Environmental Scan for the Coalition of Child Care Advocates of British Columbia and Early Childhood Educators of British Columbia Integrated System of Early Care and Learning Project

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Sources:

All the information included in this report comes from secondary sources that were publicly available at the time of preparation. The key sources for each province and territory are:

- Early Childhood Education and Care in Canada 2008, published by the Childcare Resource and Research Unit
- Provincial/territorial ministry/department of education websites

Every effort has been made to ensure the accuracy of the information and to provide the most current information readily available.

Wherever possible, links to available references and resource materials have been provided.

Limitations:

This document provides a brief overview of the role of ministries/departments of education in the provision of early care and learning programs and supports. Many provinces and territories have specific early childhood care and education policies, funding allocations, programs and curriculum for Aboriginal learners and their families. It was beyond the scope of this environmental scan to examine in any detail the unique nature of the provision for Aboriginal children. As well, it was beyond the scope of the scan to examine individual school board policies and practices, including those of francophone and separate school boards. Where possible, some individual school board initiatives have been included for illustrative purposes, but they in no way reflect a comprehensive summary of what each school board may be doing with respect to early care and learning.

Note:

The focus of the information in this report is on the current developments and activities underway through provincial/territorial ministries of education related to early years care and/or learning. However, where appropriate, information about regulated child care is provided, particularly in section 4, which examines how current early care and learning delivery systems match the project's guiding principles.

1. INTRODUCTION

The Coalition of Child Care Advocates of British Columbia (CCCABC), in partnership with the Early Childhood Educators of British Columbia (ECEBC), is undertaking a new project – "Moving to a System of Integrated Early Care and Learning in BC." This project examines the relationship between free, universal and publicly funded full school-day kindergarten for 5- and 4-year olds and British Columbia's existing child care services.

Seven principles, developed by CCCABC and ECEBC, guide the exploration of an integrated system of early care and learning, supported by an extensive body of research and reflected in Canada and BC's obligations under international agreements such as the UN Convention on the Rights of the Child (CRC) and related General Comment #7 (GC7) on "Implementing child rights in early childhood." Initially, these principles will be used as the lens through which the effectiveness of various approaches to integrating the delivery of early care and learning programs will be assessed.

- 1. The right of all children to access universal, high quality, publicly funded early care and learning services is enshrined in legislation.
- 2. Programs are planned, delivered and governed on a democratic, not-for-profit basis through an integrated system of early care and learning.
- 3. The system of early care and learning advances equity and social inclusion for all.
- 4. Programs provide play-based, inclusive experiences that meet all children's developmental needs and respect their right to quality of life.
- 5. Programs are designed to meet the needs of the majority of families where parents are in the paid labour force, studying and/or participating in community life.
- 6. Programs are delivered by socially valued and fairly compensated staff with specific education and expertise in early childhood education.
- 7. Programs are adequately funded, stable and openly accountable to the communities they serve.

One of the activities of this project is an environmental scan of integration of care and education activities across provinces and territories. Specifically, the environmental scan provides an overview of current developments and activities underway through provincial/territorial ministries of education related to early years care and/or learning. The scan includes an overview of:

- the role of ministries and departments of education in the provision of early childhood programs and services, and new developments, and
- how provincial/territorial early care and learning systems meet the guiding principles.

2. THE CONTEXT FOR INTEGRATION

Over the past 10 years, ministries of education in several provinces and territories have shown an increased awareness of and interest in early childhood education. This has resulted in a number of programs and services for children younger than five years old, expansion of full-school-day kindergarten, and policies to make space for child care a priority in school buildings, or on school property.

During the same time frame, ministries responsible for child care have largely shifted from social services to children's or education ministries, and several jurisdictions have introduced early learning frameworks or curricula to guide the pedagogical approaches in early childhood programs.

A key influence in the discussion about the respective roles of "education," "early learning" and "child care" is the Organisation for Economic Cooperation and Development (OECD) Thematic Review of Early Childhood Education and Care. Taking place over an eight year period beginning in 1998, the review examined in detail early years' provision and policies in 20 countries. *Starting Strong*,¹ the first of two reports resulting from the review, provided an overview of policy trends across participating countries, and identified eight key elements of successful early childhood education and care (ECEC) policy. Two of the elements have stimulated considerable discussion about governance and integration of care and education. These elements are:

- A systematic and integrated approach to policy development and implementation. The report notes the need for clear policy frameworks, effective governance and monitoring processes, supporting and training professional staff and adequate funding and financing mechanisms, and that countries with strong ECEC systems have:
 - \circ $\,$ A clear vision underlying policy, with a focus on children as a social group
 - o Coordinated policy frameworks at centralized and decentralized levels
 - o A lead ministry that works in co-operation with other ministries, departments and sectors
 - o A collaborative and participatory approach to reform
 - Strong links across services, professionals, and parents in a given community.
- A strong and equal partnership with the education system. The report identifies the trend in many countries towards greater cooperation between ECEC and the school system, and the integration under education auspices. It suggests that close cooperation with the education system supports a lifelong learning approach, which recognizes early childhood as an important phase for developing dispositions and attitudes towards learning. The report also emphasises that much can be done to meld policies and practices of ECEC and primary schools and that each sector has much to learn from the other, and that cooperation is a positive development as long as the traditions of quality early childhood practices are maintained.

In 2004, Canada participated in the thematic review, and the OECD international review team recommended that Canada:

- Build bridges between child care and kindergarten
- Conceptualise and deliver care and education as one seamless program, and
- Have a single responsible department within each province and territory.²

The OECD advised that integration of kindergarten and child care would bring real advantages in Canada.

¹ Organisation for Economic Cooperation and Development (2001). *Starting Strong: Early Childhood Education and Care*. Paris: OECD pp127-128

² Organisation for Economic Cooperation and Development (2004). *Canada Country Note*. OECD: Paris, France.

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Moss and Bennett³ make the case for moving all ECEC services into the education system. Reasons include:

- Education's primary focus on children
- The importance of lifelong learning and a recognition that children are learners from birth, not just from the age of 3
- The stronger infrastructure within education
- A belief that education provides a better basis than welfare for developing a service based on universal entitlement.

They suggest three conditions as a working hypothesis:

- To extend the values and principles of public education systems to all ECEC services
- To organise a single structural framework, replacing dual care/education structures
- To develop an integrative concept that encompasses not only learning but also the care and wellbeing of young children, enabling policy and practice to move beyond 'early education' and 'child care' as separate entities.

In a discussion paper prepared for the Integration Network Project of the Institute of Child Study at OISE, Colley notes that *structural integration occurs when the child receives a range of services from different programs without repeated registration procedures, waiting periods, different philosophies, human resources practices and funding systems.*⁴

In most of Canada there is little in the way of full integration, but there are varying degrees of greater involvement in ECEC by ministries of education across a number of provinces and territories. The following section of this report identifies the main provisions of early learning and child care services provided by ministries of education in each province and territory.

³ Moss, P. and Bennett, J. *Toward a new pedagogical meeting place? Bringing early childhood into the education system.* Briefing paper for a Nuffield Educational Seminar: September 26, 2006

⁴ Colley, S. (2005). *Integration for a Change: How can Integration of Services for Kindergarten-Aged Children be Achieved*? Toronto: Institute for Child Study, OISE/University of Toronto. p11

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3. OVERVIEW OF THE EARLY LEARNING AND CHILD CARE ACTIVITIES AND DEVELOPMENTS IN PROVINCIAL/TERRITORIAL MINISTRIES OF EDUCATION⁵

NEWFOUNDLAND AND LABRADOR

Responsible ministry/department: Department of Education

Kindergarten for 5-year olds

Kindergarten is a legislated entitlement for all children in the year they turn 5. It is a part-day program, operating for an average of 2.5 hours/day. Many schools have children rotate between morning and afternoon sessions on a bi-weekly or monthly basis. There are 475 instructional hours/year. Kindergarten attendance is voluntary.

Curriculum: Early Beginnings: a Kindergarten Curriculum Guide provides the overall philosophy for kindergarten, examples of developmentally appropriate instructional strategies, a curriculum framework and assessment strategies.

Class size: Maximum class sizes are 20.

Staffing: Kindergarten teachers must have a B.Ed. or a BA plus one-year post-degree study in education.

Full-time teaching salaries range from approximately \$42,000-\$72,000 depending on qualifications and years of experience.

Classroom assistants may be in the classroom to assist children with special needs and work under the direction of the teacher. Assistants must have high school completion; they earn between \$13.53-\$14.52/hour.

Funding: Public spending on kindergarten is approximately \$5,300/child. There are no fees to parents. There is no public funding of private/independent schools.

Kindergarten for 4-year olds

There is no kindergarten for 4-year olds.

Other programs/services

Kinderstart is a kindergarten orientation program aimed at a successful transition from home to school. Registration for kindergarten begins 17 months prior to school entry. At this time, eight Kinderstart sessions are scheduled. The program is based on developmentally appropriate activities for children 3.8-4.5 years and takes place with small groups of children, their parents/caregivers and kindergarten teachers. Parents/caregivers must participate in all the activities for the first five sessions. In the following three sessions parents participate in workshops on issues related to child development, while children attend sessions on their own. Participating families receive a Kinderstart bag with a book and other childrelated items.

There is an observational component to Kinderstart; teachers observe children's behaviour and performance and record the observations on data collection records. Any concerns are noted for follow-up.

⁵ Information in this section comes from *Early Childhood Education and Care in Canada 2008*, updated with documents from provincial/territorial ministries/departments of education websites. A full list of documents and links is contained at the end of the report.

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Home-based services: The Department of Education offers itinerant home-based services for preschool children who are visually impaired/blind and deaf/hard of hearing. Approximately one year before school entry a school district psychologist provides assessment services and assists with the transition to school.

Grants: The Department of Education provides early childhood learning program grants to non-profit organizations to support early literacy and numeracy development.

Role of Department of Education: The Department of Education includes an Early Childhood Learning Division, created in 2005, "to focus on the learning needs of pre-school children, and to develop and implement programs which will provide a solid foundation for success in school." Its services include:

- Consultant support to pre-school programs approved under the Early Learning Grants program
- Sharing of professional resource materials to educators of pre-school programs
- Kinderstart sessions with parents upon request from schools
- Summer institutes on topics relating to Kinderstart.

The division indicates on its website that it is responsible for early learning, which is defined as regulated full-time or part-time child care centres, family childcare homes, family resource centre programs, school-sponsored pre-kindergarten programs, and early literacy programs, such as those affiliated with public libraries, schools and community centres. However, it also notes that the Department of Health and Community Services is responsible for child care services and provides a link to that department's website.

Developments

In 2009, the government announced the creation of the Department of Child, Youth and Family Services; responsibility for child care moved from the Department of Health and Community Services to this new department.

The March 2010 Speech from the Throne announced the development of a 10-year Early Learning and Child Care Strategy, to be undertaken by the new Department of Child, Youth and Family Services, in coordination with the Department of Education. Consultations with parents and others on a draft early learning framework are to begin this year. The framework *Learning from the Start* proposes more support for parents with children under the age of 3; more formal learning opportunities for 4-year olds and full school day kindergarten for 5-year olds.

Key Sources and Websites:

Department of Education Early Childhood Learning website: <u>http://www.ed.gov.nl.ca/edu/earlychildhood/index.html</u>

Early Beginnings: A Kindergarten Curriculum Guide: http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/earlybeginnings/index.html

Kinderstart Program Guide: http://www.ed.gov.nl.ca/edu/earlychildhood/KinderStart.pdf

Ministry of Education Early Learning Grants: <u>http://www.ed.gov.nl.ca/edu/earlychildhood/eclg.html</u>

Department of Child, Youth and Family Services: http://www.gov.nl.ca/cyfs/index.html

Child care publications: <u>http://www.gov.nl.ca/cyfs/publications/index.html#childcare</u>

2010 Speech from the Throne on Early Learning and Child Care Strategy: http://www.exec.gov.nl.ca/thronespeech/2010/speech2010.htm#Caring For Our Children

PRINCE EDWARD ISLAND

Responsible ministry/department: Department of Education and Early Childhood Development

Kindergarten for 5-year olds: school year 2009 – 2010⁶

Kindergarten is available to all children in the year they turn 5.⁷ From 1974 until 2000, kindergarten was delivered in early childhood programs; parents paid monthly fees, and were eligible for subsidy based on net monthly income. Since 2000, kindergarten has been publicly funded (universal), delivered through the early childhood system, and governed by the *Child Care Facilities Act, Regulations and Guidelines.* Since 2000, programs are required to operate for a minimum of 3 hours/day (with 2.5 hours of instructional time), 5 days a week or the equivalent, and between 9-10 months/year. Kindergartens may be located in a child care centre, a school, or operated as a stand-alone program, and are run by non-profit and for-profit operators. Kindergartens are required to follow the PEI Integrated Kindergarten Curriculum.

Curriculum: In September 2008 PEI introduced an integrated play-based kindergarten curriculum, developed by early childhood educators. It encompasses a full range of learning domains including early literacy and numeracy, social studies, science, creativity and health and physical development.

Class size: There are no maximum class (group) sizes, but a ratio of 1:12 must be maintained. Maximum centre size is 50 spaces.

Staffing: Teachers must have a 2-year ECE diploma. The average wage of a kindergarten teacher is \$14.23/hour.

Special Needs Assistants may work in the classroom to support the inclusion of children with special needs. Wages for Special Needs Assistants are funded to a maximum of \$10.12 per hour (with additional funds to cover mandated employer related costs); however, some centres' ECE wages are lower, and therefore some special needs assistants earn less than the funded maximum. On the other hand some centres pay their Special Needs Assistant at a higher rate of pay if their ECE is paid higher. The average wage for a special needs assistant is approximately \$9/hour.

Funding: Public spending on kindergarten is approximately \$2,768/child.

There is no public funding of private schools.

Kindergarten for 4-year olds

There is no kindergarten for 4-year olds.

Other programs/services

Welcome to Kindergarten is a literacy-based introduction to school, held in May and June. Parents/caregivers attend a workshop with their child, meet the teacher and principal. Parents/caregivers receive resources on how to support their child's learning at home.

Role of the Department of Education: In April 2007, responsibility for regulated early childhood education and care moved from the Department of Social Services and Seniors to the Department of Education. At the same time, the Department was re-named to the Department of Education and Early Childhood Development (DEECD). The DEECD is also responsible for Family Resource Centres, and Best Start – a home visiting program for families with children from birth to 24 months. The DEECD provides support to

 ⁶ This kindergarten model will not exist after end of June 2010. The kindergarten and child care systems will undergo extensive transformation in September 2010. See Developments section for an overview.
⁷ In 2006/07 children had to be 5 by September 30; in 2007/08 they had to be 5 by August 31; in 2008/09 they had to

⁷ In 2006/07 children had to be 5 by September 30; in 2007/08 they had to be 5 by August 31; in 2008/09 they had to be 5 by October 31.

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supervisors of Early Childhood Development Centres (regulated early childhood education and care programs) through the Bridges program. The program provides a resource team to support curriculum development, program delivery and parent engagement.

Developments

In April 2008, the government of PEI announced that it was committed to bringing kindergarten into the public school system. A Public Kindergarten Commissioner was appointed to develop an implementation plan, based on research, and broad consultation. Her findings and 38 recommendations are contained in the June 2009 report *Every Child a Better Future*.

As of September 2010, kindergarten programs will be delivered through the public school system. At that time kindergarten will become compulsory and will be a full-school-day program.

A 19-member kindergarten Transition Team was established in 2009, and is composed of Department staff, school board staff, the president and executive director of the Early Childhood Development Association, working group chairs, and representatives of the early childhood sector, La Fédération des Parents, the PEI Teachers' Federation and the PEI Home and School Federation. There are 9 working groups reporting to the Transition Team. The team and its working groups have addressed a number of issues including transition issues for early childhood development centres, space, equipment, transportation, professional development, legislative amendments, communication and evaluation. The team has worked collaboratively with Holland College's and Collège Acadie Î.-P.-É.'s ECE faculty to provide training for school principals, teachers, and school support staff in developing an understanding of early childhood development, teaching methodology, and behaviour guidance approaches.

Over the next 3 years, existing kindergarten teachers will be given first consideration for the new positions. They will be required to have a two-year ECE diploma, with at least one year of experience in teaching the current PEI Integrated Kindergarten Curriculum, and must agree to complete requirements for a Bachelor of Education with an Early Years Concentration by 2016. Kindergarten teachers whose age and years of experience add up to 80 or more will be exempt from this requirement. The University of PEI began offering courses for new kindergarten teachers in Spring 2010; ECEs will be given full credit (equivalent to two years of study) for their diploma credentials. Kindergarten teachers will be members of the PEI Teachers' Federation; the Collective Agreement will be adjusted to recognize the range of education levels. Certified ECEs who have been teaching in kindergarten programs and who already hold Bachelor of Education (B.Ed.) credentials are not required to take additional courses.

The current PEI Integrated Kindergarten Curriculum will continue to be delivered in kindergarten classrooms in the public school system. The DEECD's Bridges Team will provide curriculum and program support to the kindergarten classes.

Class sizes are based on 15 children. For the next 3 years, there will be 1 kindergarten teacher for each small class – defined as fewer than 8 children. If enrolment in a class reaches 18 or higher, an additional .33 FTE will be allocated for every 3 students above 15, to a maximum of 24.

Beginning in the spring 2010, all children are invited to participate in the Early Years Evaluation (EYE) prior to attending kindergarten. EYE assesses children's development in four domains: self-awareness, cognitive skills, language and communication, and gross and fine motor skills. The child's assessment report is to be sent to parents by June 2010.

In January 2010 government hired a consultant to guide the development of an early childhood development framework, and to specifically identify the impact of the kindergarten move on early childhood centres and develop a transition plan for an ECEC system for 0-4 year olds. This work was guided by a working group including four government departments (Education and Early Childhood Development, Health and Wellness, Community Services, Seniors, and Labour, and Executive Council

Office). *The Early Years Report – Early Learning in PEI: An Investment in the Island's Future* was released in May 2010, proposing fundamental changes to the governance and delivery of early childhood programs. Key recommendations include:

- A community based, publicly managed ECEC system, with number of centres/spaces based on a governance model that involves a planning process informed by local Early Years Advisory Committees
- A proposed "vision for children" in PEI
- Revised Act and Regulations
- Introduction of "Early Years Centre", with options for existing regulated ECEC programs to apply for Early Years Centre designation. Early Years Centres have additional requirements (as compared to licensed private centres) e.g., are required to follow new curriculum, have parent advisory committees, have all staff certified at one of the new levels; pay wages according to established wage scale, implement regulated parent fee schedule. It is recommended that all existing centres be grandparented to the new system, but that other new Early Years Centres must be non-profit.
- Establishment of regulated parent fees and ECE wage scale for staff in Early Years Centres
- Development of Early Years (0-4) Learning Framework/Curriculum, based on a social pedagogical approach
- Introduction of "infant homes" which are regulated, funded, linked to family resource centres, and supported by the Bridges Team for curriculum, program delivery, and parent engagement
- Expansion of Bridges Team to include Infant/Toddler specialist to support Infant Homes and, in partnership with family resource centres, provide outreach in rural communities to parents with infants and toddlers
- New certification model ranging from Entry Level (90 hours); Level 1 (one year certificate); Level 2 (2 year diploma); and Level 3 Director (post-diploma credential in ECEC Administration)
- Centralized Wait List
- Workplace Training Program for uncertified staff
- Development of an ECEC Data Strategy
- Enhanced access to post-secondary education in ECE
- Enhanced support for ECEC infrastructure
- Establishment of Early Years Centre at hospital (24 hour facility) for parents who work shift hours
- Revisions to Child Care Subsidy Program to eliminate requirement for labour force attachment and to increase income thresholds for income testing
- Ongoing research support

In response, Government has fully endorsed *The Early Years Report* and will embark on a five year implementation plan. *Securing the Future for our Children: Preschool Excellence Initiative* outlines Government's plans for the first 18 months of implementation, including (but not limited to) establishment of first round of Early Years Centres and Infant Homes by September 2010, a new funding model with regulated parent fees and an ECE wage scale, introduction of new legislation in Fall 2010, establishment of a centralized wait list, and new post-secondary education initiatives.

In launching its new ECEC plan, Government has increased funding for the ECEC sector by 63% for this fiscal year. An Early Years Steering Committee is being established to plan for the rest of the recommendations over the five year period; and will begin to evaluate the new system with a report expected in January 2012.

As part of its work in Atlantic Canada to develop integrated early childhood programs, the Margaret and Wallace McCain Family Foundation (MWMFF) is supporting Smart Start, a partnership between the Eastern School District, CHANCES non-profit community agency and Public Health Nursing. Services include a preschool program for children 3-4 years old, an early development program for infants and

toddlers, parent-child activities, nutrition counselling, pre- and post-natal support and parent resources and information. Smart Start is located in two school sites in Charlottetown.

Key Sources and Websites:

Department of Education and Early Childhood Development Website: <u>http://www.gov.pe.ca/eecd/</u>

Mella Patricia (2009). *Every Child a Better Future: Public Kindergarten Commissioner Report:* <u>http://www.gov.pe.ca/photos/original/edu_KinderRepor.pdf</u>

Prince Edward Island Education and Early Childhood Development (2010). *Kindergarten Transition: Progress Update* <u>http://www.gov.pe.ca/eecd/index.php3?number=1029911</u>

Flanagan, Kathleen (2010) *The Early Years Report Early Learning in PEI: An Investment in the Island's Future*. <u>http://www.gov.pe.ca/photos/original/edu_earlyyrsRpt.pdf</u>

Securing the Future for our Children: Preschool Excellence Initiative: http://www.gov.pe.ca/photos/original/edu_ExcellIniti.pdf

Kindergarten Integrated Curriculum Document: http://www.gov.pe.ca/photos/original/k_doc.pdf

NOVA SCOTIA

Responsible ministry/department: Department of Education

Kindergarten for 5-year olds

Known as Grade Primary in Nova Scotia, kindergarten is compulsory for all children in the year they turn 5. It is provided on a full-school-day basis, with a minimum of 4 instructional hours/day.

Curriculum: The *Learning Outcomes Framework Grade Primary* contains curriculum outcome statements describing the knowledge, skills and attitudes children are expected to demonstrate as a result of their learning. Curriculum areas include health education, language arts, mathematics, music, physical education, social studies, science and visual arts.

Class size: Maximum class sizes are 25 for Grade Primary and 20 in Grade Primary/Grade 1 combinations.

Staffing: Kindergarten teachers are required to have a Bachelors degree, comprising five years of undergraduate studies, including two years of an approved program of professional studies.

Full-time teaching salaries range from approximately \$38,000-\$68,000 depending on education and years of experience.⁸

Teacher Assistants work in classrooms that include children with IPPs. Assistants work under the direction of a teacher, and must have high school completion. Wage information is not available.

Funding: Public spending on kindergarten is approximately \$6,000/child.

There is no public funding of private/independent schools.

Kindergarten for 4-year olds

In 2005 the province implemented a pilot project for 4-year olds in the school system, with funding for 19 sites. The full-school-day programs were led by Early Childhood Educators who had either a diploma or a degree. Class sizes were limited to 18 children. The pilot was cancelled after three years. At the same time the eligibility age for Grade Primary was lowered. As of 2008, children who turned five by December 31 became eligible for Grade Primary (instead of those who turned five by October 1, the previous requirement).

Other programs/services

Schools Plus: Part of Nova Scotia's child and youth strategy to improve collaboration in delivery of programs and services for children and families, Schools Plus includes a range of programming and supports offered at school sites. The programs may include child care, family resource programs, homework clubs, community gardens, parenting classes and recreation. Four school boards are involved in the initial pilot project. Each board has a Schools Plus facilitator, who acts as a liaison between the school and the community. Schools Plus serves all families and children in their area, with a particular focus on those who need additional supports and services.

Excel: The Halifax Regional School Board operates Excel – a before- and after-school program for children in grade Primary–Grade 6 in several schools. The service is offered on a fee-for-service basis, with payment made directly to the school board, and is overseen by a regional supervisor. Staff are required to have a minimum of one year experience in the child care field and head instructors require three years experience. The program does not operate on school professional development days.

⁸ From 2004, the last years for which figures were readily available. See: <u>http://resource.educationcanada.com/salaries.html/</u>

Developments

In September 2008 the Halifax Regional School Board launched *Early Learning Opportunities* (ELO), a program for 4-year olds, in five schools. ELO employs Early Childhood Educators and is funded through the school board budget. The program is based on the YMCA Playing to Learn Guide. The Nova Scotia Teachers' Union filed a grievance over the hiring of ECEs.

The Nova Scotia Teachers' Union released a position paper in July 2009 endorsing the vision of the Council for Early Child Development.

Role of Department of Education: The Department of Education continues to support an Early Learning Coordinator position.

Key Sources and Websites:

Department of Education website: http://www.ednet.ns.ca/

Learning Outcomes Framework Grade Primary: http://www.ednet.ns.ca/pdfdocs/outcomes/by_grade/grade_primary.pdf

Schools Plus: http://www.gov.ns.ca/news/details.asp?id=20071203008

Early Learning Opportunities: <u>http://www.councilecd.ca/files/resourcesSection/PanCanadianSummit/</u> <u>MathesonEarlychildhoodeducationintheHRSB.pdf</u>

Excel program, Halifax School Board: http://www.hrsb.ns.ca/content/id/228.html

The Early Learning and Child Care Plan: http://www.gov.ns.ca/coms/families/elccprogram.html

NEW BRUNSWICK

Responsible ministry/department: Department of Education

Kindergarten for 5-year olds

Kindergarten is compulsory for all children in the year they turn 5. It is provided on a full-school-day basis, with a minimum of 4 and a maximum of 4.5 instructional hours/day, and 187 days of instruction. For children who turn 5 on or after September 1, entry to kindergarten may be delayed a year at the parent's discretion.

Curriculum: The prescribed curriculum is specific to each subject area and is organized by K–Grade 3 or K–Grade 5.

The New Brunswick Curriculum Framework for Early Learning and Child Care is being implemented in preschools and child care centres, and has also been provided to transition-to-school coordinators. The framework was developed with input from the Department of Education and complements the primary school curriculum.

Class size: Maximum class sizes are 22 for kindergarten and 17 for mixed kindergarten/grade 1 classes. If there are more than 20 in a class, a kindergarten support worker is provided, funded through the Department of Training, Employment and Development.

Staffing: Kindergarten teachers are required to have two undergraduate degrees and hold a New Brunswick Teachers' Certificate. The minimum starting salary for a full-time teacher is approximately \$43,000, with an average salary of \$61,000.

Classroom Assistants work in classrooms that include children with identified special needs. There are a range of positions, including Interventionists, Teacher Assistants, and Student Attendants, each with different responsibilities and rates of pay, which average \$17/hour.

In addition, there are Kindergarten Support Workers in kindergarten classrooms with more than 20 children. These workers are paid minimum wage, and are funded through an agreement with the Department of Training, Employment and Development.

Funding: Public spending on kindergarten is approximately \$7,800/child.

There is no public funding of private/independent schools.

Kindergarten for 4-year olds

There is no kindergarten for 4-year olds.

Other programs/services

In 2007, each school district was allocated one FTE to coordinate transition-to-school activities, including conducting Early Years Evaluation: Direct Assessment (EYE-DA) assessments at school registration and connecting children and families with early intervention or compensatory activities in the community as appropriate.

As of 2008/09 all children registered for kindergarten are invited to participate in the EYE-DA. Assessments focus on several domains, and if results warrant, interventions are planned prior to school entry.

Developments

Early Childhood Development Centres: In June 2008, the Government of New Brunswick released its long-term strategy for early learning and child care: *Be Ready for Success: A 10 Year Early Childhood Strategy for New Brunswick,* the province's first long-term strategy for early learning and child care.

In 2009, the provincial government, in the *Charter for Change* framework, made a commitment to implement a pay equity program targeting child care staff working in provincially registered child care facilities. Recommendations from this review are not yet publicly released.

A new Early Learning and Childcare Act received Royal Assent in the NB Legislature in April 2010. This is the first legislation in NB to specifically pertain to early learning and child care programs. The new Act requires all licensed programs to implement either the NB English or French early childhood curriculum framework, sets out areas for regulations to be developed, and addresses the operation of licensed early learning and child care programs, operating grants and family subsidies. Previously, NB had "standards" to define licensing requirements.

The province is supporting four integrated early childhood development centres demonstration sites. Funding is provided over a three-year period to establish, implement and evaluate integrated early childhood development and parenting centres. The Margaret and Wallace McCain Family Foundation is working with the government to support an additional five sites. This initiative is aligned with the province's poverty reduction strategy. Core programs to be offered at each site include full- and part-time child care, playgroups and drop-in centres. Additional programs, such as toy lending, immunization clinics and healthy lifestyle programs may be offered according to community need.

The centres are located in schools, and are operated by a non-profit board of directors. The early childhood development centres are neighbourhood hubs, where parents can access services under one roof. The centres are to operate around a shared vision with the schools, with the principals as key partners. Parents will pay for the child care services and may be eligible for fee subsidies. The sites are intended to provide opportunities for parents to develop relationships with the education, health and non-profit sectors and ease children's transition to school.

Participating departments include the Department of Social Development, the Department of Education, the Department of Health and the Department of Wellness and Culture and Sport. The research and evaluation component of the demonstration sites is being funded by the McCain Family Foundation, and will be carried out by the Health and Education Research Group based at the University of New Brunswick and l'Université de Moncton.

Key Sources and Websites:

Department of Education Website: http://www.gnb.ca/0000/anglophone-e.asp

Curriculum, Anglophone Sector: <u>http://www.gnb.ca/0000/anglophone-e.asp#cd</u> Curriculum, Francophone Sector: <u>http://www.gnb.ca/0000/francophone-e.asp</u>

Early Childhood Development Centres: <u>http://www.gnb.ca/0017/childcare/earlychildhoodcenters-e.asp</u> <u>http://www.mwmccain.ca/mccain_partnership.php</u>

Early Learning and Child Care English Curriculum Framework website: http://www.gnb.ca/0017/Promos/0003/curriculum-e.asp

QUEBEC

Responsible ministry/department: Ministère de l'Éducation, du Loisir et du Sport (Ministry of Education, Leisure and Sport)

Kindergarten for 5-year olds

Kindergarten is a legislated entitlement for all children who turn 5 by September 30. It is not compulsory and is provided on a full-school-day basis, for 23.5 hours/week for 36 weeks.

Curriculum: The Preschool Education Program for 4- and 5-year olds in kindergarten is based on competencies, defined in terms of overall development, which are cross-curricula. The program is organized into six competency areas that contribute to: psychomotor development, emotional development, social development, language development, cognitive development and development of work methods.

Class size: Maximum class sizes for 5-year old kindergartens are 20, and mixed age classes have a maximum size of 15.

Staffing: Kindergarten teachers are required to have a four-year Baccalauréat en Éducation Préscolaire et enseignement au primaire. Full-time teaching salaries range from approximately \$36,000-\$64,000 depending on education and years of experience.⁹

There are no provincial policies on classroom assistants, and assistants are not generally provided.

Funding: Per child public spending on kindergarten is not available.

Public funding is available for kindergarten in private/independent schools. Accredited private and independent schools in Quebec receive about 40 per cent of the per pupil grant given to public schools. They may also receive public funds to subsidize the cost of accommodation and student transportation. The majority of private/independent schools serve particular religious or cultural groups.

Kindergarten for 4-year olds

Prior to the implementation of the new family policy in Quebec, a number of kindergarten programs for 4year olds were developed, initially for inner city schools. Most 4-year old kindergarten programs are in Montreal. Expansion of the programs stopped with the new family policy, but the existing 4-year old kindergartens have been maintained. They operate for between 9.15-11.45 hours/week for 36 weeks.

4-year old children with identified special needs may participate in a kindergarten program at the parent's request.

Class size: Maximum class size is 18 children for 4-year old kindergartens.

Other programs/services

Passe-Partout is a targeted program for low income families to help children become ready for school. It consists of a minimum of 16 sessions a year with the children, and eight with parents. In 2008, approximately 20% of 4-year olds participated in Passe-Partout.

With the new family policy and child care expansion, Passe-Partout programs are no longer being developed but existing programs are being maintained.

Role of the Ministry of Education, Leisure and Sport: Child care for children attending kindergarten or elementary grades is provided by school boards, under the jurisdiction of the Ministry of Education,

⁹ From 2004, the last years for which figures were readily available. See: <u>http://resource.educationcanada.com/salaries.html/</u>

Environmental scan of ministries of education involvement in early care and learning: July 2010

Leisure and Sport. School boards must provide school age child care where there is a demonstrated need. There are no educational requirements for staff in school age programs, though some school boards may have requirements. Parents pay \$7/day for after school care, but this fee does not apply in the summer months, when parents must pay the full cost.

Developments

A number of English school boards are offering a half-day kindergarten program for 4-year olds on a pilot basis. In at least some boards, parents pay \$100 registration fee for the year. Schools with the 4-year kindergarten pilots are encouraged to provide child care for parents who require it.

The Chagnon Foundation and the government of Quebec have established Québec Enfants to support local community projects that target the holistic development of children from conception to age five in order to promote school readiness. Within the Quebec context of early childhood services and initiatives, Québec Enfants encourages local community stakeholders to work together on childhood development programs that promote school readiness. Alongside the activities of Québec Enfants, the Foundation has been working for several months with the Quebec government to establish a partnership to create an Early Childhood Development Fund. The provincial government bill establishing this fund (The Act for Early Child Development Fund) was adopted on September 24, 2009. The fund will allocate \$400 million over ten years to local initiatives contributing to the development of children aged five and under, particularly those living in poverty. Out of this \$400 million, \$250 million will be provided by the Foundation and \$150 million by the Quebec government. This new partnership between the Foundation and the Quebec government focuses on mobilizing local communities involved in early childhood development, such as family resource centres, child care services, schools, health and social service agencies, and municipalities. The activities of Québec Enfants will be under the auspices of the Early Childhood Development Fund management company (non-profit organization).

Key Sources and Websites:

Ministère de l'Éducation, du Loisir et du Sport website: <u>http://www.mels.gouv.qc.ca/gr-pub/m_englis.htm</u>

The Quebec Education Program Preschool Education:

http://www.mels.gouv.qc.ca/dfgj/dp/programme_de_formation/primaire/pdf/educprg2001/educprg2001-040.pdf

Passe Partout:

http://www.mels.gouv.qc.ca/dgfj/dp/programme_de_formation/primaire/pdf/docsupport/prescolaire/13-1005A.pdf

Québec Enfants: http://www.fondationchagnon.org/en/mobilizing-communities/quebec-enfants.aspx

ONTARIO

Responsible ministry/department: Ministry of Education

Kindergarten for 5-year olds – school year 2009/2010¹⁰

Kindergarten is available for all children in the year they turn five (called senior kindergarten, or SK). Most kindergarten programs are offered on a part-time basis – either half-day, every day or full-school-day on alternate days. Some school boards offer full-school-day kindergarten every day. Approximately 11% of SK programs are offered on a full-school-day basis. Participation is voluntary.

Curriculum: The *Kindergarten Program* (revised) contains both overall learning expectations and specific learning expectations in the areas of personal and social development, language, mathematics, science and technology, health and physical activity and the arts. Overall expectations outline the knowledge and skills children are expected to demonstrate by the end of kindergarten; specific expectations indicate what children may be able to demonstrate as they progress through the kindergarten years.

Class size: Maximum class size is 23.

Staffing: Teachers require an undergraduate degree plus one year teacher training.

Educational Assistants and Special Needs Assistants may work in classrooms, based on school enrolment, or to support children with special needs. Assistants require a minimum of high school graduation and some boards have additional educational requirements for some Assistant positions. Wages vary by school board.

Funding: Public spending on half-day SK is approximately \$4,900/child.

There is no public funding of private schools. However, there are funded Separate School Boards – 29 English and 8 French Catholic school boards, as well as 1 Protestant separate school board – the Penetanguishene Protestant Separate School Board.

Kindergarten for 4-year olds - school year 2009/2010

Kindergarten is available for all children in the year they turn 4 (called junior kindergarten, or JK) Approximately 8% of JK programs are offered on a full-school-day basis. The number of instructional hours is not specified. Participation is voluntary.

Other programs/services

Other programs: A number of school boards operate parenting and family literacy centres, which are supported by the Ministry of Education. Program facilitators in the parenting and family literacy centres work in partnership with kindergarten teachers and local community programs. The Ministry of Education supports 144 Parenting and Family Literacy Centres in 30 school boards across the province.

Developments

Best Start

Beginning in 2000 as a demonstration project, Toronto First Duty (TFD), a partnership between the Toronto District School Board and the City of Toronto, tested integrated service delivery of early childhood programs, including kindergarten, child care and family supports. Five community organizations and schools partnered to test and evaluate the program. The success of TFD influenced provincial early childhood policy and resulted in the development of the Ontario Best Start Strategy, to develop an

¹⁰ This kindergarten model will be phased out beginning in September 2010. See Developments section for an overview.

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integrated approach to early learning and child care. In 2005, 47 Best Start Networks and 4 regional French Best Start Networks were established to support local implementation.

In November 2004, the government announced the Best Start Strategy, which when fully implemented, would include an expansion of child care in schools for children in JK and SK, an integrated approach to early learning and child care, a free early learning part-day program for children 2.5–4 years, early learning and child care hubs that integrated children's health screening, access to services and supports, and assessments and referrals as needed. It also created two expert Best Start panels – the Panel on Early Learning Framework and the Panel on Quality and Human Resources.

Full Day Early Learning

Following on the work of the Best Start Strategy, the government appointed an Early Learning Advisor in November 2007 to make recommendations for a comprehensive, continuous and integrated system for children from birth to 12 and their families, to recommend how to best implement full-day learning for 4- and 5-year olds and how to reinvest the resources from this initiative. The Early Learning Advisor's report *With our Best Future in Mind: Implementing Early Learning in Ontario* was tabled in June 2009 and contains 20 recommendations. The four key components of the report are: full-day learning for 4- and 5-year olds, before- and after-school and summer programs for school age children, a network of child and family centres, under the system management of the municipalities and, by 2020, enhanced parental leave.

In October 2009, the government announced that it would begin phasing in full-day learning for 4- and 5year olds between 2010/11 and 2015/16. In September 2010, 600 schools will offer the full-day learning program to approximately 35,000 children. Schools have been selected based on availability of space, community need, and lack of disruption to child care programs. Criteria for school selection for 2011/12 will be based on geographic distribution and space availability. The Ministry of Education is reviewing the need for capital funds for retrofits and additions to accommodate full day early learning. Participation will be voluntary, and children may attend for a part-school day, full-school-day, or extended day (to meet the needs of working parents). An Early Learning Branch within the Ministry of Education will be responsible for the implementation.

Maximum class size will be 26 children, staffed with a teacher and an Early Childhood Educator for the school day. Schools will offer an integrated extended day, before and after formal school hours, during school breaks and in the summer. The extended day portion will be staffed by a registered Early Childhood Educator, and if numbers warrant, an additional staff person. The ratio of 1:13 will be maintained for the extended day hours. Fees will apply to the extended day hours, set by local School Boards, and fee subsidies may be available for eligible families.

Many of the Early Childhood Educators working in the full-day learning for 4- and 5-year olds will be members of the Canadian Union of Public Employees. ECEs will earn approximately \$25.30/hour plus 24% benefits, for a full-year (251 days) compensation package of approximately \$55,000.

In December 2009, *Every Child, Every Opportunity*, the curriculum and pedagogy for the Early Learning Program, specifically designed for the transition from preschool into the primary grades, was released as compendium report to *Our Best Future in Mind*. It, the current Kindergarten Program curriculum, and *Early Learning for Every Child Today* (ELECT) will inform the development of a new Early Learning Program to guide the full and extended day programming. The Full Day Early Learning Kindergarten Program (draft) will be implemented in all full day early learning classrooms as of September 2010.

In February 2010, government introduced legislation that, if passed, will mandate all school boards to offer full-day learning for 4- and 5-year olds, including the integrated extended-day component. The Full-

Day Early Learning Statute Law Amendment Act, 2010, will also give boards the authority and responsibility to set, charge and collect fees for the before- and after-school programs.

As of the end of April 2010, responsibility for all regulated child care moved from the Ministry of Children and Youth Services to the Ministry of Education.

Key Sources and Websites:

Ministry of Education website: http://www.edu.gov.on.ca/eng/

Ministry of Education Early Learning website: <u>http://www.edu.gov.on.ca/earlylearning/</u>

Pascal, Charles (2009) *Our Best Future: Early Learning in Ontario:* <u>http://www.edu.gov.on.ca/eng/curriculum/elementary/kindercurrb.pdf</u>

The Kindergarten Program (revised): <u>http://www.edu.gov.on.ca/eng/curriculum/elementary/kindercurrb.pdf</u>

Every Child, Every Opportunity: Curriculum and Pedagogy for the Early Learning Program: http://www.cpco.on.ca/ResourceLibrary/EarlyLearning/Curriculum.pdf

The Full Day Early Learning Kindergarten Program (draft) <u>http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf</u>

MANITOBA

Responsible ministry/department: Manitoba Education

Kindergarten for 5-year olds

Kindergarten is available to all children in the year they turn 5. It is provided on a part-time basis, either part-day 5-days/week or full-day 2-days/week. The hours are determined by each school board. Participation is voluntary.

Curriculum: A Foundation for Excellence is the basis upon which all other K-12 curriculum documents are developed. The curriculum is organized into six subject areas: arts education, English language, mathematics, physical education/health education, science and social studies. Assessment is based on provincial learning outcomes. Subjects may be combined through integrated themes.

Class size: There are no maximum class sizes for 5-year old kindergarten.

Staffing: Kindergarten teachers are required to have a 3-year undergraduate degree, followed by two years of education training. Full-time teaching salaries range from approximately \$38,000-\$65,000, depending on education and years of experience.¹¹

There are no provincial policies on classroom assistants. They may work in classrooms that include children with identified special needs, or provide general assistance to teachers. They may work under the supervision of a teacher or the school principal, and may be asked to take specific training or study activities arranged by the school division as required.

Wage information for classroom assistants is not available.

Funding: Public spending on kindergarten for 5-year olds is approximately \$4,700/child.

There is partial funding of independent schools, which are eligible for provincial funding if they implement the Manitoba curriculum and meet a number of additional requirements. They must implement the required regulations for a 3-year waiting period prior to becoming funded. Funded independent schools must establish an incorporated board of directors and an elected parent advisory board. They receive approximately 50 per cent of the basic public school per-pupil grant. The majority of independent schools in Manitoba are Catholic or operated by other faith-based groups.

Kindergarten for 4-year olds

Winnipeg and Frontier School Divisions offer part-day kindergarten for 4-year olds. In 2008, approximately 17.5% of 4-year olds attended kindergarten.

Class size: Kindergartens for 4-year olds have an average class size of 20, and may have an assistant in addition to a qualified teacher.

Staffing: See kindergarten for 5-year olds.

Other programs/services

Early Childhood Development Initiative funding is provided to school divisions for intersectoral services for pre-school children (age 0-5). The funding is used to respond to local needs and to provide programs in partnership with parents, the community and Healthy Child Manitoba that facilitate children's readiness to learn prior to school entry. Funds are based on the greater of \$300/eligible child or \$5,500, but may not be used for child care or nursery school programs.

¹¹ From 2004, the last years for which figures were readily available. See: <u>http://resource.educationcanada.com/salaries.html/</u>

Developments

The Manitoba Association of School Superintendents has developed a position statement on Early Childhood Education and Care:

The Manitoba Association of School Superintendents (MASS) supports programs which promote the development of the whole child – physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication and general knowledge. MASS supports warm and nurturing programs based on sound knowledge of child development, the children in the program and the socio-cultural context of the children's lives.

As part of the 2008 *Family Choices: Manitoba's Five-Year Agenda for Early Learning and Child Care* the Family Choices Building Fund was announced. It provides capital to convert surplus school space to child care. \$14.5 million is allocated by the Manitoba Child Care Program and \$22.5 million from Manitoba Education, Citizenship and Youth.

Key Sources and Websites:

Manitoba Education website: http://www.edu.gov.mb.ca/edu/

Kindergarten curriculum information: http://www.edu.gov.mb.ca/k12/cur/parents/kindergarten.html

Educational Assistants in Manitoba Schools: <u>http://www.edu.gov.mb.ca/k12/docs/support/ed_assistants/educational_assistants.pdf</u>

Manitoba Child Care Program: http://www.gov.mb.ca/fs/childcare/about.html

Family Choices: Manitoba's Five-Year Agenda for Early learning and Child Care: <u>http://www.gov.mb.ca/fs/childcare/pubs/familychoices_newsletter.pdf</u>

Healthy Child Manitoba: http://www.gov.mb.ca/healthychild/

SASKATCHEWAN

Responsible ministry/department: Ministry of Education

Kindergarten for 5-year olds

Kindergarten eligibility varies by school division, but is usually available to children in the year they turn 5. The hours vary by school division, but most offer 100 full-day equivalents. Some school divisions offer full-school-day kindergarten. Participation is voluntary.

Curriculum: Children First: A Resource for Kindergarten. The principles that guide the kindergarten program are:

- Children as competent learners
- Development and learning as holistic
- Relationships as opportunities
- Environments as stimulating and dynamic.

The curriculum is organized into 7 subject areas: arts education, English language arts, health education, mathematics, physical education, science, and social studies.

Class size: There are no maximum class sizes for 5-year old kindergarten.

Staffing: Kindergarten teachers are required to have either a Bachelor of Education or a related degree. Full-time teaching salaries range from approximately \$39,000-\$66,000, depending on education and years of experience.¹²

There are no provincial policies on classroom assistants. They may support children with special needs, or be in the classroom when class size dictates.

Funding: Public spending on kindergarten for 5-year olds ranges from \$2,400/child in English schools in major urban areas to \$7,700/child in Francophone programs.

There is no public funding of private/independent schools; however, Catholic schools are considered public schools and are funded accordingly.

Kindergarten for 4-year olds

Pre-kindergarten is provided for 3- and 4-year olds in selected schools for vulnerable children who meet specific eligibility criteria. Programs operate for at least 12 hours/week, usually 3 hours/day for 4 days/week. There are approximately 200 pre-kindergarten programs across the province. Teachers work in partnership with parents and encourage their active participation in the classroom, family education programs and home visiting/liaison. The child-centred learning environment is supplemented by specialized educational supports and services including speech and language assessment, developmental assessment, technological supports and referral for psychological assessment.

Better Beginnings, Better Futures: effective practices and policy guidelines for pre-kindergarten in *Saskatchewan* provides a conceptual framework for the pre-kindergarten program. The elements of the program include:

- Responsive Learning Program and Caring Environment
- Characteristics of the Caring Learning Environment
- Parent and Family Engagement
- Characteristics of Effective Parent and Family Engagement

¹² From 2004, the last years for which figures were readily available. See: <u>http://resource.educationcanada.com/salaries.html/</u>

- Community Partnerships and Integrated Services
- Characteristics of Effective Community Partnerships and Service Integration
- Continuous Assessment, Evaluation and Improvement.

Class size: Pre-kindergarten classes have a maximum size of 16 children, with a teacher and a classroom assistant.

Staffing: Pre-kindergarten teachers hold teaching qualifications with a focus on early childhood education or a related degree.

Educational Assistants work in partnership with teachers in pre-kindergarten programs, and, where possible, come from the local community in which the school is located. They are required to have completed Grade 12 and have a combination of experience and training in early childhood education.

Wage information for classroom assistants is not available.

Funding: Public spending on pre-kindergarten is approximately \$3,022/child.

Other programs/services

Kids First is a province-wide integrated and intersectoral initiative of Saskatchewan Education, Saskatchewan Health, Saskatchewan Intergovernmental and Aboriginal Affairs and Saskatchewan Department of Community Resources and Employment. Its program activities include enhanced early childhood supports to vulnerable families, home visiting to support parenting, help with literacy, nutrition, transportation and counselling services.

Play and Exploration: Early Learning Program Guide is a resource for early childhood educators to promote play-based learning opportunities for young children, primarily 3-5 year olds. It contains five foundational elements:

- Children as Competent Learners
- The Changing Role of the Educator
- How Young Children Learn
- Observation and Reflection Critical Skills
- High Quality Programming What Does It Look Like?

The guide was made available to the early learning and child care sector in the spring of 2008.

Developments

As of 2006, the Early Learning and Child Care Branch moved to the Ministry of Education. The Child Care Program, *Kids First* and the pre-kindergarten program were amalgamated into one branch.

The Early Learning and Child Care Branch is reviewing teacher requirement for pre-kindergarten and considering requiring some ECE courses in addition to teacher qualifications for teaching staff.

Key Sources and Websites:

Ministry of Education website: http://www.education.gov.sk.ca/

Children First: A Resource for Kindergarten: <u>https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/index.jsp?view=70&XML=kindergarten.xml</u>

Better Beginnings, Better Futures: effective practices and policy guidelines for prekindergarten in Saskatchewan: <u>http://www.education.gov.sk.ca/Default.aspx?DN=9f472b2b-4e01-41ae-a891-7d6a03f2beab</u>

Muhajarine, Nazeem, Trina Evitts, Maureen Horn, Jody Glacken, and Debbie Pushor. *Full-time Kindergarten in Saskatchewan, Part Two: An Evaluation of Full-time Kindergarten Programs in Three School Divisions*. Saskatoon: Community-University Institute for Social Research, 2007. http://www.usask.ca/cuisr/docs/pub_doc/cuisr_mandate/FTK2.pdf.

KidsFirst: http://www.education.gov.sk.ca/KidsFirst

Early Learning and Child Care Branch website: http://www.education.gov.sk.ca/ELCC

Play and Exploration: Early Learning Program Guide, April 2008: <u>http://www.education.gov.sk.ca/Default.aspx?DN=c711842e-23aa-4e82-b33d-4a530f8d4b2f</u>

Children First: A Resource for Kindergarten 2009: http://www.education.gov.sk.ca/adx/aspx/adxGetMedia.aspx?DocID=8d62f88d-4329-483d-9f80cb31f31a1650

ALBERTA

Responsible ministry/department: Alberta Education

Kindergarten for 5-year olds

In Alberta, the term Early Childhood Services (ECS) is often used interchangeably with kindergarten. However, ECS refers to a "broad, coordinated system of local and provincial programs that meet the developmental and special education needs of young children and their families, and kindergarten refers specifically to the education program for children in the year prior to Grade 1." ECS programs are provided by a school authority, private school, or an approved private operator, and may be available to eligible children for a maximum of three years.

Children eligible for kindergarten are at least 4 years and six months old as of September 1 (born on or before February 28 in the following year). The basic kindergarten program operates for 475 hours/year. Participation is voluntary.

Curriculum: The Kindergarten Program Statement provides expectations for children in seven learning areas:

- Early Literacy
- Early Numeracy
- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative Expression.

Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3: Guiding Principles provides a framework for teachers to plan for the interconnectedness of learning in K–3.

Class size: There is no provincial policy on class size. Average class size in K–Grade 3 in 2007/08 was 18.4 children.

Staffing: Kindergarten teachers are required to have a Bachelor of Education or a BA plus a two year basic teacher program.

Full-time teaching salaries range from approximately \$43,500-\$74,000, depending on education and years of experience.¹³

There are no provincial policies on classroom assistants. They are hired at the discretion of the operator (school board or private operator) and work under the supervision of an Alberta certified teacher.

Wage information of classroom assistants is not available.

Funding: Public spending on basic instruction in kindergarten for 5-year olds is approximately \$2,725/child.

Alberta funds Catholic school boards and non-profit charter schools, and accredited private schools receive approximately 60% of the per capita grant given to public/separate schools.

Private ECS operators receive the same funding for basic instruction as public schools. Private operators must be a non-profit society or organization. They may include for-profit child care centres that have a separately incorporated non-profit society to operate the ECS program.

¹³ From 2004, the last years for which figures were readily available. See: <u>http://resource.educationcanada.com/salaries.html/</u>

No public or private ECS operator can charge parents for the basic 475 hours of instruction (they may charge for supplies, snacks, transportation or membership in the society) but they may charge for any additional hours offered.

If the ECS program is offered at a child care centre, parents may be eligible for a fee subsidy to assist with the cost of the additional hours of service.

Kindergarten for 4-year olds

Children who have been assessed and coded as having mild/moderate disabilities or delays, or exceptional potential and/or performance in one or more areas, are eligible for ECS base instruction for two years before Grade 1, and must be at least 3 years and six months old by September 1. Also eligible are children who have been assessed and coded as having insufficient English language (ESL), or who are attending a Francophone program and have insufficient French language skills to succeed in school.

Funding: Program Unit Funding (PUF) is available to approved ECS operators for children from 2½ to age 6 that have been assessed with a severe disability/delay.

Other programs

Children with severe disabilities or delays according to specific criteria are eligible for ECS base instruction for three years before Grade 1, and must be at least 2 years and six months old by September 1. ECS may be offered at a public or private school, a child care centre, or in some instances (for children with severe disabilities) in the child's home, in combination with a centre-based program.

Developments

In 2002 the Alberta Commission on Learning (ACOL) was appointed to conduct a comprehensive review of the Alberta K-12 education system. Its report *Every Child Learns, Every Child Succeeds* was presented to the minister in October 2003. Among the recommendations were four related to early childhood education:

- 1. Support the role of parents by establishing parenting centres closely linked to elementary schools
- 2. Establish new junior kindergarten
- 3. Expand kindergarten programs to include full-day kindergarten
- 4. Coordinate services for children provided by the provincial government and at the community level.

In May 2009 a retrospective report was prepared by Alberta Learning, summarizing the department's related activities. The former Commission chair then facilitated discussions with five major education stakeholder associations in the province. As a result of the ACOL recommendations, 46 Parent Link Centres were established in 160 communities by Children and Youth Services. These centres provide information and support for parents and caregivers on a variety of issues related to child development, child care and health.

While recommendations 2 and 3 were not supported by government, a number of school boards have reallocated instructional funds to implement such programs. An informal survey of 37 school boards conducted by the Alberta School Board Association found that 38% had established new junior kindergarten programs and 42% had established full-day kindergarten programs. Edmonton and Medicine Hat were cited as two examples of strong kindergarten programming.

Several school authorities are establishing full-day kindergarten programs and programs for three and four year olds, using a variety of available funding streams. They are typically targeted to disadvantaged communities or specific children with identified special needs.

Key Sources and Websites:

Ministry of Education website: <u>http://education.alberta.ca/home.aspx</u>

Kindergarten Program Statement: http://education.alberta.ca/media/312892/kindergarten.pdf

Primary Programs Framework for Teaching and Learning: http://education.alberta.ca/teachers/program/ecs/ppp.aspx

Early Childhood Services Programming Age of Eligibility: http://education.alberta.ca/media/1176496/earlychildhoodageofeligibility.pdf

Early Childhood Services Programming for Children with Special Needs: <u>http://education.alberta.ca/media/1176475/earlychildhoodprogramingforspecialneeds.pdf</u>

Every Child Learns, Every Child Succeeds: Fifth anniversary retrospective Alberta's Commission on Early Learning, May 2009: <u>http://education.alberta.ca/media/1110095/acol_retrospective.pdf</u>

BRITISH COLUMBIA

Responsible ministry/department: Ministry of Education

Kindergarten for 5-year olds: school year 2009/2010

Kindergarten is a legislated entitlement for all children in the year they turn 5; however, parents may choose to defer their child's enrolment until the following school year. Most kindergarten programs are offered on a part-day basis, with 2.4 instructional hours/day.

Full-school-day programs may be available for ESL students, Aboriginal populations and children with special needs. Some school districts offer additional kindergarten hours for a fee.

Curriculum: The Primary Program: A Framework for Teaching describes five areas of development for children in kindergarten to Grade 3:

- Aesthetic and artistic development
- Emotional and social development
- Intellectual development
- Physical development and well-being
- The development of social responsibility

The Primary Program Framework articulates the particular importance of human and social development during the early years of school as the basis for intellectual development. It also appreciates the importance of play in young children's learning and welcomes children's diverse learning styles and their individuality in mastering skills through learning experiences.

The *Kindergarten Curriculum Package* (March 2009) contains the prescribed learning outcomes and achievement indicators for the required areas of study. Curricula are organized into 8 subject areas: daily physical activity, English language arts, fine arts, health and career education, mathematics, physical education, science, and social studies.

Class size: Maximum class size: average aggregate size is 19; no class can have more than 22 children.

Staffing: Teachers are required to have either a Bachelor of Education or a Bachelor's degree with additional post-degree teacher training. The average teacher salary in 2008 was \$63,879.

Funding: Average per capita spending on part-day kindergarten is \$2,926; full-day is \$5,851.

Private and independent schools receive between 35-50% of the public school per capita funding. Funded private schools must hire certified BC teachers and must provide a program that meets the prescribed learning outcomes of the BC curriculum. To be eligible for funding, school authorities must be not-for-profit.

Kindergarten for 4-year olds

There is no kindergarten for 4-year olds.

Other programs/services

In 2006, the province implemented *StrongStart BC*, a school-based early childhood education program for children 0-5, accompanied by a parent or caregiver. Programs are typically offered for 3-4 hours/day, 5 days/week, and are available on a drop-in basis. Programs are free of charge, and most operate on the school calendar.

StrongStart BC facilitators must be certified Early Childhood Educators with a current license to practice, or actively enrolled in an approved ECE training program and mentored by an ECE with a current license to practice. In 2008 there were approximately 200 sites across the province.

Ready Set Learn is a school readiness initiative sponsored by the Ministry of Education in collaboration with the Ministry of Children and Family Development and the Ministry of Health Services. It provides families and caregivers with 3- and 4-year old children with a guidebook of resources and kit of materials. Sessions are held in elementary schools across the province, usually in the spring of each year. Schools may also plan additional activities such as playtime, displays, information sessions and story times.

Developments

In June 2008 the *Early Learning Framework* for children 0-5 was released. The framework was developed in partnership with the Ministries of Education, Children and Family Development and Health. It applies to all early learning environments, including child care, preschool, and *StrongStart BC*.

The Early Childhood Learning Agency was asked to explore the feasibility of full day kindergarten for 5year olds and consider future voluntary full-day programs for 4-year olds and 3-year olds.

In September 2008, the government announced the Neighbourhood Learning Centres initiative and expanded it in 2009 to nine schools in six districts. School Districts work in consultation with community partners to design schools to incorporate education and community services under one roof. The services may include child care, family resource centres, health clinics and sports programs.

In 2008 the Early Learning Agency carried out consultation and a feasibility study of full-school-day kindergarten for 5-year olds, and for 3- and 4-year olds. In September 2009, the government announced that full-school-day kindergarten for 5-year olds would be phased in over two years, beginning in September 2010. Participation will be voluntary and maximum class size will be 20 children.

Decisions about kindergarten for 3- and 4-year olds have not yet been made; however, the 2010 Speech from the Throne announced that "new partnerships with the private sector and parents will enable the establishment of neighbourhood preschools for four-year-olds and three-year-olds within communities over the next five years."

The Ministry of Education is revising its Primary Program document to reflect full-school-day kindergarten and has prepared the *Full Day Kindergarten Program Guide* to support teachers in implementing high quality full-day programs.

Key Sources and Websites:

Ministry of Education Early Learning Initiatives: http://www.bced.gov.bc.ca/early_learning/

The Primary Program: A Framework for Teaching: http://www.bced.gov.bc.ca/primary_program/primary_prog.pdf

Kindergarten Curriculum Package (March 2009): http://www.bced.gov.bc.ca/irp/grkcurric_req.pdf

StrongStart BC: <u>http://www.bced.gov.bc.ca/early_learning/strongstart_bc/</u>

Ready Set Learn: <u>http://www.bced.gov.bc.ca/early_learning/rsl/</u>

Full Day Kindergarten Program Guide:

http://www.bced.gov.bc.ca/early_learning/fdk/pdfs/fdk_program_guide.pdf

Full school day kindergarten: <u>http://www.bced.gov.bc.ca/early_learning/fdk/</u>

British Columbia Early Learning Framework:

http://www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf

Full Day Kindergarten Program Guide:

http://www.bced.gov.bc.ca/early_learning/fdk/pdfs/fdk_program_guide.pdf

YUKON

Responsible ministry/department: Department of Education

Kindergarten for 5-year olds

Kindergarten is available to all children in the year they turn five. Approximately two-thirds of the kindergarten programs are full-school-day, including all the kindergartens in Whitehorse. Full-day programs are provided for 950 instructional hours/year; half-day programs for 475 hours.

Curriculum: Yukon is a partner in the Western and Northern Canada Protocol, which supports the development of common curriculum frameworks. The BC program of studies forms the basis of the Yukon curriculum.

Class size: Maximum class sizes vary between 18-20, with a territorial average of 15.

Staffing: Kindergarten teachers must have a Bachelor of Education or a BA with at least one additional year of an approved program of teacher preparation. The average full-time teaching salary of a kindergarten teacher is \$80,000.

There are no territorial policies on classroom assistants. There are two types of assistants: Educational Assistants, who help to implement an Individualized Education Plan, and Remedial Tutors, to help students who require additional support to master basic skills, but who do not have an IEP.

Classroom assistants require a minimum of high school completion, are members of the Yukon Teachers' Association, and have an average full-time salary of \$36,000.

Funding: Public spending on full-day kindergarten is approximately \$14,600/child.

There is no public funding of private schools.

Kindergarten for 4-year olds

Eight rural communities offer half-day kindergarten for 4-year olds, who are included in the same class as the 5-year olds. The programs are targeted to children determined to be at risk.

Other programs/services

The Whitehorse Child Development Centre, which is funded by Yukon Health and Social Services, supports children with special needs in 4-year old kindergarten programs and provides an outreach worker in some schools.

Developments

In May 2010 the Department of Education announced the launch of a new early learning pilot project intended to provide pre-kindergarten children with the opportunity to participate in high quality learning activities with their parents or caregivers. Entitled Learning Together, the program for pre-kindergarten children aged three to five gives children access to a high quality learning environment and benefit from social interactions while adults who accompany them learn new ways to support learning. Parents and caregivers who attend Learning Together participate in age-appropriate learning activities with the children, led by an early learning educator. Activities are grouped into a variety of areas like dramatic play, literacy, and crafts. Learning Together also features speakers for parents on topics related to child development. For 2010, the program will be available at one school in Whitehorse for a two month period (May and June) on a part-time / drop in basis.

Key Sources and Websites:

Department of Education website: <u>http://www.education.gov.yk.ca/</u> Learning Together news release: <u>http://www.gov.yk.ca/news/10-093.html</u>

NORTHWEST TERRITORIES

Responsible ministry/department: Department of Education, Culture and Employment

Kindergarten for 5-year olds

Kindergarten is a legislated entitlement for all children in the year they turn 5. There are both full-schoolday and half-day kindergarten programs. Half-day programs must provide 475 instructional hours/year and full-day programs must provide a minimum of 780 hours. Participation is voluntary

Curriculum: The Northwest Territories is a partner in the Western and Northern Canada Protocol, which supports the development of common curriculum frameworks.

Inuuqatigiit is a culture-based curriculum from an Inuit perspective, the goals of which include recalling and enhancing Inuit language and culture in the community and the school.

Dene Kede: Education from a Dene perspective K–Grade 6, provides culture-base curricula as the foundation and guide for school programs. The curriculum advocates experiential learning, supported by strategies involving discussion, storytelling, analysis, practice, review and reflection.

Class size: There is no territorial maximum on class sizes.

Staffing: Kindergarten teachers must have a Bachelor of Education or a post-secondary degree plus one year course work in a Faculty of Education, or have an Interim Teaching Certificate, which requires at least a two year diploma in ECE plus 25 hours of teacher training.

Full-time teaching salaries range from approximately \$47,000-\$77,000, depending on education and years of experience.¹⁴

Education Assistants may work with children with special needs, or provide support as language specialists. Decisions about the placement and roles of assistants are made by individual school boards.

There are no educational requirements for Educational Assistants; wage information is not available.

Funding: Public spending on full-day kindergarten is approximately \$13,400/child.

Yellowknife Catholic Schools, the only Catholic school district, receive public funding. Private schools are funded at 40% of the adjusted school funding formula in the relevant district; however as of June 2010, there were no private schools in the Northwest Territories.

Kindergarten for 4-year olds

There is no kindergarten for 4-year olds.

Other programs/services

The Department of Education, Culture and Employment is responsible for all early childhood programs, including child care.

Developments

The Public and Catholic School Boards have expanded their involvement in the delivery of early childhood programs in the schools. Each Board has applied for and received new licenses to operate licensed early childhood programs in the schools, with an emphasis on programs for 4-year olds. While some programs will be available during summer months, by September 2010 the programs will operate

¹⁴ From 2000, the last years for which figures were readily available. See: <u>http://www.hr.gov.nt.ca/policy/nwtta/docs/NWTTAAgreeement1999-2001.pdf</u>

on a full-school-day basis, with fees comparable to those charged in other centres or day homes. Programs will be staffed by early childhood practitioners.

Key Sources and Websites:

Department of Education, Culture and Employment website: http://www.ece.gov.nt.ca/

Culture-based education: http://www.newteachersnwt.ca/culture_based_education2.html#sec2

NUNAVUT

Responsible ministry/department: Department of Education

Kindergarten for 5-year olds

Kindergarten is a legislated entitlement for all children in the year they turn 5, on a half-day equivalent basis. Programs must provide 485 instructional hours/year and no more than 6 hours/day.

Curriculum: In 2000, Nunavut joined the Western Northern Curriculum Protocol partnership which contains a common framework in mathematics and language arts for Kindergarten to Grade 12.

Instruction in Inuktitut from kindergarten–Grade 3; English or French are gradually introduced, starting in Grade 4.

Class size: There is no territorial maximum on class sizes.

Staffing: Kindergarten teachers must have a Bachelor of Education, or be a certified kindergarten teacher, which requires a completion of a two-year ECE program, two years of classroom teaching and one year of teacher training.

Full-time teacher salaries range between \$49,000-\$88,000 for certified teachers, and between \$49,000-\$62,000 for a certified kindergarten teacher.

Student Support Assistants may work to support children with special needs in the classroom. There are no educational requirements for Student Support Assistants; however, certificate programs are offered through on the job training in some communities. Full-time wages range between approximately \$45,000-\$51,000.

Funding: Public spending on kindergarten is approximately \$10,521/child.

There is no public funding of private schools.

Other programs/services

The Department of Education is responsible for all early childhood programs, including child care.

Developments

Full-day, every-day kindergarten has been carried out on a pilot project basis in the French language school in Iqaluit.

Key Sources and Websites:

Nunavut Department of Education website: http://www.edu.gov.nu.ca/

Bilingual Education Strategy: <u>http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=50</u>

Early Childhood programs: http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=30

4. HOW CURRENT EARLY CARE AND LEARNING DELIVERY SYSTEMS MATCH THE PROJECT'S GUIDING PRINCIPLES

How do provincial/territorial (PT) early care and learning systems match the principles established by CCCABC and ECEBC? This section provides a brief overview of how and where early care and learning services in the school system and in child care programs address the principles. Note: it is beyond the scope of this project to examine each PT system in depth in relation to each principle; information provided comes from readily available existing resources and reference materials, and is not intended to be comprehensive.

1. The right of all children to access universal, high quality publicly funded early care and learning services is enshrined in legislation.

The youngest age at which all children are entitled to a non-parental early education experience is the year in which they turn 5. All provinces and territories (PTs) provide publicly funded kindergarten as part of the education system, even though in most jurisdictions it is not part of compulsory schooling. Some PTs provide full-school-day kindergarten programs; some provide a part-day equivalent (either part-day every day, or full-day every other day); and in some PTs, there are both full-school-day and part-day programs for certain populations, or variations by school boards. Kindergarten does not operate during school breaks or on teacher professional development days; instructional days vary from 178-200 days/year.

Access to kindergarten is not a legislated entitlement in all provinces and territories, but there is wide access. Approximately 95% of age-eligible children participate. Table 1 provides an overview of the availability of kindergarten for 5-year olds.

Table 1: Kindergarten for 5-year olds by province and territory						
	Part-day	Full-school-day	Mandatory	Entitlement is legislated		
NL	\checkmark	Proposed in new framework under consultation	No	Yes		
PE	√ (until June 2009)	Effective Sept. 2010	Effective Sept. 2010	Effective Sept. 2010		
NS	-	\checkmark	Yes	Yes		
NB	-	\checkmark	Yes	Yes		
QC	_	\checkmark	No, but participating children must attend full-day	Yes		
ON	\checkmark	Some full-day; phasing in full-day early learning over 5 years, effective Sept. 2010	No, may attend part-day, full-day, extended day	No		
MB	\checkmark	-	No	No		
SK	\checkmark	In some school districts	No	No		
AB	\checkmark	In some school districts	No	No		
BC	\checkmark	For designated populations as of 2009; phasing in full-school-day over 2 years, effective Sept. 2010	No	Yes		
ΥT	\checkmark	Approx 2/3 of programs are full- school-day	No	No		
NT	\checkmark	\checkmark	No	Yes		
NU	\checkmark	-	No	Yes		

Environmental scan of ministries of education involvement in early care and learning: July 2010
Some PTs provide kindergarten for at least some 4-year olds, but often to specific target groups. Ontario is the only jurisdiction with widely available kindergarten for 4-year olds, and the government has announced plans to implement full-day early learning for that age group. The component of the day that operates outside the traditional full school day will be provided on a fee-for-service basis. Two jurisdictions provide some kindergarten or pre-kindergarten access for eligible 3-year olds.

	Table 2	2: Kindergarten for 3- and 4-year olds by	y province and te	rritory
	PT has some kindergarten for 4-year olds	Availability for 4-year olds	PT has some kindergarten for 3-year olds	Availability for 3-year olds
NL	-	-	-	-
PE	-	-	-	-
NS	\checkmark	In 5 schools only in Halifax Regional School Board	-	-
NB	-	-	-	-
QC	\checkmark	Primarily in Montreal; in designated inner city schools. Some English school boards offering on pilot basis	-	-
ON	4	Widely available, 92% half day as of 2009; phasing in full day early learning over 5 years, effective Sept. 2010	-	-
MB	\checkmark	Available in 2 school districts (for approx. 17.5% of all 4-year olds)	-	-
SK	\checkmark	Part-day for vulnerable children who meet specific criteria; available in approx. 200 schools	\checkmark	Part-day for vulnerable children who meet specific criteria; available in approx. 200 schools
AB	\checkmark	For children with mild/moderate delays or exceptional potential/performance	\checkmark	For children with severe disabilities or delays, who meet specific criteria
BC	-	Under discussion	-	Under discussion
ΥT	\checkmark	In 8 rural communities	-	-
NT	-	Boards will be operating child care programs for 4-year olds for a fee, effective Sept. 2010	-	-
NU	-	-	-	-

A number of school boards in Ontario and BC operate programs for children under school age and their parents/caregivers: 144 parenting and family literacy centres in 30 school boards in Ontario, and approximately 190 *StrongStart* centres throughout all school districts in BC. Programs are free of charge, available on a drop-in basis to all children in the community, provided they are accompanied by a parent/caregiver. Typically programs offer an early learning experience for the children and parenting network and support. Many programs incorporate services from public health, dental screening and early identification as appropriate. Access to such programs is not an entitlement, but where the programs exist, they are not targeted and available to all in the community.

Before- and after-school care for children from kindergarten–age 12 is an entitlement in Quebec and is operated by school boards. If demand warrants (approximately 15 children or more) the school must provide the program. If demand is not sufficient, the child may attend a regulated family child care home. Before- and after-school care is an entitlement during the school year only, when the program is offered at \$7/day; in the summer programs are available on a fee-for-service basis.

There is no pan-Canadian entitlement to early care and learning programs for children under 5 years, and very limited entitlement to children who are 4 years old.

2. Programs are planned, delivered and governed on a democratic, not-for-profit basis, through an integrated system of early care and learning.

In every province and territory, public schools are governed by local, elected school boards, in accordance with provincial/territorial education policies and guidelines. School boards are responsible for the daily operations of school programs within a geographic area, are funded by provincial/territorial governments and must operate within their defined mandates. For example, as stated in the *Mandate of Education Policy Order*,¹⁵ school boards in BC:

...have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost effective manner. They have a responsibility to ensure that schools provide students with opportunities for a quality education; to set education policies that reflect the aspirations of the community and that are consistent with overall provincial guidelines; to provide leadership and encouragement to schools and the community; to cooperate with the community and social service agencies in the delivery of non-educational support services to students; and to focus on the following areas of district concern:

- implementation of provincial and local education programs
- school finance and facilities
- student access and achievement
- teaching performance, and
- accountability to parents, taxpayers, the community and to the Province

The rights, duties, responsibilities of other stakeholders are also defined. For example:

- Parents have the right and responsibility to participate in the process of determining the educational goals, policies and services provided for their children...
- School Principals have the right to exercise professional judgment in managing the school in accordance with specified duties and powers. They have a corresponding responsibility to ensure that each student is provided with opportunities for a quality education. Principals are to provide administrative leadership, in consultation with teachers and the community that reflects the aspirations of parents and the school community and that is consistent with provincial and district guidelines...
- The Community has the right to expect that every child will have access to quality education provided in a fiscally responsible and cost effective manner...
- The public of British Columbia has the right to expect that schools operate effectively and efficiently and are accountable for evaluating and reporting their progress on a regular basis. The public has the corresponding responsibility to provide schools with the necessary resources and moral support to fulfill their mission.

¹⁵ Statement of Education Policy Order (Mandate for the school system) BC Ministry of Education Governance and Legislation Branch, October 15, 2009. See: <u>http://www.bced.gov.bc.ca/legislation/schoollaw/d/oic_1280-89.pdf</u>

Most PTs have mechanisms for parents to participate in decision-making at a school level. In BC, for example, parents have a legislated voice, through School Planning Councils, Parent Advisory Councils, and District Parent Advisory Councils.

In Ontario, Saskatchewan, Alberta and the Northwest Territories, democratically elected separate school boards are responsible to manage and fund schools within their jurisdiction. These are typically Catholic school boards; however, Ontario also has one Protestant separate school board.

PTs have various pieces of legislation governing the delivery of private/independent schools. Quebec, Manitoba, Alberta, and British Columbia provide some public funds to eligible private/independent schools, which typically must be operated by a non-profit entity.

For the most part, child care programs are not publicly managed, funded or delivered. A small percentage of child care programs in Ontario are operated by municipal governments, as well as a few centres in Alberta. Almost all other child care programs are privately managed and operated. In 2008, 75% of child care spaces in Canada were operated on a not-for-profit basis, ranging from a low of 30% in Newfoundland and Labrador, to 100% in Saskatchewan, Northwest Territories and Nunavut.

- Private not-for-profit programs are operated by boards of directors, who may be appointed or elected. Some PTs stipulate that a certain number of parents must be on the board of directors, but it is not a requirement in most. While some non-profit boards operate multiple facilities (for example the Vancouver Society of Children's Centres, and the YMCA), most operate an individual program.
- Private for-profit programs may be owned and operated by individuals, small businesses or large corporations. Owners may operate a single centre, or multiple centres. Large corporations typically have a board of directors that represent the interests of their shareholders; the role of boards and their power varies with the type of company. Much of the privately operated child care is owner-operated and generally does not require a board of directors; depending on the jurisdiction they may or may not be required to have a role for parents in the operation of the program.

There are PT regulations governing all child care facilities, but no public system infrastructure or overarching mechanisms for public accountability.

Ministries of Education and school boards each have a role to play in ensuring there are adequate educational programs for all children – in the planning and development, public reporting, ensuring quality, and adequate funding. Ministries responsible for child care set standards, and provide some funding to programs. However, it is up to individuals, non-profit societies and corporations to plan for, develop and operate child care programs, to be the employer, ensure financial viability and compliance with regulations. In most PTs, child care and "education" programs delivered through the school system remain under separate eligibility criteria, funding mechanisms, regulations and policy.

No democratically elected body is ensuring adequate, affordable provision for children and families; however, some provinces are moving towards a more integrated approach.

Ontario has made a significant commitment to an integrated system of early care and learning. Children age 3 years, 8 months and older will have care and learning delivered through the school system, including an optional fee-based extended day option to meet the needs of working parents. Over time, an integrated network of Child and Family Centres are to be developed, supported and monitored by municipalities.

Quebec has integrated much of its early care and learning system through centres de petite enfance (CPEs) and bureaux coordonnateurs de la garde en milieu familiale family child care coordinating offices. Serving children 0-5 through a network of centre-based and family child care programs, CPEs and coordinating offices are autonomous, non-profit entities, administered by boards of directors, whose

membership must include at least 2/3 parents of children enrolled in the program. Programs operate under a common curriculum framework and are funded by government for approximately 80% of the costs.

Prince Edward Island recently redesigned its early years system and will be introducing a new governance model of delivery beginning in the fall of 2010. Features of the new system include public management, "Early Years Centres", which will be required to follow new curriculum, have parent advisory committees, have all staff certified at one of the new levels, pay wages according to established wage scale, implement regulated parent fee schedule. It is recommended that all existing centres be grand-parented to the new system, but that other new Early Years Centres must be non-profit. As well, the new model includes additional educational requirements for centre directors, a centralized wait list, revisions to the subsidy system to eliminate parental labour force participation as an eligibility requirement, and development of an ECEC data strategy.

3. The system of early care and learning advances equity and social inclusion for all.

It is beyond the scope of this project to examine all aspects of PT advancements in equity and social inclusion for all: for example, for women, various cultural and linguistic groups, various socio-economic groups, and for children with diverse learning needs. One example is provided, in Table 3, on PT policies and practices that support inclusion of children with additional support needs in regulated child care.

РТ	Table 3: PT Inclusion supports in regulated child care settings
NL	The <i>Inclusion Initiative</i> provides human and financial supports to licensees in order to include children with special needs in the regular programming of the centre/home.
	The Special Child Welfare Allowance provides funding for parents to support children with special needs.
NS	The <i>Supported Child Care</i> (SCC) program provides funding to support the inclusion of children with special needs who have developmental delays or behavioural issues that require intervention. The funding is intended to support a child care program to maintain or build capacity to provide an inclusive program.
PE	The <i>Special Needs Funding</i> program provides financial resources to support children in inclusive programs by lowering ratios to allow for a successful transition and inclusion into the early childhood setting.
	The Child Care Subsidy Program does not require parents of children with special needs to be employed or in training to be eligible for subsidy.
	The <i>Bridges Program</i> provides on-site consultation to licensed early childhood centres to support inclusion as an aspect of high quality early childhood education.
NB	The <i>Early Childhood Initiatives (ECI) Program</i> supports children with identified special needs in integrated child care services.
QC	Admission to a regular child care program is at the discretion of the CPE, garderie or the family child care provider; however, Quebec's objectives regarding children with special needs in child care programs strongly favour inclusion.

РТ	Table 3: PT Inclusion supports in regulated child care settings
ON	<i>Special Needs Resourcing</i> provides assistance for staffing, equipment, supplies or services to support the inclusion of children with special needs in child care. Resource teachers generally work for agencies that provide a variety of services for children with special needs, and may serve children in several child care settings. The level of service per child can vary, depending on the child's needs, the local service model, and available resources. Consequently, the previous ratio of one resource teacher to four children with special needs is no longer applicable in all areas.
MB	 The Inclusion Support Program integrates children with additional support needs into mainstream child care. There is an added exemption in the Child Care Subsidy assessment if any member of the family has a disability. Children's Special Services staff work with the Child Care Program and the Departments of Education, Citizenship and Youth, and Health to coordinate and place children with additional support needs into child care programs, and to facilitate the transition to school. Children's Special Services also provides consultation and funding to non-government agencies that deliver therapy, respite and family support services.
SK	 The Child Care Inclusion Program provides three types of grants to child care facilities to support inclusion: Individual inclusion grants are available to licensed centres and family child care homes to include children experiencing a delay or a condition of risk that may result in a delay. A referral is needed but not necessarily a diagnosis and the child must attend the program a minimum of 20 hours per month. An enhanced accessibility grant may be paid to assist with the additional cost of including a child with exceptionally high needs. For this grant, the child must have a diagnosis and require significant additional support; the parents must be enrolled in an education program or employed. A training and resource grant for adapted equipment required. Funding for inclusive child care is intended to support the centre as a whole and not to provide a worker allocated to a specific child. Parents of children with special needs pay for the space but not for the additional supports. There are no waiting lists for funding.
AB	The <i>Inclusive Child Care Program</i> provides for inclusion of children with special needs. Funding varies depending on the special needs of the child, the type of service required and the region. Funds are paid to contracted operators on behalf of eligible children. Children with special needs may receive Early Childhood Services (ECS) Program Unit Funding (PUF), and may receive care and education in a child care centre or a nursery school/preschool. Operators may choose whether or not to provide service.
BC	The Supported Child Development Program (SCDP) is intended for children who require extra support to participate in inclusive child care settings. Additional staffing is provided when needed as is ongoing support and consultation to promote inclusive environments. Participation is voluntary and SCDP services are provided at no charge to parents; however, parents are responsible for child care fees. A Special Needs Supplement is provided by the Ministry of Children and Family Development to assist families eligible for the Child Care Subsidy Program, who have a child with a designated special need, with the costs of child care.

РТ	Table 3: PT Inclusion supports in regulated child care settings
ΥT	The Supported Child Care Fund provides funding for centres and family day homes in order to provide for adaptive equipment, transportation, programming support and/or additional staff.
	The Whitehorse Child Development Centre provides special needs programming and supports across the Yukon. It operates an integrated preschool program as well as unlicensed preschool programs. It provides early intervention supports and resources to families of children with special needs. It operates a mobile outreach unit to support resources in all communities.
	The Child Care Subsidy program does not require parents of children with special needs to be in the paid labour force to be eligible for subsidy. Parents are still required to meet financial eligibility criteria. Parents do not pay for the additional supports.
NT	Care providers are funded to provide extra support to children with special needs, through higher operating grants, funded at the infant rate. Parents may be eligible for fee subsidies for their children with special needs even if they are not employed or at school. They must meet the same financial eligibility requirements as other parents receiving subsidy, and have a medical referral from a recognized health care official for the child to be in developmental care. Children may be placed on waiting lists for service.
NU	Care providers are funded to provide extra support for children with special needs through the daily operating grants, which are based on the age of the child and the area in which the centre is located. The operating grant for a preschool child is increased by approximately 50% for a child with an identified special need and is an entitlement.
	A letter from a recognized health care professional is required for the centre to receive the additional funding for a child. In addition, centres may apply for funding to the <i>Healthy Children's Initiative</i> for adaptive equipment or for additional staff if necessary.
	Parents are eligible for fee subsidy for their children with special needs even if they are not employed or at school. This subsidy eligibility requires a financial needs assessment to be applied and parents must have a medical referral from a recognized health care professional for the child to be in developmental care.

4. Programs provide play-based, inclusive experiences that meet all children's developmental needs and respect their right to quality of life.

Inclusion. (in press)

Most PTs include principles or vision statements about play-based learning in either their kindergarten curriculum and/or early learning frameworks (where applicable). Table 4 provides examples from PTs that have explicit statements related to play-based learning.

Table	able 4: Examples of statements about play-based learning in kindergarten curricula and early learning frameworks by province and territory			
	Early learning frameworks or kindergarten curriculum	Principles or vision statements related to play		
NL	Consultations on an early learning framework have begun	-		
	Early Beginnings: A Kindergarten Curriculum Guide	Kindergarten experiences should contribute to the development of the whole child and reflect an understanding that children learn through active involvement and play and represent their knowledge in a variety of ways.		
PE	Integrated Curriculum Document	Play and active involvement are fundamental to a good kindergarten program. Through the process of play, children learn to represent their real and imagined worlds using listening, speaking, reading, writing, role playing, painting, drawing, building, measuring, estimating, and exploring. The kindergarten educator uses play as an essential learning experience that supports, sustains, facilitates, extends, enhances, and enriches the child's learning.		
NS	-	-		
NB	Early Learning and Child Care: English Curriculum Framework for New Brunswick and Curriculum éducatif	Play is acknowledged in the framework as integral to children's learning and richly formative in their capacity for relationships. Early years educators in New Brunswick echo the views of their colleagues around the world in their belief that play must be accorded a key place in the lives of young children. Research and theory support the long-held contention that play is essential to quality of life in childhood and a primary means of understanding the world. Consequently, this curriculum framework articulates ways in which educators can maximize the potential of play for children's care and learning.		
QC	Quebec Education Program: Preschool Education for 4- and 5- year olds	Children and Play: Through their play and spontaneous activities, children express themselves, experiment, construct their learnings, structure their thoughts and develop their worldview. They learn to be themselves, to interact with others and to solve problems. They develop their imagination and creativity. Spontaneous activity and play are their way of mastering reality; this justifies giving play a central place in preschool education and organizing the space and time accordingly.		
ON	Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings	Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.		
	Every Child, Every Opportunity	Young children actively explore their environment and the world around them through a process of learning-based play – for example, manipulating objects, acting out roles, and experimenting with various materials. Play is a vehicle for learning and lies at the core of innovation and creativity. It provides opportunities for learning in a context in which children are at their most receptive. Play and academic work are not distinct categories for young children, and learning and doing are also inextricably linked for them.		

Table	Table 4: Examples of statements about play-based learning in kindergarten curricula and early learning frameworks by province and territory				
MB	A new early learning curriculum is in the pilot testing phase	Through Family Choices, Manitoba will develop a provincial framework to guide programs as they develop play-based, early learning curricula and will mentor and support them in this work.			
SK	Play and Exploration: Early Learning Program Guide	"Stimulating and Dynamic Environments: facilitate and guide play, exploration and discovery as important processes in enhancing children's holistic development promote the holistic nature of children's learning in an environment that stimulates exploration, curiosity and interactions with others."			
	Children and the Curriculum: The Kindergarten Program	Play is the first and most important mode of instruction in Kindergarten. By providing an environment in which children are free to play with each other and with a wide range of carefully selected materials, teachers facilitate children's development and learning. The amount of learning is affected by the nature of the materials provided and by the quality of the teacher's involvement in the play activity. Besides providing suitable materials and appropriate conditions for play, the teacher should help children structure and extend their play			
AB	Kindergarten Program Statement	Purposeful play is an important mode of learning for children. Children at play are highly motivated and capable of intense concentration. Through organized activities and purposeful play, children explore and experiment with their environment. They clarify and integrate information and concepts encountered in their previous experiences.			
BC	Early Learning Framework	Play is vital to children's healthy development and learning. Play is the "work" of children. Through play, children interact with, explore, and make sense of the world around them. Children find joy and fulfilment in play, whether they are playing by themselves or in groups.			
	Full Day Kindergarten Program Guide	Full day Kindergarten can provide a range of benefits over and above those from half day programs largely because it allows more time for play based exploration and inquiry. These types of hands-on experiences are responsible for most of the cognitive growth that occurs in Kindergarten children.			
ΥT	-	-			
NT	-	-			
NU	-	-			

5. Programs are designed to meet the needs of the majority of families where parents are in the paid labour force, studying and/or participating in community life.

Programs that are part of the formal school system generally do not take into account the needs of working parents. In Quebec, school boards do operate before- and after-school programs if the demand warrants, and Ontario is moving in the same direction. Some provinces have initiatives to encourage the development of school age child care in schools.

Regulated child care programs are intended to meet the need of families where parents are in the paid labour force or studying, and indeed, most children enrolled in full-day programs have a parent in the paid labour force or attending school or a retraining program. However, most programs serve families who work regular day-time hours and provision beyond the typical work-day are limited. There has been considerable debate about the need for extended and flexible hours of care to meet the needs of working parents and arrangements that are in the best interest of the child. The vast majority of programs operate between approximately 7:30 am and 6:00 pm, though there are some examples of centres open beyond these hours.

However, access to regulated child care in most PTs is very limited. The high cost and lack of availability prevent many families from accessing suitable child care arrangements for their children. In 2008 there were enough child care spaces in Canada for 18.6% of children 0-12, and 20.3% for children 0-5 in full- or part-day child care centres. In BC there were enough child care spaces for 15.4% of children 0-12 and enough full-day and part-day centre-based spaces for 18.3% of children 0-5.¹⁶

6. Programs are delivered by socially valued and fairly compensated staff with specific education and expertise in early childhood education.

There are considerable differences in the educational requirements and compensation for kindergarten teachers working in the school system and early childhood educators working in regulated child care programs. Early childhood educators working in the school system in parenting and literacy centres in Ontario and *StrongStart* programs in BC, earn somewhat more than the provincial average for ECEs.

Depending on the jurisdiction, all teachers in the school system must have either a Bachelor of Education or an undergraduate degree, plus additional teacher education. When PEI moves kindergarten into the school system in September 2010, kindergarten teachers will be required to have a two-year ECE diploma and at least one year experience. They must agree to complete a Bachelor of Education degree by 2016, and will receive full credit for their two-year ECE diploma toward their degree. Beginning in September 2010, the full-day learning programs for 4- and 5-year olds in Ontario will be staffed by a teacher and a Registered Early Childhood Educator.

No PT requires all staff working in regulated child care to have an Early Childhood Education credential. The percentage of trained staff and amount of education required varies by jurisdiction. Table 5 provides an overview of the requirements.

¹⁶ Early Childhood Education and Care in Canada 2008 (2009)

Tal	Table 5: Educational requirements for staff in child care centres, out of school programs and regulated family child care, by province and territory			
	Centre-based programs for preschool age children	Regulated school age programs	Regulated family child care providers	
NL	The lead staff in a room must have at least Level 1 certification (1-year ECE certificate) in the classification that covers the age group of the children in the room. All other staff must have at least Entry Level certification (an Orientation Course).	Same as centre- based programs for preschool age children	No educational requirements	
PE	An Early Childhood Centre (child care centre) requires a Type I license; the centre supervisor and one full-time staff member require at least a 1-year Early Childhood Development diploma or equivalent. There are no entry requirements for other staff.	The supervisor and 1 additional staff person must have Type II school age supervisor or program staff certification – requires relevant 30-hour post- secondary course	30 hour course	
NS	2/3 of staff require successful completion of a post- secondary ECE program from a list of specific programs, or the equivalent. There are no entry requirements for other staff.	Same as centre- based programs for preschool age children	Level 1 of the Canadian Child Care Federation Family Home Day Care Training	
NB	The director, or his/her designate, or one in four staff in a child care centre requires a 1-year ECE certificate or equivalent. There are no entry requirements for other staff.	No educational requirements	No educational requirements	
QC	In centres de la petite enfance (CPEs) two-thirds of staff working directly with children will require a three-year <i>Diplôme d'études collégiales</i> (DEC) or a one-year <i>Attestation d'études collégiales</i> (AEC) and three years experience. In garderies (private centres), the requirement for two- thirds qualified staff will take effect 2011. There are no entry requirements for other staff.	No educational requirements	45 hour course	
ON	One staff person per group of children is required to have a two-year diploma in Early Childhood Education from an approved Ontario College of Applied Arts and Technology (OCAAT) or the equivalent. There are no entry requirements for other staff.	Same as centre- based programs for preschool age children	No educational requirements; however many family child care agencies provide training	
MB	Two-thirds of staff in a full-time child care centre for 0-6 year olds, and one-half of staff in a school-age centre or nursery school must be classified as an ECE II (2-year ECE diploma) or III (ECE diploma, plus post-diploma specialization). Other staff must complete 40-hours of ECE course work within the first year of employment.	Same as requirements for nursery schools	Approved 40 hr course from community college in family child care or early childhood education within first year of operating	

Table 5: Educational requirements for staff in child care centres, out of school programs and regulated family child care, by province and territory

	· · · ·	•	
	Centre-based programs for preschool age children	Regulated school age programs	Regulated family child care providers
SK	All child care staff working 65 hours or more must meet the requirements for an ECE I (120-hour orientation course), 30% of staff must meet the requirements for an ECE II (1 year ECE certificate), and in addition, a further 20% of staff must meet the requirements for an ECE III (2-year ECE diploma).	Same as centre- based programs for preschool age children	40 hour introductory course in ECE or equivalent within one year of becoming licensed
AB	At least 1 in every 4 primary staff working directly with children between the hours of 8:30 a.m. and 4:30 p.m. must hold at least a Child Development Worker certificate (1 year ECE certificate). All other staff must hold at least a Child Development Assistant certificate (minimum 45 hour college-level course in child development).	Each primary staff member must be certified at minimum as a Child Development Assistant (minimum 45 hour college-level course in child development).	Contracted family day home agencies required to develop appropriate training in accordance with the Family Day Home Standards Manual
BC	The number of staff required to have a particular type of Licence to Practice depends upon the group size and ages of children. For example, a group of 12 infant/toddlers requires 1 Infant Toddler Educator (2-year diploma), 1 ECE (1-year certificate) and 1 Early Childhood Assistant (1 post-secondary course from an approved list).	No educational requirements	20 hours course work in child development, guidance, health and safety, or nutrition
ΥT	20% of staff must meet or exceed the Child Care Worker III qualifications (2-year ECE diploma), an additional 30% must meet or exceed the Child Care Worker II qualifications (1-year ECE certificate) and the rest must meet or exceed Child Care Worker I qualifications (60-hour introduction to early childhood development course).	Same as centre- based programs for preschool age children	60 hr course or equivalent; required to have a Level 1 certification
NT	No educational requirements	No educational requirements	No educational requirements
NU	No educational requirements	No educational requirements	No educational requirements

Source: Guide to Early Childhood Education Credentialing in Canada. (in press)

Early childhood educators and assistants earn much less than other workers and less than most women in other occupations. Information provided for the last census year (2006) shows that median full-year full-time income in 2005 for the following groups was as follows:¹⁷

	001	
•	All Occupations:	\$41,401
•	Women:	\$35,830
•	Elementary and Kindergarten Teachers:	\$57,166
•	Teaching Assistants:	\$27,488
•	ECEs and Assistants:	\$20,155

In BC, the average wage for a K-12 teacher was \$63,879 in 2007/08.

¹⁷ A Portrait of Canada's Early Childhood Education and Care Workforce (2009)

7. Programs are adequately funded, stable and openly accountable to the communities they serve.

Early care and learning programs that are part of the public school system (in some PTs this includes separate schools) are publicly funded and provided at no direct cost to eligible families. Some PTs provide a portion of the per capita spending in public schools to eligible independent/private schools, which generally are required to be not-for-profit. Table 6 shows the approximate per capita allocation for kindergarten programs for each province and territory. Note that:

- Part-day kindergarten operates for approximately 2.5 hours/day, for 10 months/year
- Full-day kindergarten operates for approximately 4.5 hours 6 hours/day, for 10 months/year
- Approximate per capita spending generally includes base funding rates only. For example, the per capita amounts included for BC do not include capital expenditures, transportation, supports for children with special needs, Aboriginal education or additional resources for ESL students

	Table 6: Per capita allocations for kindergarten, by province and territory, 2008 ¹⁸				
	Approximate per capita spending on part-day kindergarten for 5-year olds	Approximate per capita spending on full-day kindergarten for 5-year olds	Approximate per capita spending on 4- year old kindergarten (part-day)	Public funding for eligible private and independent schools	
NL	\$5,305	N/A	N/A	None	
PE	\$2,768	N/A*	N/A	None	
NS	N/A	\$5,967	N/A	None	
NB	N/A	\$7,857	N/A	None	
QC	Information not available	Information not available	Information not available	40% of public per capita spending	
ON	\$4,863		\$4,863	None	
MB	\$4,700		Information not available	50% of public per capita spending	
SK	Ranges from \$2,384 in major urban areas to \$5,223 in Northern regions	N/A	\$3,022 (for 3- and 4-year olds)	None**	
AB	\$2,725	Information not available	Information not available	Approximately 60% of public per capita spending	
BC	\$2,926, plus \$507 per Aboriginal student	\$5,851, plus \$1,014 per Aboriginal student	N/A	Between 35%-50% of public per capita spending	
ΥT	Information not available	\$14,565	\$7,282	None	
NT	\$6,700		N/A	40% of adjusted school funding formula	
NU	\$5,260	N/A	N/A	None	

*PEI will implement full day kindergarten in September 2010. Per capita spending information is not yet available. **A few private high schools receive some funding for historical reasons, but no schools with early care and learning programs.

¹⁸ Early Childhood Education and Care in Canada 2008 (2009)

Funding arrangements for child care spaces vary considerably across PTs. Funding is made up of fee subsidies for eligible families and various operating grants. Quebec and Manitoba are the only jurisdictions with maximum parent fees that programs with public funding may charge (effective September 2010, PEI will implement maximum parent fees in Early Years Centres). Median fees in other jurisdictions vary from a low of \$442/month for a preschool age space in Saskatchewan, to a high of \$601/month in Nunavut. Table 7 shows per capita spending for child care and median parent fees in child care. Note that:

- Child care programs typically operate approximately 10 hours/day for 12 months/year
- Spending includes all operating grants, support for children with special needs, capital funding and fee subsidies paid on behalf of low and moderate income families using regulated child care

centres, by province and territory, 2008 ¹⁹				
	Per capita spending on child care for children 0-12	Spending per regulated child care space for children 0-12	Cost to parents: median monthly parent fee (1 year old/3 year old)*	
NL	\$304	\$3,323	\$975/\$455	
PE	\$313	\$1,407	\$685/\$556	
NS	\$313	\$2,710	\$567/\$502	
NB	\$274	\$1,692	\$552/\$488	
QC	\$1,694	\$4,691	\$147/\$147	
ON	\$414	\$3,040	Information not available	
MB	\$606	\$3,898	\$560/\$376	
SK	\$326	\$5,138	\$569/\$442	
AB	\$195	\$1,429	\$649 (average across all age groups)	
BC	\$382	\$2,476	\$765/\$565	
ΥT	\$1,120	\$5,079	\$620/\$520	
NT	\$292	\$1,438	\$600 (average for both age groups)	
NU	\$255	\$2,438	\$611/\$601	

Table 7: Per capita allocations for regulated child care and median parent fees in regulated child care

*Parent fees in large urban areas tend to be considerably higher. For example, fees for a 1-year old in Ottawa, Toronto and Vancouver are often \$1,200/month or more.

¹⁹ Early Childhood Education and Care in Canada 2008 (2009)

Conclusion

Ministries of Education in most jurisdictions are increasing their roles in the provision of various forms of early care and learning. However, most jurisdictions still have a considerable divide between early care and learning programs operated as part of the school system and those operated privately as part of the child care system, in all aspects of planning, development, funding, public accountability and responsibility.

Programs that are part of the school system are operated within a democratically-elected publiclyaccountable governance structure, that ensures universal access, adequate funding and fairly compensated staff. However, the needs of working parents are generally not taken into account within the structure of kindergarten and other early care and learning programs.

Child care programs operate without an infrastructure, and there is very little public delivery or management of services. Operating primarily on a fee-for-service basis, fees for parents are often unaffordable and compensation for staff often low. A key function of child care programs is to enable parents to participate in the work force or education, and so tend to accommodate a typical day-time work day. Relying on the private market approach to service delivery has resulted in low and uneven levels of service. Table 8 provides a summary of how the two systems meet the CCCABC/ECEBC principles.

CCCABC/ECEBC principles				
CCCABC/ECEBC principles	School board operated early care and learning programs (under Education)	Child care programs operated by non-profit, for- profit and public entities		
 The right of all children to access universal, high quality publicly funded early care and learning services is enshrined in legislation. 	Kindergarten for 5-year olds universally available; but entitlement not always enshrined in legislation Availability of other programs vary, but entitlement generally not enshrined in legislation, except for 4- year olds in Ontario. Ontario is phasing in an entitlement to extended day for 4- and 5-year olds outside formal school hours, should demand warrant, beginning September 2010.	No entitlement		
2. Programs are planned, delivered and governed on a democratic, not-for- profit basis, through an integrated system of early care and learning.	Democratically elected school boards: yes Integrated system of early care and learning: no (with exception of programs being phased in for 4- and 5-year olds in Ontario)	Primarily private delivery (profit and non-profit) Generally not under governance of democratically elected governance structure		
 The system of early care and learning advances equity and social inclusion for all. 	Varies across jurisdiction	Varies across jurisdiction		
4. Programs provide play-based, inclusive experiences that meet all children's developmental needs and respect their right to quality of life.	Most	Some		

Table 8: How school board operated early care and learning programs and child care meet

Table 8: How school board operated early care and learning programs and child care meet CCCABC/ECEBC principles		
CCCABC/ECEBC principles	School board operated early care and learning programs (under Education)	Child care programs operated by non-profit, for- profit and public entities
5. Programs are designed to meet the needs of the majority of families where parents are in the paid labour force, studying and/or participating in community life.	No	Full-day programs: yes
 Programs are delivered by socially valued and fairly compensated staff with specific education and expertise in early childhood education. 	Fairly compensated staff: yes Specific education and expertise in early childhood education: not required for teachers, except in PEI; BC requires ECE for <i>StrongStart</i> facilitators	Fairly compensated staff: varies, but typically no Specific education and expertise in early childhood education: varies by jurisdiction; all PTs except Northwest Territories and Nunavut require some staff to have 1-year ECE certificate or 2-year ECE diploma
7. Programs are adequately funded, stable and openly accountable to the communities they serve.	Generally yes	Generally no

Table 9: How school board exercised early ears and learning programs and shild ears most

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British Columbia Early Learning Framework: http://www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf

Full Day Kindergarten Program Guide:

http://www.bced.gov.bc.ca/early_learning/fdk/pdfs/fdk_program_guide.pdf

Yukon:

Department of Education website: http://www.education.gov.yk.ca/

Learning Together news release: http://www.gov.yk.ca/news/10-093.html

Northwest Territories:

Department of Education, Culture and Employment website: <u>http://www.ece.gov.nt.ca/</u>

Culture-based education: http://www.newteachersnwt.ca/culture_based_education2.html#sec2

Nunavut:

Nunavut Department of Education website: <u>http://www.edu.gov.nu.ca/</u>

Bilingual Education Strategy: http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=50

Early Childhood programs: <u>http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=30</u>