



# Early Learning Summit

Sheraton Vancouver Wall Centre

Vancouver, B.C.

November 8, 2019



Ministry of  
Education

#elsummit2019

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Password: education19





Welcome





**Morgan Guerin**  
x<sup>w</sup>məθk<sup>w</sup>ə́yəm (Musqueam) Nation









## Honourable Rob Fleming Minister of Education



BRITISH  
COLUMBIA

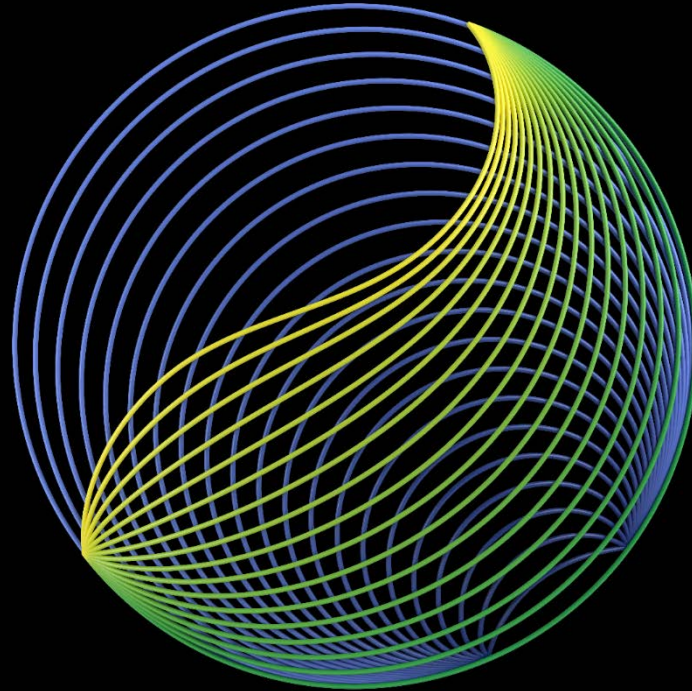
A NEW  
DAY FOR  
FAMILIES

CHILDCARE BC









## **The Case For Expanding ECE**

Craig Alexander, Chief Economist, Deloitte Canada

September 2019



# Conference Board of Canada Study



## Ready for Life.

A Socio-Economic Analysis of Early Childhood Education and Care





## The Case for Expanding ECE

The challenge: Economic growth in British Columbia will slow in the years ahead. This will make it difficult to pay for social priorities.

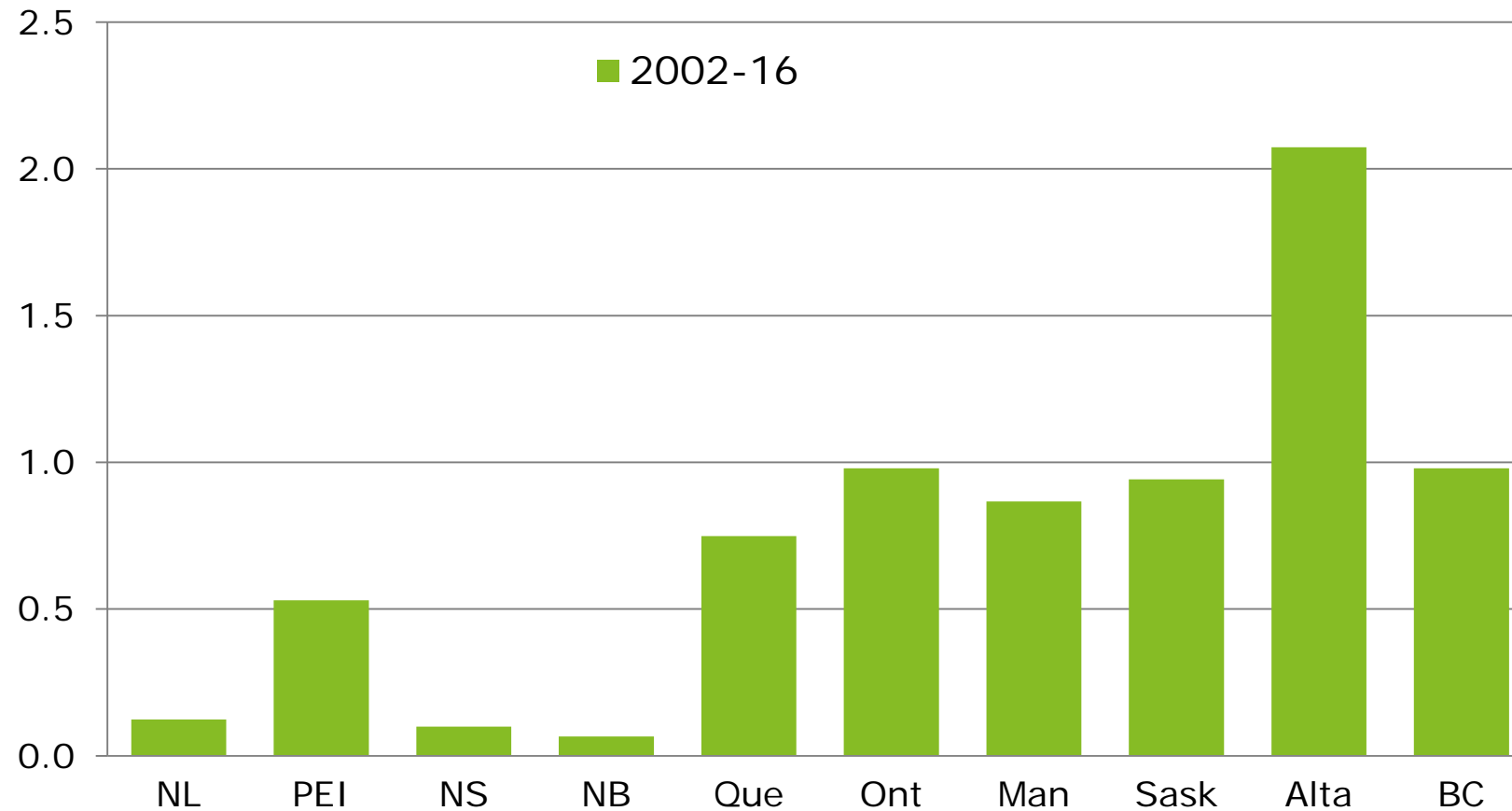
The Conference Board of Canada evaluated the impact of early childhood education (ECE) on Canada's economy in our report *Ready for Life*.

The results show that an expansion and improvement in ECE would increase female labour market participation, heighten child outcomes (particularly for disadvantaged children), and reduce inequality.



## Population is Growing in BC but is Aging

average annual compound growth, percent

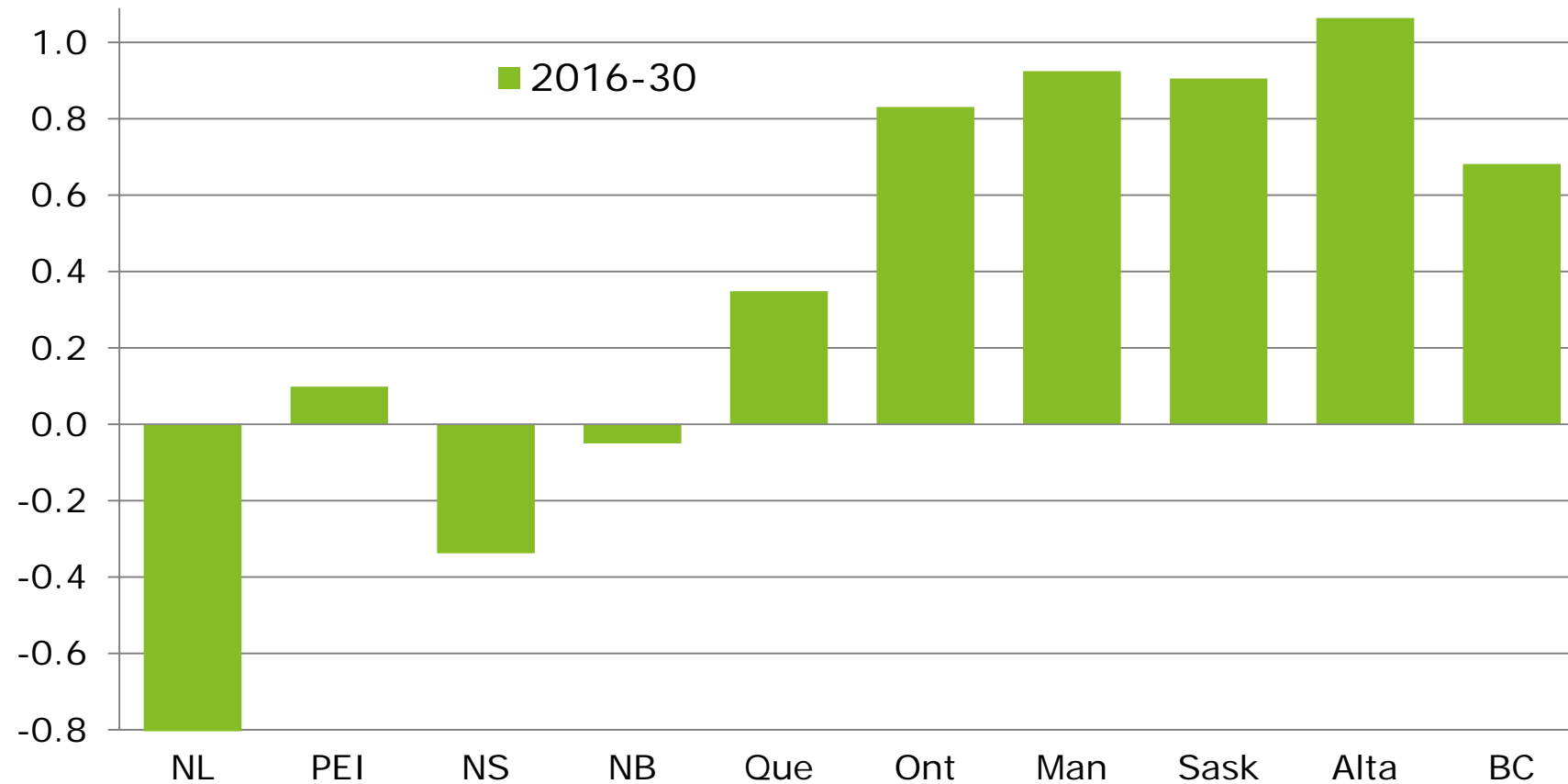


Sources: Statistics Canada; The Conference Board of Canada.



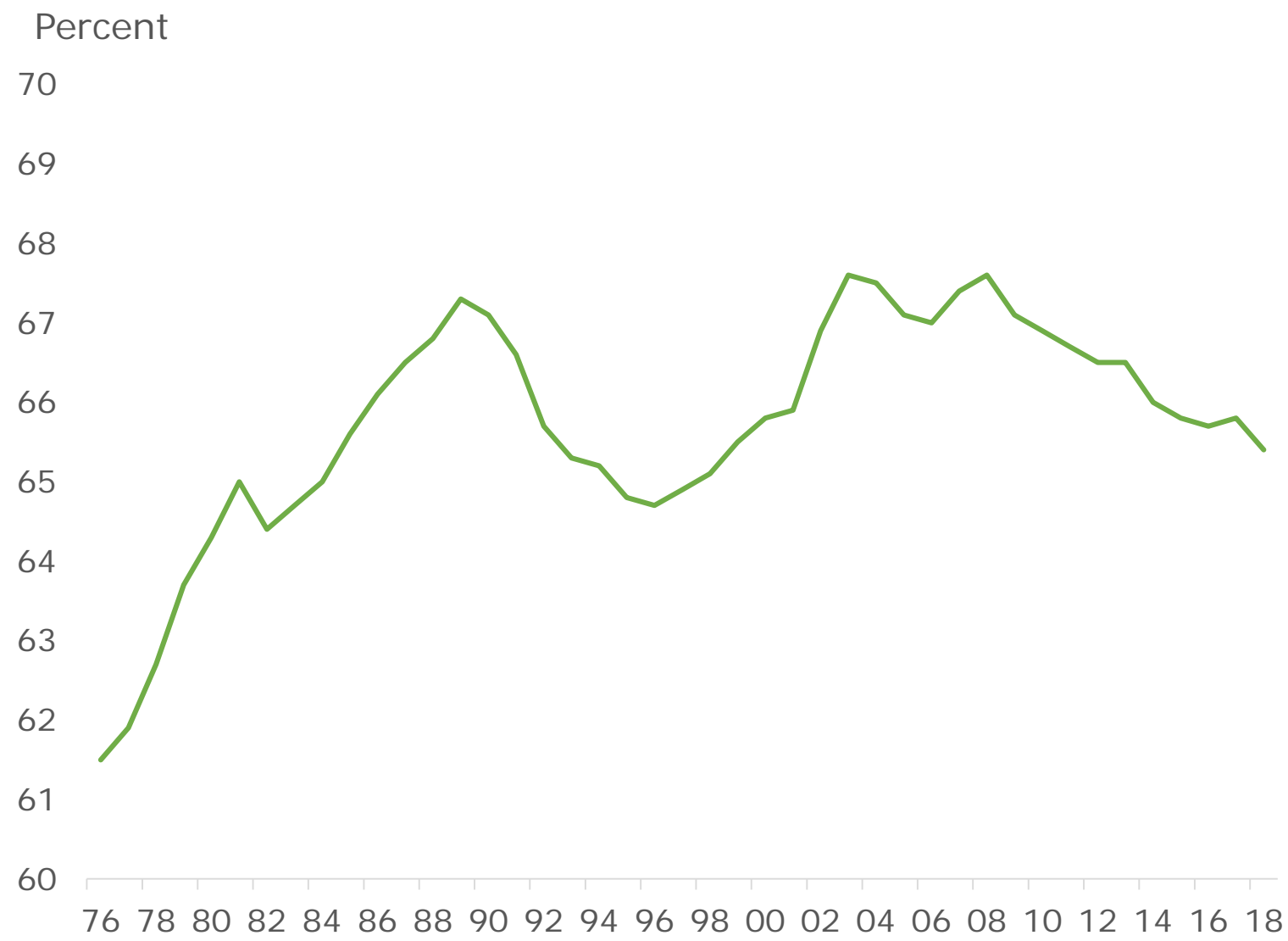
## Labour Force growth to slow to 0.7 percent

average annual compound growth, percent



Sources: Statistics Canada; The Conference Board of Canada.

# Aging Demographics is Pulling Down Labour Participation

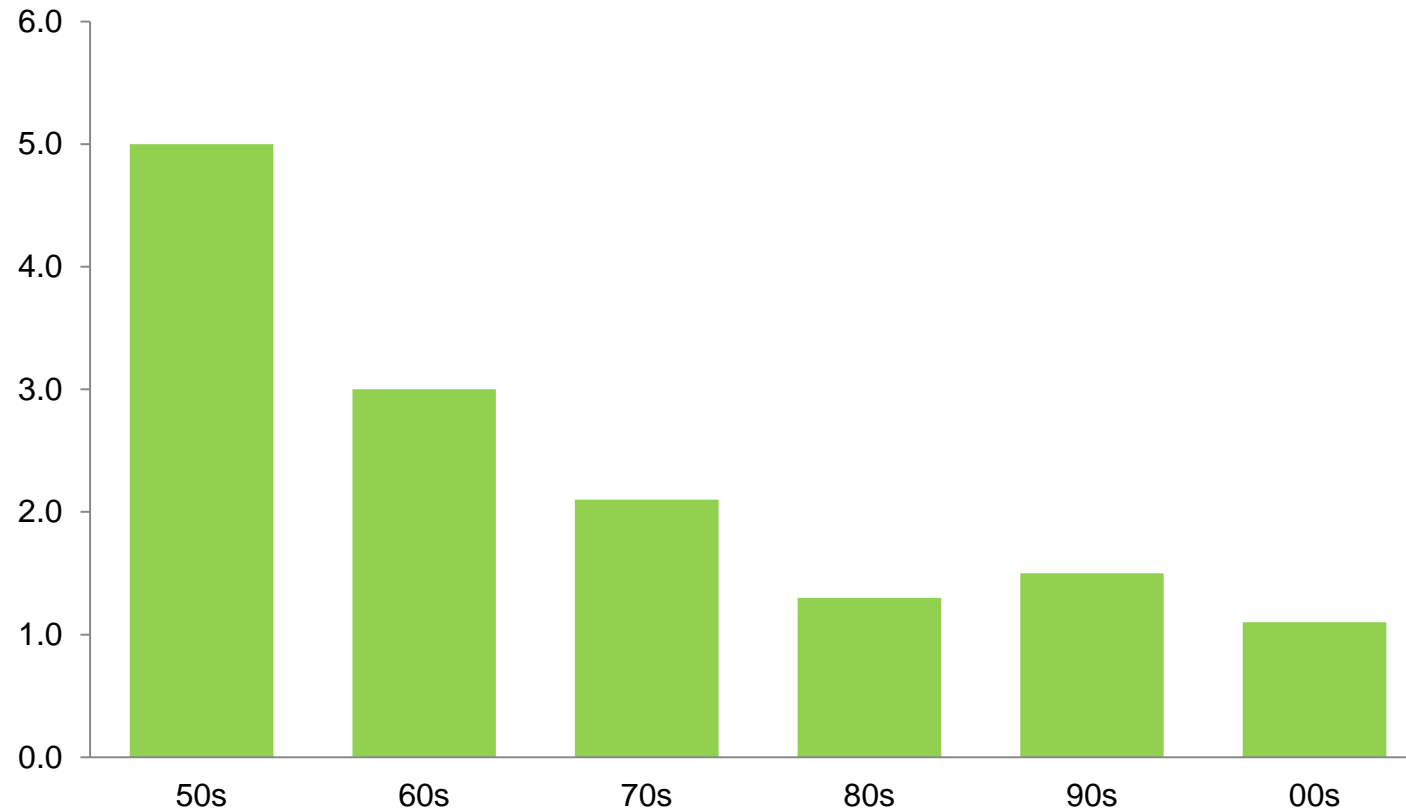


Source: Statistics Canada, Haver Analytics



# Growth Depends on Competitiveness, but Canada has a Productivity Problem

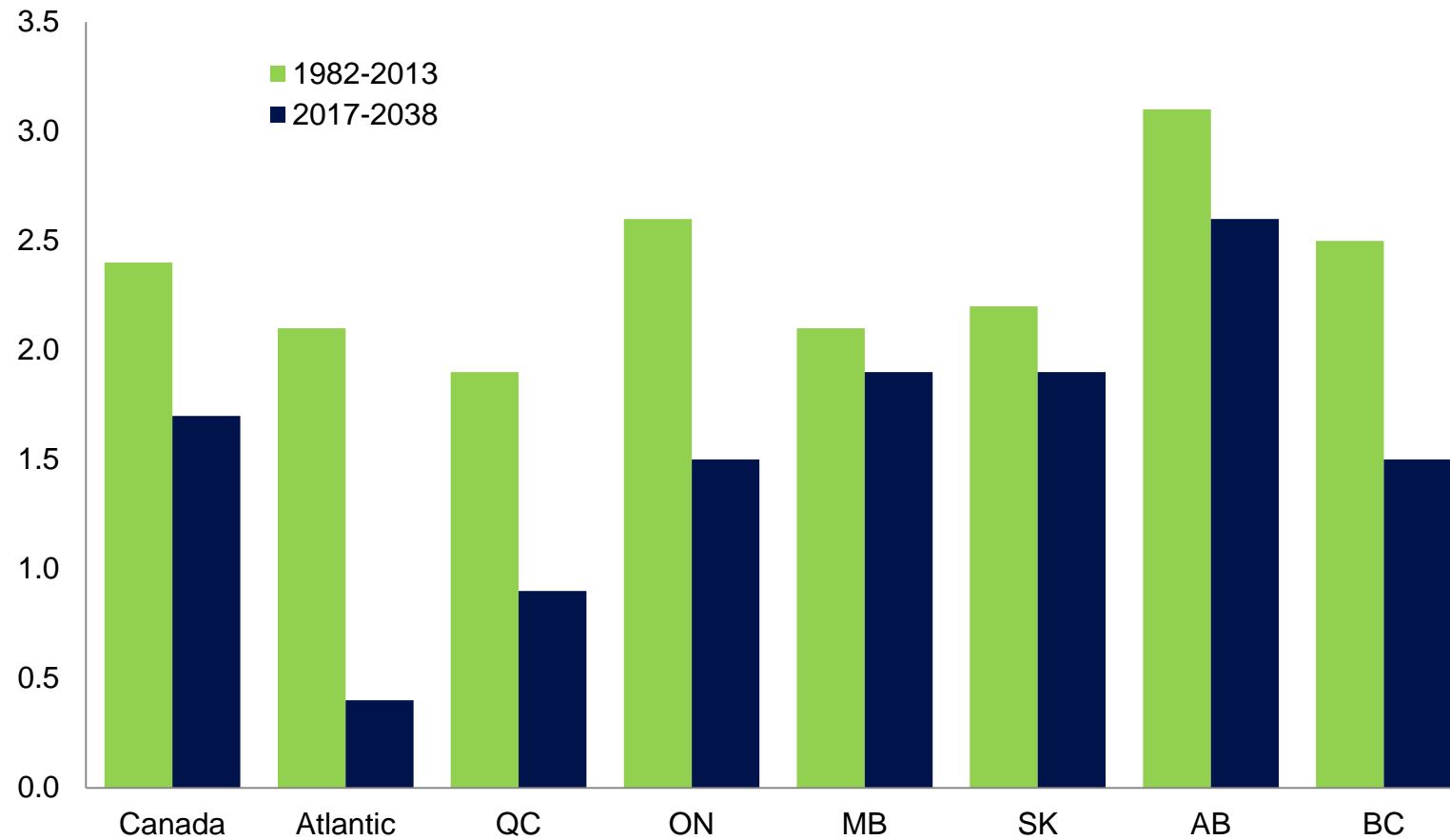
Business Labour Productivity, Year-over-Year % Change



Source: Statistics Canada, Centre for Study of Living

# Slower Long-Term Projected GDP Growth

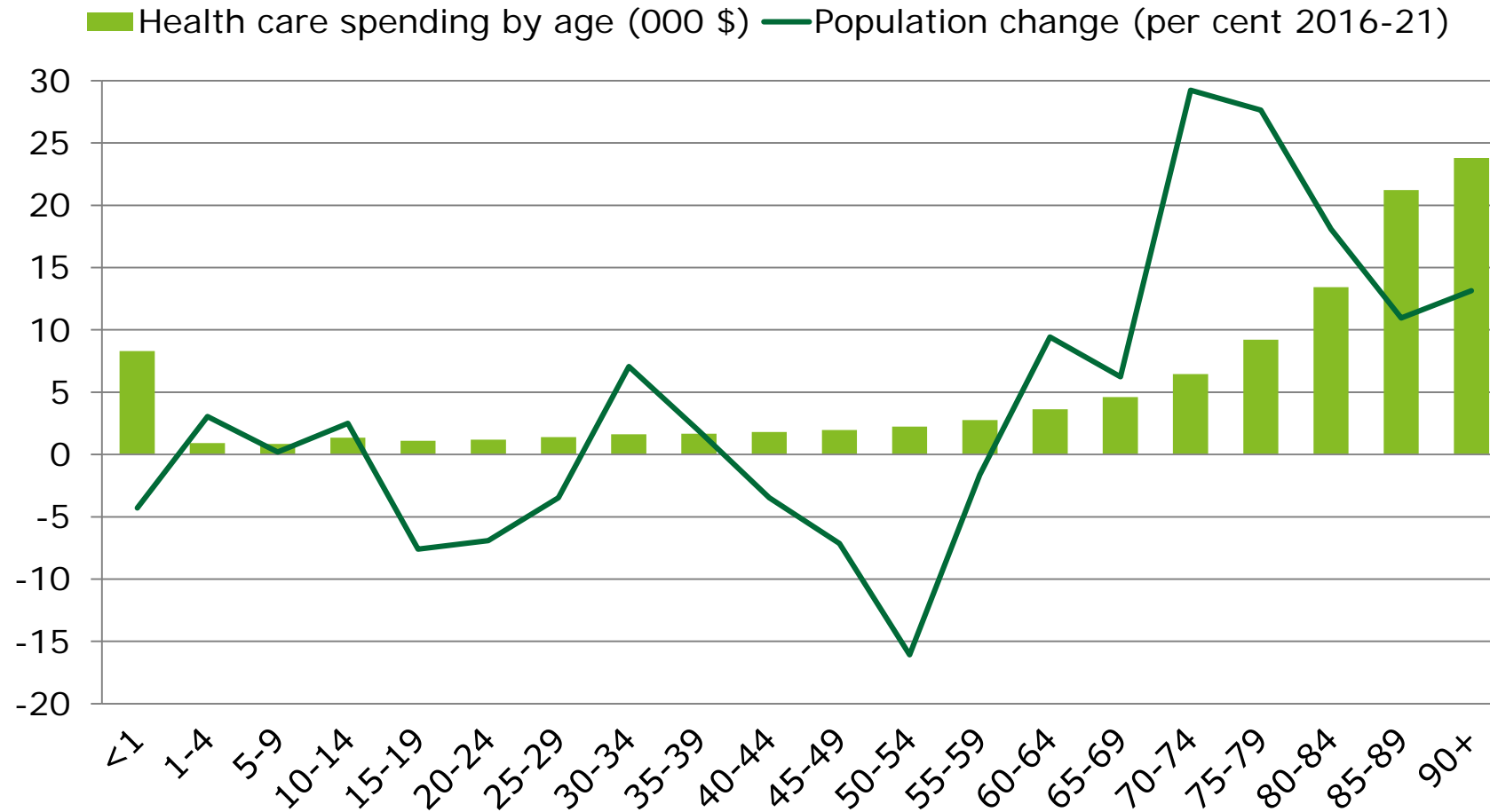
average annual compound growth, per cent





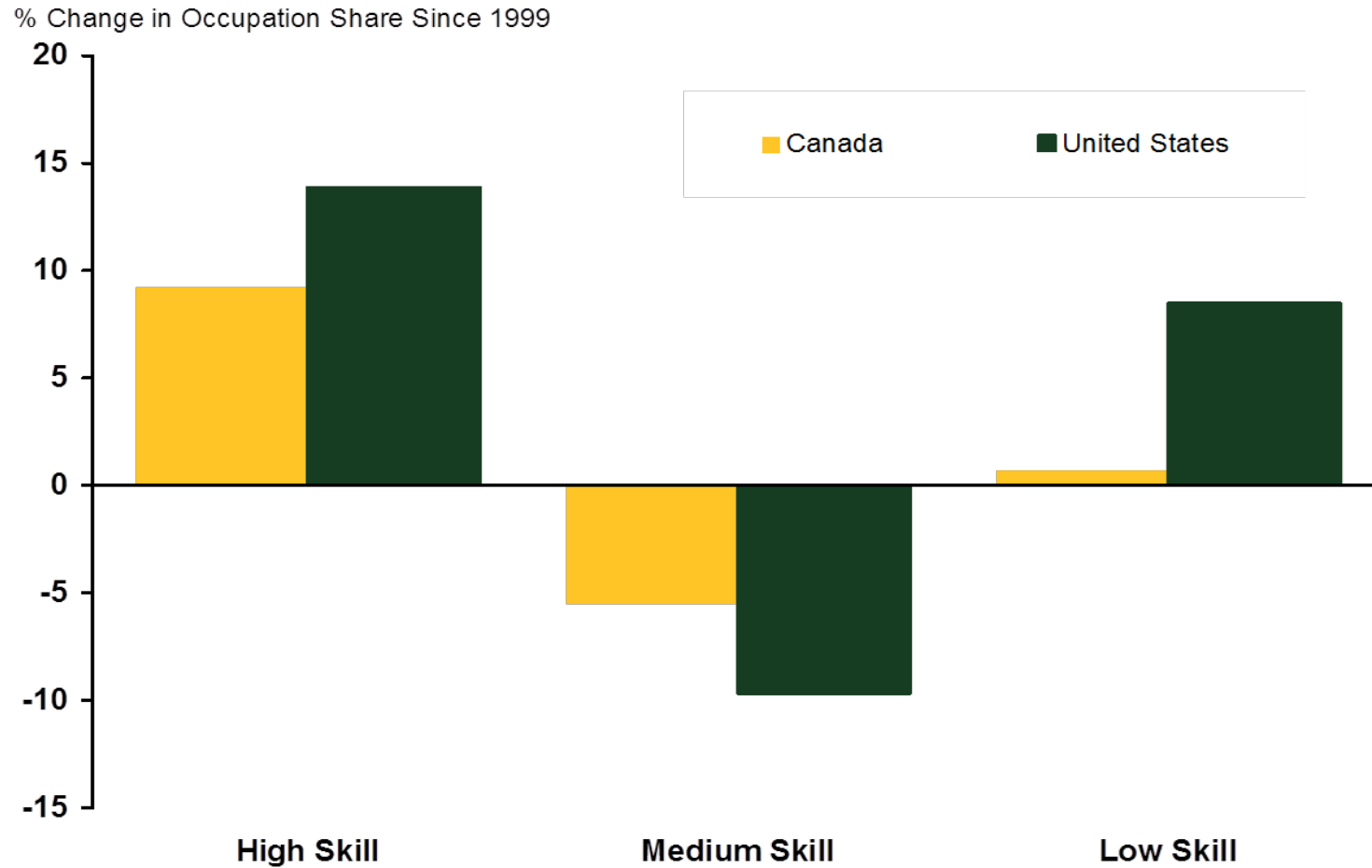
# Need to Raise Growth to Afford Key Priorities

## Health Care Spending to Balloon



Sources: Canadian Institute of Health Information, The Conference Board of Canada and Statistics Canada, Data for New Brunswick.

# Labour Demand Fundamentally Changed



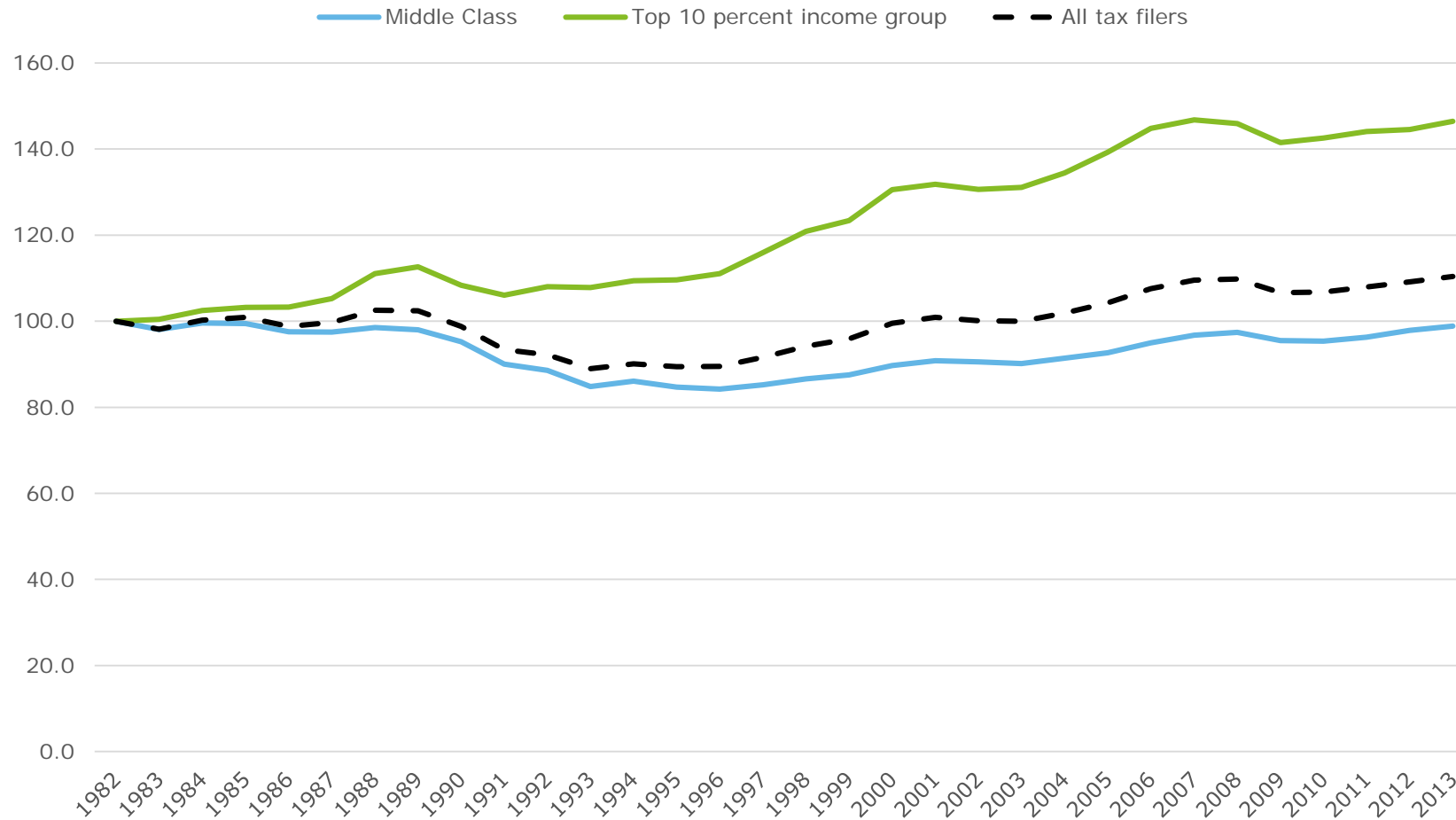
\* Canada's data encompasses 1999-2012, whereas U.S. data cover 1999-2009.

Source: TD Economics, Statistics Canada, BLS, David Autor (MIT)



# Modest Middle Income Growth over Last Two Decades

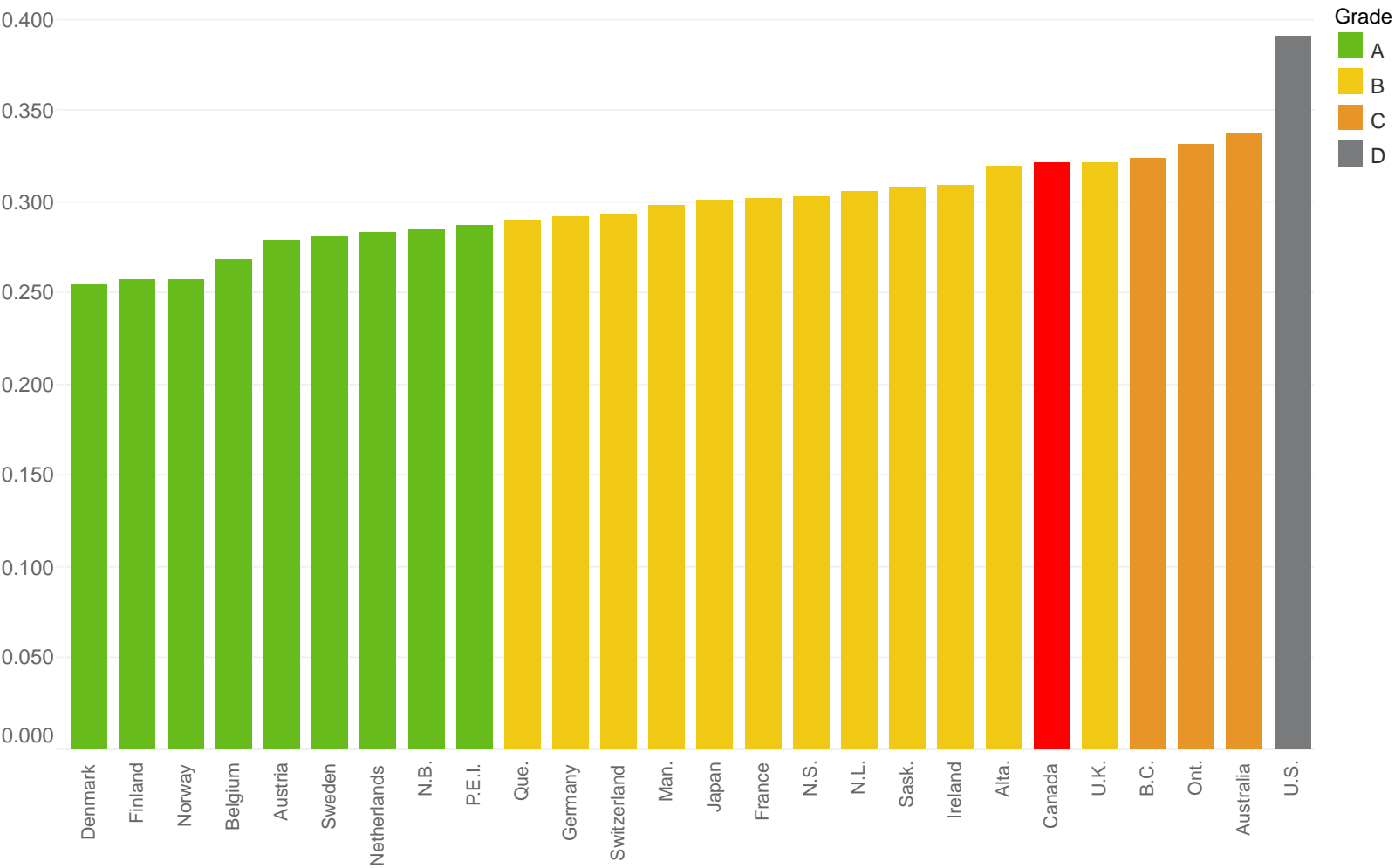
Index of average incomes of the 50<sup>th</sup> to 90<sup>th</sup> percentile, top ten per cent and all tax filers, 1982-13



Source: CBoC, Statistics Canada.

# Income Inequality by Province

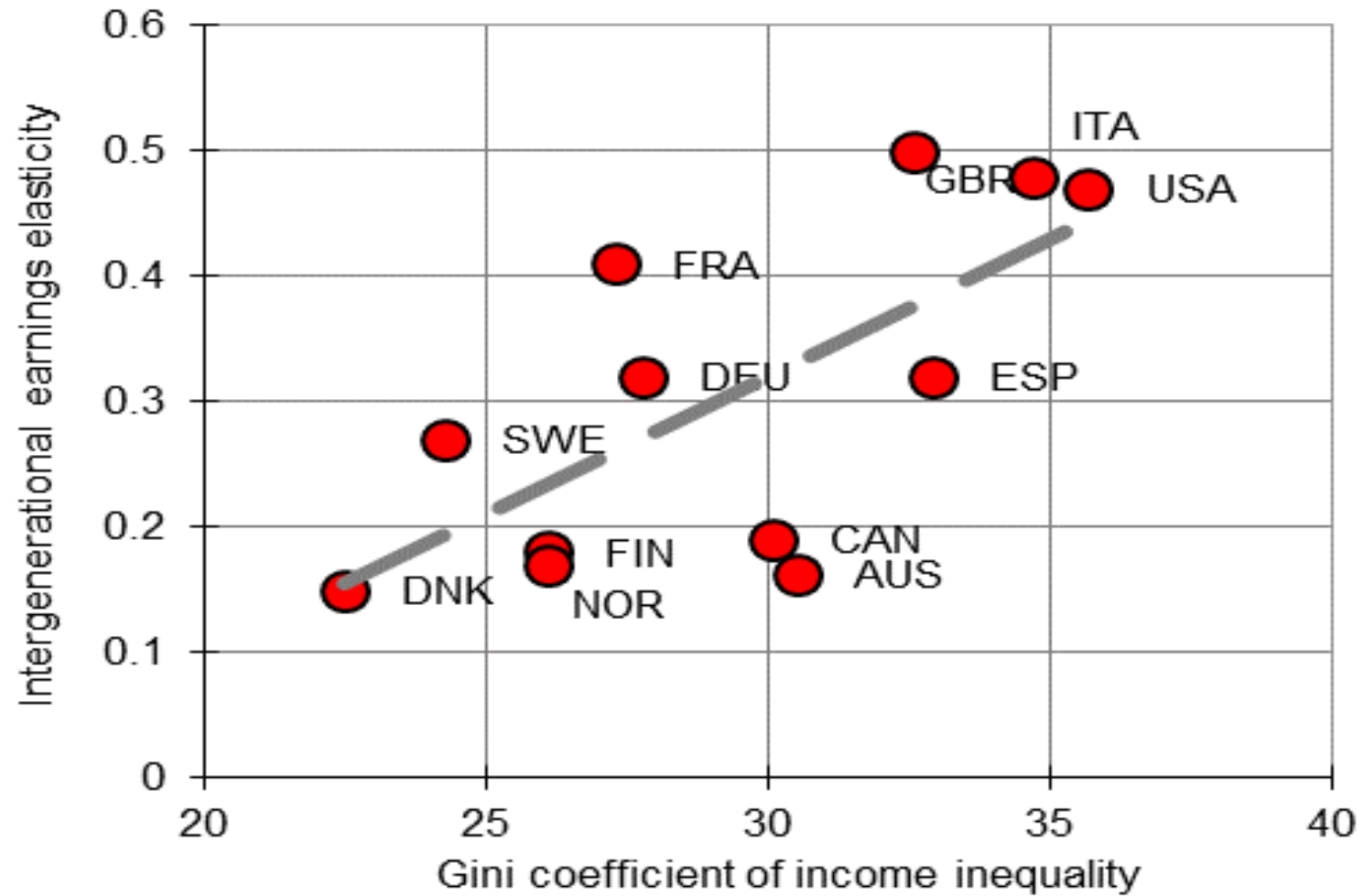
Gini coefficient after taxes and transfers



Sources: The Conference Board of Canada; OECD.

# Higher Inequality Reduces Social Mobility

The Great Gatsby Curve





## How to Address Rising Income Inequality?

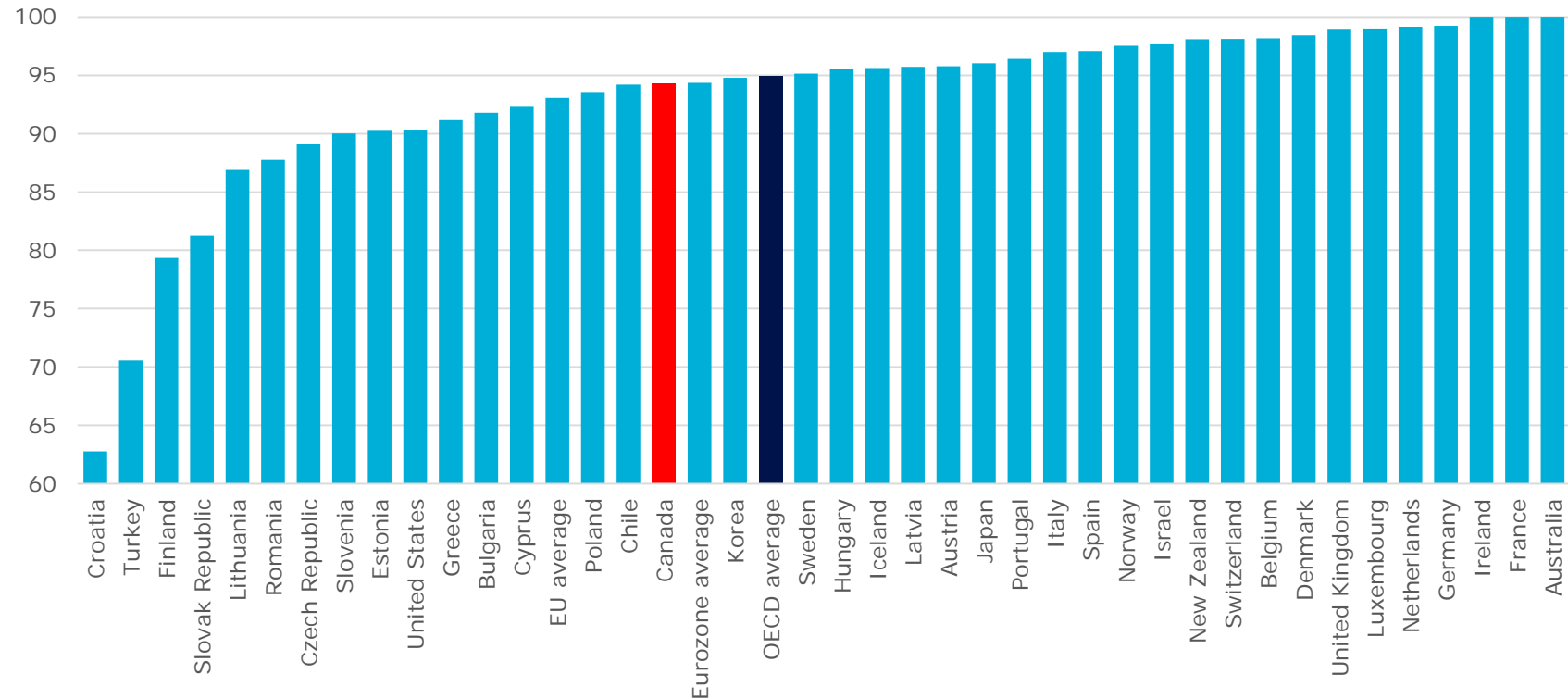
- Redistribute more income through higher taxes on wealthy.
- Problem is greater taxation on the top 1% or 10% won't solve the problem. They are simply too few in number.
- So, need higher taxes on middle income individuals. Less politically appealing and they have had weak income growth
- A more impactful, approach is to remove barriers to opportunity.
- Help improve labour outcomes for low and middle income workers
- ECE can do this. It can help raise future income prospects of disadvantaged kids and can lift labour participation of women

## Investment in ECE Creates Significant Gains

1. Access to affordable early childhood education will boost maternal labour force participation
2. Early childhood education improves labour market success
3. Expanding ECE enrolment has broad-based economic benefits
4. Early childhood education can help reduce income inequality

# Canada Compares Well in ECE Enrolment For Children Aged 5

International ECE Enrolment Rates, Children Aged 5



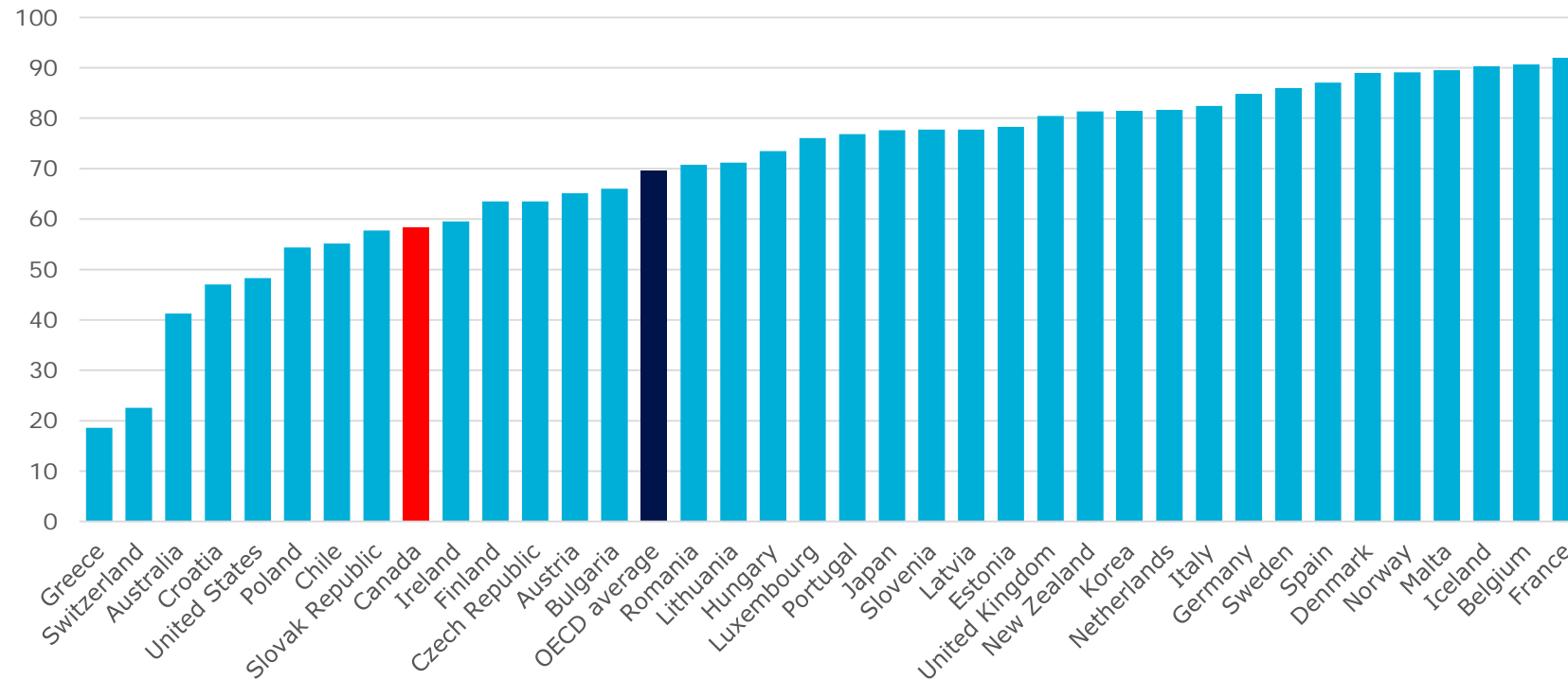
All figures in per cent

Source: Organization for Economic Cooperation and Development (OECD), The Conference Board of Canada



# Canada falls substantially below the OECD average for Children Under 5

International ECE Enrolment Rates, Children Age 2–4



All figures in per cent

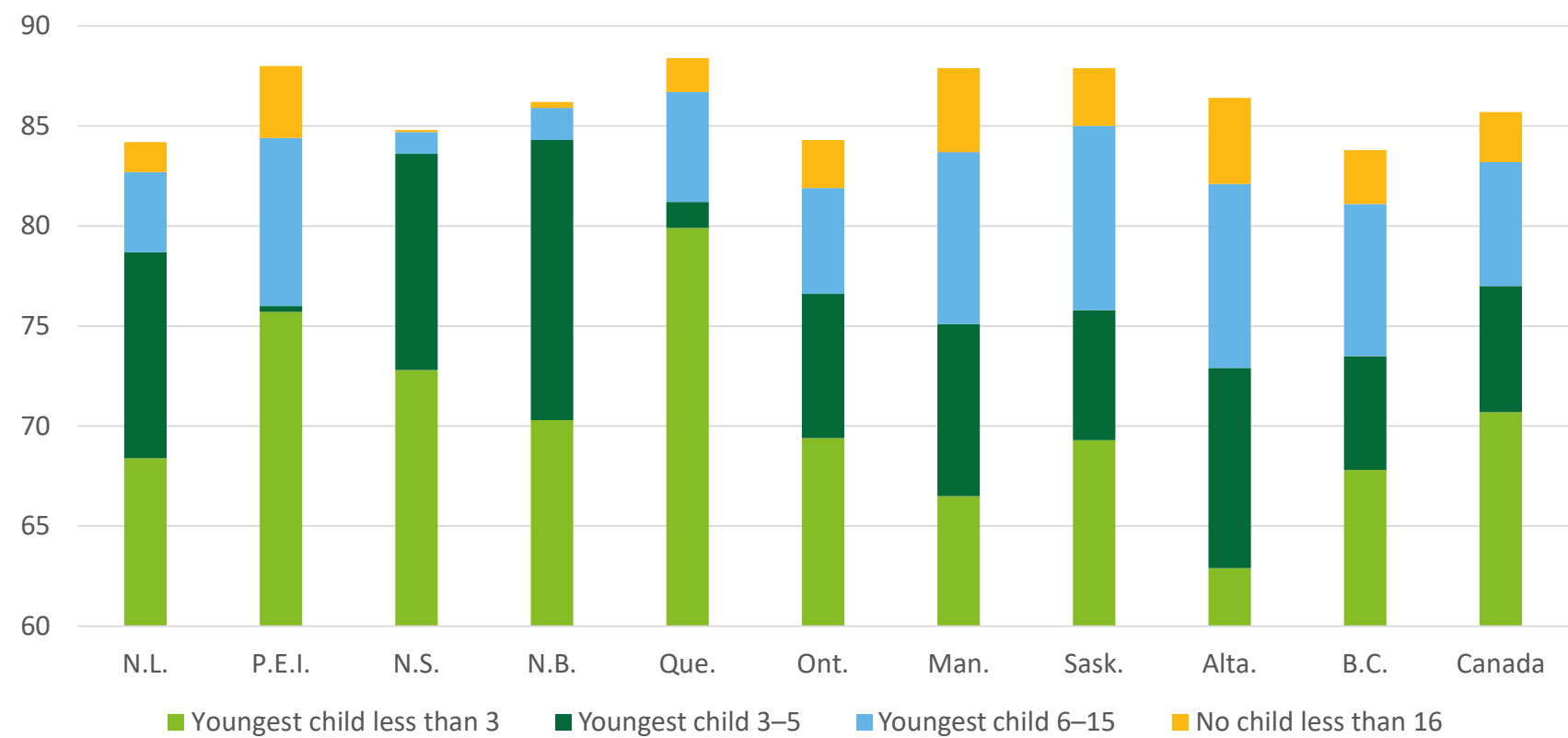
Source: Organization for Economic Cooperation and Development (OECD), The Conference Board of Canada

## Impact of Affordable Care on Labour Participation

- For many mothers, the absence of reliable and affordable child care can be a barrier to entering the labour force. Some remain out of the labour force entirely, while others work part-time.
- Many studies have looked at how female labour force participation rates change when there is access to affordable child care.
- The range of outcomes vary significantly. However, the bulk of the evidence is that the availability of subsidized child care leads to higher female labour force participation.

# Labour Participation of Women with Young Children Needs to be Raised

(labour force participation rates for women aged 25-54, 2016)

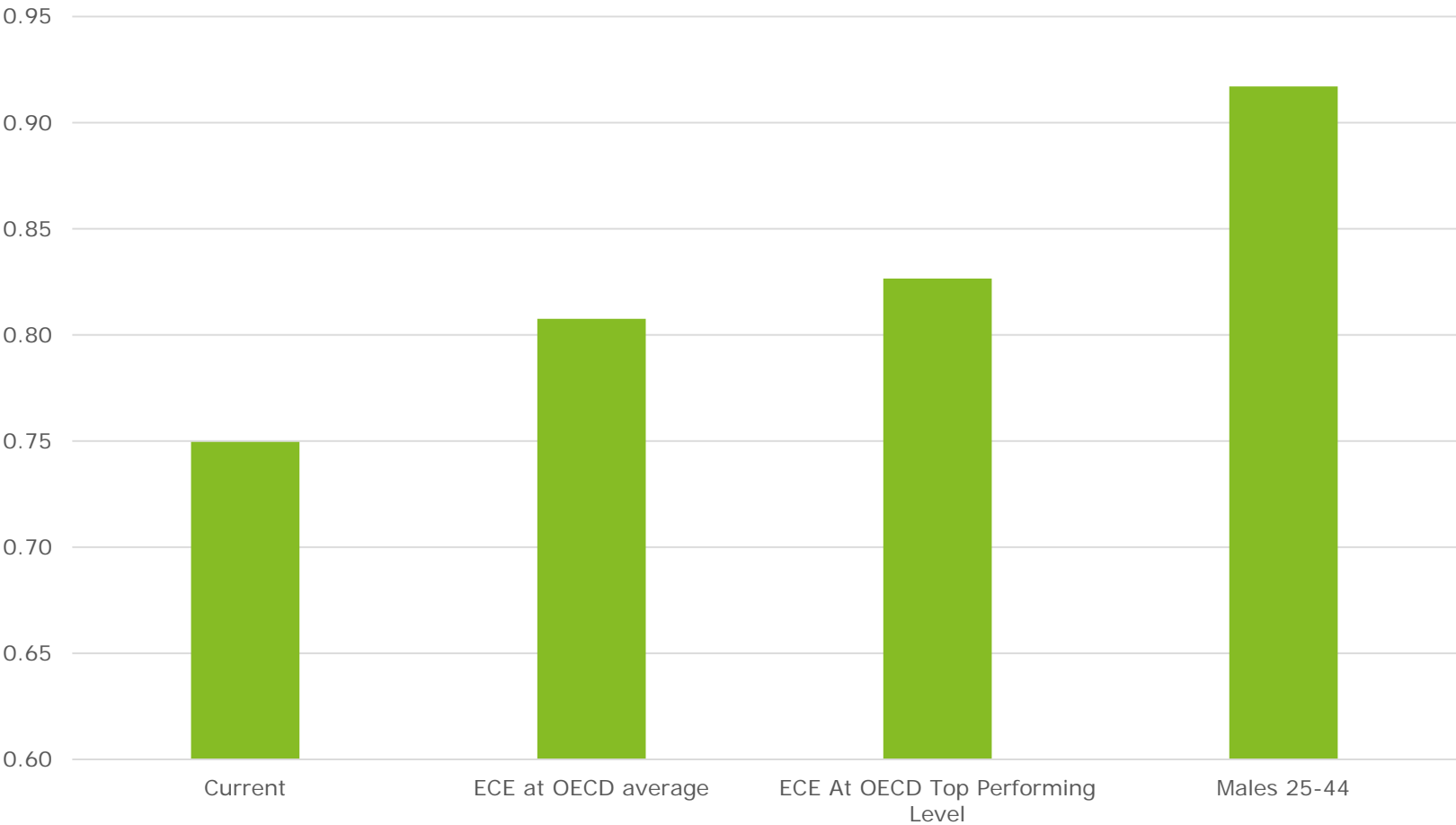


Source: The Conference Board of Canada.



# Participation Rate of Woman with Children

percent, 2016



Source: CBoC, Statistics Canada.

## Expanding ECE Would Result in a Substantial Increase in the Labour Force

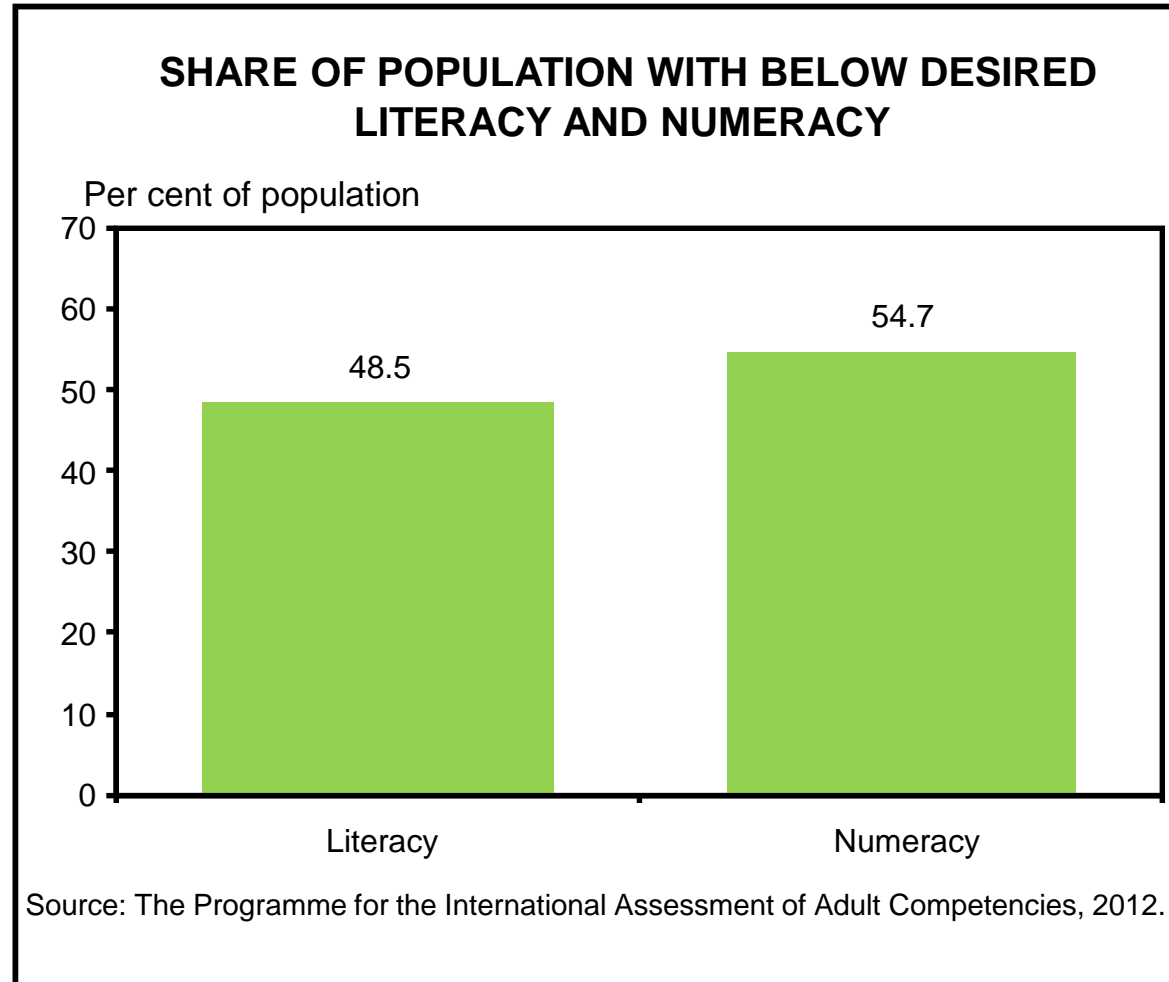
- If ECE enrolment rates were to reach only the OECD average, an additional 57,600 women would enter the labour force.
- If we increase ECE enrolment to 93.5 per cent for children aged 2–5 (equal to the best performing countries in the OECD) this would result in an additional 76,500 women in the workforce.
- Would help address some of the nation's demographic challenges from an aging workforce.

## Effects on Children

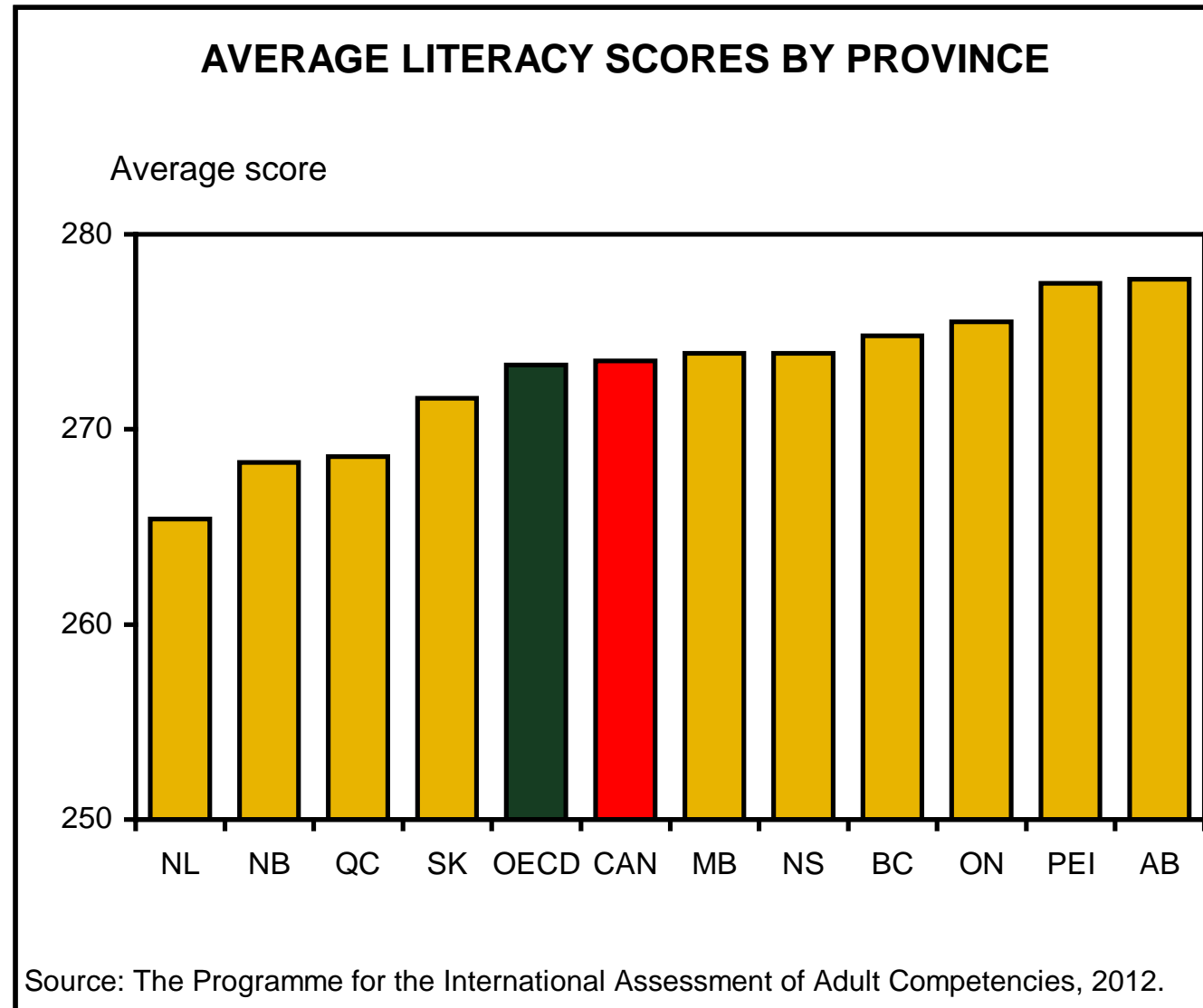
- Canada consistently ranks as having one of the most equitable education systems.
- However, when comparing students from families in the top and bottom 10 per cent of the income distribution, there remain significant differences in children's readiness for school.
- Children from low income families have far greater behavioral problems compared with other children and are less likely to attain an education that would enable them to escape poverty and earn incomes that could potentially lower income inequality in Canada.



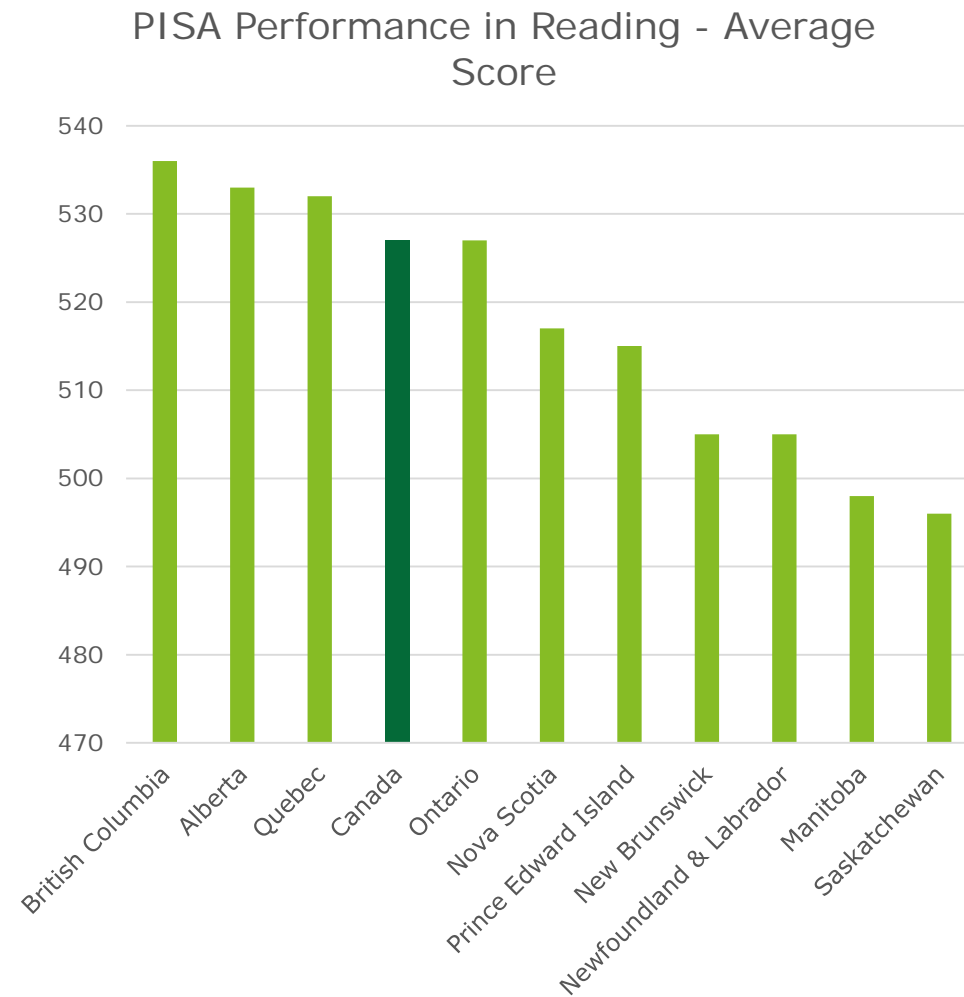
# Need High Skilled Workers, but Many Canadians Have Inadequate Literacy



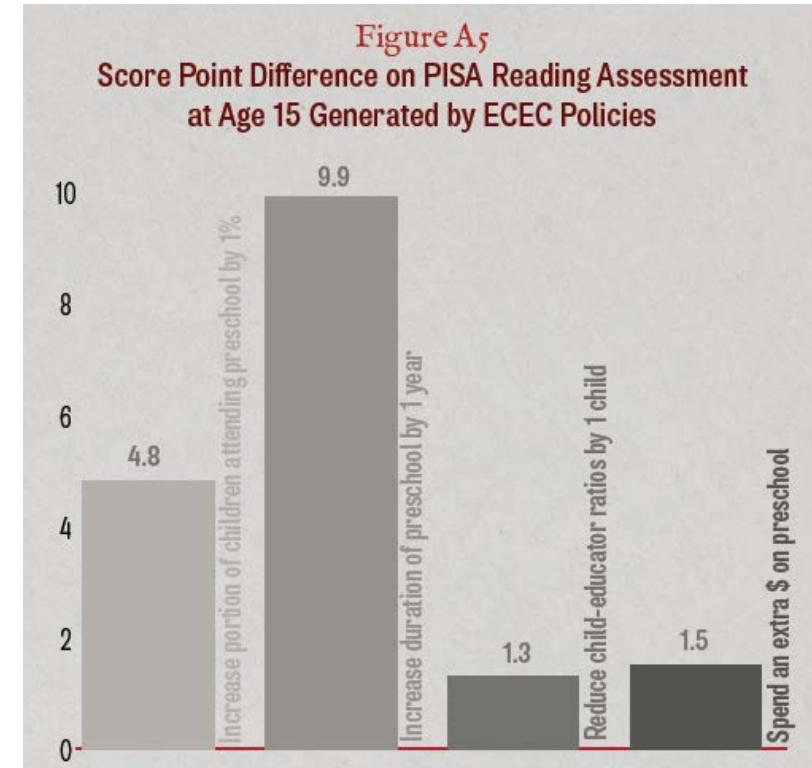
## Scope to Improve Literacy



# Need to Strengthen Essential Skills

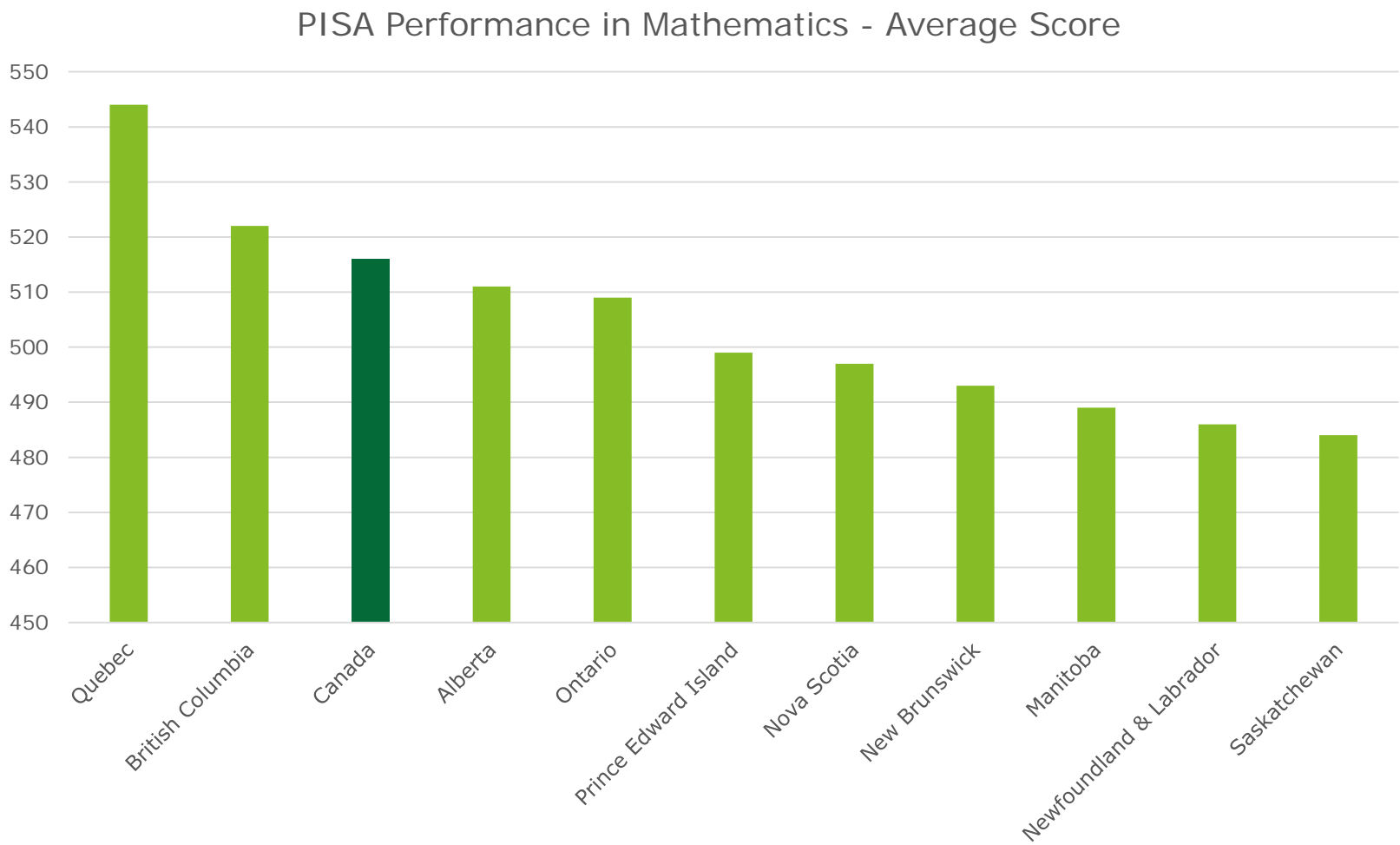


Source: The Conference Board of Canada; Statistics Canada.



Source: OECD

# Need to Strengthen Essential Skills

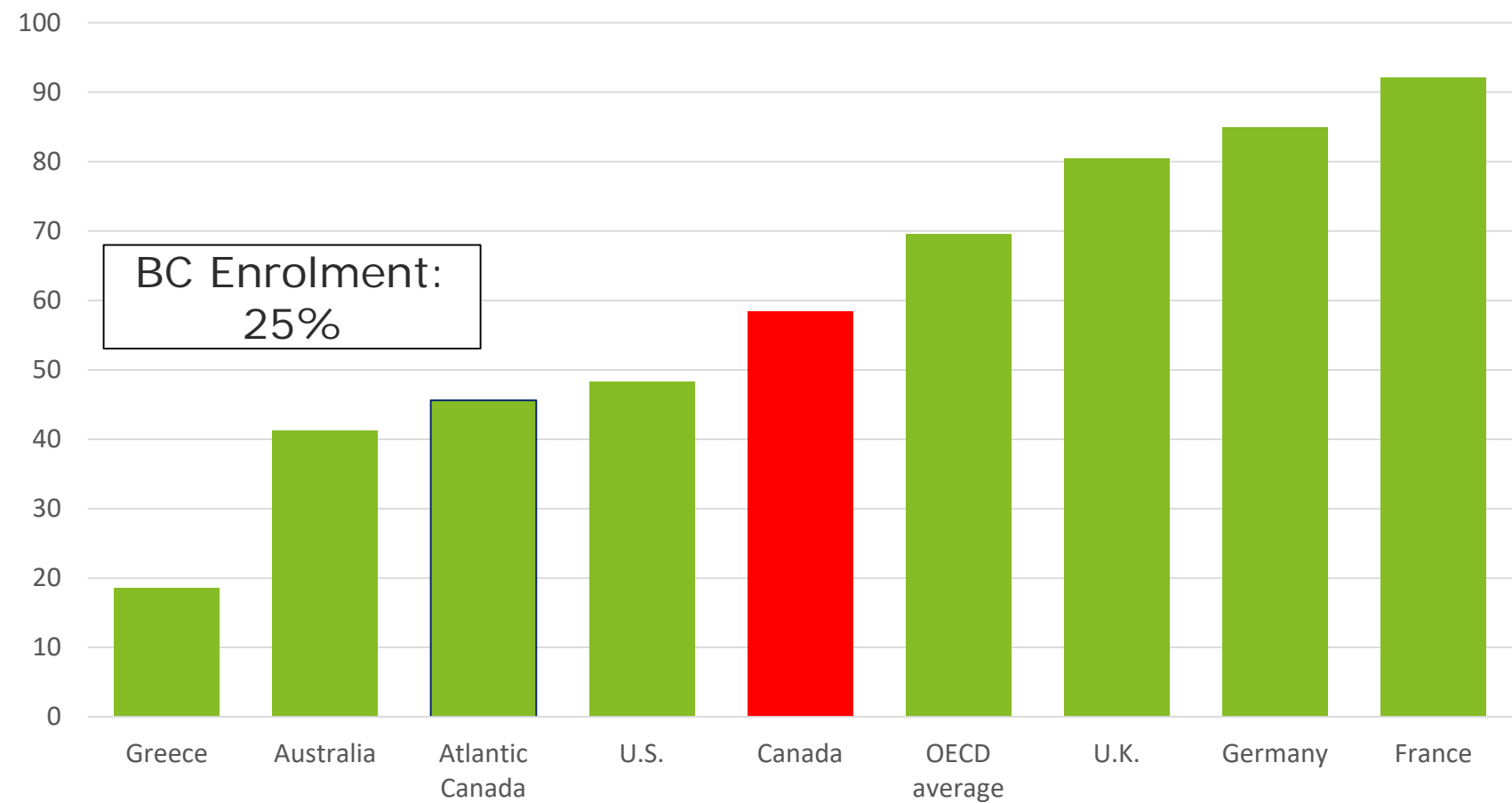


Source: The Conference Board of Canada; Statistics Canada.



# Canada has Low ECE Enrolment

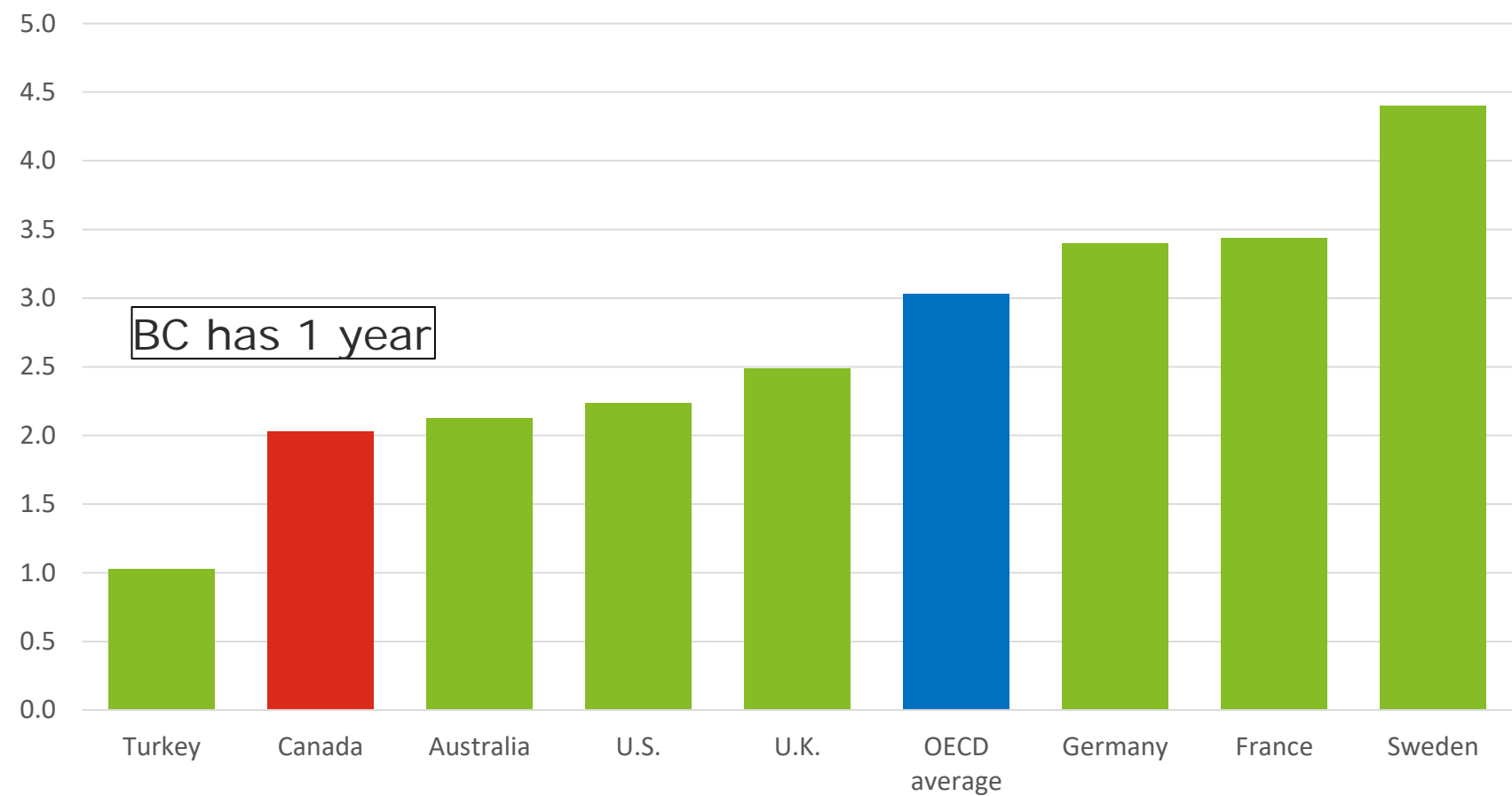
(ECE enrolment rates, ages 2-4, 2014)



Source: The Conference Board of Canada.

# Canada has a Low Duration of ECE

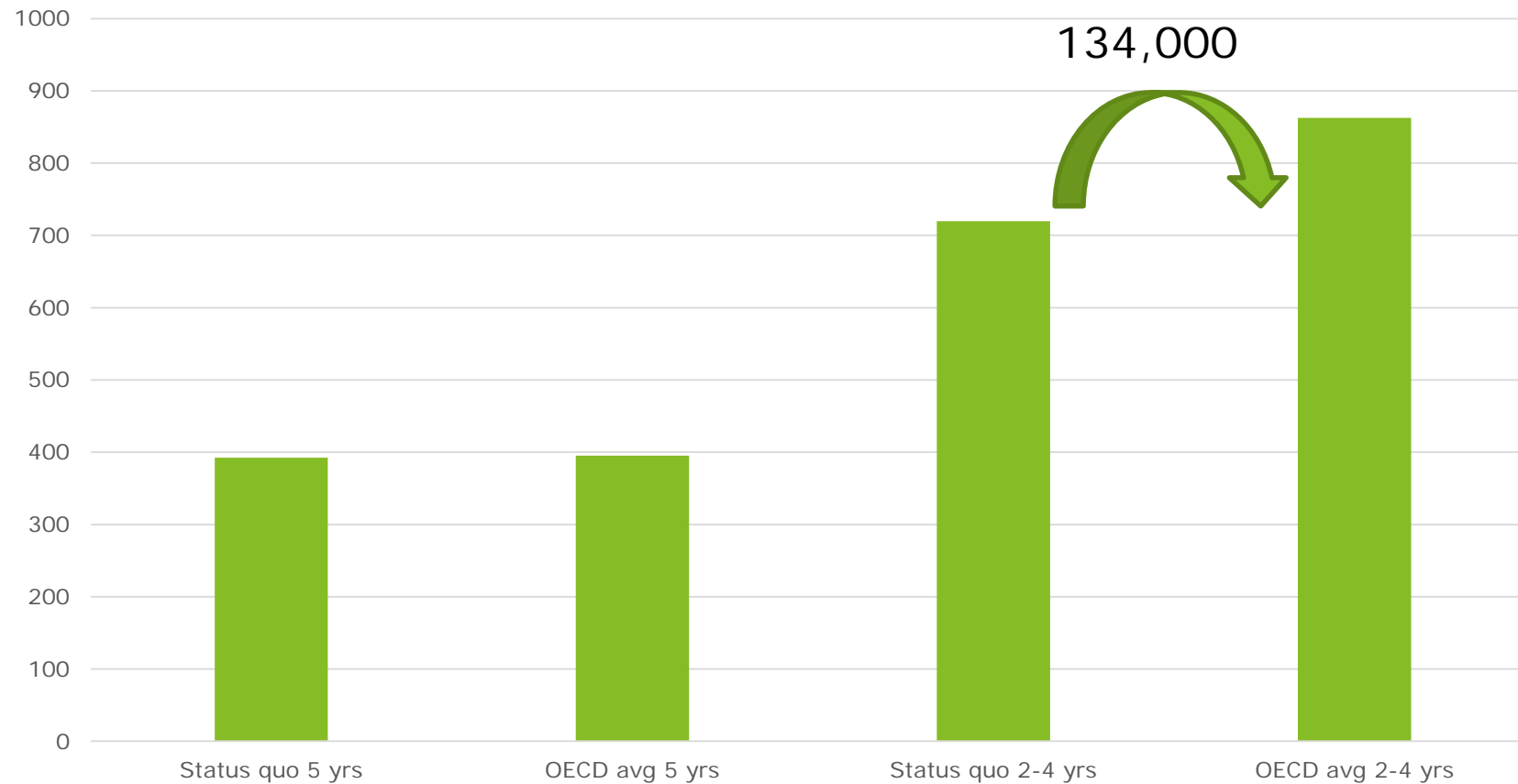
(Average duration of pre-primary education, years)



Source: The Conference Board of Canada.

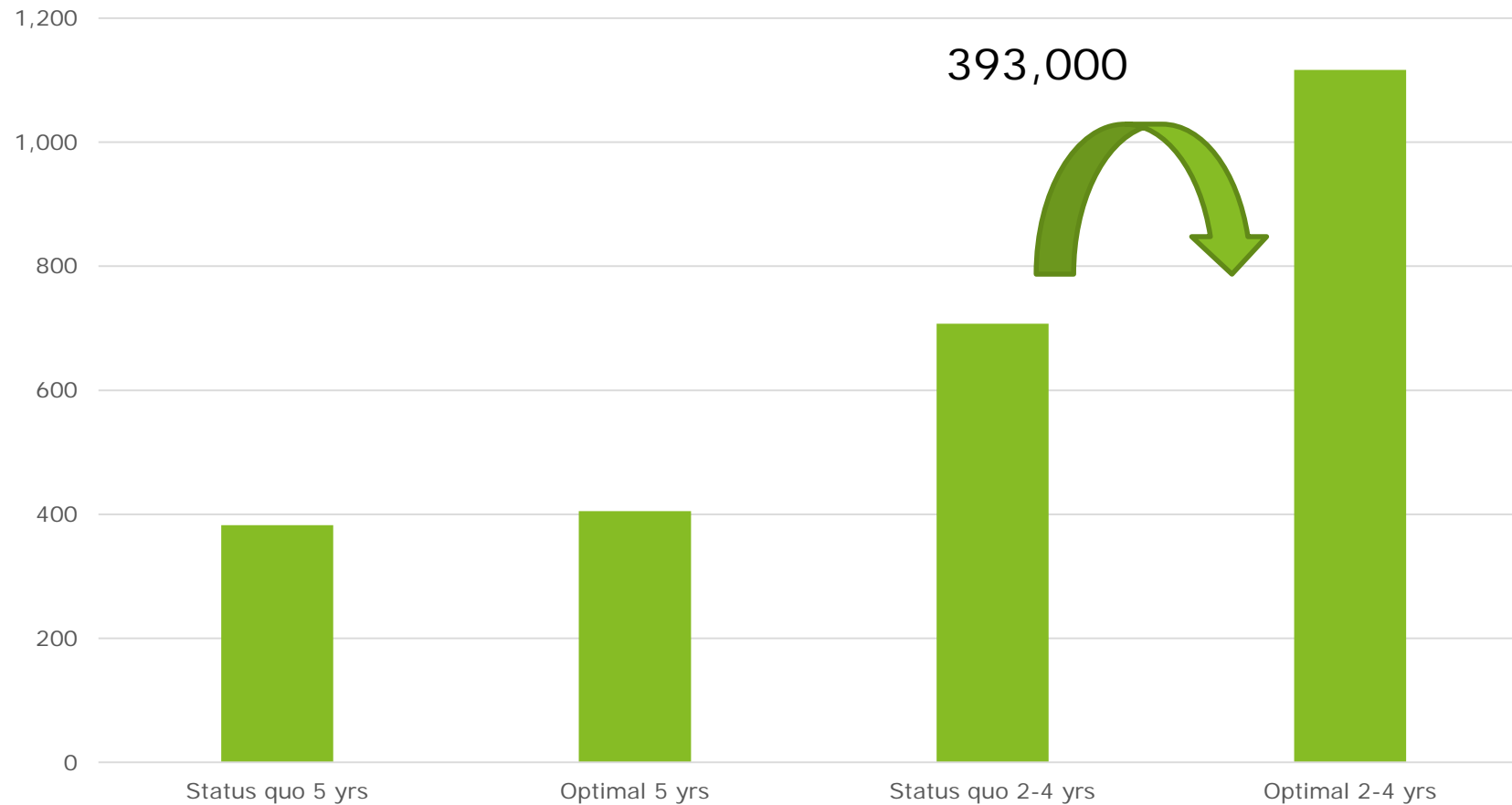
# Increasing Demand for ECE to OECD Average

number of children, OECD avg. vs current enrollment, 000s, 2017



# Increasing Demand for ECE to Top 3 OECD Performers

number of children in programs, optimal vs current enrollment, 000s, 2017





## ECE Prepares Children For Life

- Education is the great enabler. Weak educational outcomes especially prevalent for children from disadvantaged families.
- Children attending ECE programs develop stronger essential skills (e.g. literacy/numeracy). Also develop better self regulation and personal interaction skills.
- More likely to complete high school, which greatly lowers unemployment rates and raises income prospects. More likely to attend college or university.
- Empirical analysis reveals that children who attend ECE programs are more productive and have higher incomes later in life compared with children who don't attend.

## First Nations Communities

- The bottom 10 per cent is where most First Nations families living off reservations are positioned.
- The median income of Canada's Indigenous population in the 25-64 age cohort is about \$11,000 lower than their non-Indigenous counterparts.
- Essential skills are weak, with 6-of-10 lacking desired level of literacy for Canadian labour market
- In 2011, the post-secondary graduation rate for First Nations young people was only 35 per cent.

## Canadian Studies of Cost-benefit Analysis of ECE

Study	Benefit-Cost
Economic Consequences of Quebec's Child Care Policy (Fortin 2013)	1.7
Better Beginnings Better Futures (Peters, 2010)	2.0
The Benefits and Costs of Good Childcare (Cleveland, 1998)	2.0
Workforce Shortages Socio-Economic Effects (Fairholm, 2009)	2.4
Childcare as Economic and Social Development (Prentice, 2007)	1.6

## Assumptions in the Analysis

- Assume an educator to pupil ratio of 1:14 in kindergarten and 1:8 in for children aged 2 and 3.

- Classroom includes one teacher and one ECE instructor

**Teacher salary set to Ontario teacher salary, ECE's to 60 per cent of teacher salary (currently 44 per cent).**

**Operating expenses add 18.5 per cent (based on current shares in the public system).**

- Total cost of reaching OECD optimal enrolment when fully phased in is \$3.3bn in operating costs in 2022 and a total of \$3.7 billion in infrastructure requirements.

# NPV Benefit to Cost Ratio's

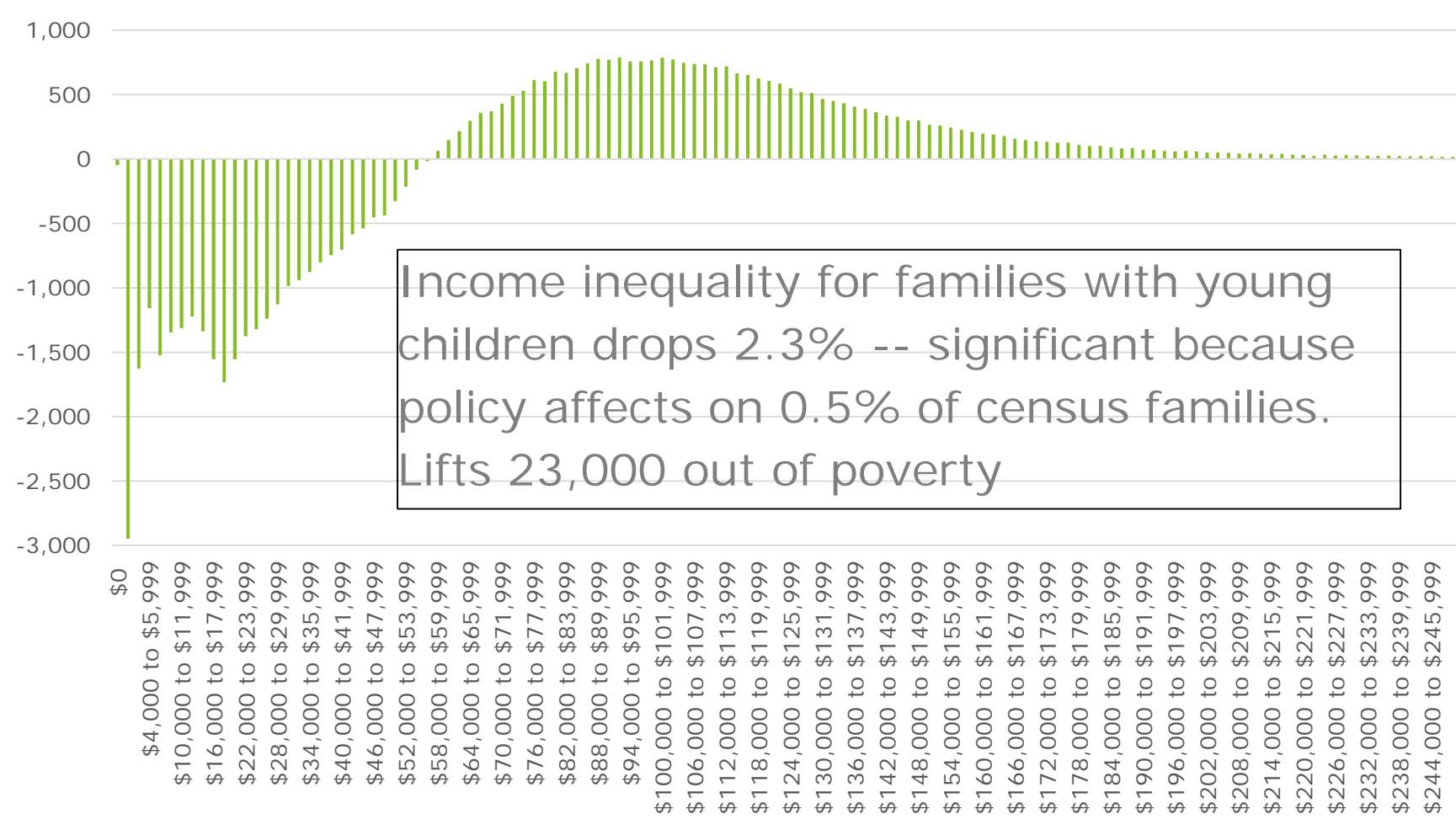
	OECD Average	OECD Optimal
Ratio from 2018 to 2050	3.62	1.67
Ratio from 2018 to 2093	5.83	3.44



## ECE Can Reduce Inequality

- In 2015, 43 per cent of families where the mother was not employed had income below \$36,000 compared to 12 per cent of families where the mother is working.
- What happens to income inequality when 76,500 women nationally enter the labour force thanks to expanded ECE provision?
- We estimate that there is a significant number of families lifted out of low income brackets.

# Change in Number of Families with Children Aged 0-4 in each Income Bracket



Income inequality for families with young children drops 2.3% -- significant because policy affects on 0.5% of census families. Lifts 23,000 out of poverty

Source: The Conference Board of Canada.

## Summary

- Additional investment in ECE will boost maternal labour force participation.
- Providing access to at least more than one year of ECE can improve math scores.
- Our cost benefit analysis aligns with other research: ECE is a good investment, with many gains, including reducing inequality.
- Indeed, boosting female labour market participation lowers the Gini coefficient for families with young children and lifts many families out of poverty.
- Additional investments in ECE are recommended.



# Thank you

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Nourish Break





# **The Pre-emptive Nature of Quality Early Child Education on Special Educational Needs**

Dr. David Philpott,  
Memorial University Newfoundland & Labrador

November 8, 2019



# The Special Education Lens



- 38 years in special education
- Push for early identification/intervention
- Helping children play catch up
- Early Years 3 – Ah ha moment
- Pratt Foundation
  - Integrated governance
  - FDK
- Premier's Task Force
  - Importance of early years
  - JK
- Preemptive nature of ECE on SEN

## A shared lens



Does quality ECE pre-empt SEN?



Does it mitigate the intensity of supports for those with SEN?



What does the research say?



What data exists?

**What is the context?**

**ECE & SEN in Canada**

**QUESTION 1**



# Evolution of disciplines

ECE	SPEC ED
<ul style="list-style-type: none"><li>• Demand</li></ul>	<ul style="list-style-type: none"><li>• Diagnostics and language</li></ul>
<ul style="list-style-type: none"><li>• Quality</li></ul>	<ul style="list-style-type: none"><li>• Segregation to inclusion</li></ul>
<ul style="list-style-type: none"><li>• Curriculum frameworks</li></ul>	<ul style="list-style-type: none"><li>• Human rights – universal access</li></ul>
<ul style="list-style-type: none"><li>• Pedagogy</li></ul>	<ul style="list-style-type: none"><li>• Professionalized</li></ul>
<ul style="list-style-type: none"><li>• Professionalized</li></ul>	<ul style="list-style-type: none"><li>• Remains a “wait to fail” model</li></ul>
<ul style="list-style-type: none"><li>• Public platform</li></ul>	<ul style="list-style-type: none"><li>• Population shift</li></ul>

# Changes in Spec Ed population

**13-15% of population**

National Centre for education statistics (2018)

THEN	NOW
Dominated by:	Dominated by (60%):
<ul style="list-style-type: none"><li>• Intellectual disabilities</li></ul>	<ul style="list-style-type: none"><li>• Academic lags in literacy, numeracy, writing</li></ul>
<ul style="list-style-type: none"><li>• Physical disabilities</li></ul>	<ul style="list-style-type: none"><li>• Speech / language issues</li></ul>
<ul style="list-style-type: none"><li>• Genetic disabilities</li></ul>	<ul style="list-style-type: none"><li>• Emotional/behavioral challenges</li></ul>
<ul style="list-style-type: none"><li>• Low SES &amp; minorities</li></ul>	<ul style="list-style-type: none"><li>• Low SES &amp; minorities</li></ul>
	<b>Highly responsive to ECE</b>

# Canadian Snapshot

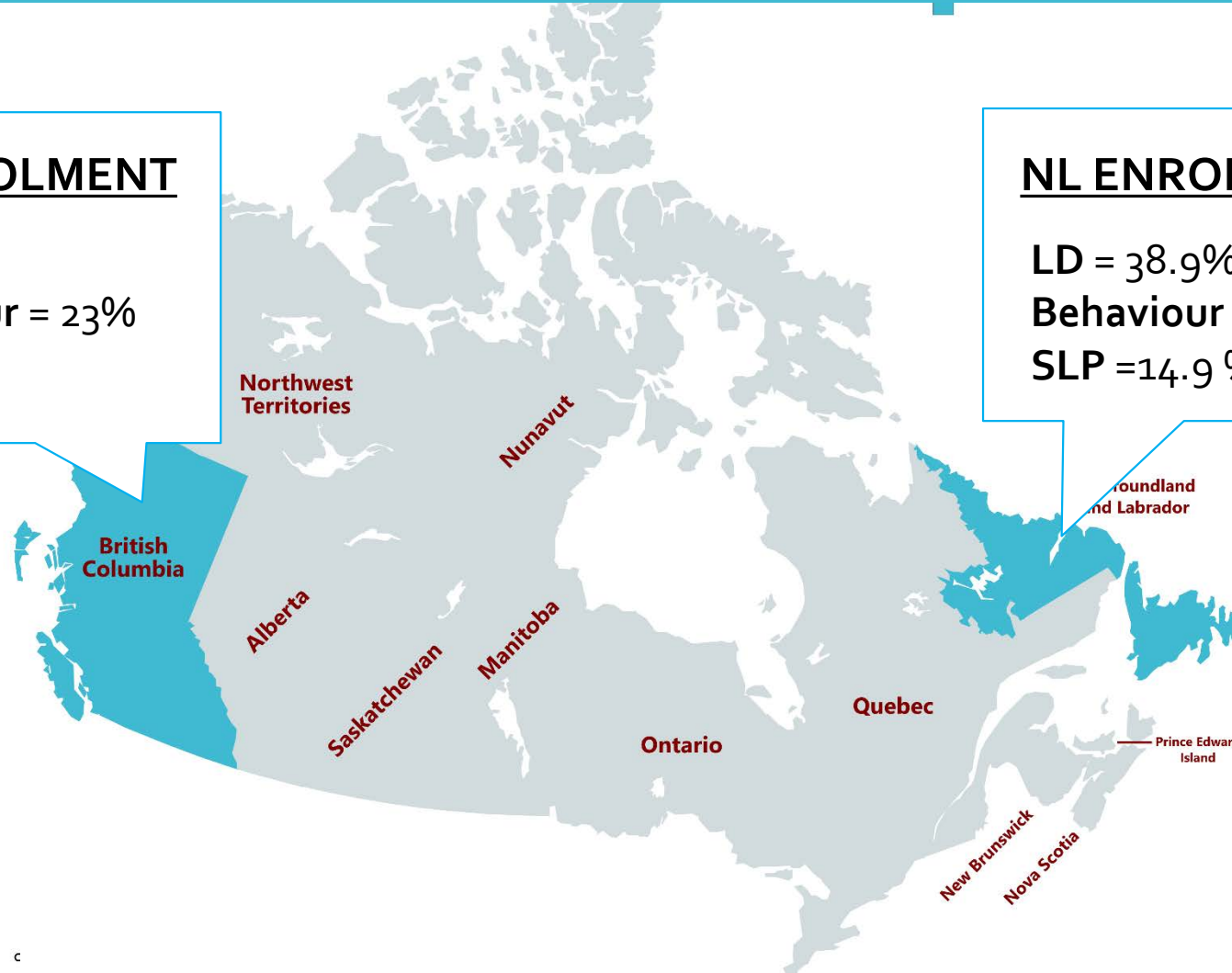
## 2017

### BC ENROLMENT

LD = 30%  
Behaviour = 23%  
SLP =

### NL ENROLMENT

LD = 38.9%  
Behaviour = 19%  
SLP = 14.9 %



**Can quality ECE  
reduce SEN?**

**QUESTION 2**

# 60 years of longitudinal data

	Literacy/ Math	Language Skills	Soc-Em Skills	Low SES	Reduced Spec Ed	C. Group	Cost Benefits
Abbot	✓	✓		✓	✓	✓	✓
BBBF	✓	✓	✓	✓	✓	✓	✓
Chicago	✓	✓		✓	✓		✓
High Scope	✓	✓	✓	✓	✓	✓	✓
EPPE	✓	✓	✓	✓	✓	✓	
EPPSE	✓	✓	✓	✓	✓	✓	✓
EYTSN	✓	✓	✓	✓	✓	✓	
Abecedarian	✓	✓	✓	✓	✓	✓	✓

# Research: Intersection of ECE & Spec Ed

<b>Benefits of ECE</b>	<b>Enhanced literacy &amp; numeracy</b>	<b>Enhanced language skills</b>	<b>Stronger behavior regulation</b>	<b>Benefits low SES the most</b>
Reasons for Special Ed	Literacy & numeracy lags	Language delays	Behavior problems	Low SES over represented



**Meta  
analysis on  
22 US  
longitudinal  
ECE studies  
from  
60's – 2016**  
(McCoy et al, 2017)

**Concluded that enrolment in quality ECE:**

- ↓ participation in special education programs by 8%,
- ↓ grade retention by 8.29%, and
- ↑ high school graduation by over 11%

*Skills typically impacted by ECE programming (including cognitive skills in language, literacy, and math, and socio-emotional capacities in self-regulation, motivation, engagement, and persistence) are likely precursors of children's ability to maintain a positive academic trajectory*

# Ready for Life

(Alexander et al, 2017)

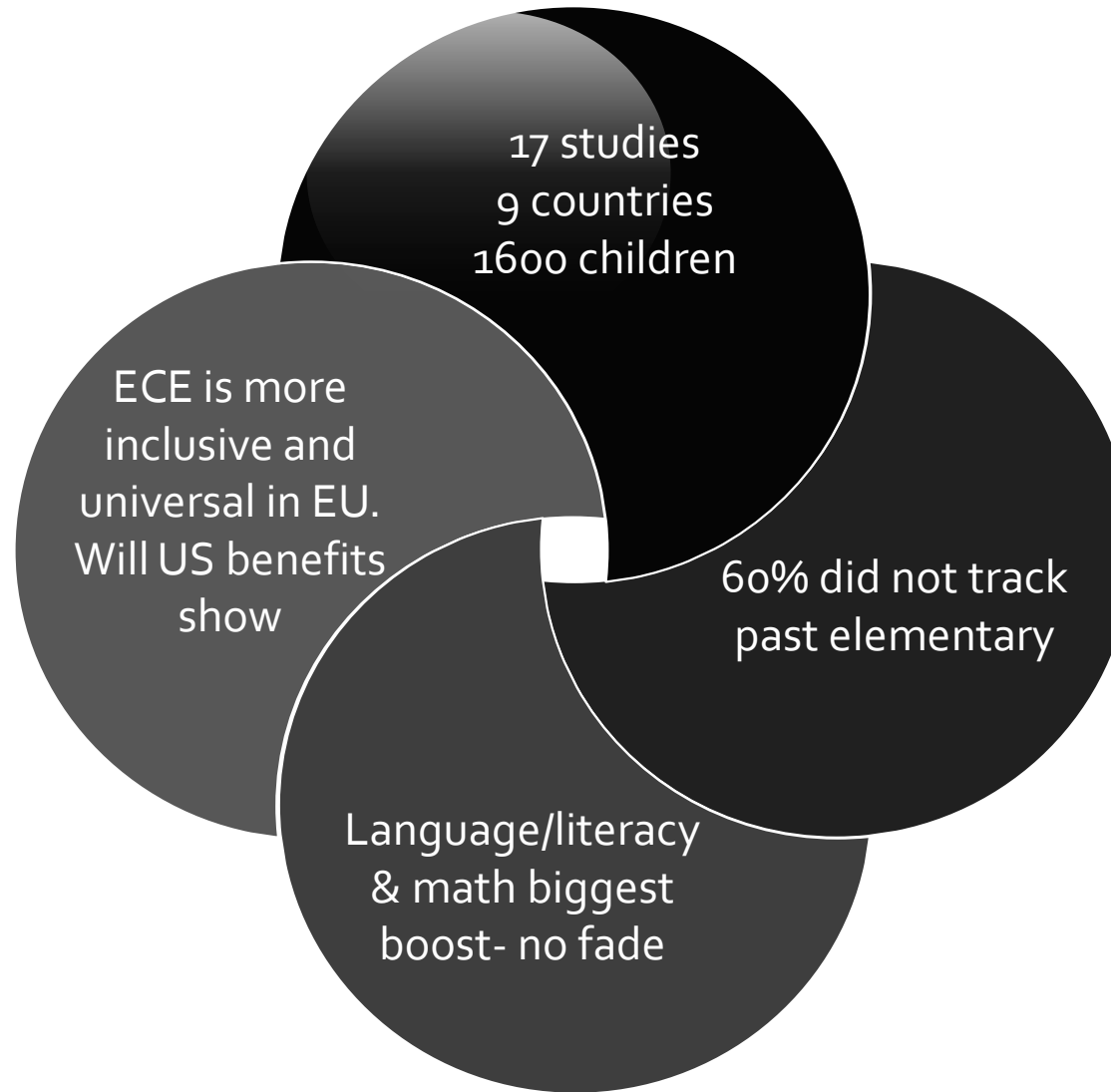
Two years of quality ECE before age 6 is key, especially for children with low SES.

- Boosts families and economies
- Permanent boost to literacy/numeracy, language, social skills and self regulation
- Boosts human capital skills, education, employment & earnings

Majority of kids in Canada under 5 years do not have access to ECE – only 1 in 3

# EU collective review of longitudinal studies

(Ulferts, et al, 2019)



*“Policy aiming at improving regular provision can have widespread implications for societies and economies given the enormous and increasing number of children in regular ECE...”  
(p. 1485)*

# **Effective Provision of Pre-School Education Project (EPPE) UK**

(Taggart et al, 2015)

Tracked 3000 students beginning in 1997 to graduation

Rich and diverse data set, still in existence

Students with 2 years of high quality ECE

- higher literacy/numeracy, language, self-regulation, social skills, higher graduation, higher post-secondary, greater citizen involvement, higher incomes and lower crime and violence
- impact was greatest for children with low SES

At age 4, 30% of children had SEN.

At age 6 it was 20%.

# Early Years Transition & Special Educational Needs (EYTSEN)

(Sammons et al, 2003)

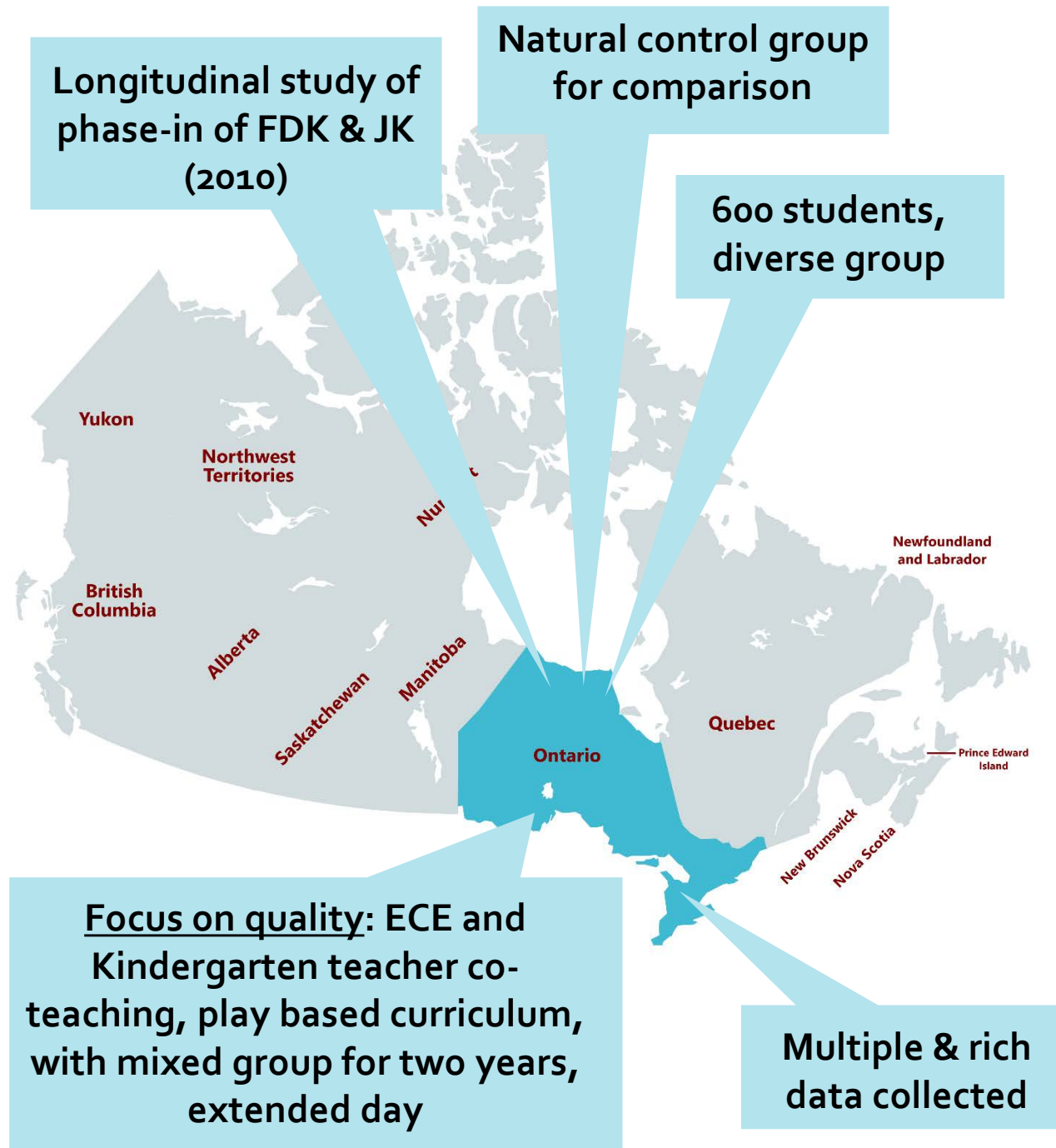
## HOME KIDS

- 51% at risk for cognitive development
- 44% at risk for reading
- 37% at risk for math
- 51% at risk for social struggles

## 2 YEARS OF ECE

- 21% at risk for cognitive development
- 23% at risk for reading
- 16% at risk for math
- 21% at risk for social struggles

# Ontario's study on JK & FDK



# Findings: to Gr. 3

(Pelletier & Corter, 2018)

- ▶ FDK significantly higher in all areas: social, language self-regulation and reading (provincial tests)
- ▶ Also significantly higher in direct measure of number knowledge, writing and drawing
- ▶ FDK children more likely to talk about play as important
- ▶ FDK parents who both work outside the home report fewer daily hassles
- ▶ ECEs and K teachers increasingly aligned in their perspectives about roles and responsibilities



# A closer look for Impact of quality on Spec Ed indicators

Dr. Edward Melhuish  
re-examined the EPPE  
data for indicators  
through **to high school  
completion**, not just  
primary (Melhuish,  
2019)

Dr. Jan Pelletier  
examined the ON study  
for indicators of Spec Ed  
through **to end of  
Elementary**, not just  
primary (Pelletier &  
Fesseha, 2019)

Both defined risk  
as  $>1$  SD below  
the mean

Cognitive risk was  
identified by  
performance in  
literacy and  
numeracy on both  
standardized  
measures and  
government exams

# Revisiting EPPE

## LOW QUALITY

- 36% reduction in cognitive risk at age 5
- 40% reduction in cognitive risk by age 16
- 5% reduction in social/behavioral risk by age 11

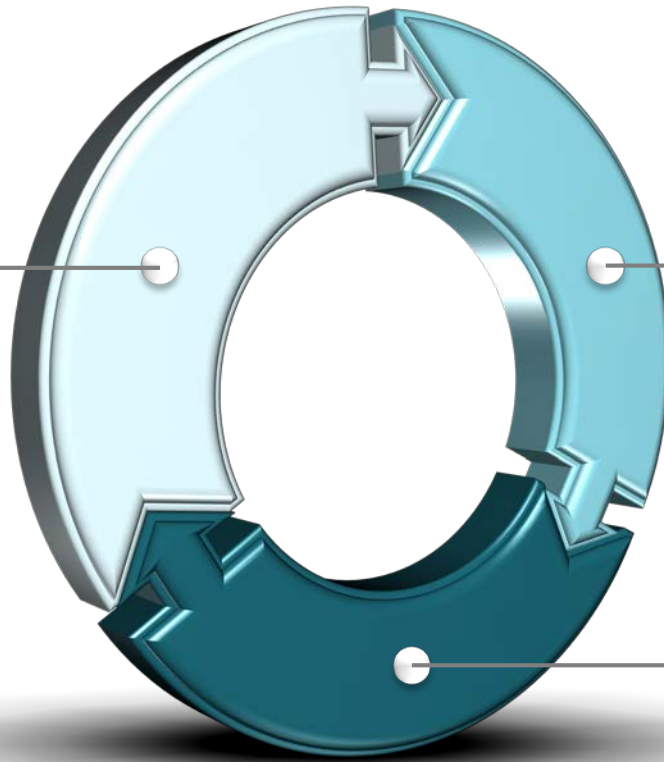
## HIGH QUALITY

- 45% reduction in cognitive risk by age 5
- 55% reduction in cognitive risk by age 16
- 39% reduction in social/behavioral risk by age 11

# Revisiting Ontario

## Self-regulation:

HDK students were **3 times** more likely than FDK students to be  $>1SD$



## Vocabulary:

HDK students were **1.5 times** more likely than FDK students to be  $>1SD$

**Reading:** HDK students were **2 times** more likely than FDK students to be  $>1SD$

Multiple lines of evidence of the pre-emptive nature of ECE on SEN

Quality of ECE determines the amount of the impact

Emergent studies match the longitudinal studies but show a greater impact because quality of ECE has improved

ON study is vital to measuring this link

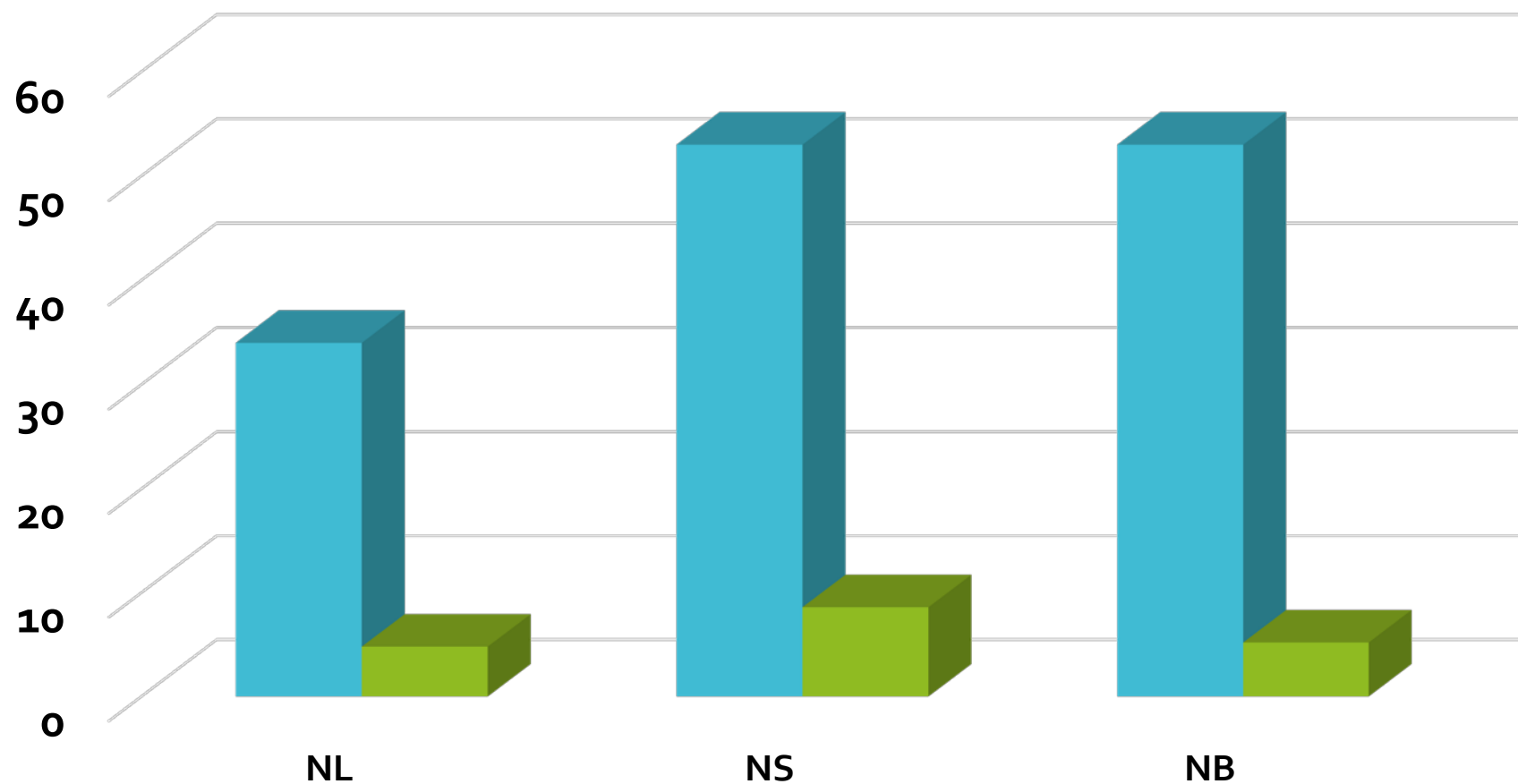
**CONCLUSIONS**



**CAN quality ECE  
mitigate the  
intensity of later  
supports for children  
with SEN?**

**QUESTION 3**

# Children with SEN in ECE programs



■ % of children attending ECE ■ % of those children who require additional staff supports

# SEN during the early years

OECD/2018 report less than 25% of SEN children are in ECE programs

Each province has inclusive ECE policy / diverse funding models

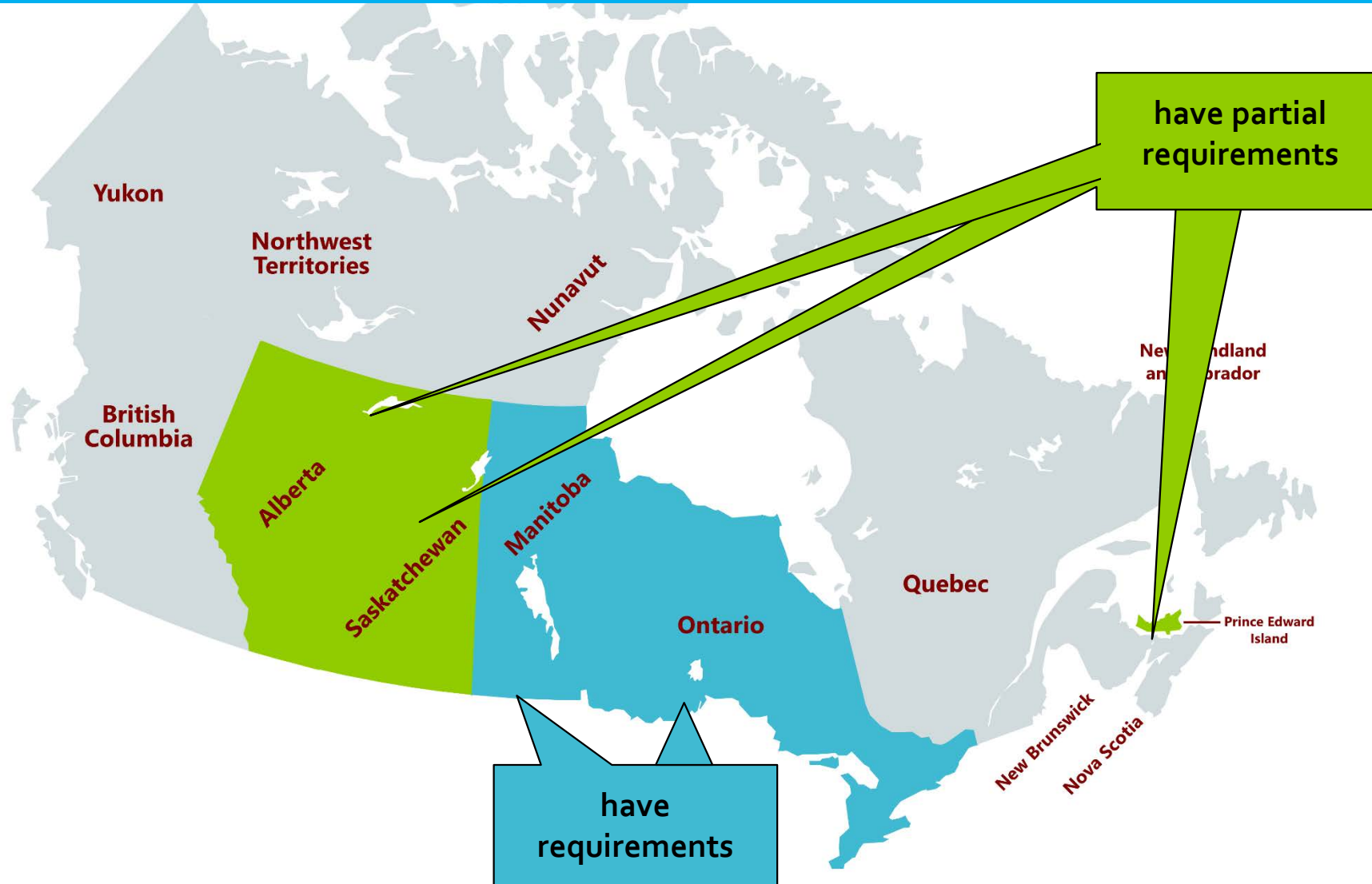
Federal bilateral agreements prioritizes inclusive ECE programs

HR and training a challenge

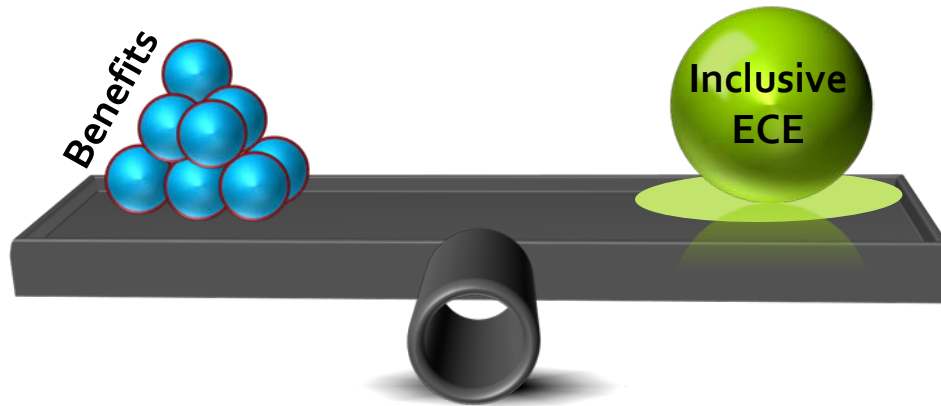


*Early Childhood Education Report 2017*, benchmark for: “funding conditional on including children with special needs in licensed child care”

- Benchmark has hardly improved since monitoring of ECE was launched in 2010



# Benefits of inclusive ECE programs



## Families

- both parents continue to work
- crucial to meeting SEN related expenses
- the family's economic / psychological well-being

## Children

- have stronger understandings of disabilities
- are more tolerant of diversity
- have greater empathy
- have more positive attitudes toward children with SEN

## Educators

- acquire inclusive pedagogies
- collaborate more effectively
- become better at directing play among diverse learners

# Growing research for continuity of learning



Home/school relationships  
established early



Interprofessional teams  
established



Teams learn what works  
by school start

Programs are in place



Resources are identified  
early



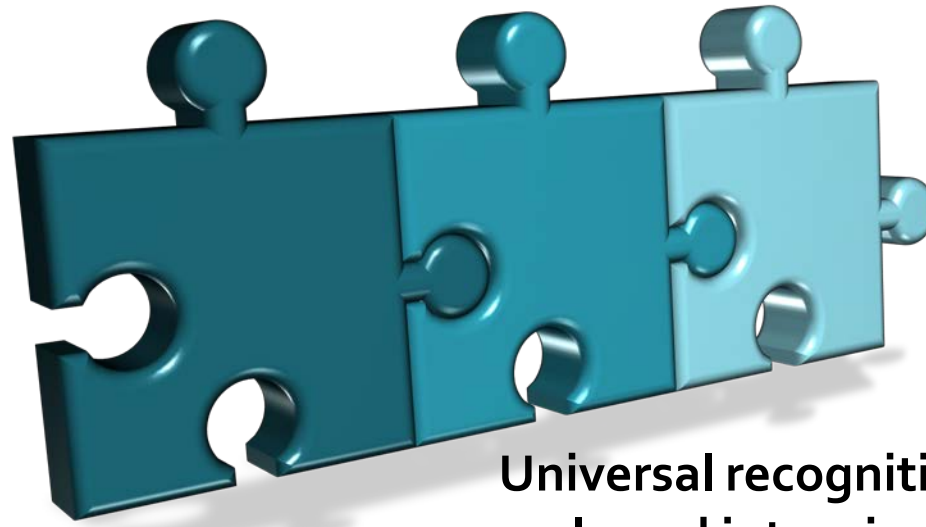
Child development  
optimized before school  
start



OECD /2017 identifies that integrated governance no assurance of effective transition planning and calls for **continuity of policy, training, pedagogy, and curriculum** between ECE and primary school

# Autism Spectrum Disorder & ECE

1 in 66 Canadians  
aged 5 to 17

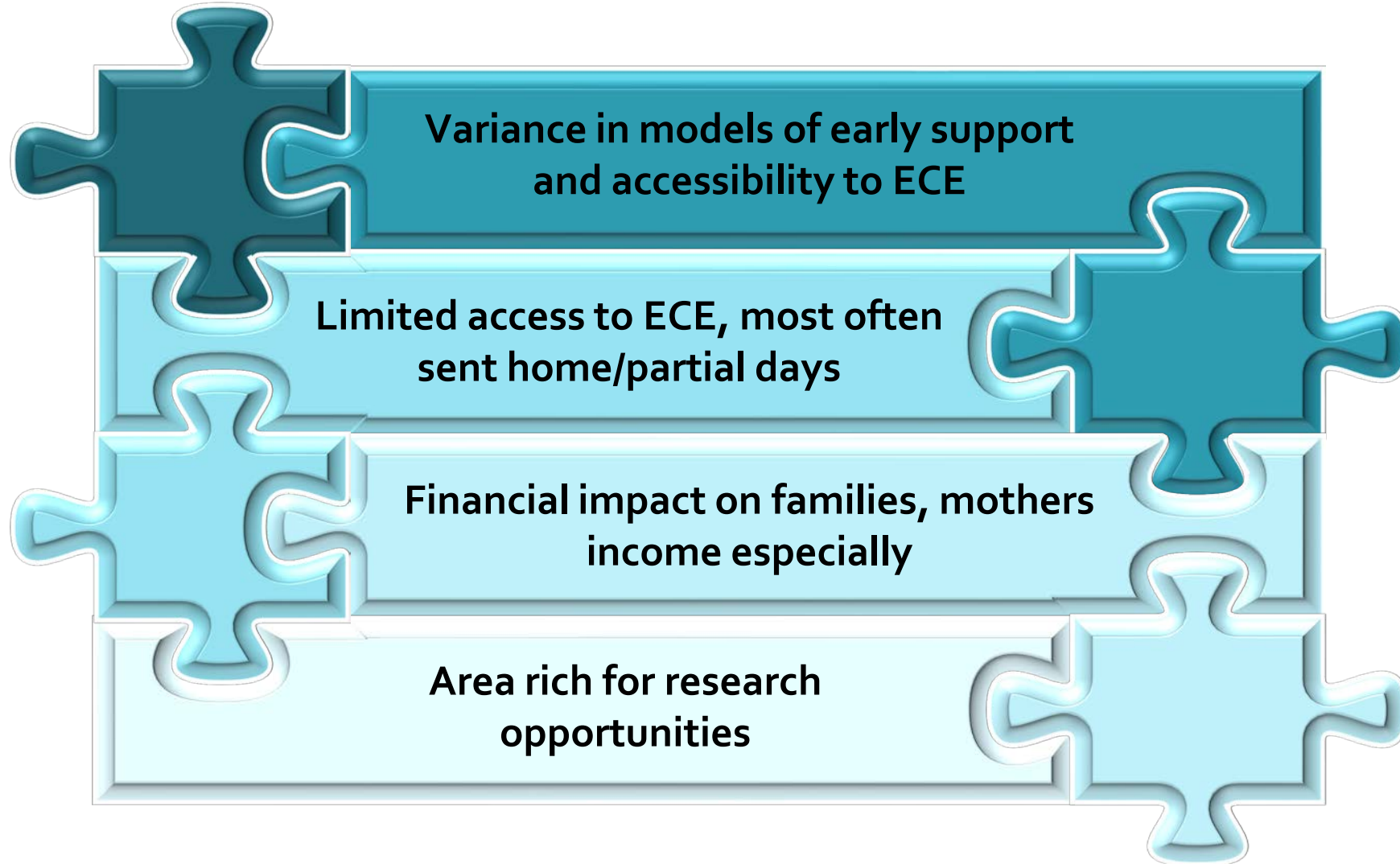


56% diagnosed  
during the early  
years, 75% by  
age 8

Universal recognition of the need for  
early and intensive intervention  
during the early years to address  
(ABA & Jaspar):

- Communication and language lags
- Sensory needs
- Disruptive behaviors

# Autism Spectrum Disorder & ECE



# Mental health and ECE

## Research indicates:

Rapid rise in student MH concerns – trends difficult

10-25% of young children are impacted

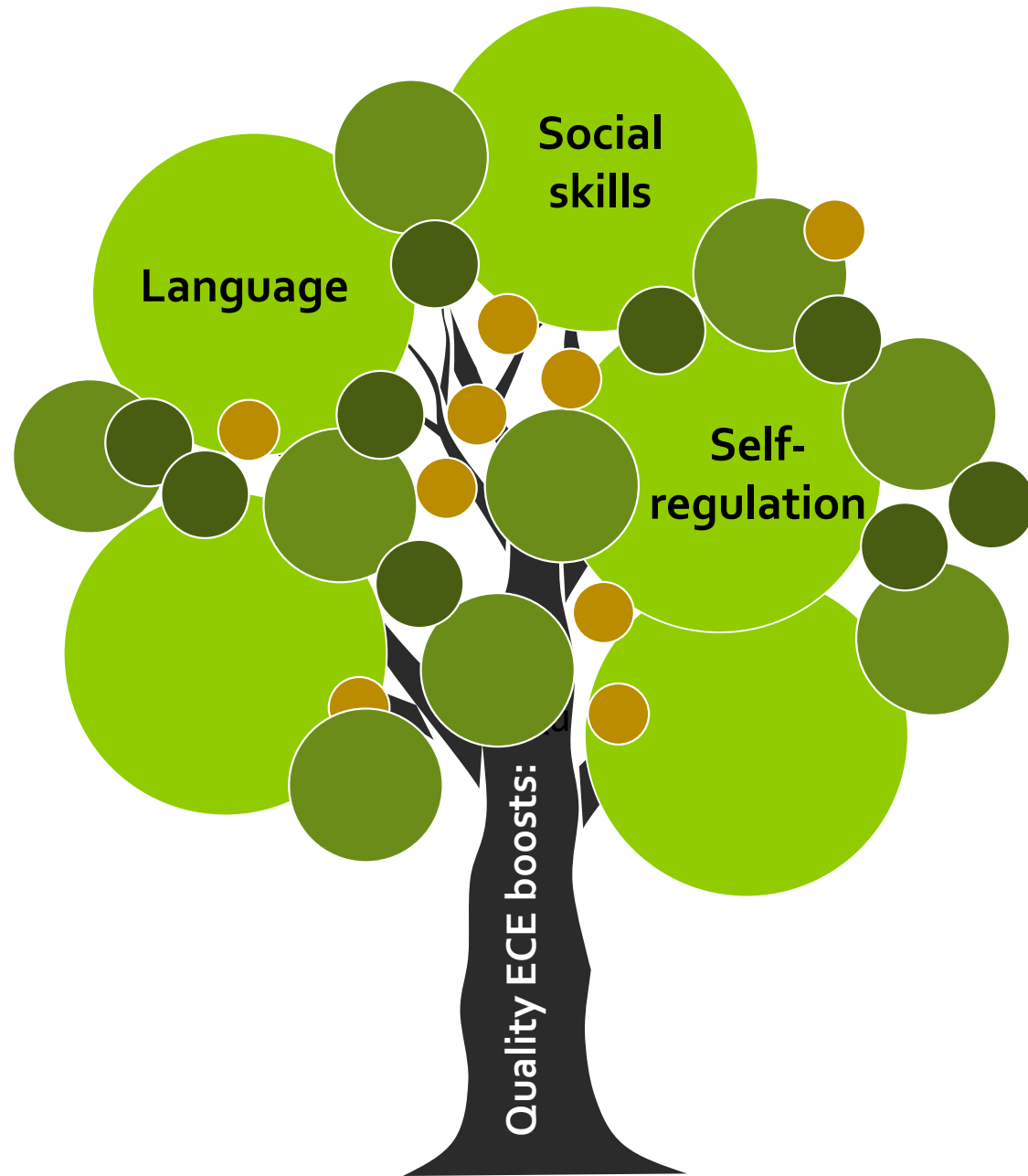
MH in young children often unaddressed

Transitions during the school day raises child stress

Maladaptive behaviors, once entrenched, are more difficult and costlier to remediate

The mental health of the early child educator can impact the child, positively or negatively

Inconsistent or unstable child care placement raises child stress



# Mental health and ECE

Lags in those three areas are indicative of MH issues.

Hence a compensatory nature of ECE.

Research shows that the quality of child's relationship with early childhood educator & quality/stability of ECE placement highly predictive of future mental health of child ***ESPECIALLY*** for children most at risk.



# Importance of early curriculum frameworks



**Explicit social  
and emotional  
learning (SEL)  
outcomes**

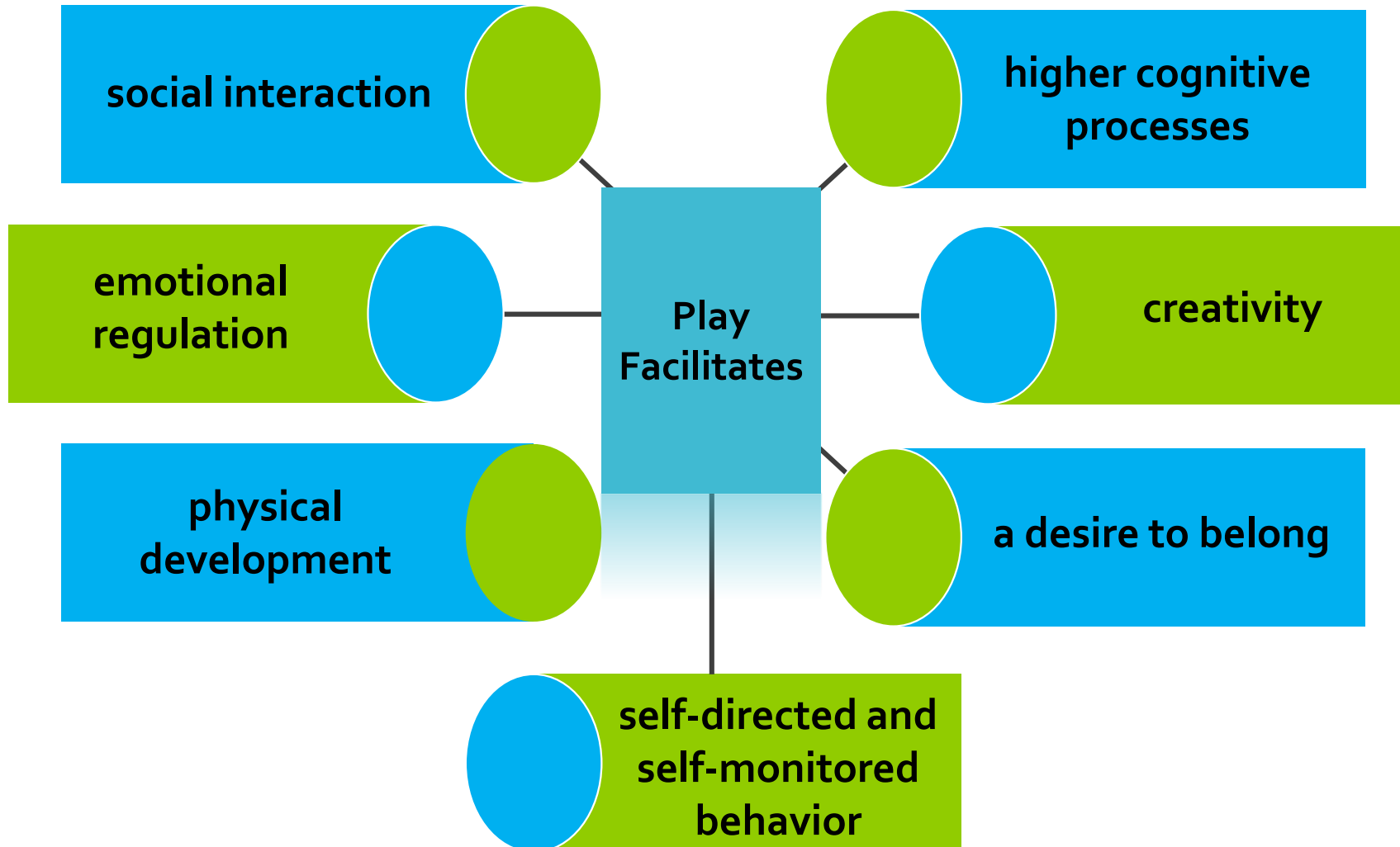


**Responsive  
teaching  
toward  
outcomes**

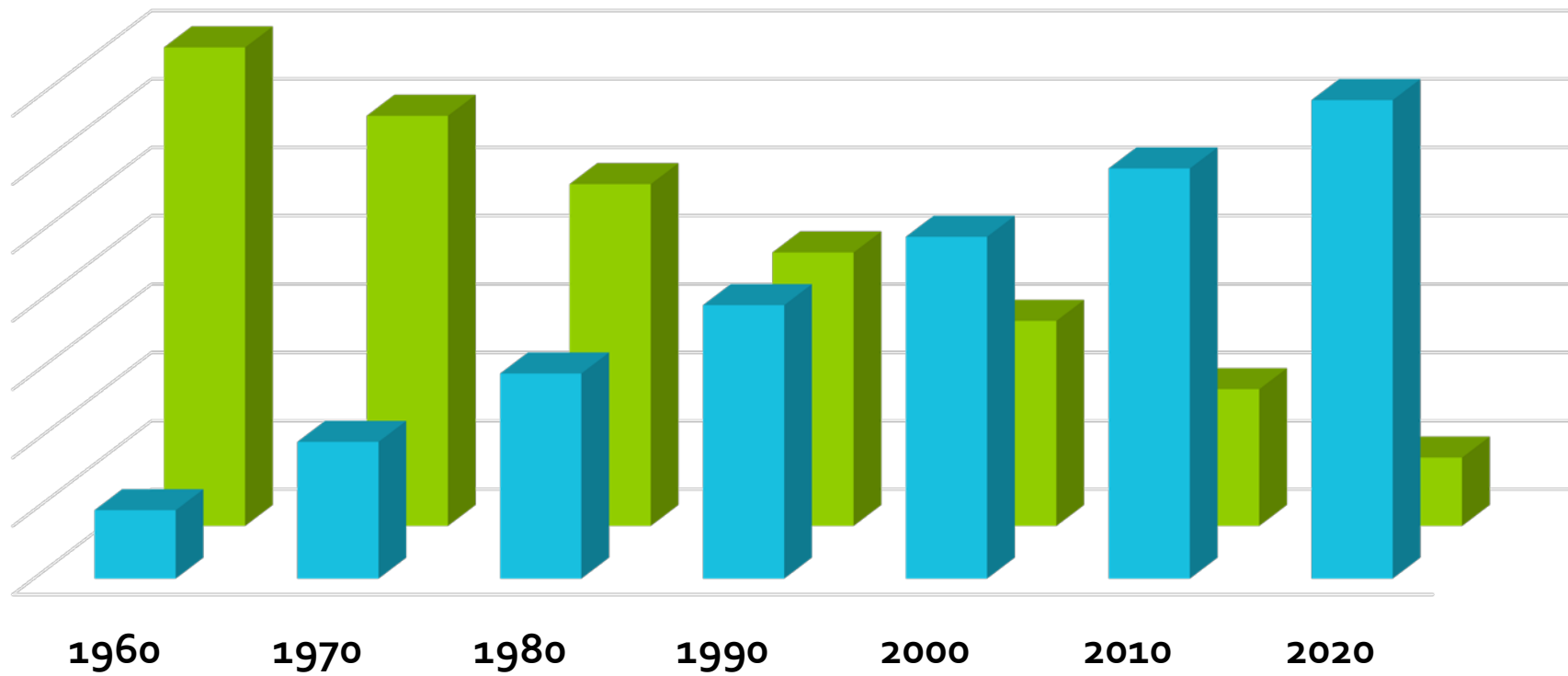


**Education &  
training to  
ensure  
outcomes met**

# Play-based pedagogy



Inoculative factors for MH concerns



■ Mental & Physical Health Challenges    ■ Free Play

# Conclusion

Multiple lines of evidence reveal children with SEN, who will always need support, can have a radically easier transition to school

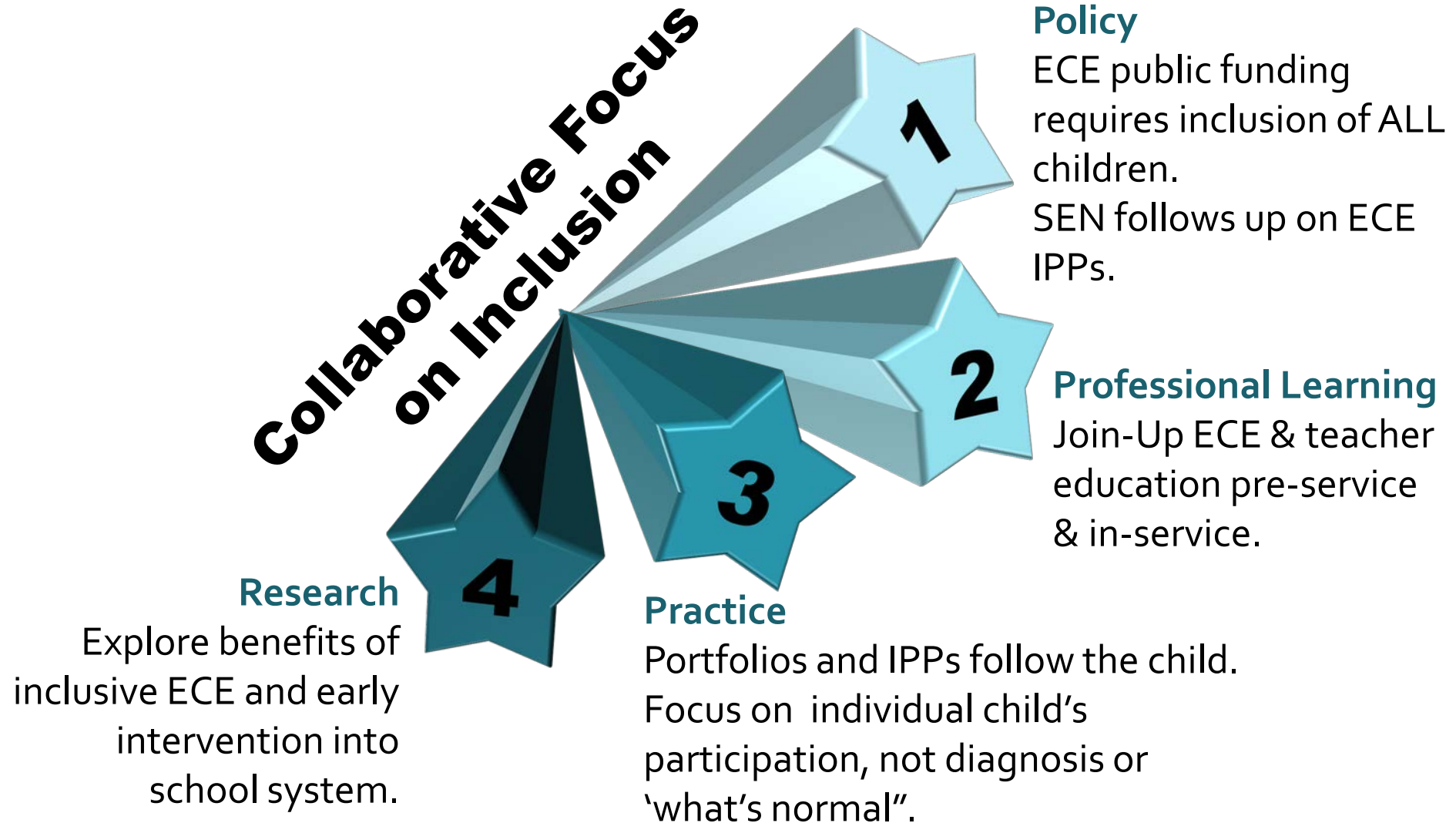
Families of children with complex needs, who require strong relationships with educators, can have those relationships initiated earlier

**PRE-EMPTIVE  
NATURE OF  
ECE ON SEN**

The impact of quality ECE on children's mental health and behavior regulation is undeniable

The earlier we engage the children and families facing the biggest challenges the less resources they will require

# Set out to create a shared lens



**Report &  
Journal  
available**

**The Preemptive Nature of Quality Early  
Child Education on Special Educational  
Needs in Children**

*Dr. David Philpott, Dr. Gabrielle Young, Dr. Kimberly Maich,  
Dr. Sharon Penney, and Emily Butler*

*February 2019*

**<https://research.library.mun.ca/13571/>**



EXCEPTIONALITY  
EDUCATION  
INTERNATIONAL

**<https://ir.lib.uwo.ca/eei/>**

## Contact

Dr. David Philpott  
philpott@mun.ca







# Collaborating with Community Partners to Deliver Quality School Age Child Care

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Jennifer McCrea – Assistant Deputy Minister

November 8, 2019



Ministry of  
Education



# Context

## NDP Platform (2017)

- “a childcare system that provides safe care for every child whose family wants or needs it”

## Confidence and Supply Agreement (2017)”

- “Invest in child care and early childhood education to improve quality, expand spaces, and ensure child care is accessible for all families...”

## Minister Chen’s Mandate Letter (2017)

- “implement a universal child-care plan that provides affordable, accessible and high-quality care...”

## Child Care BC (2018)

- Budget committed to 22K new spaces
- “accelerate the availability of child care that is co-located on school grounds”

## Cabinet Direction (2018/19)

- Directed EDUC to focus on supporting the delivery of school-age care, as part of the path to universal child care



# Rationale



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**Service coordination positively impacts children's development**

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**Consistent high quality school-age child care no matter where the child goes**

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**Create additional spaces making it easier for families**

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**Expanding school-age child care is part of the path to universal child care**

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**School-age child care supports parents' labour market participation**

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## School Districts Partnering with Community Providers



- Beyond lease agreements, partnerships consider shared:
  - Services (e.g. transportation, purchasing equipment and supplies)
  - School spaces and outdoor play areas
  - Professional development
  - Values and commitments (e.g. reconciliation, inclusion)
  - Principles according to the B.C. Early Learning Framework
- Families pay fees and the Ministry of Children and Family Development offers subsidies



## School Districts Delivering School-age Child Care Directly



- Benefits include:
  - Increased consistency for children and families
  - Seamless transitions with the school system
  - Continuity of learning
  - Opportunities for overlapping staffing
  - Maximize public investments in people and spaces
  - Higher quality of care
- Seamless Day Model is an effective practice (for 5-7 year olds)
- Families pay fees and the Ministry of Children and Family Development offers subsidies







# Collaborative Partnerships

- **Mary Teegee**, President, BC Aboriginal Child Care Society
- **Barry Forer**, Research Associate, Human Early Learning Partnership
- **Nadine Gagné-L'Hirondelle**, Provincial Métis Early Years Program Coordinator, Métis Nation BC
- **Suzanne Hoffman**, Superintendent, Vancouver School District







Lunch









**Honourable Katrine Conroy**  
**Minister of Children and Family Development**



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CHILDCARE BC









## School District/Community Stories

Ensuring the delivery of high  
quality school-age child care  
(children 5-12 years)



# **Greg Smyth's Story**

## **Superintendent**

### **Alberni School District**

A School District Operated Program: Family Hub



**SD70 (Alberni)**

*Always learning - Apprendre, toujours - takaas?aaqłin huuhtakšiih*



# **Nicole Daneault's Story**

## **Principal École Glen Elementary School**

### **Coquitlam School District**

Collaboration with a Community Partner



# Bev Young's Story

Superintendent

Okanagan Similkameen School District

A School District Operated Program: 'Seamless Day'







## School District/Community Stories

Greg Smyth  
Nicole Daneault  
Bev Young



# Flash Chat Activity

Reflect on what you've heard today about the Partnership Model and the school district/community stories.

1. Think about your own context, what are you wondering about?
2. Moving forward, in what ways could you enhance school district/community collaboration to ensure delivery of high quality before-and-after school care for school-aged children?
3. What are your community /school district partnerships already doing that sustains high quality before-and-after school care for school-aged children?

Before & After School Program Example <https://youtu.be/sHWURNhSNww>





## Nourish Break





# Continuity of Learning: A Provincial, National and Global Perspective

Jane Bertrand

Margaret & Wallace McCain Family Foundation

@JaneBertrand1

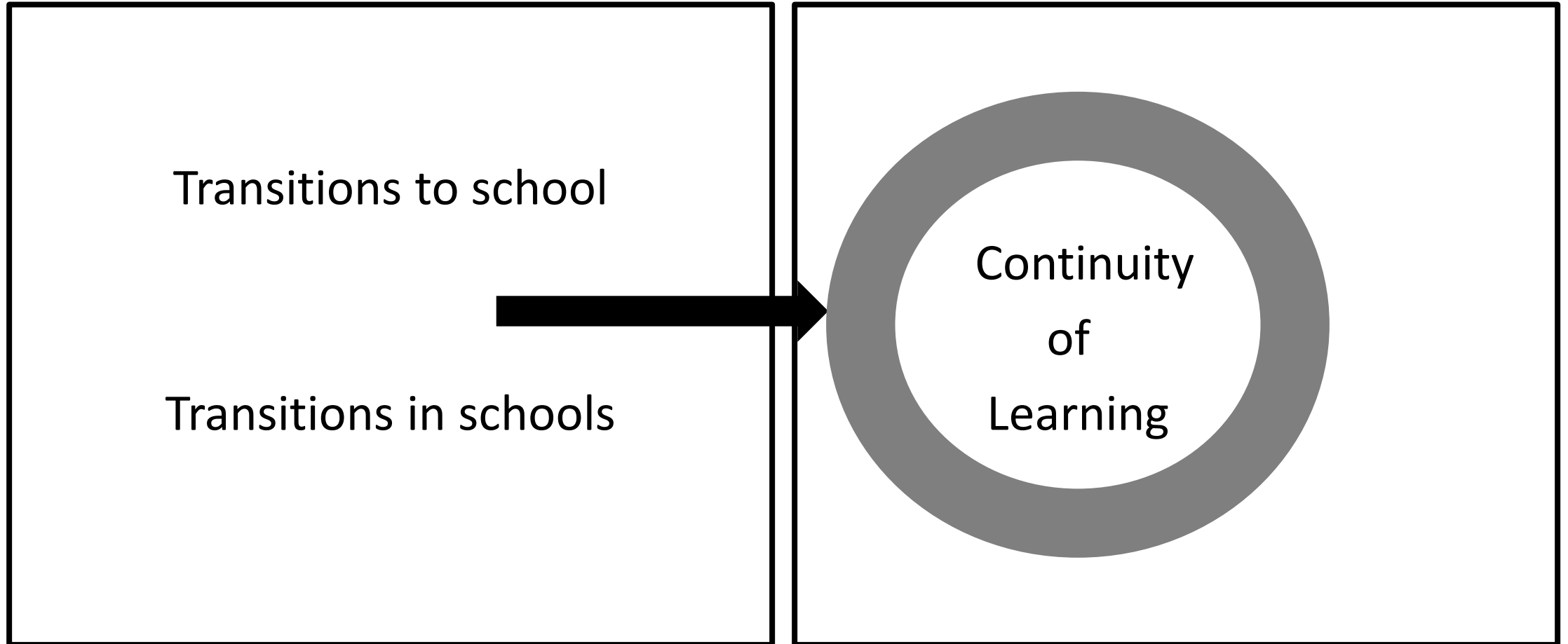
[www.mwmccain.ca](http://www.mwmccain.ca)



What we  
know.....

All children benefit from early learning programs before entering Kindergarten	<i>Disadvantaged &amp; vulnerable children benefit the most, but are least likely to attend</i>
Early learning benefits can be leveraged or diminished by the primary school experiences	Early learning offers triple dividends on investment

# Making A Shift...





# Move from transition from ECE programs to school TO continuity of learning

- From getting children ready for school and getting schools ready for children

TO

- Continuous learning pathways and shared pedagogy/teaching practices
- THE CHALLENGE – Differing legislation, regulation, funding, employers, public versus market delivery

# Towards continuity of learning

1. Curricular continuity
2. Before- and after-school programs
3. Leadership

# Curriculum Continuity



# Organization for Economic & Co-operative Development

(Shuey et al. 2019)

Education system organization  
& educator policies

Regional and local authorities  
or providers onboard

Impact of differing ECEC and  
primary education goals

Alignment at broad level of  
goals or strands of education  
promote learning



**ECE and  
Primary  
Education  
Curricula**

**59 countries  
& jurisdiction**

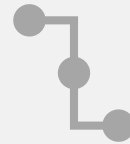
**OECD, 2019**



22% Integrated



54% Aligned



24% Not aligned or  
integrated

# BC Core Competencies



## BC Early Learning Framework Living Inquiries

- ◆ Well-being and belonging
- ◆ Engagement with others, materials, and the world
- ◆ Communication and literacies
- ◆ Identities, social responsibility, and diversity

## BC Early Learning Framework

- Living Inquires
- Pathways
- Critically Reflective Questions

## BC New Curriculum

- Core Competencies
- Disciplines
- Big Ideas
- Learning Standards
  - Curricular Competencies
  - Content

## Pedagogical Strategies for Play-Based Learning

◀ Child-Directed

Educator-Guided

Educator-Directed ▶



### Free Play

Observe & reflect  
Facilitate time,  
space & things



### Inquiry Play

Extend child-  
initiated ideas  
& explorations  
through questions,  
provocations,  
investigations



### Collaborative Play

Use opportunities  
to enter children's  
play & incorporate  
targeted skills into  
their play



### Playful Learning

Focus on targeted  
skills in learning  
experiences that  
can incorporate  
children's play  
narrative



### Learning Games

Prescribed activities  
—focused skills—  
usually literacy &  
numeracy skills

Adapted from Pyle and Danniels, 2017





# Before- and After- School Programs

## Extended School Day

- Multiple possibilities
- Shared space
- Shared practices
- Opportunities for overlapping staffing
- Maximize public investments in people and spaces



# Third Space of Childhood

# Outdoor Play



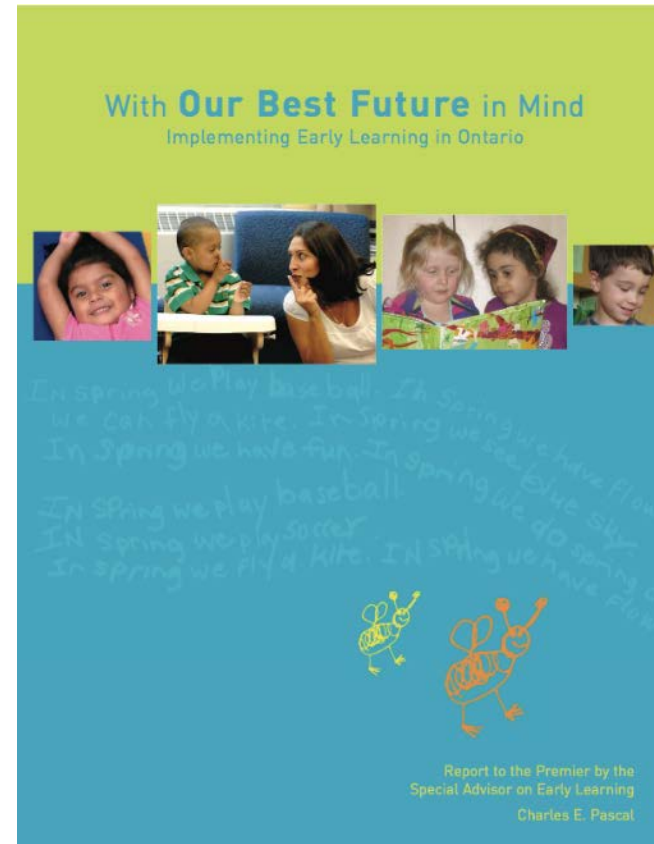


# Examples Across Canada....

- Quebec – Before & After School programs part of public education
- Ontario – Legislated requirement for school to have programs (school board operated or third party delivery)
- Nova Scotia - Pre Primary Program (4 year olds) & Outdoor Before & After Programs

# Leadership





Starting Small.....Thinking Big  
Early Learning for Every Child

## Local Context

- Disruption is inevitable and can be managed
- Maximize local assets
- Schools are a community space & place



# Public Infrastructure

- Consider essential provincial infrastructure (legislation, regulation, funding)
- Design public policies to make essential working relationships possible without extraordinary efforts
- Short-term workarounds

# Resource School Principals

- Identify champions & early adopters
- Document & communicate lessons learned
- Create communities of practice
- Design administrative systems that reduce school level demands

A photograph of a young child walking away from the camera through a deep snowdrift. The child is wearing a blue camouflage-patterned winter jacket, dark pants, and a colorful striped beanie. In the background, a gold car is partially visible on the left, and a large pile of snow is in the center. The scene is bright and wintry.

# Moving Forward

- Public schools belong to the public
- Public education is a universal platform – everyone is included without stigma
- Share a vision and start from where you are



# Starting Strong V: Transitions

Focus on transitions to primary school underscores the value of common governance and consistent coherent pedagogy from the early years into primary education.

OECD, 2017

# Message from 2018 OECD ECE Congress



Research &  
Data



Universal



Quality



Playification



Delivery

# Essential to Continuity of Learning - Quality & Access to ECE

In BC, 1 in 4 children between 2 and 4 years old regularly participate in early childhood education programs – half the Canadian average

- Quality early childhood education programs require a coherent infrastructure & funding
- Access requires participation based on the child's age not parents' activity



**EARLY YEARS STUDY™**  
Thriving Kids, Thriving Society

[Earlyyearsstudy.ca](http://Earlyyearsstudy.ca)



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# Honourable Katrina Chen Minister of State for Child Care



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CHILDCARE BC



Margaret & Wallace McCain  
Family Foundation

**VISION** Early Childhood Education is the key to a better society. It provides children with the best possible start in life and is the foundation of a literate, pluralistic and democratic Canada.

**MISSION** Promote the best evidence to inform practice, policy and research to cultivate increased public investment in high quality early learning as an entitlement for every child.

[www.mwmccain.ca](http://www.mwmccain.ca)

@ MWMFF\_



The background of the image is a light-colored surface, possibly a table or floor, covered in numerous colorful paint splatters in shades of blue, red, yellow, and green. In the center-left, there is a large, circular wooden palette with a natural wood grain. Resting on the palette are three palette knives with light-colored wooden handles and metal blades. Above the palette, a clear plastic bag is partially visible. On the right side, a large, semi-transparent white circle overlaps the background.

Thank you