

The Impact of Public Delivery of ECE on Its Workforce

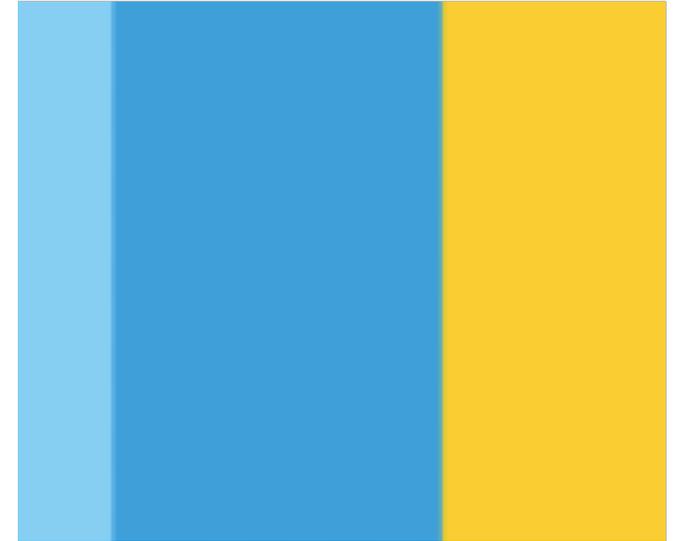
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Presentation Outline

01

Policy Context



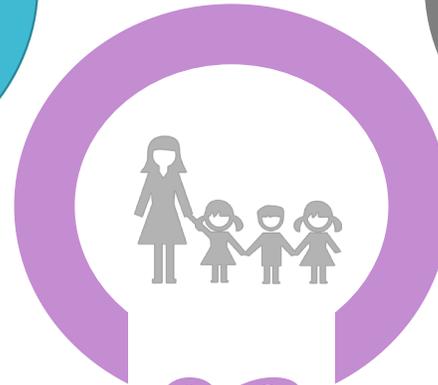
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Effects on Public
Education



02

Benefits of Public
Delivery on ECE
Workforce



04

Interview Matrix



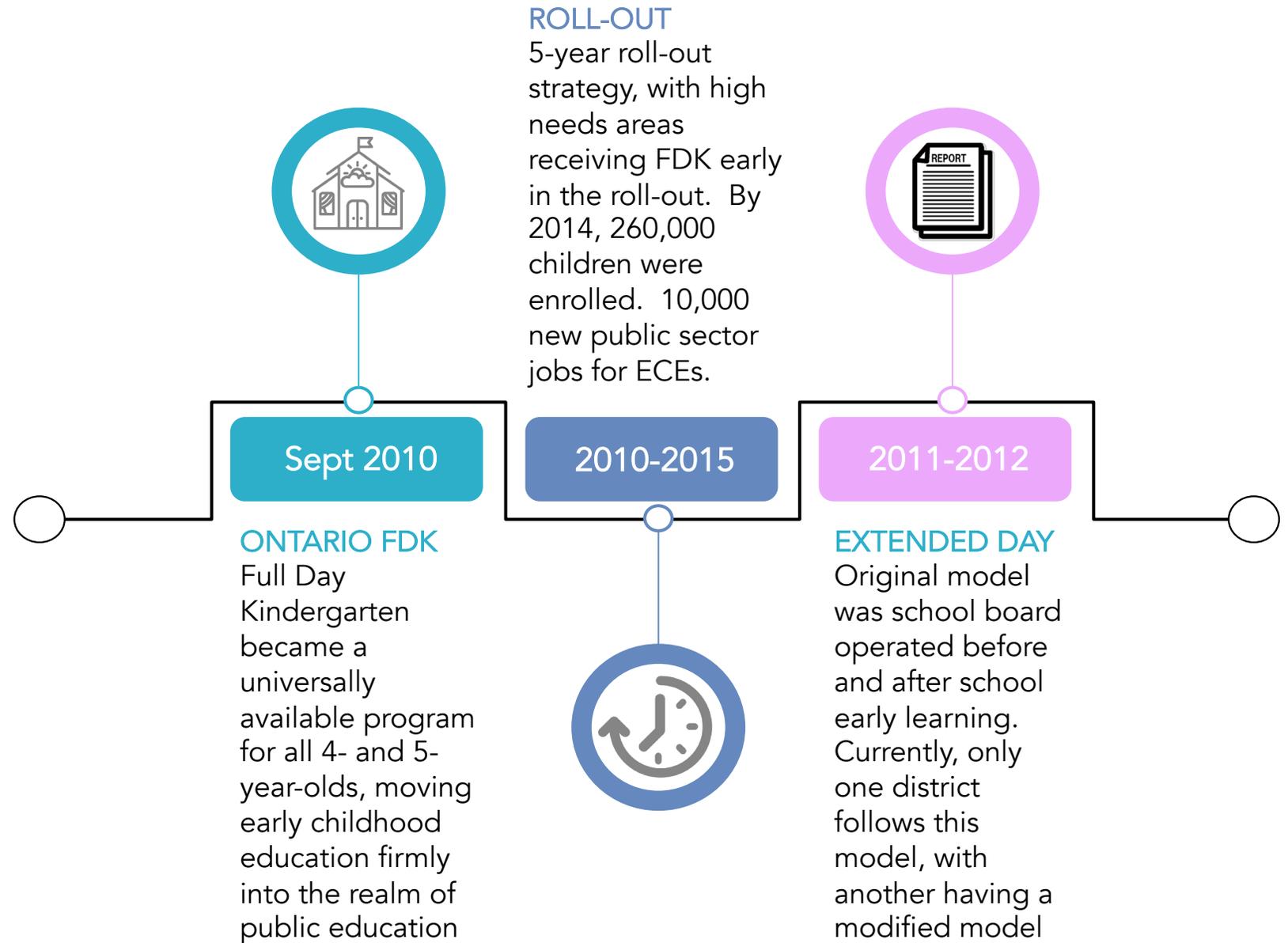
Policy Context

(last 10 years)



- With *Our Best Future in Mind* (2009)
- Amendments to *Education Act*
- Merged children's services and education – integrated governance
- Introduction of new kindergarten curriculum
- Full day kindergarten (2010-2014) – 250,000 children
- FDK/EDP educator teams
- Created 10,000 new ECE positions (public sector - unionized)
- Parent entitlement to before and after school care
- Contracted- and school board- operated extended day programs
- *Revisions to the ECE Act*
- *Child Care and Early Years Act (CCEYA), 2014*

Full-Day Kindergarten in Ontario



Full-Day Kindergarten in Ontario



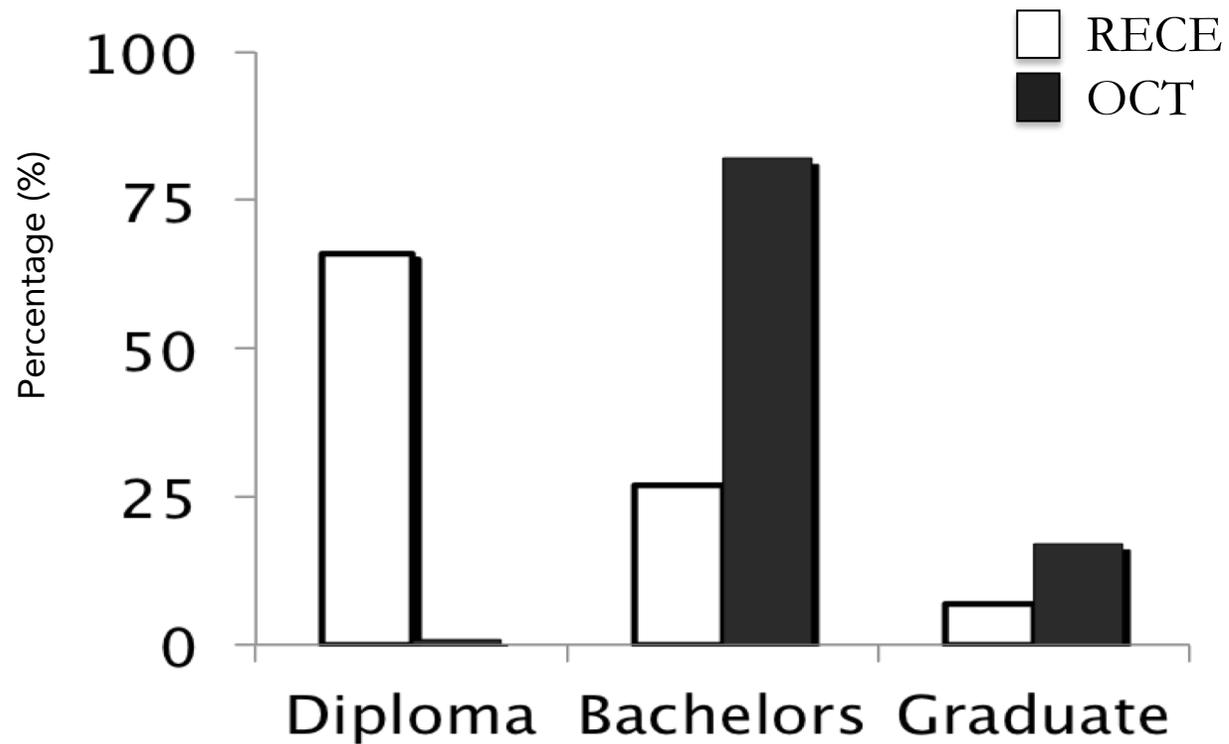
Unique to the Ontario model is the **educator team**, where teachers and early childhood educators share responsibility for the planning and delivery of the program.

Findings

- Implementation challenges less significant compared to year 1
- PD opportunities for RECEs depend on administrator flexibility and school budgets
- Role of educators are becoming clearer
- Lack of PD, program planning time for RECEs a problem across all boards
- Limited knowledge about RECEs and play-based learning
- Significant pressure to ensure literacy and numeracy success



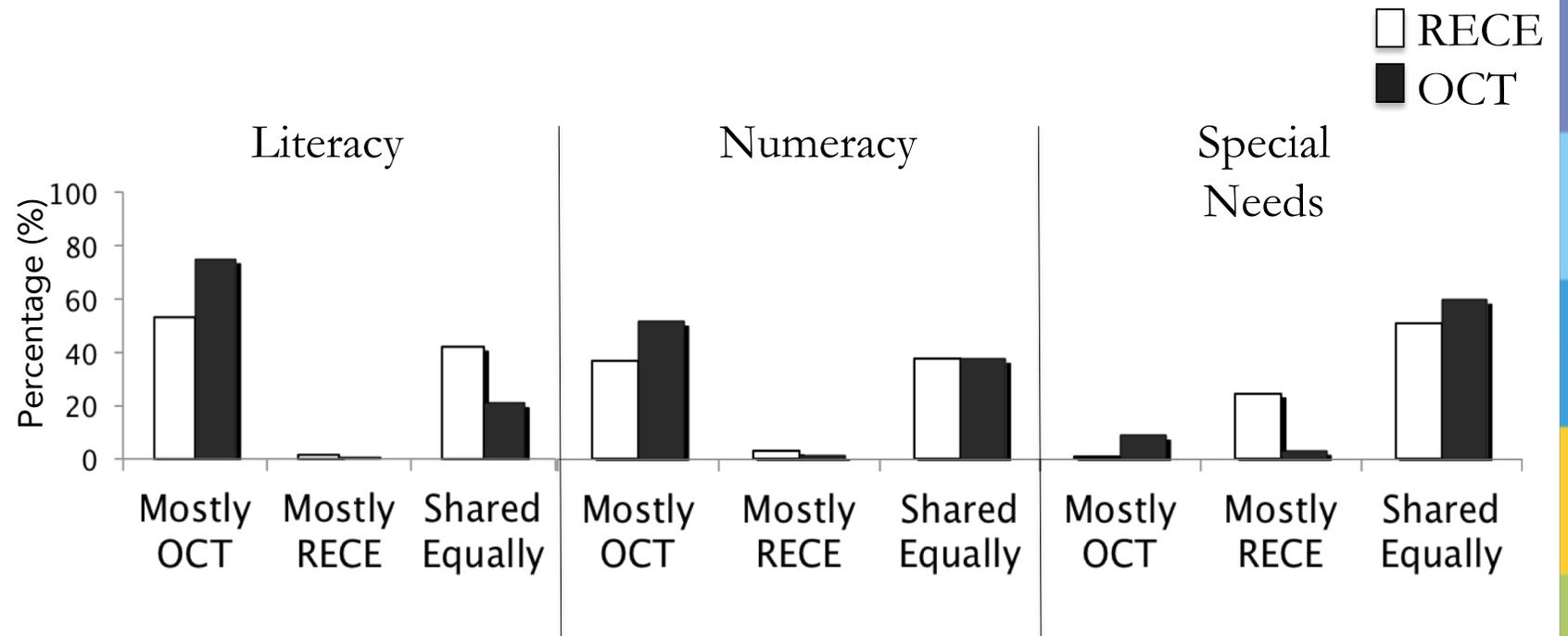
Findings



Significant number of RECEs have an undergraduate degree in addition to ECE diploma

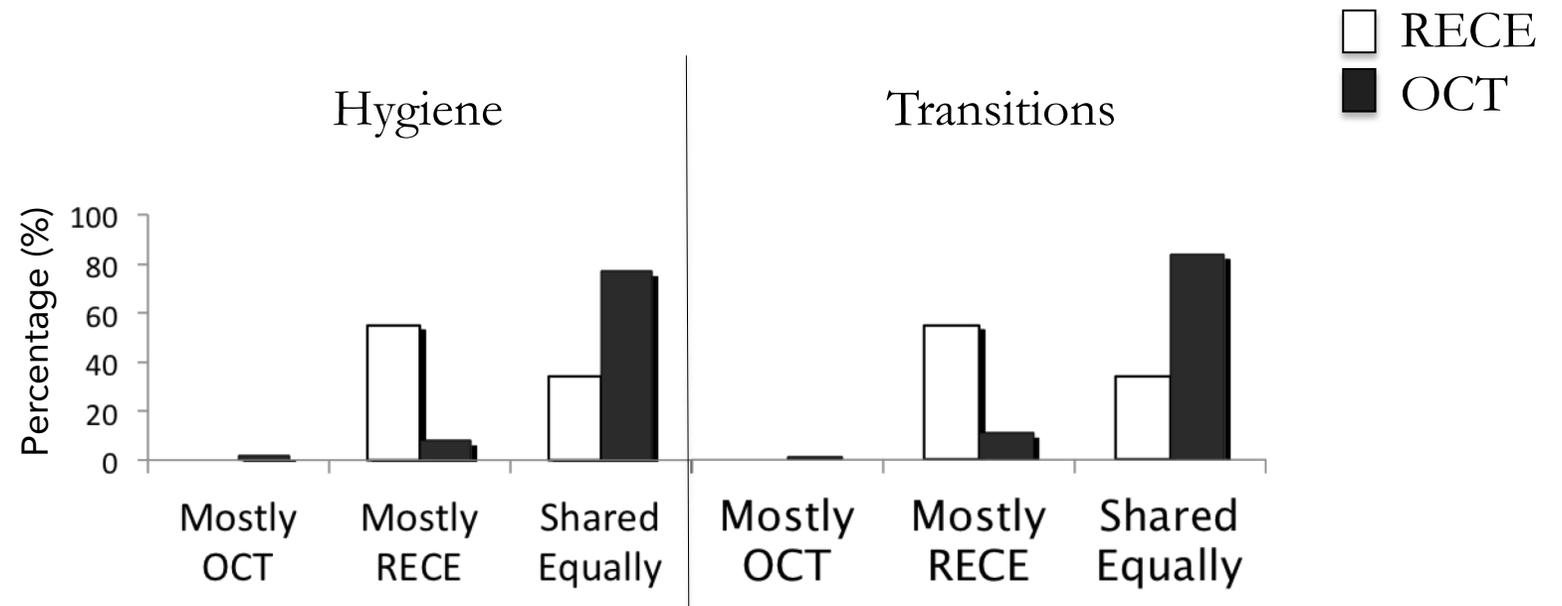
Findings

Differences in the way that RECEs and OCTs view their roles in FDK

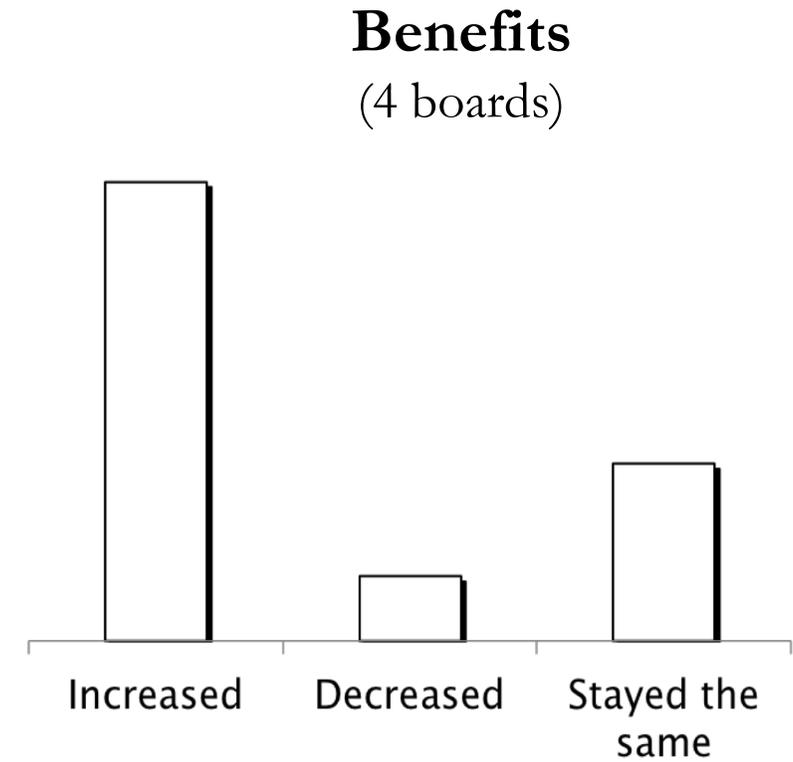
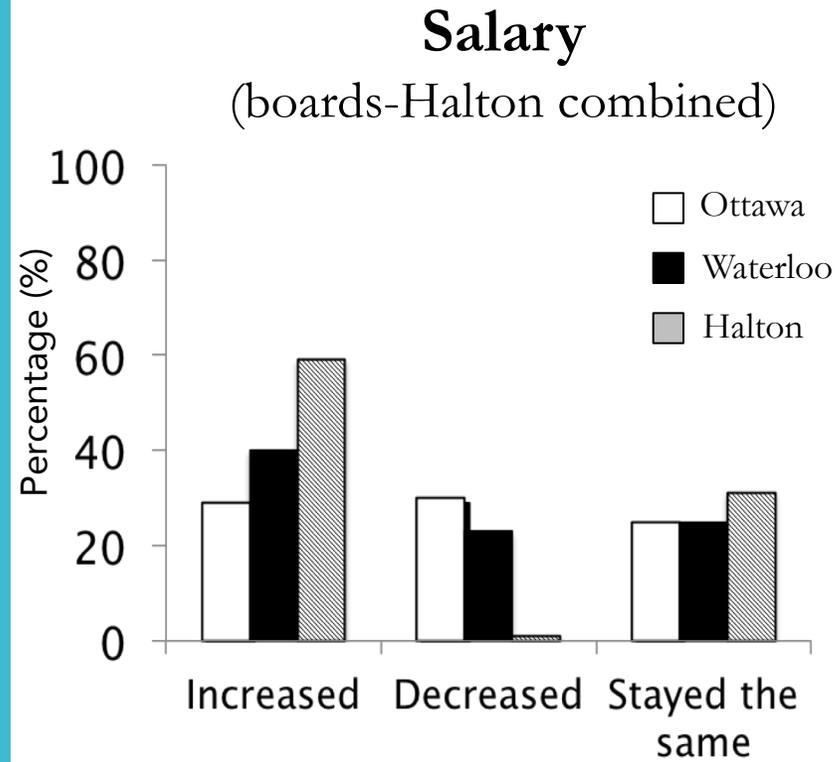


Findings

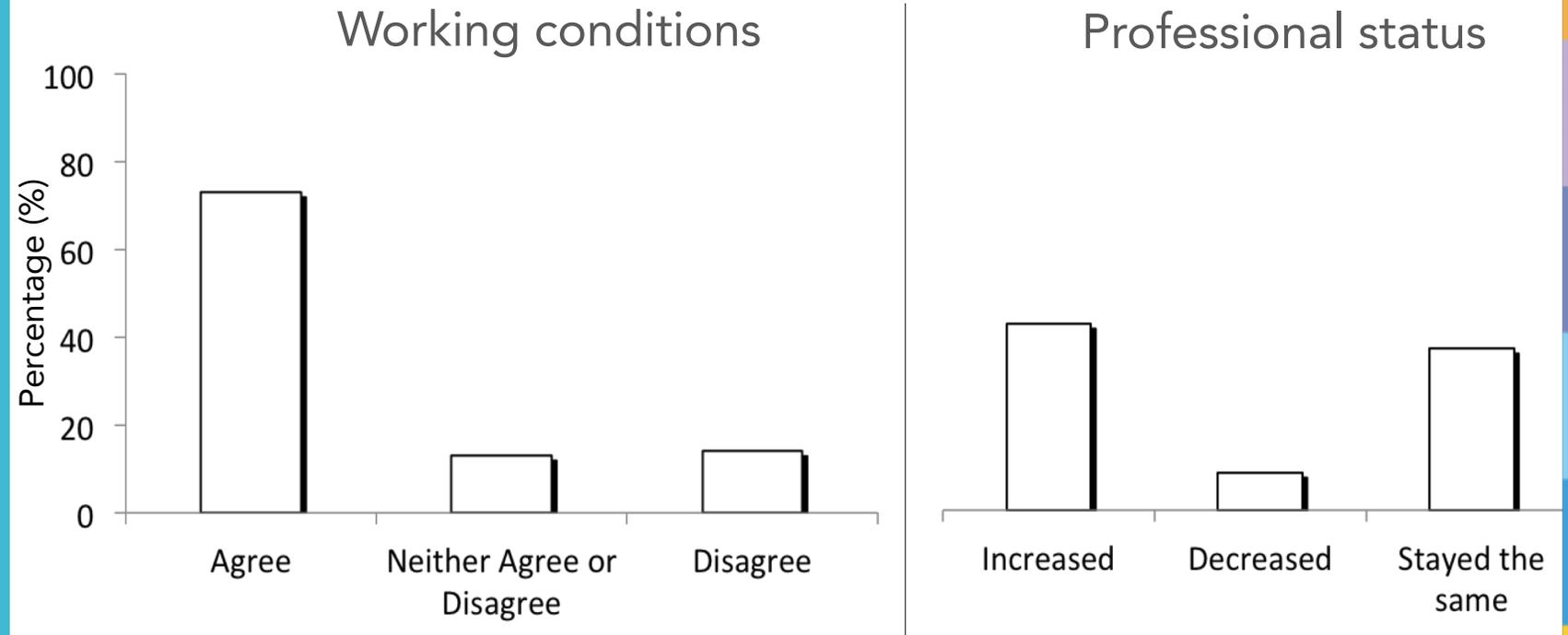
Differences in the way that RECEs and OCTs view their roles in FDK



Findings



Findings



Almost 80% of RECEs agree that having a union has improved their working conditions. Fifty percent have reported that their professional status has increased.

Findings

Contract Provision	ETFO (Waterloo)	OSSTF (Ottawa)
Scope of agreement	DECEs and occasional DECEs	Special memorandum of understanding for ECEs
Salary	Experience grid - \$20.09 to \$26.27. Supply and letter of permission - \$18.54	Starting salary \$19.48, no salary schedule
Preparation Time	Within the core hours of work	n/a

Findings

Contract Provision	ETFO	OSSTF
Pension Plan	OMERS or O'TPP (for RECEs with teaching credentials)	OMERS or OTIP for employees with 10 or more month
Vacation	Paid by-weekly based on years of service starting at 4% up to 10% after 16 years	15 working days
Benefit Plan	Dental (50%), health/life/ADD up to \$25,000 - 95% employer paid. LTD 100% paid by RECE	Health, dental, long term disability, life insurance up to \$45,000
Number of times RECE is mentioned in agreement	348 times	None in collective agreement. 16 in letter of agreement

Effects on Children



FDK has lasting benefits for children's behaviour as well as their learning. Children in this program scored higher on reading, writing, and number knowledge than those in a half-day program and remained ahead until the end of Grade 2.

Children also scored higher on [self-regulation](#)

Pelletier, 2017, 2018
Janmohamed, McCuaig, Akbari, Gananathan, & Jenkins, 2014

Effects on Public Education

PLAY

Parents / families /
caregivers are
reporting they use
play-based learning
at home and
support creative
inquiry



We are seeing that
parents / families /
caregivers are
understanding the
value of play-based
learning

MATTERS

Effects on Public Education

"The ECE"
"Educators"

"Assistant"

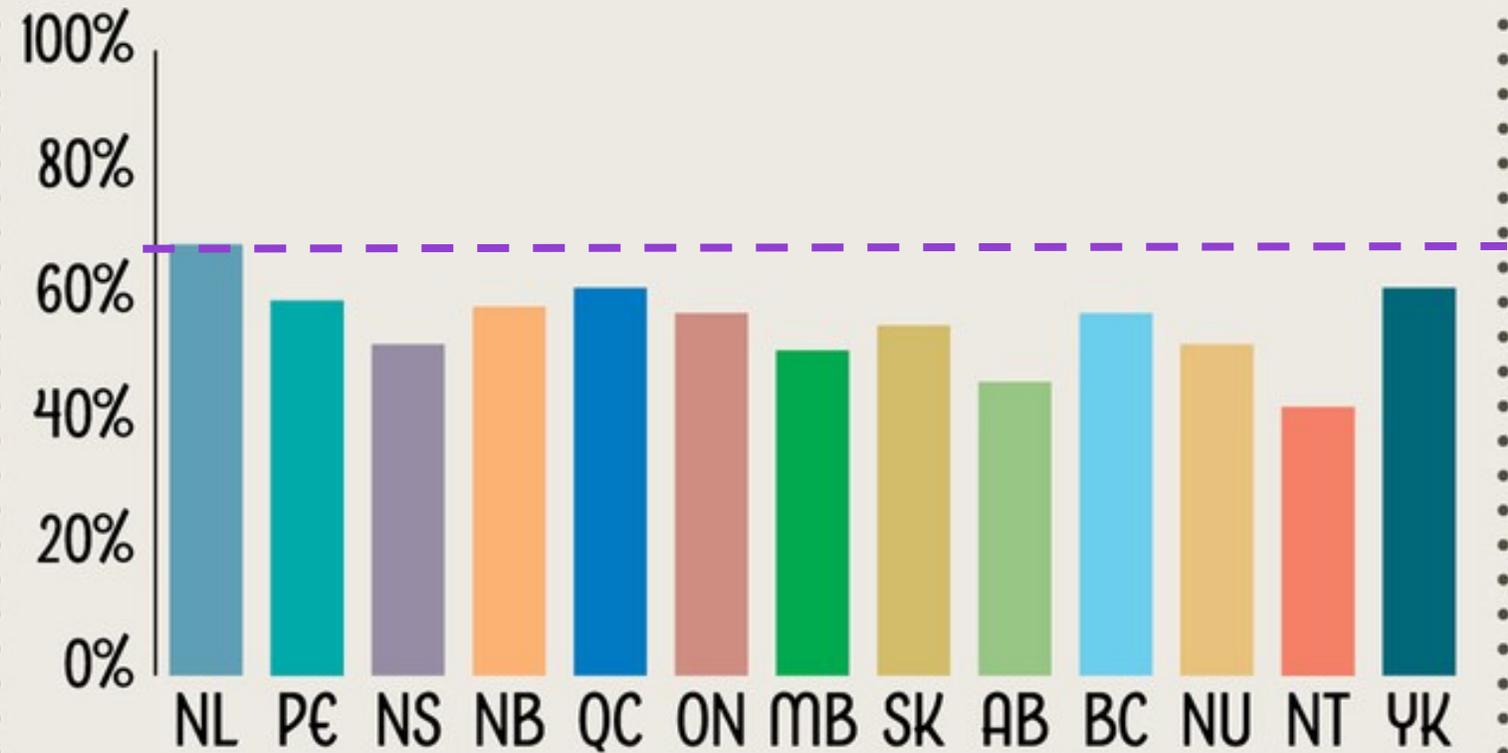


Learning Environment

Educator Salaries



EARLY CHILDHOOD EDUCATOR SALARIES AS
A PERCENTAGE OF TEACHER SALARIES BY
PROVINCE / TERRITORY



Interview Matrix

The interview matrix will be the primary format of our discussion today.

What is it?

- Used as a tool to build effective dialogue in small groups
 - Gives everyone equal opportunity to speak
 - Quickly brings the working group to consensus

How does it work?

- Each person is assigned one of the four questions
- **Part 1:** There are six rounds. In each round, you will either interview each person on your question, or be interviewed on each of the three other questions
- **Part 2:** Each question group gets together (e.g., everyone who was assigned Question 2) to compare notes, consolidate answers, and provide their own input
- **Part 3:** The whole group comes together and discusses each of the questions

1. What are the top 3 important elements you require as an ECE to do your job effectively?

2. What are some key issues and challenges you face as an ECE?

3. What are some of the benefits you would expect working as an ECE in a publicly delivered ECE program that is unionized?

4. How do you think parent / public perceptions of your role as an ECE will change with increased public delivery of ECE?

Round

One-on-one interviews

A



B



C



D



E



F



Thank you!

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