

# Our Child Care Workforce

FROM RECOGNITION TO REMUNERATION



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PROFESSIONAL EDUCATION AND DEVELOPMENT  
A LITERATURE REVIEW

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### A LITERATURE REVIEW

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## Introduction

In 1996, Human Resources Development Canada (HRDC) sponsored a child care sector study to examine the human resource issues and challenges facing those who earn their living working with Canada's young children. The study was conducted over a two-year period by a team of researchers, working on behalf of a 36-person steering committee comprising representatives of the broader child care community across the country.

The study examined human resource issues in the child care sector, including wages and working conditions, caregiver qualifications, training and education, career mobility and opportunities, and infrastructure supports. The research team and the steering committee analysed the human resource issues within the environmental context of social policy, legislation and demographics. The study reviewed and conducted further analysis of existing data sets, reviewed the research literature related to caregiver professional education and development, conducted key informant interviews with government officials and representatives from child care and related organizations, and carried out focus groups with caregivers in a range of settings across Canada. Also, the study conducted two surveys—one of regulated home child care providers and one of postsecondary training institutions offering early childhood care and

education programs. The final report, *Our Child Care Workforce: From Recognition to Remuneration*, put forward a total of 23 recommendations to address the issues facing the sector (Beach, Bertrand & Cleveland, 1998).

Quality of care in all early childhood services (regulated child care centres and family home child care, informal care, nursery schools, after school programs, family resource centres and kindergartens) has an impact on the early development of young children and is a key issue facing the sector. In addition, research findings point to the adults who provide the care as critical to the quality of early childhood settings. Their general levels of education and child-specific training are related to the quality of care children receive and to child outcomes. The purpose of this literature review is to further explore the contribution of training to the quality of early childhood settings in Canada, and to describe the training and human resource supports needed and available.

The original literature review, prepared as a background document for the child care sector study, focussed on key issues related to professional education and human resource development in the child care sector. It considered selected research reports and policy documents related to training and human resource development infrastructure in the early childhood services sector in Canada and in other countries. Research reports and policy documents were gathered through the Childcare Resource and Research Unit database, West Coast Resource Centre, Canadian Institute for Advanced

Research, ERIC database, Canadian Child Care Federation, Child Care Sector Study Steering Committee members, and key informant interviews for other components of the study. The purpose of the original review was to inform the qualitative and quantitative collection of data for the child care sector study. In particular, it provided a summary of the evidence linking caregiver education and child development outcomes and guided the case studies of innovative training initiatives.

This update includes the original documentation, selected recent developments and the findings of the child care sector study.

The purpose of the updated literature review is to:

- outline the provision of professional education and human resource development for the child care sector;
- discuss the relationships between healthy child development and early experiences;
- review related research findings and policy documents;
- incorporate a summary of findings related to caregiver professional education and the development of the child care sector study; and
- discuss the broad findings of this review.

Canadian studies and documents are presented in four tables which highlight findings and initiatives related to professional education and human resource development for the child care workforce. The tables were completed as background information for the work of the child care sector study. It should be noted that other topics and key findings were often found in

the documents but have not been included here. This review is not a comprehensive examination of the literature; the focus narrows to training and human resource development issues.

This literature review update also includes more recent studies and initiatives which are not summarized in the tables and notes related initiatives now in progress. Relevant international research and other reviews of the literature are referenced in the text as appropriate.

The literature review update addresses six central questions:

1. Who provides professional education and human resource development opportunities to the child care workforce, and who participates?
2. How does the quality of care affect healthy child development outcomes?
3. What is the relationship between training and quality of care?
4. What elements of training and development are most critical in supporting quality of care?
5. What are the needs, expectations and perceptions of students, providers and employers?
6. What policy changes related to training are now under consideration or ready for implementation?

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# Professional Education and Human Resource Development for the Child Care Workforce

Professional pre-service and in-service education and development are offered through governments, institutions such as colleges and universities, professional child care/early childhood education organizations, agencies, unions, provider organizations and other groups. Pre-service usually refers to education to prepare caregivers for work in early childhood settings. In-service training refers to both caregiver professional education and human resource development undertaken while working with young children.

Table 1, at the end of this section, summarizes Canadian studies that describe the participation of the child care workforce in professional education and development. The findings of the studies point to both postsecondary education institutions and child care organizations as the primary providers.

## Postsecondary Professional Education

Community colleges are primarily responsible for certificate (one-year) and diploma (two-year) programs and a few universities offer degree programs in early childhood studies. In some instances, colleges and universities have formalized agreements allowing students to transfer diploma credits to degree programs. Certificate, diploma and degree programs are offered on a full-time basis as pre-service training, and are often delivered through part-time programs or distance education for providers currently working in early childhood settings.

Colleges and universities may also offer short-term orientation programs required in some jurisdictions by child care legislation, non-credit workshops and seminars, specialization post-certificate/diploma programs in areas such as children with special needs, school-age child care, infant and toddler child care, child care management and administration, and certificate programs specific to family home child care or family resource programs.

The child care sector study carried out a survey of postsecondary early childhood care and education (ECCE) programs. The findings are reported in *Our Child Care Workforce* and are updated in a recent study of ECCE credit mobility (Bertrand & Beach, in press). These two studies provide the data for the following profile:

- Over 120 postsecondary education institutions deliver ECCE certificate, diploma, post-diploma/certificate and degree programs.
  - Approximately 20,000 people are currently enrolled in ECCE certificate and diploma programs delivered by colleges or CEGEPS (collèges d'enseignement général et professionnel). Just over 8,000 are enrolled in full-time programs, almost 9,000 are enrolled in continuing education and another 3,000 are enrolled in distance education programs.
  - There are about 20 ECCE-related degree programs (including undergraduate child studies/early childhood education degrees and B. Ed programs with a preschool or early childhood education specialization) offered at universities and university-colleges in Canada.
  - Eleven family child care certificate programs are offered by colleges in Ontario and British Columbia.
  - A few colleges in Ontario, Manitoba and British Columbia offer post-diploma or certificate programs which specialize in special needs care, child care management and administration, infant-toddler care, school-age care or Aboriginal child care. Most require an early childhood education certificate or diploma, or equivalent credential for admission to the program and are completed through continuing or distance education on a part-time basis.
  - Colleges and universities may also offer non-credit, professional development courses to the child care workforce. Topics typically include child development, children with special needs, first aid, infant/toddler care, school-age care and family child care.
  - The provincial/territorial requirements for caregivers in regulated child care programs influence the organization of postsecondary ECCE programs in that jurisdiction.
- Two national surveys and several regional surveys included in Table 1 provide an overview of professional education levels of staff in regulated child care centres. The surveys indicate that the overall number of caregivers in child care centres with ECCE postsecondary education credentials is increasing.
- A 1984 survey of staff in licensed day care centres across Canada (Schom-Moffat, 1984) reported that more than 50 percent had at least one or two years' early childhood education training.
  - A 1991 survey of child care centre staff across Canada reported 58 percent had early childhood education postsecondary credentials (Canadian Day Care Advocacy Association & Canadian Child Day Care Federation, 1992).
- Surveys of caregivers in regulated family child care also suggest an overall increase in professional education.
- In a national survey (Schom-Moffat, 1984) reported 7 percent of the providers had at least some

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## Conclusion

The literature reviewed pointed to considerable evidence that professional education contributes to the quality of care and education that children receive. It also found that caregivers do recognize and value such opportunities and are willing to actively pursue them.

Increased postsecondary education, particularly with a specific focus on early childhood development and education, is a known predictor of quality. The child care workforce is now ready to look at how best to deliver early childhood care and education postsecondary programs. There are many unanswered questions about the length and format content most appropriate to prepare and support caregivers working with young children.

The child care sector study did identify specific professional development needs for the workforce and recommended both expansion of opportunities and improved coordination. One strategy to improve quality of care across provincial/territorial jurisdictions and across a diverse range of settings is a more coordinated continuum of development opportunities offered through professional child care organizations. It will be important to measure how effective different professional development activities really are in improving caregiver

performance. Counting heads of those that participate is not enough. Those who provide professional development opportunities and the child care workforce need to select activities that are more likely to improve the quality of care that caregivers provide and young children experience.

The child care sector in Canada is growing in both numbers and complexity. To meet the early childhood development needs of young children and child care needs of working families, the sector must provide services that serve both. As early childhood care and education programs develop, the demand for a knowledgeable and skilled early childhood workforce will continue to expand.

postsecondary education in early childhood education.

- The 1996 regulated family child care survey (Goss Gilroy, 1998a) reported 58 percent of the caregivers had some postsecondary education or a postsecondary education credential. (Caregivers were not asked about early childhood education or child care-specific education.)

Much less information is available about the educational background of caregivers working in unregulated, home-based settings. However, a survey of informal caregivers, based on the survey of caregivers in regulated family child care, has been conducted and its results give some indication of the educational backgrounds of caregivers (Goss Gilroy, 1998b).

Individuals working in related early childhood services or family support programs often have postsecondary ECCE credentials:

- A national survey of family resource programs (Kellerman, 1995) reported staff backgrounds often include expertise and education in early child development, social work and education.
- Early intervention services, including provincial/territorial early intervention programs, family support programs and compensatory preschool, often seek to employ individuals with ECCE qualifications (Beach et al, 1998).

In Canada, the provision of early childhood care and education services has preceded the development of professional education programs. This is similar to the development of services and related

professional education programs in most Western European jurisdictions (Oberhuemer & Ulich, 1997).

## Child Care Organizations

The child care sector study verified what many in the field already knew: child care organizations are the primary providers of professional development opportunities for the child care workforce (Beach et al, 1998). In addition, in several instances, these organizations provide professional education to caregivers, often in collaboration with provincial/territorial governments or postsecondary institutions.

- The 1991 survey of caregivers in child care centres reported in *Caring for a Living* (1992) revealed that 87 percent of the respondents had participated in professional development events over the past year. Most events (which included workshops, conferences, seminars) were sponsored by child care organizations.
- The 1996 survey of regulated child care providers (Goss Gilroy, 1998a) found that about 78 percent of the respondents had taken part in professional education courses or professional development activities such as workshops or seminars. The survey also reported that child care organizations (including resource centres or associations) provided about 92 percent of the in-service activities.

Family home day care agencies usually provide in-service education and development opportunities for family home child care providers, including workshops, conferences, home visiting and publications. Provider organizations and

associations, family resource programs (including child care resource and referral programs in British Columbia), some child care services, child care resource groups and advocacy organizations offer similar types of training for staff employed in early childhood settings and family home child care providers. Provincial or local governments may sometimes sponsor or deliver in-service professional education and development.

The Alberta Association of Family Day Home Services has developed a professional education program, *Step Ahead* (1996), which is recognized as the equivalent of level one certification in that province. In Alberta, certification of individual staff in licensed child care and regulated family home child care is

conducted by the government (Alberta Family and Social Services, 1995).

The certification of individual staff members or family home child care providers is another professional development strategy (Gormley, 1995). In Canada, professional organizations in some provinces have established voluntary certification for staff who have recognized early childhood education qualifications or for family home child care providers (Morris et al, 1995). Criteria for certification may include specific credential requirements, specified work experiences in early childhood settings, examinations and performance evaluations. In other provinces, individual accreditation is the responsibility of the provincial government (Morris et al, 1995).

TABLE 1

Professional Education and Development—Participants and Providers

Study/Survey	Participants	Methodology	Findings
<i>The Atlantic Day Care Study</i> (1995). M. Lyon & P. Canning	48 child care programs located in Atlantic Canada.	ECERS, staff & parent questionnaires, standard language assessment and play observations.	54% of teachers and 66% of directors reported early childhood education postsecondary credentials.
<i>Evaluation of the Child Care Initiatives Fund</i> (1995) Human Resources Development Canada	Norpark Research Consultants Inc responsible for data collection & analysis; child care experts, representatives from selected CCIF projects, provincial/territorial government officials & CCIF staff.	Literature review, analysis of administrative data, key informant interviews, survey of project representatives, peer review of research projects.	CCIF project outcomes included final reports (63%), publications (32%) & audio-visual products (5%). A quarter of end products focussed on professional development/education for child care staff & providers.
<i>Status of Child Care Training in British Columbia</i> (1995). Unit for Child Care Research, School of Child and Youth Care, University of Victoria	Early Childhood Educators of British Columbia, Ministry of Women's Equality (provided Quality Enhancement Grant), institutions and organizations offering training for child care staff and providers.	Literature review of previous reports, survey of institutions & organizations offering training, support & professional development to child care staff & providers. Identification & discussion of key issues related to training.	Surveys found postsecondary institutions offer primarily formal early childhood education certificate & diploma programs, although some do provide family day care & school-age training. Training networks throughout British Columbia reported variety of informal training options.

- *Ongoing professional development opportunities for experienced caregivers are consistently identified by caregivers and others as being needed and desired.*
- *Accessibility of training poses the greatest barrier to caregiver participation. Due to caregivers' long hours of work combined with family commitments, lack of time is identified as the greatest barrier. Other accessibility issues include distance, cost and transportation difficulties.*
- *Caregivers, trainers, program staff and related experts identify opportunities for networking with peers as an integral component in training programs and professional development opportunities.*

(Dunster, 1998, pp. 22-23)

## Coordination and Collaboration

There are indications of policy directions to coordinate early childhood education training with training for related sectors. In British Columbia, there is a progression of initiatives and responses in the child care sector and government seeking to create a coordinated system of early childhood education to support a career continuum across the child care sector (Unit for Child Care Research, 1995; Multi-Lateral Task Force on Training, Career Pathing and Labour Mobility in the Community Social Services Sector, 1997).

There are also pilot project initiatives designed to explore collaborative approaches. For instance, a Toronto school-age program involving recreation, child care and education systems explored peer interdisciplinary training (Linderth, 1995).

Another project, summarized in Table 3, placed students in the Faculty of Education at York University into combined kindergarten and after school child care programs for their practicum experience (Eden & Todd, 1993).

The discussion throughout this review underlines the need for better coordination and dissemination of professional education and development resources to the child care workforce.

There are numerous manuals, reports, videos and training packages produced in Canada which are not widely available (Human Resources Development Canada, 1995; Beach et al, 1998).

## Increasing Accountability

Recent reports from provincial/territorial education departments indicate a thrust toward greater accountability in postsecondary education (Council of Ministers of Education, Canada, 1996) and this direction is felt in postsecondary ECCE programs.

The *National Guidelines for Training in Early Childhood Care and Education* and *A Self-Evaluation Guide* (Canadian Child Care Federation, 1995) is an initiative to set national parameters for early childhood education training programs which would allow greater coordination of programs. The national research project, sponsored by the Canadian Child Care Federation and the Association of Canadian Community Colleges (discussed earlier), is considering further development of this tool and other approaches to increase the quality of professional education for the child care sector.

have added curriculum for infant and school-age child care. Recent provincial/territorial guidelines for postsecondary ECCE programs reflect the focus on a broader age range. For example, the *Early Childhood Education Program Standard* (College Standards and Accreditation Council, 1996) which stipulates learning outcomes for early childhood education diploma programs in Ontario's community colleges, identifies age focus, including infants through school-age children.

There are specific initiatives, supported by provincial and federal governments, designed to develop culturally appropriate curriculum content and to support anti-bias and inclusive approaches. Some specialized training opportunities are also designed to address particular delivery needs and to prepare caregivers to work with children from infancy through the school years in a variety of settings. For example:

- The Meadow Lake Tribal Council in Saskatchewan and the School of Child and Youth Care at the University of Victoria (1995) developed the Generative Curriculum Model. The model is used to deliver culturally sensitive early childhood education training credit programs in other First Nations communities (Beach et al, 1998).
- The First Steps project developed educational resources (Meadow Lake Tribal Council & University of Victoria, School of Child and Youth Care, 1995) for specialized training for individuals working with infants and toddlers. *Honouring Diversity Within Child Care and Early Education: An Instructor's Guide* (Chud & Fahlman, 1995), sponsored by the Ministry of Skills, Training and Labour

in British Columbia, is an extensive resource for faculty in early childhood education training programs who are incorporating an anti-bias approach in their course content.

- Resources and training packages for school-age programs have also emerged in recent years. *New Directions: A Blueprint for Continuous Improvement* (Embury, 1995) is a manual to support programming and in-service staff training in programs serving older children. St. Lawrence College in Kingston, Ontario prepared modules for school-age courses.
- A catalogue of Child Care Initiatives Fund projects indicates almost half of the 124 training-related projects were aimed at family home child care providers (Canadian Child Care Federation, 1995b).

The National Family Day Care Training Project (Dunster, 1998) now in progress intends to develop guidelines for family day care training, identify best practices in family day care training, and develop a flexible framework for the delivery of family day care training. The project is jointly sponsored by the Canadian Child Care Federation, the Canadian Association of Family Resource Programs and seven provincial family child care organizations, and is funded through Child Care Visions. The preliminary results (based on key informant interviews, focus groups and a literature review) include:

- *Basic training about providing family day care (either pre-service or early on in a caregiver's experience) is important in preparing caregivers for their role.*

Professional Education and Development—Participants and Providers (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Caregivers of Infants and Toddlers</i> (1995). B. Stuart, M. McKim & D. O'Connor	128 caregivers in the Ottawa-Carleton region: 55 employed at licensed centres, 34 supervised (by a licensed family day care agency) home day care providers & 39 informal home day care providers.	Information gathered as part of a larger research project, <i>Transition to Child Care</i> . Survey collected demographic and attitudinal information.	Educational level ranged from less than Grade 8 to a graduate degree. 35% had early childhood education diploma - all but 5 were centre-based. Caregivers with agencies had fewer years of education than other two groups. Only 7.3% of caregivers had taken postsecondary courses related to infant-toddler development. More than half of the centre caregivers and 19% of the informal & supervised home care providers had attended a workshop on infant-toddler programming. Independent activities preferred over professional development activities (reading magazines, newsletters & books on child care, watching educational TV programs on children). Only 8% of caregivers were members of Association of Early Child Educators, Ontario.
<i>1994 Status Report on Family Resource Programs Across Canada</i> (1995) M. Kellerman	552 family resource programs, 60 key informants.	1,200 questionnaires distributed to family resource centres across Canada listed on the association's database. Response rate 40% - 552 questionnaires completed. Personal interviews with 60 key informants. Brief literature review focussing on principles & history of family resource movement.	2,000 family resource centre programs in Canada. Half reported child care providers were main user groups - over 10,000 child care providers served each year. Training courses & workshops for child care providers relatively common. Conferences & workshops for caregivers and parents offered by majority of programs. Staff reported educational backgrounds in early child development, social work and education.
<i>Caring for a Living: A Study of Wages and Working Conditions in Canadian Child Care</i> (1992). A joint project of Canadian Day Care Advocacy Association & Child Day Care Federation	Directors & child care staff in child care centres across Canada. Total sample frame: 969 centres. In total, 502 directors and 2,383 teaching staff participated.	Sample frame established through simple random sampling in most samples. For P.E.I., Nfld., Y.T. & N.W.T., all centres surveyed due to small numbers. Survey included an initial director telephone interview and director and staff questionnaires.	58% of staff have postsecondary credentials - 27% have early childhood education (ECE) certificate, 31% have ECE diploma & 7% have ECE bachelor's degree. 69% of staff want to advance in the field. 66% predict being in the field in 3 yrs. Overall, 87% reported participation in professional development activities in past 12 months: ranged from high of 96% in Manitoba to low of 77% in Alberta.
<i>Child Care Qualifications: Review of Canadian and Selected International Jurisdictions</i> (1990). Ontario Ministry of Community and Social Services	Provincial/territorial directors of child care, service providers and ECE faculty.	Focus groups, key informant interviews to identify "essential content areas." Content analysis of ECE course calendars to compare child care qualifications in Ontario to those in other Canadian jurisdictions and to selected international jurisdictions.	All but one Canadian community college ECE program found to cover over 65% of essential content areas despite considerable variation in government involvement in specifying child care staff qualifications.

Professional Education and Development—Participants and Providers (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Those Who Care: A Report on Approved Family Day Home Providers in Alberta.</i> (1990) M. Read & A. LaGrange	179 approved family day home providers & 64 family day home agencies in Alberta.	Agency & provider written questionnaires. Agency questionnaire gathered information about location, size, types of care, parent fees, support to providers, recruitment & retention of providers, attitudes to training, provider fees & benefits. Provider questionnaire gathered information about educational & personal background, work experience, income, working conditions, benefits & job satisfaction.	Findings indicated 66% of providers had no postsecondary experience; 6% had an ECE qualification. 97% of agencies provided support for professional development activities; first aid course, workshops or conference most common.
<i>Those Who Care: A Report on Child Caregivers in Alberta Daycare Centres</i> (1990). A. LaGrange & M. Reid	340 caregivers working in 80 public and private licensed child day care centres in Alberta.	Centre director telephone interviews. Caregiver written questionnaire gathered information about educational & personal backgrounds, work experience in child care, wages & benefits, & job satisfaction. Caregiver telephone interviews 5 months after written questionnaires completed with 100 participants to obtain data about turnover rates.	Findings indicated 60% of staff had some postsecondary education; 46% of directors & 31% of caregivers had ECE qualifications. Less than 25% of caregivers belonged to a professional organization or subscribed to related journals. Conferences & workshops most popular professional activity.
<i>Who Cares? A Study of Home-based Child Caregivers in Ontario.</i> (1990). Independent Caregivers Association	727 informal family home child care providers in Ontario.	Telephone interview.	12% some university, 21% some or completed college & 67% some or completed high school. Resources preferred: written & audiovisual information about provision of child care, drop-in centres, information on children's activities, contact with other providers, information on behaviour problem & access to toys.
<i>The Bottom Line: Wages &amp; Working Conditions of Workers in the Formal Day Care Market</i> (1984). Submitted to the Task Force on Child Care. P. Schom-Moffat	270 child care staff in 85 licensed child care centres & 56 regulated home day care providers from across Canada.	Written questionnaires to staff in centres and telephone interviews with regulated family home day care providers.	Almost half of centre staff reported 1 or 2 yrs of ECE; 36% had more education than 2-yr ECE. Few staff reported incentive to further level of training. In family day care, only 7% reported training in ECE.

competencies identified for early childhood education certificate and diploma programs in postsecondary education institutions (Goelman, 1992; Alberta Family and Social Services, 1995; British Columbia Ministry of Health, 1995; College Standards and Accreditation Council, 1996).

Accreditation of postsecondary programs providing early childhood education programs and the accreditation of individuals in the sector is another policy direction. The issue of national standards for postsecondary institutions is addressed by the Canadian Child Care Federation (1995). In Ontario, a recent discussion paper (Ontario Ministry of Education and Training, 1996) proposes a framework to accredit community college programs (including early childhood education programs).

The Canadian Child Care Federation and the Association of Canadian Community Colleges is co-sponsoring a two-year research project on the quality of professional education for the child care/early childhood education sector in Canada (Association of Canadian Community Colleges & Canadian Child Care Federation, 1998). The project is sponsored by HRDC's Child Care Visions program and guided by a national steering committee. One of its reports (Ogston, 1998) considers the viability of, and long-term strategy toward, a national accreditation program of ECCE postsecondary programs and the certification of individual child care practitioners.

Professional organizations in British Columbia, Ontario, Nova Scotia and Newfoundland recommend certification for individual early childhood educators by a

recognized, non-government body (Beach et al, 1998). In Nova Scotia, the Child Care Professional Association Development Society proposes a self-regulation process for caregiver certification which would recognize both academic knowledge acquired through the completion of education qualifications and practical knowledge verified through the observation of an caregiver's performance. The proposed process in the other provinces is based primarily on the certification of individuals with education credentials. The Government of Ontario's latest review of child care (Ontario Ministry of Community and Social Services, 1996) indicates that certification of individual early childhood educators is under consideration.

The Certification Council of Early Childhood Educators of Nova Scotia is sponsoring a project to develop a child care administrator credential (Ferguson, 1998b). *Child Care Administrator Credentialing in Canada: A Work in Progress* (Ferguson, 1997) has pulled together a model that involves the licensing, classification and evaluation of an individual child care administrator. This project identified the core of knowledge (practical and theoretical) for child care administrators. The model could be adapted in other jurisdictions across Canada.

## Broadening the Focus of Professional Education for the Child Care Workforce

Many of the findings summarized in Table 4 point to the need to expand the focus of early childhood education training, and several postsecondary institutions and child care organizations are doing just that. Many

postsecondary program for skills and competencies acquired through previous formal and non-formal learning experiences. British Columbia, Alberta, Ontario, Quebec, New Brunswick and Newfoundland have established province-wide prior learning assessment and recognition procedures (Bertrand & Beach, in press).

- Ontario's recent review of postsecondary institutions (Ontario Ministry of Education and Training, 1996) specifically identifies accessibility as an issue for discussion, and suggests changes such as increased use of distance education delivery models and an increase in programs for Francophone and Aboriginal students.
- Several postsecondary education institutions have initiated distance education models. For example, the College of the North Atlantic in Newfoundland initiated distance delivery of the diploma early childhood education program to individuals who are employed in child care settings (Morris et al, 1995). British Columbia's postsecondary education institutions have developed several distance education models over the past few years, partly in response to training needs related to family day care, supported child care (for children with special needs), school-age child care and infant/toddler child care (Unit for Child Care Research, 1995).
- Improved ability to transfer credits from informal to formal training, or from one credit program to another, increases accessibility. There are examples of full articulation of programs between colleges and universities, but significant barriers remain (Unit for Child Care Research,

1995, Ontario Ministry of Education and Training, 1996). A recent review of transfer of credit arrangements does identify considerable interest and activity in developing articulation agreements between postsecondary institutions (Bertrand & Beach, in press).

- Child Care Connections - NS sponsored the Child Care Substitute Youth Internship Project in Nova Scotia. It piloted an entry level training model combining education (through credit courses delivered by a postsecondary institution), application and reflection. The participants or interns work in child care centres as substitute teachers and are paired with a mentor who is an experienced child care teacher. (The mentoring process is discussed earlier in this review.) Fifteen interns between the ages of 19 and 24 participated in the program in Sydney and Halifax. The final report (Ferguson, 1998a) indicates that one year after the pilot was completed, 10 of the interns are involved in the child care sector (either working in a program or pursuing related studies) and five have made an informed decision to pursue other career options.

### Professionalization

At both the provincial/territorial and national level, provider organizations are addressing issues related to accreditation of individuals, identification of core knowledge, skills and standards of practice, ethics and accountability (Levy-Coughlin Partnership, 1993; Mulligan & Siska, 1993; Davies, 1995; Ferguson, 1995; Morris et al, 1995). The standards of practice identified or implied in these initiatives are similar to the learning outcomes or expected

## Healthy Child Development and Early Experiences

Research evidence is clear that quality of care (both parental and non-parental) is a powerful influence on children's development during their early and subsequent years. Children's early experiences have long been recognized as important influences on later social-emotional and cognitive development. Technological innovations now provide a neurological basis to this long-standing conclusion. Human infants are born with the capacity to adapt to their surroundings and the potential to acquire a full range of skills and abilities. This capacity and potential is made possible by the unique capabilities of the human brain. But brain development is not an automatic process. Recent research indicates neurological development during a child's first years of life is determined largely by experience. Quite simply, experience shapes biology.

Brain development during the prenatal period and first two years of life is dramatic. A full-term, healthy newborn infant has over 100 billion neurons (nerve cells) which are each capable of making 15,000 connections or neural pathways. However, the brain development is dependent on

environmental stimulation—without stimulation, the connections do not develop or are significantly impaired in their development (Keating, 1993; Carnegie Corporation of New York, 1994; Cyander, 1994; Shore, 1997). The brain is primed to make these connections early in life and they become increasingly difficult to establish as the child grows older. For example, visual stimulation during the first years of life is essential or vision is permanently impaired (Cyander, 1994). There is evidence that indicates sensitive periods or periods of time when stimulation is the most optimal also exist for other systems, including attachment, language and cognition.

The human brain is efficient. Neurons which are not used are eliminated while neural connections which are frequently stimulated establish pathways. The early neural wiring of the brain lays a permanent foundation for learning knowledge and skills, relating to others and responding to stress. Sustained, unrelieved physical or emotional stress during early years has a negative impact on the developing brain and actually reduces neurons and impairs the development of neural connections (Cyander, 1994). Ways of dealing with stress or coping strategies are set in the early years and become integrated into the brain's neural organization. Recent reports (Carnegie Corporation of New York, 1994; Ontario Premier's Council, 1994; Cyander & Mustard, 1997; Shore, 1997) provide more detailed summaries that document research findings on brain development.

The research findings emerging from the neurosciences and human development disciplines underscore the importance of

the quality of nurturing and stimulation that children receive during their infancy through early school years. Numerous policy initiatives have considered these findings and identified the quality of care as a primary determinant of healthy child development (Carnegie Corporation of New York, 1994; Ontario Premier's Council, 1994; National Crime Prevention Council, 1996; National Forum on Health, 1996).

The adults who care for and educate young children are the crucial component of high quality child care experiences. Adults who establish caring, stable relationships with young children are able to guide their development, including critical neural connections, in positive ways. Caregivers who consistently respond to children's cues, provide optimal stimulation and create learning opportunities provide a high quality of care (Doherty, 1996; Guy, 1997).

## Recent Policy Proposals and Initiatives

Government and non-government organizations (including professional and advocacy organizations and postsecondary education institutions) initiate policy directions to address the child care sector education and development needs identified in the previous section. Several of the studies and reviews discussed earlier, and summarized in Table 4, included policy recommendations. Also, several groups have initiated or sponsored pilot projects related to early childhood education training.

This section considers current professional education and development initiatives of the federal and provincial/territorial governments, postsecondary institutions, child care organizations and other groups.

- HRDC is supporting some research on ECCE professional education and development through Child Care Visions grants.
- Provincial/territorial governments are responsible for postsecondary ECCE programs.
- Postsecondary education institutions are expanding the scope and focus of ECCE programs, although few are intending to

expand the number of student spaces in early childhood education diploma or certificate programs (Beach et al, 1998).

- Several provincial/territorial and national child care organizations are sponsoring professional development activities for the child care workforce. They are also involved in initiatives looking at what kinds of opportunities should be available. Government support for professional development initiatives offered by child care organizations is diminishing in most jurisdictions (Beach et al, 1998).

Four themes emerge: expanding access to postsecondary ECCE programs; professionalism in the early childhood workforce; a broadening of the focus in ECCE programs; and an emphasis on coordination, collaboration and increasing accountability.

### Expanding Access to Postsecondary Early Childhood Care and Education Programs

Across provincial/territorial jurisdictions, policy changes and pilot projects are expanding access to ECCE programs through prior learning assessment and recognition, distance education, transfer of credits and innovative delivery models.

- In several provinces, prior learning assessment and recognition procedures are in place to assess and recognize knowledge and skills acquired through previous experience and education. Prior learning assessment is a process to assess and give advanced standing in a

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Teacher Preparation and Early Childhood Programs in Canada: A Survey and Comparative Study (1985). E. King-Shaw &amp; W. Unruh</i>	473 teacher educators in universities & colleges, government policymakers, supervisors & consultants from school systems, experienced & inexperienced kindergarten teachers from Canada & Australia.	Written questionnaires to participants and interviews with teacher educators, government policymakers & school supervisors or consultants.	Findings indicate variation of approaches to both teacher education and early childhood education across Canada. Appear to be no national standards in selection, admission, evaluation & graduation requirements of ECE students. Teacher & ECE educators had little knowledge about training programs other than their own.
<i>The Bottom Line: Wages and Working Conditions of Workers in the Formal Day Care Market (1984). Submitted to the Task Force on Child Care. P. Schom-Moffat</i>	270 child care staff in 85 licensed child care centres & 56 regulated home day care providers from across Canada.	Written questionnaires to staff in centres and telephone interviews with regulated family home day care providers.	Majority reported no incentives for further training. Recommends "no-cost" training for family day care providers.

3

# Professional Education and Quality of Care

Canadian and international research consistently find that caregiver professional education is a strong contributor to the actual quality of care provided in early childhood education settings. There is conclusive evidence that training of practitioners in child development and early childhood education is more consistently related to higher quality settings and better child development outcomes than no training across all types of early childhood settings.

## The Caregiver Education and Quality Connection

Table 2, found at the end of this section, summarizes recent Canadian research that studied quality child care and identified caregiver education as a variable related to the quality of child care settings and/or a factor contributing to child development outcomes. The Canadian studies are consistent with a large body of U.S. research. Professional education makes a difference in caregiver practices and child outcomes in all forms of child care (Kontos, 1992; Galinsky et al, 1994; Helburn et al, 1995).

- One recent U.S. study (Helburn et al, 1995) identified teacher wages, education and specialized training as the most important characteristics distinguishing poor, mediocre and good quality child care centres.
- One Canadian research study (Goelman & Pence, 1987) found caregiver training and education in early childhood education and development related to positive child outcomes in regulated and unregulated home child care and in group settings. In the same study, the level of the caregiver's education was a significant predictor of children's performance on standard language assessment tests.
- A recent analysis of eight separate studies of quality in child care settings considered research studies (since 1990) which used the Infant/Toddler Environment Rating Scale (ITERS) or the Early Childhood Environment Rating Scale (ECERS) to assess quality. The primary purpose of the analysis was to consider any relationship between different provincial levels of regulation in Canada and scores on the ITERS or ECERS and which items, if any, were consistently assessed with low scores. The findings of the analysis confirm a relationship between higher quality scores and higher levels of staff training in early childhood education (Doherty & Stuart, 1996).
- The Atlantic Day Care Study (Lyon & Canning, 1995) found a strong (statistically significant) relationship between a child care centre's total ECERS score and a centre director's formal training in early childhood education. Directors with higher levels of general education were associated with

higher ECERS scores, but the relationship was not significant. The findings also showed a general trend for centres with higher ECERS scores to employ staff with a higher general education or early childhood education-specific training. The study examined the relationship between child language and play measures and teacher and director education. While there were no significant differences in child language scores or categories of children's play in centres with different levels of teacher and director education, there was a trend for higher language scores to be associated with centres where teachers and directors have postsecondary early childhood education. Children in centres where directors had higher levels of postsecondary early childhood education participated in more social play. However, the data gathered in this study indicated that family background (including maternal education) had a greater impact on child language development than the overall quality of the centre or staff educational levels.

Doherty (1996) recently reviewed the literature on quality child care and found 13 studies indicating that providers are "more likely to behave in desirable ways when they have post-secondary school education in child development" (p. 43), whether the care is provided in a home setting or a group centre setting. She suggests that this is not surprising because education in development and care:

- assists the adult to understand children's developmental stages and needs. This, in turn, increases the likelihood that the adult will provide activities that are both

*stimulating and appropriate for the child's developmental level, and will not impose unrealistic expectations;*

- helps to compensate for the fact that initially the substitute caregiver cannot know the child's developmental level and needs as well as the parent. An understanding of typical child development enables the caregiver to make 'educated guesses' about what is appropriate and desirable for the child; and
- assists the adult to understand and manage the more complex group dynamics and processes that occur among unrelated children who may not have the same history of familiarity and compromise that brothers and sisters do.... (p. 44)

The impact of in-service professional education and development initiatives apart from early childhood education postsecondary programs on the quality of care or provider performance is seldom evaluated (Kagan & Neuman, 1996). A U.S. study of the impact of in-service training on unregulated family day care providers showed that the training was related to improved quality (Dombro, 1995). Another U.S. study of caregivers in family child care (Kontos et al, 1996) reported that in-service training was associated with improvements in global, or overall environment quality, in two out of three settings but that the quality of caregivers' interactions with children did not improve.

There is very little Canadian research that explores the impact of training on quality of care which is offered outside of colleges and universities.

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Those Who Care: A Report on Approved Family Day Home Providers in Alberta</i> (1990). M. Read & A. LaGrange	179 approved family day home providers & 64 family day home agencies in Alberta.	Agency & provider written questionnaires. Agency questionnaire gathered information about location, size, types of care, parent fees, support to providers, recruitment & retention of providers, attitudes to training & provider fees & benefits. Provider questionnaire gathered information about educational & personal background, work experience, income, working conditions, benefits & job satisfaction.	86% of providers supported training if funding support was available and did not require leaving current job. 89% of agencies thought quality of care would improve if providers trained. 45% of agencies indicated that training should be transferable to a college program.
<i>Those Who Care: A Report on Child Caregivers in Alberta Daycare Centres</i> (1990) A. LaGrange & M. Read	340 caregivers working in 80 public and private licensed child day care centres in Alberta.	Centre director telephone interviews. Caregiver written questionnaire which gathered information about educational & personal backgrounds, work experience in child care, wages & benefits, & job satisfaction. Caregiver telephone interviews 5 mths after written questionnaires completed with 100 participants to obtain data about turnover rates.	75% of caregivers indicated that child care had a lower societal status than other jobs. 87% of caregivers & directors would upgrade skills to meet new training requirements.
<i>Centre and Staff Needs Assessment: The Integration of Children with Exceptional Health Care Needs</i> (1990). P. Schom-Moffat & T. Norton	Parents, staff & administrators. Representatives from professional organizations.	Focus groups, key informant interviews & extensive literature review.	Findings indicate child care staff need paraprofessional training delivered by health care professionals. Content to include basic procedural skills and medical overview.
<i>Who Cares? A Study of Home-based Child Caregivers in Ontario</i> (1990). Independent Caregivers Association	727 informal family home child care providers in Ontario.	Telephone interview.	Resources preferred: written & audiovisual information about provision of child care, drop-in centres, information on children's activities, contact with other providers, information on behaviour problem & access to toys.
<i>A Survey of First Year Early Childhood Education Students in Ontario</i> (1989). M. Friendly, T. Willis, S. Ridgewell & M. McColm	755 students from 27 ECE programs across Ontario.	Written questionnaire collecting data about personal background, involvement in ECE field, career expectations & attitudes toward provision of child care. Questionnaires distributed to training institutions to be completed by 1 full-time, 1st-yr class.	Nearly one third of the respondents indicated preference to teach in public school system & intention to continue education after ECE diploma graduation. About half of all respondents & 65% of those with previous licensed child care work experience indicated expectation to be working in child care in 5 yrs.

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>The Final Report of the British Columbia Early Childhood Education Review Project: Visions of Program Revision (1992). H. Goelman</i>	ECE professionals (individuals registered with provincial government), faculty, employers & students, family day care providers.	Review of research & professional literature on ECE training. Survey of faculty, professionals, employers & students, with questions related to ECE training.	Findings included support for ECE postsecondary programs to have multiple entry and exit points. Respondents indicated ECE diploma grads should have access to 2nd and 3rd or 3rd-yr university programs and that transfer of credits should be provincial policy and include distance education programs. Report recommended that the age focus of Basic ECE program expand to include infants & toddlers and that communication skills be emphasized. Support for family day care training.
<i>Educators of Young Children: Similar or Different? (1991). P. Dickinson</i>	123 participants: 34 day care teachers, 28 nursery school teachers, 25 kindergarten teachers & 36 Grade 1 teachers in 8 rural and urban communities in central Ontario.	Survey conducted as part of 12 professional development workshops.	Kindergarten teachers most satisfied group, followed by nursery school teachers. Kindergarten teachers seem to be more clearly resistant to an instructional role than the other 3 groups. Differences among 4 groups as likely to occur within as across day care, nursery school, kindergarten & Grade 1 settings. Recommends more focus on common beliefs & practices than on differences.
<i>Training Needs of Resource Teachers, Supervisors of Day Nurseries and Private Home Day Care Home Visitors (1991). Ontario Ministry of Community and Social Services</i>	67 resource teachers, 61 centre supervisors & 73 family home child care visitors across Ontario.	Mail-out questionnaires to 3 groups.	75% of respondents stated that ECE diploma program not adequate for family home child care providers, resource teachers or centre supervisors. Majority supported additional specialized training rather than changing content of ECE diploma programs.
<i>A Report on School-age Child Care Training (1990). M. Yeates et al.</i>	Child care staff, government officials related to child care, school-age children, 73 ECE community college coordinators & 316 school-age program staff.	11 adult focus groups, 4 children's focus groups, mail-out questionnaire.	Findings report specific skills & training needed to work in school-age programs. Differ from those required for preschool programs. Recommend specialized training for school-age program staff.
<i>Final Report for the City of Toronto: Day Care Grant Programme (1990). ARA Consulting Group</i>	Supervisors & board of director's chairpersons of 112 non-profit licensed child care programs in City of Toronto which received salary grant.	Survey of child care supervisors and board chairpersons.	Alternative uses for grant dollars included enhancing an ECE practicum replacement program (designed to assist part-time ECE students who work in the sector to complete field practicum requirements for ECE diploma) & administration/management training.

- One study of regulated family day care providers in Ontario (Stuart & Pepper, 1988) found settings where providers who participated in training and orientation sessions had higher quality Day Care Home Environment Rating Scale scores than settings where providers did not participate.
- The ECERS score increased for centres where staff participated in a one-day training workshop related to program evaluation (Hunter & Pence, 1996).

### Is Professional Education the Most Critical Element of Quality?

The Canadian studies discussed found that other factors, including regulation, auspice, funding and group size, were related to quality and child outcomes.

- The Alberta study of child care auspice (Friesen, 1995) found that non-profit centres (61.5%) were more likely to offer good quality care than for-profit centres (15.6%).
- A study comparing regulated and unregulated home day care programs found better child language outcomes in regulated home child care settings (Goelman & Pence, 1987).
- The Atlantic Day Care Study (Lyon & Canning, 1995) concluded that "The real issue in day care is the impossibility of generating sufficient income from fees paid by parents or subsidies from government to pay professionally qualified staff and to provide appropriate, well-equipped spaces. In the long-term, this is the only thing that will make a real difference [to quality of care]" (p.112).

- The findings from the analysis of several Canadian quality studies (Doherty & Stuart, 1996) found an association between the level of regulation and the level of quality demonstrated in child care centres.

Doherty (1996) identified training as part of a broader contextual environment related to quality of care in early childhood settings. Other key elements supporting high quality care include the day-to-day relationship between adult and child, the staff-child ratio, the group size, regulation (including legislated standards, monitoring and enforcement), funding (especially related to remuneration and working conditions) and auspice. These elements are interrelated. Positive relationships are more likely to occur in settings where staff have higher levels of training and where there are higher salaries.

However, there are indications that training is independent of other factors and is capable of compensating for other elements in the contextual environment (Helburn et al, 1995; Doherty & Stuart, 1996). Gormley (1995), in a recent analysis of child care policies, suggested that increased training would allow staff and providers to care for more children which, in turn, would allow wages to rise. He also suggested that increased professionalism (including accreditation strategies) would support improved quality of care without increasing government regulation of the settings themselves.

In countries such as France, Sweden or Denmark, generally considered to provide high quality experiences for young children, staff do have higher educational credentials

than in Canadian or U.S. settings (Howes & Marx, 1992; European Commission Network on Child Care, 1996). Denmark actually has fewer regulatory requirements for staff qualifications, although the training programs are more extensive and a higher proportion of staff working in child care settings are trained than in Canada. However, in these countries early childhood education programs are supported by comprehensive policy and

funding which are also significant factors in supporting quality programs.

Professional education and human resource development do not operate in isolation from other elements that contribute to the quality of care. Research evidence, however, suggests they may be reasonable and reachable levers in addressing quality issues across the spectrum of services in the child care sector.

TABLE 2

Training and Quality of Care

Study	Sample	Training	Measures	Quality & Training	Training & Outcomes
<i>A Profile of Quality in Canadian Child Care Centres</i> (1996). G. Doherty & B. Stuart	301 licensed group centres located in 8 provinces included in 8 separate studies.	ECE certificate & diploma programs.	Review of ITERS & ECERS scores in 8 separate studies.	Findings support relationship between pre-service training in ECE and higher quality settings. Also suggested need for ongoing education related to cultural awareness, basic hygiene, motor-related activities, infant/toddler programming & individual play opportunities for preschool children.	
<i>The Atlantic Day Care Study</i> (1995). M. Lyon & P. Canning	48 child care programs located in Atlantic Canada.	Certificate or diploma in ECE.	ECERS, staff & parent questionnaires, standard language assessment & play observations.	Significant relationship found between total ECERS score & centre director's formal training in ECE. General trend for higher caregiver general education or ECE training to be associated with higher ECERS scores, but not significant relationship.	No significant relationships found, but higher language scores tended to be associated with higher teacher & director postsecondary early childhood levels of education & more social play tended to be related to directors with higher levels of early childhood education.
<i>A Sociological Examination of the Child Care Auspice Debate</i> (1995). B. Friesen	45 licensed child care programs in Calgary: 13 non-profit & 32 for-profit centres.	Untrained, 1-yr ECE certificate, 2-yr ECE diploma.	ITERS & mail-in questionnaire completed by centre directors to collect data on organizational characteristics.	Training & caregivers with ECE diplomas or certificates had positive impact on quality. Non-profit centres required more training for beginning caregivers & more caregivers with ECE certificates & diplomas. Non-profit centres more likely to offer good quality care (61.5%) than for-profit centres (15.6%).	

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>What Makes Exemplary Kindergarten Programs Effective</i> (1993). C. Corter & N. Park	Kindergarten teachers from British Columbia, Ontario & Quebec.	Research team (including academics & teacher) analysed literature on kindergarten practice, conducted focus groups & surveys. Criteria selected to define excellence & exemplary kindergarten programs. 20 in-depth survey studies of exemplary kindergarten programs plus 5 intensive case studies conducted.	Findings indicate effective kindergarten teachers are nurturing, understand child development & have programming abilities to support development. Study did not focus on teacher training, but does conclude that teaching kindergarten by choice, mentoring by experienced teachers, specialized training in early years & child development contribute to successful teacher preparation. Suggests a teacher certification & ECE training combination is ideal preparation for kindergarten teachers.
<i>One Child, Many Environments: Continuity or Discontinuity in Kindergarten and School-based Day Care Programs</i> (1993). M. Baillargeon, R. Betsalel-Presser, M. Joncas & H. Larouche	64 schools in the Montreal area with both kindergarten and school-based child care programs. 61 kindergarten teachers & 65 child care educators.	Questionnaire designed to measure level of educational dialogue between different types of teachers. Questions gathered demographic information, participants' perception of relationship & understanding of counterpart's program & participants' practices.	Fewer than 20% were aware of counterpart's approaches & practices. Communication established primarily through informal network. Many similarities between practices but also some differences, including programming strategies and reactions to children's conflicts. Inconsistencies reported between perception of roles.
<i>The Final Report of the School-Age Training Needs Analysis Project</i> (1993). Early Childhood Research and Consulting	Community groups, school-age children, licensed school-age child care programs, licensed & unregulated family home child care, recreation programs, Boys & Girls Club & Native Friendship Centres.	Review of related literature & existing training programs for school-age staff in BC & other jurisdictions. Focus group meetings with community groups & school-age children. Survey of programs providing care to school-age children.	Reported need for school-age, program-specific training with focus on children from 6 to 12 yrs, focus on child development, behaviour guidance, programming for school-age children & cultural diversity, recognizing need to include children with special needs.
<i>Caring for a Living: A Study of Wages and Working Conditions in Canadian Child Care</i> (1992). A joint project of Canadian Day Care Advocacy Association and Canadian Child Day Care Federation	Directors & child care staff in child care centres across Canada. Total sample frame: 969 centres. In total, 502 directors and 2,383 teaching staff participated.	Sample frame established through simple random sampling in most samples. For P.E.I., Nfld., Yuk. & N.W.T., all centres surveyed due to small numbers. Survey included an initial director telephone interview & director & staff questionnaires.	Promoting more respect for child care workers ranks with providing a better salary as most important items required to make field more satisfying & to encourage retention. Establishing a career ladder also ranked high (4th item). Professional orientation (assessed by perceptions of job & membership in professional organizations) increased with job hierarchy. Finding qualified substitutes rated as most significant problem by directors. Finding professional development activities rated 3rd. Directors rated increasing staff salaries as 1st choice and improved training as 2nd choice for increased government funding.
<i>Integration of Children with Disabilities into Daycare and Afterschool Care Systems</i> (1992). S. Irwin	Integrated child care programs, provincial/territorial child care directors & key informants from child care community.	Review of literature, telephone interviews with child care directors & 3 key informants in each province, 10 on-site visits.	Staff with training (pre-service & in-service) important to success of integrated child care programs. Need for more training related to integration in certificate & diploma programs & more specialized in-service training.

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Transferability of Training in Early Childhood Education: A Review and Analysis (1994). British Columbia Ministry of Skills, Training and Labour</i>	Advisory Committee (faculty representatives from B.C. postsecondary ECE programs & government representatives), ECE Articulation Committee, faculty & administrators of postsecondary ECE programs, & 103 current & former ECE students.	Literature review of ECE training program evaluations & published literature related to transfer issues in ECE. Survey of transfer policies & practices in ECE postsecondary programs, survey of 103 current & former ECE students (random sample from ECEBC membership list), think tank meeting of Articulation Committee, structured interviews with selected faculty & administrators.	Agreement of general lack of negotiated transfer credit arrangements among educational institutions. Identified need for articulation & consistency in programs, block transfer agreements, centre for central registration, credit for prior learning & increased use of technology. Recommended development of transfer credit structures: school district to college & between colleges, college to ECE-related university programs & college to other non-ECE-related programs.
<i>Final Report for a Feasibility Study Regarding Legislative Recognition of Early Childhood Educators in Ontario (1993). Prepared for Association for Early Childhood Education, Ontario. Levy-Coughlin Partnership</i>	13 key informants representing child care organizations in Ontario, 450 members of the AECE/O (qualified early childhood educators with an ECE diploma or degree), 272 non-member early childhood educators, 292 parent guardians.	Extensive telephone interviews with key informants. Mail-in surveys to members, non-members and parent guardians distributed through sample of active AECE/O membership. Designed to explore feasibility of a model for the organization & legislative recognition of early childhood educators in Ontario.	Creation of standards of practice had strongest, broadest support across all groups. Also support for entry standards & formal registration process for early childhood educators. Less support for mandatory registration process.
<i>Towards a New Response: Race Relations in Child Care Programs. (1993). Report commissioned by Metro Toronto. C. James</i>	Participants at April 1992 conference "Towards a New Response: Race Relations and Child Care Programs" in Toronto. Participants included parents, community members, child care staff, administrators, early childhood students & educators & consultants.	An information-sharing session to exchange experiences and recommend changes in relation to issues of race. Facilitation of day's discussion designed to ensure all participants were heard in an atmosphere of free expression. Keynote speakers and small group discussion seminar groups.	Recommendations related to training & human resource development based on the information gathered included: hold workshops to support personnel & program development in child care, provide materials for workshops, create forum to discuss racial issues, provide anti-racism training, review current curriculum related to ethno racial minorities in college programs.
<i>Toward a Blueprint for Quality: An Articulated Education and Career Ladder for Early Childhood Educators in British Columbia (1993). Prepared by V. Mulligan &amp; H. Siska for Early Childhood Educators of British Columbia</i>	Early childhood educators in British Columbia, Early Childhood Educators of British Columbia, Ministry of Advanced Education, Training and Technology, Child Care Initiatives Fund.	12 town hall meetings attended by 501 early childhood educators in B.C. to discuss 6 recommendations of earlier report (Goelman, 1992) addressing education, training & quality child care. Comments (2,005) recorded & analysed by content & location. Final report drafted by authors with input from stakeholder advisory committee.	Findings indicated support for changes to ECE training/education, including focus on broader age range beyond preschool, special needs education in Basic program, anti-bias approach across curricula, more emphasis on communication skills, training for family day care providers, extend Basic program to 2 years, flexible delivery models, continuum of standard courses & credit transfers. Financial barriers identified.

Training and Quality of Care (cont'd)

Study	Sample	Training	Measures	Quality & Training	Training & Outcomes
<i>A Comparative Study of School-age Child Care Programs (1992). N. Park</i>	40 licensed & non-regulated school-age programs in Ontario.	Staff with varied backgrounds - 20% university degree, 37% ECE diploma, 17% other college diploma & 26% high school.	On-site observation to assess physical & human environment.	Results generally indicate more qualified staff working in higher quality programs.	
<i>The Relationship of Regulation, Training and Motivation to Quality of Care in Family Day Care (1991). A. Pence &amp; H. Goelman</i>	46 licensed & unlicensed family day care providers from greater Vancouver.	Included a number of family day care caregivers who had completed short (1 Saturday plus 6 evenings) introductory course in family day care at community college.	Home Observation for Measurement of the Environment Scale, Family Day Care Rating Scale & Vancouver caregiver interview.	Family day care-specific formal training related to higher quality caregivers. General reading & courses about child development not related to higher quality care. Higher quality caregivers more likely to perceive work as "professional."	
<i>The Contribution of the Caregiver's Personality and Vocational Interests to Quality in Licensed Family Day Care (1988). B. Stuart &amp; S. Pepper</i>	161 family day care providers under the supervision of 19 licensed private home day care agencies in Ontario.	All receive ongoing supervision & training from home visitors in the private home day care agencies. Educational attainment ranged from some high school to postsecondary graduation.	Day Care Home Environment Rating Scale (DCHERS) & global judgment of day care quality. 4 caregiver questionnaires.	Caregivers with some college education and/or postsecondary training showed higher rates of positive behaviours than secondary school grads & those who had not completed secondary school. Providers with postsecondary education directly related to early childhood development or education had higher DCHERS ratings than those who attended unrelated postsecondary education. Those who reported specific provider training or orientation sessions had higher DCHERS rating scores than those who did not.	
<i>Effects of Child Care, Family, and Individual Characteristics on Children's Language Development: The Victoria Day Care Research Project (1987). H. Goelman &amp; A. Pence</i>	105 child-parent-caregiver triads in licensed child care centres, licensed family day care homes & unlicensed family day care homes.	All child care centre staff had formal training in ECE while 29.2% licensed and 22.2% unlicensed family day care caregivers had formal training.	Standardized vocabulary tests, ECERS, DCHERS & child, parent & caregiver questionnaires.	Higher level of training related to higher quality rating scores.	Level of caregiver education found to be significant predictor of children's performance on language assessment tests.

# Critical Elements of Professional Education and Development

The connection between caregivers' education and the quality of care that children receive is clear and well supported by the research evidence. However, there is less research on which specific education models or delivery formats are most effective in improving the quality of care and child outcomes. Very little research examines the effect of specific pre-service or in-service initiatives on providers' performance. Most evaluation studies consider participant satisfaction and perceived learning, not actual performance changes, and will be presented in the next section of this review.

Katz and Goffin (1991), in a review of issues in early childhood teacher preparation, noted that there are no answers from research to the question: "What is the minimum understanding about early childhood education, its purposes, and its clientele below which no early childhood practitioner should be permitted to fall?" (p.196). In other words, what is the minimum professional education necessary to work with young children effectively in

early childhood settings and should the minimum training/education vary according to the type of early childhood setting? Two related questions are: Do all staff and providers in early childhood settings need some minimum training and do some individuals need more training/education to provide quality programs for young children? There is a similar lack of answers to these two questions.

At the end of this section, Table 3 summarizes the few Canadian studies that have examined the impact of specific elements of professional education and development. They are considered here alongside selected comparable findings from American and Australian studies. This limited body of research to date has considered the benefit of general education versus early childhood/child care-specific education, the content and delivery models of postsecondary ECCE programs, the impact of family child care training initiatives and the impact of professional development activities.

## General Education versus Specific Professional Education

The relative impact of higher levels of general education versus education specifically in child development and early education practices is unclear. Kagan and Neuman (1996) reviewed three major U.S. national studies and concluded that it is difficult to separate the impact of general education (not specifically related to early childhood education) from early childhood-related postsecondary training/education. The National Day Care

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Caring as Women's Work: Experiences of Powerfulness and Powerlessness</i> (1995). D. Rutman & B. Boisseau	Child day care providers from licensed centres & licensed and unlicensed family day care homes. Elder care providers, including family members. All participants female.	1-day workshops designed to provide participants with opportunities to share experiences, help reduce feelings of isolation and brainstorm ways to communicate project findings.	4 themes around powerlessness emerged from all groups: competence not recognized, lack of control, unable to prevent harm and bureaucratic system. Caregivers reported powerlessness in situations in which they & others recognized & shared their own abilities and when they recognized their own needs. Conclusions support partnerships with other caregivers & formation of collective caregiver voice, caregiver participation in care planning & increased efforts to bridge communication gap between different disciplines of caregivers. Recommended more opportunities for caregiver education & professional development, particularly on ethics.
<i>Day Care Staff Qualifications Project Review 1990 - 1995</i> (1995). Alberta Family and Social Services	Alberta Family & Social Services Staff Qualifications Office.	Summary of activities & accomplishments of Staff Qualifications Project.	Reported approximately 18,000 applications for certification of day care centre staff since 1991 (6,200 individuals currently employed in Alberta licensed child care centres). Non-compliance for staff qualifications dropped from 25.3% in 1992 to 2% in 1994. Only training requirements for program directors unmet (57% have level 3 certification - ECE diploma - the rest are in process). Program staff exceed provincial standards. Raises issues of transferability of ECE program credits between public & private institutions, need for consistent transfer credit policies & problems of access to training in isolated communities.
<i>Culturally Sensitive Child Care: The Alberta Story</i> (1994). A. LaGrange, D. Clark & E. Munroe	195 child care centres in Alberta representing 1,554 full-time staff, 457 part-time staff and 9,158 children. 30 stakeholders and participants at the Alberta Association for Young Children Conference, October 1993.	Needs assessment of children, parents & caregivers in child care centres as a basis for identifying what is required to incorporate cultural diversity into early childhood education. Questionnaire survey of child care centres, Delphi exercises (allowing for collection & exchange of data from informed stakeholders), case studies of 6 centres & focus groups.	Survey findings indicate 61% of responding child care centres have children from diverse cultures, 74% reported children who speak English & another language & 84% reported caregivers speak English plus another language. Recommends increased understanding of cultural identity and home language in a child's development, increased respect of family's cultural beliefs & practices, increased collaboration between child care staff and families, recognition of importance of culturally diverse staff, professional development & pre-service training related to culturally sensitive care.

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Think About the Children: They Are the Future</i> (1995). Ontario Coalition for Better Child Care	More than 200 participants, including parents, child care providers, social policy experts, educators & representatives of business community. Panel of experts facilitated public hearings: David Gladstone, June Pollard & Rosemarie Popham.	Public inquiry into Ontario government's announcements concerning child care & jr. kindergarten. Began with a day of public hearings (Sept. 30/95) with 23 presentations; subsequent 180 written & verbal submissions accepted until Oct. 30. Content of submissions organized into broad issues and presented in a report. Direct quotes used throughout.	Strong support expressed for training in early childhood education as a determinant of quality and positive child outcomes.
<i>Reaping the Benefits: The Effectiveness of the Certification Process for Early Childhood Educators of Nova Scotia</i> (1995). S. Davies	20 certified members of the Certification Council of Early Childhood Educators of Nova Scotia.	Mail-in questionnaire and facilitated discussion to determine impact of participation in pilot certification process.	More than half of respondents found no concrete changes related to certification, 7 received salary increases, 1 was promoted to a supervisory position. Several identified other benefits, such as increased confidence, increased sense of professionalism and status. Concerns related to certification process included elitism within council, differing qualifications among early childhood settings, costs of certification & rural isolation.
<i>1994 Status Report on Family Resource Programs Across Canada</i> (1995). M. Kellerman	552 family resource programs, 60 key informants	1,200 questionnaires distributed to family resource centres across Canada listed on the association's database. Response rate 40% - 552 questionnaires completed. Personal interviews with 60 key informants. Brief literature review focussing on principles & history of family resource movement.	Findings report few opportunities specific to family resource centres available.
<i>Paths to Equity: Cultural, Linguistic and Racial Diversity in Canadian Early Childhood Education</i> (1995). J. Bernhard, M.L. Lefebvre, C. Chud & R. Lange	Supervisors & 199 teachers at 77 centres & 14 parent groups of different ethnocultural backgrounds in Vancouver, Toronto & Montreal; 78 community college & university faculty who were often initiators or main figures in diversity programs in ECE training programs.	3 parts - centre study, family study & faculty study. In centre study, supervisors and teachers interviewed at child care centres. Questions explored benefits & challenges associated with diversity, how well prepared they were to work with minority children & asked for a characterization of a particular minority & majority child. In family study, Native speakers consulted 14 parent groups to ask about their and their children's experiences with child care centres. The faculty study used telephone interviews with faculty members to ask about problems, areas of success & difficulties.	33% of ECE teachers felt unprepared to work with children of diverse backgrounds. Difficulties reported in relating to parents. Language barriers perceived as largest challenge. 46% of teachers (average 7 yrs' experience in ECE field) reported never viewing a racial incident between children, while 54% of teachers reported such problems. Faculty reported many graduating ECE teachers not prepared to work with children & families from diverse backgrounds. Parents reported teachers often too busy to discuss individual child or understand parents' culture & values. Highlights changes for training programs & implies teachers use an expert model rather than a more collaborative approach with parents. Recommends that ECE training programs address cultural context of human society.

## Postsecondary Early Childhood Care and Education Programs

Study (Ruopp et al, 1979) reported that general education levels did affect quality in preschool settings while any ECCE-related professional education was a key factor related to positive caregiver behaviours. The National Child Care Staffing Study (Whitebook, 1990) reported that either a general bachelor's degree or college level early childhood education was associated with higher quality. The Cost, Quality and Child Outcomes Study (Helburn et al, 1995) also reported general education levels or ECCE-related training of staff as factors related to quality. Measures of general education levels and ECCE-related training/education are often linked—the same staff members who have higher general education levels tend to have more specific ECCE-related training/education. Kagan and Neuman also noted a lack of coherence in how the use of terms between the two studies makes it difficult to compare results.

Similar to the National Child Care Staffing Study (Whitebook et al, 1989), the Atlantic Day Care Study (Lyon & Canning, 1995), summarized in Tables 1 and 2, found that general education and specialized early childhood education training were interrelated.

The findings from the Atlantic Day Care Study also indicate that both the child care centre director's general education level and specific level of ECCE training are associated with overall centre quality. A U.S. study (Jorde-Bloom, 1989) identified the child care centre director's level of formal education as the strongest predictor of quality and the director's specialized training in early childhood education and program administration as the second most significant predictor.

ECCE certificate, diploma and degree programs offered by postsecondary education institutions are required for some staff positions in licensed child care centres in most jurisdictions. The curriculum content of ECCE postsecondary programs across Canada share many similarities. The child care sector study conducted a review of course descriptions found in course calendars and found that the curriculum content of certificate and diploma programs is quite similar. For instance, all ECCE certificate and diploma programs included child development and health, safety and nutrition subject areas.

Also, most Canadian ECCE postsecondary programs include general education courses in addition to courses with a vocational or professional focus. The desired mix of general education and training specific to early childhood education is a topic connected to the design of teacher education/training programs for staff who work with young children in the United States, Britain and Europe (Bowman, 1991; Evans & Robinson, 1992; Oberhuemer & Ulich, 1997).

However, the curriculum content and format, supervised practice (or field placements) and delivery models do vary between provincial/territorial jurisdictions and among individual institutions within the same jurisdiction. Perhaps most notably, the length of programs varies from 32-week

certificate programs to 4-year degree programs. While educators often consider the impact of these various elements, there is a decided lack of research evidence to suggest which factors are associated with the best outcomes—competent caregivers who provide high quality care and education to young children.

Following are a few studies that try to describe the impact of specific early childhood education postsecondary programs and how they are delivered.

- One small U.S. research study looked at how financial incentives might influence the effectiveness of in-service postsecondary ECCE. The TEACH (Teacher Education and Compensation Helps) program is a statewide initiative in North Carolina that offers funding incentives to staff employed in child care centres and family home child care providers to take credit courses at local community colleges (Gormley, 1995). In one study of the TEACH program (Cassidy et al, 1995), the effect of college course work on child care centre quality was monitored for 34 staff—19 participated in the TEACH program while 15 were comparison staff. At the beginning of the study, all staff had completed some high school and had some in-service training; there were no significant differences in quality measures of their programs. After one year, the staff participating in the TEACH program completed at least 12 to 20 hours of college course work and showed significant gains in program quality measures. During the same period, the program quality scores of the comparison group of teachers declined. The small sample size in this study limits conclusive

recommendations, but does suggest credit college courses in early childhood education combined with financial assistance can have a significant positive impact on quality of care.

- The generative curriculum model developed by the Meadow Lake Tribal Council and the School of Child and Youth Care, University of Victoria (1995) is a two-year postsecondary program designed specifically for First Nations students. A panel of experts assessed (process of assessment not noted in the report) the curriculum content. Their findings indicated that the curriculum is culturally sensitive and pedagogically sound. The curriculum model was reported to have successfully integrated principles of child development and early childhood education practices with the cultural values and beliefs of First Nations communities.
- A Quebec study (Commission d'évaluation de l'enseignement collégial du Québec, 1996) evaluated early childhood education certification and diploma programs in 29 CEGEPs. At the time of the study, the CEGEPs shared a common curriculum in the ECCE programs. Representatives from both the colleges and the child care sector established evaluation criteria. Individual colleges completed a self-evaluation of their programs using the criteria. The findings indicated that 15 out of 17 diploma early childhood education postsecondary education programs were offering a quality curriculum; however, only 11 out of 24 colleges evaluated offered quality certificate (attestation) programs. The curriculum content in the diploma program focussed on preschool children with much less emphasis on

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development (cont'd)

Study/Survey	Participants	Methodology	Findings
<i>Latino Refugee Children in Child Care: A Study of Parents and Caregivers.</i> (1996). J. Bernhard & M. Freire	11 pairs of caregivers & families of refugee children in ECE settings. Families were Latino (Hispanic) refugees who had enrolled their children in group child care centres in Toronto. 2 families were deported before completion of data gathering. Caregivers all had ECE diplomas.	Small-scale, qualitative study to explore experiences of refugee families with young children in child care settings. Extended (2-3 hr) interviews with each family in Spanish in their own home. Primary caregiver interviewed individually. Thematic analysis carried out on parents and caregivers' responses.	Caregivers often with inaccurate or no information about families. Contact with families limited to exchanging information. Caregivers generally believed that parents needed to improve their child-rearing practices. Parents expected children to learn values, good behaviour and academic skills (including English). Caregivers did not link problem behaviours with traumatic experiences. Some caregivers felt unprepared to deal with needs of this population; training courses appeared to be lacking re cultural diversity, post-traumatic stress, second language development. Some had pursued specific training for working with refugee children. Recommendations: ECE training programs need to include required courses on cross-cultural child-rearing practices, racism, immigration, stereotyping & discrimination; pre-service & in-service training about diversity of child developmental patterns.
<i>Burnout in Canadian Day Care Providers</i> (1996). N. Schneider & B. Boyd	137 female child care providers working in 46 licensed child care centres in Winnipeg. 47% had some college education or had completed college program; 43% had some university education or had completed a university program.	Questionnaire survey, including the Maslach Burnout Inventory, and demographic information completed by participants. Analysis of burnout scores and demographic variables carried out.	Results of survey suggest child care providers experience lower level of burnout than other occupational groups. However, 20% of the providers reported high degrees of emotional stress. Correlational analysis found younger workers more prone to burnout. No correlation between educational level & burnout.
<i>Evaluation of the Child Care Initiatives Fund</i> (1995). Human Resources Development Canada	Norpark Research Consultants Inc. responsible for data collection & analysis; child care experts, representatives from selected CCIF projects, provincial/territorial government officials & CCIF staff.	Literature review, analysis of administrative data, key informant interviews, survey of project representatives, peer review of research projects.	Findings indicated a continued need for federal role in child care -particularly related to child care research & development. Evidence suggests CCIF enhanced professionalism in ECE. Target areas for further research included training curricula.
<i>Status of Child Care Training in British Columbia</i> (1995). Unit for Child Care Research, School of Child and Youth Care, University of Victoria	Early Childhood Educators of British Columbia, Ministry of Women's Equality (provided Quality Enhancement Grant), institutions & organizations offering training for child care staff and providers.	Literature review of previous reports, survey of institutions & organizations offering training, support & professional development to child care staff & providers. Identification & discussion of key issues related to training.	Study unable to determine whether all training needs are met. Recommendations related to accessibility, program structure & content, transferability of credits, family day care, school-age care, supported child care, informal training, prior learning assessment, equity, incentives & licensing requirements.

review performed by a representative body using established standards of practice (Doherty-Derkowski, 1995; Association of Canadian Community Colleges Accreditation Task Group, 1996). The process of review can be directed to professional education institutions, child care settings or individual child care staff or providers. The process can be embedded in official requirements and legislation, or it can be voluntary. There is considerable support for accreditation mechanisms for

individual child care staff and providers which would provide ongoing support to providers and require a measure of accountability from them (Early Childhood Educators of British Columbia, 1993; Levy-Coughlin Partnership, 1993; Davies, 1995). A recent review (Bredekamp & Glowacki, 1996) of the U.S. accreditation of child care programs after one decade reports that the process is one of the most valuable professional development experiences available to child care staff.

TABLE 4

Needs, Expectations and Perceptions of Child Care-Related Professional Education and Development

Study/Survey	Participants	Methodology	Findings
<i>The Process of Integration in Child Care: Reflections of Parents and Teachers</i> (1996). K. Brophy, P. Webb & S. Hancock	24 qualified child care professionals in 7 integrated municipal centres in Ontario; 19 families whose children with special needs were enrolled in the municipal centres.	Qualitative research study identifying beliefs about inclusive programming. Four 15-min videotapes of each child while in their child care program and focussed teacher interviews discussing one of the videos showing a child in her care. 9 families participated in 4 focus groups and 1 family completed an individual interview which focussed on parents' goals for their child, reasons for choosing an integrated program, involvement in the program, challenges and support networks.	Parents & teachers reported similar goals for the children in the programs & support for inclusive care for children with special needs. Both stated strong support for social skill development. Differences emerged on role of parents. 15 of the 24 teachers identified dealing with parents as a challenge. Teachers viewed parent involvement as important but mainly as information sharing. Parents viewed their role as decision makers. Implications for practice include the recommendation that child care professionals in inclusive programs need to view parents as decision makers and valuable resource in planning and caring for children with special needs. Implications for ECE training programs.
<i>Perceptions of a Resource Teacher About Programs for Preschoolers with Special Needs and Their Families</i> (1996). N. Hutchinson & C. Schmid	One resource teacher with background in ECE & social work.	Instrumental case study using observations & two 1-hr interviews with resource teacher. Thematic analysis used to identify broad patterns of perceptions.	3 themes emerged: focus on families, importance of meeting individual needs of exceptional children, & partnerships & transitions. Suggests that training programs for ECE professionals re-examine priorities to provide training necessary for family-oriented services in inclusive ECE settings.
<i>Issues and Concerns of Licensed Family Day Care Providers</i> (1996). M.K. Kerr & E. Polyzoi	230 licensed family home care providers in Manitoba.	Written questionnaire designed to collect information about the role of licensing, subsidization, professionalism & daily functioning in family day care home. Respondents asked to rate items of concern.	Area of greatest concern for providers with no training was families who bring sick children to care. This concern significantly less for providers with some training. Also, providers with training less concerned about understanding children & planning.

infants or school age-children, especially children with special needs and those from non-mainstream cultures.

There is very little research that looks at recruitment and selection criteria for early childhood education training programs (Saracho, 1993) or the consequences of the length of the program. The certification programs offered through adult education departments, which assumed previous work experience in the Quebec study, did identify student recruitment problems and not enough time as barriers to delivery of quality programs.

Supervised practice is considered a crucial element in professional education for the child care sector (Saracho, 1993; Beach et al, 1998). It involves three participants: the student, the faculty or instructor from the professional education institution and a cooperating or supervising caregiver. The quality of the field placement setting, the characteristics of the cooperating or supervising caregiver, the support and guidance provided to the field placement setting, and the clarity of the roles and responsibilities of each of the three participants are important aspects of the field experience (Saracho, 1993; Whitebook & Sakai, 1995; Pollard, 1996).

The assessment report of the California Early Childhood Mentor Teacher Program (Whitebook & Sakai, 1995), and the internship initiative at the University of Newcastle in Australia (Davies & Pollnitz, 1994) suggest some promising directions for field practice opportunities. Both attempt to build on and value the strengths of quality settings and competent, experienced early childhood education staff members in child

care centres who are prepared and willing to take on mentoring roles.

Initiatives in Canada studied the effectiveness of a mentoring approach in ECCE field placements:

- A recent Canadian study (Pollard, 1996) examined the role of the relationship between an early childhood education student and the child care centre staff who is a sponsoring or cooperating teacher in field placement situations. Pollard examined both the mentor and supervisory roles involved in the relationship. Using a case study approach to explore the effective components of the field placement experience, the study concluded that early childhood education students in field placement benefit from a mentor-mentee relationship with the sponsoring/cooperating teacher.
- A research study (Singleton, 1997) conducted at the lab centres at the College of the North Atlantic in St. John's, Newfoundland tried out a mentoring model with early childhood education students completing field placements. The mentors planned formal opportunities (scheduled conferences and journal writing) for the students to reflect on their practice experiences during field placement. The mentors also used two specific strategies to help field placement students: coaching and modelling. The study reports benefits for the mentors and the students because the mentoring process led both parties to examine and reflect on, and improve, their child care practices.
- Mentors were a central component of an internship project in Nova Scotia. Child Care Connections - NS developed the

Child Care Substitute Youth Internship Program (Ferguson, 1998a) for 15 youth in Halifax and Sydney. The interns spent two weeks in a child care centre and then completed two weeks of course work, combined with bridge sessions (between the intern, mentor and practice coordinator) during the practice period to reflect on and evaluate their performance. The four-week cycle continued over six months. Each intern was matched with a mentor who was a skilled child care practitioner working in one of the child care settings. Mentors received training in communication, problem solving and teamwork to support their work with the interns. The education component was provided by Nova Scotia Community College. At the completion of the program, interns received 150 credit hours for courses and 240 hours of field placement credit which could be transferred to the ECE program at the college. Child Care Connections - NS provided the infrastructure for the project. The practice coordinator played a pivotal role in the program in supporting both the interns and the mentors. The mentors and interns both reported valuable learning and insights from their participation in the mentoring process.

The research on mentoring strategies in ECCE professional education points to necessary components (Whitebook & Sakai, 1995; Pollard, 1996; Singleton, 1997; Ferguson, 1998a). Effective mentors are knowledgeable and have expertise in child development theory, early education practices and adult education. The professional education institution or other organization provides an infrastructure to

support the mentoring process. In most cases, faculty members or practice coordinators prepare mentors before the field placement and take full responsibility for performance evaluation and placing students with mentors who are appropriate matches (based on levels of confidence and skills).

Distance education allows students to receive instruction at home or in the workplace without direct supervision, outside the traditional education system (Bernier, 1995). The delivery of postsecondary ECCE programs through distance education allows caregivers who are working in child care settings to participate in further education. Postsecondary ECCE programs usually assume a teacher-learner relationship, usually in a classroom setting or a practice component in a group setting with young children, supervised by a faculty member.

Distance education can be beneficial; however, the delivery of ECCE postsecondary education through distance education does present some challenges (Morris et al, 1995). A few Canadian studies have examined distance education delivery of ECCE programs.

- Canning (1989) noted that distance education using videotapes was one effective strategy for training child care personnel in rural areas.
- Employers of staff who completed the distance education child care worker training program in Manitoba (Haughey et al, 1989) indicated employees had acquired new skills and most employers (93%) reported a positive impact on overall program quality.

experiences in various early childhood service settings (Ontario Ministry of Community and Social Services, 1991; Goelman, 1992; Early Childhood Educators of British Columbia, 1993; British Columbia Ministry of Skills, Training and Labour, 1994). This concept is similar to an "early childhood career lattice" (Willer, 1994) which provides opportunities for upward career advancement with increased qualifications and compensation while also providing horizontal or lateral opportunities across various child care/early childhood education settings.

The Yukon Child Care Training Project and the Dual Practicum studies outlined in Table 3 are two initiatives trying to build bridges and link training opportunities. However, initiatives promoting transfer of credits appear to be hampered by the lack of generally accepted standards.

## Need for Ongoing Professional Education and Development

There is substantial agreement among providers in all settings that learning and development is an ongoing process. Training opportunities are important for all providers, including those who have basic or entry level credentials. Surveys report that child care staff and providers do take part in professional development activities. In a national survey (Canadian Day Care Advocacy Association & Canadian Child Day Care Federation, 1992), 87 percent of the respondents—who were all staff working in licensed child care centres—indicated that they had

participated in professional development activities over the past year. The evaluation of the Child Care Initiatives Fund (Human Resources Development Canada, 1995) reported 25 percent of the sponsored projects produced end products (reports, publications or audiovisual materials) for professional development/training of child care staff and providers and increased service training opportunities.

Numerous surveys and reviews call for increased opportunities for advanced and specialized training.

- An Ontario survey of child care supervisors (Ontario Ministry of Community and Social Services, 1991) and a City of Toronto survey of child care managers and chairpersons of non-profit boards of directors (ARA Consulting Group, 1990) identified the need for in-service administration and management training.
- Studies of child care staff and kindergarten teachers (Dickinson, 1991; Baillargeon et al, 1993; Eden & Todd, 1993) suggested the need for joint professional development activities and clear opportunities to network with each other.
- Rutman and Boisseau (1995) found that care providers in licensed child care centres, regulated and unregulated family home child care, and elder care share common issues, and can benefit from joint professional development activities.

Accreditation of individuals working with young children in child care settings and accreditation of the settings themselves are in-service professional development strategies. Accreditation is a process of

programs identify the need for a more family-oriented or family-centred approach in early childhood education training programs. A national overview of integrated programs for children with special needs (Irwin, 1992) recommended that early childhood education training programs include course content on inclusive programming with a family focus. Doherty-Derkowski (1995), in a review of research studies related to child care quality, noted that staff training in child development and early childhood education practices is important for healthy child development for all children, including children with special needs. In addition, staff need information and training related to each specific child with special needs in their care. High quality care for children with special needs is built on the same principles as all other high quality early childhood services (Canning & Lyon, 1990).

- ECCE postsecondary programs are not able to prepare graduates for administrative and management skills related to supervision of child care programs. The curriculum review of ECCE certificate and diploma programs, conducted for the child care sector study, found almost half of the programs did not include significant course work in this area. The child care sector study suggested that this area is more appropriate for additional study, rather than including it in professional education programs preparing individuals to work directly with young children. Ferguson's survey (1997) of child care administration and management postsecondary programs did find 12 such programs that seemed to cover most child care management topics.

A content analysis (Ontario Ministry of Community and Social Services, 1991) of Canadian colleges' early childhood education program course titles and brief descriptions found considerable similarities. All but one program contained over 65 percent of early childhood education essential content (recommended by an Ontario group of child care experts). However, the curriculum analysis found that colleges in only four Canadian jurisdictions included course content on multicultural content. More than half did not appear to have specific course content on legislation, financial management and child care administration.

## Transferability

Studies consistently reported the need for recognition and transfer of training credits, non-credit training and experience (Council of Ministers of Education, Canada, 1996; Bertrand & Beach, in press). The studies and reports identify issues of transferability between programs and levels of training within and between institutions. The organization and delivery of postsecondary education and the provincial/territorial staff qualification requirements in regulated child care programs help to create barriers to the mobility of ECCE credits.

- In one survey of first-year early childhood education students (Friendly et al, 1989), nearly one third of the respondents expressed a long-term goal to work with children as a teacher in the school system.
- Several reports have identified the need for a continuum of training options that link informal and credit training, college and university programs, and

- Grant MacEwan Community College (1992) developed five administration courses for the Early Childhood Administration certificate program through distance education. Course evaluations indicate that the course materials (videotapes and print manuals) were effective.

Isolation and difficulty in establishing contact with others is the main difficulty connected with distance learning (Bernier, 1995). The transition to more interactive methods may reduce these obstacles. At the same time, use of electronic technologies may be difficult for many.

## Professional Education for Family Child Care

There is evidence that mentoring, monetary incentives, and trainers who have practical sector experience and are knowledgeable about adult learning are elements related to improved quality of care in family child care (Kontos, 1992; Whitebook & Sakai, 1995). Kontos (1992) completed an extensive review of the research on family day care provider training and found very few empirical studies, making it difficult to determine what models of training are most effective. Kontos concluded from the evidence available that effective training initiatives for family day care providers are structured, involve experienced family day care providers in the design and/or delivery, and include frequent home visits as part of the training strategy.

The Family-to-Family training program for family child care providers in three U.S. communities included classroom experiences and home visits from

instructors and mentors. The study considered the impact on provider performance and overall quality of the family child care setting for those who took part in the training and a control group. The improvements associated with the training were modest: overall quality improved in two out of three sites, but no significant improvements were made in the caregiver's actual performance (Kontos et al, 1996). This may be a result of the training's emphasis on the classroom component rather than more individualized coaching that occurs during home visits.

In Canada, a few small studies do suggest some of the elements of successful professional education and development for caregivers in family child care.

- In Manitoba, one study (Pangman, 1994) considered the effect of a three-year certificate training program sponsored by the New Careers Program, Manitoba Education and Training, on the performance of family day care providers. The program included home visits, classes and application assignments. Based on both qualitative and quantitative assessments, the participants' performance improved.
- The Yukon Child Care Training Project (Hunt & Associates Consulting, 1995) included family day care providers in workshops in child development, programming, behaviour guidance and inclusive child care with follow-up training. The findings of the study reported the formation of a provider network, as well as evidence of increased self-esteem, among the providers who participated.

- Pence and Goelman (1991) found that training specifically related to family day care was associated with quality.

## Professional Development Activities

As noted earlier, few studies look at the influence on professional development activities on measures of child care quality. Even fewer studies consider what the components are of effective professional development. Kontos (1992) reported that workshops and discussion groups for family

child caregivers may increase knowledge and awareness, but are not likely to result in changes in practice.

In one study conducted in Toronto, child care centre staff members took part in a one-day workshop on how to use materials to stimulate children's discussion of race and race-related issues (James & Muhammad, 1992). After the staff at the workshop were observed using the materials with children, it reported that caregivers who had the support and involvement of their supervisors were more creative and confident in using the materials.

TABLE 3

Components of Training

Study	Format	Length	Content	Measures	Findings
<i>Quality Assessment as an Interactive Tool for Promoting Quality in Early Childhood Programs</i> (1996). T. Hunter & A. Pence	Training workshop for program staff in centre-based child care in 2 regions of British Columbia.	1-day training session, pre-test & post-test follow-up.	1-day training session for program staff to introduce ECERS as tool for self-assessment, provide information about quality child care & to explore issues of community partnerships.	Pre- & post-test ECERS. Control group & experimental group.	Pre-test/post-test comparison showed a significant increase in the quality (ECERS) score for the group which had taken part in the training session. Small sample and need for monitoring over longer period of time discussed.
<i>Student and Sponsor-Educator Relationships during Early Childhood Education Practicum</i> (1996). J. Pollard	Field practicum in ECE certificate program.	12-mth postsecondary program.	Working relationship between student & sponsor-educator during field practicum.	Multiple case study - in-depth study of 2 pairs of student-graduate & sponsor-educator. Focus group discussion.	Analysis of data suggests students in field practicum benefit from a mentoring relationship with sponsor-educator & prior skill development. Also, college faculty role should include clear responsibility for evaluation.
<i>Evaluation des programmes de techniques d'éducation en services de garde</i> (1996). Commission d'évaluation de l'enseignement collégial du Québec	College TESC (ECE diploma equivalent) programs & certification (ECE certificate equivalent) programs in Quebec.	TESG - 3-yr programs after Grade 11 in Quebec high school system. Certification -1 yr (sometimes only 6 mths) assuming 3 yrs' work experience.	17 TESC programs & 24 certification programs at 29 colleges.	Self-evaluation process using evaluation criteria established by reps. from colleges & child care sector.	15 of 17 TESC programs & 11 of 24 certification programs offering quality programs.

emerge from reports and surveys summarized in Table 4 and the findings of the child care sector study: the focus mainly on centre-based, preschool programs; lack of attention to linguistic, ethnic and cultural diversity; not enough content related to the inclusion of children with special needs; and little preparation for management or administrative roles in ECCE settings.

- Many training programs do not address the full scope of service delivery in the sector. Many do not include specific content on very young or school-age children. Most focus on regulated group settings. One study of school-age staff training needs in British Columbia (Early Childhood Educators of British Columbia, 1993) and an Ontario study (Yeates et al, 1990) recommended specific training for school-age children. A survey of family resource programs reported few opportunities for in-service training activities for staff in these settings (Kellerman, 1995).
- Many graduates from early childhood education programs feel unprepared to work with children from diverse backgrounds, and many employers identify additional training needs in this area. Several Canadian studies (James 1993; LaGrange et al, 1994; Bernhard et al, 1995; Bernhard & Freire, 1996) indicate gaps in training in preparing caregivers to work with cultural, racial and linguistic diversity. The findings are consistent with the review of several other Canadian studies assessing levels of quality (Doherty & Stuart, 1996). The review found very poor performance on the cultural awareness item in both infant-toddler and preschool programs in Alberta, British Columbia and Ontario and identified the need to emphasize

ethnically and culturally sensitive child care in pre- and in-service training. A series of research studies and reports on training programs in British Columbia (summarized in Unit of Child Care Research, 1995) identified the need to develop anti-bias curricula in training programs.

- Phillips (1995), in a recent U.S. review of quality in early care and education settings, noted that early childhood education training programs are often directive or prescriptive and presented outside a cultural and family context. She suggested that effective teacher preparation would include "tools for interpreting the behaviour of children from cultural and ethnic groups that differ from their own, and for making adjustments based on what they are able to learn about the rules and assumptions that guide children's behaviours" (Phillips, 1995, p. 22).
- A review of family day care by the European Commission Network on Child Care (Karlsson, 1994) noted that in European countries, as in Canadian jurisdictions, no special training is required before a person can care for children as a family home child care provider, but that in-service training is available in most European countries. The report does recommend that training should be a requirement for all family home child care providers.
- Professional education programs do not prepare providers with all the skills and knowledge necessary to facilitate the full participation of children with disabilities. Two small Canadian studies (Brophy et al, 1996; Hutchinson & Schmid, 1996) that examined the inclusion of children with special needs in child care

# Needs, Expectations and Perceptions

In this section, Canadian studies and surveys are reviewed to identify trends, barriers and future directions related to professional education and development opportunities and experiences. The literature includes studies that gathered data about providers, employers and parents' expectations and perceptions of training experiences.

Four broad themes emerged from the studies outlined in Table 4, which describe both perceived gaps in current training and possible future directions: barriers to participation, gaps in ECCE postsecondary programs, transferability and the need for ongoing professional education and development.

## Barriers to Participation

Caregivers at all levels and in all types of early childhood services value professional education and development opportunities (Beach et al, 1998; Goss Gilroy, 1998a). However, they identify a number of barriers to accessing them.

- Given the geographic reality of Canada, many current and potential providers are unable to access either credit or non-credit training opportunities.

- Several Canadian reports also identified financial barriers to accessing training and education opportunities (Early Childhood Educators of British Columbia, 1993; Unit for Child Care Research, 1995) and support for financial supports, such as replacement costs for regular staff or tuition costs (ARA Consulting Group, 1990; Read & LaGrange, 1990; Unit for Child Care Research, 1995). U.S. studies (Kontos, 1992) identified monetary incentives, such as substitute replacement costs, as crucial to participation in training opportunities.
- Linguistic and cultural differences also present barriers to accessing training opportunities. Most credit and non-credit training is delivered in English or French. First Nations people report cultural barriers that prevent participation in training programs.
- Caregivers in both family child care and group care settings often report the scheduling of centrally delivered training as not compatible with work demands (Beach et al, 1998; Goss Gilroy, 1998a,b). Field placement requirements for those completing ECCE programs through continuing education or distance education present significant difficulties (Early Childhood Educators of British Columbia, 1997).

## Gaps in Early Childhood Care and Education Postsecondary Programs

The content of credit ECCE postsecondary programs is not always relevant to the practical needs of providers in early childhood services. Four areas of concern

Components of Training (cont'd)

Study	Format	Length	Content	Measures	Findings
<i>Aboriginal Child and Youth Care: Community-based, Culturally Sensitive Education Program: Generative Curriculum Model Program Guidebook</i> (1995). Meadow Lake Tribal Council and School of Child and Youth Care, University of Victoria	2-yr university-level program for First Nations child & youth care students at Meadow Lake Tribal Council in Saskatchewan.	2-yr program with 5 terms & 15 courses and 5 field practica.	Generative curriculum model - community-based, culturally sensitive postsecondary education. Integrates elders' teachings, community-based cultural resources into the curriculum. Participatory & cooperative learning strategies.	Generative Curriculum Model & course materials evaluated by a panel of 5 experts: Dr. Kofi Marfo, Ms. Debbie Jette, Dr. Roland Sharp, Ms. Wanda Bolton & Dr. P. Cook.	Appropriate respect for curriculum development, input from elders, students and community members. Meets goals of university instruction. Renewed interest & impact of the elders in the life of the communities.
<i>Yukon Child Care Training Project</i> (1995). A.J. Hunt & Associates Consulting Ltd. Prepared for Yukon College	Workshops with follow-up training for child care workers, family day home providers and day care centre directors.	26-mth project; 5 core 1- to 2-day workshops; 9 other workshops.	Core workshops on child development, behaviour management, programming & inclusive child care. Separate training activities for 3 target groups. Staff development in adult education for trainers. Development of curriculum training manuals. Modifications for distance delivery. Completion of follow-up assignments earned credits toward EC 106 at Yukon College.	Data collection on number of workshops & participants. Workshop participant & non-participant surveys. Follow-up training evaluation survey. 4 focus groups with child care providers who had participated in the workshops. Stakeholder interviews with 6 individuals involved with project.	86 workshops had 714 enrolments (331 participants). Estimated 80% of child care workers in Yukon's child care centres participated. Ratings for workshops ranged from 3.99 to 4.5 out of 5. Fetal alcohol syndrome and child development workshops received highest ratings. Unintended outcomes included increase in providers' self-esteem, informal network of family day home providers initiated & involvement of child development centre in rural workshops.
<i>Overall Executive Report: Years One, Two and Three of a Three Year Training Program</i> (1994). C. Pangman	In-service, competency-based certificate program for family home day care providers in Manitoba.	3 yrs.	Combination of classes, home visits & application assignments based on identified competencies (knowledge, skills & attitudes related to child development and early childhood education practices).	Qualitative assessments, including focus group interviews of participants, home coordinator reports, observations & interviews. Quantitative methods included pre- & post-test measurement of performance using the Family Day Care Provider Tasklist (228 items).	Results of pre- & post-test assessment indicate performance improvement after participation in the training program. In most skills, participants improved by at least one scale level. Qualitative evaluations indicate performance of program graduates improve. Support from participants for training program approach & delivery.

Components of Training (cont'd)

Study	Format	Length	Content	Measures	Findings
<i>Study of a Dual Practicum Placement during Preservice for Teachers of Young Children</i> (1993). S. Eden & A. Todd. North York Board of Education & York University Partnership	University teacher-training program.	January to May practicum placement, 2 days per week plus a teaching block week at beginning & end of the practicum.	Practicum experience of York U. Faculty of Ed. student teachers placed in a dual setting involving a combined Jr. & Sr. Kindergarten classroom & in-school child care program. Supervised by both kindergarten teacher & early childhood educator in child care program.	Qualitative study using observations, focus group discussions & teacher candidate journals.	Student teachers stated understanding of importance of consistency & continuity for children attending 2 different settings. Observations indicated children connected to student teachers in both settings increased risk taking & socialization. Findings also suggested ambiguity re role of teacher in early education & importance of relationships. Student teachers identified inconsistencies in expectations & practices & frustration with lack of time for discussion.
<i>A Study of Children in Child Care Programs: Perception of Race and Race-Related Issues</i> (1992). C. James & H. Muhammad. Submitted to Metro Toronto Children's Services Division & Multicultural & Race Relations Division	In-service training with ECE teachers & supervisors.	1-day training session.	Provided principles & suggestions to guide use of materials intended to stimulate children's discussion of race & race-related issues.	Observers (familiar with day care settings & trained in ECE) recorded interactions between children and teachers, materials & other children.	Training session productive in preparing participants for investigation. Teachers with support & involvement of supervisors more creative & confident in using materials. Recommend shorter sessions with intervals. More training needed to overcome tendency to dominate discussions of values & suppress children's behaviour rooted in racial beliefs.
<i>Early Childhood Administration Program</i> (1992). Grant MacEwan Community College	Distance education delivery using tutors, videotapes & printed material.	5 credit courses.	5 courses in child care administration for certificate in Early Childhood Administration.	Course evaluations completed by course developers, tutors & students. Course evaluations based on findings of an occupational task study.	Findings indicate course materials relevant to the program & child care sector. Course materials also effective in providing information.

Components of Training (cont'd)

Study	Format	Length	Content	Measures	Findings
<i>Evaluation Report: Distance Education Child Care Worker Training</i> (1989). D. Haughey, S. Romsa & P. MacAskill	Training for Child Care 1988 - distance education child care worker training designed by Manitoba Child Care Association, Red River Community College & Distance Education & Technology Branch of Manitoba Education for untrained staff working in licensed child care programs.	10-mth program, including initial 3-day regional orientation. Weekly teleconferences, monthly practica & integration seminars.	Over 700 instruction hrs. Courses included: Child Development; Health, Nutrition & Safety; Curriculum Planning; Guiding Children's Behaviour; Family & Community Studies; Interpersonal Relationships & Professionalism; & 3 Supervised Practica. Methodologies included competency-based learning materials, teleconference classes, electronic messaging, telephone tutorials, monthly seminars & workshops, & video & print learning resources. Wage subsidy for participants.	Evaluation designed to gather information on program's effectiveness & efficiency and to identify improvements for future implementation. Included tracking of student enrolment & completion, student satisfaction questionnaires & employers' questionnaires.	66 of 103 enrollees completed program. 43 modules & 3 practica of Red River Community College Child Care Services program adapted for distance delivery. 83% of students rated program quality as high. 93% of employers indicated employees were using skills learned. All employers indicated employees acquired new skills & most reported a positive effect on overall centre quality. Most employers indicated wage subsidy was crucial to their participation. Mix of technology, including opportunities for direct contact & interaction.