

ECE ARTICULATION CONFERENCE

Meeting Minutes – May 3 & 4, 2021 (held virtually via Zoom)

IN ATTENDANCE:

Sheila Grieve (Co-Chair/Vancouver Island University), Laurie Tulloch (Co-Chair, North Island College), Taya Whitehead (Deans Representative, Selkirk College), Aanya Fahienbruch (Selkirk College), Violet Jessen (Capilano University /ECEBC), Julia Black (Capilano University), Laura Doan (Thompson Rivers University), Andrea Dawson (Langara College), Jessica Hrechka Fee (Camosun College), Monique Goerzen (University of the Fraser Valley), Carla MacGillivray (Sprott Shaw College), Pat Bates (Stenberg College), Kirsten Bevelander (BCACCS), Lisa Nicholson (Delta Continuing Ed), Jen Vanderberg (Delta Continuing Ed), Terri Russell (Okanagan College), Brooke Alsbury (Yukon University), Marketa Soldat (Burnaby School District #41), Terry Breck (Capital College), Erin Higginbottom (Montessori Training Centre of BC), Adrienne Klassen (Montessori Training Centre of BC), Alison Gerlack (University of Victoria), Sharon Strasdin (Northern Lights College), Christine Jackson (College of New Caledonia), Iris Berger (UBC), Anna Tikina (BCCAT), Theresa Gereluk (North Island College), Kathy Nelson (College of the Rockies), Denise Hodgins, Kathleen Kummer, Antje Bitterberg, Karen Liska, (Early Childhood Pedagogy Network), Rebecca LaRiviere, Chloe Ferguson, Rachel Buchanan (Early Years), Enid Elliot (Camosun College)

MINUTES – DAY ONE (May 3, 2021) (Virtual via Zoom)

- Welcome by Taya Whitehead
 - Introductions by everyone in attendance and acknowledgements of the land/territory where they were
 - *Approval of Agenda* by Aanya Fahienbruch (Selkirk College), seconded - passed
 - *Approval of Last Year's Minutes* by Sharon Strasdin (Northern Lights College), seconded – passed
 - Request from Taya to have minutes sent to her as Dean's Representative
 - Reminder of the virtual 'Wine and Cheese' get together at 5:30 pm
- 1. Ministry Updates** (Darla Faulkner, Joanne Murell, Nurie Aliperti)
- Darla Faulkner/ Joanne Murell – ECE Registry
 - The Ministry has 32 institutions in BC that offer Early Childhood Education programs with 90 different programs of various types being offered in those institutions
 - There are currently 21,000 ECEs and 8,900 ECE Assistants in the Province
 - The Registry does 150 new investigations of educators a year
 - Currently they are doing approximate 9,000 new or re-certifications a year
 - The Registry Team consists of Executive Director (Jonathan Barry), Director (Darla Faulkner), Managers for Certification, investigations, Professional Excellence and Outreach and Quality Assurance, ECE Program Coordinators and ECE Program Analysts
 - Jonathan Barry recommends approval of new programs
 - Jennifer assesses new applications
 - Joanne Murell supports the Post-Secondary institutions and supports those new institutions wanting to offer ECE
 - Erin Mirau de Vera is currently on maternity leave and Amy Dewar is in her place at the moment
 - The ECE Training Profiles have been sent out to institutions and are due back by June 30, 2021
 - The Registry and other Ministries are still working on the new competencies
 - All impacts and implications of implementing the new competencies have to be carefully looked at and the length and composition of the current Post-Secondary ECE Programs will have to be decided
 - An update will be provided to the Articulation group when Registry and Ministry is able to do so
 - Part of their work has included looking at areas where they can improve service
 - They are working to better understand the applicant experience

- They are reviewing application packages and processes
- Through interviews, workshops etc. they have been working on gathering information and will be updating website content and hope to launch the new site by the Fall
- They have tried to stay flexible with their COVID 19 response and currently have extended all accommodations to August 2021 and then will reassess
- Reminder to institutions that a full application would be required for those programs that want to remain online ongoing ~ if programs are approved for in-class they must return to in-class as soon as the Provincial Health Order dictates
- Private Institutions must also go through a re-approval with PTIB as well as the full Registry application
- They have made the accommodation for the time being that Post Basic registered students can start their theoretical work even if their ECE Basic Practicum has not been completed

Questions ...

- Kirsten (BCACCS) – there has been a lot of confusion about how the 500 hours is possible with the pandemic?
- Sharon (NLC) – does the 20% (replacement of practicum time with an approved assignment) apply to the just one practicum?
 - If institutions choose to replace 20% of practicum time with an approved assignment, it would be off of each certification providing each certification practicum has an approved replacement assignment
 - 20% off of the 425 hrs for the Basic Practicum
 - 20% off of the 200 hrs for IT and 20% off of the 200 hrs for SN
 - This could be at the beginning, middle or end of program practicum
 - Some areas of the province may need this more than others
- Laura Doan (TRU) – thank you to the Registry for accommodating the challenging situations and dealing with the staff at the Registry has been the least stressful of everything we've had to deal with
- Aanyta (Selkirk) – 20% clarification, if most students are placed in practicum and then if the centre gets closed, can we pivot quickly to accommodate or do we need to re-apply?
 - If there is an approved alternate assignment in place there's no need to re-apply
- Laurie (NIC) – what is the equivalency process for course transfer requests outside of BC?
 - Outside of recognized institutions, there are no others approved
 - In BC, outside of BC and International transfers are done through individual assessments
 - The Registry is unable to conduct equivalency assessments of other institutions outside of our jurisdiction
 - Applications for certification are each looked at and according to Sec 28 of the Regulations, the applicant must meet BC standards
- Nurie Aliperti – Ministry for Advanced Education
 - 3 year seat expansion funding
 - Allocated funding through Stronger BC
 - Short time frame and applications were sent to institutions in the Fall
 - 6 WIL (Work Integrated Learning) pilots launched between 2019 – 2020
 - There were impacts to the program due to COVID
 - Delays with cohorts
 - The plan is to connect with programs to put together findings and recommendations
 - They are proceeding with more seat expansion funding and there will be a call for proposals to all recognized institutions coming at the end of May
 - They encourage to check in with the Registry first

- Pat (Stenberg) - where is the call for proposals usually sent? And, is it Public Institutions only?
 - Typically they would be sent to the President of the institution
 - They will make sure to email ECE Heads as well
 - They have a flexible approach and will look at Sept and January starts
 - If it is necessary to continue longer term, the Registry will work with Institutions
- Sharon (NLC) – the timeline previously was too short, a “Heads Up” would be appreciated
 - That was unavoidable as it was out of their hands
- Laurie (NIC) – thank you to the Ministry for those opportunities
- Darla (Registry) – regarding vaccines, they have had no answer yet regarding the priority to vaccinate practicum students and practicum monitors
- Any further word on new ECE Competencies?
 - Nothing new to report ~ will keep group updated as information becomes more available

2. Transition to Ministry of Education

- Iris (UBC) – in the Provincial Budget press release there was indication that Childcare could be moving into the Ministry of Education in 2023? Does anyone know about that?
- Sheila (VIU) – this is one of the questions remaining for the Registry that will be sent to them
 - Is the move to Ministry of Education really happening?
 - Are school districts being given money to create out of school and seamless day programs?
- Violet (Capilano/ECEBC) – we need to be vigilant to help shape the narrative
- That doesn't reflect the complexity of what ECEs do and should the job description of an ECE and an ECEA be the same?
- Iris (UBC) worked with Marketa, Julia Black and Cindy Page ... Work BC asked for a job description for ECE. They changed the language to highlight the complexity of the job and it was sent to Work BC, however no, or few, changes were made (for the Work BC and ECEA Occupation description you can go to <https://www.workbc.ca/careers/4214#duties>)
- Each occupation has a number (hierarchy) and ECEs are represented as 'Para-Professionals'
- Small group discussions about this issue
 - Marketa (Bby School Dist) – there needs to be an official statement made on our position
 - Kirsten (BCACCS) – we've been given opportunity for minimal engagement until it's too late. It was a huge mistake to move away from the 'License' to Practice to 'Certificate' to Practice as there is still confusion for students and institutions over wording
 - Jen (Delta Continuing Ed) – it's the same presentation from Registry as always
 - Erin (MTC) – we want to elevate the field. What kind of research is being done and is there funding available for that?
 - Laurie (NIC) – there is real concern. Is the 'paraprofessional' designation still in legislation? When did the Articulation group write the government about our concerns about that designation? Can we optimize the language in the subcommittee group from last summer in a response?
 - Concerns were raised about communication of government decisions with Articulation, the definition of terminology paraprofessional and it was agreed that there should be a continued presence but not sure what the best course of action is at this time
- ECEBC has a Position Paper on this on their website
https://www.ecebc.ca/application/files/5516/0582/5020/ECEBC_Position_Paper- Ministry_Transition_final-.pdf

3. Early Childhood Pedagogy Network (Kathleen Kummen, Denise Hodgins, Antje Bitterberg, Karen Liska)

- There's a desire for advancement of the ECPN
- Throughout their work they have had broad and deep discussions about quality
- Their first year they implemented a plan for rollout working with CCRR, Ministries and Institutions

- Rollout began in year two
- Year three they had 50 Pedagogists in five health regions and the plan is to continue the work
- ECPN.ca and FNPN.ca have information on their work
- Presentations from Pedagogists were done at the ECEBC Conference
- 7 Post Secondary Institutions are currently working with the ECPN – Public Institutions only (Selkirk, Langara, VIU, NIC, Coast Mountain, Northern Lights, Capilano and UVIC)
- 13 faculty pedagogists came out with the Early Learning Framework and created the role of the Pedagogista within the ELF
- The idea was to bring the ELF to life
- They posed the questions – what does it mean to educate the educator for the 21st century? How do we continue to move forward in response to current situations?
- Network faculty across all Post Secondaries must work together
- We want to think of our classrooms as being connect to learning spaces of a community
- This makes us think about how we work with students, how to work with faculty and how we build long term relationships with practicum sites
- Antje (VIU) – the didactic program in Nanaimo closed and moved to a new site and they created relationships with mentors
- Closure of programs encouraged VIU and an ECE blog was created
- Students submitted assignments as poetry – thinking beyond ECE
- Creating relationships with centres helps students go into centres already knowing about them
- They have been reworking their assignments so that they closely align with the ELF
- Karen (NL) – think about the relationship between students, mentors and faculty and how that works with the ELF
- Their faculty team meet to talk about how to strengthen relationships with mentors and it's been quite rewarding
- Kathleen Kummen – Michelle from Selkirk initially felt uncomfortable and over her head, she began to allow for further look at their assignments to “deconstruct” and “slow down”, the learning circle is now a part of their practicum
- We should ‘walk with our students as educators’
- Andrea (Langara) – she echoes similar experiences. A fulfilling part was the connections between smaller groups (due to COVID) that she didn't have before
- Jessica (Camosun) – since she has been doing more of an administrative role, she's found doing the pedagogist role she feels has connected her back to relationships with educators and mentors and helped strengthen those relationships knowing that there's no pre-determined outcome expected. They think, grow and develop together.
- Commitments have been examined and they are now engaging in more meaningful work
- Denise (ECPN) – COVID created interesting ways to collaborate
- Aanyta (Selkirk) – will ECPN's funding continue?
- Denise (ECPN) – they do expect it to continue but have not heard from the MCFD
 - Timeline is unknown – That impacts workload
 - Timing is important – they are putting a sustainability plan forward by August (2021)
 - Have been working with ECEBC to show where the ECE faculty pedagogista will work within the system

- Sharon (NLC) – question ... are all the students involved in dedicated centres with the pedagogista?
- Capilano ~ trying to reduce the number of centres that students are placed in and created consistency for students (same sites for all students, same faculty for all students)
- Langara ~ some are, some not. Word spreads, stories are brought into the classroom to share
- Antje (VIU) – they have combined all 2nd year students into the seminar
- They are working with all to create lunch time/ nap time seminar and have encouraged all students and mentors to join
- They crave connection to other educators
- Northern Lights worked in different centres as monitors as well as pedagogistas
- Marketa (Bby School District) – how many students are at the same site?
 - Some centres are open to having more than two students at once
 - Kathleen – some centres can take up to 20 students at a time
 - Conversations happen around logistics, space, schedule, number of children, capacity to have students scheduled in
- It's take some pressure off of mentors, as there is more time in the centre for instructors
- Meeting adjourned at 1 pm.

MINUTES – DAY TWO (May 4, 2021) (Virtual – via Zoom)

- 9:00 – 10:00 am coffee and share time

1. Early Years Presentation (Rachel Buchanan, Chloe Ferguson, Rebecca LaRiviere)

- Rachel Buchanan (Training and Development Manager for Early Years)
- Chloe Ferguson (Director of Early Years / Martin Family Initiative)
- Rebecca LaRiviere (Early Learning and Childcare Lead)
- Understanding the Early Years
 - Have developed programs in schools and done programming across the country
 - An opportunity to expand the definition of education
 - It began as a pilot project
 - Wanted to identify challenges and expertise
 - Found there's a real need for advanced training and professional development
 - Course developed to support visitors and other early childhood professionals in their work with children
 - It builds on learner's existing early childhood development knowledge
 - It's culturally relevant training adapting to community context
 - An August 2020 revision included Indigenous materials in the course
 - Each course meets the community's needs
 - Sharon (NLC) – “to facilitate the course, would the college have to provide an instructor?”
 - Not at the moment
 - They are not ready to open it up to colleges at the moment, but in the future
 - “is there a future thought of offering the course in other languages?”
 - Yes
 - Kirsten (BCACCS) would like to connect with them.
 - If there is more interest of questions relating to the course, contact information is below
 - Chloe Ferguson, Director of the Early Years: cferguson@themfi.ca
 - Rebecca LaRiviere, Early Learning and Child Care Lead: rlariviere@themfi.ca
 - Rachel Buchanan, Training and Development Manager: rbuchanan@themfi.ca

2. Kirsten Bevelander (BCACCS)

- Were given federal money to develop child care seats and programming
- They have invested in Aboriginal CCRR programs
- Focus has entirely been on supporting Indigenous programs
- They have expanded and now have a wide variety of services
- They have a contract with the Provincial Government
- Host agency for 'Jordan's Principle HUB'
- It's in early stages of implementation – is designed to support service coordinators and provide information on Jordan's Principle
- Often when community members leave their community in order to get training, they may lose their funding
- They have a few programs with ECE Indigenous content and would like to tailor course to specific needs
- They are working on funding from government to strengthen their process and the course could be adapted to Post Secondary programs
- Training coming up ~ they have 6 new cultural kits
 - Moose
 - Beaver
 - Birch
 - Plant Gathering
 - Hunting
 - Fishing and Ocean Harvesting
- They have 30 – 40 new service coordinators to deliver Jordan's principle and have worked closely with ECEBC
- Everything they do is grounded in culture
- Sharon (NLC) – the "Entry to Practice Mentor Model" starts mentorship right away
- They are looking for funding ~ if funding comes through it will start in September
- Students can get support and coaching from someone other than instructors
- Indigenous support from indigenous mentors
- It will start as a pilot project with a couple of institutions (MVIT and CAP)
- Goal is to develop a National demonstration site
- Jessica (Camosun) – is experimenting with a mentorship model as well
- Looking at how we support new graduates – especially indigenous students being supported by indigenous mentors ~ the pairing has been very successful

3. ECEBC (Emily Gawlick)

- Their work with BCACCS has been very meaningful
- They are celebrating their 52nd year, the founding president passed away a week ago (a week prior to Articulation meeting)
- A lot of work has been done to uplift the ECE sector
- ECEBC has been on the Articulation Committee for 10 years
- \$30 Billion has been spent on the \$10.00 a day plan
 - Check website for further info - \$10 a day
- ECE is moving into the Ministry of Education in 2023, ECEBC has written a position paper on the issue (can be found on their website)
- The goal is to continue to protect and support educators, families and children
- The Provincial Wage Grid was developed in the summer of 2020

- The Provincial Government has only shown 1/3 of their promised money
- Doing a system build approach throughout the province
- Reaching out to all Post-Secondary Institutions to do the Sue Fraser Wet-Felting Project
- Looking for updates on COVID vaccines for students doing a practicum
- They have a variety of education services including “Best Choices”, “Let’s Talk about Touching”
- Developed a new ECEBC Code of Ethics – they’ve moved from 8 to 10 principles
- How exactly we are going to work with this new cod is being formulated and companion documents are being developed
- Julia (Capilano) - excited about the new Code of Ethics. Will it be a slow roll out of?
 - timeline is not sure yet
- Information on the ECEBC Sue Fraser Student Award and Kay Britton Membership Award can be found on their website
- Jessica (Camosun) – are there any changes coming for the ECEBC Bursary?
- Students are often confused about why they were refused
- Is there any advice for faculty?
- In 2017 changes were made ~ some of the challenges have been how much money they will get from government every year
- We should remind students that the bursary is not a promise of money
- The application has been simplified. It’s now down to one page
- We also should encourage students to have someone look over their application before submitting
- Often delay is incomplete / information
- The Bursary Team at ECEBC can provide support if necessary
- Pat (Stenberg) – how are bursary moneys affected if transcripts have courses on them without grades (eg: course is completed but grades not yet in in time for bursary submission)
- Emily will check about transcripts without grades
- Terry (Capital College) – ECEBC team has been very supportive and it was a good decision not to provide bursary money to international students
- Laurie (NIC) – can’t access new ECEBC website
- ECEBC will check with the developers so perhaps articulation members could have access as it’s now members only
- Thank you to Emily

4. BCCAT Update (Anna Tikina)

- Supports 66 articulation committees from the BC Transfer system
- BCCAT has a You Tube channel with videos on research that BCCAT is doing
- Will be online again this year
- Encouraged group to look at lots of updated information in BCCAT Spring Update on Website (www.bccat.ca)
- Plans in the Fall to move to its own format site rather than currently using their partner Post-Secondary site
- BC Transfer Guide
 - Can search by course
 - Working on changes to enable more regular review of articulation agreements
 - Sned any new course outlines to your institution’s representative
 - Involves 450 institutions in 130 countries
 - The original intent was that only University level courses would be on the transfer guide, but now other courses looking at being shown
 - Articulation committee fund to expand transfer pathways
 - Aug 23, 2021 is the deadline for applications

5. Learning Outdoors Together Presentation (Enid Elliot)

- Project meant for practitioner with experience outdoors
- Lots of variation with outside spaces
- Not all spaces are equal and it's intent is to get comfortable being outside
- Children learn about their space early ~ it's a learning journey or a learning path
- There are 10 modules and each module is 3 hours
- Learners will reflect on memories of the outdoors
 - Why go outside
 - What is your play area like
 - Safety, comfort and movement challenges of being outdoors
 - Land as the teacher holding Stories and Knowledge (2 part module)
 - Free play and learning – what's possible outside
 - Outdoor space possibilities
 - Beyond the Fence
 - Land and reciprocity (sustainability)
 - Celebration
- Each module is made up of 8 "little moments"
- Idea is to engage with the materials (interview, video clips and text), reflect on questions, go outside to think (be with the wind, the earth and the trees), to share something from your thinking (eg: a recording, pictures, poetry, writing) and then meet to discuss your experience further with student mentor
- One group may want to focus on learning more from the land while another group may want to focus on how to enrich their own outside area
- The goal is to encourage people to appreciate the outdoors
- Terry (Capital College) – that is the way preschool education is in Norway
- Jessica (Camosun) – students can make their own clips to share with each other
- Brooke (Yukon University) – can families also be engaged in conversations as sometimes families are angry if their child comes home dirty
 - Yes, we need to articulate "why" – express valid research into benefits
- Sharon (NLC) – is the intent to help current practitioners or Post-Secondary students? International students have different ideas about being outside
 - ECEBC and BCCACS – are in discussion about intent
 - Currently it is for ECE's that are already in the field (1st cohort)
 - Idea is to build on current ECE's and then those ECEs can mentor others
 - The measure of success is easier with current ECEs
 - See who applies, it's just at the beginning stages
- Would part time students be considered students or educators (eg: Post Basic or Work Experience students)?
 - Again, just at the beginning phase of this project

6. Further Discussion on 2023 Plans

- There was a shared conversation about our role as an articulation committee in the decision to move to Ministry of Education
- The para-professional designation must be a key topic of discussion
- There are lots of decisions to be made prior to 2023
- How do we shape the narrative about what this profession is?
- Time is of the essence
- Work is being done but not much can be said at this time

- Position Paper written on “What is an ECE” ?
- We must look at the bigger picture even as we are trying to fix the issues of today
- Articulation should have a strong voice in this matter

MOTION: Put forward by Jessica Fee (Camosun)

- A letter regarding the transfer of Early Years to the Ministry of Education and the participation of the BC ECE Articulation Committee should be written and sent. A sub-committee to do this will be created.
- **Motion Passed**
- Erin (Registry) said there would be a contact person as a liaison
- Important to add Kevena Hall (Assistant Deputy Minister, Child Care Division at MCFD) to the letter
- Sub-Committee created ...
 - One of the Articulation chairs, Marketa Soldat (Burnaby School District), Julia Black (Capilano University), Iris Berger (UBC)
- The Ministry of Health is currently working on legislation on how programs will be administered differently (especially in Out of School care)
- Emily (ECEBC) – Health and Safety has been the focus but licensing should be looked at overall
- Iris (UBC) – this is a great opportunity but there are so many issues to address, where do we start?

7. Call for Articulation Chairs for upcoming year

- Jessica Fee (Camosun) and Cindy Page (NLC) have supported the current chairs Sheila (VIU) and Laurie (NIC)
- Laurie would be willing to stay on to assist Jessica and Cindy (new co-chairs)
- Sharon Strasdin (as part of NLC) will support as well
- No opposition

8. Fall Meeting

- It was decided that the Articulation group will hold another virtual meeting Thurs Aug 26, 2021 (10:00 am)
- Institutional Updates to be forwarded to Pat Bates (Stenberg) for compilation by the end of July 2021

Thank you to all

Meeting Adjourned – 1:00 p.m.