

# Modernizing the early years Findings from research & practice

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# Conceptualizing the early years

- What leads - learning or care?
- Who leads – public or private delivery?

Answering these questions makes a difference –  
for equity, for quality

- What others are doing

# The starting point: Early education or child care

Child Care	Early education
<p><b>Purpose</b>            Labour force participation            Poverty reduction            Reduce social assistance</p> <p><b>Public policy</b>            Low levels of public funding            Underdeveloped infrastructure            Regulatory oversight</p> <p><b>Service delivery</b>            Targeted/fee for service            Low levels of participation            Mix of providers/locations            Various program approaches            Lower portion of qualified educators            Accountability limited to licensing</p>	<p><b>Purpose</b>            School readiness            Child development            Early intervention</p> <p><b>Public policy</b>            Adequate public funding            Developed infrastructure            School boards/parent councils</p> <p><b>Service delivery</b>            Universal access            Public provision            Defined program            Qualified educators            Accountability mechanisms</p>

# “Quality” child care

- Note how “child care” is often prefaced by “quality”
- There is not an expectation of quality in child care
- We don’t say “quality kindergarten”, the expectation is that quality is embedded in kindergarten

# Equity depends on access & quality

- Benefits from early learning programs accrue when children attend consistently for at least 15 hours/week for one or more years before kindergarten.
- For positive population health outcomes enough children must attend.
- In OECD and middle income countries universal preschool is now the norm at age 3
- High quality early learning (play-based learning environments with other children, guided by educators and coherent pedagogy).

# SES a barrier to access

- Program access linked to parent labour force participation penalizes vulnerable populations.
- 21% of children whose mother have high school or less attend regulated child care compared to 52% of those whose mother have graduate degrees.
- In Quebec, children in low SES less likely to access low-cost child care than those from more affluent families.
- Universal early learning programs are more likely to include the majority of children (4 year olds in Ontario's Full Day Kindergarten)

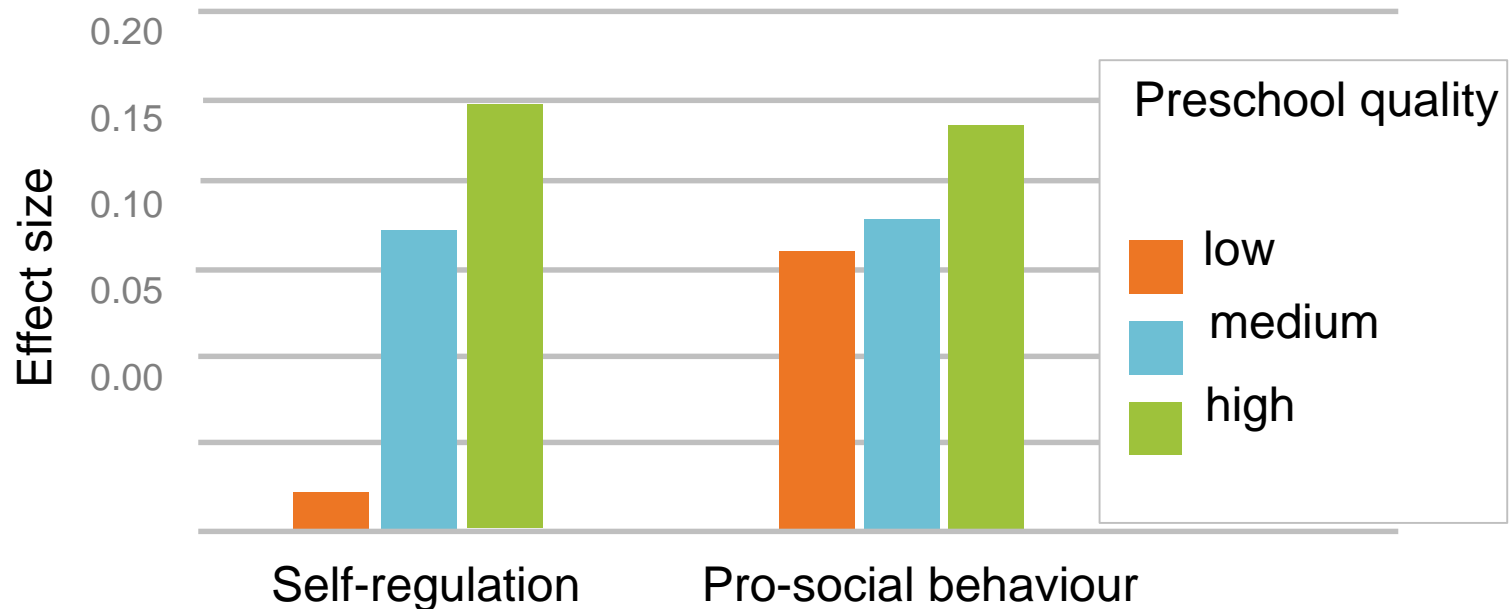
# Child care and quality assessment

While child care generally provides good levels of physical environment organization and emotional support for children, the average level of instructional support\* when rated across a range of child care settings is low.

\* Quality of back & forth exchanges, introduction of concepts, feedback to children, responses that expand children's language repertoire (cognitive responsiveness)

# Quality linked to better outcomes

*Preschool quality and self-regulation and pro-social behaviour (age 11)*



Source: Melhuish, E. in Roseveare, D. (2011).

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# Family engagement

*....a parenting focus can augment the effects of preschool only if it provides parents with modeling of positive interactions or opportunities for practice with feedback. Providing information through classes, home visits, or workshops is not associated with further improvements in children's skills.  
(Yoshikawa & Weiland, 2013)*

# Start with early learning - add care:

## The impact of public delivery

Ontario: Ministry of Education has lead for child care, family support programs and kindergarten

- Full day kindergarten (2010-2014) – 250,000 4 & 5 year olds
- Kindergarten educator teams – 1 teacher, 1 ECE approximately 26 children/class
- Play-based kindergarten curriculum
- Schools responsible for before and after school programs (extended day) have choice of direct delivery or contracting with community providers

# Public delivery produces

- Created 10,000 new professional ECE positions in schools
- Where school boards directly operate extended day programs
  - Enrolment jumped 600%
  - No waitlists for 4-12 year old programming
  - Parent fees declined
  - Flexible enrolment/centralized fee collection
  - Community-offered preschool (0-3 years) expanded

# Other findings

- Ministry of Education revising Grades 1-3 curriculum in response to FDK cohorts
- Mothers with youngest child who is 4 year olds now in workforce at the same rate as mothers with youngest children who is 6 years old
- 25% of families on child care waitlist credit FDK/EDP with being able to enter the workforce
- Parents find family life less stressful
- Want additional supports and programs for younger children through the school – particularly families with higher needs
- EDI data suggests decreased vulnerabilities

# ECE provision through schools

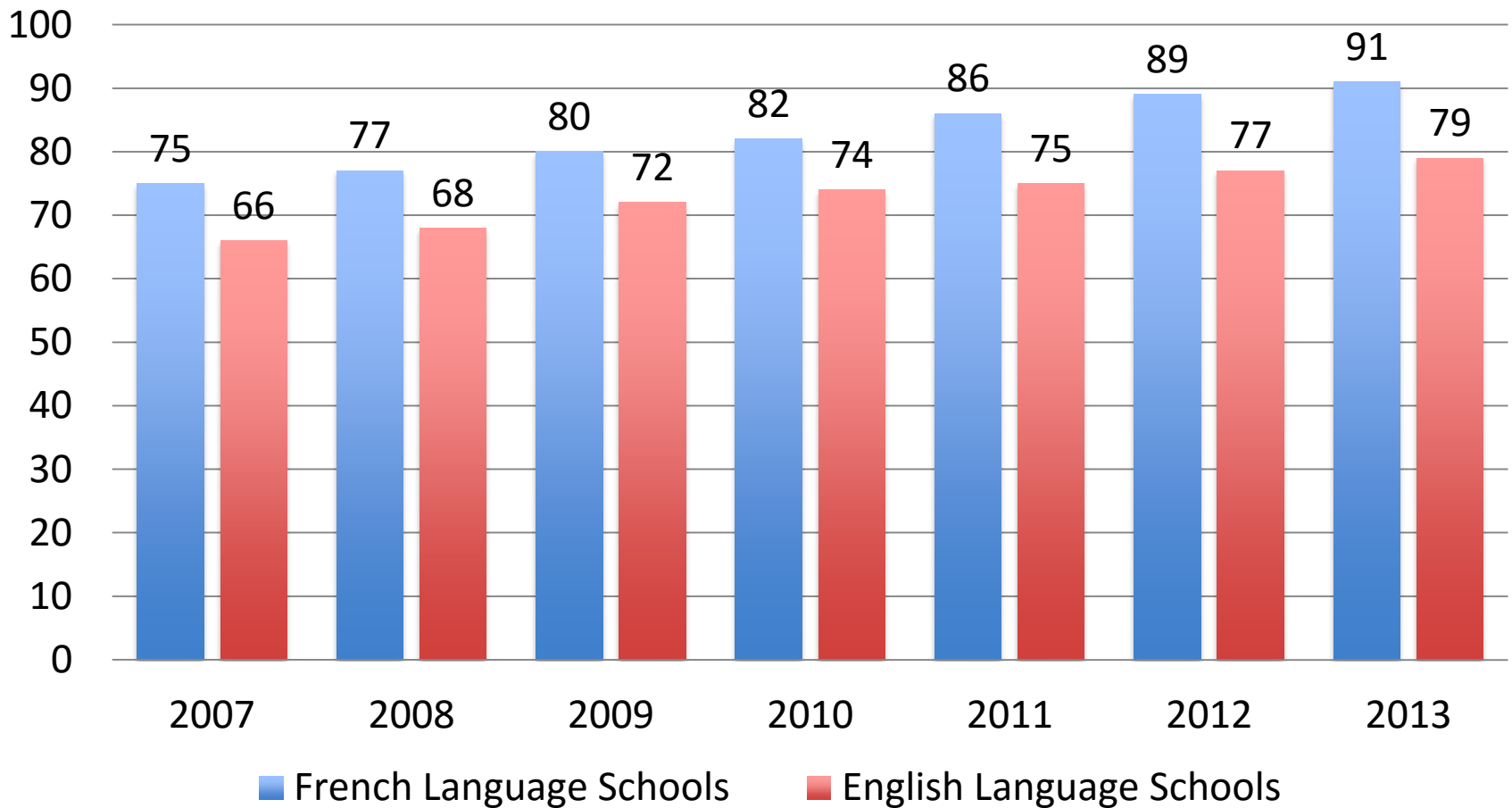
## 4 year old ECE:

- NS: Pilot full day preschool in 8 boards as part of Early Years Centres
- QC: Pre-Maternelle in low income neighbourhoods
- ON: universal full day/ 172 Parent & Family Literacy Centres
- MB: Nursery school delivered by boards in some districts
- SK: 3 & 4 year olds, 12 hours week in 230 schools (expanding)
- AB: publicly funded in schools and child care, 2.5 - 4.5 years depending on need
- BC : Strong Start in 326 schools plus outreach programs
- NT: 4 year old kindergarten, 3 year phase in (pending)
- PE: 2-4 years receive 15 hours a week in 4 Early Years Centres

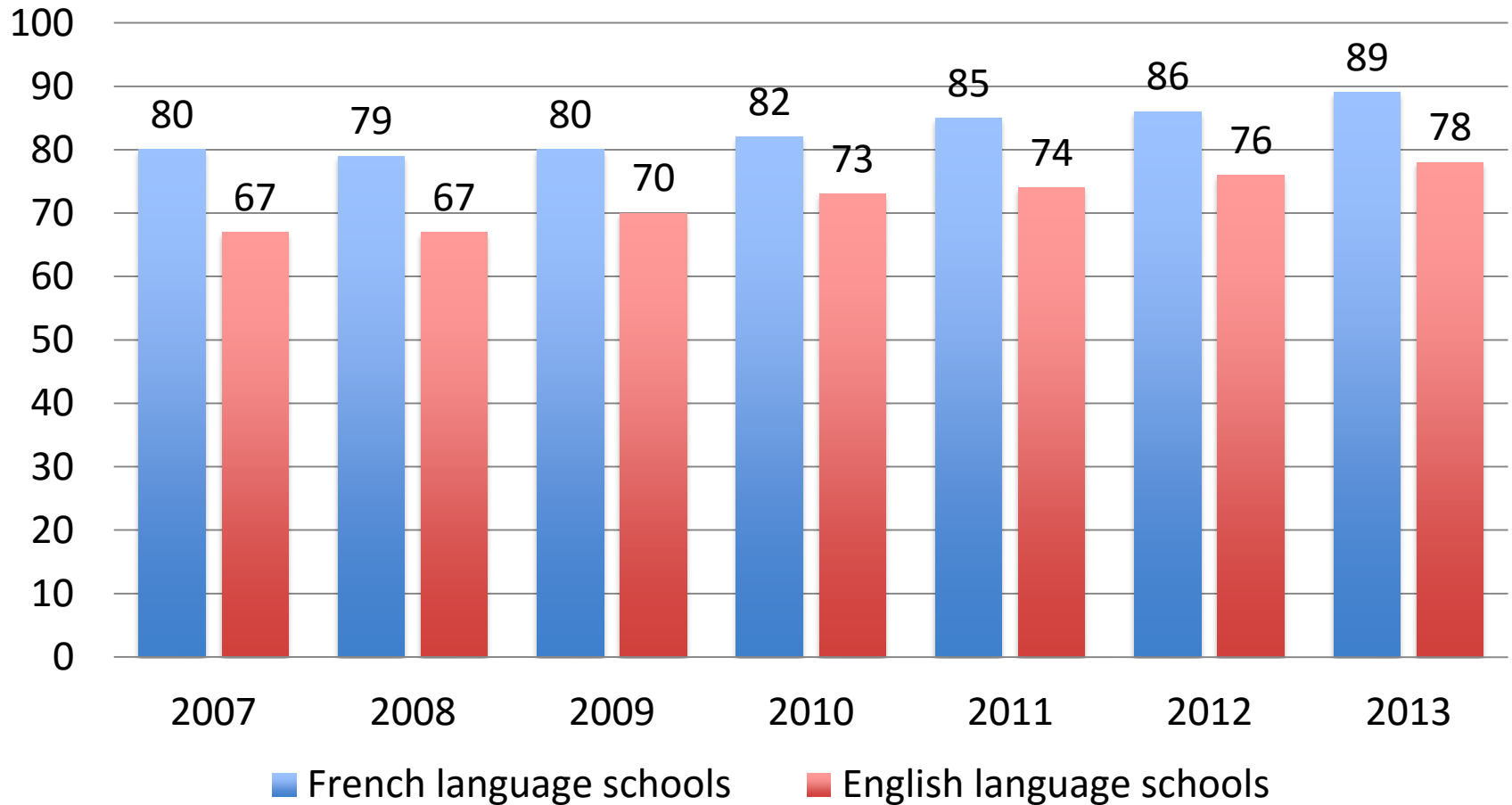
# Learnings from demonstration initiatives in Atlantic Canada and Ontario

- A stable platform with a school base and a regular early learning anchor with core funding allows an integrated early childhood program that can serve more families more effectively in ways that they want to served
- Scale up requires provincial framework and regional mandates

# Standardized tests ON Grade 6 results reading (% of students at or above provincial standards)

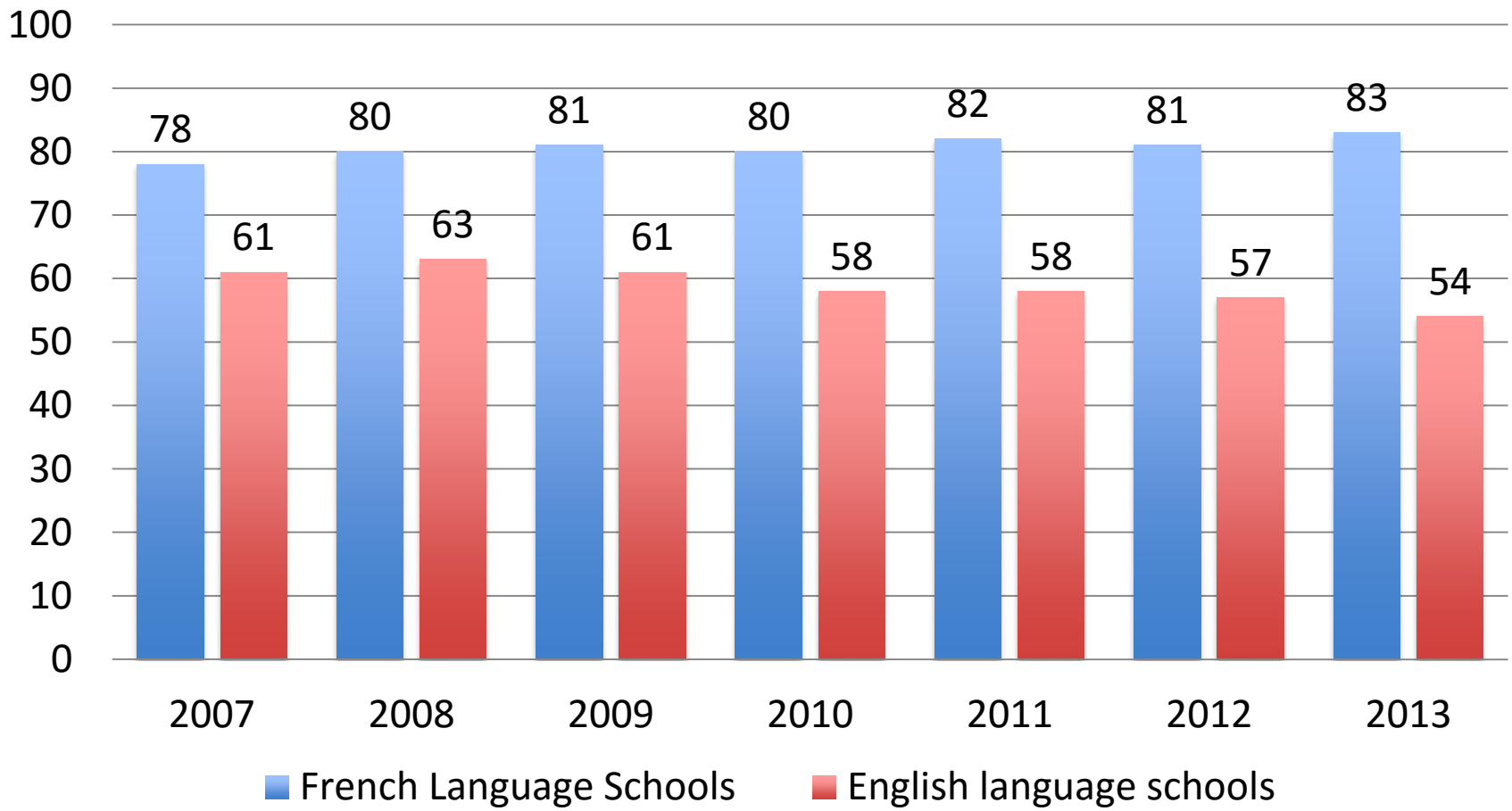


# Standardized tests ON Grade 6 results writing (% of students at or above provincial standards)



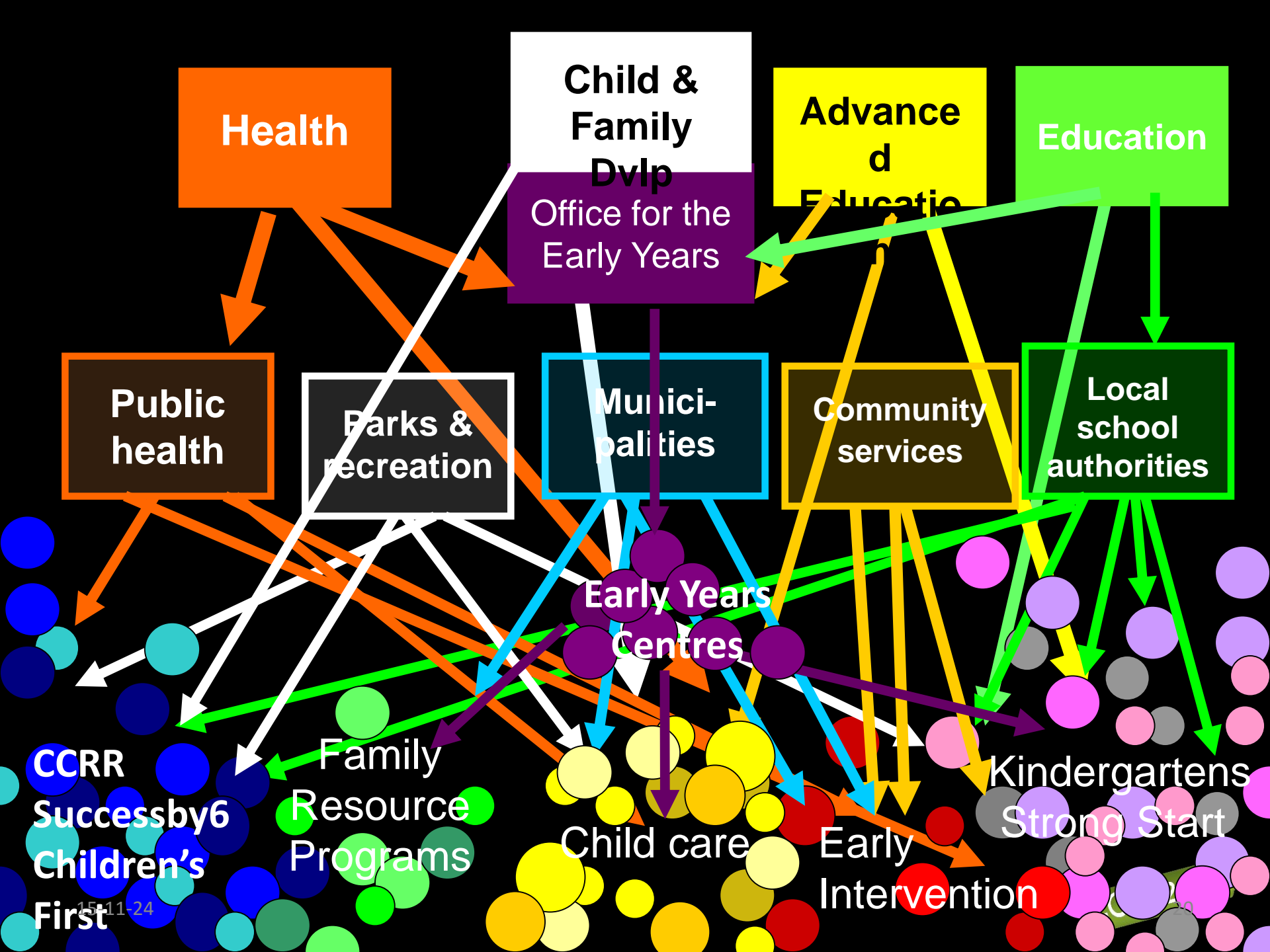


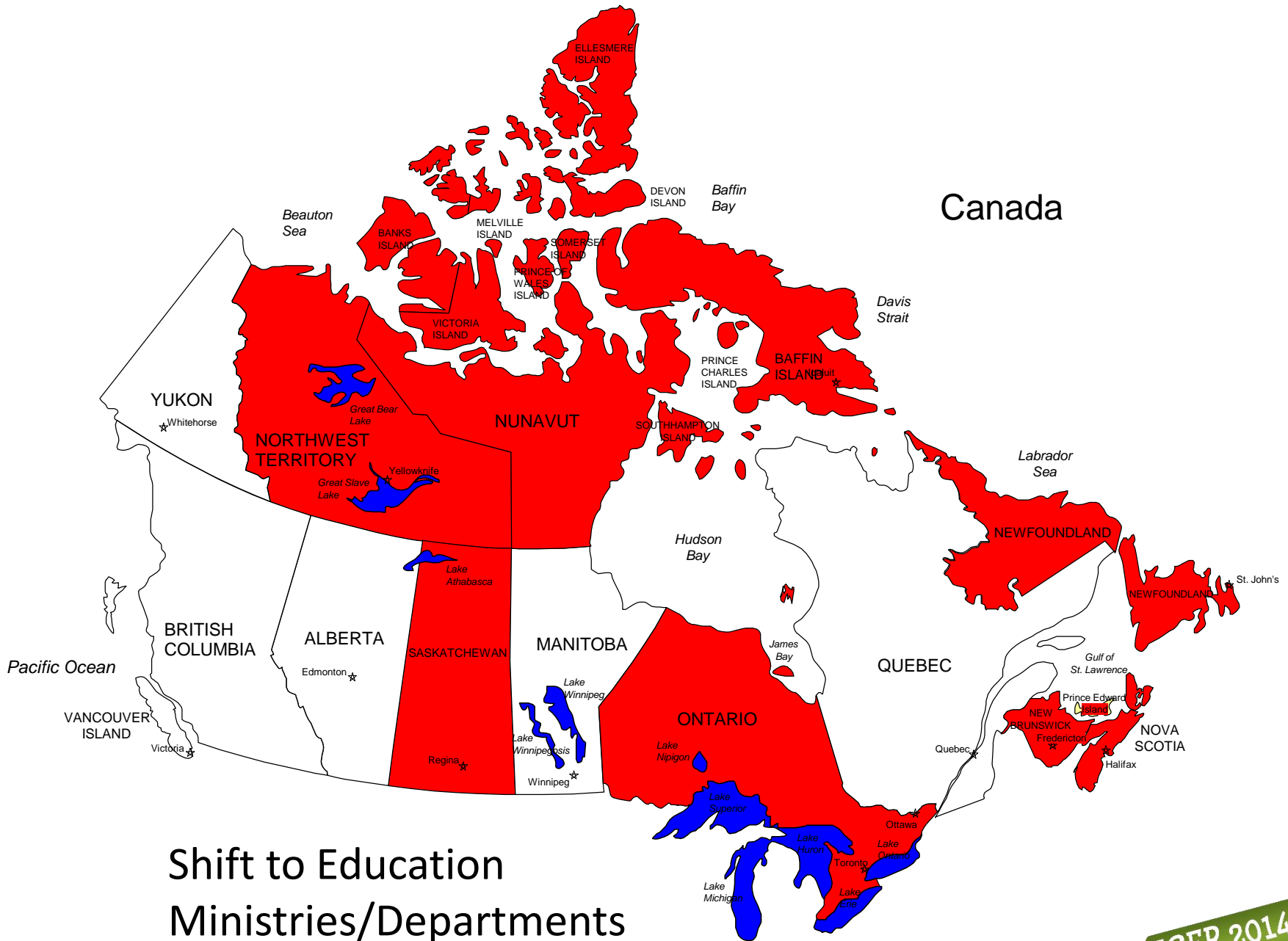
# Standardized tests ON 6 results mathematics (% of students at or above provincial standards)



# Planning tables

- Types:
  - Interministerial
  - Regional planning
  - Community planning
- Function
  - Planning/Coordination/Problem solving
  - Funding allocation
- Limitations
  - Mandated vs Voluntary
  - Standing vs project oriented

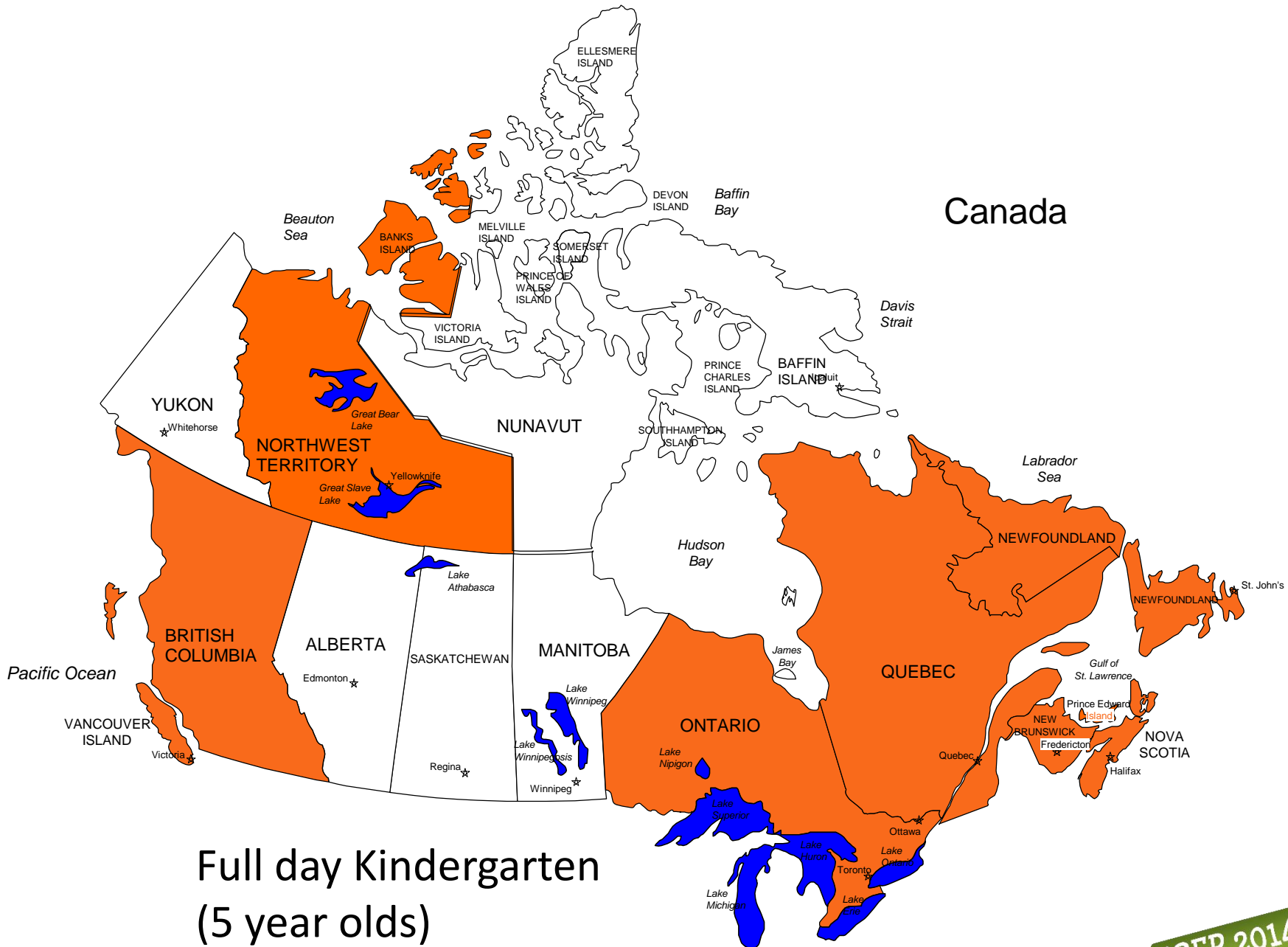




# Shift to Education Ministries/Departments

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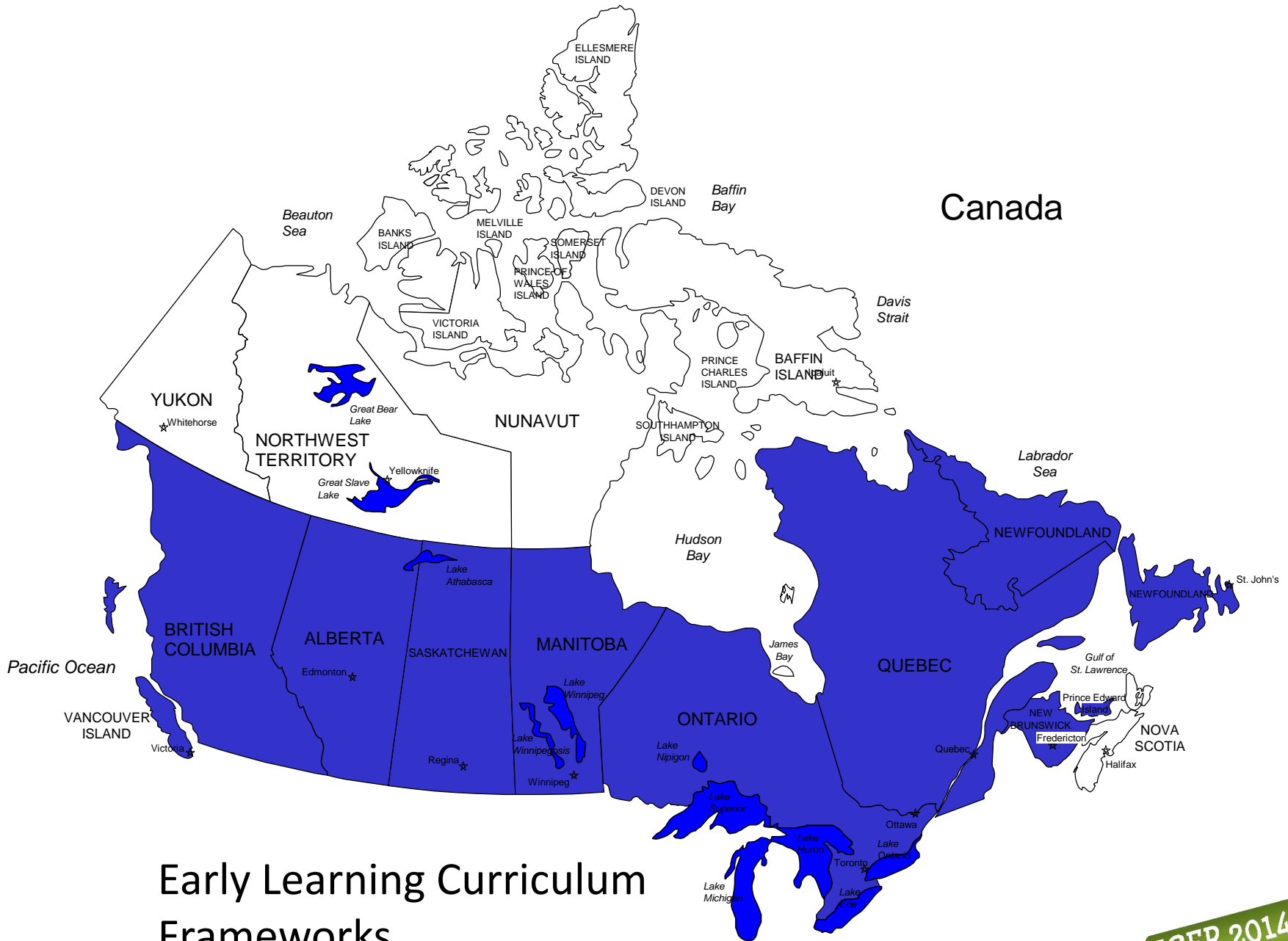




Canada

# Full day Kindergarten (5 year olds)





# Early Learning Curriculum Frameworks

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# SAVE THE DATE – June 2-3, 2016

- The 13<sup>th</sup> Annual Summer Institute on Early Childhood Development Growing ECE Access and Quality: Opportunities and Challenges Across Canada and around the Globe policymakers are looking to expand children's access to early childhood education.
- Join Rowena Phair of the OECD Education and Skills Directorate and Tove Mogstad Slinde of the OECD Network on Early Childhood Education and Care as they discuss
  - how states are expanding ECE access while maintaining quality
  - Balancing the needs of 0 – 3 year olds with programs for 4 – 6 year olds
  - Addressing children's right to ECE with parents need for child care

**June 2 – 3, 2015**

**George Brown College, Waterfront Campus, 51 Dockside Drive, Toronto, Ontario**

**See more at**

**[http://www.oise.utoronto.ca/atkinson/Events/2016\\_Events/Summer\\_Institute\\_2016.html#sthash.nA6KZHqg.dpuf](http://www.oise.utoronto.ca/atkinson/Events/2016_Events/Summer_Institute_2016.html#sthash.nA6KZHqg.dpuf)**

Early Childhood in Canada

Open Letter

<http://ecincanada.ca/en/petition/signatures/>

Smart Investment in the Future

ECD Funders Working Group

<http://ecdfwg.ca/en/>

Schools at the Centre videos and presentations

<http://www.oise.utoronto.ca/atkinson/>