

ECE ARTICULATION CONFERENCE

Meeting Minutes – May 8 & 9, 2019 (Whitehorse, Yukon)

IN ATTENDANCE:

Taya Whitehead (Chair/Selkirk College), Aanya Fahienbruch (Selkirk College), Ellen Strelaëff (Selkirk College), Emily Gawlick (ECEBC), Laura Doan (Thompson Rivers University), Cindy Page (Northern Lights College), Merle Viaud (Langara College), Enid Elliot (Camosun College), Jeanne Puritch (Camosun College), Jessica Hrechka Fee (Camosun College), Monique Goerzen (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), Sharon Crowley (Delta Continuing Ed), Laurie Tulloch (North Island College), Terri Russell (Okanagan College), Brooke Alsbury (Yukon College), Andrew Richardson (Yukon College), Kate McCabe (Living Language IF), Darlene Westerman (Northwest Community College), Marketa Soldat (Burnaby School District #41), Katarina Jovanovich (Vancouver Community College), Sheila Grieve (Co-Chair/Vancouver Island University), Terry Breck (Capital College), Tia Smith (Capilano University), Violet Jessen (Capilano University), Erin Higginbottom (Montessori Training Centre of BC), Janet Webster (Maple Ridge School District #42), Alison Gerlack (University of Victoria)

MINUTES – DAY ONE (May 8, 2019) (Yukon College)

- Welcome by Taya Whitehead
 - Introduction from Dean of Yukon College on behalf of the 14 First Nations of the area (11 which are self-governing)
 - Yukon College is transitioning to “Yukon University”
 - *Approval of Agenda* by Laura Doan (Thompson Rivers), seconded by Cindy Page (NLC)
 - *Approval of Last Year’s Minutes* by Katarina Jovanovich (VCC), seconded by Laurie Tulloch (North Island College)
 - Reminder by Taya – only publically funded Institutions can vote
 - Introductions by everyone in attendance
- 1. Business Arising from Last Year’s Minutes...**
- Para-Professionals vs Professionals (Iris Berger, Cindy Page, Laura Doan)
 - BC Child Care Owner’s Assn. response (Cindy Page, Ocean Kneeland, Katarina Jovanovic)
 - Moodle Site (Taya Whitehead)
 - **Para-Professional vs Professional** (Cindy Page, Laura Doan)
 - Re-visited from last year’s minutes this discussion originates in regards to the wording change from license to practice to certificate to practice. Certificate to practice would put early childhood educators under the definition of paraprofessionals
 - Paraprofessional defined as: “a job title given to persons in various occupational fields, such as education, healthcare, engineering, and law, who are trained to assist professionals but do not themselves have professional licensure”
 - “paraprofessionals generally assist teachers in the classroom, supervise students outside of the classroom, or provide support to the teachers
 - **Early childhood educators do not always assist somebody in the classroom they could be supervisors they could be program directors or they could work on their own.**
 - More discussion (to include government) is needed to try and change our designation as paraprofessionals
 - **BC Child Care Owner’s Assn. response** (Cindy Page – NLC)
 - No follow up on this letter due to working groups work load
 - There was discussion as to whether there should be a follow-up letter or an open dialogue about this specific action items in the letter. It was felt it was important to show support for the needs of different programs in BC while still looking at quality and supporting improved quality in the field. The decision on whether to send a letter or have a discussion was tabled to day two.

- **Moodle Site** (Taya – Selkirk)

- The person that was working on creating the Moodle site for Articulation is on vacation
- She will get back to us when they return

- 2. **CUPE Unions and Strong Start Programs**

- Janet Webster (Maple Ridge School District) raised a concern they have experienced with CUPE unions and the Strong Start programs
- According to the CUPE union (who are involved because the Strong Start programs are in the Public Schools), the teachers in the Strong Start program should not be supervising anyone (they are viewed as CUPE members/employees)
- This presents problems when practicum students are placed into their Strong Start programs
- Also, they have found the teachers in the Strong Start programs in their district are not supposed to spend any extra time (outside of work hours) in the classroom for preparation, classroom organizing etc. as it goes against their Union rules
- Jeanne (Camosun) said it differs with different CUPE unions in different school districts as they haven't had those issues
- She suggested that perhaps a CUPE representative could be invited to their institutions Advisory Committee meeting so they could be more informed on the role of the educators in their Strong Start programs

- 3. **Kindergarten Practicum Placement**

- Sheila Grieve (VIU) asked if any institutions are allowing Kindergarten placed practicum
- Violet (Capilano U.) said they do but it's additional training
- Cindy (NLC) said they allow it but with special consideration and only for their 1st practicum which is largely an observational practicum. They also ensure they put a team in place to support the student
- It was noted that several Strong Start programs also do NOT have ECE qualified staff (Articulation will ask Michelle Gilmour from MCF about this issue when we speak with them tomorrow).

Question was not asked, individual programs are encouraged to connect with the ECE Registry with program specific questions.

- Katarina (VCC) said this presents the challenge that there is no chance to implement the usually required assignments
- Laurie (NIC) said that assignment evaluations would have to be changed in order for a work practicum to be possible
- Marketa (Burnaby Continuing Ed) trying to explore before and after school care becoming qualified educators
- Cindy (NLC) – the terminology doesn't match the qualifications for a supervisory position
- Sheila (VIU) – in some districts the Kindergarten teachers are preferred to be an ECE grad as well as an Education grad.

- 4. **BCCAT Update** (Ruth Erskine)

- BC Transfer Guide and the BC Transfer Matrix
 - Articulation was provided with the BCCAT Spring Update 2019 report
 - It was noted that some agreements are out of date
 - Cindy (NLC) does a lot of transfer credits and requests from anyone applying for a transfer credit, course outlines, admission requirements
 - They have transferred both public and private students
 - Coming in and they are made aware that they may not be able to transfer to another institution
 - For NLC students can come in at a "B" average but to go to UVIC they look at 'Combo Credits'
- Jessica (Camosun) – they have a commitment to ECE laddering into Education
 - By giving credits could there be a problem for institutions down the road?
 - Cindy (NLC) – they clearly identify on paperwork what courses are transferred in

- Would like to see a block agreement
- ECE Education is not getting the credit it deserves
- Sheila (VIU) – it depends on the institution – looking at things in the ‘much bigger picture’
- Sharon (Delta Cont. Ed) – students should know that if they are looking for a quick transfer it may lead to an undesired response
- Jeanne (Camosun) – sees that essentially there seems to be two separate worlds (the ECE Registry and the Ministry of Education) that are not talking to each other
- Out of Province is even more of a challenge – they don’t have an understanding of BC’s credentialing so transfer out of province is proving difficult for students
- Terry (Capital College) – could the ECE Registry be used as a vetting process by looking at the competencies?
- Cindy (NLC) – that would take away the autonomy of institutions
- Credentials of institutions are often different and often higher transfers are not easy
- Cindy (NLC) – there are two pieces to consider, one is certification from the ECE Registry and the other is the credentialing from institutions

5. Renewal of the ECEA Certification

- Some institutions have been receiving calls from early childhood education assistants who would like to take a course to renew their ECE-A certificate to practice. There was discussion over the appropriateness of having students taking one course being in with students who are committed to completing a full certificate or full diploma program. There was discussion whether the ECEAs should be able to renew their certificate to practice with only one additional course, or if ECEAs should be required to do more towards a certificate. This would enhance quality in the field. A letter was written by the articulation committee several years ago outlining their stance on the Assistant certification. It’s a discussion the articulation committee would like to have with the Registry.

6. Deans and Director’s Report (Andrew Richardson)

- Last Dean’s and Director’s Meeting was in March (2019)
- Discussion at that meeting revolved around 3 issues
 - (1) Concern about the proposed changes to credentialing (Social Work)
 - (2) Concerns on how faculty should respond to lack of student resilience (how do we foster it?)
 - (3) Challenges facing institutional issues – international enrollment
(ECE is one of 4 programs that are feeling this pressure ... there is a loss of domestic students and budgetary issues that play a part in these challenges)
- There was more just open discussion at the March meeting rather than discussion of desired outcomes
- Those will be discussed at their next meeting in October 2019
- Discussion with the group then followed on the issues above ...
 - There have been concerns with E.L.L. students (English Language Learners) not just international students
 - There must be a cap of enrollment of international students in order to have the appropriate resources available
 - Jeanne (Camosun) – could the issue of the ‘practice component’ be taken back to the Dean’s table?
 - International students have difficulty with work permits (20 hr / 40 hr per week)
 - How do we as institutions advocate for the next step?
 - Tia (Capilano) – international students may not be able to live in the area where they could be employed
 - Sheila (VIU) – with lots of international students coming into programs, educators must be cautious of what they tell students regarding post-graduation work. If educators give International students immigration advice we could be giving poor advice-only trained advisors should be giving immigration advice.

- Institutions should have an immigration lawyers working with them to advise International Students
- **English Requirements**
 - Cindy (NLC) – raised their English requirements. Students must now have a 6 in speaking and listening and a 5.5 in writing on their IELTS
 - Sheila (VIU) – their requirements are 6.5
 - Laura (TRU) – their requirements are also 6.5
 - Brooke (Yukon College) – they find that the IELTS are not always indicative of a student’s true ability do they have students write an additional English exam
 - Stenberg is planning on putting into place a 12 week English course for international students prior to starting any of their programs if the student’s IELTS are not high enough
 - Violet (Capilano) – use EAP (English for Academic Purposes). Students who have a 2 year student visa can have their visa extended through application if they take EAP and ECE
- **Student Resiliency**
 - Monique (UFV) – they are having some problems with student resiliency
 - Brooke (Yukon College) – program completion deadlines have been reviewed so students can take the program over a longer period of time to avoid a full workload as well as working 20 hours a week
 - Jeanne (Camosun) – students should be supplied with information on what will be necessary in the field (what the field expects)
 - Institutions could advocate for a programs that fits students (for example – students with Academic Accommodations)
 - It should be clear on an institution’s website what expectations there are (English Competency, Practice Skills, etc.)
 - It was decided that the topic of ‘Students with Academic Accommodations’ would be moved to the parking lot

7. ECEBC Update (Emily Gawlick)

- This year was ECEBC’s 50th Anniversary
- It’s been a busy year (“A Year of Growth” – by Joyce Brown)
- Last year they were excited about what was to come but they soon came to realize that they needed to figure out the “How”
- Discussion through the year has been on the Child Care Sector Labour Partnership – what was needed and what’s still missing
- Funding for the next 3 years has been given from the government to look at that
- This is a project to be done over 4 years
- Continued research being done on their R & R Strategy (Recruitment and Retention) and work towards quality and universal Child Care continues
- √ Pro-D funding...
 - \$1 million has been provided by the government for Professional Development
 - The goal is to increase the accessibility and availability of core professional development opportunities particularly in rural, remote and Indigenous communities
- √ Student Bursary ...
 - The Student Bursaries have continued ECEBC allocated over \$2 Million in bursaries (over 1300 students have received some money from bursary)
 - They also have the ECE Workforce Bursary which is for professionals employed at licensed ECE facilities. They may qualify for up to \$5,000 to help with the costs of upgrading their education or completing their ECE credentials
 - Bursary has also changed – applicants no longer have to supply proof of financial need
 - Bursary has been increased – \$1.9 Million on top of the \$10 million already

- ECEBC having multiple issues with submissions for bursary – currently there are 700 students in email queue because of questions
 - ECEBC requests support from institutions. The problems they are experiencing are:
 - They get all transcripts from some institutions (not just applicant's)
 - Not all courses on the student's application and the transcripts match
 - Different emails representing the same student – hard to match up
 - Mis-information
 - Dates of courses not noted on transcripts (dates would be really helpful)
 - They lack clear class schedules with dates (with student's names on them)
 - Many articulation members expressed appreciation for the bursaries available to students. There was a question about the funding going directly to institutions to hand out to students. There was a request for an advocate from ECE BC for aboriginal funding is different bands fund their students differently. Having the students apply for the bursaries with seen as a good way for students to connect with ECE BC.
- ✓ Membership
- ECEBC voted to reduce student fees to \$50.00 per year
 - For this students will receive an 'electronic journal'
 - Question ... "how can institutions encourage students to join ECEBC?"
 - Violet (Capilano) – perhaps membership to ECEBC could be made mandatory in one of the first courses (in place of a textbook)
 - Katarina (VCC) – having an ECEBC representative come and speak to the students in class is very interesting and informative for the students
 - Laurie (NIC) – having a 'hard copy' of the journal perhaps would be effective as students see (hands on) what they are getting
 - Denyse (NVIT) – the concern with having membership be in place of a textbook is that is sponsored students cannot get it at the campus bookstore they will not be able to be Aboriginal bands to fund it
- ✓ The "\$10 a day" plan ...
- Kamloops has committed to the \$10 a day plan
 - The government has not moved to a strong system yet but there has been continued momentum
 - There is now a Provincial Wage Grid
 - Working towards moving Early Childhood Education into the Ministry of Education
 - We now have engagement at local and regional tables
 - Pressure is on the government to develop a long term plan
 - BC is being looked at Nationally to see what's happening here and how it's happening
 - A sub-committee was created to increase # of membership and increase content
 - A connection was created between the ECE Forum (Gyda Chud)
 - They attended a national conference where they found there are the same practicum challenges across the country
- ✓ Conference
- There was an increase in the number of seats for the instructor's stream at this year's conference
 - There was a question about how presenters get chance to present as well as participate in workshops
 - Next year's conference will be Apr 30 – May 2 in Richmond BC
 - A committee is needed for the Instructor Stream
 - They are in the process of finding a Key Note speaker and are looking for proposals for workshop presenters

ACTION ITEM ... There should be a follow up to Student Membership in ECEBC
(Violet Jensen – Capilano University volunteered)

- Brooke (Yukon College) – following Articulation, Yukon College will be hosting a professional development day for any members wishing to stay
- 8. SECD Website** (Sharon Crowley / Mia Elfenbaum – via Zoom)
- SECD is an online living textbook
 - It is continually updated by Red River College
 - Access to it is free in BC (paid for by the government)
 - Sharon showed articulation group an introduction video & talked about other types of videos the site offers
 - Delta Continuing Ed uses this as their Child Development Text
 - An email was sent out in the Fall to the Articulation members to inform them of updates to the site
 - A new topic – “Reflective Practice”
 - They now have an Indigenous consultant to identify the gaps in information that represents Indigenous content
 - Closed Captioning is now available for videos
 - They have colour changes to help users with visual impairments
 - They are cataloging the videos – children and programs (so a topic search is able to be used)
 - There is a ‘How To’ on the BC Site
 - Discussion questions will also be included in the cataloging section
 - For Indigenous Perspective – the modules were reviewed and suggestions were made on how they could weave in Indigenous content
 - Interviews with Indigenous people were also suggested
 - Katarina (VCC) – had a question about the content around inclusion
 - They are reviewing content
 - There was some Panorama filming done (most is in the ‘Ecology of Childhood’ section)
 - Cindy (NLC) – commented that the SECD provides a richness to their online program
 - Users outside of BC can be provided with temporary ‘guest access’
- 9. BC Early Childhood Pedagogy Network Update** (Denise Hodgins – via Zoom)
- Aims of the Network are
 - to investigate quality
 - provide ongoing and continued learning
 - Roll out will be starting this year and over the next few years
 - The goal is to support educators to engage with children and families and communities and work alongside these groups
 - One pedagogic may work with 6 or 7 separate programs and the idea is once a month centres get together the create a ‘learning circle’
 - The vision is having a ‘web like’ environment
 - Professor Silvana Calaprice is coming to Capilano University
 - Feel there are four key factors for successful professional development
 - Jessica (Camosun) – asked how work integrated learning may align with this project and when will the roll out of this be?
 - Finalizing the 2 year contract is still in the works
 - They are aiming for hiring some pedagogistas to begin training in the Fall
 - They hope to start in some programs next year (2020)
 - They estimated that they will need about 230 pedagogistas for all of the ECE programs in BC
 - They envision working in the community and Post-Secondary institutions and connect to practicum
 - Jeanne (Camosun) – asked “is this organization publically or privately funded?”
 - This is an MCFD project

- What qualifications will each Pedagogista need?
 - They will have to have a graduate degree and experience in professional learning (pedagogist courses)
 - They will be paid a competitive wage – the aim is for a decent wage and the position will be full time
- The government currently has lots of initiatives going so to get them all to align takes time

10. Health Certificates/ Self Declarations and Criminal Record Checks

- Cindy (NLC) – asked group if for entry into programs, how many still required a health certificate or were going with ‘self-declarations’
- 13 institutions still require a Doctor’s Note and 3 institutions are going with self-declaration – 2 institutions do not ask for anything regarding health
- It was noted that the Doctor shortage in BC is a concern (Taya – Selkirk) and if students go to the Emergency Room to get a Dr note, there is a fee
- Dr’s notes are no more valid than a self-declaration
- Several practicum sites are still requiring Doctor’s notes and immunization records to accept students for practicum
- Institutions must state to students that this is not a program requirement, it’s a centre requirement
- CRC – is it an admission requirement or a program requirement?
- Laura (TRU) – noted that we all must continue to be aware of confidentiality when it comes to the CRC
- Violet (Capilano) – students in their programs must show their CRC before registering for any courses that have a practical component
- In 2012 legislation changed where institutions have to apply on behalf of students
- Laurie (NIC) – some institutions may have to change some of their assignments so the student without the CRC won’t have to go out?
- Laura (TRU) – is the Registry or the Institution the “Gate Keeper” of these documents? The college cannot stop students from taking the program if they do not have a CRC – they just may not be able to do any practical component?

11. BCACCS Update

- They have hired new people
- They have received lots of new funding
- They are supporting leadership
- They have hired several Early Years employees throughout the province
- May 23, 2019 they are having a leadership forum

Next Year ...

- Co-chairs for next year (2020) will be Sheila Grieve (VIU) and Laurie Tulloch (NIC)
- Date set for May 4th and 5th, 2020
- Possible location Douglas College (Lower Mainland) or Kelowna? Douglas College was decided on as the next location.

Meeting Adjourned - 4:00 p.m.

MINUTES – DAY TWO (May 9, 2019) (Yukon College)

- Welcomed back to the meeting by Taya (Selkirk)

1. Darryl Soper – Ministry of Advanced Education – Updates

- The government has distributed \$1.2 Million to public institutions to expand or enhance their ECE programs
- They received 18 proposals from 11 public institutions and all proposals were accepted
- They intend to continue more robust funding and focus on rural and remote programs

- All the evaluations of proposals are complete and the funding letters are going out
- They have recently been working on a “Work Integrated Learning Project” in consultation with Ontario
- This is intended to ‘fill in the gaps’ and get educators working as soon as possible
- They selected 6 pilot projects in the Fall of 2018 – cost \$500,000.00
- They are also currently working with the Institutions and the ECE Registry to get students’ up to speed’ with their credentials
- They are hoping to expand their involvement and funding
- The “Sector Labour Market Program” – funded ECEBC (\$1.8 million)
- Received report that ECEBC has been working on their Recruitment and Retention Project - there is a shortage of skilled childcare workers in BC
- They will continue to evaluate what the sector needs
- The government still has some unallocated funds so are presenting a 3rd call for proposals
- Jessica (Camosun) – although we are appreciative for what they have already funded, there is a hope that this is not just a one-time funding
- Response – BC’s plan is a 10 year plan – they currently have only focused on a 3 year window as there is a 3 year budget cycle
- Government hopes to create 22,000 new early childhood spaces in centres
- They also are trying to get lower qualified educators to upgrade their education
- The Ministry of Advanced Education is working with the needs – they have a strong commitment to ECE but do not control the “purse strings”
- Jeanne (Camosun) – Some of the challenges they’ve seen – students may not be fully aware of the full time commitment, institutions have attrition
- Could there be a program created to ‘catch’ those students?
- The Ministry said that is an innovative idea – they are open to hearing about those kinds of ideas (which would be a possible candidate for those un-allocated funds)
- They are always open and available for emails or phone calls

2. Government Updates (ECE Registry / Ministry of Children and Family Development)

Darla Faulkner (Director of BC ECE Registry) / Erin Mirau De Vera (ECE Program Coordinator – ECE Registry)
Michelle Gilmour (Child Care Policy Analyst | Early Years Policy | MCFD)

- Michelle gave an update on recent initiatives
 - **The New ECE Competencies** – they have received the draft of the new competencies from the writing team and now things are working internally and there will be some internal decision making on the new document soon
 - **The Wage Enhancement Project** – this was rolled out in January 2019, it provided centres \$1.00 per hour for their educators so centres could increase wages, they funded 2000 facilities which involved 7500 educators. Several hundred centres have clearly benefited from this enhancement
 - **The Early Years Portal** – they are currently expanding this. It has moved away from BC Campus
- They have received \$6.3 Million funding from the Federal Government and are working with several organizations to distribute the funds
- They are also currently undertaking a review of the responsible adult training to see what changes may be necessary – they may consult with the ECE Articulation Committee regarding this
- Also working with ECEBC on the ‘Child Care Sector Labour’ Project
- They are looking at changing the age for the ECE Assistant Certification
- Jeanne (Camosun) – it currently is 15 years old and needs to be moved up
- Michelle is always available for email – email address is: Michelle.Gilmour@gov.bc.ca

ECE Registry Update (Darla / Erin)

- The ECE Registry's Mandate was re-stated to the group
"The Health, Safety and Well Being of BC's children under the care of Early Childhood Educators and Assistants"
- Currently (as of Mar 31, 2019) the Registry
 - has 26,200 Licensed ECE's and Assistants
 - have 32 recognized Post-Secondary Institutions in BC offering the Basic Early Childhood Education Program (20 public, 10 private, 2 adult education) and have 28 institutions offering the Post Basic Early Childhood Education (17 public, 9 private, 2 adult education)
 - does 150 investigations a year
 - certifies approximately 7,000 ECE's a year (both new applications and renewals)
- They are working on linking their mandate to Licensed Child Care
 - The Health Authority (CCFL) is responsible for Child Care Facilities
 - The ECE Registry is responsible for the ECE staff in those facilities
 - The Registry will follow employees from centre to centre if there are concerns or complaints on the employee
- They are also linking their mandate to Strategy with Quality being the central focus
 - They work on setting standards for certification
 - They recognize and monitor Post-Secondary ECE Programs
 - They investigate (to assess suitability)
 - They do certifications (to assess suitability)
- Their Ministry partners include
 1. The Ministry of Advanced Education, Skills and Training
 2. The Jobs, Trades and Technology Ministry
 3. The Ministry of Education
 4. The Ministry of Health (which is the Registry's most consistent partner)
- The Registry also acknowledges and works with Key External Stakeholders
 - The Early Childhood Education Articulation Committee
 - The Child Care Resources and Referral Offices
 - ECEBC (Early Childhood Educators of BC)
 - The Community Care and Assisted Living Appeal Board
- There are 5 levels of certification that the ECE Registry provides
 1. ECE Assistant Certification
 2. ECE One Year Certification
 3. ECE Five Year Certification
 4. Infant Toddler Certification
 5. Special Needs Certification
- They are currently in the process of finalizing an information sheet on the requirements for each of those different levels of certification
- The certification process is 'evidence based' which means they verify and information provided by applicants including contacting references, professional development facilitating agencies, and educational institutions
- The Registry may deny an application for certification if they are unable to verify information
- There unfortunately has been an increase in falsification of Professional Development documents (paperwork submitted is either false or has been altered)
- Each time an action is taken on a certificate by the Registry, the person has the right to dispute it
- Darla and Erin reviewed the certification process with the Articulation Committee
- There have been some assessment challenges they have come across which include
 - Figuring out equivalency on applications (eg: international or out of province)
 - Labour mobility – being able to move from province to province
 - Applicants having no evidence of their credentials (eg:refugees)

- Applicants with education that is older or is from an institution no longer open
- Recruitment Agencies (pretend to be applicants, may falsify signatures) – the Registry if having to strengthen their process for assessing international students due to these agencies
- Dealing with “Diploma Mills” – they are strengthening their message around what the 500 hours work experience must consist of
- Ensuring that Pro-D and Work Experience is actually in a relevant area
- Cindy (NLC) – asked if Family Child Care Experience is still accepted? (as part of renewal/500 hrs)
- Response was they no longer have the 250 hr guideline, they now assess applications including Family Child Care Experience on a case by case basis
- Students now have 2 years to get their 500 hours and assessment is based on the individual’s submission
- An individual would have to support their application with sufficient evidence
- The breakdown of ECEs / ECEAs is ... 19,000 (ECE) / 7,000 (ECEA)
- The Registry has seen an increase in people who have left the field and are then wanting to come back after some time – this means there is also an increase in having to recall files
- The difference in requirements for renewal are:
 - Within 5 years – 40 hours of professional development and 400 work experience hours
 - After 5 years (expired license) – 40 hours of professional development and 500 work experience hours
- Darla and Erin went through some of the common reasons they may deny applications, what the purpose for doing investigations is and what the investigation process is and what the possible outcomes of investigations can be
- Tia (Caplano) asked what their understanding of “Manage Children” is?
- The response – the Registry connects “manage” to the competencies (with/for children)
- ‘Manage’ also includes managing the facility
- Jeanne (Comosun) – asked, ‘once finished the program, can the time frame to complete their hours be extended?’
- The Registry doesn’t have the authority to extend the time frame for hour completion because of life challenges or changes
- They see some people entering the field with an assistant certification (having taken ONE of the required courses) they go on to take the full program
- However, they can renew an expired assistant certificate with 400 hours of work experience
- If they haven’t completed the required 400 work experience hours they could not renew the ECEA and would have to work as a ‘responsible adult’
- The ECEA can be renewed an unlimited amount of time
- The Registry currently receives approximately 3 complaints per week – these can be received from anyone and although they come mostly from licensing, the facility, a parent, the public or the police
- In complaints, the Registry will look at the immediate risk of the individual returning to work to determine if they are able to work through the investigation
- Investigations are fairly in-depth and follow quite a lengthy process
- Their common findings are that investigations see ...
 - Inappropriate child guidance
 - Failure to demonstrate good character or ethical practice
 - A failure to report ‘reportable incidents’
 - A failure to report to the ECE Registry
 - Interpersonal communication challenges and inappropriate conduct with families
 - Forgery or Alteration of documents

- The application process for new ECE programs at institutions was reviewed for the Articulation Group and it was noted that once an institution has “interim approval” they will be listed on the ECE Registry website and then once the institution has received “ongoing approval” they will be listed in Schedule D of the regulations
- The ‘Program Profiles’ are being sent out later this year than usual (will be sent out mid-May) so institutions can watch for those
- They always need these to be updated so that individuals applications will agree with the transcripts from the institutions
- There was a request for institutions to keep the Registry informed of any program changes they make (eg: program expansions) and if institutions are offering any Pro-D for educators to keep the attendance info and hours participated so those can be verified if necessary
- Contact Email: ECERegistry@gov.bc.ca (Erin Mirau De Vera)
- A ‘question and answer’ time with the Registry representatives followed:
 - Q: Question on site visits and clarification about the relationship with private training institutions?
 - A: They look at both the institutions polices as well as the policies directly related to the ECE program
 - Q: Are complaints tied into ECEA numbers?
 - A: There currently is no public record available of this, they do internal tracking and have found that there is approximately the same % of fully qualified educators and assistants involved in complaints For complaints, demographics plays a part, they also look at the level of certification of the individual, where the individual was trained, the patterns and trends they see from former grads and have found that the number of complaints is proportionate to the institutions
 - Q: Alison (UVIC) – with regards to demographics, is it optional to identify, and are certain parts of the province under represented?
 - A: they only know where the applicant lives not necessarily where they work
 - Q: Cindy (NLC) – What is the process for the investigations of ECEAs?
 - A: They are investigated based on the knowledge, skills and ability that they have. With one course they would still investigate even if the complaint doesn’t relate to the taken course – the ECEA may then have some stipulations as part of the conclusion
- Jeanne (Camosun) – reminded all that remembering privacy laws, institutions should not be sharing information on students with others.
- Question arose – ‘should institutions inform practicum placement centres?’
- Response – yes it would be advisable to let practicum centres know possible concerns you may have about a student

3. The Work Integrated Learning /WIL / Provincial tool (Jessica Hretchka-Fee – Camosun / Cindy Page – NLC)

- The Articulation Committee has spent a lot of time over the past several years discussing Indigenous issues and how we can ‘put into action’ (which is what Karen Isaac a few years ago was calling on us to do) the points and issues that have been in the forefront of our discussions (primarily revolving around Truth and Reconciliation)
- The question was put to the group – “what can we do to continue moving forward with Indigenous issues?”
- Cindy had the group participate in an awareness activity and asked, “what does it mean to be an ally?”
- Question – how do we help all students to ‘jump in’ and find their place – those students that are new to a community or new to a country?
- Jessica asked – “what is Articulation’s role in this process?”
- Jessica gave the group an opportunity to answer her questions and then collected them
- Cindy commented that it is very exciting to hear how engaged everyone’s discussions on the topic were
- Katarina (VCC) – having had some indigenous students, she found at first it was uncomfortable but found that when you share your own vulnerability you make a connection with the students

- A “Program Evaluation Process” (PEP) has been designed to evaluate ECE program delivery; it was originally created as an addendum to ECCERS. It uses self-evaluation and evaluation of program planning that focuses on learning to observe, value, inspire and transform programs
- PEP can be used along with other evaluation tools programs have or can be used on its’ own
 - More information on this is on the BC Aboriginal Head Start website <https://www.ahsabc.com/copy-of-resources-2>
- There was a suggestion that this information could possibly be put on a Webinar and not delivered just face to face
- The Work Integrated Learning Project ...
 - Camosun is working to create a sustainability plan on Work Integrated Learning
 - There will be 5 institutions used as their ‘Pilot Project’ (Selkirk, Camosun, VIU, Langara and Okanagan College)
 - A Guide tool is being developed
 - It means offering learning at a workplace
 - Intent is to find out how we best can cultivate a rich curriculum in the child care centres and it is a way we can be responsive to the needs of the field as well
- **WIL** is focused on ‘what I am doing and what I want to do’. This differs from the PLAR which looks at “what I’ve done”
- It is a more Holistic way of education and child care centres that were polled thought it was a great idea
- There will be a review of WIL in March 2020 – there is the hope that it will help encourage the bridging of ECEAs to the ECE Basic education or the ECE Basic Certified to the I/T
- Group was asked if there was a ‘fear’ or an ‘appetite for’ the WIL

4. New Business

- *Institutional Updates* – many have submitted and Pat Bates (Stenberg) compiled all into an update report. Those who have not yet sent their updates to Pat can still send them and she will compile them all so all the institutions updates can be emailed out to Articulation members
- Cindy (NLC) – would any institutions with campus daycares be open to having students observe so they were able to see different philosophies etc
- *Private Institutions* – Carla (Spratt-Shaw) – she would like to promote advocating for Private Institutions and asked to be “pointed in the right direction” to do this – she sees there are poor working conditions for instructors in private institutions and says that in so many areas (particularly regarding instructors) there are differences between public and private institutions
- She was thankful for being able to be part of the Articulation Committee and others responded that they were happy to have Private Institutions now included in their meetings
- Katarina (VCC) reminded the group that private institutions must meet the same competencies for the ECE Registry
- Cindy (NLC) – said she feels that as a committee, we always have the responsibility of supporting the sector in all ways
- *The Peer Mentoring Project* – (Laura – TRU) noted that this project is province wide and there is lots of funding available (thru MCFD)
- They are looking at 19 locations (communities/facilities), 6 experienced educators and 6 new educators (with 5 years or less of experience) and the project is all about supporting ECEs
- *The Child Care Operators response* – volunteers were requested to follow up on the Child Care Owner Assn letter Volunteers ... Cindy Page (NLC), Terry Breck (Capital College), and Janet Webster (SD #42)
- *The \$10.00 a day Child Care Plan* -

- **MOTION ...** by Cindy Page (NLC) – The ECE Articulation Committee has made a formal endorsement of their support for the \$10.00 a day Child Care Plan, and we should ensure that we reaffirm to the government our commitment to the \$10.00 a day – Seconded by Jessica (Camosun) Vote ... Motion carried
- **ECEA Certification** – discussion was held to decide if another letter should be written requesting that the ECE A certificate can only be held for a limited time before the holder is expected to upgrade their qualifications.
- Articulation wants to remind government of our disagreement with the existence of ECEA certification and are encouraging the Ministry to reconsider the ECEA designation.
- Enid (Camosun) – ECEAs have become ‘normalized’ and this is something that we do not want to continue as we all agree that it affects quality in the field
- **ACTION ITEM ...** 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
- The letter will be drafted by Enid (Camosun) and Tia (Capilano) as co-writers and it will be sent to the Articulation group for feedback prior to mailing.
- Action Item – carried unanimously
- Jeanne (Camosun) – question “Are institutions making space for colleagues that do not have a Master’s Degrees but have a wealth of living and learned experience which can be considered equivalent?”
- UBC – announced that they will be providing a massive On – Line course in October of this year
- Additional discussion occurred on students with academic accommodations. Curiosity about students who don’t have the ability to support children with safety going through the ECE program.
- A conversation continued about the realities of the role of education in supporting students to obtain their education and the role of the student – the student must decide where they are as a ‘student’ (not who they will be in the field)
- All students should be guided through accessibility.
- NIC has a document that they have student’s sign at the start of the program that notes the required abilities necessary to move through the program so that if the student chooses to move forward, they will know what is needed.
- There was gratitude’s mentioned to all who come to the Articulation meetings and support the Articulation Committee
- Emily (ECEBC) took a group photo to support the ‘Bear Witness Project’ which supports ‘Jordan’s Principle’ (a child-first principle ensuring First Nations children get the services they need when they need them)
- Emily will send the picture to Cindy Blackstock (a Canadian activist for child welfare and executive director of the First Nations Child and Family Caring Society of Canada and professor for the School of Social Work at McGill University) to show our Articulation’s support of the project
- Taya – asked if the committee felt that possibly have 2 or 3 video conferences in between our annual conferences would be helpful to stay in touch and better discuss issues – all agreed

SUMMARY ... MOTIONS AND ACTION ITEMS

- **ACTION ITEM ...** There should be a follow up to Student Membership in ECEBC (Violet Jensen – Capilano University volunteered)
- **MOTION ...** by Cindy Page (NLC) – The ECE Articulation Committee has made a formal endorsement of their support for the \$10.00 a day Child Care Plan, and we should ensure that we reaffirm to the government our commitment to the \$10.00 a day – Seconded by Jessica (Camosun) Vote ... Motion carried
- **ACTION ITEM ...** 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

No motion or action item was decided upon in response to the BC Child Care Owner’s Assn.letter

NEXT YEAR'S MEETING –

- Co-chairs for next year (2020) will be Sheila Grieve (VIU) and Laurie Tulloch (NIC)
- Date set for May 4th and 5th, 2020
- location Douglas College (Lower Mainland)

- Meeting Adjourned – 3:00 pm.

BC ECE ARTICULATION COMMITTEE INSTITUTIONAL UPDATES – MAY 2019



Institutional Update – Burnaby Community & Continuing Education

Greetings from Burnaby Community & Continuing Education (SD41) – ECE Program,

We are currently running ECE-Basic Certificate and ECE Post-Basic Diploma programs (Infant & Toddler and Inclusive Practices). We are now in the admission process of ECE-full-time Day Program starting September 2019 to July 2020.

We are engaged in Community of Practice Sessions "Building Curriculum from an Indigenous Story: Incorporating Indigenous Perspectives in Early Learning Environment - Professional Development for ECE Practitioners" (10 hours) Currently we have 19 participants and two facilitators; and with the support of an Elder, Karen Hazelman, from Musqueam. This is a successful project and we are in the process of reapplying for funding.

Our focus for the second Community of Practice Project will be "Inclusion and Inclusive Practices in Early Childhood Settings" .

Marketa Soldat

Program Coordinator – Early Childhood Education Program



Institutional Update – College of the Rockies

It's been another busy year. In May of 2018 there came an announcement that we received funding for 30 additional seats in the ECE certificate program for the 2018/19 year and 10 extra seats for 2019/20 in the diploma program.

The certificate seats were designated for our regional campus areas. We filled 57 of the 60 available seats for the certificate program this year.

In March of 2019 there was an announcement of the addition of 96 beds for student housing in six cottage-style buildings. The first floor units will be barrier-free. Construction is starting in the summer.

Kathy Nelson



Camosun has had a busy year! Ongoing, we offer a face to face diploma program with a new intake every year. In addition to this program, we have received funding for the following:

- A partnership with Saanich Adult Education Centre (SAEC) to offer ELC diploma for 16 Indigenous students (community based).
- A Work Integrated Learning pilot project with two components; 1) collaborating and development of a proposed provincial guide with tools 2) working with 4 childcare centres in community who have or are applying for capital grant funding to increase staff education from basic credentials to infant toddler.
- A two year diploma- evenings and weekend's with summer institute. It is focused on assistants currently working in field- 16 students.

The community program and WIL both began in January and have had positive experiences. There has been lots of learning in the community program for both faculty and students. We have had the fortunate opportunity of Mary Burgaretta joining the ELC team!

The momentum and enthusiasm with WIL is has a very positive energy. As one of the partners noted "This project removes barriers and is a great opportunity. The staff very excited about having the ability to have some control over how the program grows and have input into what does and doesn't work is beneficial." The centre directors meet monthly to connect and having deep conversations, rethinking how things are done.

Student representation is offering depth and feedback at the ELC advisory and note "the Indigenous studies class has been amazing and students have learned about the effects of colonization with many difficult topics discussed. In other classes and practicum, the students have been talking about reflecting Indigenous perspectives as well as the importance of ties to the land for childcare centres." The students continue to request the program develop practicum and approaches to developing relationship with mentors and in a field that is very busy.

Students have been inspired by ELC faculty Anastasia Butcher with her research and ongoing development of local communities of practice. The student's momentum is building and the curriculum emerges...

Happily submitted by the Camosun ELC Team 😊

Institutional Update May 2019

Dear Colleagues

Here is the Capilano University Institutional update report.

1. Launch of ECCE program in regional campuses of Sechelt and Squamish
 - Sechelt launch was in Fall 2018
 - Cohort was established and is nearly completed ½ of 1st year program
 - Currently offering diploma program with a second offering of 1st year courses in January 2020
 - Plans to offer Squamish program in September 2019
 - Info session planned for May 22, 2019
2. Election of new incoming Chair and Coordinator in ECCE program and EHHD (Education, Health and Human Development, School of Education & Childhood Studies)
 - Chair – School of Education & Childhood Studies – Kathleen Kummen
 - ECCE Coordinator – Julia Black
 - ECCE Research Centre Convenor – Kathleen Kummen
3. Completion of Graduating Seminar Projects
 - April 27th, approximately 60 ECCE students presented their graduating seminar projects and will be graduating this June
4. Pedagogista work continues at Simon Fraser University (starting 4th year in September 2019, Frog Hollow Neighbourhood House (starting 3rd year in September 2019) and Capilano University Children’s Centre (over 10 years)
5. New hires are being completed with growth of ECCE faculty to 12 fulltime and 6 part-time.
6. 17th annual North Shore Conference “To Learn, To Wonder” is taking place Saturday, September 28th. Submissions for Calls for presentation, submission deadline extended to May 27th, 2019.



Institutional Update – Capital College

Since August 2018 we have had two classes of ECE and Montessori running with about 30 students in total.

We have an ECEA Program that has 3 – 4 starts per year with about 40 students in total in that program over all of those starts.

We have an Infant Toddler Program (which typically starts in September) but currently do not have an Infant Toddler Program running.

We have six instructors in our Early Childhood Education and Montessori Program.

Terry Breck – ECE Program Consultant



Institutional Update – Delta Continuing Education

Delta ECE has been working in partnership with Options CCRR and the Langley School District to explore bringing our ECE program to Surrey and Langley (dependent on numbers). We are working together because we recognize a need for quality training.

Delta ECE, in partnership with the Society of Richmond Children’s Centres and SFU Childcare Society, have sponsored the creation of Communities of Practice around Ann Pelo and Margie Carter’s book, “From Thinking to Teaching”. Delta ECE has also partnered with Options CCRR to bring Ann Pelo to the Delta and Surrey community in November 2019.

Lisa Nicholson
Coordinator – Basic ECE Program

Langara College Early Childhood Education Department

Our department continues to have 2 cohorts each year for the diploma program with a total of 60 students. We also have 25 students who take the evening post basic special needs program and 36 students each year who take their infant and toddler practicum.

We have an increasing number of international students in our programs and are fortunate to have the support of the Langara International Educational Department.

We will be starting two new programs and possibly a third one if we are successful in being accepted:

1. A PLAR/WIL pilot program for students to fast track in receiving their Infant and Toddler certification will begin in September 2019
2. An ECE Certificate program offered part time and through a mixed mode will begin in January 2020
3. We have been shortlisted for a federal grant that would have us partnering with the YMCA ECE to add Musqueam specific content to one of the ECE courses.

Merle Viaud



Institutional Update – Montessori Training Centre of BC

We continue to offer the Montessori Infant Toddler Course which requires students to attend two summers full time – a study on human development from birth to 3; the Primary training course (to work with children 3 – 6 years is a full time academic year program from September to July.

We are now offering the Montessori Elementary teacher training to work with children 6 to 12 years of age. And, it is possible for the students from the Elementary training program to study for their Master's Degree at Vancouver Island University.

Marian Riedel of VIU has worked with us to establish this connection! Very exciting! Erin Higginbottom from the Montessori Training Centre of British Columbia will be representing our institution this year at the Articulation Meetings.

Caroline Loughran - Administrator
Montessori Training Centre of BC



Institutional Update – North Island College

We continue to grow our programs across the north island. This year, in addition to our Certificate programs in Port Hardy/skyped to Alert Bay, the Comox Valley and Port Alberni campuses, we delivered a Certificate Program with the Tla-o-qui-aht First Nation on the West Coast. Serving students from Campbell River and the Comox Valley, we also began a new 2 year Certificate Program in the evenings

and weekends serving many owner/operators and ECE Assistants to fully certify. This was the beginning of more expansion to come with thanks to the Ministry of Advanced Education, Skills and Training. Our part time Diploma Program, utilizing ITV (Interactive Technology) added Ucluelet as a fifth community and was augmented by an extra section of Infant Toddler theory and practice in the Fall through college funding.

Looking forward, next year we will be adding several face to face deliveries including a full time Certificate Program in Campbell River, a dual credit Certificate Program in the Comox Valley, a part time Diploma in Port Hardy, and a part time Infant Toddler Diploma on the West Coast. We are also welcoming our first international cohort of students to our Port Alberni campus for an Infant Toddler Diploma. In 2020 we will offer a full time Diploma for the Certificate graduates in Campbell River and the Comox Valley to ladder into. This ambitious mix of part time and full time cohorts is addressing both the recredentialing and new education of educators so urgently needed in our communities. Offering two year programs also allows for building international practicum opportunities for our students, possibly in Denmark and Ireland.

We are hiring! For a small department across a large geographic region we acknowledge the need to plan this expansion carefully to support both our growing faculty and the capacity in our communities for practicum placement. With strong community advisory support we have piloted new practicum and mentor models this year and are grateful for the inspiration and support provided by our colleagues at Camosun, Douglas and Capilano early learning programs. We have received college funding to explore and pilot placement supports to our faculty. Within Health and Human Services, a new Associate Dean position is providing much support to the administration of our expansion.

As we prepare for change, North Island College is preparing to build residences at the Comox Valley campus which will serve our many students who move from smaller communities and are sometimes challenged to adapt to life in the 'city' away from family and culture. A new Manager of Student Life has been hired and we are working with the planning committee to identify the required supports for our students living in residence or the community. The residences include family housing also requiring a child care plan which is another great opportunity for our department in planning learning spaces.

In closing, I want to sincerely acknowledge the vision and determination of our faculty, leadership and communities,

Laurie Tulloch

Chair, Early Childhood Care and Education



Institutional Update – Northern Lights College

We are experiencing another period of growth in our ECEC and EA programs, with both now of equal size. At the same time, we have had two long time instructors retire with another about to at the end of this month. Each of these dedicated teachers worked 25 plus years at the college.

Our partnership with College Educacentre to deliver our programs in French remains strong, reaching students across Canada. They are working on increasing their enrolment with school districts, including a partnership with the Yukon.

Thanks to the Ministry of Advanced Education, Skills and Training, we are half way through our second on campus ECEC program. We anticipate continuing with a 3rd cohort in Fall 2019. The addition of the face to face program has led to exciting possibilities.

Faculty are exploring various team teaching models, including building relationships between the on campus and online worlds. We continue to work collaboratively with the on-campus child care centre, and have enjoyed seeing the pedagogical stories reach our monthly staff meetings.

We were getting a lot of calls from rural communities to deliver in house education but are concentrating our efforts in developing relationships in the Peach region. We remain committed to offering support to other institutions and their students who may need a course or two so they can remain on schedule to graduate with their local college.

We generated a lot of interest in our new Family Resource Practitioner – Advanced Certificate while at the ECEBC/CCCF conference this year and are hoping to see applications increase. Any ECEC diploma graduate (or those with 3-5 years' experience working in Family Resource related programs) is eligible to apply. We would appreciate your support in continuing to share the word with students.

Cindy Page
ECEC/EA Program Co-Chair/Instructor



Institutional Update – Okanagan College

It has been a complex year with different intakes/programs and the mentoring of new instructors both part-time and full-time! The full-time staff have been very, very busy.

Currently our first and second year full-time students are in practicum and have been placed anywhere from Penticton to Armstrong. We have five instructors visiting 37 different students. This is the last component for our second-year Diploma students and we anticipate graduating 18 students.

As is often the case we have had some of our Diploma students choose to leave at the end of semester 3 with a Certificate, this year we had 3 students exit at this point. Overall the graduating numbers (21) based on an initial intake of 24 students is a dramatic decrease in terms of attrition percentages. We attribute this partially to some assignment adjustments, and some extra supported work-time in class. It may also be a product of chance as we had a more mature median age with some significant diversity and life experience.

The Salmon Arm Indigenous group will begin their first block practicum on Monday, April 15, 2019. We will have 12/14 entering this practicum. Two of the Salmon Arm students have left the program, although both of them will qualify for an ECEA (Assistant) certificate to practice.

The program has been quite successful due to the efforts of our two instructors; Diane Little & Katherine Bonell and the Continuing Studies' support team in Salmon Arm. In addition, the Salmon Arm Campus has provided Aboriginal support services and learning support services that have been integral to student success! This program was generated by a partnership between the Shuswap Nations Alliance, Okanagan College Salmon Arm campus and Okanagan College Continuing Studies and the Early Childhood Program. In addition to the full-time Certificate program the three ECE assistant courses (Health, Safety & Nutrition, Child Development & Guiding & Caring) were offered to Indigenous cohorts from Chase (9 students) and Lillooet (12 students). The Chase group held classes in the evening and the Lillooet group had daytime classes two days per week in Lillooet.

In the fall semester of 2018 we offered an evening program for the Infant & Toddler Specialty Certificate. We will have 10 students begin their practicum component by April 30/19 to complete by June 14/19. We anticipate an additional 10 of our diploma students to join this group. Our diploma students complete the Infant & Toddler specialty course work within their four semesters. We are hopeful we will have 20 students complete their Infant & Toddler Specialty certificate.

Okanagan College was also awarded funding to engage in a work related prior learning assessment pilot program for the Infant & Toddler Certificate. It is in the beginning stages but work is being done to develop a process that is acceptable to the ECE Registry. Jane Friesen has been contracted to develop this process and work with several pilot sites. Hopefully this will serve us well in the future as we strive to increase the numbers of Infant & Toddler certificate graduates.

We also received one-time funding for a November intake of first year students. They will complete their first year by the end of June, 2019. They will meld with the regular second year cohort in September 2019. We hope to have a second year ECE diploma group of approximately 30 students.

We also may have semester 4 students join us from the Salmon Arm group to further increase our diploma graduate numbers in January 2020.

The last bit of good news is that we very recently have been funded to offer an Early Childhood Certificate (three semester) program on the Vernon campus of Okanagan College beginning September 2019. We will be posting for instructional staff shortly.

Last year we engaged in a program review process. The external review took place at the end of June/18 and the final report & recommendations were provided to us in September. The department has established some immediate goals and priorities over the next few weeks with timelines for meeting the goals.

A significant component for the program was the responses of the students who were interviewed by the committee. They indicated they felt well-supported and well prepared to enter the field. They had very enthusiastic and positive feedback about the Okanagan College program!

We intend to focus on the following goals over the next year as indicated by the recommendations of both our internal and the external reports;

- Indigenization of our curriculum content (this is an area already in progress as we move through the curriculum in Salmon Arm, Chase and eventually Lillooet) We are supported through this by instructors who have a great deal of experience in this area and by the involvement of Elders and support staff in Salmon Arm.

- Incorporation of provincial prescribed learning outcomes and a refreshed list of provincial competencies as they become available next spring.
- Engage in the Okanagan College process to prepare an application to Education Council to shift our course valuations from 'hours' to 'credits' to insure ease for our graduates as they apply to degree opportunities and seek credit for the work they have already accomplished.
- Explore greater blended learning opportunities for course work. We have also begun this process and a couple of the Infant/Toddler courses have been scheduled to include both face to face instruction and some self-directed content. As well we are considering previous infant & toddler experience in allowing experienced educators to complete their Infant & Toddler practicum in their workplace. We have developed a process and will pilot it next spring for our evening Infant/Toddler cohort. We are also considering offering one of our fourth semester courses as an online opportunity.
- We will be reviewing student assignments (and marking loads for instructors) as the year progresses.
- We have already engaged in incorporating greater outdoor play content within our existing curriculum. This is a trend that is relevant in B.C. today.

Our full time instructional staff has shouldered these additional responsibilities with great professionalism (Heather Ross, Terri Russell and Pam Wetterstrand). We have also been fortunate to contract additional instructors (Betty Cleland, Barb Fay, Alicia Larson, Wendy Kenward and Matthia Vaillancourt) who come to us with excellent skills and experience. Our base program has benefitted from the new energy and ideas. The Salmon Arm, Chase & Lillooet experience has also informed our efforts to provide content and activities most appropriate for Indigenous Early learning students and settings. This is still a work in progress but we have made some great shifts to date.

Pam Wetterstrand M.Ed. Chair, ECE Program



Institutional Update – Stenberg College

It's been a busy year for us. We opened a second campus in January (also in Surrey). We also had our first ECE Program at that campus start mid-January which now gives us three ECE Basic Program starts per year (Sept / Jan/ and Apr). We are also continuing to run our ECE Post Basic Combined Delivery Program with two starts per year (Mar / Aug).

Our ECE Basic Program classes usually enrol 15 – 22 students in each cohort (25 max in one class). Our Post Basic classes are considerably smaller, usually 6 – 8 students in each start.

Our Marketing Dept has recently been spending more time focusing on marketing our ECE Program so we are now seeing some benefits from their efforts in terms on numbers.

We have been seeing a dramatic increase in interest in the ECE program from international students and have noticed a drop in enrolment of domestic students. The government's reduction of hours required for the Education Assistant's Program as well as the generally lower pay in the ECE Field they feel is contributing to less domestic student enrolment. This means that filling programs often includes having classes with a majority of international students.

The college is also working on and hoping to introduce an 'ECE International with Co-op' Program where international students will take a full comprehensive program (beginning with a 12 week English Program and then, while taking the ECE Basic (or Basic and Post Basic) Program they will have a Co-op with local childcare programs to give them experience with Childcares and an opportunity to practice their skills ongoing.



Institutional Update from Thompson Rivers University

Our ECE Diploma Program continues to be popular with both domestic and international students. We currently have students from India, China, Korea, Mexico, and the UK. There is a growing interest from our international partners and we currently have about 25% of our students coming from outside Canada. We could increase this number, but we are also trying to balance the learning needs within the classroom, along with meeting the needs of our local community. Approximately 25% of our students are Indigenous.

This last fiscal year we completed our ongoing Program Review and we were delighted to have Dr. Margot Greenwood and Dr. Kathleen Kumen as our External Reviewers. Currently we are finalizing our Action Plan which will then be passed at the Dean and Provost level. Our work this spring and summer includes incorporating Indigenous content into every ECE course. Our faculty is beginning a book club as a way to discuss Indigenization in Early Childhood Education.

This semester marks the completion of an Indigenous ECE cohort running at our Williams Lake Campus. Our faculty will be attending a special Graduation Ceremony put on by the North Shuswap Tribal Council at the end of April. We are feeling excited for this group of enthusiastic ECEs.

Just recently some of our graduates have gone on to complete additional post-secondary accomplishments: Two of our recent graduates, Taylor Morrison and Amy Stump have recently been accepted into the B.Ed Program. After completing our ECE Diploma along with the two Post-Diploma specializations, they laddered into the B.Ed Program. Meenakshi Kumar, a recent graduate of the ECE Program, recently completed her M.Ed Project, entitled, "Developing a Comprehensive Curriculum for Early Childhood Educators to Support Children with Challenging Behaviours". Soon Young Jang, a graduate of our ECE and M.Ed Programs, recently defended her Ph.D at the University of Toronto.

Submitted by Laura Doan, Coordinator



Institutional Update – University of the Fraser Valley

In the Spring (2019) we will be graduating 21 ECE certificate students and 9 students with their Infant/Toddler diploma.

UFV has received the funding and hope to offer the Infant/Toddler and Special Needs diploma in the Fall of this year (2019).

UFV participated in the feedback sessions on the Early Learning Framework. The Early Years Committee has been active in engaging multiple agencies in coordinating activities to promote Play within the Fraser Valley. UFV participated in hosting one of these monthly sessions in collaboration with the Fraser Valley Regional Library.

Anticipated enrolment for the Fall is approximately 25-30 students in the Early Childhood Certificate Program. We are in the process of hiring for a one-year limited term position for the Diploma program.

We have received a grant to explore taking a group of students to complete their curriculum course in Scotland. The anticipated course will run in May, 2020 and would combine students from the Early Childhood Education and students enrolled in the Bachelor of Child and Youth studies.

This is an exciting opportunity to engage students in exploring curriculum planning in an outdoor environment. The Fraser Valley continues to see a growth and interest in outdoor preschools. Monique Goerzen will representing UFV this year at Articulation.

Georg Melzer, MEd.

ECE/CYC Faculty - Child, Youth and Family Studies Department



VANCOUVER COMMUNITY COLLEGE

INSTITUTIONAL UPDATE 2018/19

Program Coordinator: Katarina Jovanovic

- Regular Programs:
 - Basic Early Childhood Education Certificate: 2 cohorts of year 1 and 2 cohorts of year 2 (25-27 students each).
 - Post-Basic IT/SN Diploma Program: newly restructured program launched in fall 2018 with 23 students.
 - Non-credit courses and PD workshops
 - Leadership Administration and Management (LAM)
- New:
 - Introduction to School Age Care – pilot course: launched in January.

- Satellite:
 - Masqueam ECCE, Partnership with Musqueam Nation: delivered in Musqueam community center, started in April.
 - New Projects:
 - Early Childhood Education Lab
 - Early Childhood Education Certificate – restructuring
 - School Age Program
 - Indigenization of the ECCE Program
-



Institutional Update – School of Child & Youth Care, University of Victoria

The 'CYC in Action VI' Conference took place at UVic at the end of April

<https://www.uvic.ca/hsd/cyc/research/home/conference/index.php>

Dr. Alison Gerlach joined the faculty in August 2018 and two new Indigenous faculty members joined in January 2019 (Dr. Nick Claxton and Dr. Sarah Wright Cardinal)

Dr. Jennifer White's term as Director is ending as of July 1 and Dr. Sibylle Artz will be taking over as Interim Director.

Our Undergraduate program is currently being reviewed and revamped in order to make it more streamlined and ensure that a clear commitment to de-colonizing praxis is threaded through all courses.

Our Early Years specialization suite of courses are also being reviewed and updated.

We have a new intake of MA and PhD students beginning in September 2019 with a few that have a specific interest in the Early Years.

Dr. Alison Gerlach
Assistant Professor ,
School of Child & Youth Care,
Faculty of Human & Social Development



Institutional Update – Vancouver Island University

VIU has named a new president, Deborah Saucier. She is currently president at MacEwan University and will begin her work at VIU in July 2019.

<https://news.viu.ca/deborah-saucier-appointed-next-president-vancouver-island-university>

The new Health and Sciences building and the new Trades buildings are both open and in full use.

<https://ur.viu.ca/campus-development/health-and-science-centre>

As many of the health programs have moved to the new space, the ECEC program has been able to gain a dedicated classroom. The dedicated classroom will be fully utilized as VIU has received some program expansion funding. Through the program expansion funding, two certificate cohorts have been added, one in Powell River and one in Duncan and, some online courses have also been funded.

VIU, in partnership with Aboriginal Head Start Association of BC, received funding for a Work Integrated Learning pilot project. AHS staff with two or more years of experience working in the field of ECE will have the opportunity to participate in a supported prior learning assessment and recognition program.

The goal is assist participants in creating portfolios to gain credit and to see where common gaps exist. The common gaps will be filled by offering learning modules. Once a participant has completed the PLAR process at VIU and gained course credit individual plans will be created to support the participant to full certificate or diploma graduation.

It is hoped that the various ECE educational institutions across the province will be willing to participate in the individual support plans by allowing participants to take courses and potentially graduate at their institution.

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