ACCOUNTING FOR QUALITY IN THE EARLY CHILDHOOD WORKFORCE

The 16th Annual Summer Institute on Early Childhood Development
Summer Institute 2019 welcomed 227 attendees from seven provinces and the northwest territories. The majority of the registrants were ECEs, 48 of whom worked directly in childcare or in kindergarten with children. Others are using their qualifications to work in family support programs, government, administration, as faculty or for advocacy or professional organizations.

Registrants without an ECE were found in similar occupations.

While ECEs working directly with children in early learning programs were evenly split in terms of their satisfaction with their pay and benefits, fortunately the majority (75%) would choose early childhood education if they were making that career choice today.

Big ideas came out of the afternoon panel and roundtables. Under the hashtag #comeforthekids #stayforthecareer, there was agreement that educators working in early education and care need a collective, cohesive voice to elevate the status of the profession.
SUMMER INSTITUTE 2019 ATTENDEES

- Non ECEs: 26%
- ECEs: 74%
ECEs WORKING IN EARLY LEARNING PROGRAMS: SATISFIED WITH PAY AND BENEFITS

No
50%

Yes
50%
IF I HAD TO DO IT OVER, I WOULD BE AN ECE...

Yes 75%

No 25%
IRAM SIRAJ
Fostering Effective Early Learning (FEEL)
PANEL
Key Elements of Defining and Sustaining an ECE Workforce

Dr. Veronica Pacini-Ketchabaw, Provincial Centre of Excellence for Early Years and Child Care

Michal Perlman, Applied Psychology and Human Development, Ontario Institute for Studies in Education/University of Toronto
• View Michal’s Presentation

Beth Deazeley, College of Early Childhood Educators
• View Beth’s Presentation

Rachel Lafferty, Association of Early Childhood Educators, Ontario
• View Rachel’s Presentation
COACHING TO ADVANCE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

LOUISE HUMPHREYS, BASC, RECE

SIXTEENTH ANNUAL SUMMER INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT
Accounting for Quality in the Early Childhood Workforce
June 17, 2019
The early childhood cognitive sensitivity training study
MARIE MACAULEY
Manager, Strategic Initiatives, Policy, Council Of Ministers of Education, Canada

FEDERICO VARGAS
Analyst, Early Learning and Elementary-Secondary Education, Council of Ministers Of Education, Canada

TRANSITIONS IN EARLY CHILDHOOD: RECENT TRENDS FROM CANADA AND ABROAD
A MENTORING JOURNEY
From professional development to a culture of mentoring
IRAM SIRAJ
Professor of Child Development & Education, University of Oxford, Department of Education

DEVELOPING THE WHOLE CHILD THROUGH MOVEMENT PLAY

Movement Environment Rating Scale (MOVERS) Mini-Workshop

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17TH JUNE 2019
16TH ANNUAL SUMMER INSTITUTE ON ECD
OISE, UNIVERSITY OF TORONTO
VERONICA PACINI-KETCHABA W
Professor of Early Childhood Education, Western University
RANDA KHATTAR
Executive Director for the Ontario Centre of Excellence for Early Years and Child Care, Adjunct Assistant Professor, Western University
RACHEL HEYDON
Professor, Faculty Of Education, Western University

EARLY CHILDHOOD PEDAGOGIES
#ComeForTheKids
#StayForTheCareer
This year marks the 20th anniversary of the release of the first Early Years Study. Early Years Studies 1, 2 and 3, lead by Mrs. McCain and the late Dr. Fraser Mustard, have influenced far-reaching government action including expanded parental leave and full day kindergarten. They have inspired important tools including the Early Development Instrument, the Encyclopaedia for Early Childhood Development, the Science of Early Childhood Development, and the Early Childhood Education Report. The launch of Early Years Study 4: Thriving Kids, Thriving Societies is an apt occasion to honour a Canadian champion for the early years.

• Access the Honourable Margaret McCain's remarks HERE

Iram Siraj congratulates Margaret McCain