

90-Hour Introduction to ECE Online Course

Training for Untrained Educators

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Purpose:

Why the 90 Hour Introduction to ECE Course?

- 1. Establish Foundational Knowledge:** Provide untrained ECEs with a baseline of knowledge, skills and abilities in early childhood education and the NB curriculum framework for early learning.
- 2. Improve Quality of Care:** Equip educators with the tools to create supportive, and developmentally appropriate environments for children and their families.
- 3. Foster Career Growth:** Provide a pathway for educators to pursue further education and professional development. (Including entry to Wage Grid).

Course Evolution

1st Iteration: PL Offering

- Course was developed as an optional PL Opportunity for the Curriculum Framework (spanned over 4 weekends)
- Educators were compensated for attendance, travel, food, etc.

2nd Iteration: 30 Hr Curriculum Course

- Course was moved to an online modular format (*factors: Covid, increase course availability*).
- Course was delivered by NB Association– contract was not renewed (Association folded) & course was brought in house and delivered by the department.
- Course was made mandatory under Designation. Any trained educators from outside NB would need to take this course to be certified in the province. *They would have the background in ECE, they just need to learn about our curriculum*).

3rd Iteration: 90 Hour Introduction to ECE

- An additional course was added (60 Hour) as an introduction to Early Childhood Education.
- This combined with the 30 hour became the 90 Hour Introduction to ECE.
- Entry Level Point that is required for educators to enter the Micro Credential Program at NBCC (*work study program for ECE*).
- 90 Hour required to receive Entry level wage grid.

90 Hour Course Overview

Component	Detail
14 Modules:	Focuses on key early childhood education aspects, including legal responsibilities, positive child guidance, early literacy, responsive environments, transitions, and the well-being of children and educators
Flexible Schedule:	Each module: 8 hours of engagement spread over 2 weeks.
Targeted Assignments:	Align with specific learning objectives to increase knowledge and understanding.
Collaborative Components:	Engage in discussion forums to share insights and build community.
Interactive Sessions:	Virtual chat sessions for networking and support.
Reflective Practice:	Opportunities to deepen learning through thoughtful reflection.

Benefits & Impact of 90 Hour Course

			
<p>Increased Access to Training</p> <p>Provided minimum training without formal qualifications, enabling educators to enter the workforce while attaining foundational KSAs.</p>	<p>Improved Quality Early Learning Environments</p> <p>Improved quality classrooms by equipping untrained educators with the tools and strategies to foster developmentally appropriate practices.</p>	<p>Boosted Workforce Stability</p> <p>Helped address the staffing shortages in the sector by providing access to training for competent and capable educators (and providing a pathway into ECE)</p>	<p>Strengthened Consistency Across the Sector</p> <p>Establish a baseline for competency to meet expectations for provincial regulations.</p>

Benefits Continued: Untrained Educators Enter the Wage Grid at Entry Level

ECE Wage Grid

The ECE Wage Grid sets out the required minimum hourly wage rate operators must pay eligible educators, effective **April 1st, 2024**.

	Step 1	Step 2	Step 3
Level 1	22.79	24.04	25.35
Entry Level	16.47	17.48	18.54

Typical ECE Annual Salary

The annual ECE salary is based on an average of **36 hours** per week:

	Step 1	Step 2	Step 3
Level 1	\$ 42 663	\$ 45 003	\$ 47 455
Entry Level	\$ 30 832	\$ 32 723	\$ 34 707

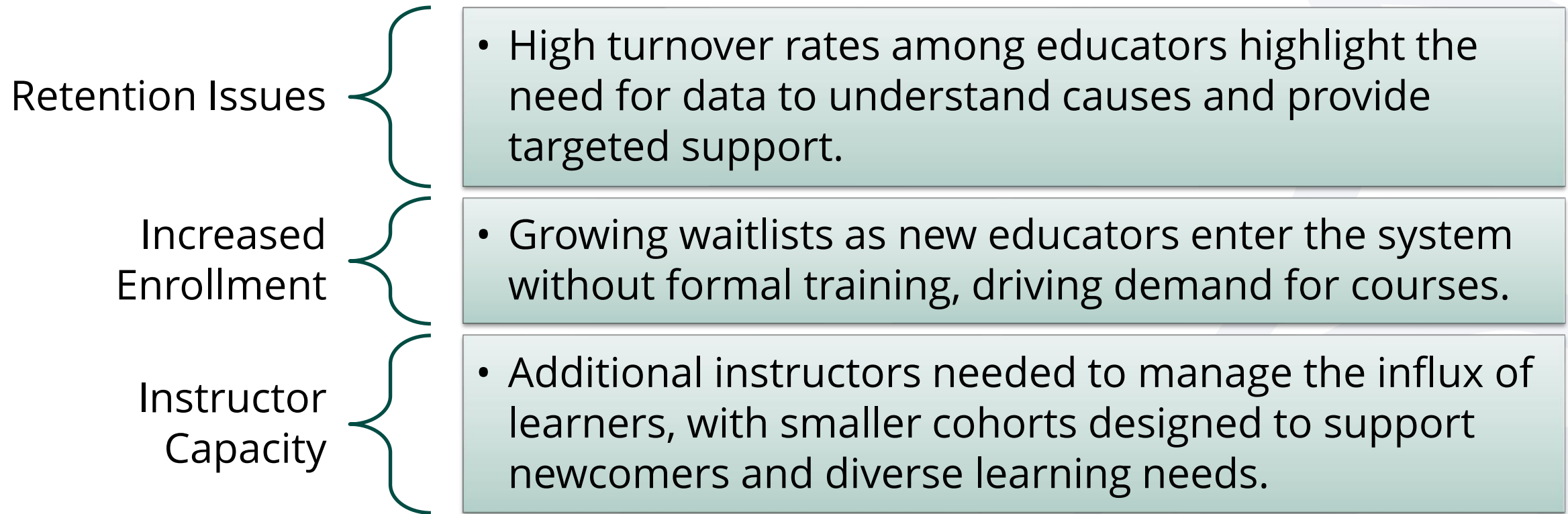
After one year and if they have worked a minimum of 750 hours in the year they can move up a step.

If the educator has not yet completed the mandatory 90 hours or the 30 hours (*if qualification is out of province*) the educator remains at step 1 (conditional) until it is completed.

That is the key pain point for them because it can be delayed due to waitlists.

For More Info on the Wage Grid Guide Lines: [ece-wage-grid-guidelines.pdf](https://www.ece-wage-grid-guidelines.pdf)

Challenges with Course Delivery



Data Collection

90 Hour Data Monitoring and Collection:

- # of participants registered
- # of participants on waitlist
- # of participants enrolled (*those who register sometimes do not enroll as they move on to other opportunities*)
- Weekly "*Data Management Meeting*" held with course facilitators, they track course progress per learner, withdrawals, qualitative/anecdotal data about learner supports/ challenges/strengths.
- Data is reviewed quarterly and reported annually to Deputies & informs decision making on allocated resources.
- GAP: We are reviewing data collection methods and scope as we do not have insight into **why** learners are withdrawing from the course, how long they stay in the field after the course, and reasons for leaving their places of work/the profession after taking the course.

Opportunities for Growth

- ✓ **Ongoing Quality Assurance:** Developing a process for annual reviews of course delivery and participant follow up to ensure alignment with promising practices.
- ✓ **Seamless Professional Development:** Bridging foundational PD that will seamlessly move into continuous learning opportunities across the districts (*ex. We are piloting a CoP with a cohort who has just completed the 90. They will continue as a cohort in a CoP format lead by a facilitator in the district*).
- ✓ **Enhanced Accountability:** The course just went under a rigorous review by an external course developer to clarify learning objectives to improve accountability in training programs.
- ✓ **Increased Training Capacity:** Expanding department teams to meet the growing demand for untrained ECE training. In 2025, the Provincial office will have 7 anglophone course facilitators taking on cohorts of approximately 80-100 learners at a time.

Next Steps

Building a Certified Workforce:

Strengthen the professional landscape for Early Childhood Educators by:

- ❑ **Establishing New Brunswick Quality Framework:** Cultivating a shared understanding of quality in 7 different areas.
- ❑ **Robust Recruitment & Retention Strategy:** Website, recognition and equivalencies, leadership training, coaching & mentorship program, newcomer support, etc.
- ❑ **Establishing Occupational Standards:** Aligning standards with certification for trained ECEs as the workforce exceeds 60% trained professionals. Adaptation of National Occupational Standards: [Occupational-Standards-for-ECEs-comp.pdf](#)
- ❑ **Focusing on Certification:** Set for completion 2026. No current plans to develop standards for untrained staff.
- ❑ **Expand Career Pathways :** Increased opportunities and resources for formal ECE training.

NB Reflections:

- ❑ If we establish an occupational standard for trained ECEs, is the 90-hour Intro to ECE enough to support untrained educators?
- ❑ How will we clarify standards for untrained educators?
- ❑ How would those standards differ from trained educators?
- ❑ What will governance look like?

Group Thoughts & Curiosities:

- Untrained educators (director approvals) do not have training.
- Trend is to settle for untrained staff.
- Pressures from for profit sector to address the workforce.
- How can we boost retention now and in the future?
- What skills need to be developed in the long term?
- How can we scale up training for untrained staff?
- Data Strategy – how are we tracking current state and using data to inform where we are heading.