

Spring 2011

**A BULLETIN OF THE
CHILD CARE HUMAN
RESOURCES SECTOR COUNCIL**



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Canada

This project is funded by
the Government of Canada's
Sector Council Program

Prince Edward Island

Province introduces ECEC system, invests in training and wages

Announced in late May 2010, PEI's Pre-School Excellence Initiative is a significant development in Canada's early childhood education and care (ECEC) sector, supported by a 63% increase in funding for ECEC in the province, for a total of nearly \$5 million in each of two years.

The government of PEI was prompted to look at making significant changes to the sector after it decided to move the half-day kindergarten program out of child care centres and into the public school system as a full-day program. ECEC programs were going to lose about a third of their children and potentially 100 out of 500 staff. The new initiative includes major changes to staff wages and training.

"It is all about planning and creating a system that provides good early experiences for children," said Kathleen Flanagan, an early childhood education and care researcher based in PEI. The recommendations in Flanagan's report, *The Early Years Report, Early Learning in PEI: An Investment in the Island's Future*, guided the government of PEI implementation of the initiative. The report says the kindergarten change was an opportunity for the government of PEI to give "careful consideration to how a high quality early childhood system [could] contribute to the success of Government's broad public policy initiatives."



THE EARLY YEARS REPORT

Early Learning in PEI:
An Investment in the Island's Future

KATHLEEN FLANAGAN
April 12, 2010

Flanagan said the new system is publicly managed but community delivered—a unique model that shares some similarities with Quebec and Manitoba.

The first two years of a five-year implementation plan provide for existing centres to apply to become Early Years Centres (EYCs). EYCs sign a contract to:

- Deliver a higher quality of care ac-

Continued on page 2



Province introduces ECEC system, invests in training and wages

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ording to an early learning curriculum framework.

- Charge set per diems to parents (\$32 a day for infants, \$26 a day for two-year-olds and \$25 a day for three-year-olds to school entry age);
- Pay staff according to the province's wage grid—between \$15 and \$16.88 an hour, an increase of 25 to 30 per cent. (The pay for directors stays at the base of \$21 an hour, although there are plans for a post-diploma requirement and training course, which will eventually boost their salaries.)
- Have uncertified staff take a 90-hour training program. Once certified at this basic level, they will receive a \$2 wage increase, bringing them up to

\$12 per hour.

- Work with early childhood coaches to improve program quality.
- Establish parent advisory committees.

fant spaces, an increase of 70%.

In addition, the initiative will also create infant homes for parents who prefer a smaller setting, said Cathy McCormack, early childhood programs

The initiative provides EYCs with a stable funding base through a government operating grant. Revenue from parent fees is subtracted from an EYC's budget—78% wages and benefits such as vacation pay and sick days, and 22% for administrative costs—to arrive at the grant amount.

The initiative also includes new infant spaces to start to make up for the shortage of infant care in the province. All EYCs must have at least three infant spaces. To date, the province has added 100 new in-

administrator in PEI's department of education and early childhood development. She said the government of PEI will provide start-up grants of \$2,000 for these homes, plus \$1,500 per **»»**



UPCOMING EVENTS

This spring the CCHRSC will be on site at the events listed below:

Conference: Excellence in Early Learning

When: May 26 – 28, 2011

Where: Saskatoon, SK

What: CCHRSC booth offering free materials and resources

Conference: Valuing Children: A Canadian Conversation

When: May 26 – 28, 2011

Where: Saint John's, New Brunswick

What: Occupational Standards for ECEs Workshop and CCHRSC booth offering free materials and resources



Publisher:

Child Care Human Resources Sector Council
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Ottawa, ON, K1P 5H3

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Design: JPP Communications

Translator: Jocelyne Tougas

**Printed by union labour at Impart Litho
Legal Deposit NLC—BNQ 2011**

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Province introduces ECEC system, invests in training and wages

full-time equivalent infant space (homes can have between three and six spaces). Infant homes will charge the daily parent fee of \$32 a day. Providers will be required to take a government-paid 90-hour training course on infant care.

Family day homes, which exist mainly in rural areas, are not expected to be impacted by these changes, McCormack added.

The initiative provides EYCs with a stable funding base through a government of PEI operating grant. Revenue from parent fees is subtracted from an EYC's budget—78% wages and benefits such as vacation pay and sick days, and 22% for administrative costs—to arrive at the grant amount.

When the government of PEI plan was announced at a press conference last spring, "I was thrilled," said Carol Ford, administrative director at Parkdale Sherwood Headstart in Charlottetown. "It is groundbreaking and amazing. The main thing was that they were creating a system. We wanted lower fees for parents and higher pay for educators and they did both of those things."

The requirement to create infant spaces "was a whole new world for us," said Ford (the centre had previously served children between the ages of three and five). "Staff need to take training and that is in the process of happening. And we had to make structural changes to our space to have an area for infants."

Trained staff a must

Training requirements are a major component of the plan, with directors and all staff in EYCs now expected to have some level of training. Directors and at least one other staff must have an ECE

diploma or equivalent.

The government of PEI is still working out the details of the full rollout of a training plan. However, with so many experienced, trained staff going to the public school system, the government of PEI had to quickly find a way to train new Early Childhood Educators. The 90-hour entry level course has 125 staff enrolled in it, and more than an additional 100 are expected to begin taking the course in Spring 2011. The course is available in English and French, mainly delivered online and there is no fee to participants. The training includes foundation early childhood courses, such as child growth and development, developmentally appropriate practice and guiding children's behaviour.

In the second year of the initiative, funding will be maintained for the en-

"At first, it was a lot for the programs to take in and think about," said Flanagan. "There was some anxiety among boards and directors as to whether programs would be able to operate under this new funding model."

Faster than expected

Fifty EYCs were to open over the two years, with 25 in each year. There are already 40 existing child care centres that have been designated EYCs—a much faster and larger rollout than expected—and the remaining 10 should be in place by September 2011. Existing child care centres that chose not to apply to become EYCs will keep their current operating grants, and there is an 18-month program for enhancing wages.

"There are a lot of complexities creating this in such a short time," said

Training requirements are a major component of the plan, with directors and all staff in EYCs now expected to have some level of training. Directors and at least one other staff must have an ECE diploma or equivalent.

try level course, and for developing and starting to deliver a one-year certificate program. Entry level credits will form part of the requirements for the one-year certificate. The eventual aim is to have the certificate course lead into a two-year diploma.

Ford's centre and many others decided fairly quickly to apply to become EYCs. To help them make their decision, the government of PEI provided access to free legal and financial consultation services through the Early Childhood Development Association of PEI.

Ford. "In order to make these changes, there will be bumps in the road, but it is really, truly in the best interests of children, families and educators."

To download the *Early Years Report* go to: www.gov.pe.ca/photos/original/edu_earlyyrsRpt.pdf.

For a copy of the government of PEI five-year plan, *Securing the Future for Our Children – Preschool Excellence Initiative*, go to: www.gov.pe.ca/photos/original/edu_ExcellIniti.pdf.

Manitoba government funds ECE pensions

Since December 1, 2010, the Manitoba government has been providing funding for registered pension plans for staff in non-profit centres and nursery schools, matching RRSP contributions for home-based family and group child care providers, and making available a long-term service recognition retirement benefit for all qualifying staff and providers. The initiative is part of a workforce stability strategy under the province's five-year agenda for early learning and child care. The funding is projected to reach \$6.6 million annually when the program is fully implemented.

"Pensions are an important way to show that a career in early learning and child care is a career with a future," said Cees de Vries, the Manitoba Child Care Program's manager of new initiatives/communications. "Ensuring that these professionals have financial security after they retire is an important part of recruitment and retention in the sector."

All licensed non-profit child care centres and nursery schools are required to set up a pension plan for full-time staff (those working an average of 30 hours or more per week), and part-time staff (those working under 30 hours a week). The pension applies to all staff (for example, ECEs, cooks, janitors, support staff, administrators and directors). All full-time staff are eligible to join the pension plans, while part-time staff are eligible to join after two years of previous employment based on specific requirements for hours worked. Some workers can opt out of the pension plan in accordance with Manitoba pension laws, including: students, those already working for a centre or nursery school before the plan was set up, those with religious objections, and retired employees with pensions who return to work for the same employer or another employer covered by the same pension plan.

The Manitoba government reimburses centres for the 4% employer contribution to their centre's pension plan, with employees required to contribute a minimum 4% of gross salary. Employers may set up plans with higher contribution rates, but they must pay any portion of the difference in excess of the 4% provided by the Manitoba government to match the employee's contribution.

Licensed, home-based family and group child-care providers (independent self-employed caregivers) can receive 50% matching funding for their individual Registered Retirement Savings Plan (RRSP) contributions up to defined maximums: \$1,500 a year for family child care providers; \$1,700 a year for family child care providers with ECE II or ECEIII; \$1,100 per year for each group child care provider; and up to 4% of annual gross income for inclusion support workers at a family or group child care home.

Jean Chorney, a preschool supervisor for the past 20 years at KIDS Inc. in Winnipeg, said having the pension now means that she will likely be able to stay in the field, and make ends meet and enjoy life when she retires 20 years down the road.

"Before, I wasn't sure how I was going to be able to stay in the field and retire with the income I was making,

even with the Registered Retirement Savings Plan (RRSP) the centre had." Some centres had established matching RRSPs prior to the introduction of the Manitoba government's initiative. Employers have the option to continue the RRSPs in addition to the pension plan, see whether the RRSP can be rolled into a pension plan, or discontinue the RRSP altogether.

When she retires, Chorney will also likely be eligible for the Manitoba government's long-term service recognition retirement benefit. The benefit is available to eligible staff and home-based providers, and offers up to 40 paid days (320 hours) to retiring employees.

Help with retention

Chorney, who co-supervises 10 workers, said she hopes the pension plan will help to retain longer term staff, which would be "beneficial to the children we care for and their families."

"I hope the pension plan helps bring in those people and helps them stay here. I want to work with professionals who are in child care as a career instead of those just trying it out for a few years."

Karen Ohlson, KIDS Inc. executive director and sector council board member, agrees that the pension plan will likely be a boost for retaining early childhood educators.

"For those people committed to the field it recognizes their view of themselves as contributing members of the workforce. As an employer it is another benefit that promotes the work they do and their long-term commitment. Before this plan, they may have thought of going elsewhere so that they could have a pension."

Child care centres are able to choose their own pension plan, sponsor a 

Pension plan for workers in caring sectors

The Multi-Sector Pension Plan (MSPP) was created to address the lack of pension coverage in smaller, primarily female-dominated workplaces. The plan, jointly developed by the Canadian Union of Public Employees (CUPE) and the Service Employees International Union (SEIU) in 2002, is a targeted multi-employer defined benefit plan—retirement income is predictable and does not fluctuate according to market performance. Contributors can calculate what their monthly retirement income will be according to a formula based on the plan participant's and employer's contributions.

Darcie Beggs, a trustee of the plan and senior officer in CUPE's Equality Branch, said that "the MSPP is perfect for the child care sector and workers in other caring professions, because the contribution rates are not too high and it has a past service credit." Participation in the MSPP and contribution rates must be negotiated with employers through the collective bargaining process. The maximum combined contribution between employers and plan members is 10.5%. Con-

tribution rates do not have to be matching, but employers cannot contribute less than plan members.

The plan is open to all CUPE and SEIU bargaining units that cannot otherwise achieve a defined benefit pension plan. Most bargaining units in the plan are in female-dominated workplaces, usually in caring sectors.

All unionized staff in a workplace, including part-time workers, are eligible for coverage; management employees with contributing employers are also eligible. The MSPP is registered in Ontario, but workplaces outside of the province can also become part of the plan. (Quebec workers are excluded from participation because of the province's pension law, unless they fall under federal jurisdiction.)

Past service credit

The MSPP provides a past service credit for employees with up to seven years of service with the contributing employer prior to entering the plan. The credit is particularly important for long service workers, said Beggs, because it increases their pension. In many

pension plans, workers must buy back this service if they want it included in their pension calculations. In the MSPP, employees do not need to buy back past service, but receive a flat amount of up to \$26.60 in monthly pension benefits for each full year of past service, up to a maximum seven years. The credit can make a difference of up to \$186.20 a month in retirement income.

"While younger workers will benefit the most from the MSPP, the past service credit means it's also not too late for an older worker," said Jackie Dwyer, a child care worker at Sunflower Day Care in Ottawa and a plan trustee.

Beggs added: "It is important for child care workers to have a pension plan because they are mainly low-wage earners. They are going to retire one day, and this type of plan provides them with the opportunity to have a decent income on retirement."

For more information about the MSPP visit: www.mspp.ca. To contact the plan office call: 905-889-6200 / 1-800-287-4816 or e-mail: info@mspp.ca.

plan themselves, or continue with an existing plan, as long as plans meet specific legal requirements for pensions.

Angela Hanischuk, Knox Day Nursery executive director, said that the initiative is a good start, and is happy the Manitoba government responded to what it had been hearing from the child care

community. "I think Manitoba needs to be recognized for being the second province to bring in a pension for early childhood educators (Quebec also has a pension plan for workers in the sector)."

To download the brochure, *Registered Pension Plans and Retirement Supports for Manitoba's Early Learning and Child Care*

Workforce: www.gov.mb.ca/fs/child-care/pubs/childcarepension_brochure.pdf.

To download a copy of *Family Choices: Manitoba's Five-Year Agenda for Early Learning and Child Care*: www.gov.mb.ca/fs/childcare/familychoices/index.html.

Ontario

New protection from violence and harassment

Recent changes to Ontario's health and safety legislation are aimed at ensuring employers, including child care employers, take steps to make workplaces safer from violence and harassment.

The changes, which came into force in June 2010, include requirements for employers with more than six employees to develop, implement and regularly review violence and harassment policies and programs, post policies in the workplace, provide training, and put in place procedures on reporting and investigating incidents or complaints.

"The changes represent a significant extension of protection for all workers from harassment and violence," said Margot Young, Canadian Union of Public Employees (CUPE) research officer and one of the union's representatives on the sector council board. "Among other things, they make workplace bullying and harassment illegal."

Violence and harassment in child care, as in other sectors, could potentially involve co-workers or parents, and parents (clients), as well as abusive partners who might come into the workplace, said Diana Carter, sector council executive director.

"The province wants to make sure

employers follow through to make the workplace a safe environment for all," said Carter. "It has developed some good templates, and material which is thoughtful and helpful to both employers and employees as they work collaboratively to develop new policies and procedures." All staff have an obligation under the legislation to report potential violence or harassment to the employer. Employers may face written orders of compliance or prosecution if they fail to comply with the legislation.

The province's health and safety legislation defines workplaces broadly, including clients' homes, vehicles and transportation systems used to reach work assignments, off site meeting locations and workplace parking lots—thus affording protection beyond the main building of a work establishment, including, for example, in homes and during outings where early childhood education workers might provide services to children and families.

Following through

After the legislation came into force, Ottawa's Andrew Fleck Child Care Centre conducted a staff survey to identify priority areas for action to prevent violence and harassment, said Ronna MacPherson, the centre's human resources man-

ager. The centre had a policy on harassment in place since 1999, but not on violence. Key issues identified by staff were building safety, training for handling potentially violent situations, enhancing safety when working alone or while conducting client visits to homes (the centre provides children's integration support services), and outside parking lot safety. MacPherson said that the centre has introduced a card identification process for its main site, developed incident reporting and investigation forms, and will focus on training managers and employees this year.

"We have a health and safety orientation training program now and this [violence and harassment] will become part of our training. ...One of the basics we have to ensure is to have an experienced supervisor on site who knows how to assist staff with difficult situations," said MacPherson. "We want to ensure no one is put into a situation where they are made to feel uncomfortable, and that everyone feels they can bring issues to managers and supervisors, as well as that our buildings are safe."

For an employer guide, tools, a copy of the Ontario Occupational Health and Safety Act, and other information visit: www.labour.gov.on.ca/english/hs/sawo/pubs/fs_workplaceviolence.php.

HR toolkit to provide practical support to employers

The sector council is developing a human resource toolkit designed to help managers in the field better understand and concretely address human resource issues in their workplaces.

"I think the toolkit will be an important and useful resource, especially for smaller and medium sized child care centres where directors often have limited HR training and may not have staff


dedicated to HR in their organization," said Diana Carter, sector council executive director.

Many child care directors and supervisors are experienced early childhood educators, but are not trained in human resource issues. "Having access to this resource will build leadership capacity in the field," said Arlene Ross, executive director of Global Child Care Services.

It will also be beneficial to the staff

in their organizations. "Consistent processes provide stability and lend credibility to an organization," said Ross, who is also chair of the steering committee guiding the project. "A well managed centre supports staff."

A range of topics

The tools will support ECEC employers to improve their human resource management skills. The sector council also hopes the project will increase 

Survey to help retention by plugging data gaps

An upcoming sector council survey on employer and employee characteristics in child care will help fill many gaps in data needed to improve the understanding of human resource practices, staff turnover and other recruitment and retention issues in early childhood education and care (ECEC).

“We haven’t had new information since the *You Bet I Care!* study [a similar survey] based on 1998 data,” said Jamie Kass, who represents the Canadian Union of Public Employees on the sector council board. “There have been changes in the provinces and territories and we hope the survey will help them (employers, unions and child care organizations) look at what is going on around issues such as job satisfaction and retention. This information will also help the CCHRSC with the next sector study update that is being planned for 2012.”

It is hoped that a total of 5,000 surveys will be collected, gathering data on a number of characteristics of ECEC employers and employees, including educational qualifications, duration of employment, job satisfaction and job mobility. Workplace characteristics such as size, location, labour relations systems and governance will also form part of the survey.

Project findings will be beneficial

for long-term planning in the sector and making informed decisions, particularly in relation to the major issue of retention. The project will provide sector stakeholders with up-to-date labour market data, with specific data and new information related to causes of turnover. It will also:

- Provide employers with strategies that identify how human resource practices can affect workforce outcomes such as duration of employment, job satisfaction and turnover.
- Examine the impact that non-monetary benefits—such as professional development and flexible hours—have on job satisfaction, and the relationship between workforce characteristics on retention and turnover rates.

The survey comes out of the CCHRSC’s recent *Labour Market Information Research Agenda (LMIRA)* project, which identified priorities for addressing data gaps in ECEC. The

survey is considered a critical first step by experts in the sector because the provinces and territories collect data in various different ways, rendering comparisons and cross-Canada analysis difficult.

Consistency needed

“We have no consistent approach and that’s why this kind of survey is really important,” said Martha Friendly, a member of the sector council’s LMIRA expert panel and coordinator of the Child Care Resource and Research Unit. “It is also important to link this survey up to *You Bet I Care!* to understand the changes over time.”

The survey will provide unique workforce information and analysis that is not available from public data sources or administrative data.

“If the data were fully used, the survey could be a very good tool for improving quality services and many issues to do with staffing,” Friendly said. “Information that will help improve working conditions will have an impact on retention.”

Survey results are expected to be ready sometime in late 2012.

the understanding of the importance of effective human resource practices and management among employers and employees, post-secondary educators, and ECEC students, as well as the impact of non-financial benefits and job satisfaction among sector stakeholders.

The toolkit of how-tos and templates will likely include topics ranging from HR policy and procedure development to drawing up job descriptions and evaluating employee performance. It comes out of the recommendations of the sec-

tor council’s *Supporting Employers in Early Childhood Education and Care* project and will be modelled on the toolkit developed by the Human Resource Council for the NonProfit Sector (hrcouncil.ca). A member of the HR council is on the project steering committee.

“The partnership with the Human Resource Council is important because their toolkit is really excellent and we won’t be re-creating the wheel,” Carter said. “We will also be looking to what others may have to share. There are

pockets of excellent practice out there already.”

The CCHRSC toolkit will be accessible online and provide a range of interactive ECEC-specific tools and templates. The process for its development will include research and assessment of available resources as well as gaps, key informant interviews, and an extended two-day consultation on content and materials involving sector stakeholders.

The toolkit should be available late spring 2012 at www.ccsc.cssge.ca.

Occupational Standards for ECEs popular in the field

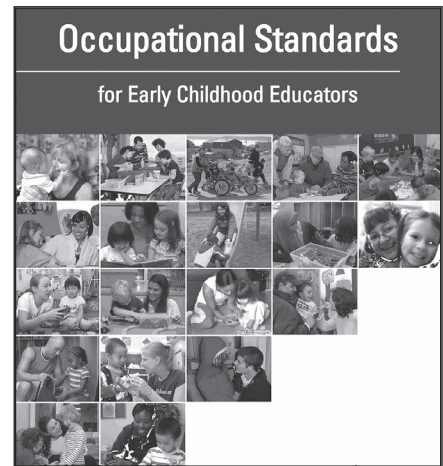
When the sector council's updated *Occupational Standards for Early Childhood Educators* were released in Fall 2010, Toronto's Esther Exton Child Care Centre (George Brown College) laminated the one-page task profile chart and put it up in the staff room right away, said centre manager Joyce Gee.

"The [early childhood education (ECE)] students see it every day when they are here doing practicums, and the standards have been introduced in different courses at the college, especially the reflective practitioner course," said Gee, whose centre is one of George Brown College's nine early childhood education lab schools. "I think they will help the new graduates coming out. We can say, 'Here are the new standards of your job.'"

Gee said she often speaks with the ECE students informally about the standards and met with centre staff to introduce them when they came out. The standards describe in detail the knowl-

edge, skills and abilities ECEs need to do their jobs. They outline 19 tasks in six areas ranging from child development and care to family and community relationships, with each task having between two to 14 sub-tasks.

"I told staff I would like them to look at the standards and see themselves in each section. They might say 'Yes, I do this, but not that, and I need improvement in that area.' The standards have provided a good guideline for me as well. When I say to someone, 'I want you to improve', I have to be able to say specifically what they could do to improve. The occupational standards have been particularly helpful to me in that area."



In a sector whose practitioners often feel undervalued, the standards have also helped "lift up the image of the field and the professional status of early childhood educators," Gee said.

"They are definitely a validation of what we do," said Alfonsa DiPasquale, an infant educator from Centre de la petite enfance (CPE) McGill, which



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- Organization (outside the ECEC sector)

Other (please specify): _____

How will you use the standards? (please check all that apply):

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has posted the task profile chart in various classrooms. “They provide quite the overview of our job description, and parents will say, ‘Wow, I didn’t realize there was so much involved in early childhood education.’”

Sector council board and *Occupational Standards* project steering committee member, Mary Goss-Prowse, has facilitated a number of workshops on the standards (five in Newfoundland and Labra-

dor, two in Vancouver, and one in Halifax) for a variety of audiences, including ECEs, administrators, trainers and policy makers.

“The standards are empowering” for ECEs who see how much they do and how much knowledge they have, she said. They and their directors will also be able to use the standards for professional development; faculty say they have been using them as reference material

to help students understand the job; and administrators see them as invaluable for developing job descriptions and performance appraisals.

“They are certainly very popular,” said Goss-Prowse. “They are constantly being downloaded, and print copies are flying off the shelves.”

To download a copy of the *Occupational Standards for Early Childhood Educators*, visit www.ccscc-cssge.ca.

Occupational standards yield reflective tools for practitioners

Two self-assessment tools based on the sector council’s occupational standards will help practitioners with the critical task of “becoming self-reflective and navigating the changes facing early learning and child care,” says Glory Ressler, community development and projects manager for Ontario’s Early Childhood Community Development Centre (ECCDC).

The ECCDC partnered with the sector council to produce the *Occupational Standards for Child Care Administrators* and *Early Childhood Educators Checklists*, tools that will be made available on the CCHRSC web site and in print from ECCDC.

The new tools use a checklist format to ask practitioners to evaluate themselves on their job tasks and reflect on their skills, knowledge and abilities. Based on this reflection, practitioners develop a plan to strengthen their competency in each task.

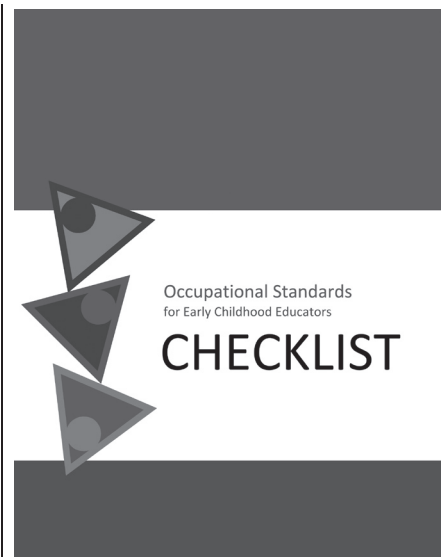
The ECCDC is an Ontario-based organization that provides affordable access to resources, training and supports to early learning and child care practitioners and programs in Niagara and beyond. It recently completed a province-wide mentoring program for licensed child care supervisors based on the *Occupational Standards for Child Care Administrators*, and this led to the idea of the self-assessment tools.

Mentoring Pairs for Child Care (www.mentoringpairsforchildcare.org) matched newer, less experienced ad-

ministrators with more experienced administrators who served as mentors. It was a recognized post-diploma training program that child care administrators took while working. For one year, they had to commit to working with their mentoring partner and local study group at least 11 hours a month. Over a two-year period, 542 administrators completed the program. The aim was to expand supervisors’ understanding of the occupational standards for their profession, thereby increasing skills and knowledge in child care administration and generally improving quality. Evaluation results to date suggest a very positive impact.

Pivotal focus

“Every time the occupational standards were introduced to supervisors in the Mentoring Pairs program, they were asked to complete a checklist rating their strengths and needs in that area,” said Ressler. “The focus on self-assessment became so pivotal that it occurred to all of us that we should have self-assessment tools for these standards as well as for the



new ones for ECEs.”

The self-assessment tool is just one example of the way occupational standards can be used, said Diana Carter, CCHRSC executive director. “It is a great way to help make the standards more practical and show that using them can lead to concrete results.”

The self-assessment tools will be available in English and French in May at www.ccscc-cssge.ca. For more information on the ECCDC or to purchase print versions of the checklists visit: www.eccdc.org or contact eccdc@eccdc.org.

New on www.ccsc-cssge.ca

The CCHRSC developed some new resources this Spring, including:

Online Order Form for Free CCHRSC Print Publications

Over the years, the CCHRSC has developed a number of reports on human resource issues and topics in the ECEC sector. In the past, end users had to e-mail or call the council to request free copies of these reports. In an effort to simplify the order process, the CCHRSC is delighted to launch its new on-line order form. Access the form using the **Research & Publications** menu on the CCHRSC homepage, then select **Order Form**. All documents available are listed in alphabetical order. Simply check off the publications you'd like to receive, enter the desired quantity along with your address and click submit. We look forward to hearing from you!

Occupational Standards for ECEs Videos

As part of the recently released Occupational Standards for Early Childhood Educators project, two different presentations – **How To Use the Standards** and **Training Gaps Analysis: Results** – were delivered across the country. The information presented has been captured in a series of video segments that are now available on-line. These segments can be used individually to convey specific information or illustrate a point when discussing the Standards, or they can be viewed continuously as a complete presentation. Check out the videos on the CCHRSC Youtube Channel: www.youtube.com/user/ChildCareHRCouncil

Something to Share 2010

The *Something to Share* booklet includes innovative projects, initiatives, activities and practices submitted by ECE faculty across Canada. Submissions were received from participants at the 2010 ECE Affinity Group Forum, held in Vancouver B.C. last November and can be found on the CCHRSC homepage, under **Featured Publications**. Mark your calendars for the 2011 Forum, which will be held October 20–22, in Ottawa!

About the CCHRSC

The CCHRSC is a pan-Canadian, not-for-profit organization that addresses pressing human resources issues in Canada's early childhood education and care (ECEC) sector. The CCHRSC is governed by a board of directors and includes representatives of:

- National and provincial/territorial child care or labour organizations;
- Employers and early childhood educators;
- Post-secondary training institutions;
- Constituencies such as centre-based early childhood education and care, school-age care, preschool/nursery schools, and regulated and unregulated care in a provider or parents' home.

For more information on the CCHRSC and sector councils, visit www.ccsc-cssge.ca.

Stay connected

There are a variety of ways to stay up-to-date on the CCHRSC's work and HR news in the sector. In addition to the CCHRSC web site, did you know that the CCHRSC offers:

An electronic bulletin

Designed to be brief and fit your busy schedule, the e-bulletin is sent to your inbox 3 – 5 times a year. The easiest way to stay up to date on CCHRSC projects, resources, and human resource developments in the sector, the e-bulletin focuses on connecting end users with the resources and information they need. To receive the e-bulletin, sign-up at: www.ccsc-cssge.ca/english/list/.

A LinkedIn Network

LinkedIn is a professional networking site that helps you exchange knowledge, ideas and opportunities with a broad range of network professionals who are also using **LinkedIn**. When you create a profile, you will be able to join one of two CCHRSC groups designed to stimulate discussion in the ECEC community. The first group is a general group that anyone in the ECEC sector can join, while the second is a post-secondary ECE group specifically for faculty and leaders working in the ECEC education community. Simply type "CCHRSC" into the **LinkedIn** search field to join our groups and start networking!

A YouTube Channel

Currently hosting the Occupational Standards videos described under "New on www.ccsc-cssge.ca", the CCHRSC's YouTube channel will be expanded over the next few years to include profiles of ECEs, employers, and others working in the sector, as well as information on results of CCHRSC projects and initiatives.