The Impact of Public Delivery of ECE on Its Workforce

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01 Policy Context

02 Benefits of Public Delivery on ECE Workforce

03 Effects on Public Education

04 Interview Matrix
Policy Context
(last 10 years)

- With Our Best Future in Mind (2009)
- Amendments to Education Act
- Merged children’s services and education – integrated governance
- Introduction of new kindergarten curriculum
- Full day kindergarten (2010-2014) – 250,000 children
- FDK/EDP educator teams
- Created 10,000 new ECE positions (public sector - unionized)
- Parent entitlement to before and after school care
- Contracted- and school board- operated extended day programs
- Revisions to the ECE Act
- Child Care and Early Years Act (CCEYA), 2014
ONTARIO FDK
Full Day Kindergarten became a universally available program for all 4- and 5-year-olds, moving early childhood education firmly into the realm of public education.

ROLL-OUT
5-year roll-out strategy, with high needs areas receiving FDK early in the roll-out. By 2014, 260,000 children were enrolled. 10,000 new public sector jobs for ECEs.

EXTENDED DAY
Original model was school board operated before and after school early learning. Currently, only one district follows this model, with another having a modified model.
Unique to the Ontario model is the educator team, where teachers and early childhood educators share responsibility for the planning and delivery of the program.
Findings

- Implementation challenges less significant compared to year 1
- PD opportunities for RECEs depend on administrator flexibility and school budgets
- Role of educators are becoming clearer
- Lack of PD, program planning time for RECEs a problem across all boards
- Limited knowledge about RECEs and play-based learning
- Significant pressure to ensure literacy and numeracy success
Significant number of RECEs have an undergraduate degree in addition to ECE diploma

Janmohamed, McCuaig, Akbari, Gananathan, & Jenkins, 2014
Differences in the way that RECEs and OCTs view their roles in FDK

Findings

Janmohamed, McCuaig, Akbari, Gananathan, & Jenkins, 2014
Findings

Differences in the way that RECEs and OCTs view their roles in FDK

Janmohamed, McCuaig, Akbari, Ganathan, & Jenkins, 2014
Findings

Salary
(boards-Halton combined)

Benefits
(4 boards)

Janmohamed, McCuaig, Akbari, Gananathan, & Jenkins, 2014
Almost 80% of RECEs agree that having a union has improved their working conditions. Fifty percent have reported that their professional status has increased.

Janmohamed, McCuaig, Akbari, Gananathan, & Jenkins, 2014
Findings

<table>
<thead>
<tr>
<th>Contract Provision</th>
<th>ETFO (Waterloo)</th>
<th>OSSTF (Ottawa)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of agreement</td>
<td>DECEs and occasional DECEs</td>
<td>Special memorandum of understanding for ECEs</td>
</tr>
<tr>
<td>Salary</td>
<td>Experience grid - $20.09 to $26.27. Supply and letter of permission - $18.54</td>
<td>Starting salary $19.48, no salary schedule</td>
</tr>
<tr>
<td>Preparation Time</td>
<td>Within the core hours of work</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Janmohamed, McCuaig, Akbari, Gananathan, & Jenkins, 2014
<table>
<thead>
<tr>
<th>Contract Provision</th>
<th>ETFO</th>
<th>OSSTF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pension Plan</td>
<td>OMERS or OTPP (for RECEs with teaching credentials)</td>
<td>OMERS or OTIP for employees with 10 or more months</td>
</tr>
<tr>
<td>Vacation</td>
<td>Paid by-weekly based on years of service starting at 4% up to 10% after 16 years</td>
<td>15 working days</td>
</tr>
<tr>
<td>Benefit Plan</td>
<td>Dental (50%), health/life/ADD up to $25,000 - 95% employer paid. LTD 100% paid by RECE</td>
<td>Health, dental, long term disability, life insurance up to $45,000</td>
</tr>
<tr>
<td>Number of times RECE is mentioned in agreement</td>
<td>348 times</td>
<td>None in collective agreement. 16 in letter of agreement</td>
</tr>
</tbody>
</table>

Findings

Janmohamed, McCuaig, Akbari, Gananathan, & Jenkins, 2014
FDK has lasting benefits for children’s behaviour as well as their learning. Children in this program scored higher on reading, writing, and number knowledge than those in a half-day program and remained ahead until the end of Grade 2.

Children also scored higher on self-regulation.

Pelletier, 2017, 2018
Janmohamed, McCuaig, Akbari, Ganathan, & Jenkins, 2014
Effects on Public Education

We are seeing that parents / families / caregivers are understanding the value of play-based learning.

Parents / families / caregivers are reporting they use play-based learning at home and support creative inquiry.

We are seeing that parents / families / caregivers are understanding the value of play-based learning.
Effects on Public Education

"Assistant"

"The ECE"
"Educators"
Learning Environment
Educator Salaries

EARLY CHILDHOOD EDUCATOR SALARIES AS A PERCENTAGE OF TEACHER SALARIES BY PROVINCE / TERRITORY

- NL
- PE
- NS
- NB
- QC
- ON
- MB
- SK
- AB
- BC
- NU
- NT
- YK
The interview matrix will be the primary format of our discussion today.

**What is it?**
- Used as a tool to build effective dialogue in small groups
  - Gives everyone equal opportunity to speak
  - Quickly brings the working group to consensus

**How does it work?**
- Each person is assigned one of the four questions
  - **Part 1:** There are six rounds. In each round, you will either interview each person on your question, or be interviewed on each of the three other questions
  - **Part 2:** Each question group gets together (e.g., everyone who was assigned Question 2) to compare notes, consolidate answers, and provide their own input
  - **Part 3:** The whole group comes together and discusses each of the questions
1. What are the top 3 important elements you require as an ECE to do your job effectively?

2. What are some key issues and challenges you face as an ECE?

3. What are some of the benefits you would expect working as an ECE in a publicly delivered ECE program that is unionized?

4. How do you think parent / public perceptions of your role as an ECE will change with increased public delivery of ECE?
<table>
<thead>
<tr>
<th>Round</th>
<th>One-on-one interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 → 2 → 3 → 4</td>
</tr>
<tr>
<td>B</td>
<td>2 → 3 → 4 → 1</td>
</tr>
<tr>
<td>C</td>
<td>2 → 4 → 3 → 1</td>
</tr>
<tr>
<td>D</td>
<td>3 → 2 → 1 → 4</td>
</tr>
<tr>
<td>E</td>
<td>4 → 2 → 1 → 3</td>
</tr>
<tr>
<td>F</td>
<td>2 → 1 → 4 → 3</td>
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</tbody>
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Thank you!

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