

ECE ARTICULATION CONFERENCE

Meeting Minutes – May 13 & 14, 2024 (Vancouver Island University – Nanaimo, BC)

IN ATTENDANCE:

Sheila Grieve (Co-Chair, Vancouver Island University), Summer Lin (Vancouver Island University), Amanda Nelson (Pacific Rim), Pat Bates (Stenberg College), Angelpreet Singh (Douglas College), Mary Burgaretta (Camosun College), Julia Black (Capilano University), Kirsten Bevelander (BCACCS), Danielle Davis (Camosun College), Rebecca Deane (Selkirk College), Andrea Dawson (Langara College), Andrea Jones (Langara College), Sheryl MacMath (University of the Fraser Valley), Monique Goerzen (University of the Fraser Valley), Terry Breck (Capital College), Kristie Krisher (College of the Rockies), Terri Russell (Okanagan College), Emily Mliczko (ECEBC), Katarina Jovanovich (Sprott Shaw College), Karolyn Hendra (Thompson Rivers University), Amber McLeod (Metis Nation of BC), Pawandeep Mann (Metis Nation of BC), Jungsun Park (Native Education College), Vicki Mackenzie-Denis (Coast Mountain College), Hal Saxby (Vancouver Community College), Laurie Tulloch (North Island College), Paula Avender (Northern Lights College)

GUESTS:

Erin Mirau De Vera (ECE Program Coordinator – ECE Registry), Kelsey Wapenaar (ECE Registry), Carly Webb (ECE Registry), Michelle Gilmour (Child Care Policy – Ministry of Education and Child Care), Rob Hicks (Director of Student Transitions – Ministry of Education and Child Care), Deanna Elliott (Student Transitions – Ministry of Education and Child Care), Sonja Yli-Kahila (Child Care Policy – Ministry of Education and Child Care), Jennifer Kook (BCCAT), Laranna Scott and Angela Clancy (Family Support Institute) – via Zoom

MINUTES – DAY ONE (May 13, 2024)

- Welcome by Shiela Grieve
- Acknowledgements of the land/territory
- *Approval of Agenda* seconded and passed by consensus
- *Approval of Last Year's Minutes* seconded and passed by consensus
- Julia Black (Capilano University) has stepped up to be chair for next year's Articulation Meeting

1. Research and Admissions (Jennifer Kook - BCCAT)

- BCCAT has looked at admission practices in the US and trying to implement in Canada
- Looked at EDI (Equity, Diversity and Inclusion) admission practices
- Looked at digital services to see where they could use their money better – facilitate and articulate better for students at Post Secondary Institutions
- Have been working on program to program pathway articulation – want to use technology that they already have to make a better program to program pathway
- Once a pathway is established then students will know upon registration what their pathway could be
- Care Economy Programs are focusing on Nursing Programs currently
- It is BCCAT's 30th Anniversary in November (2024)

2. Group Discussions

- Discussion at tables regarding major issues or areas of concern for articulation members
- Discussions included...
 - Practicum
 - Incentives for Practicum
 - Finding placement centres for Practicum
 - Alternative Practicum

- Number of Practicum sites?
- The quality of Mentorship for students at practicum and new educators
- ECEA Certification – deskilling of our ECE field
- The new ECE Competencies
- Provincial Wage Grid
- ECE in remote areas of the province
- Dual Credit
- AI – integrity issues
- Post-Secondary Jurisdiction
- Inclusive Practice – educators not feeling qualified
- Our role as educators
- English Language requirements
- Outdoor Program Licensing
- ECEA sponsoring
- On-site Childcare Programs

Table discussions on some of the previously raised issues were discussed

Practicum

- Mentor education qualifications need to be specific – in some instances students out at practicum are being ‘sponsored’ by educators who have only recently received their full 5 year certification (which could mean they’ve only been in the field for 3-6 months)
- The number of sites a students can do practicum in is a question to address with the Registry (dedicated sites vs multiple sites) – quality vs. quality
- Workshops on how to be a sponsor teacher/mentor (qualities of strong mentors) – have these been approved by the ECE Registry
- What is the definition of a “Workplace Practicum” (Work Integrated Learning – W.I.L.)
- Basic vs Post Basic Practicum
- Alternate Practicum – what percentage is Registry approved
- Desire to change name of Special Needs provincially
- Rural areas have restricted access to licensed sites
- Regarding compensation for mentoring students – as a profession, what direction do we want to take?

ECEA Certification

- Having the Wage Enhancement has been incentive for ECEAs to continue training
- Still similar problems with having too many ECEAs in the field (centres hire to reduce wage costs)
- The ECE Registry does not have official ‘acceptance’ of ECEA programs (limited legislative authority), however, the institution itself must be recognized by the Registry
- ECEA was never intended to be a separate program

Dual Credit

- If students learn that ECE is “not for them” through the Dual Credit program – this is a success
- Visiting different childcare sites can be a powerful incentive for dual credit students to continue to their certificate
- As age is not a factor in certification, why is the ECEBC Bursary not available unless you are 19 years or older (barriers can be taken up by ECEBC)

- The Dual Credit website has some reports available online
- School Districts get funding and can use it as they feel is most valuable (eg: some districts may purchase the ELF for all dual credit students, etc.)
- The Ministry of Education and Child Care are conducting a survey at the start and end of each semester to get a sense of how ell programs are doing and how they can be better supported

Academic Integrity

- Qualifications of instructors (varying ideas)
 - There's a need for rich instructors with education plus real life ECE experience
 - Master's Degree or Equivalent but also have extensive ECE hands-on experience in the field
 - Have their ECE Diploma plus something relevant
 - Bachelor's or Master's Degree in a different program but no ECE certification?
 - Question: For instructors to renew their contracts, should they be required to have on-the-floor experience to keep everyone current?
 - Langara requires 6 years minimum experience of working in field
- There are some unregulated programs offering ECE – the program is not being recognized or honoured which results in students not receiving their certification
- Do all Pro-D workshops have to be approved by the Registry?
- Use of A.I.
 - Chat GPT is not going away – we have to find ways to support students
 - Concern that students are not able to articulate their thoughts on their own without A.I
 - Instructors are having to re-create and re-think/ redesign assignments (eg: skills that important to demonstrate through practicum experience)
 - Supporting students on how to us A.I in good, ethical ways is important to teach and help them understand to support students in being able to show what they know
 - Suggested to ask for citations and include the use of Chat GPT as a source

International Students

- What are entrance/admissions requirements
- What are the English requirements – how do they differ in institutions? Is there are set standard by the Registry?
- The Registry has identified gaps in admission requirements
- How are we preparing International Students for their program
- Consideration for their vulnerabilities needs to be in place
- There needs to be some mental health and wrap around supports
- Supports in areas like conversational English usage – the use of translators? Centres do not feel this is a safe option
- Supports for practicum – Justice Institute has workshops for ECE students, they talk about our Labour Laws and their rights as an employee so international students are not taken advantage of in workplace situations
- Students often have to send money home so often ask for longer hours with no break so need to know Labour Laws – they MUST take breaks
- ECEBC is a good resource for helping them understand philosophies and pedagogy
- A "Career Day" could be an advantage where students had the opportunity to interview employers
- Institutional supports must include being aware of recruitment agencies – ensure that students are getting the right information

- Membership to ECEBC is of benefit to International Students
- Immigration consultants often take advantage and companies will also employ international students and overwork and underpay them
- Employers that take advantage of international students can be reported to The Ministry of Municipal Affairs

Role of the ECE Articulation Committee

- What is the public knowledge of credentials of Articulation Committees?
 - The structure of Articulation Committees is documented on the BCCAT Website
 - Minutes of Articulation Committees are posted on the BCCAT Website
- What is the reach or the role of the articulation committee?
 - Articulation and Advocacy are inter-woven – in order to articulate we need to be able to advocate for our field
 - Post-Secondary Institutions need to be clear of the “Terms of Reference” of Articulation Committees and what it covers (eg: a statement of Values, Ethical Commitment, Guiding Documents, Responsibilities, the Professional Organization, etc.)
- What is articulation between Post-Secondary Institutions?
 - Private and Public Institutions must report their program requirements yearly to the ECE Registry (Training Profiles) so could a ‘sharing’ of these Training Profiles help the articulation between institutions?

3. Sonja Yli-Kahila (Child Care Policy – Ministry of Education and Child Care)

- Sonja is the new Minister – Michelle Gilmour presented last year
- There has been lots of interest in picking up the project of continuing the New ECE Competencies and they are now in the final stage of those competencies
- There was a review of the guide in 2019 and whatever changes that are necessary for update in the guide will be done first and then there will be another meeting with the Post-Secondary Institutions early in the new year (2025)
- They would like to connect with original parties
- Sheila – outdoor learning should be integrated, nothing specific just one piece of update
The Lawson Foundation’s position paper should be considered – who should it be sent to?
- Send it to Michelle Gilmour – write to the Minister so attention is directed
- There’s been updates that include Indigenous Inclusion
- A new updated version of the competencies will be available in early 2025
- Question: What are the New Competencies? (history)
 - In 2010 The Canadian Childcare Human Resources Council published the Occupational Standards for Early Childhood Educators
 - BC took the competencies and BC Campus worked with the BC ECE Registry to update the Occupational Standards in BC
 - The original writers of the new competencies were Toni Hoyland and Danielle Alphonse
 - In 2019 a new Program Guide was completed
 - It developed new Post-Secondary learning outcomes
 - It went to Government – put to the Minister and a cabinet submission was made
 - All Ministers and the Premier must sign off on the change
- Once a decision is made then we can move to implementation

- As a result of elections and change in government sometimes things are put on hold
- There is now a desire to reinvigorate the New Competencies
- A new invite will be sent out across sectors early in 2025
- Child Care Policy will work on reviewing the competencies with stakeholders through consultation and engagement

4. Rob Hicks (Dual Credit Project)

- There are challenges
- Dual Credit varies according to area / local level
- There is a four year gran program (Jan 2022 – Dec 2025)
- Currently involves 44 school districts and 15 – 17 Post Secondary Institutions
- There are different program modules between 1 – 5 or more courses and some include practicum
- There are currently 900 courses – hopefully moving to 2500 courses
- Currently Dual Credit involves 500 students – hopefully moving to 1000 students
- Deanna Elliott is the project liaison
- A survey done showed that only 5% of Dual Credit students expressed interest in stopping at the ECEA level, the majority expressed intent to continue to full certification
- Currently there are
 - 5 institutions that offer 1 course
 - 7 institutions that offer 2 courses
 - 9 institutions that offer 3 courses
 - 3 institutions that offer 4 courses
 - 6 institutions that offer 5 or more courses
- Dual Credit was initially a Trades training concept
- There was the wish of larger interest groups to have Dual Credit have as many qualified ECEs out in the field
- Julia (Capilano) – how do we help students be successful? Capilano cannot offer credit to Dual Credit students because they are not done through institutions that offer credit
- Credit is not reviewed (no requirements)
- They are looking at how transfer credits work
- Institutions have the autonomy to provide transfer credits
- It's usually done course to course and some institutions won't offer credit
- Course by course transfer credit doesn't always work
- Public Post-Secondary Institutions are primarily in the Dual Credit program
- The K – 12 administration should be communicating the transferability to students
- Kirsten (BCACCS) – we should be very clear about what students are or are not able to transfer

5. Program Profiles

- Program Profiles are used to look at programs but not to look at individual courses
- It was put out to Articulation members – can program profiles be shared?
- There are huge variations in learning outcomes and differences between academic requirements
- The Registry looks at minimum competencies
- Amanda Nelson (Pacific Rim) is in favour of sharing the institution's Program Profiles
- Terry Breck (Capital College) – institutions could voluntarily offer their Program Profiles to share
- PTIB guidelines are vague
- Sheila (VIU) – only had one institutions they wouldn't accept credits for
- **Action Item:** Sharing of Training Profiles by institutions

- **Action Item:** Post-Secondary Institutions that are not able to accept transfer credits should let Dual Credit Project know

6. Kirsten Bevelander (BCACCS)

- The First Nations Leadership Forum – Thurs/ Fri (May 17,18,2024)
- There are 204 Nations in BC
- We are the first province to have UN rights
- Looking forward to the resumption of jurisdictional control
- Currently engagement around the province and funding are all over the place – there are some ‘Colonial Structures’ and funding issues
- BCACCS is mandated to work with the First Nations Leadership Council (FNLC) to help movement to a ‘future state’
- The Sector is in need
- Funding in BC differs because of our complex make up – other provinces do a per capita funding
- There have been key Federal and Provincial Investments
- BCACCS is constantly stretched but are doing their best
- Retention in the ECE sector is even more of an issue in Indigenous issues
- We need to look at finding ways for funding to more flexible
- Additional funding will be provided to encourage educators – so funding for courses, funding for living
- Jurisdictional Indigenous may take 10 years
- They are hopeful that the ACCRR (Aboriginal Child Care Resource and Referral) will be on the HUB and hopefully an ARA (Aboriginal Responsible Adult) program would be a pathway to becoming a fully qualified ECE
- If any Post-Secondary Institutions want to incorporate indigenous issues and information into their programs, contact a local band
- The BCACCS Conference was in February (2024) and had 500 participants between the online and in-person attendance
- Funding for Indigenous students is available

Lunch Break –

7. Registry

- Re: Practicum
 - ECE Registry’s requirements are outlined in the ECE Linking Competencies – supervised observation and practice must be in a variety of settings
 - Institutions must justify their decision to vary from the above - practicum must be intentional based and relationship based
 - Practicum must be outcome based – know what the pedagogical purpose of practicum is
 - Alternate Practicum – was approved for 20% of practicum hours for one practicum. The new amount is 35% of total practicum hours
 - Would like feedback on how the alternate practicum is working
 - **Action Item:** Post-Secondary Institutions to let Registry know information on how and how often alternate practicum is being used
 - Registry still going through survey results – 150 mentors, the time they needed to take off the floor for mentoring a student
 - Make sure the facility/mentor and the institution have clear shared goals
 - Just working with one mentor could support a Mentorship Course

- Questions about what happens when the ‘mentor’ is away during a student’s practicum – guidelines for replacement?
- The Practicum Policy of each individual institution should cover this situation
- Having an IEP for students in some cases is necessary
- There are more practicum issues in remote areas of the province
- The Registry offers to help with creating an IEP that then can help with Institutional Policy revisions moving forward
- Re: Professional Development (for renewal)
 - Professional Development for renewal is not approved before hand – often the Registry will follow up with the facilitator of the PD workshop/training to
Question: Kirsten (BCACCS) – are courses on the HUB vetted? Answer: Only government funded training on the HUB is vetted and approved ahead of time
- Re: NOC Codes / International Students
 - This is a Government of Canada set of codes
 - ECE and ECEA are under the same NOC Code – It’s a complicated process to change
 - The Provincial Nomination Committee – any student under the NOC Code gets more points for Permanent Residency
- Re: Competencies (Michelle Gilmour)
 - Suggested if Articulation has ideas of what an ECEA should be, put that into a letter
 - ECEA can be a pathway to full ECE
 - Articulation noted that we’re seeing “dire” consequences of the “bandaid” solutions by the government
 - The labour market is getting burned out – the sector is getting weaker not stronger
 - Change in the narratives about what we want the ECE Profession to be are necessary
 - Laurie (NIU) – challenge is what do we consider “entry level”? entry level is for new grads
 - Some institutions are doing a great job of ensuring the quality of ECEAs
 - We need to have an incremental approach to addressing all of the concerns from this committee – they are open to taking feedback
 - Question: Could it be stated regulations are that full certification is standard and then give exemptions
 - More discussion would have to happen on any changes to regulations like this

Day Wrap Up ... Day Adjourned 4:20 pm

MINUTES – DAY TWO (May 14, 2024)

8. ECEBC Presentation (Emily Mliczeko)

- ECEBC’s Strategic Plan has five themes
(1) Qualifications (2) Inclusion and Reconciliation (3) Policy and Practice
(4) Profession (5) Organization
- Put out a statement on the Gaza conflict
- Bursary continues to be successful – 5541 Paid Applications covering 19, 384 courses
- Their Leading Change Program has 21 projects in BC (31 ECE participants across BC)
- The Learning Outside Together and Professional Development Training is ongoing with upcoming new professional development workshops
- The HUB currently has 9000 + users
- Summaries of the current initiatives were all presented

- They continue to do System Building by participating in Provincial, Federal and International initiatives

9. **Mentoring Training** (Presentation by Rebecca Deane of Selkirk College)

- Partnered with Northern Lights College and developed a course for Mentors
- It is 3.5 hours and 6 Modules on Moodle
- Can use the SCORM link to access – it's embedded into Moodle for Selkirk
- Participants must go through each module in order to be able to move onto the next Module
- "Voices from the Field" – very interactive
- Addresses all related Mentor issues
- Very rich and involved course – was launched 4 weeks ago (early April 2024)
- Paula (Northern Lights) – they benefitted from BC Campus
- North Island University – this is a great way to support mentors, sign up with Selkirk to learn more
- Question: Could this be added to the HUB?
- The course has the ability to change to suit a specific institutions needs

10. **Family Support Institute (FSI)** (Presentation by guests Laranna Scott and Angela Clancy – via Zoom)

- This was founded in 1985 as a support for any family with Special Needs Children
- They have a large volunteer base
- Supports are free and it's a unique program in Canada
- Mission is to strengthen, connect and build communities and resources with families of people with disabilities in BC
- Their vision is that all individuals and families are supported, connected and fully valued in their communities
- The FSI stands against anti-racism and stands for truth and reconciliation
- Laranna is the Indigenous Practice Advisor
- They have a 13 member circle that have lived experiences with family members or their current work
- They offer 250 peer supports for all disabilities
- They have an information HUB for resources, support, workshops, training and referrals
- They also have online learning opportunities
- In total they have 18 staff – 3 are family support coordinators that meet with the families and then search the data base to match the family with a support according to their need and typically call the family back iin 48 – 72 hours
- Peer supports can connect by phone, email or in person, they can guide families to community services in their area, attend meetings, take notes and debrief the family, mentor and coach the family, listen and learn and share successes and celebrate families
- Referred families receive support throughout their life span
- The top issues FSI has are resources – childcare is often a parent's first contact with options
- My Community BC has maps of accessible places in BC
- Any family can create "My Booklet" which is their story so they do not have to tell their story over and over to any new support workers involved
- Families they work with often feel isolated – there is a stigma with a diagnosis
- FSI will come and present (or via Zoom) to students
- They also will do workshops that they will tailor to your needs – workshops are written by parents and given by parents
- Laurie Tulloch – from personal experience, she has been a support parent for 30 years

11. Metis Nation (Presentation by Pawandeep Mann and Andrea McLeod)

- They have ongoing wrap around funding supports of \$1000. per month
- Provide Wage subsidy for employers
- Paid practicum – a minimum of 2 months and maximum of 6 months
- ECE Recruitment and Retention networking opportunity in Kelowna (Oct 4,5, 2024)
- Been working with Elders in a collaborative relationship to create curriculum from the Metis lens
- Have been doing Pedagogical Narrations by either going into programs but also do it virtually
- There are two Metis Child Care builds – one is at Capilano University and the other one is in Mission
- Created several Child Development monitoring systems that actively have many participants and have gathered information from several different questionnaires (the Metis government, the Provincial government and the school districts)
- The questionnaires/surveys don't have bias but the people filling them out may have biases
- Lots of things have shifted and changed over the past few years
- There is now a child and youth advocate
- They are working further towards Truth and Reconciliation
- Have identified 90 different first nations indigenous languages
- There's a need to recognize a Nation's sovereignty and they deserve to have access to the data that is collected on them

12. Inclusion – the Youth Project (Presentation by Laurie Tulloch)

- Presentation by Laurie done (her son)
- Julia worked on letter to Registry (re ECEA), will revise and send out for final approval before submission to Registry (see Action Item below)
- There was a letter sent to institutions in 2022 from the Registry increasing alternate practicum to 35%
- Comosun advocated against the increase to 35%
- **Action Item:** The ECE Articulation Committee will write a letter to the ECE Registry and the Ministry regarding recommendations around the ECEA certification
- **Action Item:** Post-Secondary Institutions will investigate the interest in including Training Profiles in sharing information
- **Action Item:** Post-Secondary Institutions to request a response from the Registry regarding the opposition to the increase in alternate practicum percentage
- **Action Item:** Post-Secondary Institutions will write a letter to the ECE Registry regarding a name change for the "Special Needs" designation
 - **Articulation Meetings will be May 7, 8, 2025 at Thompson Rivers University, Kamloops BC**
 - **New Chair is Julia Black (Capilano University), Co-Chair is Karolyn Hendra (Thompson Rivers University)**

Thank you to all.

Meeting Adjourned – 3:30 p.m.