



PROFESSIONALISM IN EARLY CHILDHOOD

FINAL REPORT

Kathleen Flanagan
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PROFESSIONALISM IN EARLY CHILDHOOD

PEI Early Childhood Development Association

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INTRODUCTION

It was a bright sunny morning in early spring 1977 as people filed into a meeting room at Trinity Church in Charlottetown. There was lots of chatter, and a strong debate was anticipated regarding the idea of regulations for PEI's full day and half day early childhood centres. The Early Childhood Development Association – newly established just three years before in 1974 – had been successful in engaging with those involved in the delivery of early childhood education across PEI, and soon there was standing room only. The Island's first legislation – the Child Care Facilities Act – had recently passed, and now everyone's attention was on the regulations. Many were excited at the possibilities, while many were strongly opposed to the idea of child:staff ratios, or indoor / outdoor space requirements, or any other potential regulations that would have an impact on the programs they delivered.

The first set of Regulations to the Child Care Facilities Act were adopted later in 1977, and the new practice of “licensing inspections” began. There was only one inspector for the “Board” – and she travelled across all of PEI to both monitor for compliance and explain the new requirements. An even bigger change for the Island's early childhood sector was to follow a year later in 1978, when Government announced that full funding for six centres would be phased out, and a new Child Care Subsidy Program introduced so that eligible families across PEI would have access to financial subsidy for the cost of child care. The six fully-funded centres – located in Souris, Morell, Charlottetown and Inverness – had been established under PEI's “Development Plan” and had operated at no cost to parents. A few of the original “six” closed within a year, some continued to operate for decades, and by 2021 only one of the original six centres continues to operate in the Charlottetown area.

*It was a Friday morning in July 1981 when Mary Smith decided she did not want to work at Eaton's Department Store in Men's Clothing anymore. She was tired of the retail business and thought perhaps she would open a child care centre instead. She had never “worked” with children and had never had her own business, but she had space in her basement that wasn't being used, so why not? She had raised five children of her own, so of course she knew a thing or two about young children. She called the Department of Social Services, as she had heard there was now a requirement for licensing. A friendly voice explained that yes, there was a licensing requirement. If Mary would give her address, some information would be mailed to her that day, along with a “Permit” number. The Permit would allow Mary to get started with setting her fees, advertising, registering children and opening her program. At some point **in the next six months**, someone would come to visit, inspect the new child care centre, and see how she was doing.*

Forty years later, the above scenario would seem unthinkable. Yet in the early 1980s there was very minimal oversight, planning, or even data collection. In 1980 Government was not able to readily provide information on the number of centres, spaces, or numbers of staff working in the early childhood sector in PEI. It was not until after 1984 that regulations were introduced for staff qualifications. These same regulations are in place today despite other significant policy and funding changes.

Change is often cheered, and at times dreaded. Change may be swift or may inch forward in tiny steps. PEI's early childhood sector has, without a doubt, experienced both very rapid and excruciatingly slow changes over the past number of decades. By 2021, the sector is acutely aware of its history, and how social,

economic, and public policy priorities and events may impact the future direction of PEI's early childhood education and care sector.

This report will explore issues that are relevant to the professionalization of the early childhood workforce in PEI. Attention will be given to identifying trends, and understanding what current research tells us about early childhood education, the role of the educator, human resource issues, access to post-secondary credentials, and recruitment and retention challenges. As much as possible, data for PEI will be shared and analyzed – and data gaps identified.

The report itself will begin with a summary and brief analysis of the overarching issues and trends relevant to the professional status of early childhood educators. This will be followed by a scan of practices related to ECE certification and required qualifications across Canada. The final section of the report will address specific issues relevant to the PEI context. And finally, discussion questions will be posed to the sector for consideration for next steps - so that one day, future educators may write a new story... *It was winter of 2021 when Early Childhood Educators in PEI came together to* The sector has come a long way from the days of direct career leaps from the men's clothing section of Eaton's to the role of today's early childhood educator – or has it? E

TERMINOLOGY

In order to provide clarity to the language used in this document, as well as to be reflective of terminology most often used in research and policy reports, the following describes selected terms and definitions used:

Certification / Certified: The process of recognizing a person's educational and/or experiential qualifications as outlined by a (usually legislated) schedule of requirements. PEI's *Early Learning and Child Care Act* defines "certificate" and "certificate holder", and that "No individual shall represent or hold out that he or she is a certificate holder unless the individual holds a certificate".

- In this document, Table 1 outlines different types of terminology used across Canada to describe this process, including such terms as "registration" and "classification".

Credential: In this report, this refers to a post-secondary credential. Post-secondary institutions (colleges, universities) award credentials upon completion of specified types of course studies. A credential confirms that the individual has completed course requirements and has attained an accepted level of knowledge and skills. Some provinces (e.g., Newfoundland and Labrador, Nova Scotia, Ontario, Manitoba, British Columbia) outline the specific ECE skills and knowledge to be attained in their provincial post-secondary standards for early childhood education.

Director: The person who is responsible for administrative (financial and human resource management) and pedagogical leadership in a licensed centre. In some cases, a centre may also employ someone as an "administrator", thereby enabling the Director to focus on human resource management and pedagogical leadership.

- In PEI, this person is sometimes referred to as the "Supervisor". This term dates back to the 1980s, when centres were very small, and one "supervisor" was responsible for administration, pedagogy, and staff supervision. As well, PEI certification terms use the term "early childhood supervisor".

However, this terminology may be confusing for those who may be certified as an “early childhood supervisor” but who do not have any supervisory responsibilities. Currently, PEI’s certification model outlines educational requirements for certification as a “director”, but centre directors are not currently required to hold such qualifications, and some people may be certified as a “director” but are not employed as a centre director.

- In some cases, the Director of a centre may also be the “owner”.

Early Childhood Educator (ECE): In this document, the term early childhood educator is used to refer to those who have successfully completed at least a one year post-secondary credential in early childhood education. In many research studies and reports, however, the term refers to those who have successfully completed a two year post-secondary diploma in early childhood education.

- With the exception of Ontario, there are no legal requirements for anyone to meet in order to be qualified to use the term Early Childhood Educator. In Ontario, the term is **protected** by legislation, and one must be “registered” with the Ontario College of Early Childhood Educators in order to use the term to describe one’s employment. In other words, in Ontario, it is illegal to refer to yourself or another person as an ECE without being “registered”.
- PEI’s *Early Learning and Child Care Act* does not define “early childhood educator” but rather refers to a “staff member”, meaning “an individual who works at a centre in either an employment or volunteer capacity”.

Early Learning and Child Care / Early Childhood Education and Care: The term “Early Learning and Child Care” (ELCC) was introduced by the Government of Canada in 2003 during the negotiations for Canada’s first Multilateral ELCC Framework Agreement. This term is also used for the 2017 Multilateral ELCC Framework Agreement. A number of provinces and territories have adopted the term, including PEI as evidenced in PEI’s new Early Learning and Child Care Act and Regulations. The term “Early Childhood Education and Care” (ECEC) has been used internationally for many decades. The term is still in use in Canada, as evidenced in the name of the senior government committee PT Directors of ECEC, or in the series of research documents “ECEC in Canada”.¹ In this report, the terms may be used interchangeably. Both ELCC and ECEC refer to the broad system of integrated learning and care environments for young children.

Family Child Care: This term refers to the provision of child care in private family homes and that is licensed according to PEI’s Early Learning and Child Care Act and Regulations. In PEI, such homes are licensed as family home centres. Across Canada, other terminology may be used, including community child care, family day care, family day homes, family home child care, etc.

Unlicensed home child care: It was outside of the scope of this report to explore the extent of and issues related to unlicensed home child care. It is understood, however, that unlicensed home child care may be **legal** if the number of children attending are within the limits as described by PEI’s child care legislation, or **illegal** if the number of children exceeds the allowable limits.

¹ <https://childcarecanada.org/publications/eccec-canada/20/12/early-childhood-education-and-care-canada-2019>

CANADA 2021 – TRENDS IN EARLY CHILDHOOD EDUCATION AND CARE

As of the start of 2021, there is considerable political and economic interest from all levels of government as well as the Canadian business sector in the availability of child care across the country. In large part, this interest is linked to efforts to support economic recovery needed as a result of the COVID-19 global pandemic. There is a world-wide recognition of the absolute necessity for parents' access to child care, and new questions as to how governments may best be able to play a role in that.

Consideration for investments in child care is not new in Canada, and there is a long history of proposed national action from child care advocates, social policy organizations, labour, advocates for women's equality, economists, researchers and academics, and the federal government. The current level of interest and promises for investment are significant and one of the major potential game changers for the design and delivery of child care in Canada.

Although few details of any federal investment are known as of January 2021, the announcement of a broad plan to create a national child care system has significant potential to impact the work of early childhood educators. The proposed national early learning and child care strategy will provide an overarching framework for policy and funding decisions over the next number of years. In the meantime, there are other more immediate trends to consider:

- The federal government has announced a one year initiative for 2021/2022 to provide \$420M for ELCC workforce development. Details on this have not yet been shared, nor is there information on PEI's share of this investment or on eligible activities or expenditures. Discussions are underway, and decisions are expected to be announced in the coming weeks / months.
- PEI is almost 12 months into work and lifestyle modifications due to the COVID-19 pandemic. Many parents now work remotely, and it is unclear as to how or if those arrangements will continue, and how that may impact the overall demand for child care. Many provinces and territories are reporting higher than usual numbers of vacancies in licensed centres.
- Public Health guidelines and restrictions for licensed child care centres have had significant impacts on how early childhood educators plan their work, design groups, monitor children's health, communicate with parents, and incorporate screening and cleaning measures into daily routines. It is unclear as to whether or how these expectations will continue as well as the human resource and scheduling implications.
- There is an emerging trend for provincial/territorial governments to introduce universally available early childhood programs for four-year-olds. In PEI, government has announced the introduction of such a program, to be delivered by early childhood educators and to be housed within licensed early childhood centres. Further details on this initiative are under development.
- There is a growing unease across Canada that the emphasis on the relationship between provision of child care and the economy has overshadowed (at least in public discussions) the importance of pedagogical quality in early learning experiences for children.

THE BIG PICTURE

Building a National ELCC System

Each of the trends described above have the potential to impact – and to be impacted by – early childhood educators. For example, in Canada – and around the world – there is a growing realization and understanding that without qualified early childhood educators, there is simply no chance of building a quality early childhood education system.² Qualified early childhood educators are key to each of the policy objectives of both federal and provincial/territorial governments across Canada, including Quality, Access/Availability, and Affordability.

Access/Availability

For at least the last 20 years, all levels of government have debated the best approaches to expanding access to licensed child care spaces for children and families. In PEI, the provincial wait list regularly updates government on the actual demand from parents for spaces, by age group and by region of the province. In PEI, as well as across Canada, governments have finally realized that it is impossible to create new child care spaces or to offer new models of flexible arrangements without being able to both recruit – and retain – qualified early childhood educators to staff those new spaces.

For example, in PEI (using 2019 data) there are licensed spaces for 41% of children from 0-5 years old, which is higher than the Canadian average of 26.9%. Breaking that down further, the percentage of children from 0-2 with access to a licensed space is 33% (higher than Canadian average of 19%) and there are licensed spaces for 47% of children from 3-5 years old (higher than Canadian average of 31%). *See Attachment 1.*

Affordability

Issues of affordability of child care for parents are directly linked to issues related to adequate compensation for early childhood educators. Researchers have identified that no single factor can explain the low compensation levels for ECEs, as the reasons stem from “a complex relationship between four variables³”, the first of which is revenue, primarily from parent fees.⁴

Quality

The evidence that shows that early childhood educators are key to the level of quality in an early childhood program is another of the factors driving the national attention to ECE workforce issues. It has been suggested that it is not possible to have a “high quality ECE workforce” without having a “high quality ECE system” to employ ECEs. When the topic of “competent” is discussed, it is generally done with respect to the specific skills and abilities that ECEs have gained in order to do their work. Yet, there is little discussion about a competent system, which provides the context within which ECEs do their work. Are there enough qualified staff to allow each person to carry out their

Higher qualifications are found to be strongly associated with better child outcomes and working conditions can improve the quality of ECEC services (OECD, 2011).

² Beach, 2020; OECD 2018; Tryfaini & Mousena, 2017

³ Other variables include employment and labour issues, system design and public policy

⁴ CCHRSC, ND.

responsibilities? Is the environment conducive to children being able to explore? Do the working conditions allow staff time to document their practice? Are they able to reflect – either alone or with colleagues – on their pedagogical and professional practice? Are the working conditions, including compensation, supervision, and supports available adequate to encourage retention of qualified ECEs, or is there continuous turnover?

Workforce Issues

The acknowledgement that workforce issues (and especially issues related to wages and benefits) are critical – articulated by researchers⁵, professional associations⁶, and governments themselves – has been one of the key driving forces behind the federal government’s announcement regarding the upcoming investment in the ECE workforce. Previously, the federal government had not agreed to allow investments in wages, benefits, or working conditions for early childhood educators as an allowable investment of funds transferred to provinces and territories through the 2017 Multilateral ELCC Framework Agreement. Even though several provinces/territories (PT) had launched their own efforts for workforce improvements⁷, the PT governments have been unanimous in identifying to the federal government that workforce issues as key to any other ELCC efforts.

The EU Commission’s Ministers’ Council (2011) agreed on the importance of supporting the professionalization of ECEC staff, with an emphasis on the development of their competences, qualifications and working conditions, and enhancing the prestige of the profession. (Tryfaini & Mousena, 2017)

International research suggests that it is actually the nature of the relationship between the early childhood educator and the children in the program that determines the quality of the program, and the resulting positive outcomes for children’s development.

Another of the key research findings supports the concept that there is a strong link between ECE qualifications and child outcomes. The qualifications, however, only tell part of the story – international research suggests that it is actually the nature of the relationship⁸ between the early childhood educator and the children in the program that determines the quality of the program, and the resulting positive outcomes for children’s development. Of course, it is impossible to “regulate” for warm and nurturing relationships – but evidence

shows that qualified early childhood educators are more likely to engage in those types of relationships, are better able to understand children’s behaviours and development, and more likely to create learning environments that are conducive to children’s early learning and development.

Pre-Kindergarten

Although the concept of “kindergarten” as a two year program has been commonplace in other countries, the approach is relatively new to North America. In the United States, public provision of “Pre-K” started in 1967 with the introduction of Headstart. Prior to that, private preschool or Pre-K programs were in place

⁵ Beach et al., 1998; Goelman et al., 2000

⁶ Saulnier & Frank (2019)

⁷ Flanagan, 2019; ECEBC, 2020

⁸ OECD 2018

since the early 1920s. By 2021, only 6 states do not provide public funding for Pre-K. However, there are only a few states that provide public Pre-K for all children across the state – typically, local governments and school boards make the decisions to invest in the 4 year old program. Recently, New York City introduced a universally available PreK program for all four year olds living in New York City. In New Jersey, the well-known Abbott PreK program provides for public PreK for four year olds living in lower income areas.

In Canada, there are several provinces and territories that have introduced the provision of publicly funded early childhood or “Pre-K” programs for four year olds. The concept is not really new. Ontario had offered a part-day junior and senior kindergarten program for decades prior to moving to a universal full day kindergarten program for four and five year old children in 2011. In 2016, Nova Scotia began to implement a universal publicly funded “pre-primary” program for four year old children, and it is now available across the province. Quebec is in the process of phasing in an optional 4 year old kindergarten program and expects to have universal coverage within five years. In the Northwest Territories, four year old kindergarten is optional, is fully funded and may be full-day or part-day.

Other provinces have introduced targeted approaches, with decisions usually made at the school board or municipal level. For example, in Yukon four-year-olds may attend “Learning Together” programs in schools in rural communities outside the city of Whitehorse. In Manitoba, some school boards provide four-year-old programs in their schools. Saskatchewan has gradually been expanding its publicly funded part-time PreK programs for three- and four-year-old children in disadvantaged neighbourhoods and areas of the province. Not all children are eligible for prekindergarten in Saskatchewan – enrolment is limited to students who are considered vulnerable, or at risk of facing challenges in school.

With the exception of Nova Scotia, all other provinces/territories employ teachers to deliver their PreK programs. In NWT, teachers must also have early childhood qualifications. In Nova Scotia, the program is delivered by early childhood educators, in its public school system. The NS “pre-primary” program follows the same curriculum framework used in licensed early childhood centres and requires staff to hold at least a Level 2 (ECE Diploma) certification. In Ontario, full day Kindergarten for 4 and 5 year olds uses a “team” approach consisting of a teacher and a RECE; this program is currently under review.

ECE Certification

Certification, or the recognition of qualifications of early childhood educators, is generally consistent but with some key differences across Canada:

- **Some PTs “certify”, some do not**
 - While all provinces and two territories have regulations in place that address the *required qualifications of staff* working in licensed early childhood centres, there are two provinces and one territory that do not “certify” staff (New Brunswick, Quebec, Northwest Territories). In those three provinces/territories the requirements for staff qualifications are reviewed as part of the licensing process – but government does not issue a “certificate” or a “level” to any ECEs.
 - In Ontario, the provincial government does not issue the certification. All ECE qualifications are reviewed by the *Ontario College of Early Childhood Educators*, which is a non-

governmental organization funded by membership fees and established and operated by its own legislation (*Early Childhood Educators Act, 2007*). The College of ECEs reviews ECE credentials, does not recognize equivalencies, and reviews complaints. The College of ECEs does not recognize any post-secondary training lower than a diploma level. If credentials are approved, the College will “register” the individual, and that person is allowed by law to use the title “*Registered Early Childhood Educator*” (RECE). *It is illegal to use the title “early childhood educator” if the person is not registered by the College of ECEs.*

- **PTs use different terminology.**
 - Newfoundland and Labrador, Prince Edward Island, Saskatchewan, Alberta, British Columbia and Yukon **certify** staff. They each have different levels of certification, depending on the length and type of the training or educational program completed.
 - Ontario **registers** early childhood educators. There is one level – Registered Early Childhood Educator, or Éducatrice de la petite enfance inscrit(e).
 - Nova Scotia and Manitoba **classify** staff and issue certificates
 - In Newfoundland and Labrador, in addition to being **certified**, individuals are also **classified** depending on either the type of care or the ages of the children in the program.

- **In some PTs certification requires renewal and completion of professional development hours; in others it does not.**
 - Newfoundland and Labrador, PEI, Ontario, BC require all certified staff to renew. The time periods vary (e.g., in Ontario, Registered Early Childhood Educators must renew annually; ECEs in NL and PE renew every three years; in BC, ECEs renew every five years).
 - In Yukon certification does not expire, and there is no requirement for a specified amount of professional development for those who were certified **based on ECE specific post-secondary credentials**.
 - However, Yukon allows those with a post-secondary diploma or degree in a related field to be certified **for one year** as Level 3 (diploma level) **IF** the person **ALSO** has completed at least two ECE post-secondary courses (60 hours). In order to renew this type of certification (known as “equivalency”), the individual must complete one ECE post-secondary course during the year – this allows the ECE 3 certification to be renewed for another year, and so on. There is no limit on the number of years that a person may renew, provided they continue to complete ECE post-secondary courses in each 12 month period.
 - In other PTs (NL, PE, BC) application for renewal must document completion of a certain number of hours of professional development. The number of hours varies by the province/territory. In PEI, 45 hours of PD are required in a 3 year period; NL requires 30 hours in 3 years; BC requires up to 30 hours and renewal anywhere from 1 to 5 years, depending on the type of certification.
 - In NS, MB, SK, and AB certification does not need to be renewed. However, in NS an ECE must submit proof of completion of 30 hours of on-going PD every 3 years in order to “maintain” their certification. Failure to do so would mean that certification status would be cancelled.

- Although certification records in all jurisdictions requiring renewal would suggest that a certified person is still actively involved in the ELCC sector (because they have followed through on the renewal process and would have completed the required professional development hours), the records do not typically indicate whether or where the person is employed, as certification is not dependent on employment in the regulated ECE sector. For example, some people may be listed as “certified”, and that the list may include policy makers, inspectors, ECE faculty, home visitors, etc.
- **Language used to describe certification levels vary, but for the most part are consistent.**
 - Each PT uses different terminology to describe a certified/classified/registered ECE. Most PTs use the term ECE (NL, NS, PE, MB, SK, BC). Alberta uses the term “child development assistant” and Yukon uses the term “child care worker”.
 - “Levels” mean different things in different places. In NL, NS, MB, level 2 means the person has completed a two-year diploma. In PE, this would be a level 3. There are no levels in Ontario – the only terminology used is “registered ECE” who must have a minimum of a two-year diploma in Early Childhood Education from a recognized⁹ post-secondary institution.

TABLE 1: TERMINOLOGY AND DESCRIPTIONS OF CERTIFICATION LEVELS

P/T	TERMINOLOGY AND DESCRIPTIONS
NL	<p>There are five levels of certification. The first four levels (Trainee, Level 1, 2, and 3) of certification are also classified depending on either the delivery method or the ages of the children in the program; Level 4 is the same for all age groups. An ECE certificate typically involves one year of post-secondary study; an ECE diploma typically involves two years of post-secondary study.</p> <p><i>Preschool: To work in a regulated child care centre with preschool children 2-6 years, who are not attending school</i></p> <ul style="list-style-type: none"> ▪ <i>Trainee level:</i> successful completion of 30-60 hours of ECE courses plus proof of registration in a recognized post-secondary ECE program ▪ <i>Level 1:</i> Completion of provincially approved one-year ECE certificate program ▪ <i>Level 2:</i> Completion of a provincially approved two-year ECE diploma program ▪ <i>Level 3:</i> <ul style="list-style-type: none"> ○ Level 2 certification, plus a post-diploma ECE certificate OR specialization OR ○ a university degree plus a provincially recognized certificate in ECE (or equivalent) ▪ <i>Level 4:</i> a university degree in early childhood education OR a university degree plus a provincially recognized ECE diploma <p><i>School Age: To work in a regulated child care centre with children 4-12 years who also attend school</i></p> <ul style="list-style-type: none"> ▪ <i>Trainee level:</i> School Age Orientation Course and proof of registration in post-secondary ECE program ▪ <i>Level 1:</i> ECE certificate plus School Age Orientation Course OR related post-secondary certificate plus School Age Orientation Course

⁹ Ontario’s College of Early Childhood Educators determines which post-secondary institutions are “recognized” and publishes this list on their website. Typically, the College of ECEs only recognizes public post-secondary colleges and universities and not private training institutions.

TABLE 1: TERMINOLOGY AND DESCRIPTIONS OF CERTIFICATION LEVELS

P/T	TERMINOLOGY AND DESCRIPTIONS
	<ul style="list-style-type: none"> ▪ <i>Level 2:</i> ECE diploma plus School Age Orientation Course OR related post-secondary diploma plus School Age Orientation Course ▪ <i>Level 3:</i> <ul style="list-style-type: none"> ○ preschool or school-age Level 2 plus post-diploma school-age child care specialization OR ○ an education degree plus school-age child care orientation course OR ○ related university degree plus School Age Orientation Course ▪ <i>Level 4:</i> university degree in early childhood education OR a university degree plus an ECE diploma <p><i>Infant: To work in a regulated child care centre with children 0-23 months</i></p> <ul style="list-style-type: none"> ▪ No trainee level available – all ECEs working with infants must have level 1 Preschool as a minimum qualification ▪ <i>Level 1:</i> ECE certificate plus Infant Child Care Orientation Course ▪ <i>Level 2:</i> ECE diploma plus Infant Child Care Orientation Course ▪ <i>Level 3:</i> <ul style="list-style-type: none"> ○ ECE diploma plus post-diploma infant-toddler specialization OR ○ related university degree plus ECE certificate plus Infant Child Care Orientation Course ▪ <i>Level 4:</i> a university degree in early childhood education or a university degree plus an ECE diploma
PE	<p>There are eight staff certification categories:</p> <p><i>ECE Level I:</i> Successful completion of a 30 hour course, approved by the Board, in each of the following subject areas: (a) child growth and development; (b) child guidance; (c) early childhood pedagogy. A total of 90 hours of courses is required.</p> <p><i>ECE Level II:</i> Successful completion of a one year certificate program in early childhood care and education, approved by the Board.</p> <p><i>ECE Level III:</i> Successful completion of a two year diploma program, OR a degree program in early childhood care and education, approved by the Board.</p> <p><i>Early Childhood Supervisor:</i> Successful completion of either</p> <ul style="list-style-type: none"> ○ a two year diploma program or a degree program in early childhood care and education, approved by the Board, OR ○ a degree program in child and family studies, which includes credit for a two year diploma program in early childhood care and education, approved by the Board; and has obtained at least 3,900 hours of experience providing services to children while holding a certificate, OR ○ an equivalent authorization issued in the jurisdiction where the services were provided. <p><i>Early Childhood Director (not yet required):</i> Successful completion of a degree program in early childhood care and education approved by the Board, OR a degree program in child and family studies, which includes credit for a two year diploma program in early childhood care and education, approved by the Board, OR a one year certificate program in early childhood care and education approved by the Board, and a degree program that, in the opinion of the Board, is related to early childhood care and education; AND has also obtained at least 9,750 hours of experience providing services to children at an early childhood centre or preschool centre, a Type I facility under the former Act or an equivalent type of centre licensed under the laws of another jurisdiction, while holding a certificate or an equivalent authorization issued in the jurisdiction where the services were provided.</p>

TABLE 1: TERMINOLOGY AND DESCRIPTIONS OF CERTIFICATION LEVELS

P/T	TERMINOLOGY AND DESCRIPTIONS
	<p><i>Inclusion Support Assistant:</i> Successful completion of a one year certificate program OR two year diploma program in early years studies, early childhood care and education, or human services, approved by the Board.</p> <p><i>Family Home Child Care Provider:</i> Successful completion of a 30 hour course related to the care and education of infants and preschoolers approved by the Board.</p> <p><i>School-Age Child Care Provider:</i> Successful completion of a 30 hour course related to the care and education of school-age children, approved by the Board.</p>
NS	<p>There are five levels of classification for child care staff in preschool and school age programs:</p> <ul style="list-style-type: none"> ▪ <i>Entry Level:</i> Completion of Orientation for staff working in licensed child care facilities. The Orientation for Staff Working in Licensed Child Care Facilities is a series of informational modules and activities for child care staff working directly with children who do not meet the regulated training requirements. ▪ <i>Level 1:</i> Completion of Orientation for child care staff as well as completion of post-secondary course work in three subject areas: child development, behavior guidance and curriculum and programming for young children. These staff must also complete two guided workplace experiences, consisting of work experience in a licensed child care facility, advised by a supervisor from a training institute, and supported by an early childhood contact staff in the workplace. ▪ <i>Level 2:</i> Completion of an approved college program in early childhood education. ▪ <i>Level 3:</i> Completion of a bachelor’s degree in early childhood education OR completion of the Level 2 requirements and a bachelor’s degree. ▪ <i>School-age approval:</i> Completion of Orientation training and a post-secondary credential that qualifies a person to plan and deliver developmentally appropriate programming for school-age children.
NB	No certification process
QC	No certification process
ON	<p><i>Registered Early Childhood Educator; Éducatrice de la petite enfance inscrit(e)</i></p> <p>In order to be registered with the College of Early Childhood Educators (CECE), a person must have successfully completed an early childhood education (ECE) diploma from an Ontario College of Applied Arts and Technology (OCAAT) or a CECE approved program. The applicant must register with the college and renew their membership on a yearly basis. Members of the college are referred to as Registered Early Childhood Educators (RECE) and may use this as their professional designation.</p>
MB	<p>There are three levels of classification:</p> <ul style="list-style-type: none"> ▪ <i>Early Childhood Educator (ECE) III</i> - An individual with one of the following: 1) ECE II classification and successful completion of a specialization or degree program recognized by the Child Care Qualifications and Training Committee; OR 2) Bachelor of Arts from the University of Winnipeg, Major in Developmental Studies: Stream C – Child Development and Child Care. ▪ <i>Early Childhood Educator (ECE) II</i> - An individual who has successfully completed one of the following: 1) a two year Early Childhood Education diploma program approved by the Child Care Education Program Approval Committee; OR 2) an assessment program offered by the

TABLE 1: TERMINOLOGY AND DESCRIPTIONS OF CERTIFICATION LEVELS

P/T	TERMINOLOGY AND DESCRIPTIONS
	<p>ELCC Program; OR 3) a two year diploma program in Early Childhood Education from a recognized college outside Manitoba.</p> <ul style="list-style-type: none"> ▪ <i>Child Care Assistant (CCA)</i> - Employed in a child care centre but not eligible on the basis of educational requirements for classification at the ECE II or III level. All CCAs must have 40 hours of approved early childhood training within their first year of employment.
SK	<p>There are three levels of certification:</p> <ul style="list-style-type: none"> ▪ <i>ECE I</i>: requires 120-hour orientation course or equivalent ▪ <i>ECE II</i>: requires a one-year ECE certificate or equivalent ▪ <i>ECE III</i>: requires a two-year ECE diploma or equivalent <p>Centre directors must meet the requirements for an ECE III.</p>
AB	<p>There are three levels of certification:</p> <ul style="list-style-type: none"> ▪ <i>Child development assistant</i>, requires completion of a government-sponsored orientation program delivered through classroom, distance or online; or the required Career and Technology Studies credit courses which focus on early learning and child care offered through Alberta high schools; OR a 45-hour (three-credit) college-level course in child development ▪ <i>Child development worker</i> requires completion of a one-year ECE certificate from an approved public college, an approved private vocational school with at least one college-level English/French course; OR completion of an equivalent educational programs with at least one college-level English/French course; OR completion of the Alberta Life Experience Equivalency Process (LEEP). ▪ <i>Child development supervisor</i> requires completion of a two-year ECE diploma from an approved public college, an approved private vocational school with at least one college-level English/French course; OR completion of an equivalent educational program with at least one college-level English/French course.
BC	<p>There are four levels of certification:</p> <ul style="list-style-type: none"> ▪ <i>Five year early childhood educator certificate</i>: Successful completion of a basic early childhood education training program that is a minimum of 902 hours of instruction and includes training in the areas of: child growth and development; program development, curriculum planning and foundations; family, community resources and communications; health, safety and nutrition; and practicum. This training is to be completed at a recognized post-secondary educational institution (Schedule D of the Child Care Licensing Regulation). In addition, a written reference from an educator, and completion of 500 hours of supervised work experience is also required. ▪ <i>One year early childhood educator</i>: Same educational requirements as above but there is no requirement to complete 500 hours of work experience. A written reference from an educator is required. This certificate is valid for one year and may only be renewed once. ▪ <i>Infant and toddler educator</i>: Must qualify for an early childhood educator certificate (five year) and have successfully completed a specialized post basic program that includes 250 hours of instruction in the areas of advanced child growth and development; working with infants and toddlers; working with families; administration; advanced health, safety and nutrition; and a 200 hour infant/toddler practicum. This training is to be completed through a post-secondary educational institution recognized to offer the post basic program. ▪ <i>Special needs early childhood educator</i>: Must qualify for a five year early childhood educator certificate and have successfully completed a specialized post basic program that includes 250 hours of instruction in the areas of: advanced child growth and development; working with

TABLE 1: TERMINOLOGY AND DESCRIPTIONS OF CERTIFICATION LEVELS

P/T	TERMINOLOGY AND DESCRIPTIONS
	<p>children with special needs; working with families; administration; advanced health safety and nutrition; and a 200 hour special needs practicum. This training is to be completed through a post-secondary educational institution recognized to offer the post basic program.</p> <ul style="list-style-type: none"> ▪ <i>Assistant early childhood educator</i>: This category requires successful completion of one course of a basic early childhood education training program from a recognized post-secondary ECE program in one of the following three areas: child growth and development, child guidance or health, safety and nutrition. To renew their certificate, ECE Assistants are required to complete one additional course that is part of a recognized post-secondary ECE program and 400 hours of work experience relevant to early childhood education every five years. <p>There is another type of staff designation that is not “certified” but required in some types of programs:</p> <ul style="list-style-type: none"> ▪ <i>Responsible adult</i> - non certification: These staff must be at least 19 years of age, able to provide care and mature guidance to children, have completed a course or a combination of courses of at least 20 hours duration in child development, guidance, health and safety, or nutrition and have relevant work experience.
YK	<p>There are three levels of certification outlined in Yukon Child Care Program Regulations, with an additional two levels of certification described in policy. Each level also describes the number of hours of study that must be completed in various “streams”, which include health, child development, self-esteem, methods, field placement and electives.</p> <ul style="list-style-type: none"> ▪ <i>Child care worker I</i>: a person who has successfully completed a 60-hour introduction to an early childhood development course or equivalent. If two 30-hour courses are used, they must be from different streams. ▪ <i>Child care worker IA</i> (in policy): a person with child care worker I certification who has also completed additional course work in each of the streams described above but has not yet completed one full year of training. ▪ <i>Child care worker II</i>: a person who has successfully completed one year of training in early childhood development or the equivalent. ▪ <i>Child care worker IIA</i> (in policy): a person with child care worker II certification who has also completed additional course work in each of the streams described above but has not yet completed two full years of training. ▪ <i>Child care worker III</i>: a person who has successfully completed two or more years of training in early childhood development or the equivalent.
NT	No certification process
NU	No certification process

Canada Free Trade Agreement and Labour Mobility

In each of the provinces/territories with certification processes, child care is – by the very nature of the certification process – considered a registered profession under the terms of the Canadian Free Trade Agreement (formerly the Agreement on Internal Trade). This means that educators who are certified or registered in one province have the right to be certified at a comparable level in another province that also has a certification process, even if the educational requirements to attain that level of certification are

different. The labour mobility provisions of the Canada Free Trade Agreement allow that person to do a comparable job in another province or territory, without having to undergo additional training or assessment.

This means that if someone is certified at a level that allows them to be a director in one province, then all other provinces must certify that person at a level that will allow them to work as a director – even if they do not meet the qualifications required for a director. For example, if a person with a Bachelor of Social Work degree applied for certification in order to be employed as a director of a licensed early childhood centre in PEI, that person would not be eligible for certification. However, if that same person applied to Alberta for certification as a child development supervisor, certification would be awarded based on that degree in social work. The person then has the right to be certified in PEI at a level (regardless of educational or experiential qualifications) that would allow them to be employed as a centre director.

Entry Level

Entry-level certification usually requires either a specific ECE orientation course, ranging in length from 30 hours to 120 hours (depending on the province or territory); or completion of one or more courses that are part of a post-secondary ECE program. In Nova Scotia, entry level certification requires completion of an on-line ECE orientation course that includes a series of information modules and activities for staff who are working directly with children, and who do not meet the regulated training requirements. Alberta also uses an on-line orientation course which is freely available to those working in licensed centres who do not have any type of ECE post-secondary certificate or diploma, or the equivalent. In PEI, the 90 hours of courses taken to achieve Entry Level (Level 1) certification may be applied toward the course requirements to earn an ECE one year certificate (Level 2).

In Newfoundland and Labrador, it was recently determined that a large percentage of staff with entry level certification continued to be employed even though the entry level requirements were intended to be a short term measure to allow all staff to have some level of certification. Initially, there was an expectation that the person with entry level certification would continue to pursue their studies in order to achieve higher levels of certification. In 2017, Entry Level certification was revised to “Trainee Level” certification which expires after five years. Those with Trainee Certification are only allowed to work alongside a certified ECE and are not to have full responsibility for a group of children. In order to gain Trainee Certification, the applicant must prove that they are registered for further ECE studies leading to a certificate or diploma at a post-secondary institution approved by the Minister. In 2018, the NL Government introduced a Trainee Bursary program to assist those with Trainee Level Certification with the cost of completing the required courses for an ECE Certificate.

Staffing Requirements

Across Canada, provinces and territories differ in how many certified/qualified ECEs are required in licensed centre based early childhood centres. In Newfoundland and Labrador, Nova Scotia, PEI (in Early Years Centres only), Manitoba, Alberta, British Columbia and Yukon, all staff working in child care centres (and part-day nursery schools where they are licensed) must hold some level of ECE certification. In Saskatchewan, all staff working more than 65 hours/month must be certified.

PEI and Ontario are the only two provinces that only require “some” staff to be certified, and those requirements are significantly different. In Ontario, one staff per group of children and the centre supervisor are required to be Registered Early Childhood Educators. In PEI (private centres) the centre supervisor/director and one other staff person are required to be certified, regardless of the number of licensed spaces in the centre.

Across the country, legislated requirements regarding the number of qualified staff to be present are different based on the types of levels of certification, on the age group of children, or on the type of licensed program. For the most part, requirements are described as a percentage of the total number of staff required for a particular age group of children, or for the total number of children in the centre.

The following table outlines requirements for centre based programs.

TABLE 2: REQUIREMENTS FOR CENTRE BASED PROGRAMS	
PROVINCE / TERRITORY	STAFFING REQUIREMENTS
NL	<p>An operator or head of a centre is required to have at least Level 2 certification, hold the classifications for the age groups of children the centre is licensed for, and have at least two years’ experience working in a licensed child care centre.</p> <p>The lead staff in a room is required to have at least Level 1 certification in the classification that covers the age group of the children in the room. All other staff are required to have at least Trainee level certification.</p>
PE	<p>Early childhood centres and preschool centres</p> <ul style="list-style-type: none"> ▪ Director of a centre must hold either an Early Childhood Supervisor or Early Childhood Director certification. ▪ At least one staff person must hold at least a one year certificate from an approved early childhood care and education program OR a two year diploma OR degree from an approved early childhood care and education program. <p>School-age child care centres</p> <ul style="list-style-type: none"> ▪ At least one staff person has, at minimum, successfully completed a 30 hour course related to the care and education of school-age children which has been approved by the Early Learning and Child Care Board. If more than one staff person is required, at least one more staff must meet the minimum certification requirements. <p>Programs with EYC designation must meet the requirements of an early childhood centre AND ensure that all program staff are certified at minimum as an ECE Level I (successful completion of 30 hour courses in each of the following areas: growth and development; child guidance; early childhood pedagogy)</p>
NS	<p>Qualification requirements for staff in child care centres:</p> <ul style="list-style-type: none"> ▪ A facility Director or Acting Director of a child care program licensed for all ages must hold a Level 2 or 3 classification. ▪ The Director or Acting Director for a licensed program for school-age children must hold a Level 2 or 3 classification, OR school-age approval.

TABLE 2: REQUIREMENTS FOR CENTRE BASED PROGRAMS

PROVINCE / TERRITORY	STAFFING REQUIREMENTS
	<ul style="list-style-type: none"> ▪ Entry Level staff who do not hold a Level 1, 2 or 3 classification working directly with children must have completed the Orientation for staff working in licensed child care facilities OR post-secondary courses comparable to the orientation training. ▪ In regulated child care centres, at least 2/3 of staff working directly with children in a full-day program or a part-day program must have a level 1, level 2 or level 3 classification ▪ In a regulated child care program for school-age children, at least 2/3 of staff must have the above requirements OR school-age training approval (completion of orientation training and a post-secondary credential that qualifies a person to plan and deliver developmentally appropriate programming for school-age children).
NB	<ul style="list-style-type: none"> ▪ At least 50% of educators must hold a one- year Early Childhood Education Certificate or training that is equivalent in the opinion of the Minister ▪ An administrator must hold a one-year Early Childhood Education Certificate or training that is equivalent in the opinion of the Minister. ▪ In designated centres, all staff must complete the “Introduction to Early Childhood Education”, a 90 hour online course, with 30 hours specific to the Early Learning and Child Care Curriculum Frameworks, and 60 hours of study consisting of modules on child development and guidance, early language development and literacy, health and well-being, understanding legislation and outdoor play environments. The course is available to all those working in licensed child care in New Brunswick; successful completion is a requirement in all designated centres.
QC	<p>In both non-profit <i>centres de la petite enfance</i> (CPEs) and in for-profit <i>garderies</i>, two-thirds of staff working directly with children require a three-year Diplôme d'études collégiales (DEC) OR a one-year Attestation and three years' experience. The experience may be gained before, during, or after the period of study.</p> <p>In addition, the holder of a licence of a centre must have a person employed who is responsible for management of the centre, for planning, for organization of direction, control and evaluation of programs and means of the centre. This person acts under the authority of the board committee, which is predominantly composed of parents.</p> <p>There are no educational requirements for other staff to work in a child care centre in Québec.</p>
ON	<p><i>Centre staff qualification requirements</i></p> <p>A supervisor or director of a licensed child care centre must be:</p> <ul style="list-style-type: none"> ▪ a member shall be a member in good standing with the College of Early Childhood Educators (CECE) and have at least two years of experience providing licensed child care, and is approved by a ministry director; OR ▪ in the opinion of a director, capable of planning and directing the program of a child care centre, being in charge of children, and overseeing staff. <p>A qualified staff for any licensed age group shall be:</p> <ul style="list-style-type: none"> ▪ a member in good standing with the CECE, a Registered Early Childhood Educator; OR ▪ an employee who is otherwise approved by a director. <p>To work with a <i>licensed junior school-age group</i> or a <i>licensed primary/junior school-age group</i> that includes only children who are junior school-age, the following are also qualified employees:</p>

TABLE 2: REQUIREMENTS FOR CENTRE BASED PROGRAMS

PROVINCE / TERRITORY	STAFFING REQUIREMENTS			
	<ul style="list-style-type: none"> ▪ an employee who has a diploma or degree in child and youth care; an employee who has a diploma or degree in recreation and leisure services; OR ▪ an employee who is a member in good standing with the Ontario College of Teachers. 			
	Qualified staff requirements in a licensed child care centre			
	Age of children	Maximum # of children	Number of staff required	Proportion of qualified staff
	Infant	9	3	1/3
	Toddler	15	3	1/3
	Preschool Age	24	3	2/3
	Kindergarten Age	26	2	1/2
	Primary/junior school age	30	2	1/2
	Junior School Age	20	1	1/1
MB	<p><i>Staff qualification requirements for centres:</i></p> <p>In full time centres, two thirds of staff must meet the requirements for ECE II or III.</p> <p>In nursery schools and school-age centres, one half of staff must meet the requirements for ECE II or III.</p> <p>A director of a full time centre for 0 – 6 year olds must be classified as an ECE III and have one year of experience working with children in child care or in a related field.</p> <p>A director of a school-age centre or a nursery school must be classified as an ECE II and have one year of experience in child care or in a related setting.</p> <p>All staff must be 18 years of age and have completed a first-aid course that includes CPR training relevant to the age group. All staff must provide a copy of a criminal record and child abuse registry check, and a criminal history disclosure statement, to their employer.</p>			
SK	<p>All staff employed for 65 hours/month or more as a child care worker in a licensed child care centre are required to meet or exceed the qualifications for certification as required by the Child Care Regulations.</p> <p>All child care staff working 65 hours or more in a child care centre must meet the requirements for an ECE I; 30% of staff must meet the requirements for an ECE II; and in addition, a further 20% of staff must meet the requirements for an ECE III.</p>			
AB	<p>All staff working with children must be certified within six months of employment.</p> <p>The program supervisor in a licensed day care program must hold a Child Development Supervisor Certificate. At least one in every four staff working directly with children between the hours of 8:30 a.m. and 4:30 p.m. must hold at least a Child Development Worker Certificate. All other staff must hold at least a Child Development Assistant Certificate. All staff working directly with children in a licensed preschool (nursery school) program or out-of-school care program must hold at least a Child Development Assistant Certificate. Staff have six months to obtain certification but may not have unsupervised access to the children prior to certification.</p>			
BC	<p><i>Centre based child care, under 36 months:</i></p>			

TABLE 2: REQUIREMENTS FOR CENTRE BASED PROGRAMS

PROVINCE / TERRITORY	STAFFING REQUIREMENTS
	<ul style="list-style-type: none"> ▪ Each group of four or fewer children requires one infant and toddler educator. ▪ Each group of five to eight children requires one infant and toddler educator and one early childhood educator. ▪ Each group of 9 – 12 children requires one infant/toddler educator, one early childhood educator and one assistant. <p><i>Centre based child care, 30 months to school-age:</i></p> <ul style="list-style-type: none"> ▪ Each group of eight or fewer children requires one early childhood educator. ▪ Each group of 9 – 16 children requires one early childhood educator and one assistant. ▪ Each group of 17 – 25 children requires one early childhood educator and two assistants. <p><i>Preschool-age, 30 months to school-age:</i></p> <ul style="list-style-type: none"> ▪ Each group of 10 or fewer children requires one early childhood educator. ▪ Each group of 11 – 20 children requires one early childhood educator and one assistant (some exceptions apply where there is an approved parent education program). ▪ <i>Centre based child care - school-age:</i> Staff must meet the requirements of “responsible adult”. ▪ <i>Occasional child care:</i> Staff must meet the requirements of “responsible adult”. ▪ <i>Multi-age care:</i> Each group of eight children requires one early childhood educator.
YK	<p>In centre-based programs, 20% of staff must meet or exceed the child care worker III qualifications, an additional 30% must meet or exceed the child care worker II qualifications and the rest must meet or exceed child care worker I qualifications.</p>
NT	<p>Centre staff requirements:</p> <ul style="list-style-type: none"> ▪ Primary staff must be at least 19 years of age and have a certificate in first aid and infant/child cardiopulmonary resuscitation. All staff must provide a criminal record check, including a vulnerable sector search prepared by the RCMP. ▪ Primary staff must have successfully completed a post-secondary program (minimum of a one year certificate) in child development satisfactory to the director or demonstrate to the satisfaction of the director an understanding of developmentally appropriate practices in respect of children and the ability to apply that understanding to the child care program.
NU	<p>Centre staff requirements:</p> <p>There are no early childhood training requirements. Staff must be at least 19 years of age, have an awareness of early childhood development theory, have an awareness of the basic health and safety measures, have up to date immunizations, provide a doctor’s note documenting good health if needed, have a first aid certificate, and submit to an RCMP Security Clearance. It is also detailed in the Child Day Care Act that staff must be able to communicate with and be accepted by the children, as well as representing the cultural background of the children.</p>

Family Child Care

Across Canada, family child care home providers may be licensed individually (as in NL, PE, NB, MB, SK, BC, YK, NT, and NU) or they may be “approved” which requires affiliation with a family child care agency (as in NL¹⁰, NS, QC, ON, and AB). In the provinces with family child care agencies, it is the agency that is licensed¹¹, and responsible to recruit and “approve” family child care homes. Agencies employ home visitors who monitor and provide support – including professional development – for the family child care providers affiliated with the agency.

Unlicensed home- based child care is unregulated, other than the limits placed on the number of children who may be present. If the number of children exceed that limit, then the operation of the unlicensed home is illegal. There are no requirements in unlicensed home-based child care for staff qualifications; as well, there is no monitoring or oversight of the home for the type of program, the health and safety of the children, background checks on providers and/or other adults who may be present. Government does not monitor unlicensed home arrangements other than to respond to complaints.

In most PTs, there are no qualifications required of family child care providers, and there are no requirements at all for any type of post-secondary ECE certificate or diploma. In Newfoundland and Labrador, Prince Edward Island and Yukon family child care providers must be certified; in Newfoundland and Labrador they must also have a Family Child Care classification. There are no certification requirements for family child care providers in other provinces and territories; however providers may choose to become certified. In Manitoba, family child care providers with higher level certification may charge higher fees. In Alberta and Yukon, family child care providers with higher levels of certification received higher wage enhancement funding.

¹⁰ Newfoundland and Labrador is the only province that allows either individual license or agency affiliation.

¹¹ In Alberta, agencies are not licensed but are contracted with the Department of Children’s Services. In Alberta’s current regulatory review process, government has proposed that agencies be licensed.

ECE IN PEI

The System

Prince Edward Island has a unique ECE system which has consistently received national recognition¹² for its innovative and evidence based policy approach. PEI is one of only three provinces¹³ that has taken a “systematic” approach to the design, funding, and delivery of child care.

The Early Years model introduced in 2010 supports a system that is “publicly managed and community based”. Taking a “systems” approach, the model designates centres who voluntarily apply for such status, and agree to comply with the additional expectations, including:

- Parent Advisory Committees
- Involvement with EC Coaches
- Quarterly financial reporting
- Compliance with all legislated requirements
- Provision of infant spaces
- Implementation of the PEI Early Learning Framework
- Adherence to mandated parent fees
- Implementation of PEI Wage Grid
- Provision of inclusive programming for children who need additional supports
- Participation in approved research initiatives

As well, the model is a planned approach to ECE provision, with:

- Plans for Affordability – by mandating parent fees, and eliminating any differential between full subsidy and the mandated fee
- Plans for Access – by determining the “need” for additional spaces by geography and by age group; by requiring provision of infant spaces in EYCs; by requiring provision of inclusive programs for children with special needs; and by requiring use of the Provincial Registry
- Plans for Quality – by requiring implementation of the curriculum framework; by requiring increased numbers of certified staff; by requiring parent engagement through Parent Advisory Committees; by requiring adherence to a provincial wage grid for ECEs; by requiring involvement with ECE Coaches for program mentoring and support

How does PEI Compare to the rest of Canada on Certification and Staff Qualifications?

PEI uses the term “certification” to describe the process to recognize and issue certificates based on ECE qualifications. With respect to the PEI approach:

- With eight levels, PEI has more levels of certification than any other province or territory.

¹² PEI has been recognized by the Atkinson Centre’s Early Childhood Education Report in 2014 (tied for first in Canada); 2017 and 2020 as first in Canada for policy decisions on ECE

¹³ Others include Quebec and Manitoba

- PEI is the only province/territory to issue a level of “certification” based on the type of employment (inclusion support, director). In other places, for example, requirements for director position stipulate a level (e.g., 2, 3, etc.) and any additional requirements (e.g., specialized study or years of experience).

With regard to the number of qualified ECE staff required, ***PEI’s requirements are significantly lower than any other province or territory, except for those with no certification requirements.*** In all provinces/territories that require ECE qualification, the number of qualified staff is based on a percentage of the total number of staff required for the number and ages of the children in the centre and therefore vary by the size of the centre. This is not the case in PEI, where even centres with up to 80 licensed spaces are only required to have the centre director and one other person hold any type of ECE credential.

The following examples illustrate the number of qualified staff (aside from the director) required in a centre with 6 infants, 15 toddlers (two year olds), and 24 preschool age (three and four years old) children (with 8 staff required for ratio):

- In PEI (not considering EYCs), of the eight staff required for the above situation, ***one*** of the eight required staff persons must have at least a *one year ECE certificate*.
- In Nova Scotia, of the eight staff required for ratio, a minimum of ***four/five*** staff members (2/3) must have *at least a certificate, diploma, or degree*.
- In New Brunswick, at least ***two*** staff would be required to have at least a *one year ECE certificate*, and all staff would be required to have completed 90 hours of training focused on the curriculum framework
- in Ontario, at least ***four*** staff would be required to have a minimum of a *two-year ECE diploma*
- In Manitoba, of the eight staff required for ratio, ***four or five*** staff must have *at least a two year ECE diploma*.
- In Saskatchewan, of the eight staff required for ratio, ***two*** must have an *ECE diploma*, ***three*** must have an *ECE certificate*, and the rest must have at least 120 hours of entry level training.
- In Yukon, of the eight staff required, ***two*** must have a minimum of an *ECE diploma*, ***three*** must have at least a *one year certificate*, and the remaining staff must have at least *entry level*.

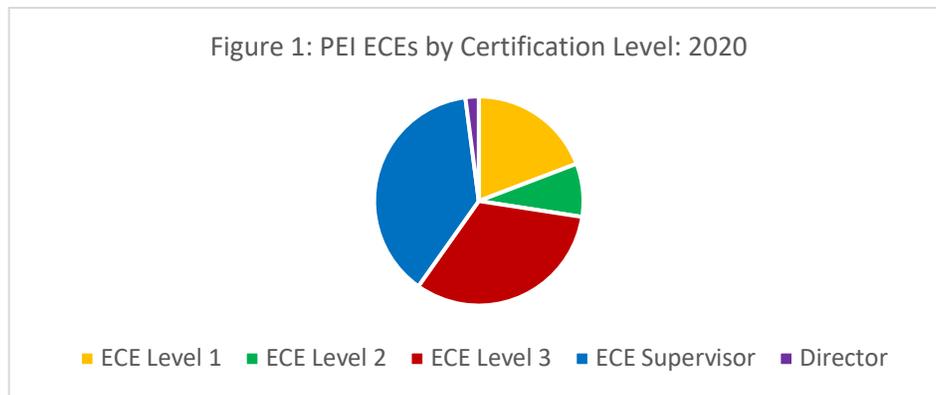
It is clear from the above comparisons, PEI’s legislated requirements for qualified staff are the weakest in Canada among those provinces and territories with such requirements. When the current regulation was first developed in 1984, centres were small, and the requirement for director and one other staff person to hold at least a one year ECE certificate meant that at least 50%, and sometimes 100% of staff were required to have specific post-secondary education focused on early childhood education. In 2021, with licenses potentially issued for up to 80 spaces, it is clear that there are situations in PEI where the person with lead responsibility for a group of children may not have any type of ECE qualification at all. Data obtained from the Department of Education and Lifelong Learning shows that only a small number¹⁴ of licensed centres currently are operating with a condition on the license because the centre is not able to meet the minimum requirement for having both the Director and at least one program staff to hold an ECE one year credential.

¹⁴ There are 20 licensed centres currently operating with a condition on the license due to staffing issues. Of these, 15 are school age centres (75% of the total), one is a preschool centre, and four are full day child care centres.

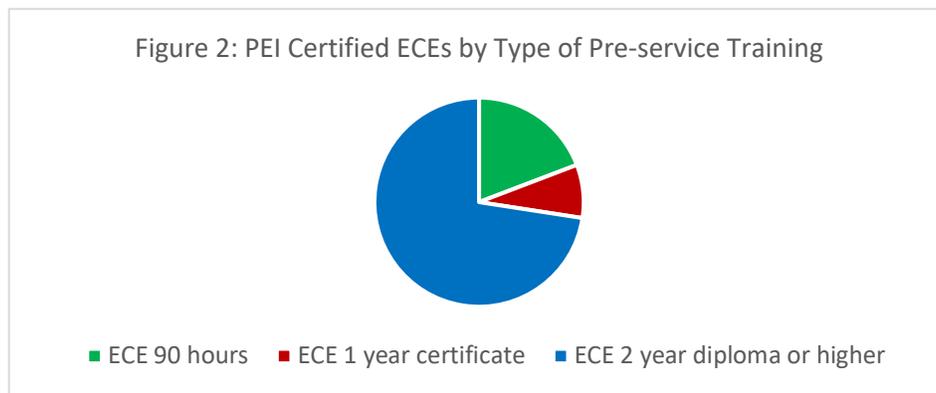
What Do We Know About the ECE Sector in PEI?

In 2020, there were over 700 individuals with current/valid ECE certification in PEI. Provincial data¹⁵, however, does not specify place of employment. Therefore, in its current format, data does not provide information about where individuals are employed in the licensed child care sector, or whether individuals are employed as ECE faculty, family resource centre coordinators, autism specialists, policy makers, licensing staff, etc. As well, in its current format, data does not indicate whether – for example – level 1 staff tend to be employed in Early Years Centres, or whether Level 3 tend to be employed in urban or rural areas. The data does not indicate whether individuals currently are employed, if they reside in PEI, or the length of time that individuals have been employed in the Early Childhood Sector.

Figure 1 shows the number of people by the end of 2020 with some type of current ECE certification, by level of certification.



Based on PEI's current requirements for certification levels, all individuals who hold either Level 3, ECE Supervisor, or Director level certification would hold at least a two year diploma in Early Childhood Education. Figure 2 shows that about 73% of those with ECE certification in PEI have a minimum of a two year ECE Diploma.



¹⁵ This is true of data in its current format. It theoretically would be possible to manually sort through all files to determine place of employment, type of centre, etc.

In 2019, a survey was completed with directors and staff in licensed centres in order to inform the analysis and recommendations for the PEI Workforce Strategy. At that time, both directors and staff responded to questions regarding their length of time working in the ECE sector in PEI, as well as their highest level of education overall, and specific to early childhood education.

The survey results found the following for **ECE staff**:

- Slightly more than half of all program staff reported that they had started working within the past ten years
- Of those who started working in past ten years, approximately 75% had started to work in the past five years
- Approximately 30% had been working in the ECE sector for the past 20 years
- Approximately 16% had been working in the ECE sector more 30 years

When asked how long they had been with their current employer:

- 68% had been with the same employer for the past five years
- 16% had one other employer in the past five years
- 11% had two other employers in the past five years

When asked about their education, ECE staff who responded to the survey reported the following:

Table 3: ECE Education Levels as Reported by Staff: 2019 ¹⁶	
Level of Education	Staff Respondents
No ECE	16%
90 hours ECE	12.4%
ECE Certificate (one year)	10.8%
ECE Diploma	52%
Bachelor Degree in a field other than ECE	12.4%
Bachelor Degree in ECE or equivalent	4%
Beyond Bachelor Degree in field other than ECE	4%
Beyond Bachelor Degree in ECE or equivalent	1.2%

There are many ECEs who have post-secondary credentials in fields of study other than early childhood education. For example, Table 3 shows that 12.4% of staff respondents have *some type* of bachelor degree, while only 4% of staff respondents hold a bachelor’s degree in ECE or equivalent. Similarly, although 52% of staff respondents reported that they held ECE diplomas, the survey found that 63.2% of staff respondents have *some type* of a post-secondary diploma.

¹⁶ Numbers do not total 100% as some staff hold more than one type of post-secondary credential. For example, some may hold a degree in a related field, as well as an ECE diploma; or a degree in a related field as well as 90 hours of ECE courses.

PEI Directors

In the same 2019 PEI survey, Directors from both EYCs (68%) and private centres (32%) responded. As a group, centre directors had considerable ECE experience, specific ECE qualifications, and considerable experience in being a director of a centre.

Over 95% of directors said they had participated in professional development sessions in the past 12 months. As well, 91% reported that their centre either met (49%) or exceeded (42%) the PEI requirements for qualified staff.

Figure 3¹⁷ shows that more than half of the Directors who responded to the survey in 2019 had more than 20 years of experience in working in the ECE sector. Almost 20% had 30 years of experience or more.

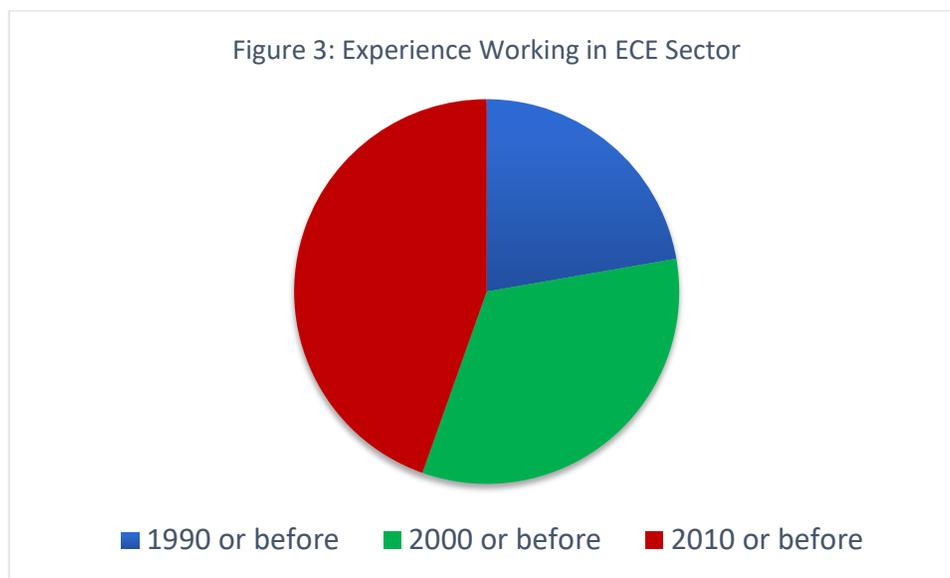


Figure 4 shows the number of years that Directors have been in their current position. Approximately 45% of directors who responded to the survey have been in their current positions for more than 10 years. Over 25% have been in their current position for more than 20 years. Directors may have been employed as Directors of other ECE centres prior to their current position.

¹⁷ Only .05% of Directors had been in their current positions for 3 years or less; this number was too small to portray.

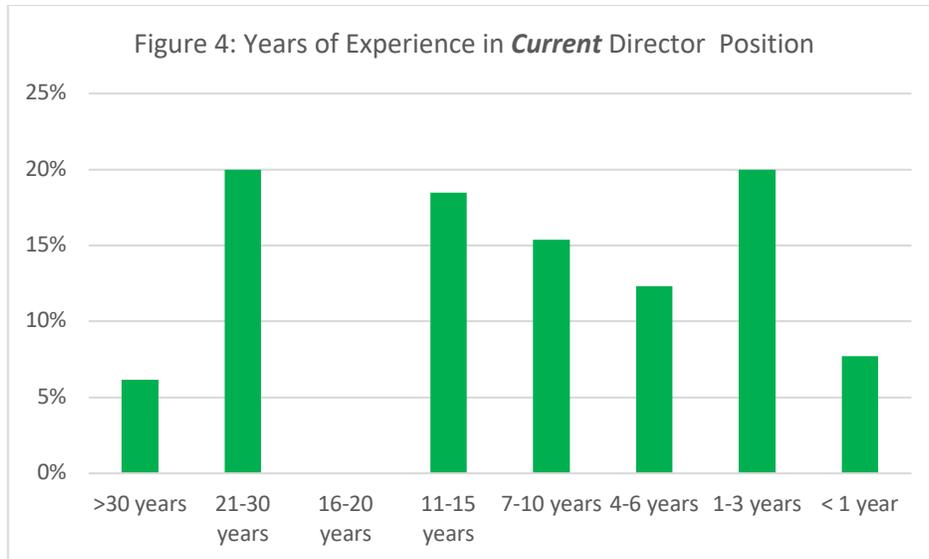
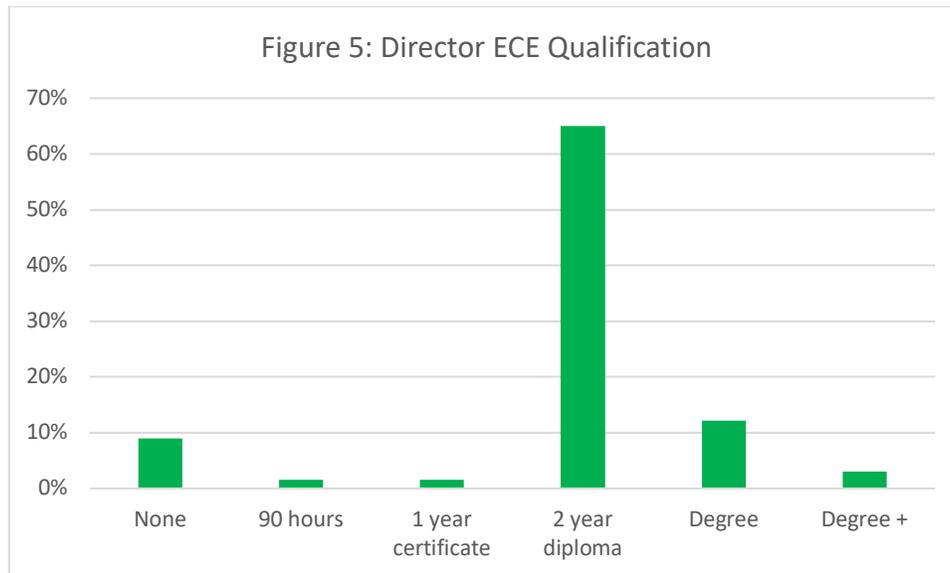


Figure 5 shows that on the whole, a majority of Directors who responded to the survey held at least a two year diploma in Early Childhood Education. PEI Regulations require that the director of a centre hold certification as an Early Childhood Supervisor or as an Early Childhood Director.



COMPENSATION COMPARISONS

Public and Private Sector Wages

There is Canadian research dating back to the 1970s to determine differences in public and private sector wages, and the consistent finding is that public sector wages are higher. The Fraser Institute (2013) reports that “After controlling for such factors as gender, age, marital status, education, tenure, size of firm, province, city, type of job, industry, and occupation, Canada’s government workers (from the federal, provincial, and local governments) were found to enjoy a 9.7 percent wage premium, on average, over their private sector counterparts in 2013. When unionization status is factored into the analysis, the wage premium for the government sector declines to 6.2 percent.”¹⁸

What is not considered in the above “wage premium” is the value of benefits (e.g., sick time, bereavement, pension, health and dental, life and disability insurance, overtime, etc.) that are typical in public sector jobs – simply because the data doesn’t exist for benefits in the private sector.

The Fraser Institute suggests that the difference in wage is related to the different processes used to determine wages, i.e., the process of determining wages in the public sector is largely determined by political factors, while the process in the private sector is largely guided by market forces and profit constraints. These differences are amplified by the monopoly environment in which the public sector operates versus the competitive environment of the private sector.

The Canadian research examining wage differences between the two sectors over the past three decades consistently indicates a premium for public sector workers. The specific wage premiums vary depending on the data source and time period. What is clear, however, is that a premium exists.

Other PEI Occupations with Similar Required Credentials

With the understanding that there are differences in private and public sector wages for all occupations, it is still useful to compare PEI wage scales¹⁹ for occupations for which ECEs with two year diplomas would meet eligibility requirements for employment. Aside from an interest in similar occupations, it is important for employers and funders to be aware of wage differences, as competition for recruitment comes from these employers. In the 2019 PEI Workforce Survey, ECE Directors of centres reported that slightly more than 32% of those who left their employment did so to take employment in the public school system as education assistants.²⁰ In that survey, 93% of EYC directors who responded said that competition from the school system was relevant (18%) or very relevant (75%) as a challenge to their efforts to recruit qualified ECEs.²¹ The same was true for directors of private centres, where a total of 63% of directors reported that competition from the school system was relevant or very relevant (equal percentages).²² In the current collective agreement for Education Assistants in the public school system²³ (which expires at the end of

¹⁸ fraserinstitute.org p. iii

¹⁹ PEI wage scales are only applicable to the designated EYCs where the wage scale is part of funding formula

²⁰ Flanagan, unpublished data

²¹ Flanagan, 2019, p.26

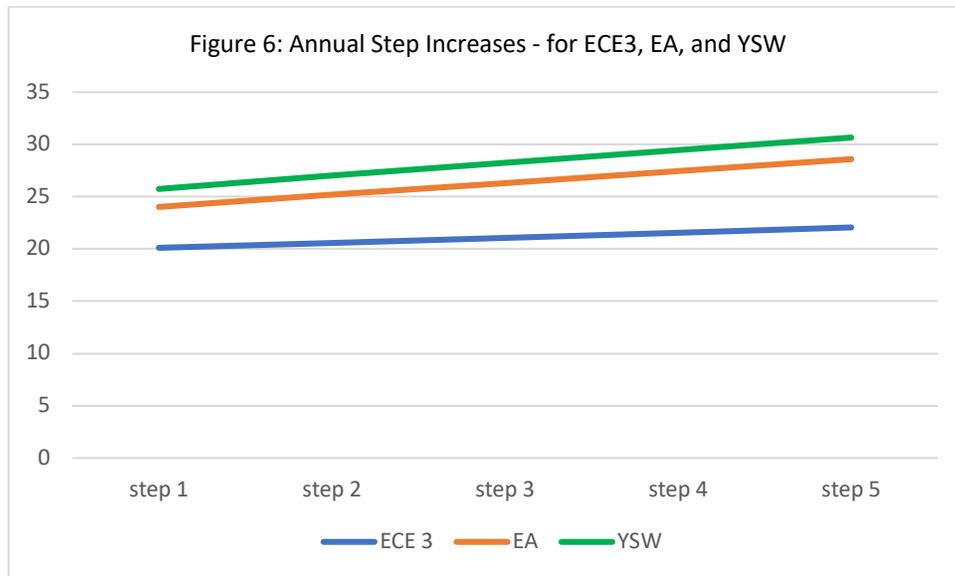
²² Flanagan, 2019, p.27

²³ <http://www.cupe3260.ca/collective.php>

March 2021) there are five steps for wages for education assistants: starting wage is \$24.02, with highest wage at step 5 at \$28.59.

One observation is that wages are higher for the two occupations in the public system that require a two year diploma – the EA (Education Assistant) and YSW (Youth Services Worker). However, the increases for each step also rise faster in the public system’s wage grid that they do for the ECE wage grid:

For each of the three types of jobs, the following table shows starting wage and wage at the top of the scale:



For each of the three types of jobs, the following table shows starting wage and wage at the top of the scale:

TABLE 4: COMPARISONS OF WAGES FOR ECE 3, EDUCATION ASSISTANT, AND YOUTH SERVICE WORKER		
Job Types	Starting Wage	Top Level
ECE 3	20.11	22.06
Education Assistant	24.02	28.59
Youth Service Worker	25.74	30.66

The CUPE Collective Agreement for EAs and YSWs also includes wage scales for one position that requires a one year certificate (student attendant, which requires a one year resident care worker certificate) and one position (workplace assistant) that requires completion of high school. There are 4 steps for these positions. The table below shows the starting and highest level wages for each as compared to starting and highest wages for ECE 2 and ECE 1 (which actually requires more than completion of Grade 12):

TABLE 5: COMPARISON OF WAGES AT ENTRY, 4 YEARS, AND TOP LEVELS FOR ONE YEAR OF POST-SECONDARY STUDY: ECE 2 AND STUDENT ATTENDANT				
Qualifications	Job Level	Entry Wage	After 4 years	Top Level ²⁴
1 year ECE	ECE 2	17.05	18.35	18.78
1 year RCW	Student Attendant	20.30	22.20	22.20
90 hours	ECE 1	14.98	16.14	16.55
None	Uncertified	13.25	13.25	13.25
Grade 12	Workplace Assistant	19.14	20.93	20.93

Other PEI job descriptions and levels of pay are included in Attachment 2:

- EA Autism
- Youth Service Worker
- Bilingual Autism Specialist

ECE Wage Enhancement Grants and ECE Wage Grids

Several provinces and territories in Canada provide wage enhancement in some form for Early Childhood Educators, often based on the level of certification, the number of hours worked, and the nature of job responsibilities. In Newfoundland and Labrador, the province provides an “education supplement” for qualified early childhood educators, based on their level of certification and their job position. These supplements are issued directly to the ECEs and are not part of their “wage”. In Nova Scotia, the province funds centres in order that staff are paid at what is called a “wage floor” – in other words, if a staff person is not being paid at the level of the wage floor, then the centre receives funding in order that those wages are increased up to the level of the wage floor. If staff are already being paid at the wage floor level, then funding is not provided to increase the wage any further.

Only two provinces implement ECE wage grids, and these are implemented for specific types of licensed centres. In Quebec, wage grids are incorporated into the funding plans for the non-profit centres (CPEs). In PEI, the provincial wage grid is part of the funding formula for designated Early Years Centres. It is important to note that in the analysis presented on the following page, the wages in Quebec and in PEI do not apply to ALL ECEs in the two provinces. Reliable data concerning wages paid in private centres both in Quebec and in PEI are not available.

In British Columbia, where the early childhood sector is involved in a sector-led evaluation of the province’s ECE Workforce Strategy, Lynell Anderson – in collaboration with the Early Childhood Educators of BC (ECEBC) analyzed the impacts of wage enhancement grants versus wage grids. The following chart²⁵ shows the analysis of the impacts of different wage funding approaches, using British Columbia, Alberta, Ontario, New Brunswick, Nova Scotia, Quebec, and PEI data and funding approaches.

²⁴ For these categories, the top level for ECE is level 5 on the EYC wage scale; for the CUPE positions, the top level is at step 4.

²⁵ Anderson et al., 2020, p.22

	Provincial minimum wage	Funded wage enhancement		Minimum ECE wage		Comparison to all employees	
		ECE	ECE+	ECE	ECE+	Average hourly wage – all employees	Minimum ECE+ wage as % of all employees
British Columbia	\$13.85	2.00	2.00	15.85	15.85	30.68	52%
Alberta	\$15.00	4.05	6.62	19.05	21.62	33.73	64%
Ontario	\$14.00	n/a	2.00	n/a	16.00	31.42	51%
New Brunswick	\$11.70	5.75	5.75	17.45	17.45	25.55	68%
		Funded wage floor					
Nova Scotia	\$12.55	15.00	17.00	15.00	17.00	25.64	66%
		Funded wage grid					
Quebec	\$12.50	n/a	18.98	n/a	18.98	29.53	64%
PEI	\$12.85	16.05	18.61	16.05	18.61	25.84	72%
Quebec, highest step					25.15	29.53	85%
PEI, highest step					20.56	25.84	80%

Anderson et al. (2020) studied ECE wages for educators with two-year ECE diplomas in provinces with wage enhancement or wage grids by comparing the provincial minimum wage with the amount of the wage enhancements available in the selected jurisdictions, calculated a “minimum ECE wage” at a low end and high end (depending on the different provisions of the wage enhancement program), and compared those wages to average hourly wages in that jurisdiction. For example, wage enhancement in BC is the same for everyone, while in Alberta the wage enhancement differs depending on the type of program and other factors.

The analysis of ECE wages as related to minimum wage plus wage enhancement does not show current wages in each province on the table. The table shows the “minimum” that an ECE would be earning in each of the selected provinces – obviously, many would earn more than this – but legally, no ECE should be earning less.

The first column shows the minimum wage in each province/territory. The second column (Funded Wage Enhancement) of figures shows the amounts of current wage enhancement grants, based on hourly wage top-ups. In some provinces, the wage enhancement for ECEs with a two-year diploma increases with years of experience, while in others it is the same for all, and is based solely on education/certification. The ECE wage enhancement is the minimum wage enhancement for an ECE, while the ECE+ denotes the highest level of wage enhancement.

The third column of figures (Minimum ECE Wage) shows the lowest wage legally possible for an ECE in the provinces with wage enhancement by adding the provincial minimum wage and the lowest (ECE) or highest (ECE+) amount of wage enhancement.

There are some different approaches:

- Nova Scotia’s approach is somewhat different. In October 2016 the province introduced a “wage floor” for qualified ECEs employed in centres receiving provincial operating funding. ECE wages must be paid according to the wage floor, which ranges from \$15 to \$19 per hour²⁶, depending on the ECE’s level of post-secondary training. To assist centres in meeting the requirements of the wage floor, the province has provided wage support funding to fill the gap between the actual hourly wage provided by centres and the wage floor required by government.
- Both Quebec and PEI fund centres to allow a set fee for parents, and a wage grid for ECEs that considers education, experience, and job position. Anderson’s chart reflects the beginning step for certified ECEs and the top step, which reflects experience. For example, Anderson notes the lowest band on PEI’s wage grid for those with entry level certification (16.05) and the first step of the wage grid for those with two-year diplomas: \$18.71. In the rows below, Anderson notes the highest step (five years of experience) for those with a two-year diploma (\$20.56). The calculations are similar for Quebec.

In the last column of figures (Comparisons to all employees), Anderson has taken into account the relative weight of ECE wages as compared to average wages in each of the provinces mentioned. For example, she notes that while the actual wage in Alberta is higher than the wage in PEI, it is 64% of the provincial average wage while the PEI wage is 80% of average wage.

By December 2020, there have been some changes to the figures noted in Anderson’s table. For example:

- The provincial minimum wage has increased in BC, Ontario, and Quebec since the publication of Anderson’s report.
- New Brunswick’s wage enhancement for qualified ECEs has increased to \$6.50 per hour
- The wage grid in PEI was revised in September 2020; PEI’s starting wage for ECEs with two-year ECE diploma is \$20.11; the highest step is now \$22.06. Since March 2019, PEI’s wages (as per the wage grid) for ECEs with two-year diplomas have increased by 26%.

²⁶ Anderson’s table describing wage enhancements and wage grids is based on wage enhancement for ECEs with a two-year ECE diploma credential. For this level, the Nova Scotia wage floor highest level is \$17/hour. ECEs with Bachelor’s degrees would be eligible for the \$19/hour wage floor.

EARLY CHILDHOOD PROFESSIONALISM

One of the consistent findings in research studying the ECE workforce is that educators report a lack of respect from the public regarding their work and emphasize the need to develop a sense of professionalism. In a study of early childhood educators in Canada in the early 1990s, lack of respect was identified as the top challenge faced by early childhood educators.²⁷ Over 25 years ago, the authors²⁸ of Canada's Child Care Sector Study "Our child care workforce: From recognition to remuneration: More than a labour of love" noted that : *The lack of recognition of the roles and responsibilities involved in working with young children is both a product of, and a contributing factor to, low compensation levels.*

The Professional Standards Council (Australia) defines profession as "a disciplined group of individuals who adhere to ethical standards. This group positions itself as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and is recognised by the public as such. A profession is also prepared to apply this knowledge and exercise these skills in the interest of others."²⁹

In the child care sector, professionalization encompasses child development knowledge and early childhood education practices. Professionalization involves mechanisms to prepare individuals for practice, to monitor the individual practice and to designate those who are knowledgeable and have expertise in a particular area.³⁰

Other researchers³¹ have suggested that the language that defines the profession contributes to a lack of understanding of the complexity of the work of early childhood educators. The term "early childhood education and care" (ECEC) is most commonly used in international research, including the OECD. Many interpret the term as suggesting that in early childhood settings, there is some learning that happens, as well as some care, particularly with respect to very young children. However, in every day pedagogical practices, "aspects of education and care are deeply intertwined".³² ECEC does not mean a bit of each. ECEC refers to a holistic approach to education.

In Canada, the federal government introduced the term "Early Learning and Child Care" in 2013 to describe the scope of its negotiations with provinces and territories for the first Multilateral ELCC Framework Agreement. Eight years later this term is still in use, and in fact was used in the title of PEI's revised legislation. While not its intent, the term has created some confusion and misunderstanding, as many believe that "early learning" refers to programs such as Pre-K for four year olds, while "child care" refers to centre or home based programs for younger children.

²⁷ Moffat, 1992 Caring for a Living

²⁸ Beach et al., 1998

²⁹ Definition from Professions Australia website <https://www.professions.org.au/what-is-a-professional/>

³⁰ Beach et al., 1998

³¹ Competency Requirements in Early Childhood Education and Care – CORE - 2011

³² CORE

Is Early Childhood Education and Care in Canada a Profession?

The simple answer is no, not at the current time. A profession in a traditional sense is an occupation with clear entry requirements, a specialized body of knowledge, autonomy and specified affiliations. While there is a body of knowledge that includes theories of human development and educational methodologies to guide the pedagogical practice of early childhood educators, not everyone who is employed in early childhood education and care settings is required to hold that specialized body of knowledge as an entry requirement. This is certainly the case in PEI, where only one staff person is required to have at least a one year ECE certificate.

A different question is whether an Early Childhood Educator is a “professional”. Again, this depends on who is an early childhood educator? Is it someone who has attained a specialized body of knowledge, with professional affiliations? Or is it a term used to describe any person who is employed in an early childhood centre and works directly with young children? Or does a person only become professional when they have experienced day to day interactions with children, families, and co-workers; have gained experience working in an early learning environment; and have been able to regularly engage (alone and in collaboration with others) in critical reflection on their “practice” within the context of standards, ethics, and what they know about child development?

The title of early childhood educator in PEI is not a protected title, as is the case, for example, with a “teacher”, or “doctor”, or “architect”. This means that in PEI (as in most of the rest of Canada) anyone is able to call themselves an “early childhood educator” regardless of any type of qualification or even employment status. The only province in Canada where there is such protection is Ontario, as provincial legislation³³ has created the College of Early Childhood Educators as the only legal body to award the title “Registered Early Childhood Educator” (RECE). The College was established in 2009 and regulates the profession of early childhood education by establishing and enforcing registration requirements, ethical and professional standards for RECEs, requirements for continued professional learning, and complaints and a discipline process for professional misconduct, incompetence, and incapacity. The College led to the formalization of some of the key elements of professional status including a scope of practice defined in legislation, entry to practice requirements, and a Code of Ethics and Standards of Practice that all RECEs are held accountable to. Ontario regulations call for a director of a centre to be an RECE, and that each group of children be led by an RECE, while the remainder of staff are not required to hold any type of credential. In these situations, does clear delineation of roles, expectations, and scope of practice become the responsibility of the centre’s director or is it a system issue?

Diploma? Degree?

Internationally, it is recognized that the work of early childhood education and care (ECEC) professionals is the major driver of the quality of an ECEC system.³⁴ It is also understood that the initial (pre-service) education/training of early childhood educators is the foundation of continuing professional development.

³³ *Early Childhood Educators Act, 2007*

³⁴ OECD, 2021

In recent years there has been a growing discussion regarding whether the early childhood sector should move toward requiring a degree in early childhood education, at least for those in leadership positions. This has come to the attention of both ECEs and policy staff in PEI for several reasons:

- The recently revised provincial legislation in PEI³⁵ has introduced a “director” level of certification that requires a bachelor degree in early childhood education or the equivalent. At the current time, this requirement for centre directors has not yet been mandated.
- UPEI is in the process of planning for the introduction of a new degree program in the faculty of Education with a specialization in the early years
- UNB has introduced a two year Bachelor of Early Childhood Education³⁶ degree. Applicants to the program have a two year diploma in ECE from a recognized post-secondary institution. The degree requires completion of 78 credit hours that focus on the understanding of current early childhood research, theory, practice, policy and pedagogical practices in a range of early childhood community and public-school settings.

Manitoba is the only province in Canada that lists a bachelor degree credential as one of its two options to meet qualifications required to work as a director of a child care centre. As mentioned, PEI has not yet mandated certification as “director” in order to be employed as a director of a child care centre. Also as mentioned earlier, some provinces³⁷ require a B.Ed. in order to teach in a school based Pre-K program for four year old children.

There is limited research examining differences between diploma or degree status in early childhood education programs. The nursing profession has many years of experience in doing so, as nurses have either Licensed Practical Nurse (LPN) or Registered Nurse (RN) certification options, with RN requiring a bachelor degree. A British study found that nurses with degree credentials had performed better than those with diplomas on measures of cognitive ability, reflective practice, and professional practice³⁸ - all of which are skills that are important for early childhood educators.

Research examining whether there are benefits to degree vs diploma level have tended to focus on whether there are better outcomes for children rather than elements of professional practice. In 2007, researchers undertook a “meta-analysis” to provide a quantitative synthesis of research findings on the relationship of teacher educational attainment and measures of classroom quality and child development in center-based early childhood care and education (ECE) settings. Using USA studies, researchers sought to determine whether completion of a bachelor’s degree has a positive impact on ECE outcomes. Researchers found that while the differences were small, they were considered statistically significant to show that there was higher quality and better outcomes for children in programs with teachers who held degrees than in other programs. The authors, however, also suggested that there were other variables that also could impact quality, and so cautioned that the degree might not be the only or even the most important factor. Studies in Canada are somewhat limited, as there are no jurisdictions that require bachelor degrees for early childhood educators. However, regardless of the type of credential (degree or diploma) there does seem to be

³⁵ The Early Learning and Child Care Act and Regulations

³⁶<https://www.unb.ca/academics/calendar/undergraduate/current/frederictonprograms/bachelorofeducation/index.html#ece>

³⁷ QC, ON, SK

³⁸ Swindells & Willmot, 2003

agreement that the involvement of staff who have completed post-secondary studies *specific to early childhood development and learning* is linked to higher quality in the early childhood centre.

On the Other Hand...

In PEI, and across Canada, directors of licensed early childhood centres consistently report that it is difficult (if not at times impossible) to recruit qualified early childhood educators to fill vacant positions, or to staff program expansion. A 2013 Canadian study on human resource issues found that an applicant's lack of skills was the most common challenge (65.4%) for ECE directors when trying to hire new staff. Canadian ECE directors also found that there were few or no applicants interested (65.2%) or that the lack of experience (60.3%) was a challenge. In the 2019 PEI HR study, the most common challenge reported by directors was that there were few or no qualified applicants to choose from (87%). As well, 77% of directors reported that applicants' lack of skills for the job was very relevant to their challenges in hiring new staff; 68% of directors reported lack of work experience was relevant; and 73% reported that applicants were not satisfied with the wage offered.

There are no provinces or territories in Canada that require all staff to hold a two year ECE post-secondary diploma. There are some (NL, MB, SK, AB, BC, YK) that require all staff to hold at least an entry (trainee) level of certification. In others (including PEI, but also NS, NB, QC, ON, NT, NU) it is possible for a person without any previous training in any facet of early childhood education and care to be employed in licensed child care centres. Ontario reports³⁹ that in 2019, 79% of directors of centres were registered as RECEs, and almost 60% of program staff held the same. European research reports that up to 50% of all individuals working in early childhood centres do not have ECE credentials – which in Europe generally would mean a bachelor or master's degree in early childhood education.

As well, all provinces and territories with legislated requirements for qualified staff allow for situations where a centre is unable to hire someone with the required qualifications. Sometimes called “variances”, or “director approval” or “conditions” on a license, exceptions to the regulations are approved, generally with an expectation that the new person hired will begin to complete the required courses needed in order to meet the regulatory requirements. All provinces and territories report that the need for these types of exceptions has been increasing in recent years. In PEI, where only the director and one other person are required to be qualified, there are currently 20 licensed centres who required this type of condition to be placed on the license because they were unable to hire either a qualified director or a qualified staff person. Of these, the majority of exemptions (75%) were issued for school age centres.

What About Level 1 and Level 2?

Everyone knows that there are people who are working in the licensed early childhood sector in PEI who may have only completed 90 hours or a one year post-secondary ECE certificate (or maybe no studies at all) and who are excellent employees and very competent at the work they do. And everyone knows that there are some people with ECE diplomas who are not necessarily competent in working with young children. This is true in any profession – whether teachers, doctors, hairdressers, auto mechanics, or any other type of profession.

³⁹ Government of Ontario, 2019

It is common practice in some European countries that early childhood centres employ a “lead” or “head” teacher and an assistant, with clearly defined roles and responsibilities. ECE experts have cautioned, however, that such arrangements perpetuate the notion that the term “early childhood education and care” refers to two entirely different concepts, with the “teacher” having responsibility for education, while the “assistant” is responsible for care. ECE experts stress that education and care is a single integrated concept, and that this allocation of different roles negates the care that is integral to children’s learning, and the learning that is integral to children’s care.⁴⁰

Human Resource Data

As of the end of 2020, according to data held at the Department of Education and Lifelong Learning, approximately 21% of certified staff are ECE 1's (90 hours of courses) in all licensed early childhood centres and preschool centres while approximately 15% of all of the certified staff in EYC's are certified at the ECE 1 level. Overall, individuals with Level 1 and Level 2 certification make up 27% of all who hold ECE certification in PEI.

While there are not necessarily gaps in the data held at the Department of Education and Lifelong Learning, the data information system itself is not conducive to retrieving information needed for further policy analysis. Because of the way the system is designed, it would be extremely labour intensive to sift through information to be able to answer questions such as how long people have been working with a Level 1 or Level 2 certification, or the total number of people employed in licensed centres, by type of centre; or whether people with Level 3 certification tend to be more likely to live in Charlottetown or Summerside, or are they equally dispersed across PEI.

Across Canada, data on the ECE workforce are usually collected either as administrative data or as survey data. Administrative data are collected as part of the administration of specific types of programs. For PEI, the Department of Education and Lifelong Learning administers licensing, funding, and certification. In doing so, they collect certain types of information – which may be used for research, or for more general reporting. The information above regarding the percentage of certified staff is informed by administrative data.

There are advantages to collecting and using administrative data. Information is collected in a consistent manner and is collected (in PEI’s case) for all centres that are licensed or funded, and for all staff who have applied for certification. All provinces and territories collect administrative data on the ECE workforce. However, almost all provincial and/or territorial governments report that while they collect administrative data on a regular basis, weaknesses in the technological capacity of their data systems mean that they are not always able to retrieve that data in such a way as to do any analysis.

Survey data may be collected by governments (e.g., in Ontario, all centres are required, by regulation, to respond to an annual government survey about the ECE workforce on wages, benefits, hours of work, type of employment (permanent, casual), education, participation in professional development, etc.). Survey data

⁴⁰ Van Laere et al., 2012

are often collected by researchers, as in the case of national studies in Canada⁴¹ or in provincial studies such as the 2019 PEI Human Resources Survey. Survey data can provide information not possible to collect through administrative data, such as age range of educators, levels of job satisfaction, or plans for retirement.

Without useful data, any planning for an early childhood system has been described as “shooting in the dark”. For example, it is not possible for post-secondary ECE programs to know how to anticipate the need for qualified early childhood educators without knowing the current age range of educators, plans for retirement, rates of turnover to be expected, or plans for program expansion which will require additional qualified ECEs for staffing. There is considerable interest in workforce data, data gaps, and potential sources of workforce data at the federal level. The federal Minister of Employment and Social Development Canada (ESDC) has convened an Expert Panel on Data and Research to advise on this issue.

⁴¹ For example, *Caring for a Living* (1992); *You Bet I Care!* (1998); *You Bet We Still Care!* (2012)

WHERE TO FROM HERE?

The complexity of things - the things within things - just seems to be endless. I mean nothing is easy, nothing is simple.

Alice Munro - Author

Questions surrounding the concept of professionalism in the early childhood sector are not only complex – but endless. The challenge for early childhood educators is to become “professional” while working in a system that is not professional. The early childhood system – as well developed as it is in PEI as compared to some other places – is still in its developmental stages:

- Wages, even though they have increased by 26% in the past two years for Level 3 staff (an increase that is only dreamed of in other provinces and territories), are still low when compared to other professions.
- There are some centres with vacancies, and others with long wait lists on the registry.
- Parent fees are established and among the lowest in the country – but it costs much more for 4 years of child care than it does for 4 years of full time attendance at UPEI.⁴²
- ECEs have little to no access to such benefits as pension, sick days, life insurance or long term disability.
- Access to post-secondary courses is sporadic, and dependent on external funding.
- Data about the workforce is limited.

If the fees for four years of child care were the same as fees for four years of university tuition (for PEI residents), the daily rate for child care fees – giving the same rate for all ages of children – would be \$15.80.
(See Attachment 1)

There are some “big picture” policies and national trends that are poised to have a significant impact on PEI’s early childhood sector, with little opportunity as of yet to fully understand and plan for. These include:

- Development and Implementation of a National Child Care Strategy
 - Early messages suggest increased availability of spaces – how will these be staffed?
 - Will existing centres be competing with new centres for qualified staff?
 - Will there be different/flexible models of child care developed? Will these require qualified ECEs?
 - Will more affordable fees create a significant increase in demand for spaces?
 - Will access to training be improved? At what cost to participants?
 - Will wages and benefits be increased?
- Introduction of Universal Pre-Kindergarten for four year olds
 - Current information is that this program will be delivered in existing early childhood centres – what are the expectations on those centres? Will documentation requirements change?
 - There is a growing trend⁴³ to have qualified ECEs deliver pre-K programs – will PEI’s use the same curriculum framework that ECEs have been implementing?

⁴² See Attachment 1 for detailed comparison of child care and university fees.

⁴³ Nova Scotia’s Pre-Primary program is taught by ECEs with two year diplomas; in NWT, pre-K is taught by teachers with B.Ed. plus early childhood specialization

- The COVID-19 pandemic has impacted program structure and expectations on ECEs – will these measures continue?

Observations

The review of certification, staffing, and certification renewal regulations and policies in PEI suggests:

- Entry level is open ended and may be renewed indefinitely. The intent behind an entry level of certification was to provide a path for a person to move through their studies, with recognition given at key points in the process, and for EYC centre staff, to acknowledge their progress by moving forward on the wage grid. Currently, there are 140 Entry level (Level 1) certified staff. Due to the weak provincial regulations, a person with only 3 ECE courses may be the lead person responsible⁴⁴ for a group of children.
- PEI regulations do not specify the types of responsibilities associated with different levels of certification, nor do the regulations place any limitations on scope of practice for any level of certification. However, it appears that Section 28, subsection 2 of the Early Learning and Child Care Act states that the Early Learning and Child Care Board has the legal right to do so.

According to Section 28 (2) of the Act:

On issuing a certificate to an individual, the Board may

1. (a) issue a certificate at such prescribed level; and
2. (b) ***place on the certificate any term or condition, that the Board consider appropriate.***

- The ability of individuals to either achieve Level 1 or Level 2 certification status is dependent on the availability of the required courses, the format of course delivery, and the cost. There does not seem to be a regular, consistent, predictable schedule of when and how courses may be available. There are pros and cons to this approach, as the PEI courses give credit and may be applied toward completion of a one year Certificate. In other jurisdictions, orientation/entry courses are non-credit bearing, but are offered through online delivery, which has helped to address challenge for people who are employed on a regular basis, may live in rural areas of the province, or who may not be able to manage family responsibilities in order to attend in-person classes.⁴⁵ Currently, courses for completion of both a one

⁴⁴ Actually, according to the current PEI regulations, a person with no ECE training at all may be assigned full responsibility for a group of children.

⁴⁵ Examples include:

- New Brunswick's 90 hour requirement for completion of course modules focused on the curriculum framework are available online for all those employed in licensed child care programs.
- In Alberta, the ECE Online Orientation Course (approximately 54 hours) is available at no charge is offered online. The Orientation Course consists of 18 Sessions covering a range of topics such as observations, providing for play, and guiding behavior as these ideas relate to working with young children in a child care setting. To enroll, one must be employed in a licensed child care centre or actively attending high school. Course attendees must also be at least 16 years of age, be a Canadian citizen or have legal Canadian Resident status, and permanently reside in Alberta.

year certificate and a two year diploma are being offered for those who are currently employed. Approximately 25% of those who have Level 1 status are enrolled.

- The structure of PEI’s ECE certification categories is more complicated (due to the number of options) than any other province or territory. As well, there are categories of “certification” that suggest a certain type of employment rather than a recognition of post-secondary credentials and/or experience. For example, a person may be currently certified as an ECE Supervisor but not have any supervisory responsibilities. As well, a person may be certified according to the current levels as a “Director”, but not be employed as the Director of a licensed centre.

PEI might wish to adopt a type of model (used in Newfoundland and Labrador and in British Columbia) that requires additional orientation or classification for specific types of employment, rather than to issue multiple types of certification to the same person. (See Table 4)

- PEI’s regulated staff qualifications are the weakest in the country, with the exception of two of the territories (one of whom has no requirements at all). The current PEI regulation outlining staff qualifications was first developed in 1984 when centres were small, and a director and one program staff often comprised 100% of the staffing complement. Centres have changed over the past 37 years, with maximum centre size increased by 60% (from 50 spaces to 80 spaces). Expectations on staff have increased as well, including implementation of the curriculum framework and associated documentation. The low expectations regarding staff qualifications serve to perpetuate the perception that the work can be undertaken by anyone who thinks they may enjoy working with children – or who may be tired of working in the men’s clothing section of a downtown department store.

A second suggestion is that the staffing requirements address the types of ECE credentials now described in the levels of certification (e.g., director, inclusion support) and that those levels of certification be eliminated. (See Table 4)

-
- In Manitoba, the Child Care Assistant course (40 hours) is available through a variety of options of course work offered at different colleges and universities throughout the province. Courses may be classroom based or online or use a blended model. Equivalencies may be granted for completion of related post-secondary studies.
 - In Newfoundland and Labrador, government partners with the Association of Early Childhood Educators of NL (AECNL) to deliver an online course for those seeking Trainee certification status. The preschool orientation course (PSOC) is intended for those without a formal post-secondary education in *Early Childhood Education* program. It covers the care and education of children ages 2 to school-entry in a centre-based child care setting. The course is offered on a semester basis, three times each year. The self-study course is available as a distance education model or online study. Course work is monitored by AECNL, with supports available as required.

TABLE 6: FOR DISCUSSION ONLY

POSSIBLE CHANGES TO CERTIFICATION AND STAFFING REQUIREMENTS – FOR DISCUSSION ONLY

Staff Certification Levels		Staffing Requirements (based on suggested certification levels)
Now	Suggested	
Level 1: 90 hours	ECE Trainee: completion of 90 hours of study AND proof of enrollment in ECE post-secondary certificate or diploma program / 5 year expiration ⁴⁶	Centre Director: <ul style="list-style-type: none"> ▪ Level 4 + 2 years’ experience OR ▪ Level 3 + post-diploma certificate in child care administration
Level 2: 1 year certificate	Level 1: 1 year ECE certificate	Program Staff: Minimum of: <ul style="list-style-type: none"> ▪ 50% at Level 2 or higher ▪ 30% at Level 1 or higher ▪ 20% at Trainee or higher; new staff have 3 months to show enrollment in Trainee courses
Level 3: 2 year diploma	Level 2: 2 year ECE diploma	Inclusion Support (as per policy for funded position): <ul style="list-style-type: none"> A. Level 1 OR B. Level 2 OR C. Human Services Diploma
ECE Supervisor	Level 3: 2 year ECE diploma PLUS 2 years’ experience (or # hours)	School Age and Family Child Care Requirements: No change
Director	Level 4: Degree in ECE	
Inclusion Support	Eliminate	
School Age and Family Child Care	No change	

⁴⁶ Trainee certification expires unless person demonstrates they are proceeding with completion of ECE courses

Next Steps?

To begin with, you will be relieved to know that I am not going to tell you what to do.

D.W.Winnicott: *The Child, the Family and the Outside World*, 1987, p.15

While comments in previous sections have posed questions and considerations related to national trends and broad political / policy initiatives, as well as suggestions for considering legislative and policy changes in PEI, there are fundamental decisions regarding the ECE profession that are inherent to the structure, administration, and management of early childhood centres that are primarily within the domain of those licensed early childhood centres themselves. As with most things in life, decisions that involve attitudinal, cultural, and lifestyle changes are the ones that are closest to our hearts and minds, and the most challenging to address.

The difficult decision is to come to consensus – or not – regarding the current approach to staffing, qualifications, roles and responsibilities in early childhood centres, and how the sector wants to proceed on steps toward greater professionalism. There has been discussion for several years about an ultimate goal of having all staff in every centre holding credentials for a two year diploma. As well, there has been discussion regarding the need for consideration of requirements for ECEs in licensed centres to hold a bachelor degree focused on early childhood education. While there is a universally held belief that the level of ECE qualification of staff is fundamental to the quality of the program and contributes to better outcomes for children, we also know that the state of human resources in the ECE sector at this time makes it highly unlikely that these lofty goals are realistic to pursue in the immediate term. However, it is important that such goals are part of the long term strategy for creating a high quality early childhood education and care system in Canada.

There is, however, one fundamental question (with no correct answer) that the sector – and each centre – will need to explore – and the conclusion will guide their next steps and serve to either move the sector toward consensus or identify a split approach.

First Question

The first and fundamental question is: ***Is there a commonly held and firm belief that ECEs are responsible for “education and care” as one singular concept – that the two are part of one holistic approach to children – or is there a belief that these are two different concepts, and some may be responsible for “education” while others are responsible for “care”?***

The answer to this question predicts whether:

1. The centre’s staffing model truly honours this belief, which requires an understanding that all staff members – regardless of their level of certification – have a professional role and a responsibility to embrace what this means for their daily interactions with children and families **AS WELL AS** their interactions with each other. While there may be aspects of the work that differ depending on level of education (e.g., responsibility and time allowed for documentation, referrals, supervision and mentoring of staff) that **ALL** are responsible to work as a team with a collective understanding that

each one is responsible for education and care, and that each is responsible to reflect on practice – both on their own and with each other.

- This approach requires that the current PEI legislated requirements for staffing must eliminate the potential for a majority of staff who have no ECE qualifications.
 - See Table 6.
 - If this is the belief, what are the professional development requirements for
 - staff who are expected to provide leadership and mentorship for others
 - team building
2. The centre’s staffing model reflects the belief that there should be specific duties and tasks that are assigned to those with ECE qualifications and that those without those qualifications have an inherently different role to play in the day to day operation of the centre, implementation of curriculum / program, and interactions with children, parents, and each other.
- This approach requires that the current PEI legislated requirements for staffing must provide for minimum numbers of qualified staff in each group, to ensure that there is an even distribution of staff who are able to undertake specific responsibilities in each component of the centre’s program.

If there is consensus on this question from PEI’s ECE sector, this will determine how the one year certificate program is to be designed in terms of course content at the post-secondary level – regardless of which decision is taken. If there is no consensus, then each different approach will need to be supported through professional development activities.

Second Question

A second follow up question is: ***Is there a professional role for those with a one year ECE certificate? Is this a viable profession for those who may not wish to be in a leadership role, but who are competent, who value the opportunity for professional reflection on their practice, whose ideas and observations are respected, and who find professional satisfaction in working with others who provide mentorship and leadership?***

As noted above, if there is to be a professional profile for individuals with a one year ECE certificate, this has implications for post-secondary course content for both the diploma and the certificate programs, in order to prepare people for the responsibilities of their roles within a licensed early childhood centre.

Of course, it is to be expected that those with a one year ECE certificate may be in the process of studying to complete the requirements for a two year diploma. This does not mean that the new diploma graduate must seek new employment. There are most likely situations in many centres where ECE teams already are made up of two or more ECEs with Level 2 or 3 (using current levels) certification. As is internationally recognized, the qualifications of the early childhood educators in the program are a key contributor to both the quality of the program and positive developmental outcomes for children.

Trainees?

An obvious question in considering the above is what about those staff who have completed 90 hours of study, and currently at Level 1 but (see Table 4) recommended to be at a time limited Trainee level. The answer is rooted in the time limited status of this certification level. As recommended in Table 4, this level is

predicated on the person's registration in a program of study that will lead to the status awarded for those who have completed the one year ECE certificate program.

SUMMARY AND CONCLUSION

The issues concerning professionalism and human resources in the early childhood sector in PEI – and across Canada – are complex, with no easy answers. Solutions rely in large part on public policy decisions at each level of government, parental preferences, and both careful and thoughtful conversations within the early childhood sector itself. These conversations will be practical, professional, value driven, and emotional. The implications of these decisions will steer the sector for years to come. And at some point in the future, it will be said that *In the winter of 2021, in the midst of a global pandemic and a national effort to create a Canada wide early childhood system, members of PEI's Early Childhood Development Association led a process that resulted in*

...To be continued.

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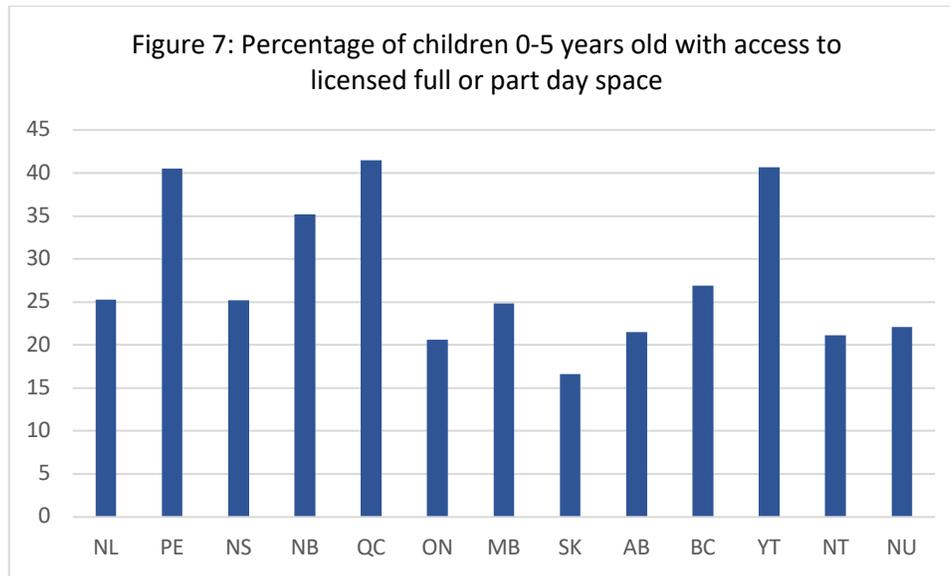
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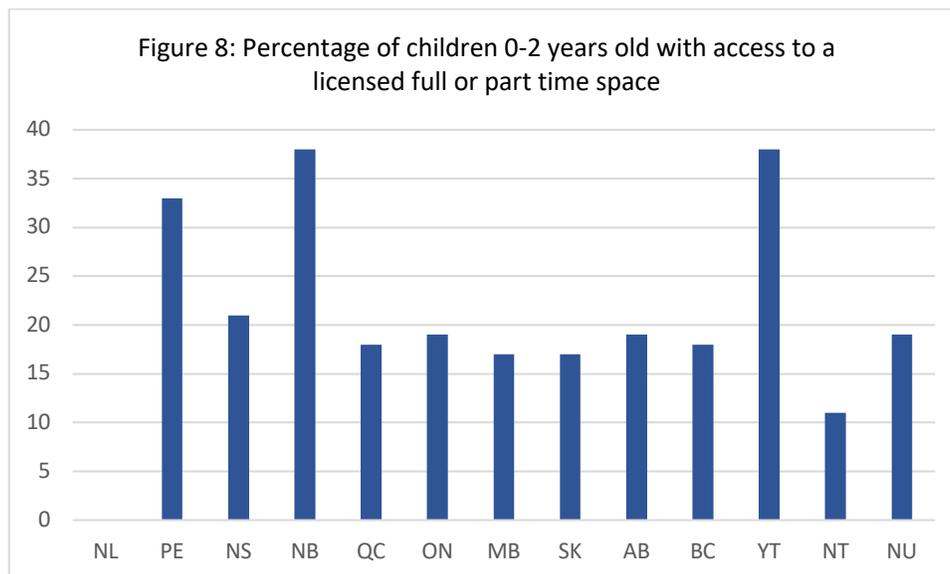
ATTACHMENT 1

The following charts are based on data provided in ECEC in Canada: 2020⁴⁷

Percentage of children in Canada 0-5 years old for whom there is a licensed full day or part day space:



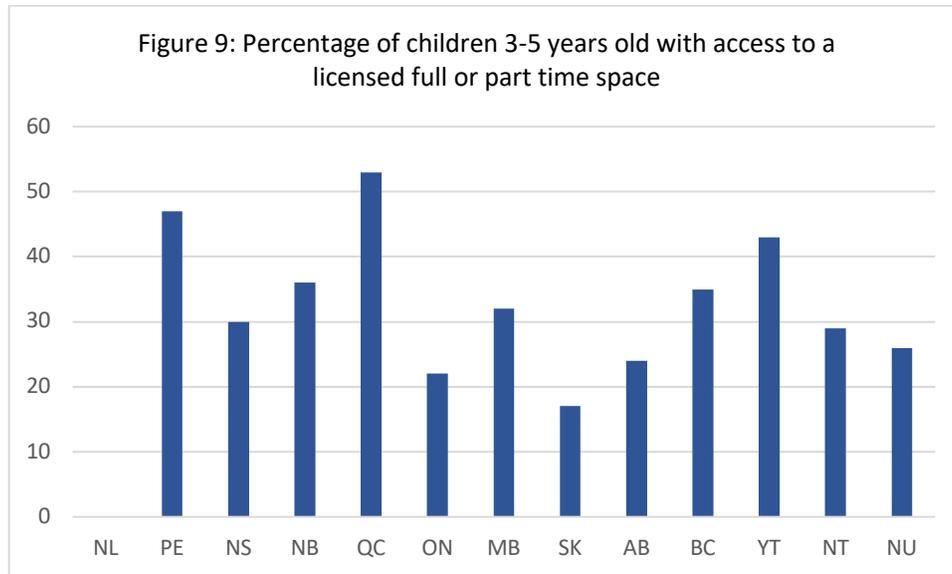
Percentage of children in Canada 0-2 for whom there is a licensed full day or part day space⁴⁸:



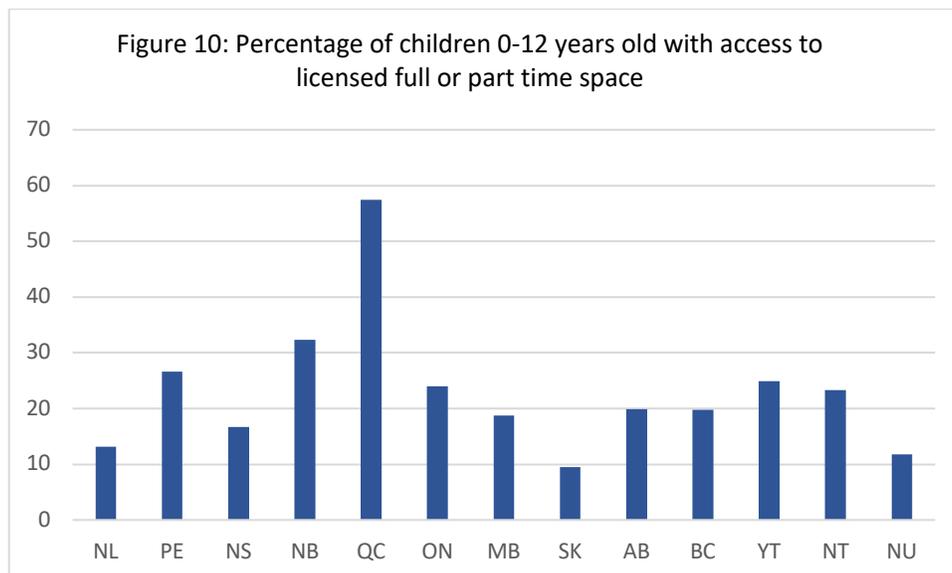
⁴⁷ Available at: <https://childcarecanada.org/publications/ecec-canada/20/12/early-childhood-education-and-care-canada-2019>

⁴⁸ Information was not available for Newfoundland and Labrador

Percentage of children in Canada 3-5 years old for whom there is a licensed full day or part day space⁴⁹:



Percentage of children in Canada 0-12 years old for whom there is a licensed full day or part day space. It should be noted that in Quebec, school age child care is operated by the Ministry of Education and is available for all school age children who need it.



⁴⁹ Information is not available for Newfoundland and Labrador

ATTACHMENT 2



Home	Register Log in	princeedwardisland.ca
My Job Account	Public Schools Branch Opportunities - External Postings	
How to apply	<input type="button" value="Open Posting"/> Educational Assistant-Mt. Stewart <input type="button" value="x"/>	
Job Opportunities	<input type="button" value="Print Job Posting"/>	
Work in Public Schools Branch	Employment Opportunity	
About Us	Educational Assistant-Mt. Stewart	
Technical Assistance	Competition Number 144043	
	Available Positions Permanent Thirty hours per week (6hr/day)	
	Locations Mt. Stewart Consolidated	
	Closing Date 2021-01-22 12:00:00	
	Salary As per CUPE 3260 Collective Agreement (\$24.02-\$28.59/hr)	
	Duties <p>PUBLIC SCHOOLS BRANCH Equal Opportunity Employer</p> <p>1. POSTING OPEN TO PRESENT UNIONIZED EMPLOYEES OF CUPE LOCAL 3260. 2. POSTING OPEN TO OTHER CUPE LOCALS. 3. POSTING OPEN TO RELIEF / SUBSTITUTE EMPLOYEES AND THE PUBLIC - MAY APPLY AT SAME TIME BUT WILL ONLY BE CONSIDERED AFTER UNIONIZED EMPLOYEES.</p> <p><i>This is a Permanent Thirty hours per week (6 hrs/day) Educational Assistant position at Mt. Stewart Consolidated School commencing as soon as possible.</i></p> <p>An Educational Assistant works under the supervision of a teacher with students who have a variety of special educational needs including behavior. A willingness to work collaboratively with a support team consisting of parents and professionals is a necessary component of this position.</p> <p>Duties and responsibilities may include:</p> <ul style="list-style-type: none"> Personal Care Support including feeding, dressing, toileting and daily hygiene; Assist teachers in implementing IEP/TAP/BSP (Individualized Education Plan, Transition Action Plan/Behaviour Support Plan) strategies/objectives; Demonstrate strategies that will assist students in achieving growth; Follow teacher's verbal/written plans; Assist teachers in preparing materials Other duties as requested. <p>Qualifications</p> <p>Qualifications must include:</p> <ul style="list-style-type: none"> Successful completion of Human Services Program at Holland College or recognized Equivalent Verification of Qualification as a Regular Authorized Educational Assistant; Training and experience of ABA (Applied Behaviour Analysis)/IBI (Intensive Behaviour Intervention); Training and experience with Autism Spectrum Disorder; Demonstrated ability to do lifts and transfers; Demonstrated ability to work collaboratively; Demonstrated ability to track and use data; Demonstrated physical ability to implement strategies Experience collecting data and implementing behaviour plans; Physical ability and willingness to work with physically aggressive students; Current Standard First Aid & CPR; Good previous work and attendance record; Current NVCi training is preferred; Applicant must have on file or submit a current Criminal Record/Vulnerable Sector Check and have no past or present criminal record which would be detrimental in working in an environment with children, youth, and other adults. 	
	How To Apply	
	If you would rather not apply online, simply return an application form quoting Competition Number :144043	
	Apply Online	<input type="button" value="Select Job Opening"/>
	Email	
	By Mail	Human Resources - Stratford Office Public Schools Branch 234 Shakespeare Drive, Stratford, PE C1B 2V7 or mail to PO Box 8600 Charlottetown, PE C1A 8V7 OR



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 Open Posting Youth Service Worker -ELP Birchwood
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Employment Opportunity

Youth Service Worker -ELP Birchwood

Competition Number 144001
Available Positions Relief- Thirty hours per week (6hrs/day)
Locations ELP-Birchwood
Closing Date 2021-01-20 12:00:00
Salary As per CUPE 3260 Collective Agreement (\$25.74-\$30.66/hr)

Duties
PUBLIC SCHOOLS BRANCH
Equal Opportunity Employer

1. **POSTING OPEN TO PRESENT UNIONIZED EMPLOYEES OF CUPE LOCAL 3260.**
2. **POSTING OPEN TO OTHER CUPE LOCALS.**
3. **POSTING OPEN TO RELIEF / SUBSTITUTE EMPLOYEES AND THE PUBLIC - MAY APPLY AT SAME TIME BUT WILL ONLY BE CONSIDERED AFTER UNIONIZED EMPLOYEES.**

This is a Relief Thirty hours per week (6 hrs/day) Youth Service Worker position at ELP-Birchwood Intermediate School commencing as soon as possible until June 28, 2021.

A Youth Service Worker is required to work under the supervision of a classroom teacher at the Enhanced Learning Placement (ELP) which is a self-contained class located in Birchwood Intermediate School. The goal of this placement is to provide a safe, consistent and educationally productive environment for students who have a history of severe challenging behaviours which have compromised the safety of themselves or others. When the student can no longer be effectively educated in an inclusive school environment, the Enhanced Learning Placement offers an option with a high staff/student ratio and highly individualized instruction.

In addition to challenging behaviours, students in the Enhanced Learning Placement often present with severe developmental and/or communication delays and may have limited independent work or self-care skills.

Duties and responsibilities will include:

- implementing specific educational, behaviour management, social and life skills programs in accordance with plans established by the supervising teacher(s);
- dealing with students that have intellectual disabilities, that regularly exhibit episodes of severe and chronic physical aggression, that are of adult stature
- preparing reports and maintaining records as required in order to provide the teacher(s) feedback on pupil progress;
- assisting the teacher(s) in supporting students through one to one or group sessions for the purpose of problem solving and decision making;
- providing crisis intervention for students in extreme difficulty;
- providing community outreach services to students with absenteeism problems;
- liaising with families through home visits, phone calls and meetings;
- assisting the teacher(s) in establishing and maintaining contact with outside agencies;
- assisting teacher(s) with transitioning of students back into the regular classroom setting;
- observing and documenting behaviour;
- participating in case meetings and IEP planning as required;
- assisting in the delivery of special programs which might include anger management, substance abuse, bully prevention and parent education;
- assist in student programming and material creation under the direction of the classroom teacher;
- assist in toileting and hygiene routines;
- complete time out procedures and proper documentation and data collection around those procedures;
- work in an environment in which there is always an imminent danger of physical aggression;
- participate and attend weekly team meetings that run until 4/4:30;
- willingness to work flexible hours;
- willingness to transport students as required;
- other related duties as required by the teacher(s) or principal.

Qualifications **Minimum Qualifications/Selection Criteria Applicants must have:**

- Proof of completion of a Youth Service Worker Program from Holland College or a similar program from another recognized post secondary institution;
- Experience working with intermediate aged students;
- Experience in a structured program working directly with individuals with Autism Spectrum Disorder;
- Current training and ability to apply NVCI to large adult size students;
- Current training and ability to apply Behaviour modification techniques in a variety of settings;
- Experience collecting, documenting and tracking behavioral data;
- Experience collaborating planning and implementing behavior plans;
- Current certification in CPR and First Aid;
- Demonstrated ability to assist other groups/agencies in providing life skills programming which might include anger management and parent education;
- Demonstrated ability to communicate effectively with other groups which might include school staffs, staff of government and community agencies and parents;
- Demonstrated ability to work independently outside the school setting;
- Demonstrated ability to work productively as part of a team;
- Excellent communication and interpersonal skills especially in situations of conflict;
- Good previous work and attendance record;
- Completion of additional training on structured work systems, visual schedules and other evidence based practices for working with students with Autism Spectrum Disorder would be an asset;
- Applicants must provide a current Driver's Abstract, have a valid driver's license, own or have access to use a car and liability insurance coverage to transport students if necessary.

How To Apply
 If you would rather not apply online, simply return an application form quoting Competition Number :144001

Apply Online

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By Mail Human Resources - Stratford Office
 Public Schools Branch
 234 Shakespeare Drive, Stratford, PE C1B 2V7 or mail to
 PO Box 8600
 Charlottetown, PE C1A 8V7 QR

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Print Job Posting

Employment Opportunity

Bilingual Autism Specialist

Competition Number 143817-0121EEPO

Available Positions Full-Time Classified Position

Locations Charlottetown

Department Education and Lifelong Learning

Closing Date 2021-02-01 17:00:00

Salary \$32.25 - \$40.30 per hour (Level 18)

Duties

Bi-Weekly Hours: 75 hours bi-weekly / days

Commencing Immediately

This position provides direct intervention as well as educational support for children with a diagnosis of an Autism Spectrum Disorder. The caseload includes both preschool children enrolled in Intensive Behavioural Intervention (IBI) as well as school age children who are enrolled in French schools. The position will also provide coaching and training of involved school or IBI staff and to families enrolled in the Early Years Autism Service. This position reports to the Early Years Autism Manager.

French School Board Duties will include:

- Conducting observations and conducting formal and informal assessment to assist in the development of appropriate programming;
- Providing consultation and guidance to school teams in the creation and monitoring of IEP goals and objectives, including attending IEP meetings when needed;
- Providing guidance for Functional Behavior Assessments and assisting in the development, implementation and monitoring of Behavior Support Plans;
- Maintaining written documentation of school consults, student observations and recommendations;
- Providing support to optimize student transitions at school entry or between grades and schools;
- Collaborating with designated school staff in the development of social skills groups;
- Providing suggestions to schools regarding recommended teaching programs/materials/resources and teacher-made visual supports;
- Ensuring that interventions with documented empirical effectiveness for children with autism are prioritized and form the basis of educational services;
- other related duties as required.

Early Years Duties will include:

- Designing, implementing and monitoring applied behavioural analysis programming for young children with autism;
- Conducting curriculum based assessments;
- Addressing challenging behaviour by conducting functional behavioural assessments and developing positive behaviour support plans (BSP) as needed;
- Accurately assessing each child using direct observation; administering formal and informal assessment;
- Providing detailed assessment based, developmentally appropriate teaching programs;
- Evaluating the accurate and consistent implementation of teaching programs, data collection and/or behaviour support plans;
- Facilitating transitions into early childhood centres and schools;
- Other related duties as required.

Qualifications

MINIMUM QUALIFICATIONS:

- Master's degree in Child Development, Education, Psychology or related field.
- Extensive training in Applied Behaviour Analysis.
- Experience working with preschoolers and school-age children with autism and knowledge in child development.
- Demonstrated equivalencies will be considered.
- Demonstrated ability to manage time, organize work responsibilities, work independently and as a team member.
- Excellent interpersonal skills; demonstrated ability to effectively communicate with the public, including both oral and written skills in French and English.
- Excellent computer skills, including email, word processing and presentation applications.
- A valid driver's license and access to a reliable vehicle; extensive travel in the province is required.
- Must have a good previous attendance and work record and a satisfactory criminal records check prior to beginning employment.

OTHER QUALIFICATIONS:

- Board Certification in Behavior Analysis is preferred.
- Knowledge of Analysis of Verbal Behavior, Augmentative Communication (i.e. Picture Exchange Communication System Sign Language) is preferred.
- Preference will be given to applicants with experience with administration of VB-MAPP assessment.
- Knowledge of effective evidence-based practices for children with autism is preferred.

Preference will be given to UPSE Civil Employees as per the UPSE Civil Collective Agreement.

Note: Please ensure the application clearly demonstrates how you meet the noted qualifications as applicants will be screened based on the information provided. The successful candidate will be the only individual receiving written notification of competition results. The Notification of Successful Candidates list posted on the Employment Opportunity board will serve to inform all other applicants of competition results.

How To Apply

If you would rather not apply online, simply return an application form quoting Competition Number :143817-0121EEPO

Apply Online

Email

By Mail

PEI Public Service Commission
PO Box 2000
Charlottetown, PE C1A 7N8

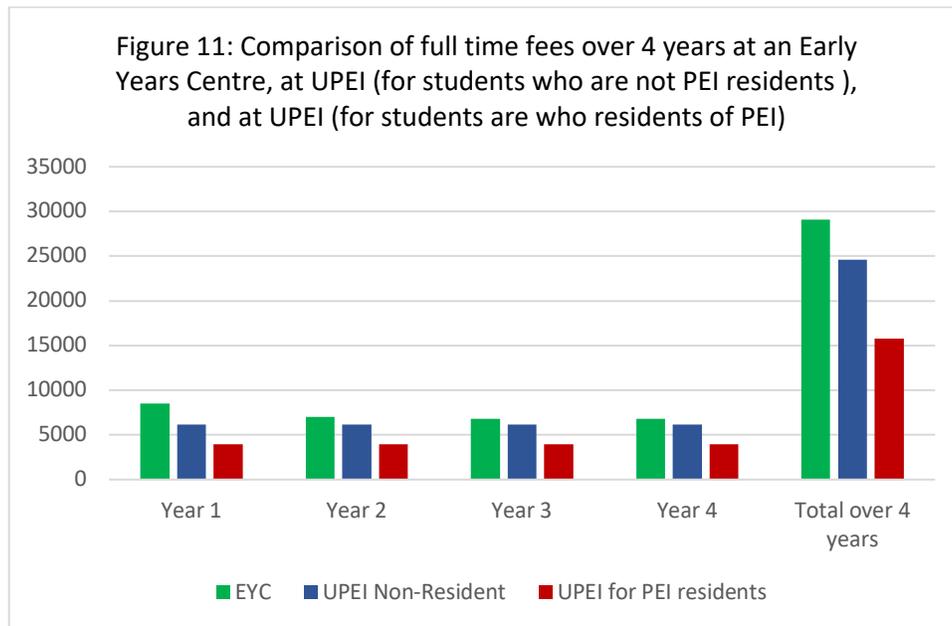
Applications may be sent by fax to 368-4383. **Due to the fact that receipt of applications by fax cannot be guaranteed, applicants transmitting their applications by fax may wish to confirm receipt by telephone or in person prior to the closing date to 368-4080.**

ATTACHMENT 3

Parent fees in PEI are lower than fees in many other jurisdictions. Even so, child care fees represent a significant cost to young families, and many families simply are not able to afford it. A comparison of child care fees for a family with one child where both parents are employed and tuition cost for full time study at University of Prince Edward Island shows that **parents paying for child care over a four-year period⁵⁰ would pay \$4500 more for child care than they would for full time university tuition for a son/daughter, and \$13,300 more than university tuition for a son/daughter if a PEI resident.** This calculation does not even factor in the new Low to Middle Income Bursary Program or the Debt Reduction Program for students with student loans -both of which would increase the gap between child care costs and university tuition.

If the fees for four years of child care were the same as fees for four years of university tuition (for PEI residents), the daily rate for child care fees – giving the same rate for all ages of children – would be \$15.80.

Figure 10 shows the breakdown of costs, considering full time child care, full time tuition at UPEI (Arts), and full-time tuition at UPEI for PEI residents for first degree⁵¹:



The above comparison of costs underscores parents’ comments in focus groups in PEI and in USA research that the high cost of child care prevents them from having more children.

⁵⁰ Calculations assume 12 months of maternity/parental benefits following the birth of the child, and full-time child care when the child is one, two, three, and four years old

⁵¹ As of April 2018, the George Coles Bursary provides \$2200 per year for four years of study for PEI residents doing first degree.

