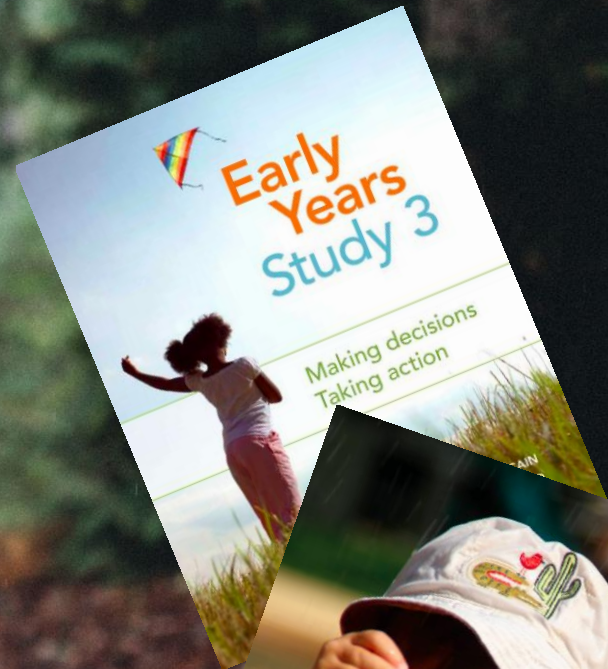


# Early Childhood Education Report

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Ontario Institute for Studies in Education  
University of Toronto

@Kerry\_EarlyYear





# THE SMALL STEPS MAKE A BIG DIFFERENCE.

Over the past two decades, we've uncovered just how big a difference the small steps make.



**OUR BRAIN GROWS TO 90% OF ITS ADULT WEIGHT DURING THE FIRST FIVE YEARS OF LIFE.**

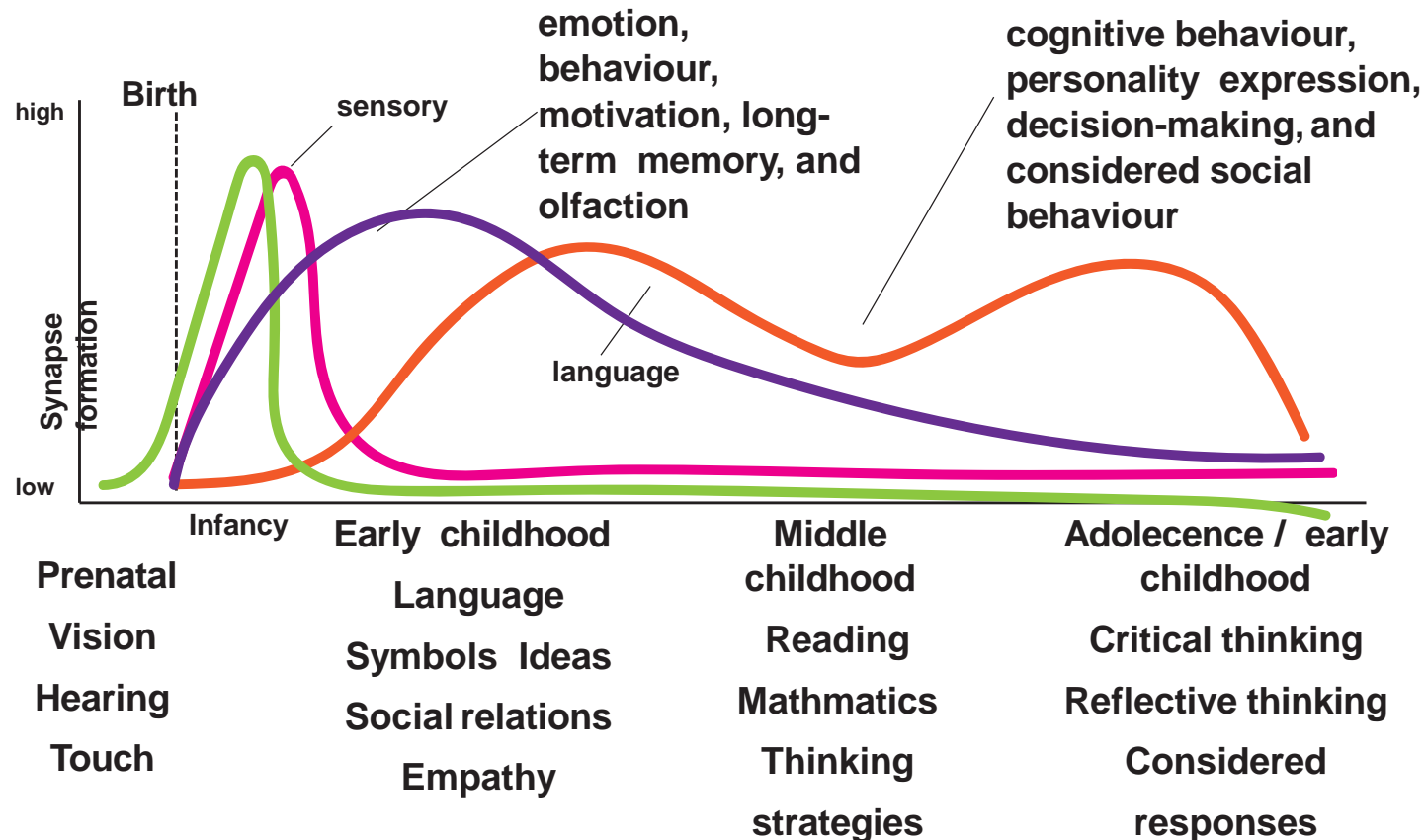


## WHY CARE ABOUT EARLY CHILDHOOD?

Source: Paus T. Imagining the Growing Brain. In: Tremblay RE, Boivin M, Peters RDev, eds, Paul T, topic ed Encyclopedia on Early Childhood Development. [online].March 2011.

# THE SMALL STEPS OF EARLY CHILDHOOD.

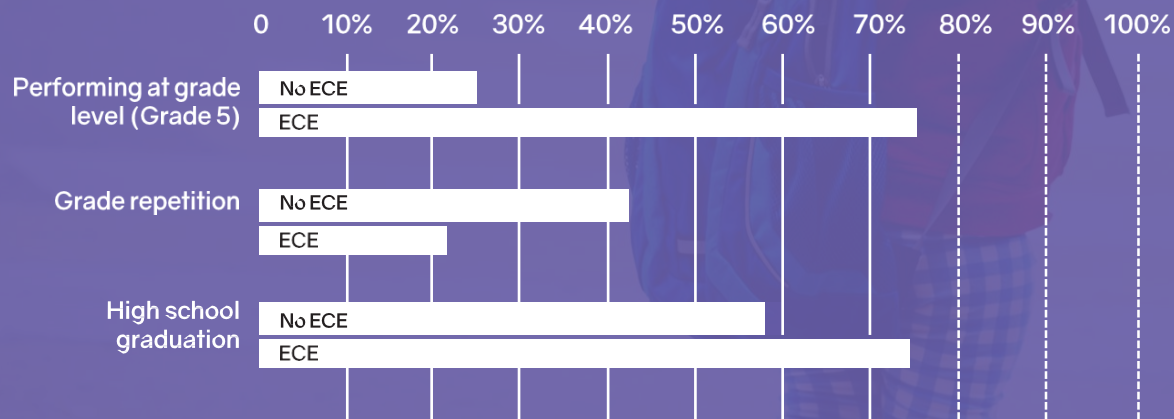
During their early years, children take important steps to acquire the foundational skills of literacy, numeracy, thinking, social awareness and interactions.





# EDUCATION DURING THIS EARLY PERIOD HAS A LASTING IMPACT.

Multiple studies show big impacts for all children, particularly those from disadvantaged backgrounds, who attend at least one or more years of quality preschool.



Source: Smith, AB. School Completion/Academic Achievement-Outcomes of Early Childhood Education. In: Tremblay RE, Boivin M, Peters RDeV, eds. Vitaro F, topic ed. Encyclopedia on Early Childhood Development. Updated May 2014.

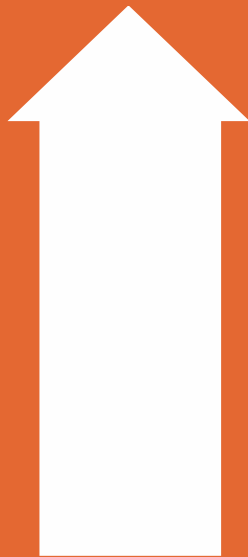
# EVEN INCREASING ECE FROM HALF DAY TO FULL DAY MAKES A BIG DIFFERENCE.

Students attending 1 to 2 years of full day kindergarten, compared to those attending half day.

Self  
regulation at  
Grade 2



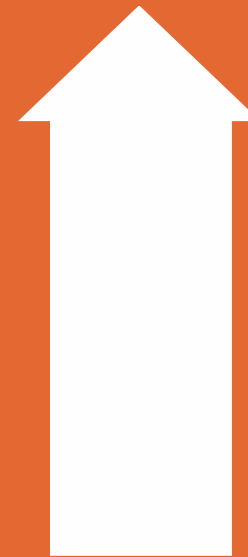
Vocabulary  
at Grade 2



Reading at  
Grade 3

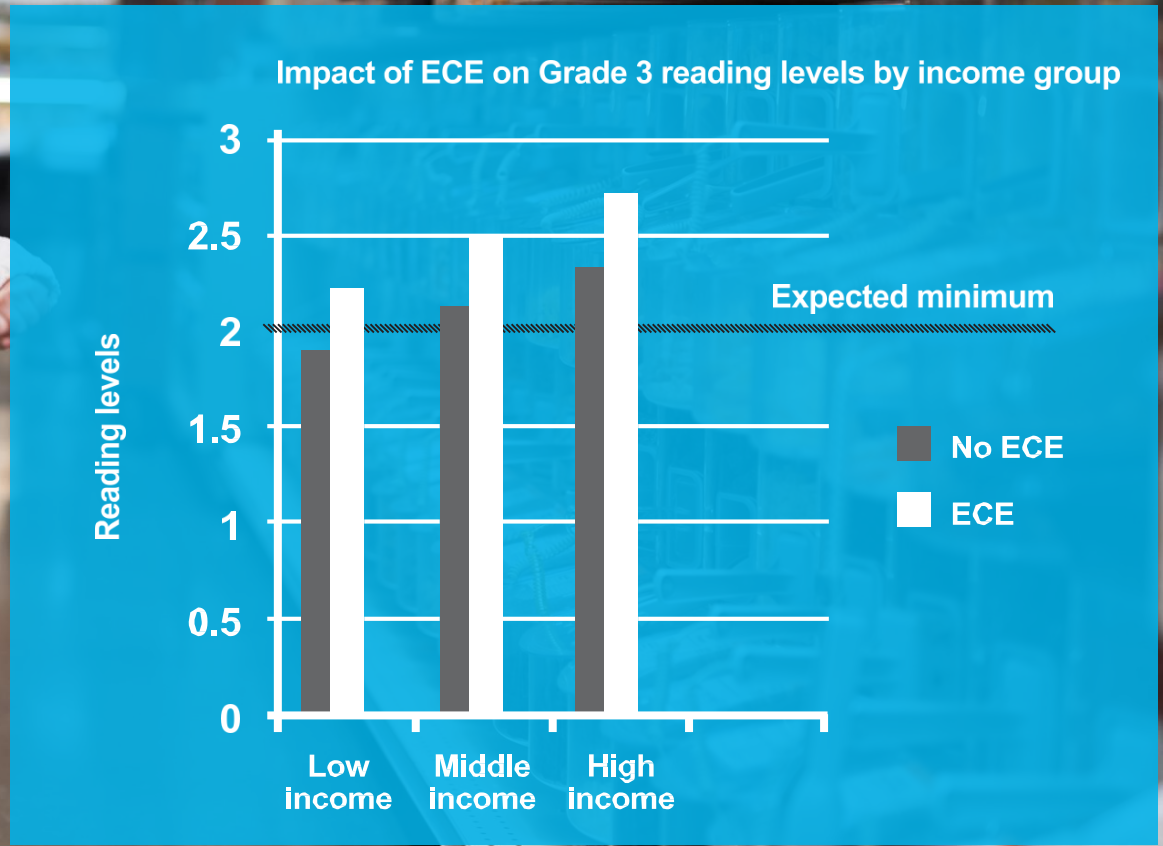


Mathematics  
at Grade 3




# EARLY EDUCATION CREATES ADVANTAGES FOR CHILDREN FROM ALL INCOME GROUPS.

THE BIGGEST DIVIDEND IS IMPROVED VOCABULARY—THE FOUNDATION OF ALL LEARNING.



Source: Brenda Taggart, Kathy Sylva, Edward Melhuish, Pam Sammons and Iram Siraj. Effective pre-school, primary and secondary education project (EPPSE 3-16+). How pre-school influences children and young people's attainment and development outcomes over time. Research Brief June 2015. Department of Education, UK.





IT'S TIME TO APPLY  
THIS KNOWLEDGE  
WHERE IT COUNTS:  
*THE EARLY YEARS.*



# EARLY CHILDHOOD EDUCATION IS NOT AN EXTENSION OF SCHOOL. IT'S AN EXTENSION OF PLAY.

- When children count during board games, they build numeracy.
- When they sing songs, they build memory.
- When they chat with friends and educators, they build vocabulary, language, social skills.
- When they build with blocks, they learn design.
- When they negotiate play with their friends, they learn problem-solving.
- **ECE isn't school. It's organized play that makes more advanced learning possible.**





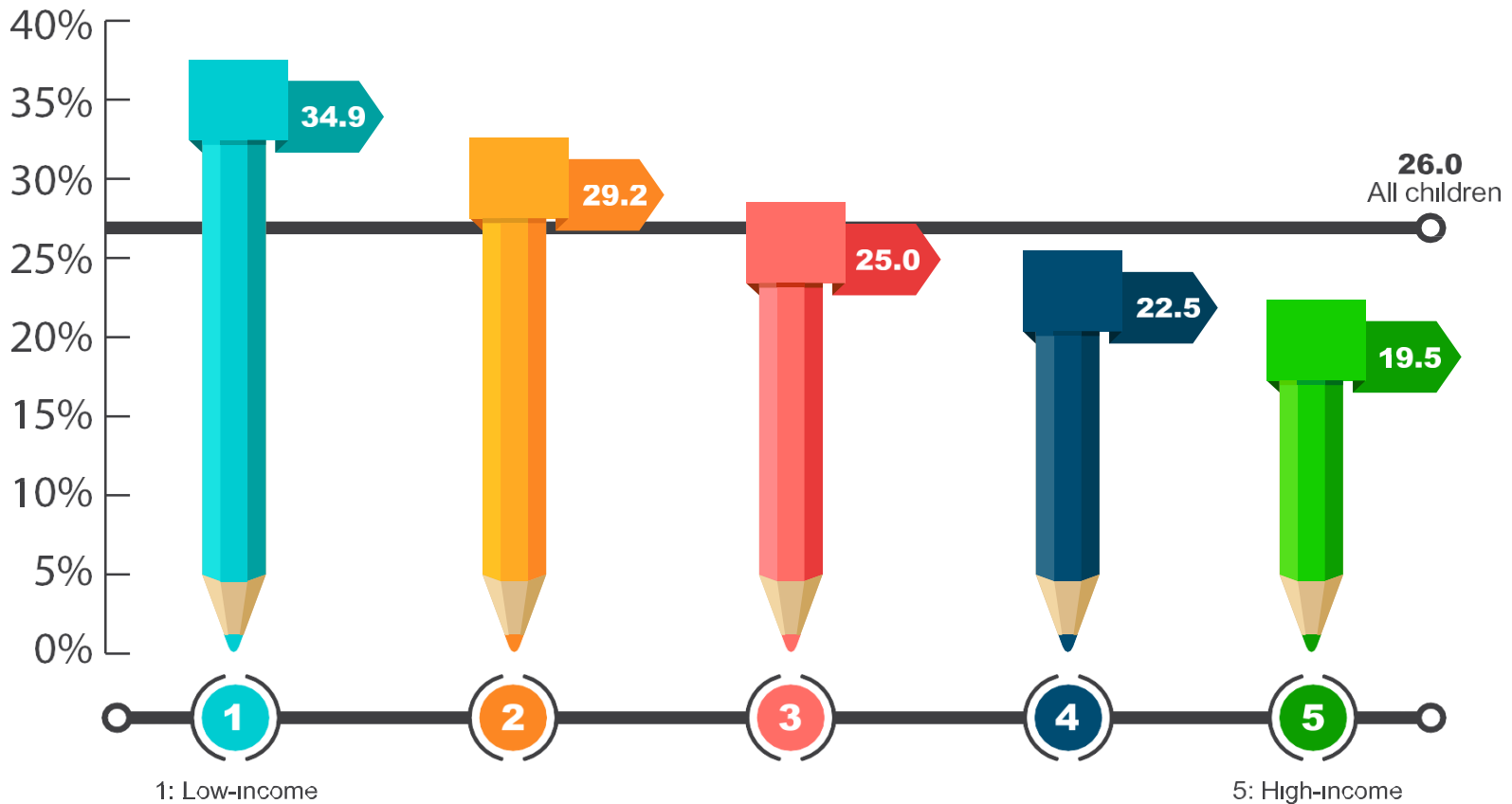
# EARLY CHILDHOOD EDUCATION IS NOT A FAMILY SUBSTITUTE. IT'S A FAMILY SUPPORT.

ECE doesn't break parent-child bonds. It works with families to build children's nascent abilities and creativity, while simultaneously making family life and career more compatible.



# YET CHILDREN IN ALL INCOME GROUPS ARE MISSING OUT ON THE BENEFITS OF ECE.

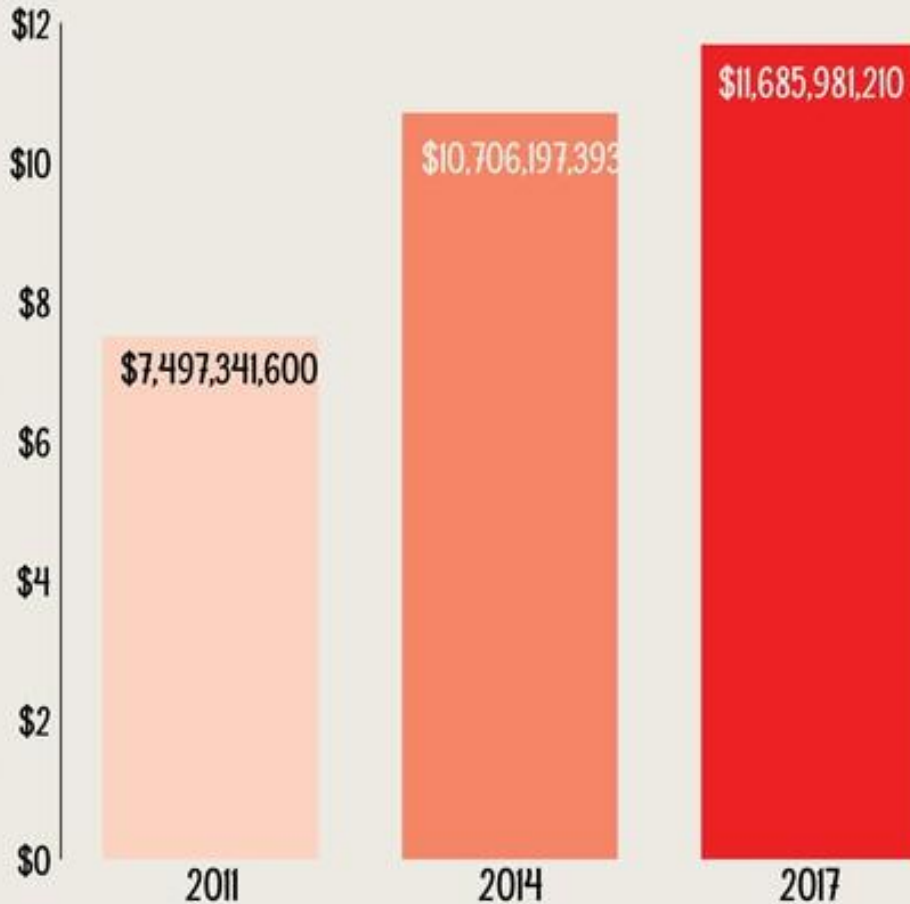
While a higher percentage among low-income children are considered vulnerable, the majority of children with vulnerabilities live in middle-income families.





# Change in total ECE spending by Provinces/Territories 2011/2014/2017

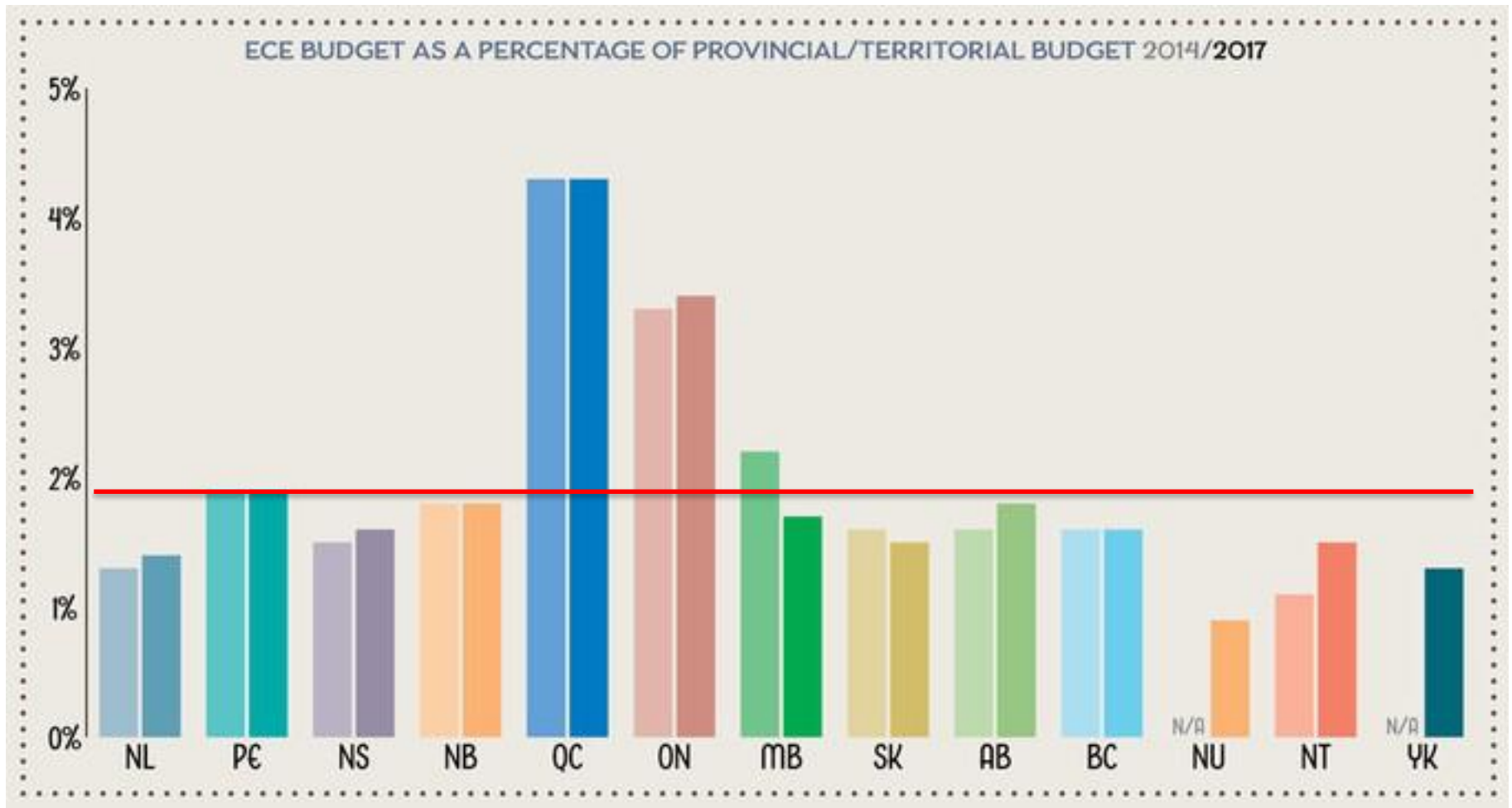
CHANGE IN TOTAL PROVINCIAL / TERRITORIAL ECE SPENDING (DOLLARS IN BILLIONS)



Budget estimates as reported by provincial/territorial governments

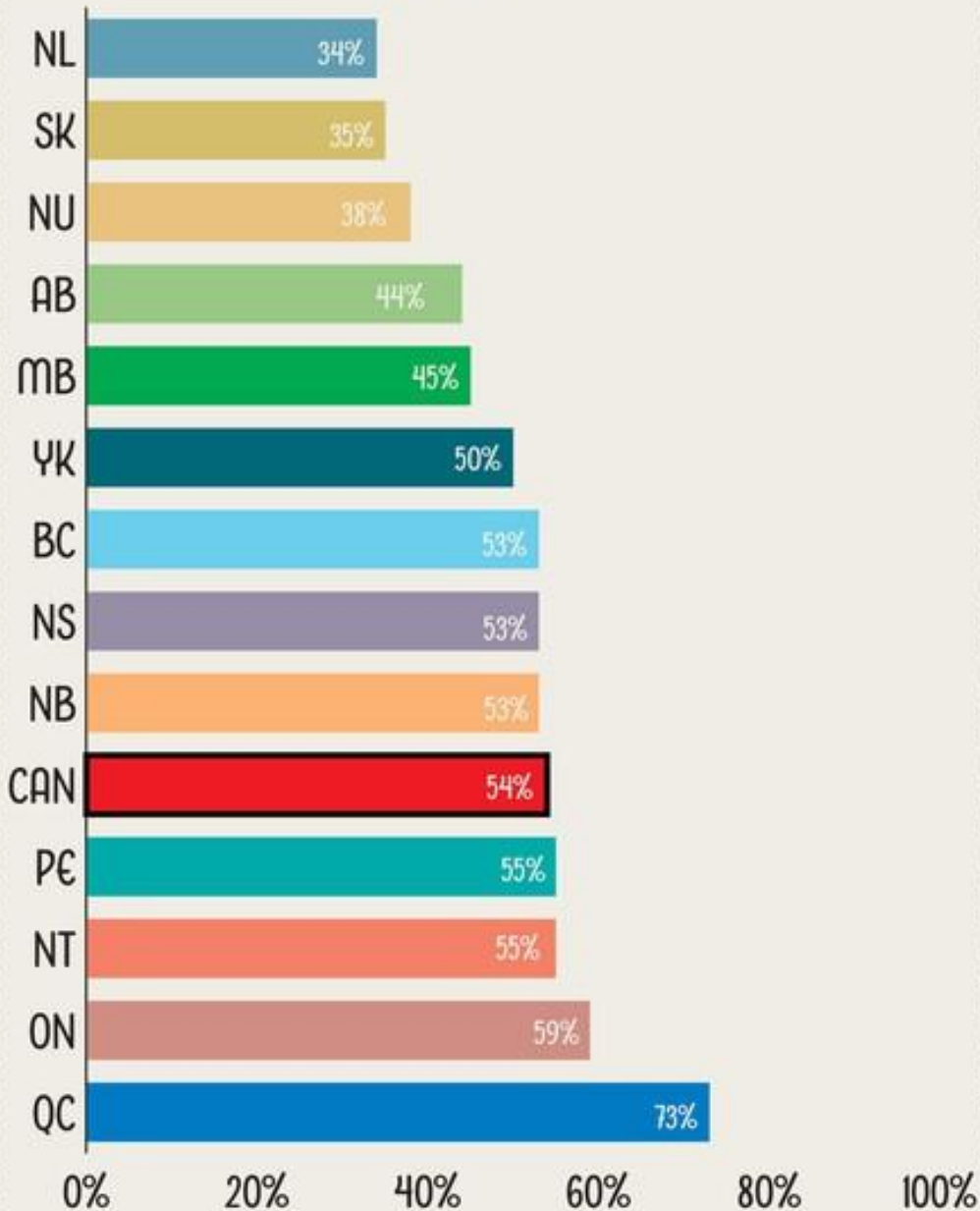


# ECE budgets as a percentage of Provincial/Territorial budgets 2014/2017

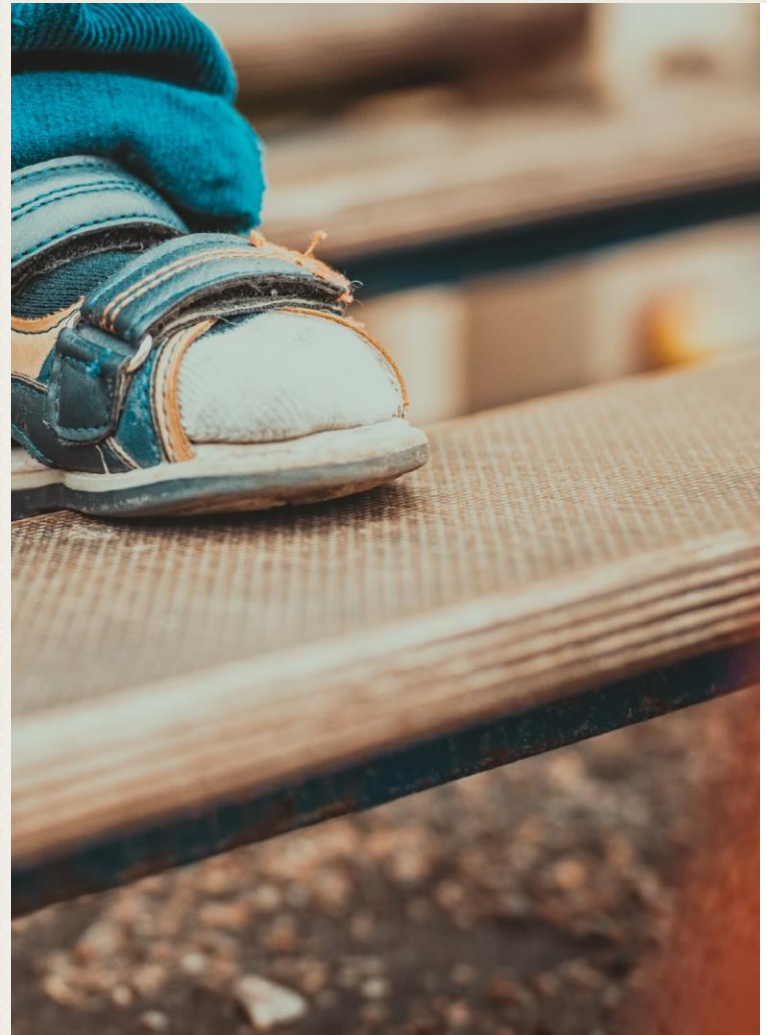




PERCENTAGE OF 2-4 YEAR OLDS REGULARLY ATTENDING AN ECE PROGRAM BY PROVINCE/ TERRITORY



Percentage of 2-4 year olds regularly attending an ECE program by P/T





# MANY IMPORTANT STEPS ARE ALREADY IN PLACE.

The public education landscape is ready:

- The public education system ranks second highest among Canadian institutions in public confidence.
- Almost 40 percent of pre-schoolers now get their early education in school and half of 2-to-4-year-olds in Canada attend preschool, compared to 1 in 3 in 2011.

Schools are well placed to grow down to include younger children, as well as out to provide additional hours for working parents.



A child is standing on a tire in a grassy field. The child's arms are outstretched, and they are wearing a grey t-shirt and shorts. The background shows trees and a bright, sunny sky. The text is overlaid on a green semi-transparent box.

# THE STEPS AHEAD NEED CAREFUL THOUGHT.

For ECE to be successful, we need a coherent universal system:

## **1.WE NEED THE RIGHT ACCESS:**

- Open to all children regardless of family employment or income

## **2.WE NEED THE RIGHT QUALITY:**

- Delivered by qualified and supported educators

## **3.WE NEED THE RIGHT DURATION:**

- Children attending long enough

## **4.WE NEED THE RIGHT QUANTITY:**

- Enough children attending

## **5.WE NEED THE RIGHT COST:**

- Without parent fees\*

A photograph showing the lower legs and feet of an adult and a child. The adult is wearing red and white plaid shorts and is standing on a wooden floor. The child is wearing a green t-shirt and blue and white striped shorts, and is standing on a white plastic step stool with blue perforations on top. The background is a dark wood cabinet with a silver handle.

# IT'S ALSO TIME FOR A CRITICAL BIG STEP.

It's time for Canada to step up for  
our youngest children.

Canadian jurisdictions spend  
between 1% and 4.5% of their  
annual budgets on ECE.

It's time to bring this country in line  
with other OECD countries and  
***dedicate 6% of Canada's  
annual public spending to ECE.***



# For more information



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LAWSON  
FOUNDATION



**ATKINSON**

For social and economic justice

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<https://www.oise.utoronto.ca/atkinson/Main/index.html>