

ECE ARTICULATION CONFERENCE

Meeting Minutes – May 2 & 3, 2017 (Vancouver, B.C.)

IN ATTENDANCE:

Taya Whitehead (Chair / Selkirk College), Connie Alger (Thompson Rivers University), Cindy Page (Northern Lights College), Merle Viaud (Langara College), Lynn Wood (College of the Rockies), Enid Elliot (Camosun College), Monique Goerzen (University of the Fraser Valley), Amanda Nelson (Pacific Rim), Sarah Giraud (Sprott Shaw College), Pat Bates (Stenberg College), Denyse Oswald-Finch (Nicola Valley Institute of Technology), Jessica Hrechka Fee (Camosun College), Cathy Sales (Douglas College), Deb Smith (Douglas College), Sharon Crowley (Delta Continuing Ed), Ruby Siekham (Vancouver Career College), Kate Dwyer (Vancouver Career College), Theresa Gereluk (North Island College), Caroline Loughran (Montessori Training Inst), Violet Jessen (ECEBC), Pam Wetterstrand (Okanagan College), Brooke Alsbyrt (Yukon College), Iris Berger (UBC), Kate McCabe (Living Language IF), Darlene Westerman (Northwest Community College), Elaine Beltran-Sellitti (Burnaby School District), Katarina Jovanovich (Vancouver Community College), Inga Kossoroukova (NEC), Laurie Kocher (Capilano College), Christine Jackson (College of New Caledonia), Cynthia Smith (Deans and Directors Group – Dean at Camosun), Emily Mliczko (ECEBC)

MINUTES – DAY ONE (May 2, 2017) Vancouver Community College

- Welcoming by an Elder
- Introduction by Taya Whitehead
- *Approval of Agenda* by Laurie Kocher (Capilano), seconded by Katarina Jovanovich (VCC)
- Approval of Last Year's Minutes to be done day two (Taya to forward minutes to everyone again)
- Introductions by everyone in attendance

1. Truth and Reconciliation

- Presentation by Jessica Hrechka Fee (Camosun) and Danielle Alfonse (Vancouver Island University)
- Danielle – welcomed everyone
- Discussion focused on early years and Aboriginal Head Start programs
- Jessica believes that the program she had her students involved in encourages students to continually challenge themselves to look at their Professional Development ongoing
- They work with the Elders and look at how they can tie what they learn into Early Childhood
- Danielle led everyone in a visualization of their inner child and afterwards had everyone share their visualizations and what they meant
- Enid Elliot (Camosun) talked about what 'acknowledgement' means
- Jessica moved from Terrace to Victoria and explained how her journey has involved acknowledgement of 'her land' and Enid shared her journey of learning and discovery
- Others around the table shared stories of their own acknowledgements of their ancestors and their connection to the land
- Danielle reminded all that we want to make sure we encourage all the 'little ones' we work with to connect to the land and be aware of its' contributions because that's how we will be able to help make their lives better in the future
- 'Leroy Little Bear' wrote an article responding to the Truth and Reconciliation discussion (was sent out to members)
- The Truth and Reconciliation Committee has put out a call to action to the government on "What is our responsibility in recognizing Aboriginal Nations?"
- Question to the group ... "where do we stand as this group on reconciliation and indigenization?"
- There is a spectrum of involvement, learning, understanding, and growth

- The group were given chance to think about where they stand both personally and professionally within their institutions on the whole are of reconciliation
- Understanding and Acceptance are important words connected to the idea of 'spectrum'
- Trust, Forgiveness and Awareness must also be connected
- "We must be both a listener of stories as well as a teller of stories"
- We must go beyond acknowledgement of indigenous people's pasts, and have recognition of what they have suffered and gone through
- We are at the acknowledgement stage but now we must consider, "what's our action?"
- Rita Wong wrote a response to Leroy Little Bear's article (Journal of Chinese Philosophy)
- Jessica is grateful for the opportunity to be able to be part of this committee and contribute in creative ways and to be able to share this with this group

2. BCCAT Report

- Anna from BCCAT gave her report on recent updates with BCCAT
- The BCCAT.ca articulation site has been updated. All Articulation past minutes are available on the BCCAT website
- Transfer award nominations are being accepted now and will be until June 2017
- Anna showed some of their recent publications, "Changes in K-12 Education", "Dual Admissions", "What is Academic Credit?", and "Experiential Education"
- BCCAT is calling for proposals for their article, "Contemporary Issues in Student Mobility"
- Information on this is on the BCCAT website and is available to all institutions

3. ECEBC Update (Emily Mliczeko)

- Emily provided information on the AGM 2017
- This year's focus "Theory of Change"
- ECEBC has taken on the 'Innoweave and Strategic Plan' (innoweave.ca)
- Emily discussed the 'Cogs' diagram (ECEBC's Strategic Clarity Messages)
 - √ Support the \$10 a day Child Care Plan – goals
 - Research, Educate and Advocate
 - Enact the 'Early Care and Learning Act'
 - Work to move Childcare to the Ministry of Education
 - Every political party in BC has had to make some kind of childcare statements this election which is progress
 - The Quebec Model is similar – there are 7 key elements in the \$10 a day program
 - √ Increase the Standard of Practice and Professionalism – goals
 - Increase training of ECE to support inclusion
 - Develop programs (coaching, reflective practice)
 - Develop quality documentation
 - Communicate regularly with ECE's about it
 - Offer service for consulting ECEs
 - Create Professional roles and differences in the sector
 - Build ECE confidence through leadership and the capacity to develop further
 - Explore roles of Professional Practice
 - √ Increase the numbers of ECEs throughout BC – goals
 - Support family childcare and school age care
 - Advocate for fairly compensated ECEs
 - Promote and support accessibility

- Support the idea of kindergarten and grade one children with ECEs – talk with the Ministry of Education about using ECEs unique expertise with teachers
- Encourage unregulated caregivers to become qualified ECEs
- Identify where there is a lack of ECE and promote ECE in those areas
- She identified the ECEBC stakeholders and how success is measured
 - by the number of members
 - by the percentage of ECE's reporting on improved wages and conditions
 - by the amount of membership retention
 - by the number of bursaries and grants that are awarded
- Their goal is to increase the number of active ECEBC branches (expand up to 20)
- ECEBC has received an increase in donations and had an increase in website traffic
- They hope to increase business partnerships, retain members, have better member satisfaction, more social media engagement and increase student memberships that they hope ultimately convert to full memberships
- Iris Berger (UBC) brought up the “Para-Professional” issue that was brought up in last year’s articulation meeting
- Discussion on the issue continued
- We need to develop a strategy and plan to work towards changing us to “Professionals” in definition and view by government
- Question raised ... Can ECEBC do more to inform the public of the whole scope of the \$10.00 a day childcare plan?
- Part of the challenge related to the Assistant’s Certificate (which this Articulation committee has raised concerns with to the government)
- Assistants are often seen by the public as parallel to fully qualified ECE’s
- We need to work to lift the ECE sector to a minimum 2 year Diploma for all institutions and even move towards a Bachelors of ECE – this would address a lot of the quality issues (which is one element of the \$10 a day plan)
- The MCFD is very ‘close mouthed’ about the \$10.00 a day program and with the BC Provincial election happening in one week, there is a lot of caution about opening discussion on the issue not knowing what will happen after the election
- Emily did inform the group that the ECE student bursary has been increased to \$1.1 million which will help many students with financial need
- Some of the students that were not approved previously because of not meeting the ‘priority’ parameters, will now likely be approved
- The ‘New Relationship Trust’ fund also have money available
- It was discussed that ECEBC should play a key part in working on Indigenous perspectives
- Laurie Kocher (Capilano College) suggested that perhaps student membership being \$95.00 per year it is too large a burden for students
- However, although that is appreciated by ECEBC, membership in general has to increase before student fees could be dropped
- Suggestions were raised by members ...
 - Cindy Page (Northern Lights) said that they have tried using membership in place of textbooks in some of the courses. The problem is that some opt out – just like with textbooks
 - Pam Wetterstrand (Okanagan College) also does the same
- Ideas for student membership options ...
 - Pat (Stenberg College) ...could students pay slightly less and have less access and work towards obtaining a full membership which would include access to all services?
 - Could there be some kind of volunteer program where students can volunteer for ECEBC in various capacities in exchange for membership?
- Emily said all of these ideas could be reviewed and considered

4. Tyler Summers (School Age Child Care Association of BC)

- There currently is no 'formal' school age training courses in BC
- There was at one time a School Age Childcare Certificate – it was offered at VCC and Douglas College and was a 144 hour course
- However, funding was cut and part of the problem was that the certificate was no transferrable, it 'lived' simply because people were taking it
- However now, any school age training there is is generally part time
- The Responsible Adult Course is what is currently required and the information and training students get in that program is very dependent on the instructor – it is basically a 'baseline' course with no School Age focus
- The "Safe Spaces" program for school age focuses on social skills at that age
- The School Age Training 'vision' of the association is that they would like to align with Early Childhood Education training. The Early Learning Framework covers children 0 – 12 years, so it is a logical step to including school age care
- The goal is to strengthen the Early Learning sector with a well-rounded 0 – 12 knowledge base
- Currently they are working on 'Train the Trainers' (check out at www.saccabc.org)
- They are also trying to partner with VCC, North Island College, ECEBC, Westcoast, and Options in Surrey.
- Tyler passed around a survey for the group to complete on where we feel School Age Training should be included
- Tyler suggested a textbook called, "An Introduction to School Age Care in Canada" (Kevin Bisback/Leslie Kopf-Johnson)

5. BCACCS Update (Graham Giles)

- The BCACCS hope to change in this world what was done to Aboriginal children in the past
- Current research documents first nations innovations
- We want to encourage indigenous leadership and advocate for Indigenous children and families
- Cultural awareness requires institutional change with some of their partners
- They want to support community development and have developed an 'Indigenous Early Learning Framework' which follows the beliefs in the Early Learning Framework and adding an Indigenous focus
- They want to change the subject of conversations and asked this group to support existing conversations every opportunity they can
- They have a partnership with Vancouver Island University where they are helping ECEs see their role in connecting with their community
- The video documentation "Healing" focuses on the damage that has been done but also moving to look forward about what's being done to rejuvenate language in the indigenous communities
- Information on this is on the BCACCS website
- We need to figure out how we can help overcome the legacies of residential schools

6. Practicum (I/T and SN)

- Sharon Crowley (Delta Continuing Ed) raised the questions about what other institutions are doing regarding hours for the Infant Toddler and Special Needs Practicums
- How many hours in a day?
- Okanagan College has 8 hour days for I.T. and all other practicum are 6 hours (including lunch)
- Selkirk College is working on finalizing the number of hours
- According to the Registry - 80% of practicum hours must be direct contact with children

7. Other

- Pam Wetterstrand (Okanagan College) – has a posting for an ongoing ECE Educator
- Cindy Page (Northern Lights) – has EA and ECE posting at their college
- Meeting Adjourned - 4:00 p.m.

MINUTES – DAY TWO (May 3, 2017) Vancouver Community College

- Welcomed Cynthia Smith (Camosun) to the meeting
 - Flight from Victoria that was bringing Joanne Murrell, and Michelle Glubke was cancelled due to weather so the agenda was adjusted to accommodate a conference call with them after lunch
- 1. Deans & Directors Report** – Cynthia Smith (Systems liaison to the ECE Articulation committee)
 - The Deans of Human Services programs have advocated for the new Entry to Practice documents
 - The Deans group is now more advocacy focused and working on initiatives towards that goal
 - They do not have any Private College representation on their committee
 - 2. The Science of Early Childhood Development (SECD) Presentation**
by Mia Elfenbaum and Karen Riediger (Red River College)
 - The program (Science of Early Childhood Development) was designed by a team at Red River College in partnership with the University of Toronto and the Aga Khan Development Network. It is a 'knowledge mobilization initiative' hoping to make current research available to a wider variety of people (particularly those interested in learning more about how early experiences impact lifelong well-being)
 - The Provincial Office for the Early Years in BC has funded the SECD and has made it available through their portal.
 - The focus is on Early Years importance in Brain Development (& overall development) for lifelong learning
 - Information has been put online to enable ongoing knowledge translation and mobilization
 - There are both online and offline multimedia tools with examples of research that has been done all around the world
 - There is a North American and International version of SECD but the North American version contains international content
 - The SECD has five modules in each 'textbook' - there are four 'living textbooks' which means they are continually being updated with the most current research and information
 - They are appropriate for a variety of types of learners and a variety of different levels. The five modules are:
 - Brain Development
 - Coping and Competence
 - Communicating and Learning
 - The Ecology of Childhood
 - Developmental Health
 - The North American version contains over 400 video clips with over 80 expert interviews
 - Materials have been created by current and past instructors
 - One of the newest sections is on "Risky Play"
 - Cindy Page (Northern Lights) said her students have used the resources as a required textbook for four of their courses
 - There are review games for self-review (to assess your own progress)
 - BC users can not only access the five modules in the North American edition, but they can also access the "Child Development Primer" (which is 8 pages of information with readings, pop ups, videos etc.)
 - They have created a Facilitator Guide through the BC Access site

- Cindy Page (Northern Lights) asked Cynthia Smith if she could have the Deans & Directors Group invite SECD to their next meeting as this would be valuable information for them to have as well
- Mia and Karen then had the group log in to the BC Access Site and guided the group as they manoeuvred through the website
- Great experiences by everyone
- Connie Alger (TRU) shared how the transcripts would be beneficial to ESL or hearing impaired students
- Jessica (Camosun) suggested that students could watch the videos (eg: play) with their mentor at practicum and talk about how this could be implemented at their site
- Mia and Karen showed the Early Years Professional Development (earlyyears.bc.ca) – there are professional development workshops offered through the SECD webpage
- Under the “How To” and the “FAQ” on the home page, there is information for students on how to reference and cite SECD information
- SECD is now experimenting with using 360° videos
- Christine (College of New Caledonia) suggested that some of the videos would be great conversation starters for use at parent or staff meetings
- Could also be used for ideas for students to do Public Service Announcements on mindful practice in Early Childhood Settings
- There is an Index of Topics at the bottom of the North American Edition and topics are listed alphabetically for quick searches
- SECD.com has created a monthly e-message with one short bit of selection information and a couple of videos. Emails are sent out once a month and past information can be accessed in the archives
- ‘Fraser Mustard’ (a Canadian renowned champion for Early Childhood) believed that if people only work within their discipline, they aren’t as effective and encouraged ‘cross discipline research’

3. **Responsive Curriculum** (presented by Elaine Beltran-Sellitti – Burnaby School District)

- Showed Powerpoint of a ‘Pedagogical Narration of Wire Exploration’ done by Eunice Kim and her mentor Roni Cahen
- This Pedagogical Narration was done over 4 weeks at “SkyFire” childcare at SFU
- A responsive curriculum needs to have value and have children relate, it is not prescriptive
- We need to re-visit activities through discussion
- Iris Berger (UBC) feels that sometimes the E.L.F. can be somewhat limiting but is definitely a good starting point
- Peer learning and scaffolding was encouraged in the process of this narration
- The Pedagogical Narration shown is a good demonstration of what and how children learn best

4. **Discussion on ‘Instructor’s Stream’ at ECEBC Conference**

- The Instructor’s Stream this year at the ECEBC Conference will include discussions about the Early Learning Framework – how it’s being used, what’s working and what’s not
- Iris Berger (UBC) – the message the going beyond the ELF and using it as a starting point is a good message for students
- Cindy Page (Northern Lights) – the ELF gives students a lens to look through and makes sense for early on, but we need to help students understand how to move on and past the framework – look at a bigger picture
- Elaine (Burnaby School District) – quoted “Peter Moss” thoughts on stories
- Three years ago at our Articulation meeting, the idea of having an instructor’s stream was introduced
- ECEBC now would like some feedback on it – is it something that is valuable, wanted, effective, etc.
- Pam Wetterstrand (Okanagan College) – sometimes being able to attend the ECEBC conference as well as our Articulation meetings involves travel issues

- Jessica (Camosun) – The ECEBC conference draws people from outside of BC as well, so perhaps having workshops outside of the regular conference location may be beneficial
- Katarina Jovanovich (VCC), Taya Whitehead (Selkirk), Sarah Giraud (Sprott Shaw College), and Christine Jackson (College of New Caledonia) are all interested in working with ECEBC on attendance, Instructor Stream ideas, and workshops etc.

Next Year ...

- Vancouver Island University offered to host ECE Articulation for 2018
- Date set for May 7th and 8th, 2018 following the ECEBC conference
- Yukon for 2019? – or Capilano College? Feasibility of getting to Yukon
- The 'Faculty Forum' (CAYC) is being held in April 2018 in Edmonton Alta.

5. Gyda Chud – Background and History of the ECEFF (Faculty Forum)

- The ACCC (Association of Canadian Community Colleges) started the initiative for a Faculty Forum with a well-intentioned idea of providing opportunities for ECE Faculty to connect across Canada
- The first to establish this was the Human Resource Council
- Small conferences were created for professional development
- They then approached the National Workshop Conferences and partnered with them providing 3 – 5 workshops going with their themes
- The CAYC is hosting a conference in April 2018 with a tentative theme “Environments” “Getting Seats out of the Seats”
- For the CAYC Conference, for a modest fee you can participate in both the CAYC conference as well as the Faculty Forum

6. Entry to Practice Update (Michelle Glubke – BC Campus, Joanne Murrell – ECE Registry, Kathleen Riel – Early Years)

- The flight from Victoria that was to bring them to our meeting in Vancouver was cancelled
- Conference call was placed to Registry to get updates
- The Entry to Practice project
 - 2015 – 2016 First Phase
 - 2016 – 2017 Second Phase
- To give everyone a clear understanding of what was wanted and needed to get this project underway, the committee needed:
 - Focus on Indigenous issues and colonization
 - Look at current training
 - Critical thinking
- Toni Hoyland and Vicky highlighted topics for discussion for the committee and presented a draft 'Standards of Practice' document
- This is continuing to be worked on by a working group (some members of are also on the ECE Articulation Committee)
- To date the draft document has only been for the Steering Committee in the project
- There is currently no time line for completion of the project available with upcoming changes in the government – but they are hoping that it is within the next year
- They are also hoping to work towards a broad stakeholder engagement in the near future
- The first year of the document is was very comprehensive but in review they realized they have to go back to the beginning and carefully evaluate all issues

- Kathleen Riel (Early Years Portal) – looking at training needs
- They are hosting, evaluating and developing the portal (Public version was released Jan 9th)
- The Advisory Group has been supportive in the site and defined priorities
 - Simplicity of use – easy to navigate and on many different devices
 - Reach a larger spectrum of users
 - Collaboration and Interactive factors
- The site currently has over 200 training events
- They provide optional online training and are working on how to make re-visits to the site easier
- They are happy to answer any questions the Articulation Committee has
- End of conference call

Further discussion ...

- **ACTION ITEM ...** The ECE Articulation Committee must convey the urgency of this project to the Steering Committee
- The Dean's group needs to voice their feelings (which mirror ours as a committee)
- Maybe our programs need to go ahead and make changes and then address the issues that arise when the document does finally come out?
- In terms of content, it still looks positive but the time frame / timeline they've given us is so open-ended that it is discouraging
- Taya assumes that due to the complexity of the project that it led to credentialing issues
- The members of the Working Group also sitting on this Articulation Committee understand the frustration of the uncertain timeline and feel the same as the rest of the group do
- Perhaps a letter coming from the whole Articulation Committee would be more powerful
- Cindy Page feels that we have been trying to be sensitive to the difficulties of the project and the complexities involved, but the 'secrecy' is creating somewhat of a distrust of what is actually going to be the outcome
- **MOTION ...** put forward by Jessica Hrechka Fee (Camosun) – the ECE Articulation Committee to write a letter to Registry, MCFD, Early Years office and BC Campus requesting transparency in their process , seconded by Iris Berger (UBC) – All in favour
- Initially there was to be a draft document that was to be shared with the ECE Articulation Committee but that has not yet happened
- **ACTION ITEM...** Taya Whitehead (Selkirk College) will talk with her Dean and will contact others and will draft a letter from the ECE Articulation Committee addressing our concerns

7. Parking Lot Items

- Cindy Page – questions on others' requirements for Attendance and Health Certification?
- Because of the doctor's shortage in BC, many students are unable to get a doctor's note. Licensing is not requiring a doctor's note, so for Health Certification some institutions are accepting a statement of self-declaration of health by the student
- This issue ties into liability so where do we stand as institutions?
- Denise Oswald-Finch (Nicola Valley Institute of Technology) say they still require a medical form
- Taya Whitehead (Selkirk College) and Cathy Sales (Douglas) on legal advice moved to a declaration and have seen no change
- Needing a doctor's note has been removed from legislation
- The 'declaration' is a self-checklist with questions "are you able to"

- 7 institutions in the group are using a declaration but the majority still require a Dr. note
- For those without doctors, they go to walk in clinics – there is a cost and most of those doctor’s don’t know the person at all – let alone well enough to write a doctor’s note indicating their state of health
- It is not against the student’s rights to hear about any mental illnesses – yet we often are not told of those issues
- Inga Kossoroukova (NEC) feels it is our responsibility to make sure the students are mentally fit to be working with children
- Institutions can only look at their policies and ethics – we cannot “weed out” students at the institution level, we must just appreciate that those students will work themselves out of the field once in the workplace
- Further discussion on Attendance and Participation as well as a follow up on the BCACCS discussion put to Parking Lot for next year’s meeting
- **ACTION ITEM ...** Perhaps a “Base Camp” would be a great way to carry on our discussions
- ECEBC may be able to host a Base Camp – further investigation and information to follow
- **SUMMARY ... MOTIONS AND ACTION ITEMS**
 - Investigate possibility of having a ‘Base Camp’ at ECEBC to continue our discussions
 - A letter to be drafted to the ECE Registry, MCFD, Early Years Office and BC Campus voicing our feeling of urgency for the Entry to Practice document and requesting transparency in their process
 - Taya Whitehead to speak with her Dean and draft a letter from the ECE Articulation Committee addressing our concerns
- **NEXT YEAR MEETING** – held in Nanaimo, B.C. Monday May 7th and Tuesday May 8th, 2018
(hosted by Vancouver Island University)
- Meeting Adjourned - 3:30 pm.