

# 19<sup>th</sup> OECD Network on Early Childhood Education and Care

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# Quality matters

- Global trend to increase access but quality concerns prevail
- Access without quality can exacerbate inequities
- Consensus that quality is more likely to be found
  - *regular opportunities for children to be together with a consistent group of peers*
  - *educators who are knowledgeable about early childhood development, learning and well-being, and who are emotionally and cognitively responsive to young children; and*
  - *an intentional, coherent pedagogy that recognizes young children as active learners within their family, community and cultural contexts.*
- Influenced by local contexts, practitioner perspectives and family and community values,

# Holistic approach to quality

- Vision and Policy
- Organization of the service delivery
- Physical design and procedures
- Processes and relationship
- Political environment

# Policy rationales

- *The labour force:* Workforce stabilization, gender equity, fertility.
- *Social outcomes:* - Reduced health, social welfare, remedial programs in schools and reduce the load on the criminal justice system. Society benefits through greater adult productivity, economic growth and improved global competitiveness.
- *Child benefits:* Stimulates cognitive, social, emotional and physical development. Reduces the achievement gap. Prepares children to be more economically productive, socially successful and a more contributing citizen.

Position young children as unfinished beings to be shaped to meet the needs of adult society. Future labourers, rather than as citizens with rights of their own which must be respected.

# The starting point: Early learning or child care

Child Care	Early Learning
<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> 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>

# Organization of the service delivery

- Integrating education and care
  - Child benefits fewer transitions
  - Family benefits
  - Professional impacts

# Physical design and procedures

- Standards versus regulations
- The focus on regulations
- Risk avoidance
- Policing versus supporting
- Used in marketing

# Processes and relationships

- Most impact on child outcomes
- Focus on the quality of the workforce

## Developments

- Pre-service training and accreditation
- In-service training
- Tools that assess relationships
- Documentation for child, educator, families
- Child assessments
- Family assessments

# Missing the point

- Curriculum development/adoption
- Workforce standards and density
- Impact of wages on quality
- Professional accreditation
- Union representation
- Evaluation
- Infrastructure and bureaucratic capacity

# Additional Resources

[ECEREPORT.ca](http://ECEREPORT.ca)

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