

A woman with a child on her back is flying a kite in a field. The kite is colorful and is flying in the sky. The woman is wearing a white shirt and pink pants. The child is wearing a white shirt and pink pants. The field is filled with tall grass. The sky is blue.

Early Years Study 3

Trends in early education

Aga Khan Foundation Canada
Ottawa, February 20, 2013

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Fraser Mustard and AKFC

- Founding Trustee of Aga Khan University
- Championed AKU's initiation of a trans-disciplinary human development program
- In 2000, Fraser inspired and promoted the development of the Science of Early Child Development, a multi-media curriculum resource
- From 2004 to 2007, AKFC supported the early implementation of the SECD in the AKU Karachi Human Development Programme



Fraser Mustard and AKFC

- In 2010, AKFC supported the development of an Aga Khan Edition of Science of ECD and the AKF's successful delivery of an on-line SECD course across the Aga Khan Development Network
- FMIHD continues Fraser's involvement in creating and promoting SECD.

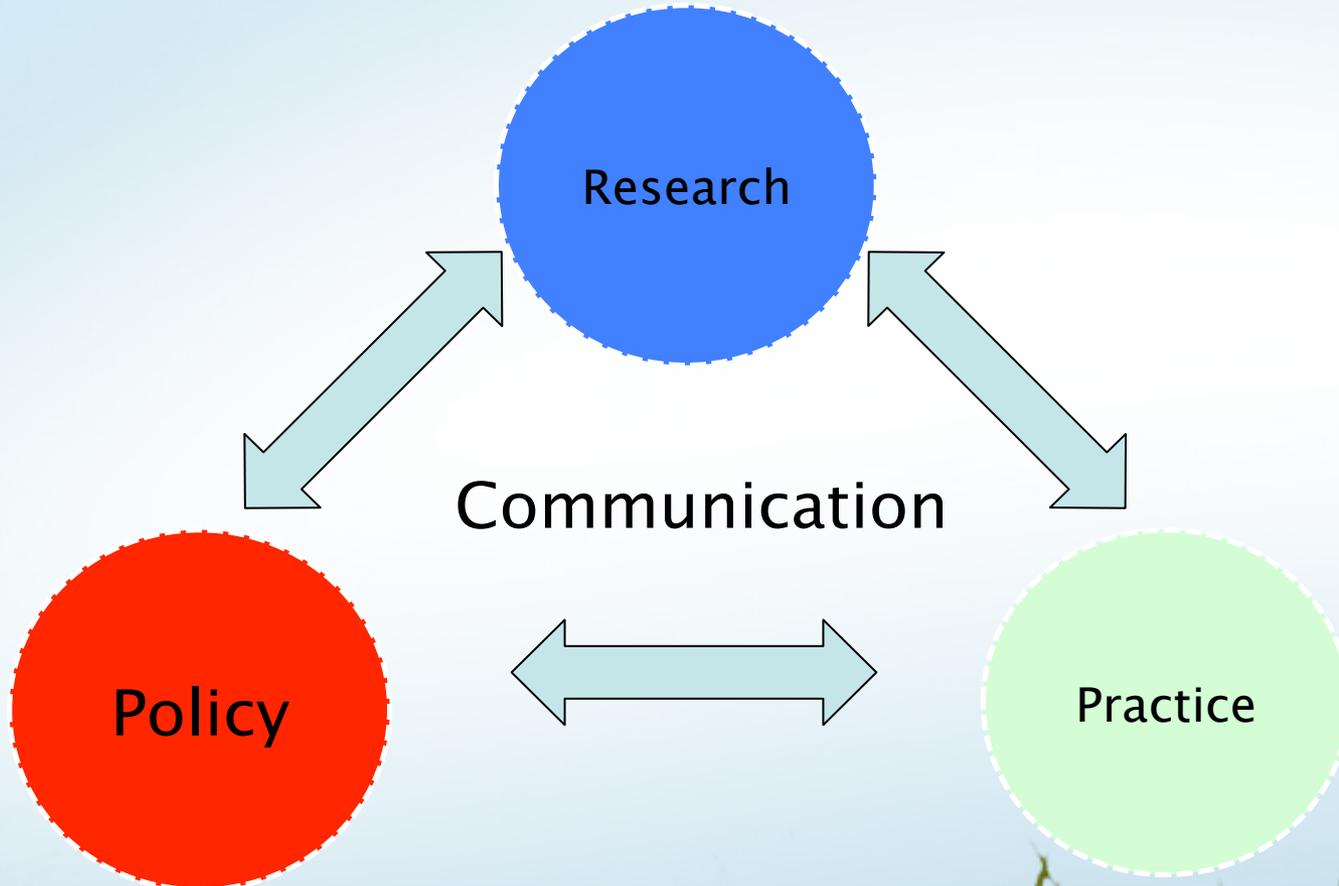


Atkinson Centre/OISE/UT

- Established in 2000
- Partners include:
 - Ontario Institute for Studies in Education/
University of Toronto
 - George Brown College
 - Jackman Institute of Child Study/OISE
- Partnership with other institutions around projects such as Red River College and the Science of Early Childhood Development
- Node for the FMIHD



Research, practice & policy



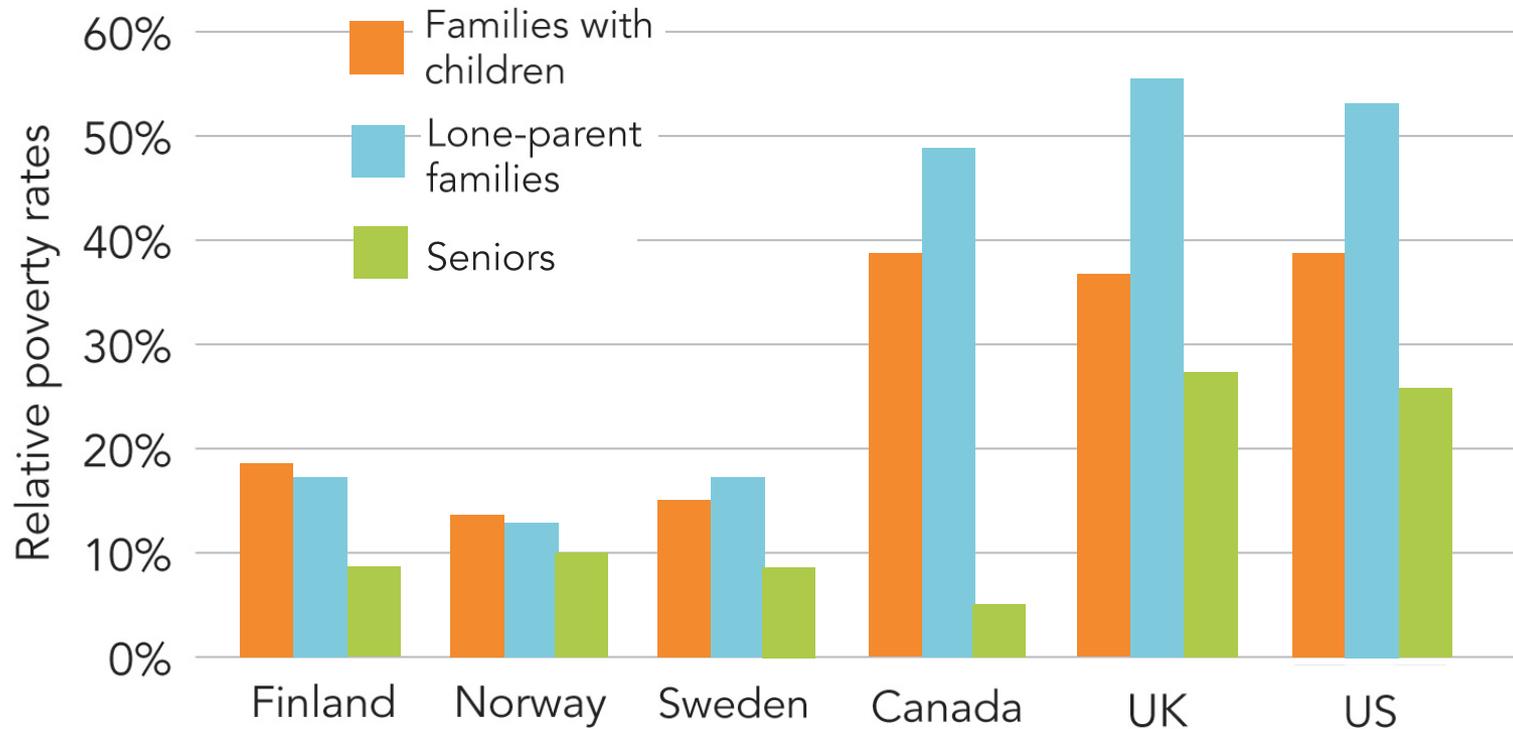


AC's involvement in early education policy development

Responding to the *Early Years Study* (1999) AC supported the development of Toronto First Duty a pioneer in the integration of education, childcare and family support programs:

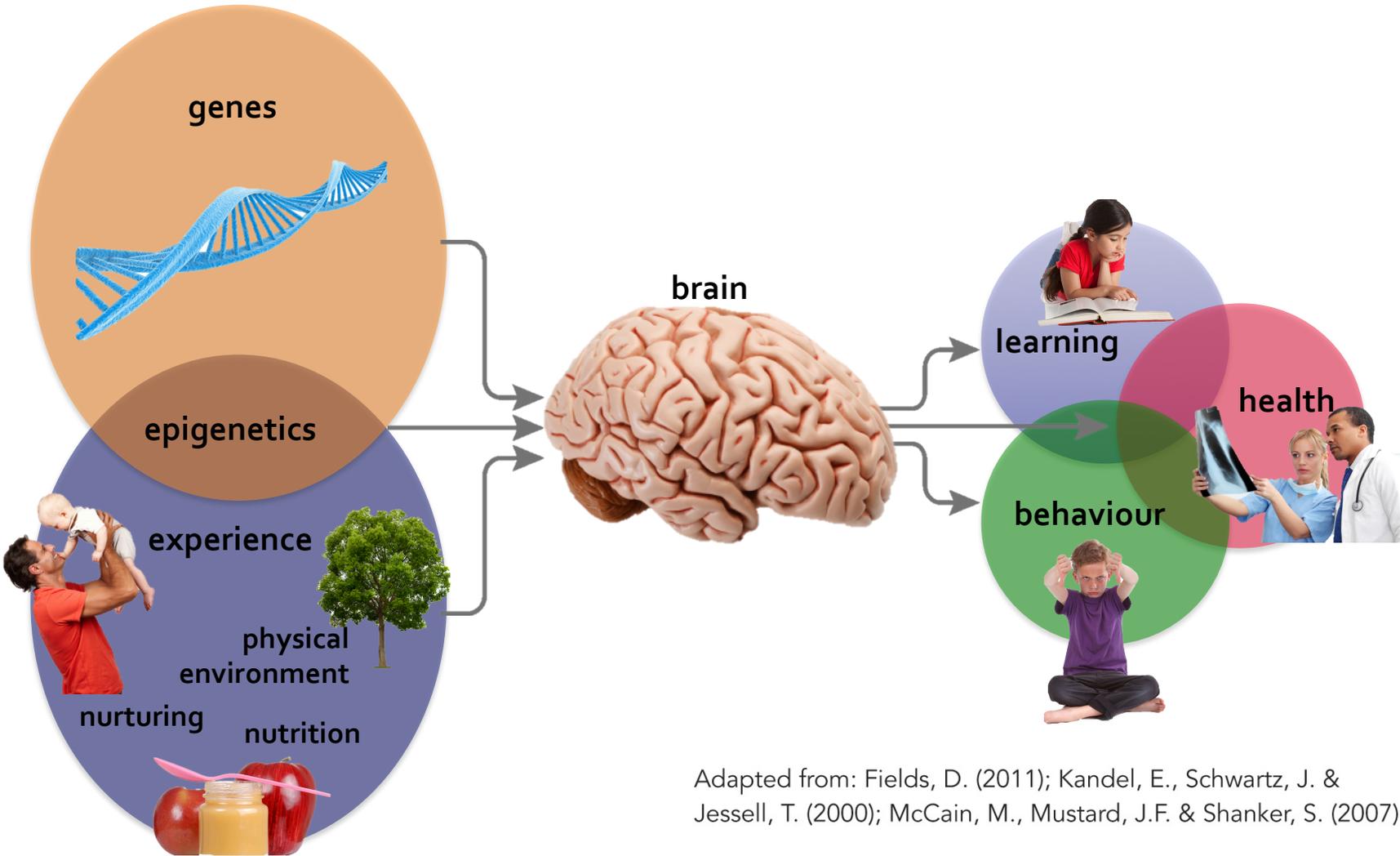
- Intended to demonstrate effective policy
- Internationally adopted model, demonstrating best practice in programming & service delivery
- Strong research component documenting cost efficiencies, enhanced quality and access
- Gave birth to a series of policy initiatives informing full day learning in ON, in First Nations communities, Early Years Centres in PE, 'Schools Plus' in SK; demonstration sites in NB, PE, NS. Also adopted in Australia.

Relative poverty rates for three social risk categories



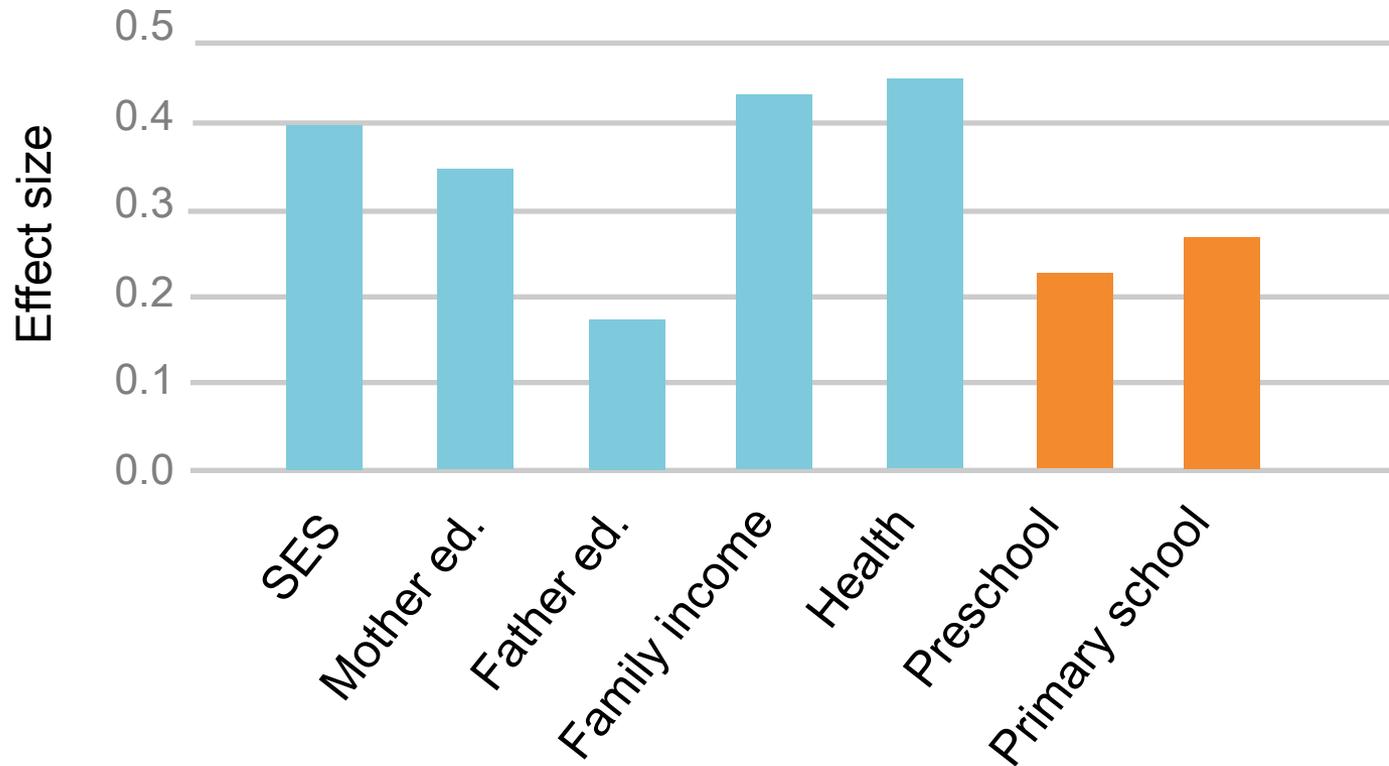
Source: Commission on Social Determinants of Health. (2008). p. 85.

Experienced-based brain development



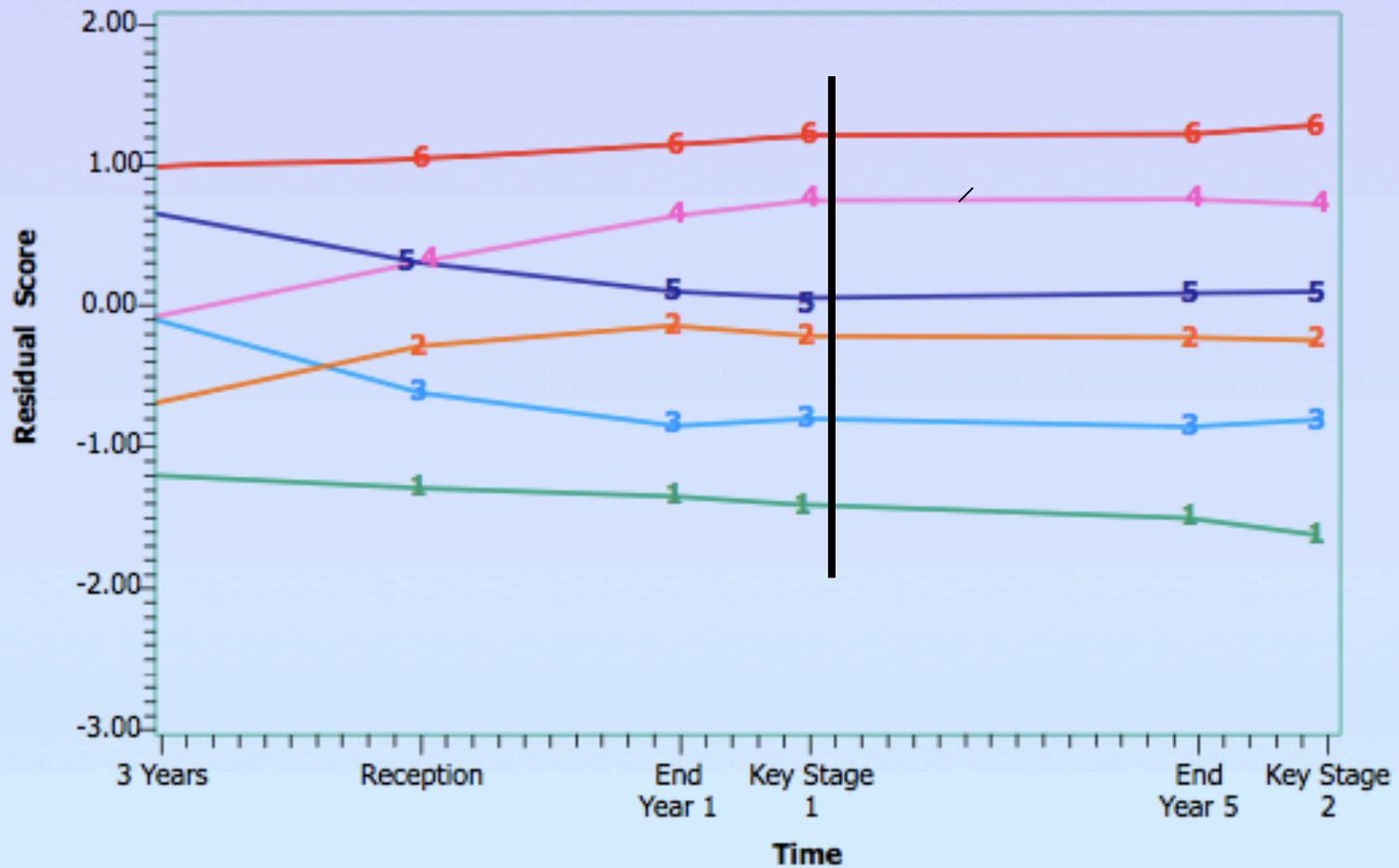
Adapted from: Fields, D. (2011); Kandel, E., Schwartz, J. & Jessell, T. (2000); McCain, M., Mustard, J.F. & Shanker, S. (2007).

Factors affecting academic achievement – Age 11



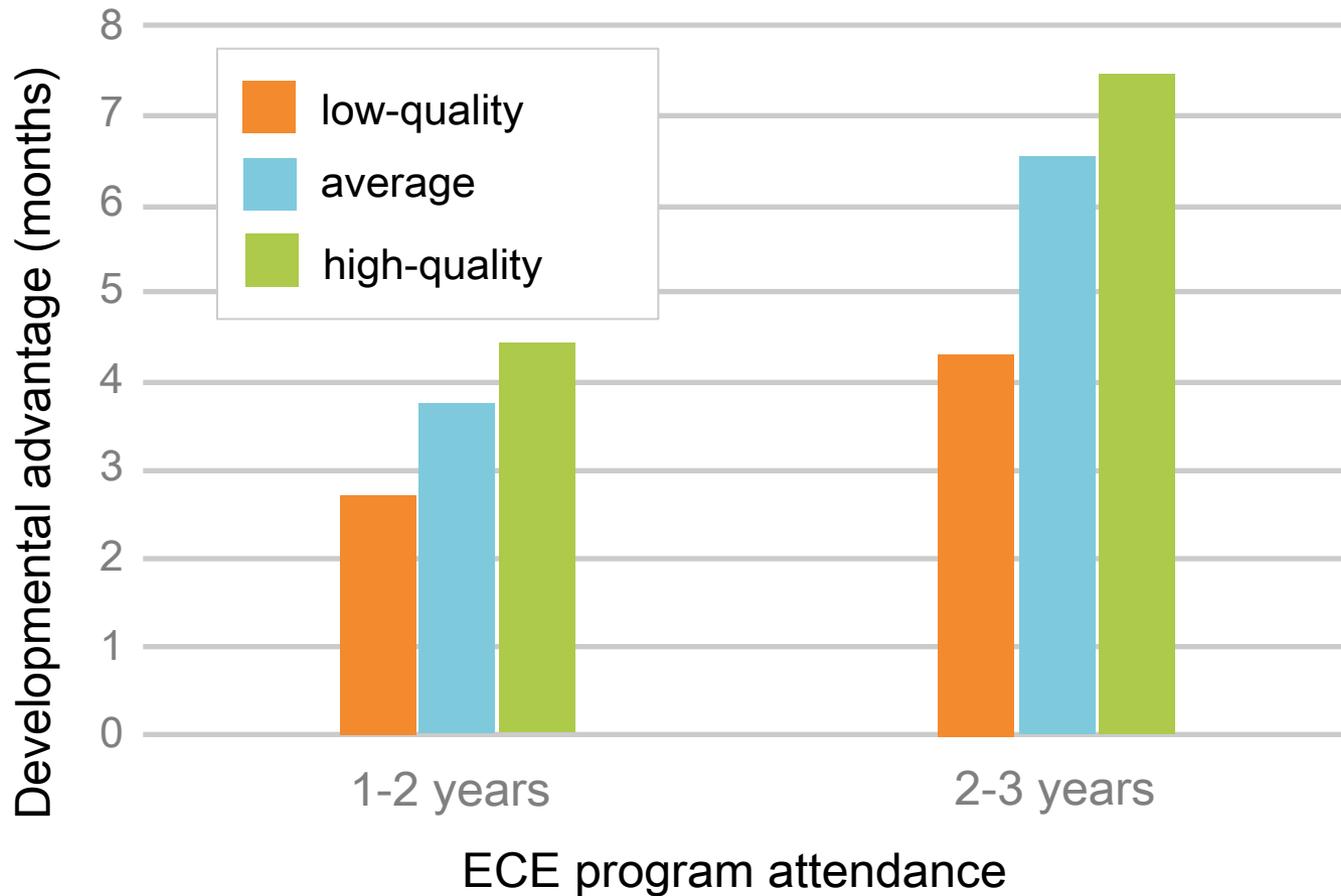
Source: Melhuish, E. in Roseveare, D. (2011).

Trajectories for Numeracy



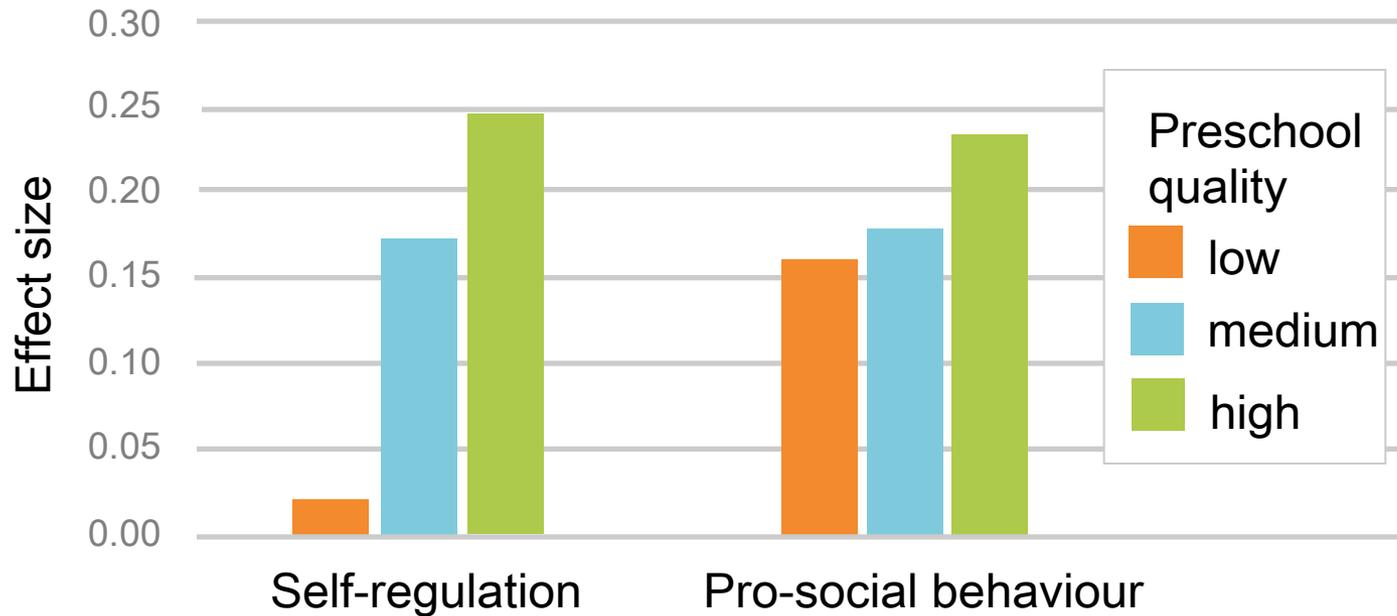
Group % 1-1-1 8.2% 2-2-2 19.6% 3-3-3 18.8% 4-4-4 17.3% 5-5-5 23.2% 6-6-6 12.9%

Quality and duration matter (months of developmental age)



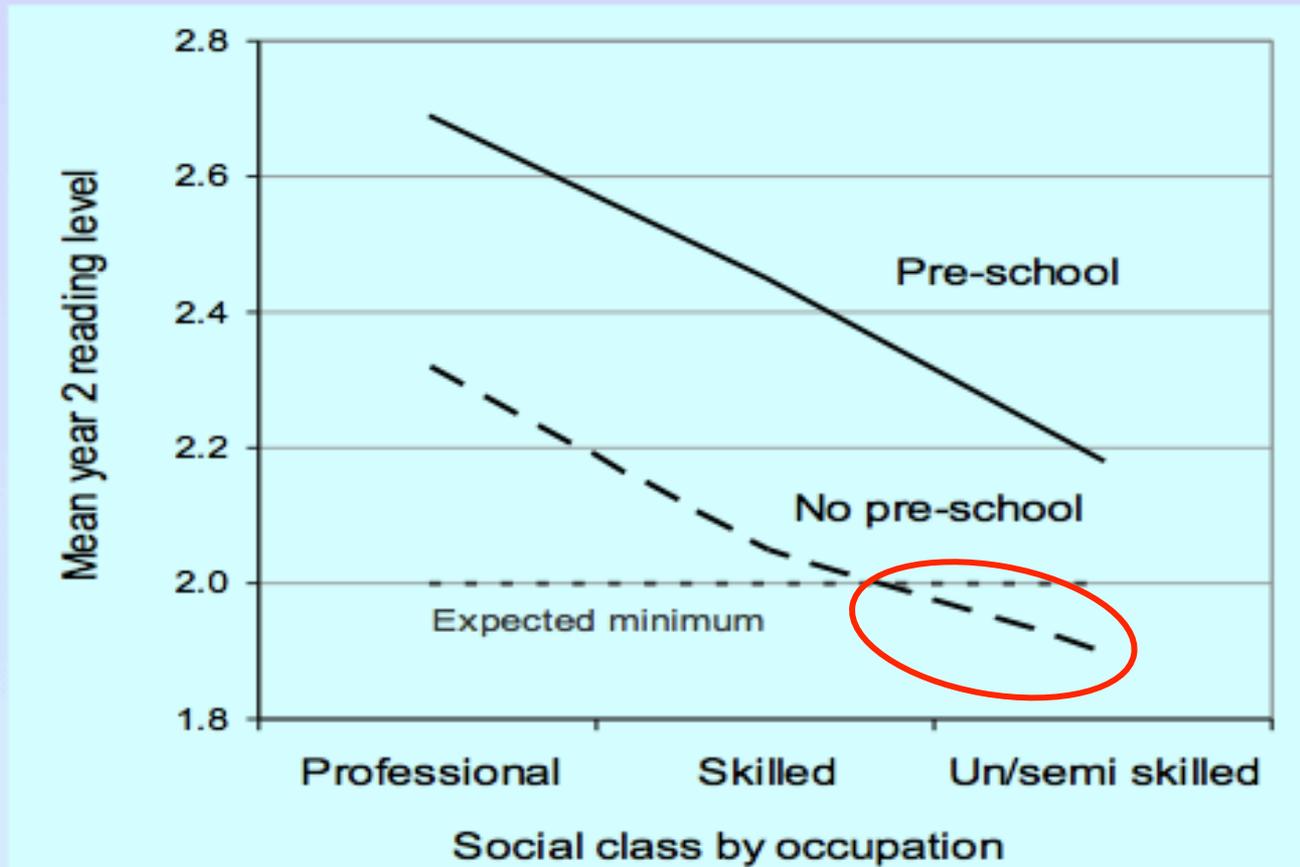
Source: Melhuish, E. in Roseveare, D. (2011).

Quality linked to better outcomes
*Preschool quality and self-regulation and
pro-social behaviour (age 11)*

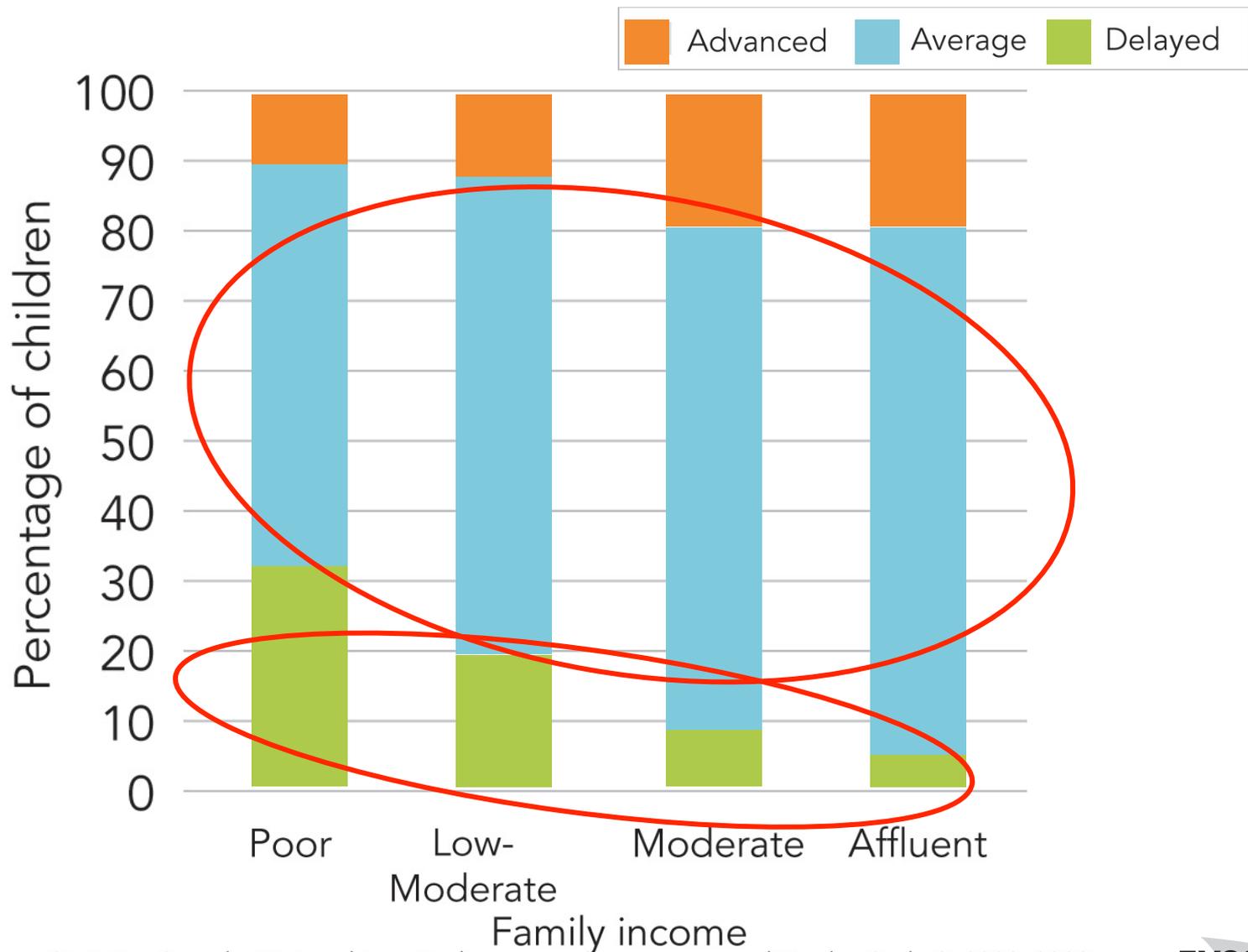


Source: Melhuish, E. in Roseveare, D. (2011).

Social class and pre-school on literacy (age 7)



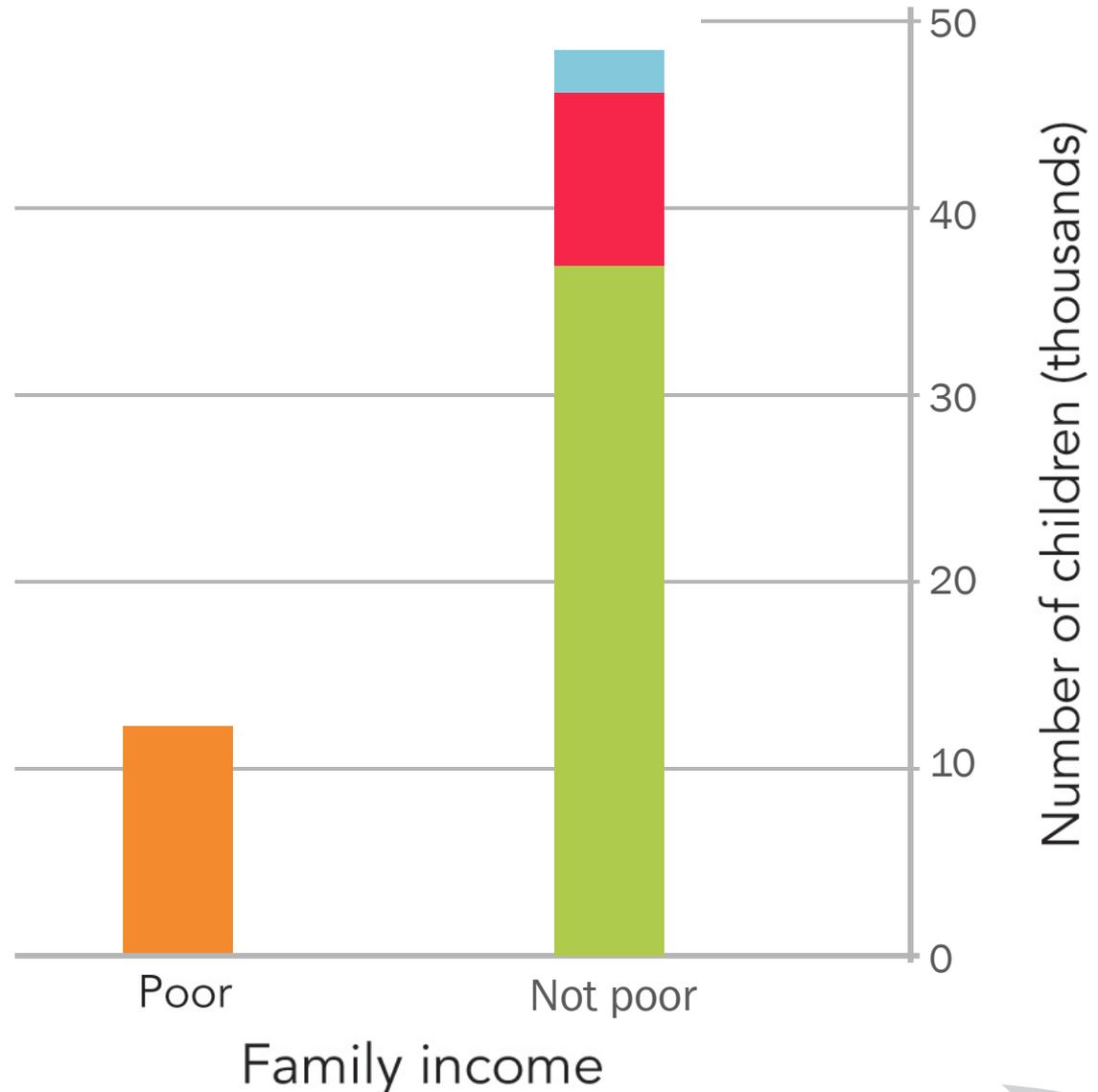
Universal access promotes equity - *Vocabulary skills in children ages 4 and 5 years by family income*



Source: Adapted from Statistics Canada. National Longitudinal Survey of Children and Youth. Cycle 8, 2008–2009. Special tabulation.

Vocabulary skills in children ages 4 and 5 years by family income

Number of children with 'delayed' vocabulary



Source: Adapted from Statistics Canada. National Longitudinal Survey of Children and Youth. Cycle 8, 2008–2009. Special tabulation.



The ECE challenge

- Split governance – legislation, funding, and delivery structures – makes it challenging to deliver effective programs to children and families
- Internationally, many jurisdictions have consolidated their child care, family support and education departments at the state and local level
- Research indicates integrated delivery of early childhood and family support programs from a stable platform serves more families, more cost-effectively and in ways that they want to be served

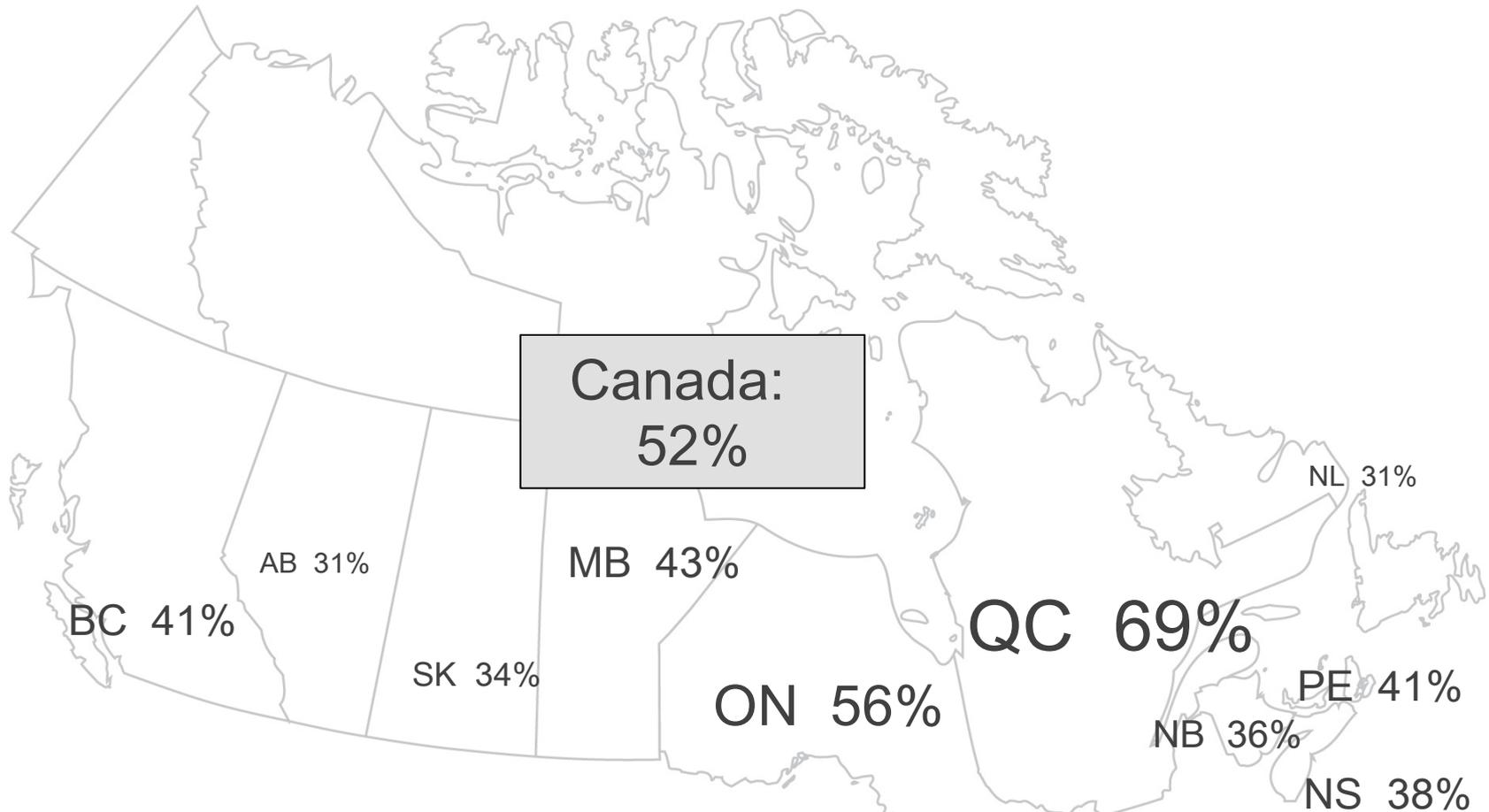


Policy trends in ECEC

Governance	Policy	EC Workforce	Curriculum	Parents
Lead ministry	Strategy for 0 to 8	ECE trained	Have one	Free access
Merged functions	Quality agenda	Narrow qualification gap	Living documents	Lower school age
ECE units with experts	Research/evaluation	Ongoing professional development	Align with school to support transitions	Ceiling on fees & supports
Regional leadership	Reconcile goals	Enhance recognition	Expert & sector input	Democratic input
Dedicated funding	Reduce transitions			Open doors

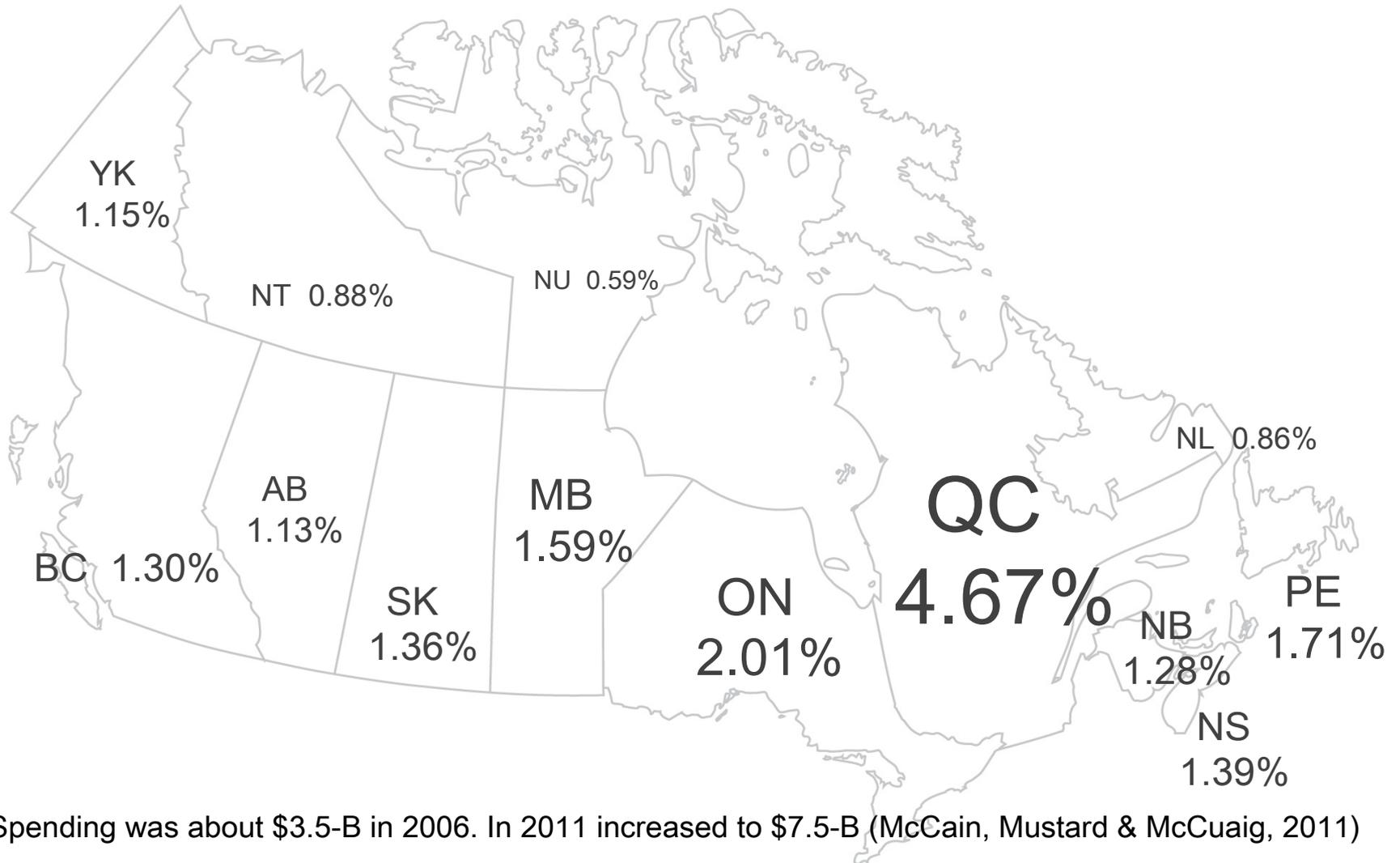
ECEC attendance across Canada 2010

Percentage of 2 – 4-year-olds regularly attending an ECE centre
by provinces and Canada



Across Canada, 50% of children between ages 2 and 4 years attend an early childhood education program - up from 35% in 2004(McCain, Mustard & McCuaig, 2011)

ECEC budget as a percentage of P/T budgets 2011-12





More attention to monitoring

FIGURE 5.16 EDI use across Canada



-  **CATEGORY 1:** Provincial/territorial coverage (at least once by 2011)
-  **CATEGORY 2:** Working towards provincial/territorial coverage
-  **CATEGORY 3:** Ongoing commitment to implementing the EDI provincially/territorially

Source: Provincial/territorial profiles www.earlyyearsstudy.ca.





Why the school as the platform?

- Public education enjoys public confidence. Highest percentage enrolment of all the Anglo-American countries – but it is showing cracks
- Viable education system will adapt to grow with the child and the changing needs of families – or they won't be viable
- Facilitates the building of strong relationships between children, families, the community and the school
- Transforms schools into community learning centres rather than a place separating children from the world of adults and the wider community



The community school

- Improves communications across sectors involved with children and families
- Provides viability to small schools, particularly in rural and remote areas, where the school may be the only community resource
- Schools are in every neighbourhood – not just some – and schools often have suitable space and a supportive infrastructure that are not readily available elsewhere in the community
- Provides opportunities to create efficiencies, reduce overlaps and gaps, expand service, improve quality and accountability

What has low cost early education and care done for Quebec?

- 70,000 more mothers are working
- They pay \$1.5-billion annually in taxes
- And draw \$340-million less in social transfers
- Boosting the GDP by \$5-billion

Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

Quebec mothers have:

- Moved Quebec from the bottom to the top in female labour force participation in Canada
- Halved child poverty rates
- Halved social assistance rates for lone parents
- Boosted fertility
- Meanwhile, Quebec student test scores have moved from below to above the national average

Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

Done right early education and care pays for itself

For every dollar Quebec spends on ECE, it collects \$1.05 in increased taxes and reduced family payments, while the federal government gets \$0.44

Source: Fortin, P., Godbout, L., & St-Cerny. (2012).



Why haven't we made our case?

Lack clear leadership to advocate vigorously for the consolidation of early childhood policies, to overcome the current fragmentation of public and private budgets between countless institutions, none of which take a sufficiently holistic view of children.

Leonardo Yáñez. “Quality learning at scale: a new goal for the Bernard van Leer Foundation,” *Early Childhood Matters*, Bernard van Leer Foundation, November 2011. P.1.



www.oise.utoronto.ca/atkinson

www.earlyyearsstudy.ca



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