</b> – a provincially approved certificate in Early Childhood Education</p> <p><b>Level Two</b> – a provincially approved diploma Early Childhood Education</p> <p><b>Level Three</b> – Level II certification plus a post-diploma Early Childhood Education certificate or specialization.</p> <p><b>Level Four</b> – a University degree in Early Childhood Education or a University degree plus a diploma in Early Childhood Education.</p> <p>The classifications of certification are:</p> <p><b>Preschool</b></p> <p><b>School-Age</b></p> <p><b>Infant</b></p> <p><b>Family Home Child Care.</b></p> <p>Association of Early Childhood Educators of Newfoundland – Labrador (AECENL):</p> <p><a href="#">Newfoundland and Labrador Child Care Services Certification</a></p>	<p>Centre operators must have Level Two certification in the age groups for which the centre is licensed and two or more years experience working with children in those age groups, or its equivalent from another jurisdiction.</p> <p>One staff person with each group of children requires Level One certification for the age group in which the staff is assigned and a minimum of one year's experience in that classification.</p>	<p>2005-06</p> <p>52 credentials, all diplomas</p> <p>33 from CNA</p> <p>19 from private institutions</p>

## Appendix 2: Environmental Scan - Part 2

ECE credential: legislation	ECE credential: requirement	PSIs that offer credential	ECE certification/ equivalency/ classification	Proportion of staff who are required to have credential	Credentials issued
<b>NUNAVUT</b>					
<i>Northwest Territories Child Day Care Act and Child Day Care Standards and Regulations, 1994.</i>	None	Arctic College (ECE certificate)	N/A	N/A	
<b>NORTHWEST TERRITORIES</b>					
<i>Northwest Territories Child Day Care Act and Child Day Care Standards and Regulations, 1994.</i>	None	Aurora College - ECE courses are run in partnership with Yukon College and delivered via distance education across the NWT and in module format at one of Aurora College's campuses	N.A	N/A	2005-06 2 certificates
<b>YUKON</b>					
<i>The Child Care Act, 1990. Child Care Centre Program Regulation, 1995. Family Day Home Program Regulation, 1995. School - Age Program Regulation, 1995.</i>	One year of training in early childhood development or equivalent : Child Care Worker II  Two or more years of training in early childhood development or equivalent: Child Care worker III	Yukon College (ECD certificate and diploma)	Two levels of professional designation require a credential: <i>Child Care Worker II:</i> One year training in ECD or equivalent from a recognized college or university.  <i>Child Care Worker III:</i> Two or more years of training in early childhood development (ECD) or equivalent from a recognized college or university.  Information about equivalency: <a href="#">Child Care Professional Level Designations</a>	20% of staff must meet or exceed the Child Care Worker III qualifications, 30% must meet or exceed the Child Care Worker II qualifications	2005-06 24 credentials  11 Certificates 13 Diplomas

## Appendix 2: Environmental Scan - Part 2

### Sources:

1. Friendly, M. and Beach, J. *Early Childhood Education and Care in Canada, 2004 and 2006 (in press)*.
2. Ministry websites; information retrieved during June, 2006 and updated June 2007.

British Columbia: [Ministry of Children and Family Development](#)  
Alberta: [Ministry of Alberta Children' Services](#)  
Saskatchewan: [Saskatchewan Learning](#)  
Manitoba: [Family Services and Housing](#)  
Ontario: [Ministry of Children and Youth Services](#)  
Québec: [Ministère de la Famille, des Aînés et de la Condition féminine](#)  
New Brunswick: [Family and Community Services](#)  
Nova Scotia: [Community Services](#)  
PEI: [Social Services and Seniors](#)  
NL: [Health and Community Services](#)  
Nunavut: [Department of Education](#)  
NWT: [Education, Culture and Employment](#)  
Yukon: [Health and Social Services](#)

3. Reviewed by Provincial/Territorial Directors of Early Childhood Education and Care
4. Sources for credential information listed by jurisdiction.

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British Columbia: Laura Siberry, Education Officer, Ministry of Advanced Education; [Private Career Training Institution Enrolment in BC: A Sector Report for the Year](#)

Alberta: Robert Rock, Manager, Public Institutions Branch, Advanced Education  
Saskatchewan: Sheldon Krasowski, Institutional Research and Analysis, SIAST  
Manitoba: COPSE Council on Post-secondary Education publication: [Statistical Compendium Fall 2006, Chapter 2 - Colleges](#)  
Ontario: [A Summary of the Employment Experience of 2004-2005 College Graduates Six Months After Graduation](#)  
Québec: Louise Brunelle, Ministère de l'Éducation, du Loisir et du Sport  
New Brunswick: Daniel Fraser, Director, Post-secondary Education and Training, NBCC Operations; PT Director  
Nova Scotia:  
PEI: Gordon Ellis, Institutional Research Analyst, Holland College  
NL: Erika Harris, Adult Literacy and Learning, Dept of Education, NL  
Nunavut:  
NWT: Colette Labine, Coordinator, Early Childhood Development, Aurora College  
Yukon: Ann Gedrose, Coordinator, Early Childhood Development Program, Yukon College

## Appendix 2: Environmental Scan - Part 2

### Part B. ECE Training Program Standards: Information about program standards, competencies, program approval and monitoring

Jurisdiction	ECE Training Program Standards: Information about program standards, competencies, program approval and monitoring
British Columbia	The Early Childhood Educator Registry, Ministry of Children and Family Development, approves public and private training institution program submissions through a process involving <i>Early Childhood Educator Training Programs Submission Guidelines</i> (developed July 2002, revised April 2006) and <i>Child Care Sector Occupational Competencies Assessment Tool</i> (Updated May 2004 ECE Registry).
Alberta	Standards/ competencies exist for post-secondary Early Childhood Development Programs; training programs are approved/ monitored.
Saskatchewan	N/A
Manitoba	<p>Child Care Education Program Approval Committee, CEEPAC, is a committee of the Council on Post-secondary Education, Ministry of Advanced Education. Information about CEEPAC is included in <a href="#">Information on the Classification of Early Childhood Educators and Child Care Assistants</a>.</p> <p>CCEPAC reviews and approves training programs for child care workers and monitors the quality and standards of early childhood education training in Manitoba. Training programs are approved for 2 to 5 years. CEEPAC monitors through an annual fall update.</p> <p><i>Child Care Education Program Standards and Competencies</i> are currently under review.</p>
Ontario	<p>The Colleges Branch of the Ministry of Training, Colleges and Universities has responsibility for the development and approval of system-wide standards for programs at colleges of applied arts and technology of Ontario.</p> <p>The <a href="#">Early Childhood Education Program Standard</a> is the approved program standard for four-semester Early Childhood Education Programs approved by the Ministry of Training, Colleges and Universities for delivery by Ontario Colleges of Applied Arts and Technology.</p> <p>It is anticipated that The College of ECEs will set and monitor standards for training.</p>
Québec	<p>The Ministry of Education has developed Standards for ECE training programs (DCS and DEC). The «plan-cadre ministerial» includes the 22 specifics competencies, the elements of the competencies and the realization context for each of them (<a href="#">Competencies in English</a>).</p> <p>The ECE program had been revised by competencies in 2000 and 2001 and competencies are used in all the Cégeps that are authorised to offer DEC/DSC.</p> <p>The Commission d'évaluation de l'enseignement collégial du Québec ( <a href="#">CEEC</a> ) is an independent government organization whose evaluation mandate covers most aspects of college education, with special emphasis on student achievement and programs of studies. CEEC evaluated Early Childhood Education program in 1996.</p>
New Brunswick	Public colleges have own program criteria. Department of Family and Community Services recognize private colleges by assessing curriculum, facilities and instructor qualifications against NBCC program.



## Appendix 2: Environmental Scan - Part 2

Jurisdiction	ECE Training Program Standards: Information about program standards, competencies, program approval and monitoring
Nova Scotia	Post-secondary institutions are licensed by the Department of Education. The Department of Community Services approves curriculum of ECE training programs: <i>Standards for ECE Training Programs</i> .
PEI	N/A
Newfoundland and Labrador	Approval of private college programs by Dept of Education and Child Care Services Division. Provincial Standard for certificate and diploma programs; Occupational Standards.
Nunavut	N/A
NWT	N/A
Yukon	N/A

### Sources:

1. Key Informant Interviews with government , post-secondary and/or NGO representatives from: BC, Manitoba, Ontario, Québec, Nova Scotia, Newfoundland and Labrador
2. Ministry websites: Manitoba, Ontario, Québec (links embedded in table)

## Appendix 2: Environmental Scan - Part 2

### ECE Credentials Issued by province and territory

ECE Credentials issued						
Jurisdiction	03-04		04-05		05-06	
	Total number of credentials	Number of credential type	Total number of credentials	Number of credential type	Total number of credentials	Number of credential type
<b>B.C.</b> <sup>1</sup>	486	Certificates 327 Diplomas 152 Citations 17	447	Certificates 287 Diplomas 152 Citations 4	457	Short Certificate 5 Certificate 290 Diploma 162
<b>Alta.</b> <sup>2</sup>			294	Certificates and diplomas		
<b>Sask.</b> <sup>3</sup>	120	Certificates 78 Diplomas 42			144	Certificates 105 Diplomas 39
<b>Man.</b> <sup>4</sup>	69	Diplomas: 69	148	Diplomas: 140 Program Management: 8		
<b>Ont.</b> <sup>5</sup>			2,682	Diplomas: 2,529 Assistant certificates: 74  Post diploma: administration: 5 special needs: 26 resource: 46 Infant/toddler: 1		
<b>Que.</b> <sup>6</sup>	1,668	DEC: 911 AEC: 757	1,886	DEC: 859 AEC: 1,027		
<b>N.B.</b> <sup>7</sup>			34	Certificates: 34	95	Certificates: 95
<b>N.S.</b> <sup>8</sup>						
<b>P.E.I.</b> <sup>9</sup>			29	Diplomas: 29	21	Diplomas: 21
<b>N.L.</b> <sup>10</sup>			34	Diplomas: 34	52	Diplomas: 52
<b>Nunavut</b> <sup>11</sup>						
<b>N.W.T.</b> <sup>12</sup>			0		2	Certificates: 2
<b>Yuk.</b> <sup>13</sup>			9	Certificates: 2 Diplomas: 7	24	Certificates: 11 Diplomas: 13

Sources: as listed by jurisdiction in Environmental Scan Part II

## Appendix 2: Environmental Scan - Part 2

### Notes:

- <sup>1</sup> Credentials from BC public post-secondary programs
- <sup>2</sup> Credentials from Alberta public colleges
- <sup>3</sup> Credentials from SIAST programs at all campuses and extensions
- <sup>4</sup> Credentials from Manitoba's public Colleges
- <sup>5</sup> Credentials from Ontario's colleges of applied arts and technology.
- <sup>6</sup> DEC - credentials from Quebec Cégeps; AEC – credentials from 30 educational institutions offering AEC Techniques d'éducation à l'enfance JEE0K.
- <sup>7</sup> Credentials from NBCC, English and French, and include 60 graduates from Distance Ed Training Initiative in 05-06.
- <sup>8</sup> N/A
- <sup>9</sup> Credentials from Holland College
- <sup>10</sup> Credentials from College of the North Atlantic only for 04-05; credentials from CNA (33) and private training institutions (19) for 05-06.
- <sup>11</sup> N/A
- <sup>12</sup> Credentials from Aurora College
- <sup>13</sup> Credential from Yukon College