

ECE ARTICULATION CONFERENCE

Meeting Minutes – May 9 & 10, 2022 (held virtually via Zoom)

IN ATTENDANCE:

Laurie Tulloch (Co-Chair, North Island College), Jessica Fee (Co-Chair, Camosun College), Sheila Grieve (Vancouver Island University), Taya Whitehead (Deans Representative, Selkirk College), Ellen Strelaeff (Selkirk College), Julia Black (Capilano University), Andrea Dawson (Langara 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), Marketa Soldat (Burnaby School District #41), Terry Breck (Capital College), Erin Higginbottom (Montessori Training Centre of BC), Adrienne Klassen (Montessori Training Centre of BC), Sharon Strasdin (Northern Lights College), Cindy Page (Northern Lights College), Paula Avender (Northern Lights College), Christine Jackson (College of New Caledonia), Iris Berger (UBC), Theresa Gereluk (North Island College), Kathy Nelson (College of the Rockies), Karen LeSage (Ridge Meadows School District #42), Ocean Kneeland (Vancouver Island University), Emily Gawlick (ECEBC), Amanda Nelson (Pacific Rim), Katarina Jovanovich (Vancouver Community College), Cindy Piowar (Thompson Rivers University), George Melzer (University of the Fraser Valley), Michael Winsemann (BCCAT), Anabella Chun (BCCAT)

MINUTES – DAY ONE (May 9, 2022) (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 Cindy Piowar, seconded (Ocean Kneeland) – passed
- *Approval of Last Year's Minutes by* Christine Jackson, seconded (Cindy Piowar) – passed
- Topic of Dual Credit – moved to 2nd day

1. **Transferability Report** (Michael Winsemann, Anabella Chun) Terri Russell sends regrets

- Question of updating of the Matrix
- There was a sub-committee working on this (Cindy Page, Sheila Grieve and others)
- The amount of time, the requests and the inconsistencies made it challenging to update the Matrix
- There are varying qualifications of each institution
- The last Matrix was reviewed and Patricia McClelland met with BCCAT
- Transfers are no longer being supported by BCCAT – the Matrix is outdated
- Michael Winsemann (BCCAT – BC Transfer System)
 - Curriculum is being updated at institutions
 - There's been a request from the Registry for updates to curriculum standards
 - The Matrix for ECE has been updated several times ~ the last time was 2011
 - Discussions on curriculum updating and best practice moving forward is a direction we need to take vs waiting for updated provincial outcomes
 - Would like to see opportunities at articulation to share curriculum ideas, course outline support
 - This is what is needed to ease the time on approving transfer credits
 - Would like to see opportunities at articulation to spend time on transfer credit updates and recognition
 - There needs to be a review on how courses are articulated
 - Some courses are in the guide and others are not
 - First step is to send out the course outline to the partner or declare credit
 - To create equivalencies institutions can submit courses, they go into new evaluation request (a course outline or URL can be attached)
 - Institutions can choose from previously articulated courses or can add new ones
- If a course is already articulated it will show as that

- All Public Post-Secondary and Private Institutions that have a degree program have membership in the Transfer System and Institutions that are affiliated with a School District are also not part of the transfer system as it's limited to Post Secondary
 - When an institution has been forwarded a request for transferability they go into the system and click on "Add Agreement"
 - There is the option to do one to one course agreements or can do cluster agreements
 - You can build on or construct different agreements and can add updated agreement
 - The process is quite straight forward
 - However, the "gaps" still cannot be filled with non-members
 - If there's a substantive change to the learning outcomes, a re-articulation should be done
 - Cindy (NLC) – ECE Certification from another institution may need a 'Block Transfer'
 - Block Transfer Guide can be done on the new BCCAT website as well
 - The ECE Matrix is outdated, institutions may want to update and re-establish agreements
 - Question ... "are the ECE Training Profiles connected to the Matrix?"
 - We used to be able to look at the training profiles (and traded them) and they can be helpful for main courses like Child Development, but other curriculum is challenging to compare
 - The Training Profiles may be a starting place, but they can also be seen differently because of the minimum hours that are required by the Registry
 - Discussions on updating curriculum at institutions has been on hold as we've been waiting for new competencies
 - Taya – this is something that could be taken back to the Deans. They could work ahead on updating the Matrix etc.
- Breakout groups for discussion on Transferability and the updating of Curriculum
 - Summary of discussions ...
 - Private Institutions and School Districts are confused as to why they are not able to be members of the Transfer System
 - Their programs must follow the same Training Profiles
 - They see this as a barrier to practice for students
 - Private institutions often put more into their programs as they have a reputation to uphold
 - What are the guidelines for the standards useful for then?
 - Just thinking of students, should we not make it easier for students to transfer into further education if courses from all institutions could be articulated and agreements formed?
 - Program Review is a new driver of updating courses
 - Faculty are using CD/PD time to do this work as without new competencies there is no provincial mandate to fund this work – who is doing this work and who is staying with basic competencies?
 - Chairs are doing most of this work off the side of their desks, especially in smaller department without regularized faculty
 - This is important work that includes some content that is not recognized in the Registry's competencies including the new Code of Ethics, the Early Learning Framework, the Truth and Reconciliation Commission's Calls to Action and the UN's Declaration of the Rights of Indigenous Peoples
 - It would be useful to have the Registry's engagement in this discussion as there is not much clarity
 - The Registry can see all of the certification courses in the province so should be involved in discussion
 - There is a need to do ECE Program Reviews and we really can't wait for the Registry
 - It requires funding to do full ECE Program Reviews

- What is classified as a 'Degree', 'Diploma' or 'Mastery'
- There's a need to map out opportunities for these and what are the Ministry's plans for the new competencies?
- This requires the understanding that course outlines are not as detailed as a course syllabus
- Programs are growing already but that growth is not necessarily reflected in the current outlines
- It's unofficial – are there no plans on moving forward with the new competencies?
- Would like to get updated outlines so they can reflect the growth and change in the programs but are waiting for new competencies if they are coming

MOTION: Put forward by Ciindy Page (NLC) Seconded by Cindy Piowar (TRU)

- A motion to continue the dialogue and have a standing discussion about transferability. The sub-committee work on this will continue
- **Motion Passed**

2. Mobilization – Sub Committee Report (Iris Berger (UBC), Sheila Grieve (VIU), Laurie Tulloch (NIC), Pat Bates (Stenberg College), Sharon Strasdin (NLC), Paula Avender (NLC), Enid Elliot (Camosun)

- Responding to BC's changes to Child Care Policies and Practices
 - We all knew that childcare was being moved into the Ministry of Education
 - However, there was no consultation or involvement of ECE Articulation members
 - Dec 6, 2021 Webinar was held with the various Ministries regarding the move of ECE to the Ministry of Education
 - A month after that webinar the sub-committee members met to share they all felt overwhelmed with the amount of information shared. The message was to reassure existing programs, and to commit to high quality ECE focused on inclusion and reconciliation.
 - There was frustration among committee members that educational institutions have not been invited to provide any feedback to major policy changes. As well, a sense that a lot of money is being put into ECE but the timeframe for committing to use the money for particular purposes is too short and does not allow for reflection and thinking about what we really want
 - It wasn't clear to us who we need to address our concerns that the government is moving too quickly to qualify ECE's due to great need in the field without a thoughtful consideration to how new educators need a solid foundation to create quality programs and/or without addressing fair pay
 - We had decided to write a letter but didn't know what to respond to or to whom so in our 2nd meeting in March, rather than a letter, we brainstormed questions and came up with questions or concerns that we'd like addressed
 1. What is the vision for the reorganization of the three ministries responsible for Early Learning and Childcare (Health, Education, MCFD)?
 2. What does a regional structure mean for ECE (what is the oversight? Governance?) What positions are being created in the regional level for Early Childhood Educators to be art of the system and be the voice of ECE? How will you recruit for these positions?
 3. What will be the role of Post-Secondary Institutions in the transition of ELCC to the Ministry of Education and Child Care?
 4. What communication is being created by the ministries that can help to guide us through this transition?
- Ministry of Education tends to talk about childcare and school age care as the same – they are two different forms of care

- What exactly do they mean when they say no immediate 'change'?
 - Sharon (NLC) There is a lack of communication and that's a big concern for us
 - Laurie (NIC) – the wording that's used says advocacy is part of our role so are we more closely connected with the Ministry of Advanced Education?
 - There is no follow up to their commitment of keeping is involved and engaged in the discussions
 - How do we protect this profession? We are perhaps not aligned with the Ministry of Education's campaign to make 'Before and After School Care' free.
 - School Districts are often using EA's or RA's in their School Age Care – where does that leave ECE's
- Discussion on EAs, ECEAs, ECEs, and Dual Credit
 - School Districts on the Island are interested in using ECE's in classrooms
 - Burnaby SD – interested in ECEA's as the minimum for School Age Care, EA's don't work full time
 - School District #70 (Port Alberni – Pacific Rim) are training EA's if their intention is to take the full ECE Program. They have held two info-sessions but haven't heard back
 - Emily (ECEBC) – there is confusion between EA's and ECE's generally
 - Iris (UBC) – there is a lack of understanding even with the Ministry of Education
 - Laurie (NIC) – Theresa and their associate Dean did research and found only one course that could be a crossover between the two programs. ECE has a special body of knowledge.
 - There have been changes to the Ministry of Education's Dual Credit Funding which can be interpreted differently
 - New funding for School Districts to encourage Dual Credit for high school students
 - Many institutions have been running ECEA (Assistant) programs
 - The 'certification' process has also changed and now under 19 can be certified as ECEA with parent signature
 - Do we want to qualify 16 and 17 year olds as ECEA's?
 - Emily (ECEBC) – dual credit questions come up a lot. Concerns stem from the messaging that's going out that ECEA is ok to work in the field when it should only be used as a vehicle to take the full ECE training
 - Could a course be created to introduce high school students to the field in a much more general way (for example a 'Professional Foundations Course')
 - This would allow view into the field without having them be able to certify as an ECEA
 - Christine (CNC) – could School Districts invite Post-Secondary Institutions to come and speak to their students so we could have more clear information given to those students
 - Kirsten (BCACCS) – very few programs would allow you to take only 1 course and be qualified to work in that field
 - Small communities may even be promoting an ECEA to a managerial position simply because there's so much need and a shortage of people
 - Breakout groups for discussion (on ECEAs, EAs, ECEs and Dual Credit)

Summary of discussions ...

 - Julia (Capilano U) – they were approached by the district but turned them down because they wanted and ECEA program and one course under your belt is not helping our field
 - Jessica (Camosun) – their Chair decided that they should strengthen their partnership with the school district in their area. So, first semester they moved courses around to accommodate.
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They had huge difficulties with the cohort of 18 students because of the grade 12's in the cohort, many who were EAL learners. It was not a positive experience. They found there was a lack of high school support

- Ocean (VIU) – they partnered with School Districts #68 and #79. They share concerns with the ECEAs being used. This is problematic as dual credit courses enable the ECEAs to work in the School Age Care.
- The idea was to support dual credit, let high school students “get their feet wet” and then apply for the full diploma program – there is potential there, definitely some 16 – 18 year olds are “ready” and others are not
- Dual Credit should be viewed as an ‘entry point’, it’s the ECEA that is problematic
- A person taking the ECEA course often doesn’t demonstrate a commitment to becoming a fully qualified ECE
- Sharon (NLC) – are there any programs across Canada that are doing anything similar that we could learn from?

3. Ministry Updates (Aleksandra Stevanovic, Ministry of Education and Child Care (ECC), Nicole Gardner, ECC, Jonathan Barry, ECC, Darryl Soper, AEST, Darla Faulkner, ECC (ECE Registry), Kate Cotie, ECC, Michelle Gilmour, ECC, Joanne Murrell, ECC)

- Aleksandra
 - there was approximately a 3 – 4 month transition period and April 1, 2022, officially the responsibility of child care was shifted to the new “Ministry of Education and Childcare”
 - It was both Ministry’s mandates to work towards greater access to before and after school care and placing a priority on care on school grounds
 - The Ministry will establish a regional presence to strengthen the capacity of both the child care and the education sectors
 - We have made a 10 year commitment
 - All Provinces have signed the Early Learning and Child Care Agreement
 - BC shares common goals with the federal government and there has been a 50% reduction of fees from 2019. We don’t see any concerns arising so will be on track for our goals towards the \$10.00 a day
 - There will be more \$10 a day sites created and by the end of 2022 BC should have 12,500 \$10 a day sites
 - We have more engagement with Indigenous Childcares to support their needs
 - 300 staff have moved to the Ministry of Education through this transition
 - The goal is to create more School Age spaces
- Nicole – Integrating Child Care into the Broader Learning Environment
 - Our goal is to build the sector using the strengths of both child care and education
 - We want to support more continuity of learning as we realize that learning provides huge dividends on investment
 - All children benefit from quality early learning experiences before they enter Kindergarten
 - School Age Care supports parents’ ability to participate in the labour market having care for their school age children easily available
 - What does integration look like? The reality is that ‘on school grounds care’ can look differently in each situation
 - We recognize the difference between Early Learning and School Age and we are prioritizing School Age Care on school grounds
 - Some school districts already offer 0 – 5 care on school grounds so we want to look at how to best support not only those school based programs but also non-profit, for profit and Family Day Care programs
 - We can merge the two sectors together and regional supports may look different depending on the needs of each region

- This regional approach will evolve as the Early Learning and Child Care System evolve
- Kate Cotie – ECE Recruitment and Retention
 - This has been a focus of government for some time. There's an understanding that it's critical to the success of the Early Learning field
 - The ECE Wage Enhancement program has been implemented and now all ECEs receive a \$4.00 per hour wage enhancement (over and above their childcare centre's pay)
 - There has been ECE Education and Support Fund extension to 2024/2025
 - Access to Post-Secondary education has been addressed with seat expansion, Work Integrated Learning programs and Dual Credit funding
 - The ECE Bursary, the Early Years Professional Development HUB and inclusion are all in place
 - The Ministries have provided ongoing supports to Peer Mentoring and the Early Childhood Pedagogy Network
 - There are areas they can better understand with the support from Post-Secondary institutions providing data on some of the knowledge gaps (eg: how many students are starting their education, how many students are completing their education and, where are students going afterwards ~ to the Child Care workforce, onto more educations, etc.)
- Aleksandra
 - The Ministry has already established some engagement with school districts but our goal is to build on that
 - Dec 1, 2021 we launched an engagement website. The intent was to get engagement from all in the sector providing data on things involved with recruitment and retention and provide further clarity on the current engagement topics
 - The goal is to receive feedback and input to assist in the direction of key policy work for the further of the child care system and understand how we can better communicate accurate information
 - The Ministry is now looking to streamline funding, how to make the funding sustainable and what they will fund
 - Iris (UBC) – there was lots of excitement around the idea of Child Care joining the Ministry of Education as education we feel has always been a part of ECE
 - The Ministry has always looked at ECE as Education
 - There should be recognition that Before and After School Care differs from full day Child Care
 - With regards to Dual Credit – we would like to provide a course to give student's the idea of what the ECE field is like
- Nicole
 - The Ministry recognizes that play based learning is critical and there is still lots of work to be done
 - EA Training across the province is not consistent
 - ECE and ECEA have clear certification requirements
 - The Ministry has to look at the whole spectrum of the workforce and work to unpack all the details
 - ECEs have a better path to certification
 - Darla – at this point there is no discussion at the Registry to certify EAs as ECEs
 - Re-engagement may be necessary
- ECE Articulation has continually advocated against the ECEA certification and in its' current form does not support the ECEA so if there's a push for ECEAs to be working in school age care centres that causes Articulation concern

- Christine (CNC) – has more been done regarding making ECE receive a ‘living wage’? The wage enhancement alone can’t be effective for recruitment. Are we seen as more responsible now in the Ministry of Education
 - Kate – The commitment has been made to look at that aspect but it is complicated and will take time before they get to the point of giving any numbers. There is lots to work on.
- Darryl
 - 1.3 Million dollars each year for 3 years has been allocated for seat expansion
 - Jessica (Camosun) – the number of students in classes also affects retention
- Aleksandra / Darla / Joanne
 - With regards to the new ECE Competencies
 - Recognize that before there was an idea of the potential of implementing the competencies that had been re-worked by a large number of people
 - However, now with the move to the Ministry of Education, the challenge they are working on is Recruitment and Retention, Wages, and First Nations issues
 - Want to better understand how the move will impact the competencies
 - Jessica (Camosun) – many institutions want to grow and develop our programs and hesitate as the process is both time and cost impacting and hoped that new competencies would come to create that more formal opportunity. So, Articulation was asking if institutions could have access to those competencies, in the spirit of collaboration, to give some guidance on how to grow their programs
 - Darla – The Registry appreciates the wish to improve your curriculum, however, in the meantime the old competencies will still be the standards you can work with
 - Joanna – we have had discussions with some institutions and most are wanting to add rather than take out parts so we want to be flexible
- Aleksandra / Darryl
 - There has been a “good vibe” around the W.I.L. Project (Work Integrated Learning)
 - However, just want to make sure it’s the right model, see how it affects retention rates and ensure it will be sustainable
 - The Ministry appreciates the engagement, involvement and input from Articulation
- Meeting adjourned at 2:40 pm.

MINUTES – DAY TWO (May 10, 2022) (Virtual – via Zoom)

- BCACCS Report added to Agenda

1. ECEBC (Emily Gawlick, Nancy Van Groll, Sue Irvin)

Emily Gawlick

- The work at ECEBC has not slowed down
- They are now seeing evidence of their hard work
- Programs and services have doubled in just this past year
- Their vision involves continued support of the \$10. a day Child Care Plan, Increasing the Standards of Practice and Professionalism, Retaining and Increasing the number of ECEs throughout BC and finding more ways to support them and by 2027 significantly improving the early care and learning opportunities in BC
- ECEBC has created a new Code of Ethics (can be found on their website) and have added two new principles

- The ECEBC Conference will be held Sat and Sun (May 14th, 15th) with the topic being “Learning Outside”
- They worked in partnership with BCACCS and it will focus on how to get children connect to their outdoors
- They’ve had over 1200 people apply to help with the work so there is a lot of enthusiasm for the topic
- The ECEBC Bursary has been given a government extension for 3 years so continued funding from government to provide bursaries to ECE students
- The ECEBC Pedagogist initiative is underway
- The Pedagogist works with the Early Childhood Educator and obligations to the sector are woven through her role
- The ECEBC position paper on the Role of the Educator has received overall positive feedback
- It was written in partnership with BCACCS and inspired by the current initiatives
- It focuses on how everyone views ECEs and is intended to shift the narrative of the ECE profession and inspire thoughtful dialogues about the potential of the ECE’s evolving role rather than having others shape who we’re seen as
- Want others to know that we are not limited to providing child care services
- ECEBC has been able to go out into the community and promote the sector
- Andrea Dawson (Langara)
 - It’s challenging bringing new ideas to the team however, with ECEBC’s Position Paper it has created a reliability or a buy in to the ideas when they know that ECEBC is behind it
- Laurie (NIC)
 - The document gave everyone the same page to be on
- ECEBC has had feedback saying the language is not accessible, so how do we bridge the vision with current educational standards

Sue Erwin

- We are living with many complications in this process and we encourage people to learn together
- We see value in people’s struggles

Emily

- We want to see how government is going to respond moving forward and are hoping we can have an influence on their decisions
- Laurie Tulloch (NIC) – we have put our updates on pause. We’ve expressed the barriers to education and have asked to receive clarification however have had mixed responses
- Ocean (VIU) – they have implemented working in the CCRR 3 times per term and have recently had participants from the School District show excitement to exploring the ideas in the Position Paper further
- Sharon (NLC) – they have 2 pedagogists – wondering how they move forward but still create opportunities for critical reflection

Nancy Van Groll (ECEBC)

- Role or Image of the ECE – what are the moves we make as a collective now this paper is public
 - It’s important to have activation of the paper in all areas
 - We hope to engage with members and then the public
 - First impressions of the paper included words such as energizing, inspiring, philosophical, uniting, inclusive, enlivened, currency, and forward thinking
 - ECEBC wants to change the view of teachers just sitting on the carpet with the children always smiling, smiling with the children, etc.
 - Although our knowledge of Child Development is part of our work, it’s not our defining work
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- Gallery pictures were shown – shows different point of view of the educator
 - Emily – it provides opportunity for more engagement so will be shared

- Thank you to Emily, Nancy and Sue for their ongoing work to improve the sector

2. BCACCS (Kirsten Bevelander)

- How BCACCS supports educators has changed and grown in the past year
- They now host two 'Jordan's Principle' service coordinator HUBS
- They have 30 – 40 service coordinators in the province
- Their new service enhancement model is an effort to support families more and work directly with children and their families
- The 'Jordan's Principle' website can help you find local service coordinators
- They are excited to be back in the community as indigenous communities are struggling with staffing shortages (like all areas) and have no Indigenous educators
- There is a high attrition rate of Indigenous educators and getting them through the program is challenging
- Practicum is challenging
- Peer mentorship is important and ECEBC is working more in partnership with BCACCS to assist
- It's important to have BCACCS and the Metis Nation of BC included in the conversations
- Government is having to go back and consult with Indigenous groups
- Indigenous communities are hesitant to have their child care programs put under the Ministry of Education because of past history so it's good that government realized they should go back and have discussions with the indigenous groups
- The "Mary Thomas Scholarship" is coming up

3. Early Childhood Pedagogy Network (Kathleen Kummer, Denise Hodgins)

- As of April 2022 they have 28 Pedagogists, working with 301 centres, 1019 Educators, 55 ECE students in 38 communities
- They now have 50% of Public Post-Secondary institutions working with the Pedagogy Network
- We are continuing to work with institutions and hopefully continue to grow ~ but, how do we keep growing?
- Faculty continue to work with public post-secondary institutions and support educators participation in practicum
- They are looking at assignments for practicum
- Questions – what if more than one student are at a site at the same time?
- How do we continue to support educators to work with those experiments?
- Having consistent faculty to build relationships with regular facilities to allow centres to take more students at a time
- COVID got everyone re-thinking how students could be outside more
- Think of future educators ~ would like to continue to foster connections
- Encourage to think broadly as a pedagogist and have experience with cross college conversations and bring co-horts of students together
- Need more awareness and support for the idea
- How can we support students as they walk alongside and enter the life of a childcare centre, build relationships with the children and their families?
- The ECPN has a website that anyone can join
- Hope to continue to grow in our work with students and communities

- Jessica (Camosun)

- Has the ECPN started thinking of how they will work with Post-Secondary Institutions or will it remain its' own entity
- The Ministry of Advanced Ed put forward proposals and there's still a lot of work on the shift and how it will be funded
- The ECPN would like to see a connection to Post-Secondary Institutions
- Can ECE Articulation help? We have a vision but how can we best have a reciprocal relationship
- Georg (UFV) – there used to be childcare centres on university campuses which made it easy for students to drop into and have those educators mentor students
- Has there been any discussion with government about bringing back those?
- Faculty following students and centres are more likely to see centres more willing to take on more than one student per classroom because relationships are built
- We want to think differently about everything including assignments that may work in the community
- How do we have pedagogists in distance models of programs?
- Some conditions are the same across the board but there are some different realities
- Larger centres who take many students are hiring those students who then become mentors
- Sharon (NLC) – how do you provide a pedagogist that's consistent to ensure consistency and continuity?
- We don't want to pause too long otherwise there's a time frame necessary to regain that energy
- Often institutions don't have enough faculty and how poorly educators are paid will continue the flood gates of students coming in to the field and then a few years down the road leaving the field
- Denise (ECPN) – Having pods of educators that can share the workload is beneficial (knowing each other's' work a little is helpful)
- Kathleen (ECPN) – They have realized how important a practicum is ~ what if it became the most important part?
- Camosun has an on-site child care, but the relationship isn't there. They hope the ECPN could help with that
- Articulation has a seat on the ECPN Advisory Committee
- Camosun has had a couple of cohorts of Indigenous students and would like to explore more how to support indigenous students
- Kirsten (BCACCS) – Online training is not as successful for those students. There is a higher attrition rate and they need more support
- Funding was found to provide those students with laptops but connectivity on the reserves was challenging
- The Metis Nation offers fiscal support for Metis students for technology
- First Nations on reserve, connectivity is problematic

4. BC Early Years HUB Content

- This is information for educators and instructors
- There is some concern about the resource as it is not supported by the ECEBC paper
- All Faculty should be able to access the resource for free for students
- Julia Black (Capilano) – it views faculty as technicians, suggested that articulation share who was instructing
- Ocean (VIU) – access is not intended to be equivalent to training
- Cindy (NLC) – this doesn't seem like a direction we want to take and we should be careful about advertising this
- Kathleen (ECPN) – does Articulation have a role in any information intended for students?
- Laurie (NIC) – the launch of the “Foundations of Early Childhood” – no one has participated
- The content of “Foundations of Inclusive Child Care” is unsettling and unsure if it's appropriate

- One of the quotes “take on skills by working with disabled children”
- This is backwards and we want a voice
- There needs to be an alignment with what we teach our students about inclusion and what other course content relays
- The HUB course is a 12 hour course on inclusive care
- Kirsten (BCACCS) – It is quite common to refer to children as ‘gifts’ and can be our teachers, so perhaps that’s the lens they are looking at their comment from
- Sharon (NLC) – we haven’t vetted the information, and with all eyes on child care right now, it all should align
- Articulation should have a place to bring awareness and importance of our role
- Julia (Capilano) – suggesting that children teach educators devalues our work so the language used is important
- Emily (ECEBC) – a lot of people don’t even know the ECE Articulation Committee exists never mind knowing the unique expertise that we have to offer
- Christine (CNC) – timing is showing that there appears to be a “hurriedness” to get ECEs into the workplace and not a lot more thought about quality of those educators
- For example, the language of referring to us as “para-professionals”, having the ECEA certification and using EAs in childcare situations demonstrates that
- Is there support for a letter to be written by the chairs (Jessica will help Laurie) to address this

MOTION: Put forward by Ciindy Page (NLC) Seconded by Andrea Dawson (Langara)

- A motion for the Articulation Committee to write a letter to Westcoast and Can Assist to explain our role and invite them to use us as a resource when developing professional content.
- **Motion Passed**
- Jessica – suggests that all Sub Committee Work continue and reply with progress to chairs
 - Mobilization sub - committee (chaired by Iris Berger)
 - Transferability sub – committee (chaired by Terri Russell)
- Any Zoom meetings between now and next year’s annual meeting will be posted on Moodle

5. 2023 Annual Meeting

- It is assumed we can go back to in-person meeting for our 2023 annual meeting
- North Island College offered a place for the 2023 meeting
- Volunteers were requested for co-chair
- Jessica will continue as co-chair and Laurie will help with the new person coming in (especially doing the meeting in person is a little more challenging)
- Co-chairs help field emails and time commitment is approximately ½ a day per month
- No volunteers by meeting end so follow up will be via email
- ECEBC’s Conference will be May 11 – 13, 2023 so Articulation dates will be announced later
- Laurie will take the proposal to her Dean.

Thank you to all.

Meeting Adjourned – 12:00 p.m.