


## PREPARING THE ECE WORKFORCE

Lessons for Post Secondary Institutions in the transition to integrated early childhood program delivery

### Preparing the ECE workforce

- What does preparing the ECE workforce entail?
  - Providing 4 yr degrees? 2 yr diplomas? 1 yr certificates? Professional development? Practicum experience? Assessment or documentation?
- Who is the 'workforce'?
  - ECE Educators? Kindergarten teachers? Elementary School teachers? Private daycare owners? Home care program educators?
- Who is included when we say Post Secondary Institutions?
  - Universities, Community Colleges, Private Colleges?
- What role do Post Secondary Institutions currently play?



## Locally...

- More specifically what we do:
- Offer an 11 month, 60 credit Bachelor of Education degree
- Pre-service teachers can earn a specialization in Early Childhood
  - 4 elective courses that incorporate ECE theories and philosophes that can be applied to all young children
  - Time spent in our 4 year old classroom
  - Ensure our required elementary courses about literacy, mathematics, are taught with an Early Childhood approach



## The classroom provides a focus

- We offer a full day four year old program
- There are four ECE educators in the room
- All have a B.Ed.
- Many visitors from our UNB classes in Education and Nursing and from NBCC and private colleges
- Has opened discussions with NBCC and one other private college about offering a second year to their program
- And creating a 4 year Bachelor of Early Childhood Education
- Also has created an opening to work with the local elementary school to offer a 5 year old kindergarten class in our building
- Partner with ECCENB to offer professional development



## Provincially...

### Expanding beyond our own classrooms

- We can't care-fully educate ECE Educators without working closely with the policy makers within the provincial government
- Resistance to institutionalized normality can and must be enabled by the politics of care through actions, a politic that may be perceived as both explicit and subversive (Paquet, 2009; hooks, 2001).
- We've undergone many changes recently in New Brunswick
- Department of Education and Early Childhood Development
- Formerly contained in two (Education and Social Development)
- Anglophone and Francophone
- Many layers and complexities



## Brought new attention publicly

- to Early Learning classrooms in our province and has started to have people asking about:
  - where four year old classrooms belong,
  - what pedagogical perspectives are most appropriate and
  - what role curriculum plays in these classrooms or learning centres.



## Current context includes:



- an atmosphere of testing,
- budget constraints and
- little practice of collaborative governance or decision making both across and within government depts
- The relationships between the Department of Education employees and university faculty have not always been respectful and there are definitely differing understandings, sometimes seen as a lack of knowledge and awareness on the part of some stakeholders.
- It is essential to work at overcoming these differences so conversations can continue

## ‘Scheming Virtuously’

- these tensions and mismatched purposes are opportunities to educate others in a very mindful and purposeful manner.
- Canadian author Gilles Paquet, describes a process he calls 'scheming virtuously'.
- his idea is a call to active engagement, imaginative problem solving and reframing of organizational design for effective action through the creation appreciative systems.
- He admits it is an invitation to subversion, subversion of the dominant governing regime which needs to be replaced by collaborative governance
- Our role in Post Secondary institutions to heed this call to active engagement by disrupting assumptions and beliefs of many of the educators and politicians and their institutions who often have little knowledge or understanding of early childhood education

- We seek to do this explicitly and intentionally as we plan for collaboration and the sharing of knowledge.
- We are seeking a care-full way of engaging others and are sometimes forced to do so in a subversive way.
- We want to use our influence and ensure that influence grows and expands and we are constantly identifying ways to gain or share more power and control.
- And of course, this process insists that we examine our own power throughout these processes.
- Without doing this we have little influence about how ECE Educators are educated

- The politics of care insists that we exist with others through an open sharing of what we know in a mindful way.
- Disagreements occur, but every step we take with our colleagues is thought out in a way that follows the very principles we believe all learners deserve.
- The opportunity to build on what they already know, to experience new learnings in caring environments in a respectful and encouraging way.



## Nationally...

- Only time to share one example... there are many others
- Association of Canadian Deans of Education is working to create an Accord on Early Childhood Education



## What is the Accord?

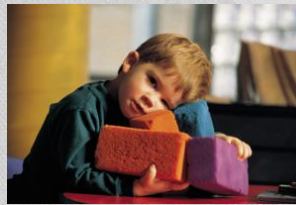
- Association of Canadian Deans of Education has created three previous Accords on Teacher Education, Research in Education and Indigenous Education
- By signing Accords, deans, directors and chairs of Education Faculties and Departments in Canadian universities add to ACDE's institutional capacity to advocate for positive change in public education in Canada
- The Accords represent the on-going relationship among universities and university-colleges in Canada that are publicly funded or are members of the Association of University and Colleges, Canada (AUCC) and that offer initial teacher education.

## Accord for Early Learning and Early Childhood Education

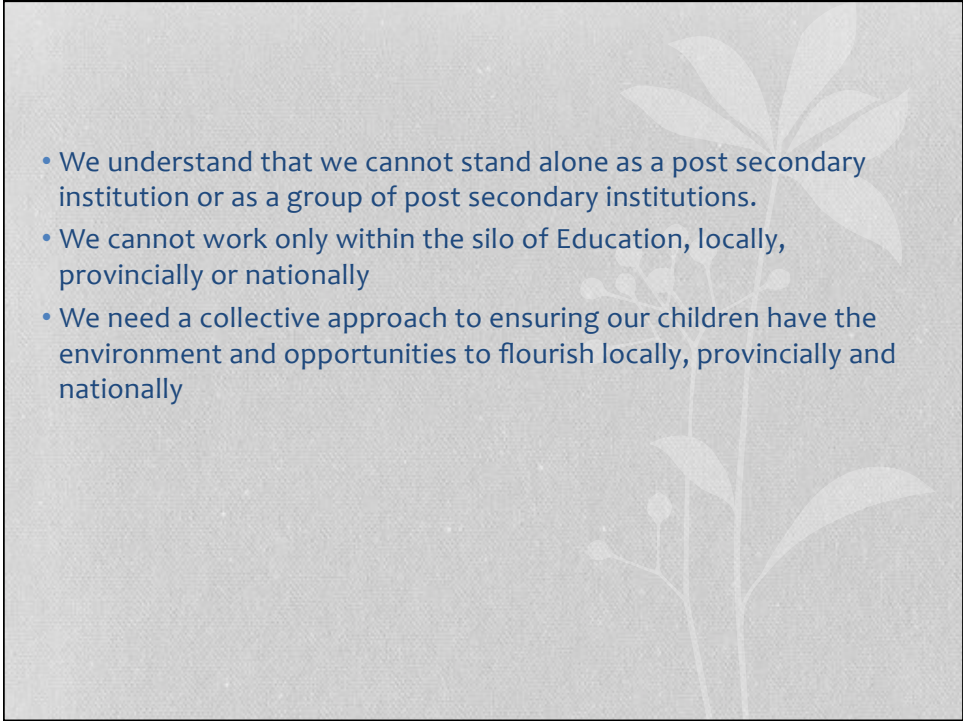
- This Accord will be passed this week at our annual meeting in Ottawa and will be launched on June 2, 2013 in Victoria at the next annual meeting of the Canadian Society for Studies in Education as part of the Annual Academic Congress
- The Deans saw a certain urgency to create an Accord on Early Learning given a number of changes that have occurred over the past few years
- Governments are changing the way Early Learning is viewed
- CMEC views on play
- Increasing demands for changes from day care to early learning
- For integrated programs

## The Accord includes

- Context
- Historical perspectives
- 14 principles
- Goals and commitments
- And concludes:



- The Accord on Early Learning and Care acknowledges the importance of the early years in shaping children's futures. This Accord highlights principles and practices that focus on the achievement of all children, the responsibilities that Faculties of Education have for improving and advocating for education for pre-school and primary school children. This Accord also recognizes and respects educator knowledge and decision-making as vital to educational effectiveness for early learners. Quality of Life is a basic premise of early child care and education; Canadian Faculties of Education are committed to enhancing the opportunities for all children to the highest quality of life.

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- We understand that we cannot stand alone as a post secondary institution or as a group of post secondary institutions.
  - We cannot work only within the silo of Education, locally, provincially or nationally
  - We need a collective approach to ensuring our children have the environment and opportunities to flourish locally, provincially and nationally