

**CANADIAN TRENDS IN ECE  
PLAY BASED LEARNING**  
MAY 16, 2017

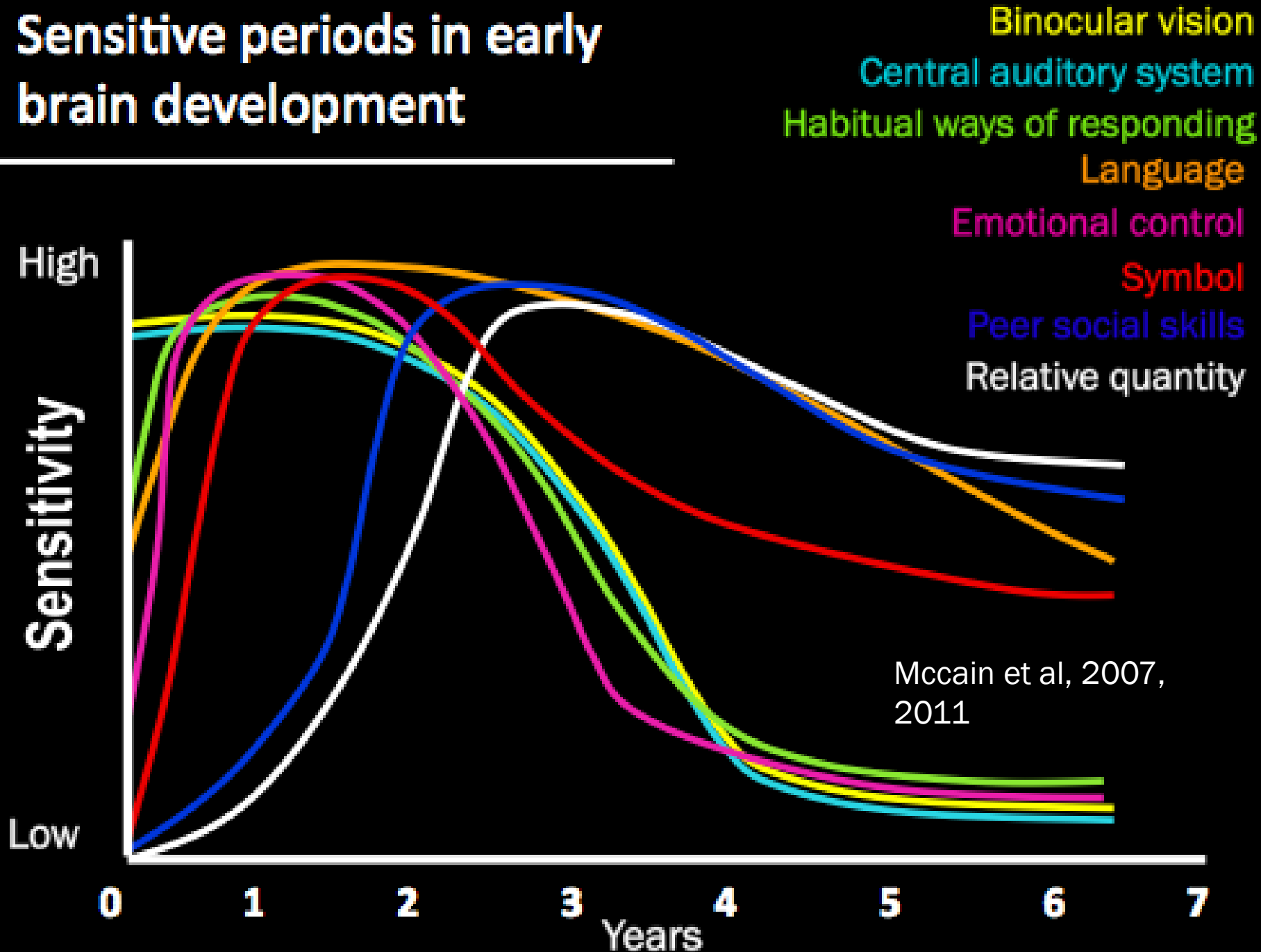
NWT JK/K Play-based  
In-Service and Training  
Yellowknife, May 16-19, 2017

Presenter: Kerry McCuaig,  
Atkinson Centre, Ontario Institute for  
Studies in Education, University of  
Toronto

# TODAY'S PRESENTATION

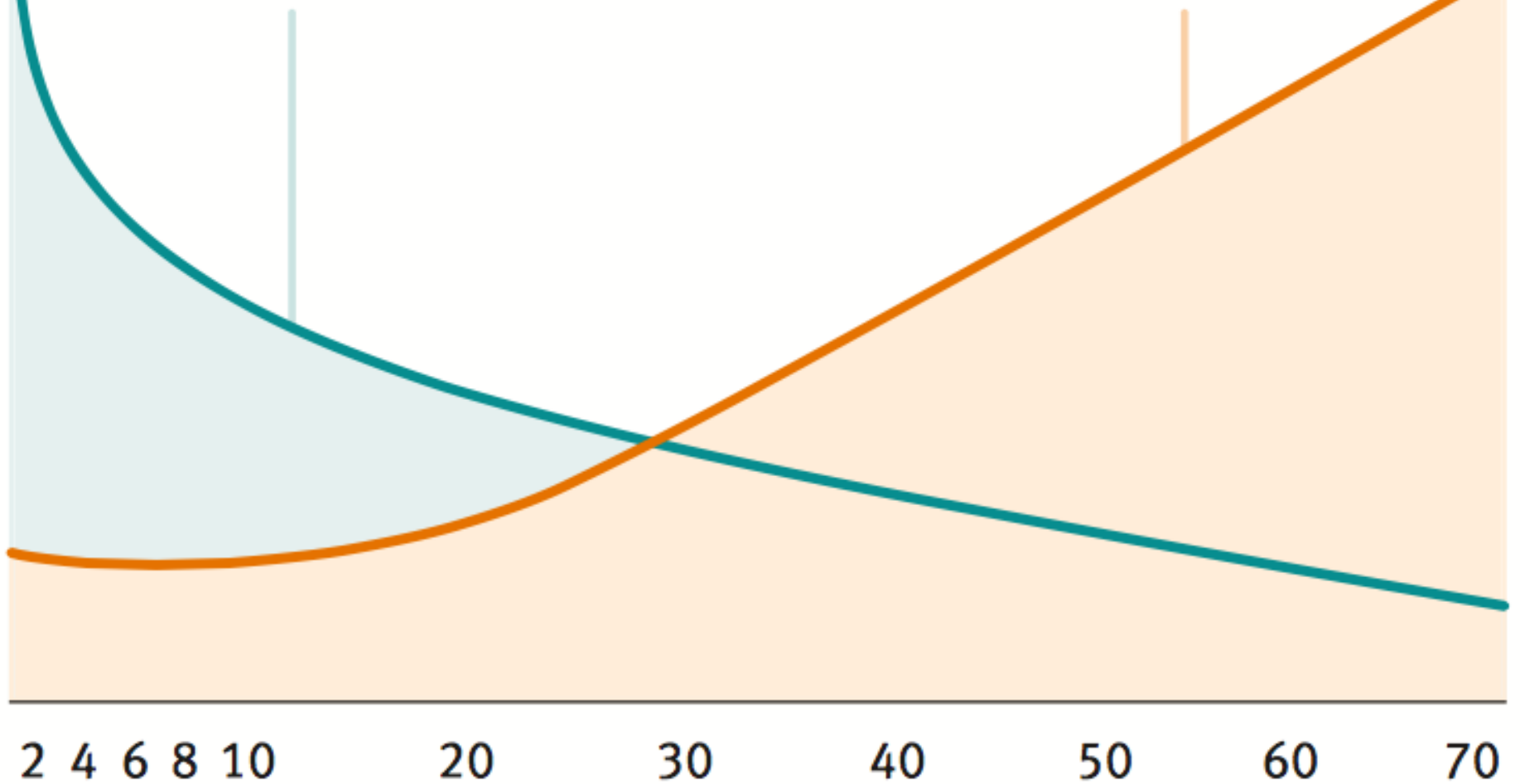
- Why early education
- Factors influencing early development and the role of early education
- Why public education and not daycare
- Research on full day kindergarten/pre-k
- What other Canadian jurisdictions are doing

# Sensitive periods in early brain development



The brain's **ability to change** in response to experiences

The **amount of effort** such change requires

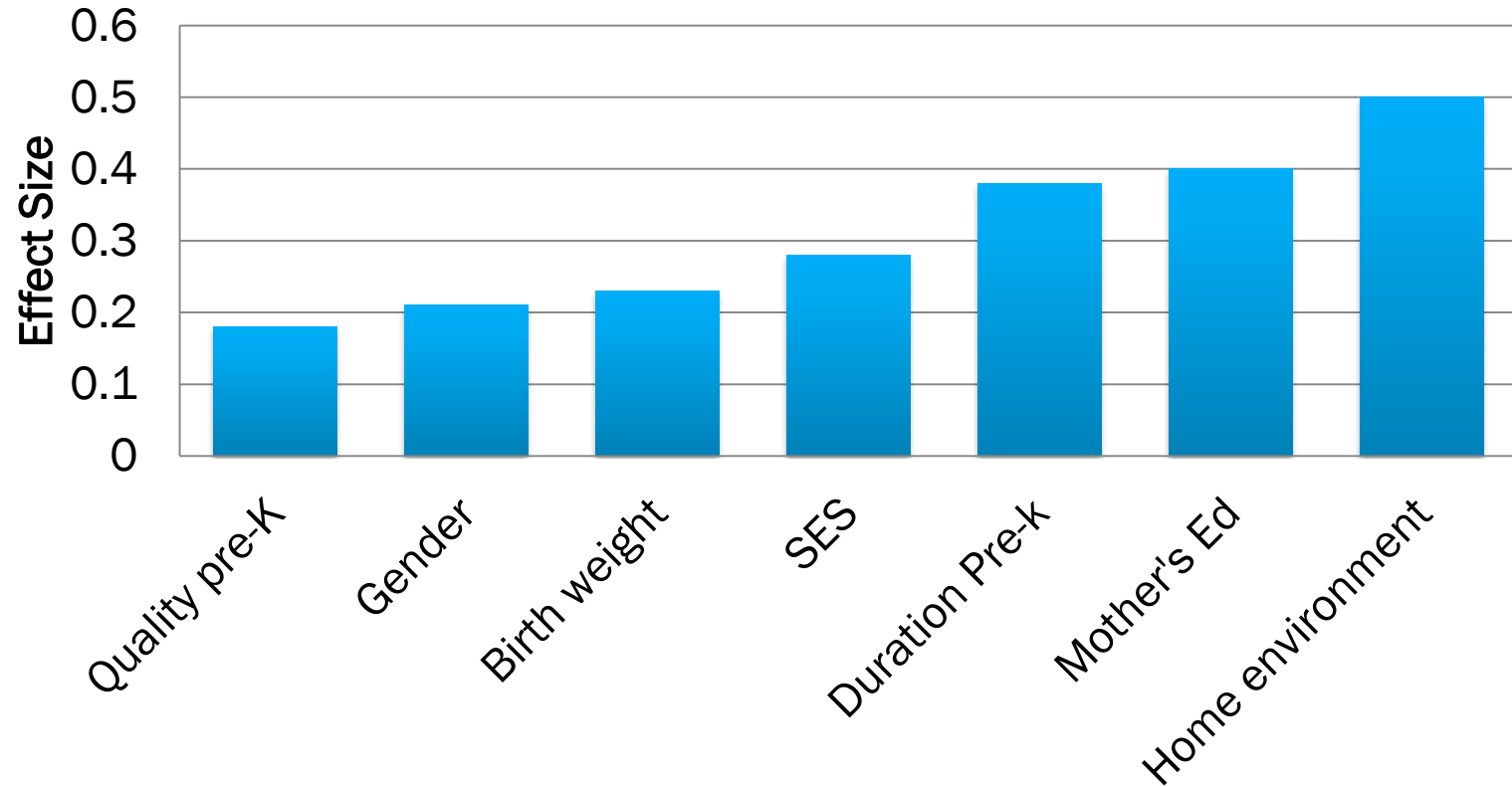


**AGE**

SOURCE: LEVITT (2009)<sup>196</sup>

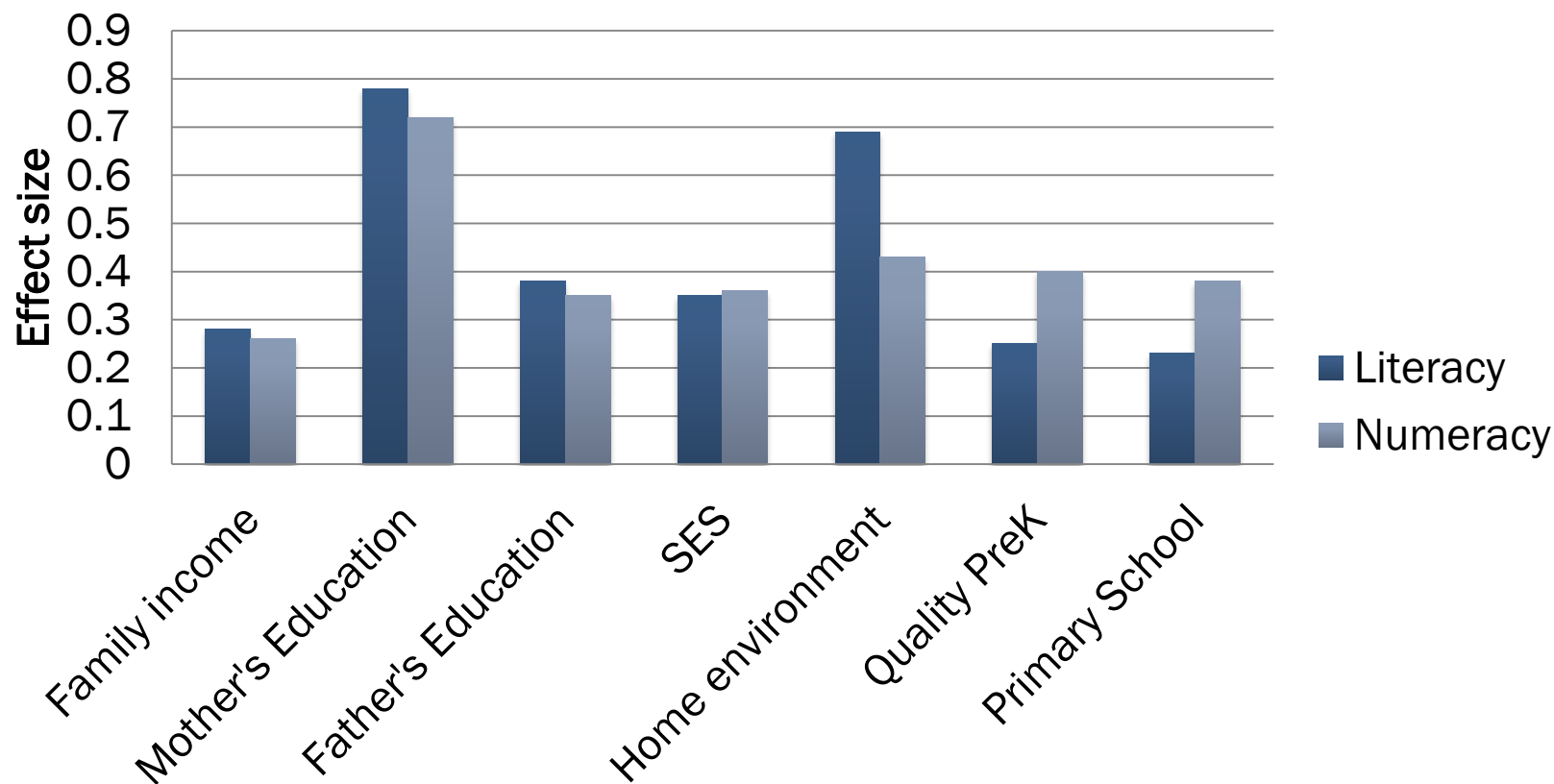
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# FACTORS INFLUENCING LITERACY AT AGE 5



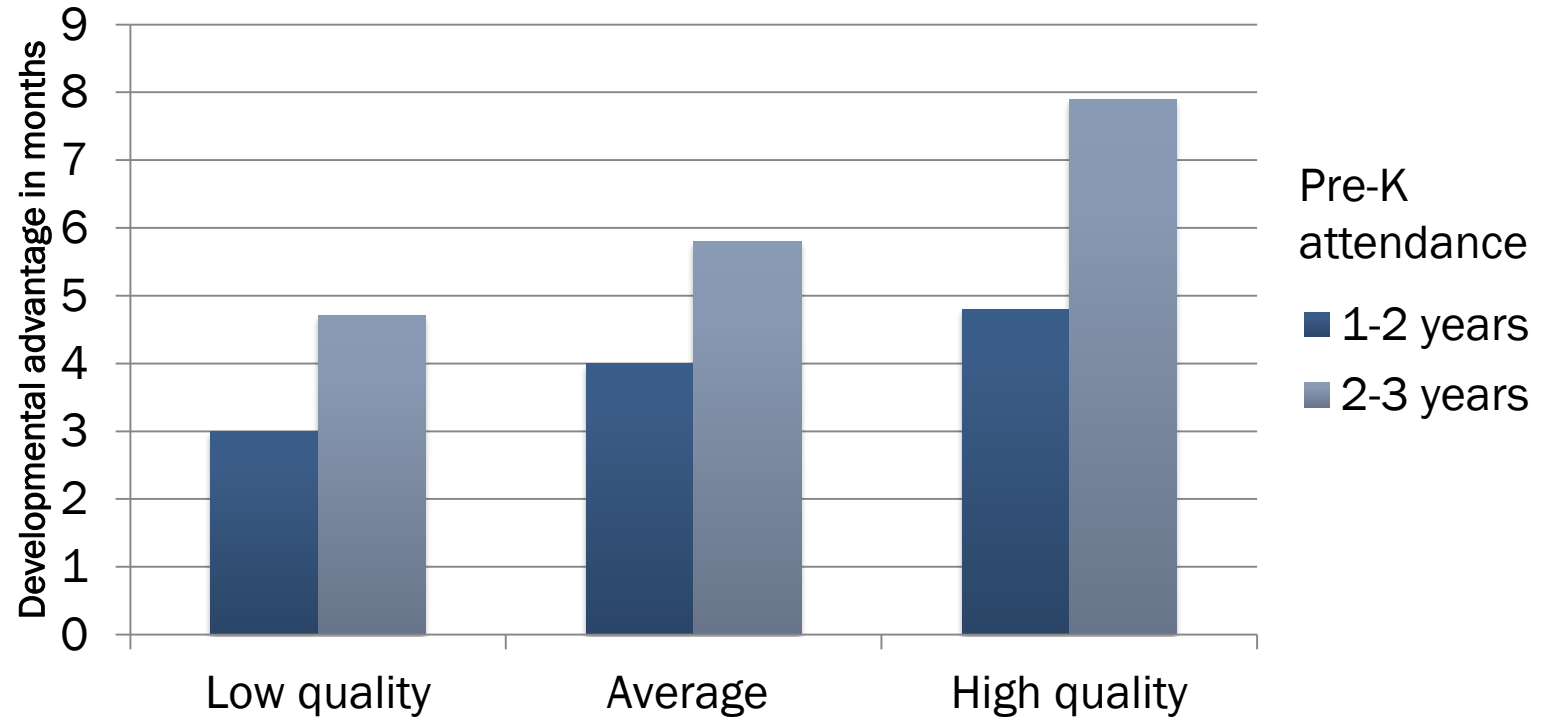
Melhuish et al. (2008). Effects of home learning environment and preschool center experiences upon literacy and numeracy development in early primary school. *Journal of Social Issues*. No 64. pp. 95-114

# FACTORS EFFECTING LITERACY, NUMERACY AGE 11



Sylva K, Melhuish E, Sammons Pm Siraj-Blatchford, Taggart B  
“Early Childhood Matters: Evidence for the Effective Pre-  
school and Primary Education project” Routledge London  
2010; [www.ioe.ac.uk/ projects/eppe](http://www.ioe.ac.uk/projects/eppe)

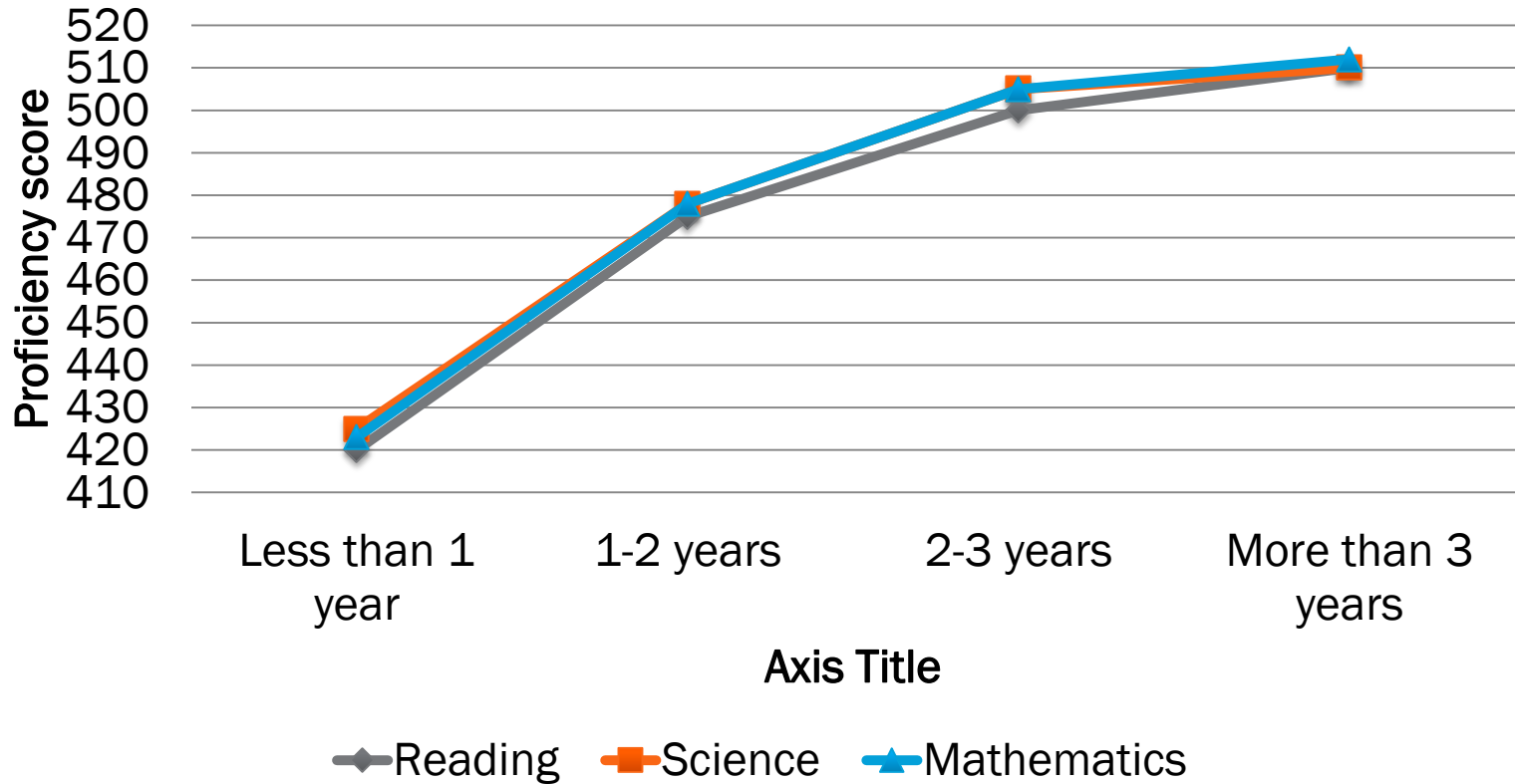
# THE DOSE EFFECT: TIME + PROGRAM QUALITY



Sylva (2010)

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# PRESCHOOL PARTICIPATION AND STUDENT PERFORMANCE AT 15



OECD (2016). Program for International Student Assessment Database

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# FACTORS INFLUENCING ECE QUALITY

- Teacher-child interactions
- Teacher qualifications
- Child: staff ratios
- Regular attendance
- Child centred curriculum with learning goals
- Parental involvement and attitudes
- Resourced & supported learning environment

OECD, 2012

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# EDUCATORS ARE THE HEART OF ECEC

*Qualified educators* have post secondary level training in early childhood development and pedagogy. They are learning guides – the coaches who encourage, make suggestions, and model communication and cooperation. They keep children safe while facilitating opportunities for them to explore and test their place in the world. They are the researchers who help further the knowledge base about how children learn.

## GRADE 3 TEST SCORES BY PRE-SCHOOL TEACHER QUALIFICATIONS (MEAN)

	No preschool	Certificate-qualified teacher	Diploma-qualified teacher	Degree-qualified teacher (ECT)
<b>Numeracy</b>	<b>396</b>	<b>410</b>	<b>429</b>	<b>422</b>
<b>Reading</b>	<b>398</b>	<b>402</b>	<b>436</b>	<b>429</b>
<b>Writing</b>	<b>408</b>	<b>416</b>	<b>431</b>	<b>431</b>

Source: Warren D & Halsken-DeNew, 2013.

# THE POLICY STARTING POINT - CHILD CARE OR EDUCATION – AND ITS IMPACT

Child Care	Early Childhood Education and Care
<p><b>Purpose</b>            Labour force participation            Poverty reduction            Reduce social assistance</p> <p><b>Public policy</b>            Low levels of public funding            Underdeveloped infrastructure            Regulatory oversight</p> <p><b>Service delivery</b>            Targeted/fee for service/low levels of participation            Mix of providers/locations            Various program approaches            Low levels of qualified educators            Accountability limited to licensing</p>	<p><b>Purpose</b>            School readiness            Child development            Early intervention</p> <p><b>Public policy</b>            More public funding            Developed infrastructure            School boards/parent councils</p> <p><b>Service delivery</b>            Universal access            Public provision            Defined program            Qualified educators            Accountability mechanisms</p>

# WHY OFFER PRE-K THROUGH EDUCATION?

- Universal reach
- Developed infrastructure
- Trained staff
- Builds early education as the norm for all children
- Supports parent perceptions of young children as learners
- Drives changes in elementary education to build on children's advanced learning
- Education enjoys public confidence

# SCHOOL DELIVERY PRE-K ASSOCIATED WITH MORE EQUITABLE ACCESS

- Attendance rates in voluntary K/Pre-k 97- 99%. (Akbari et al, 2014).
- Greater participation In Pre-k by children of new Canadians.(Ibid).
- The majority of ECEC for 3–5 years and the majority of out of school programs are delivered by schools. (Ibid).
- 21% of children whose mother have high school or less attend regulated child care compared to 52% of those whose mother have graduate degrees (Akbari, et al, 2014).
- In Quebec, low SES children are less likely to access low-cost child care than high SES children (McCain, et al, 2011).

School-offered ECE programs have significantly higher participation rates (OECD, 2011).

# GREATER LANGUAGE GAINS ASSOCIATED WITH FULL DAY PRE-K

- 4 & 5 year olds attending FDK in Ontario showed language gains into Grade 3, compared to children who attended half day pre- K and child care (Pelletier, 2016)
- Children attending FD Pre-K showed greater gains on four out of six measures of school readiness compared to children attending half day programs (JAMA, 2014)
- Minority francophone children attending FD Pre-k in Ontario showed greater language and writing gains than those attending part day Pre-K. (Herry et al, 2007)
- 2 years of kindergarten in French-language schools associated with improved Grade 9 math scores (Akbari, McCuaig, Jenkins, in press).

# OTHER PRE-K PROGRAMS NOT ALWAYS ASSOCIATED WITH GAINS

- Children attending family and group daycare in Quebec showed no significant language gains over children who were in parental care (Quebec Institute for Statistics, 2010).
- Over half the children who attended Head Start began kindergarten without the cognitive skills needed for school success. (Heckman, 2006; U.S. Department of Education, 2013)
- Aboriginal Head Start did impact on children's school readiness and cultural literacy. There is limited evidence of the program's impact on parents and the broader community. (Public Health Agency Canada, 2012)



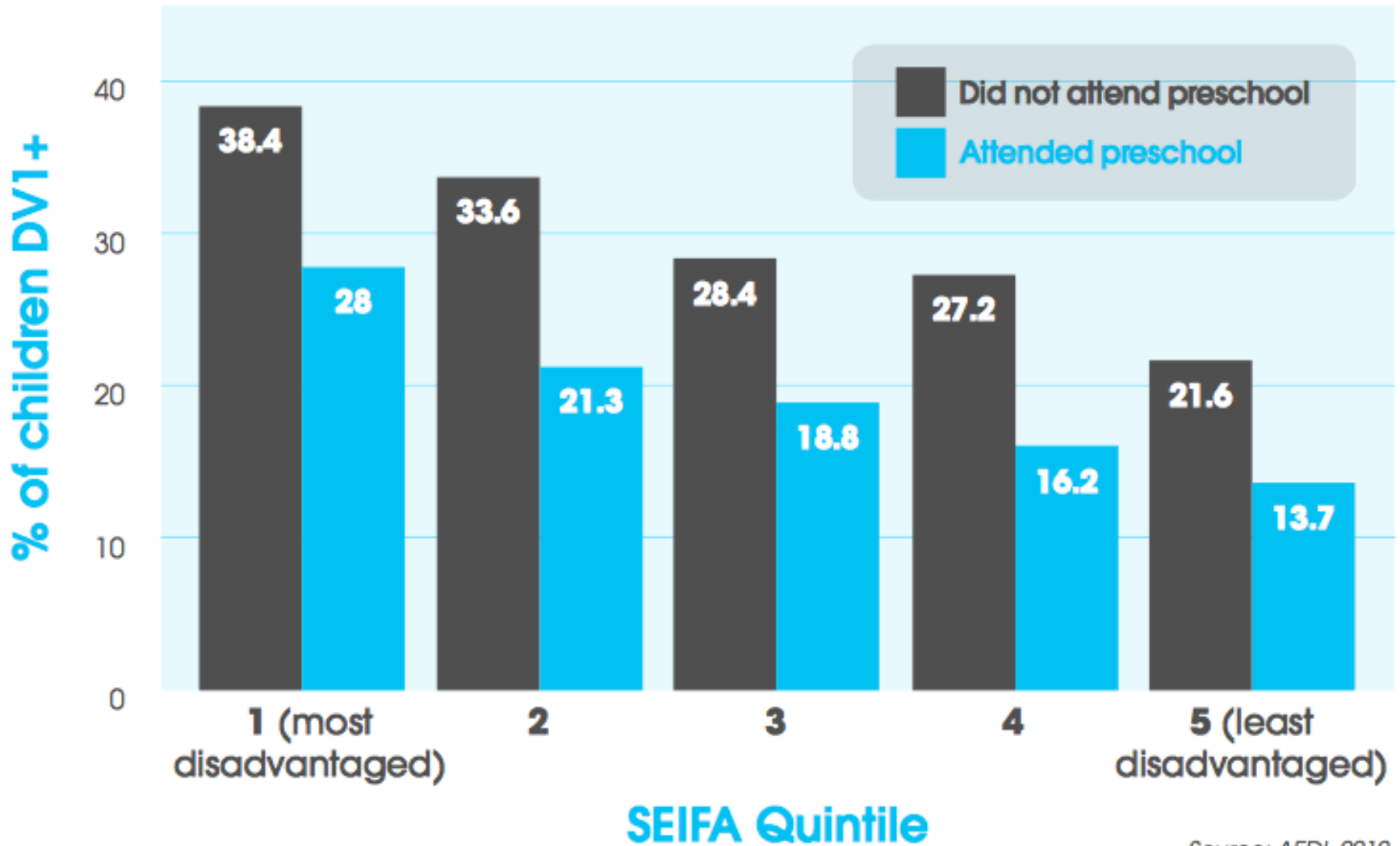
# OTHER CHILD BENEFITS ASSOCIATED WITH FD PRE-K

- Less anxiety, smoother transitions to school
- More pro social behaviour
- Greater self regulation
- Better physical health
- Increased attendance and reduced chronic absenteeism compared with part day programs

Reynolds AJ, Richardson BA, Hayakawa M, Lease EM, Warner-Richter M, Englund MM, Ou S, Sullivan M. Association of a Full-Day vs Part-Day Preschool Intervention With School Readiness, Attendance, and Parent Involvement. *JAMA*. 2014;312(20):2126-2134

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# Impact of preschool participation on levels of developmental vulnerability, 2012

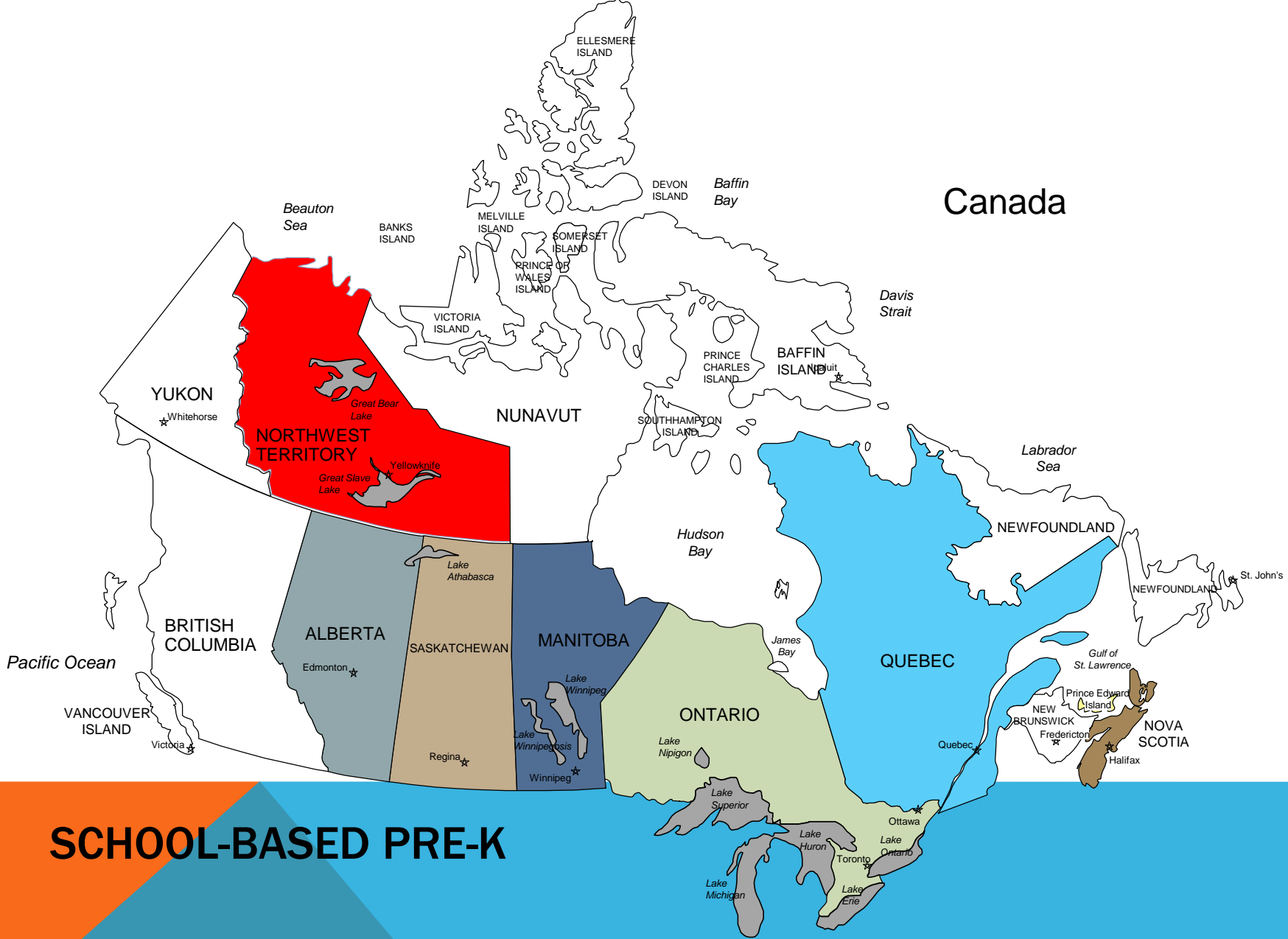


Source: AEDI, 2012.

# FAMILY BENEFITS ASSOCIATED WITH FD PRE-K

- Parents reported improved social behaviours in children and improved relationships with spouse. (Janmohamed et al, 2014)
- Reduced household stress. (Pelletier, 2014)
- Increased parent involvement in school activities. (Reynolds et al, 2014).
- Changes in families' expectations: parents more likely to perceive their young children as learners and are more confident supporting children's learning. (Janmohamed, 2014)
- Maternal labour force participation increased when youngest child entered FD Pre-K. (Akbari, 2014).
- Reduced family poverty. (Fortin, 2011)
- Breaks intergeneration cycles of disadvantage. (Cheng,2016; Guerin, 2014)

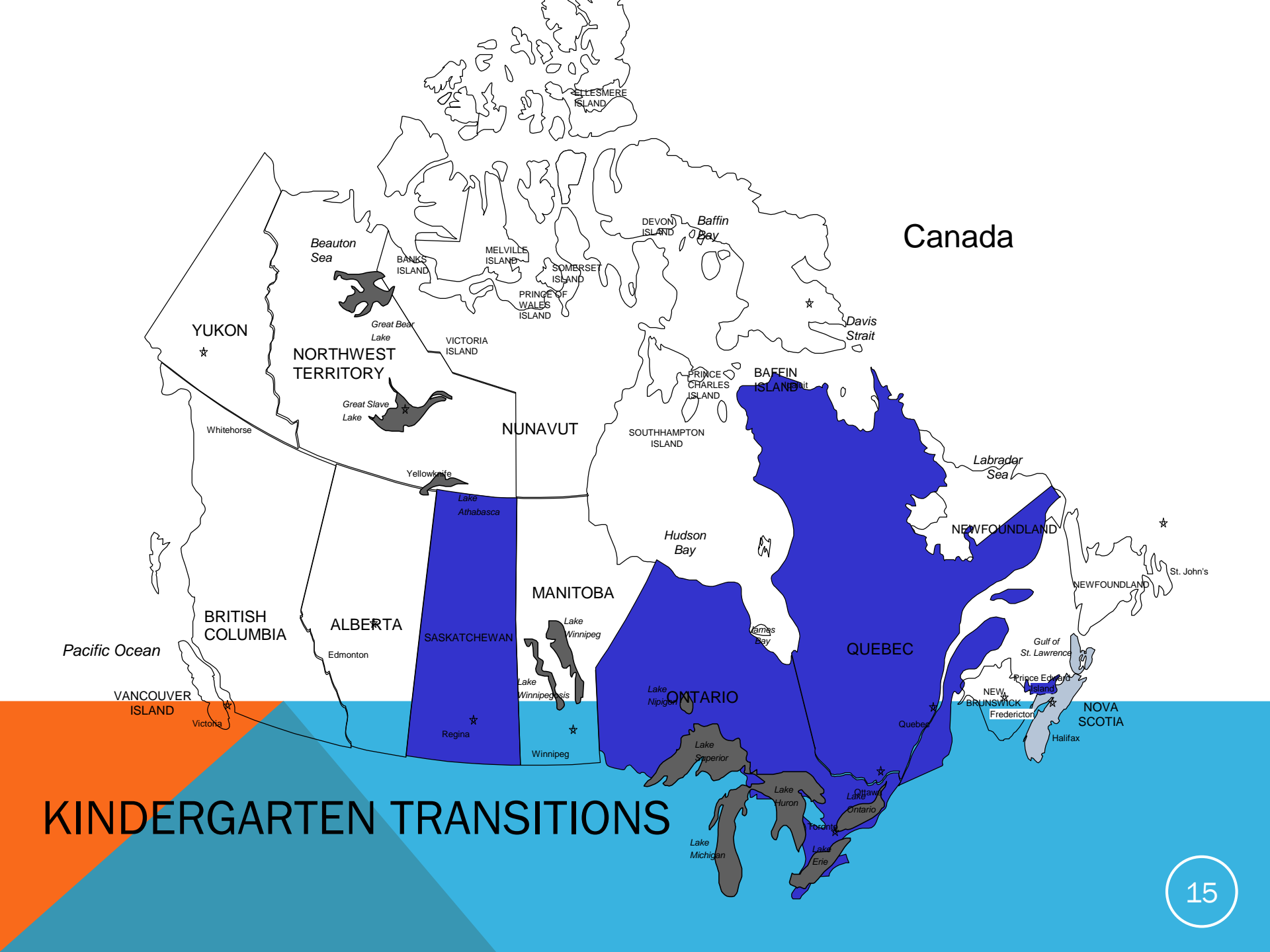
# Canada



## SCHOOL-BASED PRE-K

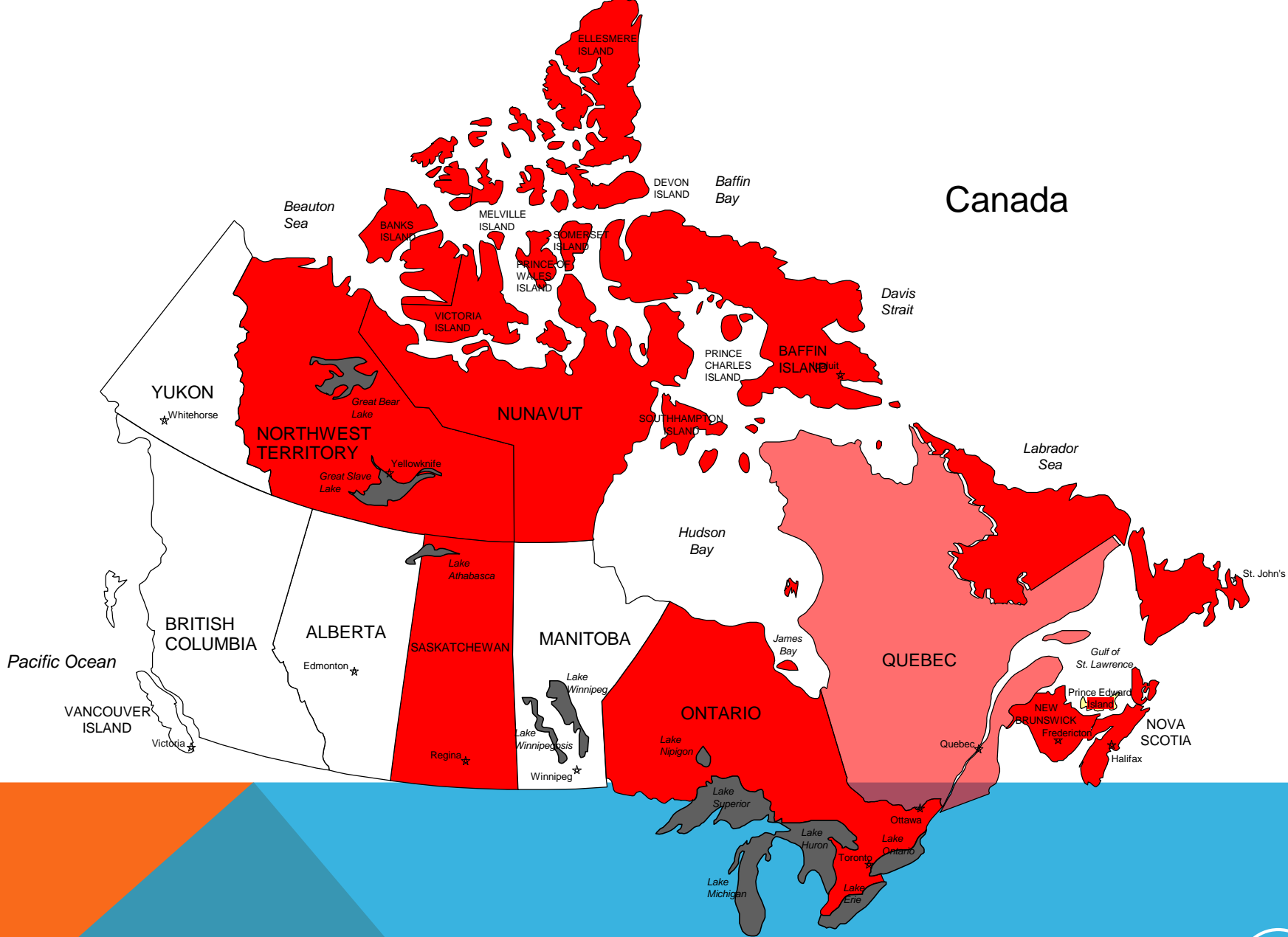
# PRE- K JURISDICTIONS CANADA

	Educator	Eligibility	Age	Duration	Class size
AB	Teacher or ECEs depending on provider	Selected: SES, special needs, ESL, gifted	2.5 years (Sept 1)	475 hours/yr	Varies
SK	Teacher	Selected: SES, special needs, ES	3 years (Dec. 31)	12.5 hrs/week	16
MB	Teachers or ECEs	SES community	4 years (Dec. 31)	12.5 hrs/week	15
ON	Teachers + ECE	Universal	4 years (Dec. 31)	School day	26
QC	Teachers	SES community	4 years (Dec. 31)	School day	18
NS	ECEs (2)	Universal (4 yrs)	4 years (Dec. 31)	Primary day	18
NT	Teachers	Universal	4 years (Dec. 31)	School day	Varies



Canada

# KINDERGARTEN TRANSITIONS



# COMMON MINISTRY EDUCATION & ECD

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**THANK YOU**

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