



**CANADIAN TRENDS IN EARLY
CHILDHOOD EDUCATION**
SEPTEMBER 8, 2015

**INNOVATION, EXPERIMENTATION
AND ADVENTURE IN EARLY
CHILDHOOD**
Barcelona, Catalunya, Spain

**Chair: Jane Bertrand, Margaret and
Wallace McCain Family Foundation**

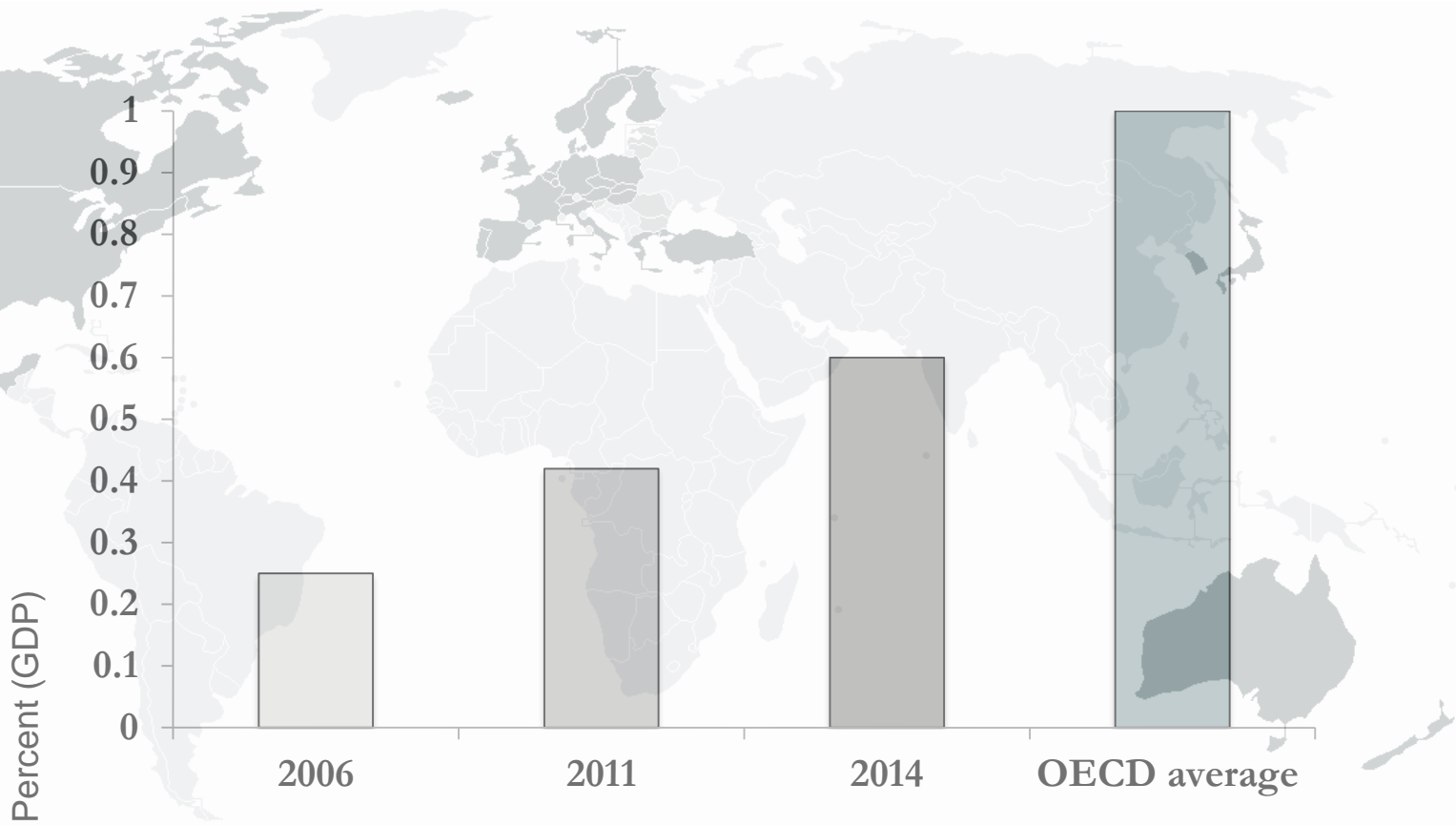
**Presenters: Kerry McCuaig, Zeenat
Janmohamed, Romona
Gananathan,
Ontario Institute for Studies in
Education, University of Toronto**

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2006 OECD labels Canada a “policy laggard”

- Last in spending
- Our children least likely to attend an ECE program
- Quality challenged
- Patchwork governance

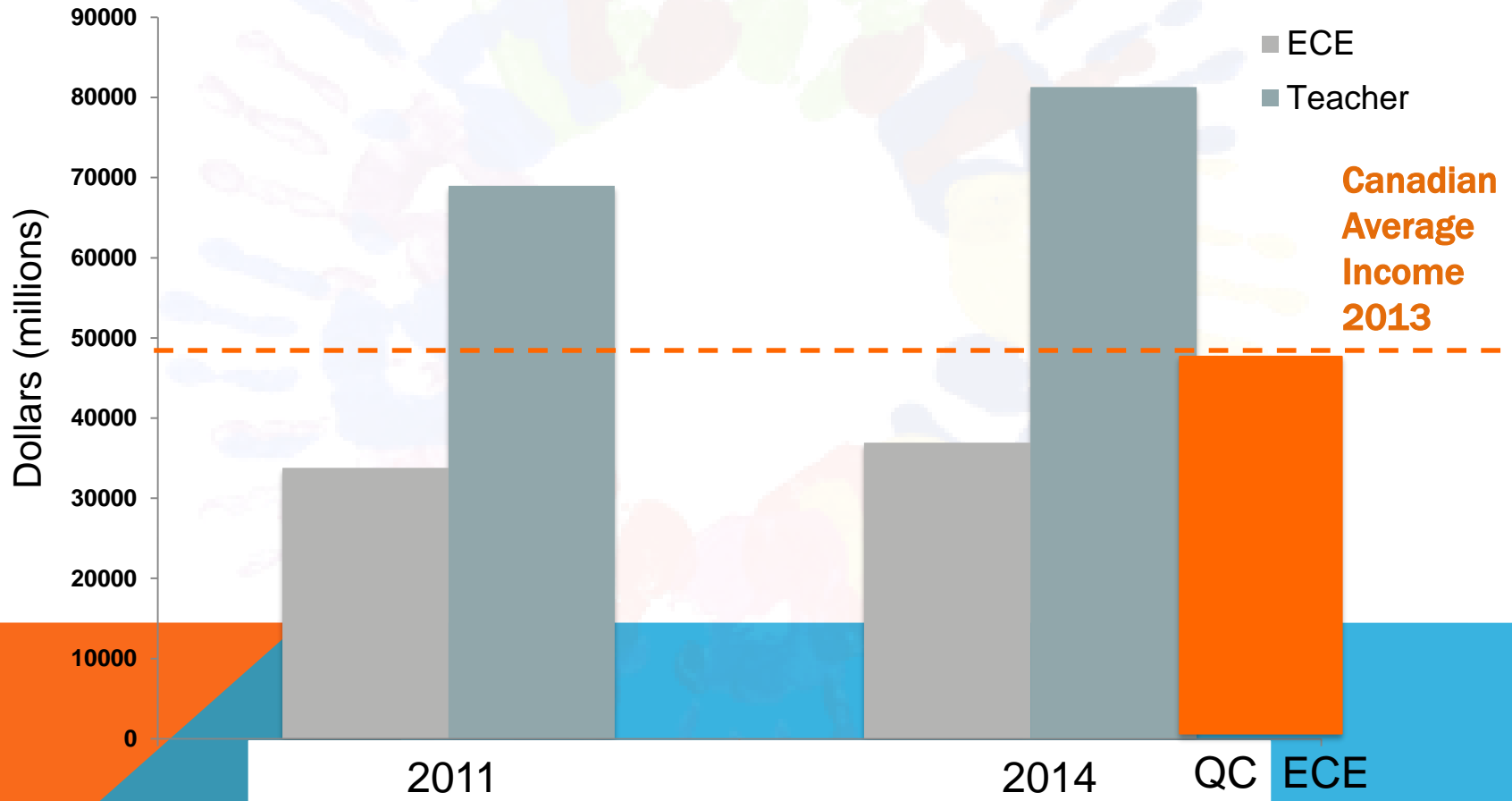


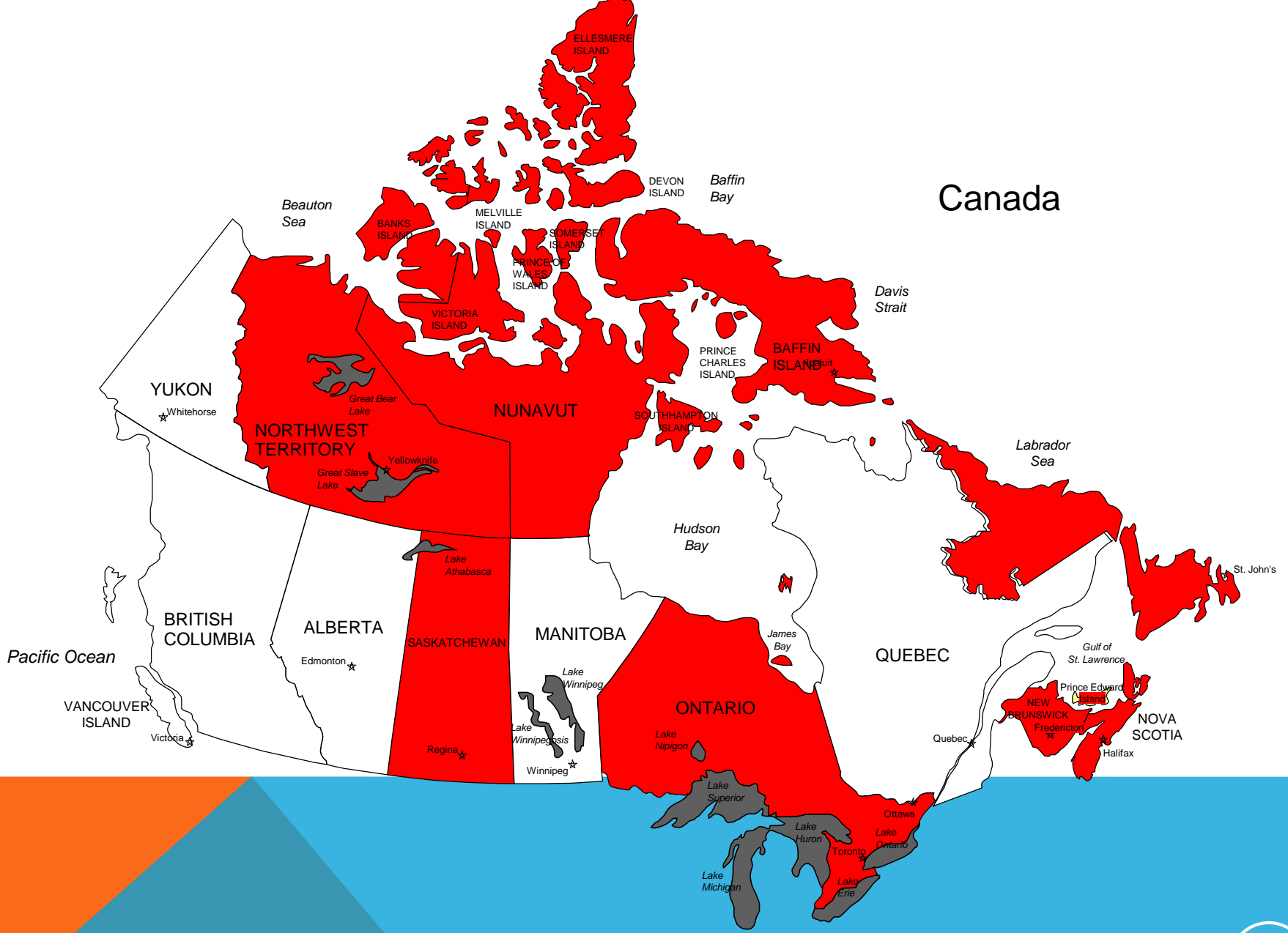
CHANGE IN ECE SPENDING AT % OF GDP

Operating expenditure per cc space and per pupil in schools

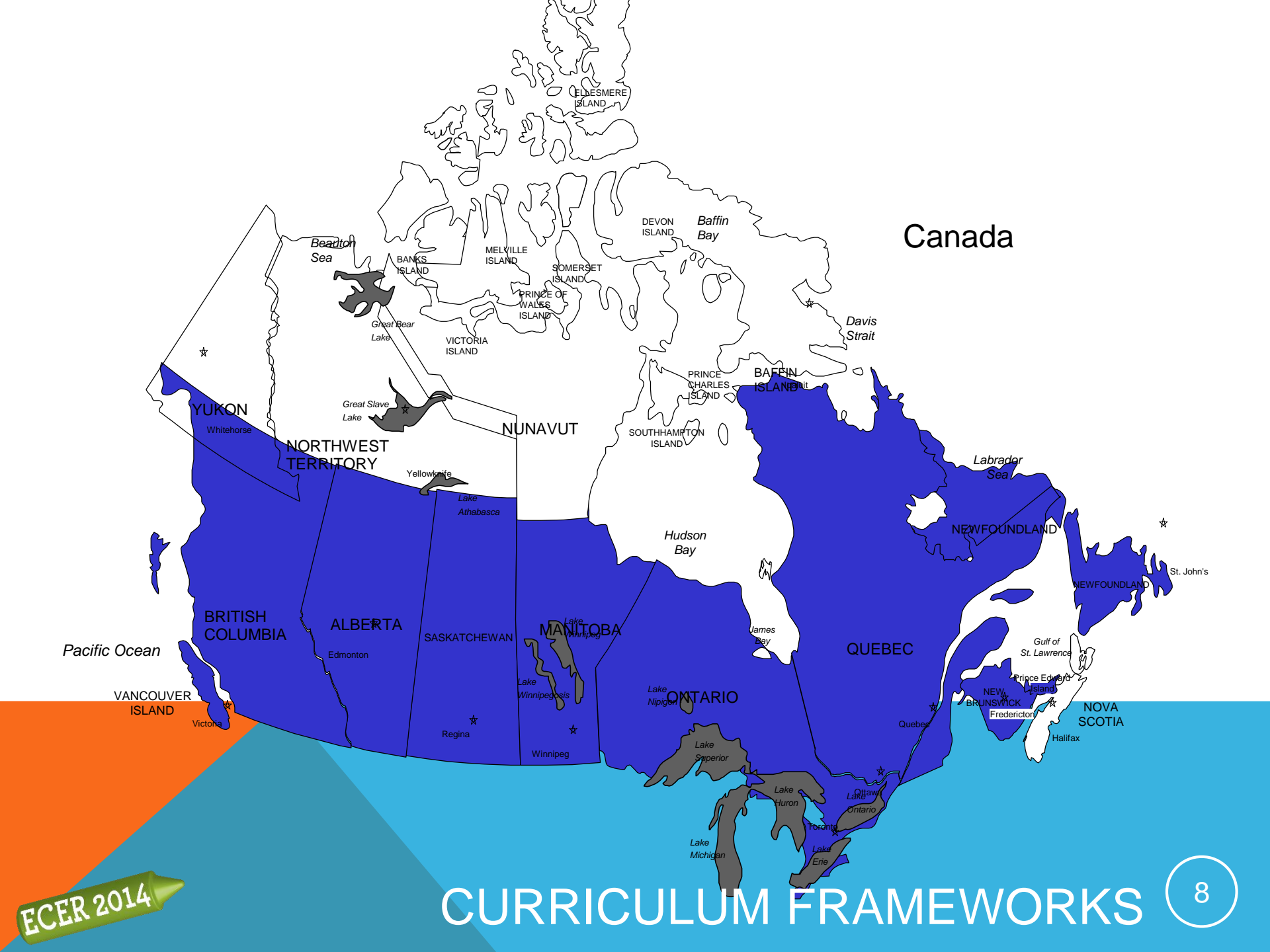


Change in Teacher / ECE Remuneration





INTEGRATED GOVERNANCE



Canada

Pacific Ocean

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CURRICULUM FRAMEWORKS

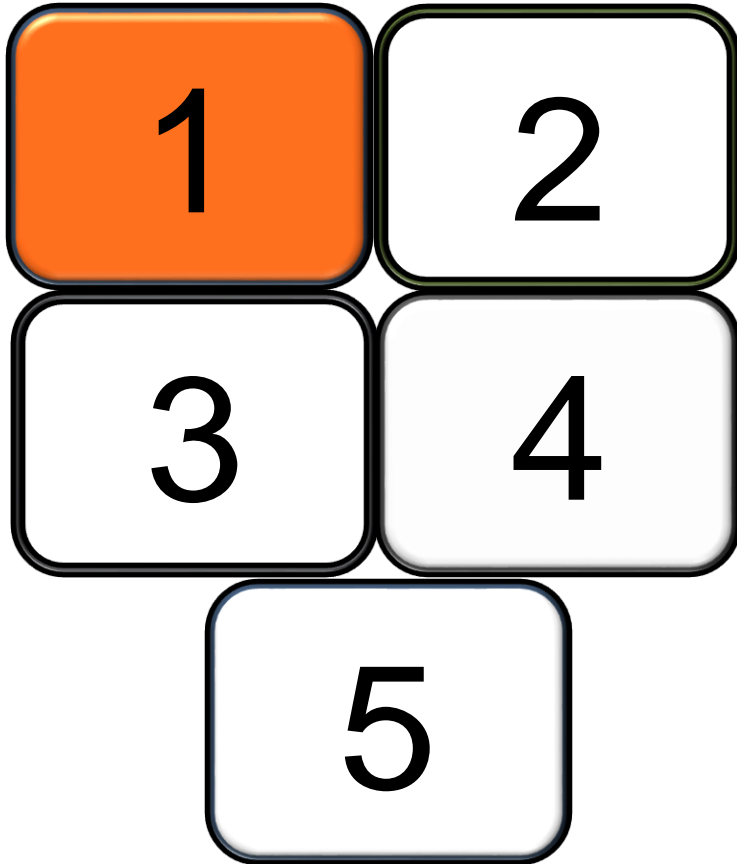
Map of Canada showing provinces and territories with their respective capital cities and major geographical features.

- YUKON**: Whitehorse
- NORTHWEST TERRITORY**: Yellowknife
- NUNAVUT**: (No capital city labeled)
- BRITISH COLUMBIA**: Victoria
- ALBERTA**: Edmonton
- SASKATCHEWAN**: Regina
- MANITOBA**: Winnipeg
- ONTARIO**: Toronto
- QUEBEC**: Quebec
- NEWFOUNDLAND**: St. John's
- NEW BRUNSWICK**: Fredericton
- NOVA SCOTIA**: Halifax

Other labeled locations include: Vancouver Island, Prince Edward Islands, and various islands in the Arctic region (Ellesmere Island, Devon Island, Banks Island, Melville Island, Somerset Island, Prince of Wales Island, Victoria Island, Prince Charles Island, Southhampton Island, Baffin Island).

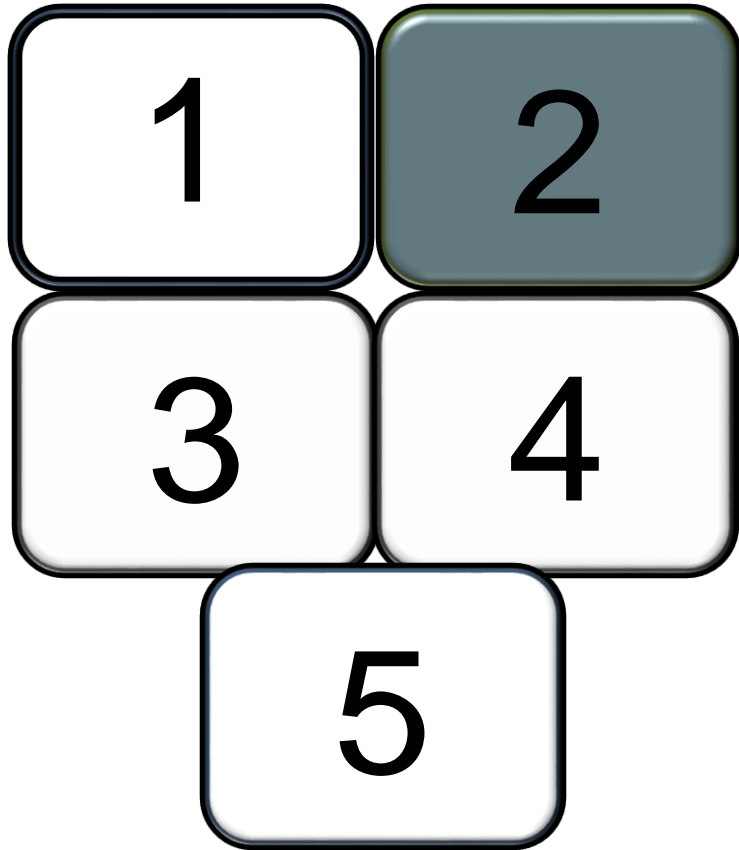
Bodies of water and straits include: Beaufort Sea, Great Bear Lake, Great Slave Lake, Hudson Bay, James Bay, Labrador Sea, Davis Strait, and the Gulf of St. Lawrence.

Lakes include: Lake Athabasca, Lake Winnipegosis, Lake Winnipeg, Lake Superior, Lake Huron, Lake Erie, and Lake Ontario.



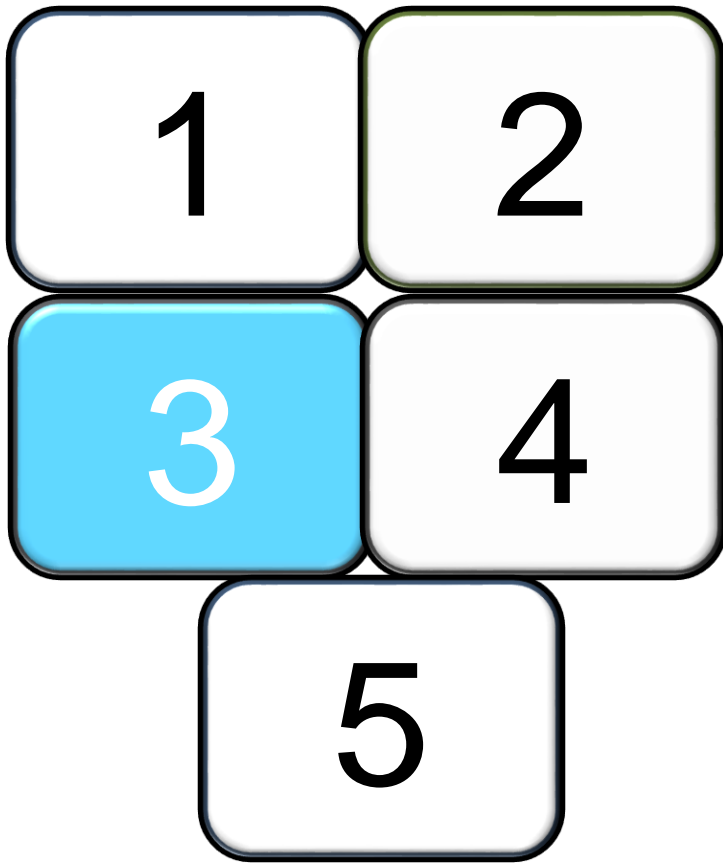
- Wages improving
- Most educators have post – secondary qualifications and participate in PD

ATTENTION TO THE ECE WORKFORCE



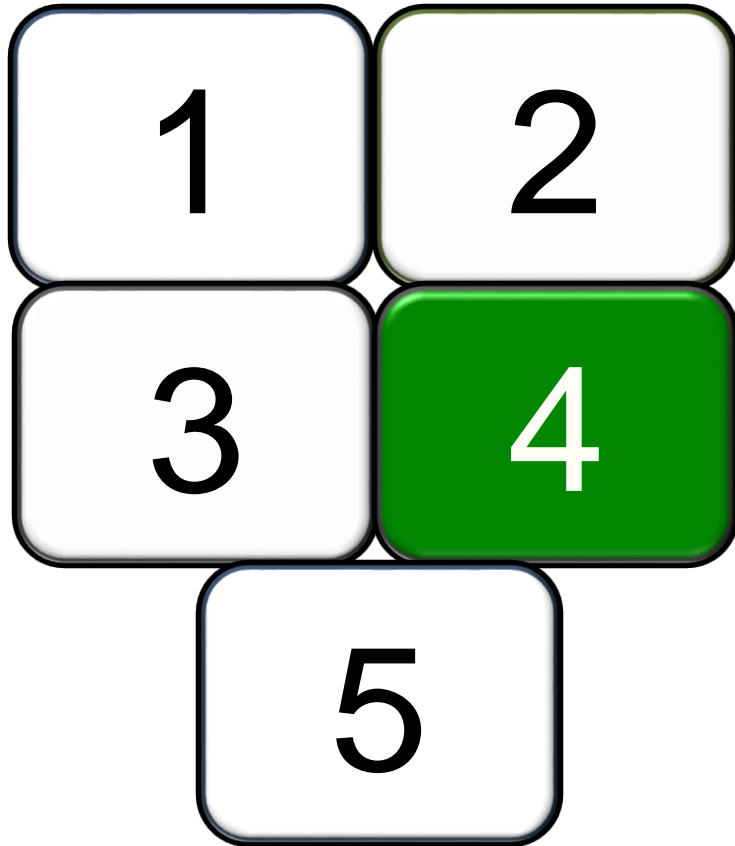
With exception of Nunavut, there is at least one quality measurement tool in use in every P/T

PROGRAM MONITORING



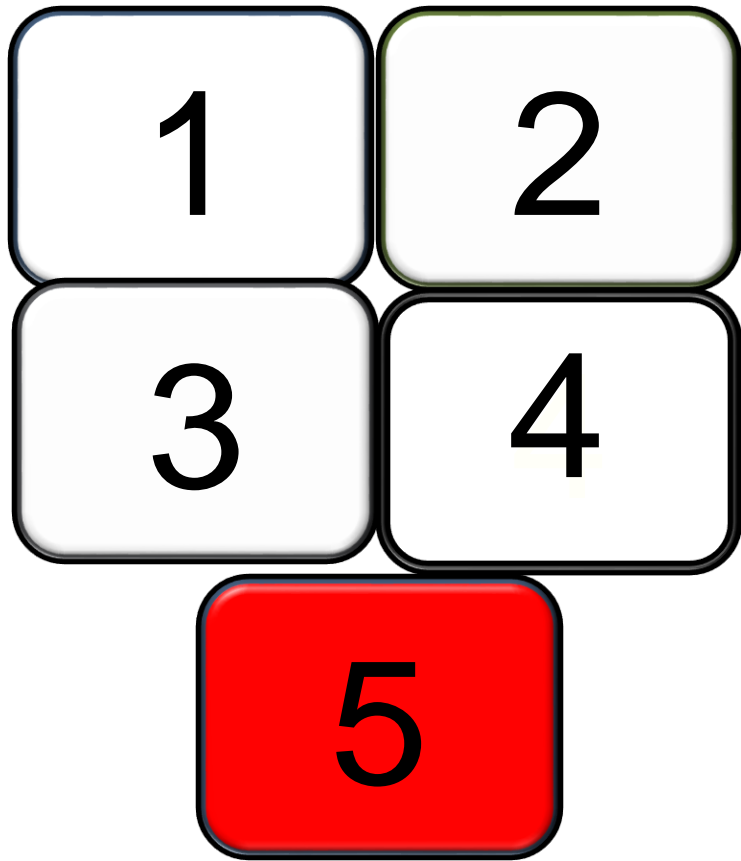
With the exception of Nunavut every province is using a population level monitoring tool

ACCOUNTABILITY



**All
provinces/territories
have maintained or
increased spending
on ECE – although
only two meet 1% of
GDP**

FUNDING



Access has increased mainly through school-provided programming, while child care access has flatlined

ACCESS

- Integrated governance and policy
- Strong and equal partnership with the education
- Universal approach to access
- Substantial public investment in services and infrastructure
- Participatory approach to quality
- Attention to staffing
- Systematic data collection and monitoring
- Research and evaluation

OECD'S ADVICE

- **Adapting the OECD'S advice to Canada**
- **5 Categories/equally weighted**
- **19 Benchmarks**
 - Limited by the availability of consistent data
 - Availability of ongoing data for comparison
- **Thresholds**
 - Influenced by UNICEF (2008) and UNESCO (2010) to support international comparisons
 - Adapted to Canada – had been achieved in at least one jurisdiction

EARLY CHILDHOOD EDUCATION REPORT

- Q: Is the oversight of early education split between multiple departments, or does it have coherent direction backed by policies with goals, timelines and sound service delivery?
 - Lead ministry?
 - Common supervisory unit?
 - Common policy framework?
 - Common local authority?

CATEGORY 1 - GOVERNANCE

CATEGORY 2 - FUNDING

- Q: Is funding adequate to support program quality and provide reasonable and equitable access?
 - 2/3 of funding to programs
 - Mandated salary and fee schedule
 - 3% of budget devoted to ECE (approx 1%)

CATEGORY 2 - FUNDING

- Q: Are there enough programs to meet demand? Are barriers to participation addressed?
 - Full day kindergarten offered (5 year olds)
 - 50 % of 2-4 year olds regularly attend ECE
 - Access for children with special needs

CATEGORY 3 - ACCESS

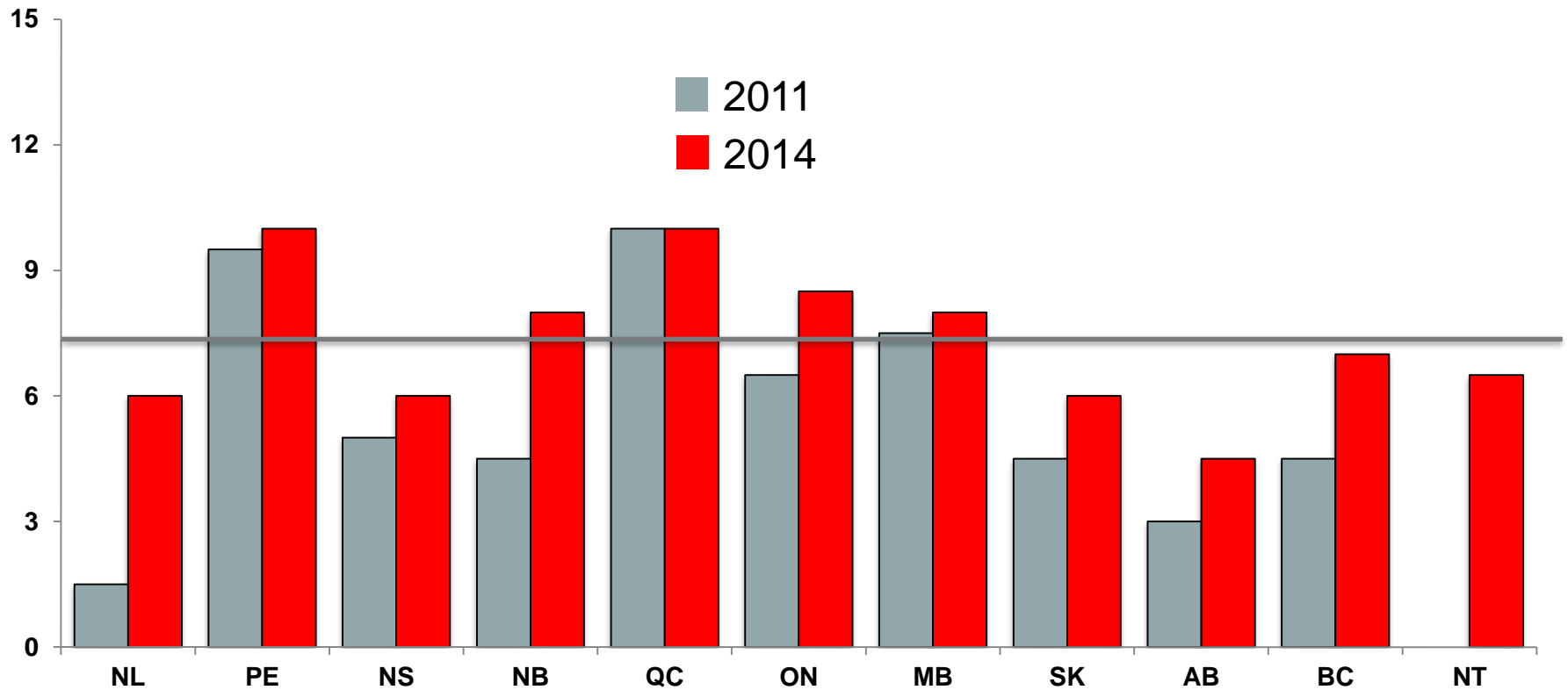
- Q: Is quality supported by curricula, program standards and trained, adequate & respected staffing?
 - ECE curriculum?
 - Transition to kindergarten?
 - 2/3 child care staff have ECE qualifications?
 - Kindergarten staff have ECE qualifications?
 - ECEs earn at least 2/3rds of teacher salaries?
 - Professional certification required?

QUALITY IN THE EARLY LEARNING ENVIRONMENT

- Is there constant quality improvement supported by data collection and the monitoring and reporting of child outcomes? Is research supported and the findings incorporated into practice?
 - Annual progress reports?
 - Program standards?
 - Population measures gathered and reported?

CATEGORY 5 - ACCOUNTABILITY

Change in ECE Report Results



MORE ATTENTION TO ECE



THANK YOU

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