

ECE ARTICULATION CONFERENCE

Meeting Minutes – May 4 & 5, 2020 (held virtually via Zoom)

IN ATTENDANCE:

Sheila Grieve (Co-Chair/Vancouver Island University), Laurie Tulloch (Co-Chair, North Island College), Taya Whitehead (Deans Representative, Selkirk College), Aanyta Fahienbruch (Selkirk College), Violet Jessen (Capilano University /ECEBC), Julia Black (Capilano University), Laura Doan (Thompson Rivers University), Cindy Page (Northern Lights College), Merle Viaud (Langara College), Jeanne Puritch (Camosun College), Jessica Hrechka Fee (Camosun College), Monique Goerzen (University of the Fraser Valley), George Melzer (University of the Fraser Valley), Michelle Tannock (Douglas College), Carla MacGillivray (Sprott Shaw College), Pat Bates (Stenberg College), Denyse Oswald-Finch (Nicola Valley Institute of Technology), Lisa Nicholson (Delta Continuing Ed), Jen Vanderberg (Delta Continuing Ed), Terri Russell (Okanagan College), Brooke Alsbury (Yukon University), Kate McCabe (Living Language IF), Marketa Soldat (Burnaby School District #41), Katarina Jovanovich (Vancouver Community College), Terry Breck (Capital College), Erin Higginbottom (Montessori Training Centre of BC), Janet Webster (Maple Ridge School District #42), Alison Gerlack (University of Victoria), Sharon Strasdin (Northern Lights College), Cindy Piowar (Thompson Rivers University), Amanda Nelson (Pacific Rim University), Christine Jackson (College of New Caledonia), Iris Berger (UBC), Robin Cull-Hewett (Douglas College), Anna Tikina (BCCAT), Inga Kossoroukova (NEC), Teresa Butler (MCFD), Theresa Gereluk (North Island College), Lynn Wood (College of the Rockies)

Note Taker: Pat Bates

MINUTES – DAY ONE (May 4, 2020) (Virtual via Zoom)

- Welcome by Taya Whitehead
 - Introductions by everyone in attendance and acknowledgements of the land/territory where they were
 - *Approval of Agenda* by Cindy Page (NLC), seconded by Cindy Piowar (TRU)
 - *Approval of Last Year's Minutes* by Janet Webster (Ridge Meadows College), seconded by Laura Doan (TRU)
 - Reminder of the virtual 'Wine and Cheese' get together at 5:30 pm
1. **Business Arising from Last Year's Minutes...** – moved forward to Day Two
 - Moodle Site (Sheila Grieve, Laurie Tulloch)
 - Student Membership ECEBC (Violet Jessen)
 - ECEA Certification (Taya Whitehead)
 2. **Ministry Updates** (Darla Faulkner, Erin Mirau de Vera, Joanne Murell)
 - Dr. Bonnie Henry (BC Provincial Health Officer) has made a statement that childcares are considered essential
 - Childcares can remain open but many have reduced enrollment and all must practice enhanced cleaning procedures
 - The Child Care Operation Funding (CCOF) from the government has been put in place to support providers (either those that remain open or are temporarily closed)
 - If a childcare remains open they can receive 7x their regular base funding but must agree not to charge families in order to keep their space if they are not currently attending the program
 - Childcares must provide priority access to health care workers – there is a 3 tier system in place
 - Centres must prioritize their spaces
- Darla Faulker – ECE Registry
 - They recently have reviewed the roles of each person in the ECE Registry
 - The roles now include: The Director, the Manager of Professional Excellence and Outreach, the ECE Program Coordinator and the ECE Program Analysts

- The ECE Registry's COVID-19 Pandemic Response included:
 - Looking at Practicum and options for students to be able to complete practicum while Covid restrictions are in place.
 - Contact the Registry if you have questions about your programs practica.
- Joanne Murrell – ECE Registry / Coordinator Early Years
 - They appreciate that many institutions had to move very quickly to online from their usual in-class format of offering the program
 - The Registry is working together with Post-Secondary Institutions to accommodate the needs of the Registry, Institutions and Students
 - Some institutions are choosing to do a Pass/Fail as opposed to a percentage grade
 - Any workplace practicum revisions to policies, Institutions must reach out to the Registry
 - There can be concern about conflict of interest, the roles and responsibilities of an employee vs practicum student and does the student have appropriate mentorship in workbased practicum
 -
- Question – How is the ECE Registry working with Dr. Bonnie Henry for the safety of students?
 - Registry is following the lead/advice from Bonnie Henry on safety in childcare environments

3. BCCAT Update (Anna Tikina)

- BC Transfer Guide and the BC Transfer Matrix
 - Articulation was shown the BCCAT Spring Update (slides)
 - The BCCAT Website was shared
 - BCCAT will be working with institutions and re-evaluation requests will be sent to Institutions to complete
 - Not sure how transfers will be affected if the current changes are shown on transcripts (eg: 5 years from now)
 - Their Joint Annual Meeting is scheduled for Nov 6, 2020 – this may be in person or may be held virtually depending on the state of the Province with regards to the COVID-19 situation
 - BCCAT has a wealth of resources for ECE Articulation
- question – was there a new report on Indigenous Education?
 - It was published by Camosun in collaboration with BC Campus
 - BC Campus would have the report – <https://bccampus.ca/projects/indigenization/indigenization-guides/>

4. Practicum Discussion

- Practicum Discussion continued and members were in 'Breakout Rooms' to discuss further
- It was noted the students choose face to face for a reason – some students are fearing for their academic advancement because of the changes
- – a combination of things go into the 425 hours of practicum. It is important to ensure that the competencies are met
- It was agreed that as an Articulation group we need to ask the Ministry to create correspondence with childcare centres to ease their fear of having practicum students placed at their centres*
- Workplace practicum must be re-examined (this applies primarily to Private institutions)
- With no vaccine for COVID-19 what will be the long term outlook for practicum?
- Meeting adjourned at 1:13 pm

MINUTES – DAY TWO (May 5, 2020) (Virtual – via Zoom)

- 10 – 10:30 am coffee and share time
 - Two books and a website were suggested:
 1. “Trauma Informed Practice for Early Childhood Educators” (by Nicholson, Perez and Kurtz) Routledge Publishing 2019)
 2. “Invisible String (by Patrice Karst)
 3. “Videotives” (<https://videotives.com//>)
- 1. Moodle Site** (Cindy Page)
- Cindy Page (NLC) gave everyone a virtual tour of the ECE Articulation’s Moodle Website (appreciation to KPU for allowing ECE Articulation to host this on their platform)
 - Cindy walked everyone through how to access the Moodle website, what different areas of the website were available, how to access them and what information was in each
 - question – will there be a chance to be notified if something new is added?
answer – you can change that in your own personal settings)
 - Cindy (NLC) and Jessica (Camosun) will be maintaining the site – if you have something to add, it can be sent to either of them and they will add it to the site
- 2. ECEBC Update** (Violet Jessen)
- Shawn Nygren has been in charge of ECEBC Membership
 - There was obviously no ECEBC Conference this year due to the COVID-19 situation
 - In April 2019 there were 192 new members and 19 renewals and in April 2020 there have been 166 new members and 29 renewals
 - Question – is there a way to make membership a mandatory part of practicum?
 - Some Colleges do have membership in ECEBC as a mandatory part of their Professional Development course
 - suggestion that students be surveyed to see what their connection to ECEBC is, what do they need from the professional organization, and how is their membership actively supporting them in the field
 - Jeanne (Camosun) – is happy to formulate questions for a survey, send it out to students and get their feedback
 - ECEBC is still offering the bursary ...
 - In the Fall 2019 semester, there were 1309 bursary applications and \$3,776,600.00 was awarded
 - Workforce applications – 144 bursaries were awarded - \$218,282.39 These are for people who are working and need to leave work in order to attend courses and/or practicum
 - In the Winter semester the projected numbers (as not all transcripts have been received), there were 1396 bursaries awarded (\$1,892,000.00 already paid) and \$914,000 (projected)
 - For workforce applications, 122 bursaries were awarded (\$152,930.74 already paid) and \$52,040.20 is projected
 - Emily Gawlick will be submitting a report at the end of this week (May 2020) with ECEBC Updates and numbers
- 3. ECEA Discussion** (Taya Whitehead)
- As a follow up to the Action Item from last year’s minutes
ACTION ITEM (2019) ... Taya (Selkirk) – a letter is to be drafted to Ministers Chen and Conroy on behalf of the Articulation Committee stating our stand on the ECEA certification outlining our observations of the ECE assistance role and the effect on students within our programs. The letter will also include an invitation to sit and have a larger conversation on the topic

- Enid (Camosun) contacted Jessica (Camosun) – they are still willing to go ahead with drafting the letter
- They will re-read last year’s action item (above) and will consult – should we go ahead?
- There is still general concern by the Articulation group about the ECEA certification
- comment... a 15 year old can be an ECEA
- comment in their area they are finding there are lots of responsible adults being hired to work in childcare centres – this should be considered in our letter to the Ministers
- Could we suggest that a course package be designed in semester one?

Peer Mentoring Project Research (Laura Doan - TRU)

- Researched beginning Early Childhood Educators in BC
- Looked at ways to avoid burnout
- Looked at how to build a ‘Community of Practice’
- They completed two peer mentoring projects – non-hierarchical and peer to peer
- They had over 200 great ECE facilitators (ECE Peer-Mentors) participate
- There were 20 Facilitators in 17 regions across BC (with co-facilitators in 3 regions)
- There were 17 Communities of Practice – with 12 ECE’s in each region
 - This meant 6 pairs of educators in total
 - Pairs were mostly one relatively new educator (5 years or less) paired with one experienced educator (6 years or more)
- They used a ‘bottom – up’ approach
- They visited 15 communities between February and March
- Each month (October through February) there was:
 - Peer mentoring (meeting once a week face to face, online or via telephone)
 - Online discussions through a secure platform and all participants posted
 - Additional support from the facilitator as it was necessary
 - Workshops and other professional development provided (as determined by the ECE Peer-mentors)
 - Monthly Face to Face meetings
- Connections in weekly get-togethers included face to face, text/messenger/email, and phone or video calls
- They found that participants appreciated the flexibility in how they could participate
- Participants reported that they felt validated and supported
- There were common challenges discussed such as
 - burnout and work-life balance
 - self-care
 - low wages
 - high turnover of staff
 - the lack of qualified ECE’s put pressure on them
- They shared Pedagogical ideas and found that generally educators know what they need and know what they want to look into
- Participants would review support from each other in order to advocate for each other, for themselves and for the field
- Some educators said they learned a lot more about the importance of ECEBC
- Generally, the project helped bring centres together as well as educators
- This could have implications for Post-Secondary about additional education needed
- Suggested – video done by Ocean Kneeland – the facilitator of Salt Spring Island’s Peer Mentoring Group
- This work is continuing – see the project’s website <https://ecepeermentoring.trubox.ca/>

4. Ministry of Advanced Education (Louis Chen)

- The Ministry is working on expanding seats in ECE programs within the province
- They have made a 3 year commitment for \$7.4 million to go towards this

- They are fully aware of practicum issues due to COVID-19 and are in dialogue with MCFD and the ECE Registry to address concerns and issues
- If institutions have any additional opportunity for spaces, the Ministry of Advanced Education is open to creative ideas of delivery
- There may be an opportunity for someone to start a project to support this endeavor
- The Work Integrated Learning Project consisted of:
 - 6 pilot institutions – all public (Langara, Okanagan College, Selkirk College, Northern Lights College, Camosun College, and Douglas College)
- If institutions can make a strong case for their project, extended approval may be given for other institutions (including Private)
- They are currently supported by funding and if more will be available it is yet to be determined
- Currently there are two 'pots' of money, there is no additional funds for pilot projects, but additional funds could be arranged if the current pilot projects are successful
- question – will Louis be calling for the upcoming year's proposals
 - Louis - yes
- question – would PTIB colleges be able to be involved?
 - Louis - he will check with PTIB but he is open to the idea
- question – regarding the new ECE Competencies – any news?
 - Louis – he doesn't think it has yet gone to Cabinet
- comment – could he please emphasize the importance of moving this forward
 - Louis – he can't speak to that at the moment
 - There have been roadblocks with terminology

Comment Philosophies are outdated

- Minimum standards are now so outdated, it's hard to keep institutions programs current when working with outdated competencies
- Louis will continue to work with the ECE Registry and his MCFD colleagues to continue moving that project forward
- question – there is a discrepancy between education and certification. The Registry recognizes 51% as being 'complete', however, how is a student who may not receive a % of our standards still able to get the same certification?
- Louis – put forward question to group... How can we best address the practicum challenge?
- Comment – if outside mentors are not able to go into centres we are struggling on what this is going to look like
- Comment – some programs already sit online but others do not. How are those others to develop their online formats without additional funding?
- Is the ratio of students to instructor still being maintained when online?
- Comment – when things do open up, will centres be willing to accept students? This remains a question
- The other additional pieces to consider are students' ability to access criminal record checks and immunization records?
- Louis – appreciates the chance to engage with us and would like to engage with us more closely. He will commit to getting back to our Articulation group with answers to some of our questions/concerns

5. BC Works Job Description (Iris Berger –UBC)

- They received a request from Work BC to look at the way they described the ECE job
- They were interested in receiving expert knowledge on how they could change their description of the ECE job, the work environment etc.
- Iris would like to work with others to respond to Work BC's email
- Several people volunteered

- Comment – – if we send a response as a collective we would need to have a motion to do so
- It was agreed that the motion could be made via email when necessary
- question... if students are getting their funding through Work BC, the funding is for 12 months, but what if the program is 2 years. This should be looked into.

6. Institutional Updates / Questions

- Discussion was held on which programs had labs and how that was working currently

7. Fall Meeting

- It was decided that a Fall 2020 meeting would be advisable during last week of Sept (Sept 28 – Oct 2)
- Members polled – Thurs or Friday
- Decided – Thurs Oct 1, 2020 (9 am – noon)
- Interim meeting likely necessary (Aug 18 ... 1:30 – 3:00 pm)
- Will wait to hear response re the Entry to Practice Competencies (cross-ministries)
- Question – is the role of the ECE Registry ballooning
- BC Campus gave some latitude to institutions regarding ownership of curriculum
- This came up early on in discussions
- ECEBC is going to get involved
- The motion was tabled and may be passed in the October meeting
- The chairs will follow up with Louis
- Co-chairs Sheila Grieve (VIU) and Laurie Tulloch (NIC) will continue to co-chair through to the October meeting – no opposition

Thank you to all

Meeting Adjourned – 1:40 p.m.

Additional Information: the committee met June 30, August 18 and again in October specifically for sharing and support re practicum during the pandemic and have another zoom planned for November which will focus on curriculum and pedagogy. These extra meetings have allowed us to provide feedback to the Registry in a responsive manner, especially re the changes to the BCCDC Child Care Guidance http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance_Child_Care.pdf and to the temporary measures Registry has provided during Covid.

*a letter with the request to add ECE students to the list of necessary adults in early years programs was sent to AEDT and the Registry. They advocated on our behalf and students were added to the list which was helpful for post-secondary programs when placing practicum students. However in the fall the list was downsized to become a general ‘necessary adults’ statement; this could make it more difficult to place practicum students depending on how programs define necessary.