

## Appendix 1: System Models for Early Learning and Child Care

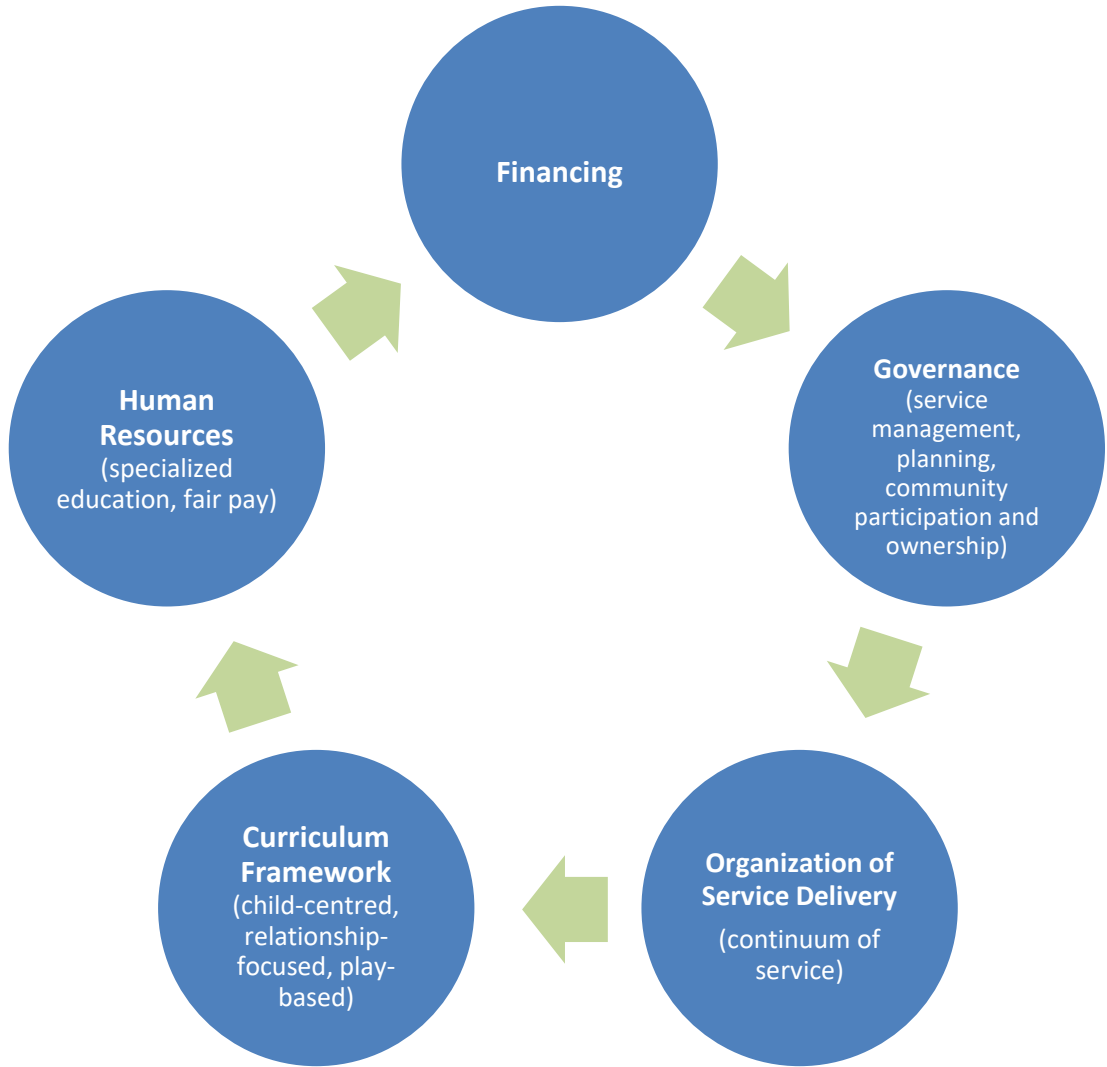


Figure 5. An integrated early learning and child care system as defined in province-wide stakeholder consultations sponsored by the Muttart Foundation (2012; 2013). The system is part of a comprehensive policy framework that sets out a vision, guiding principles, goals and guidelines related to the nature and level of public and private investments in the system. Each piece is interconnected.

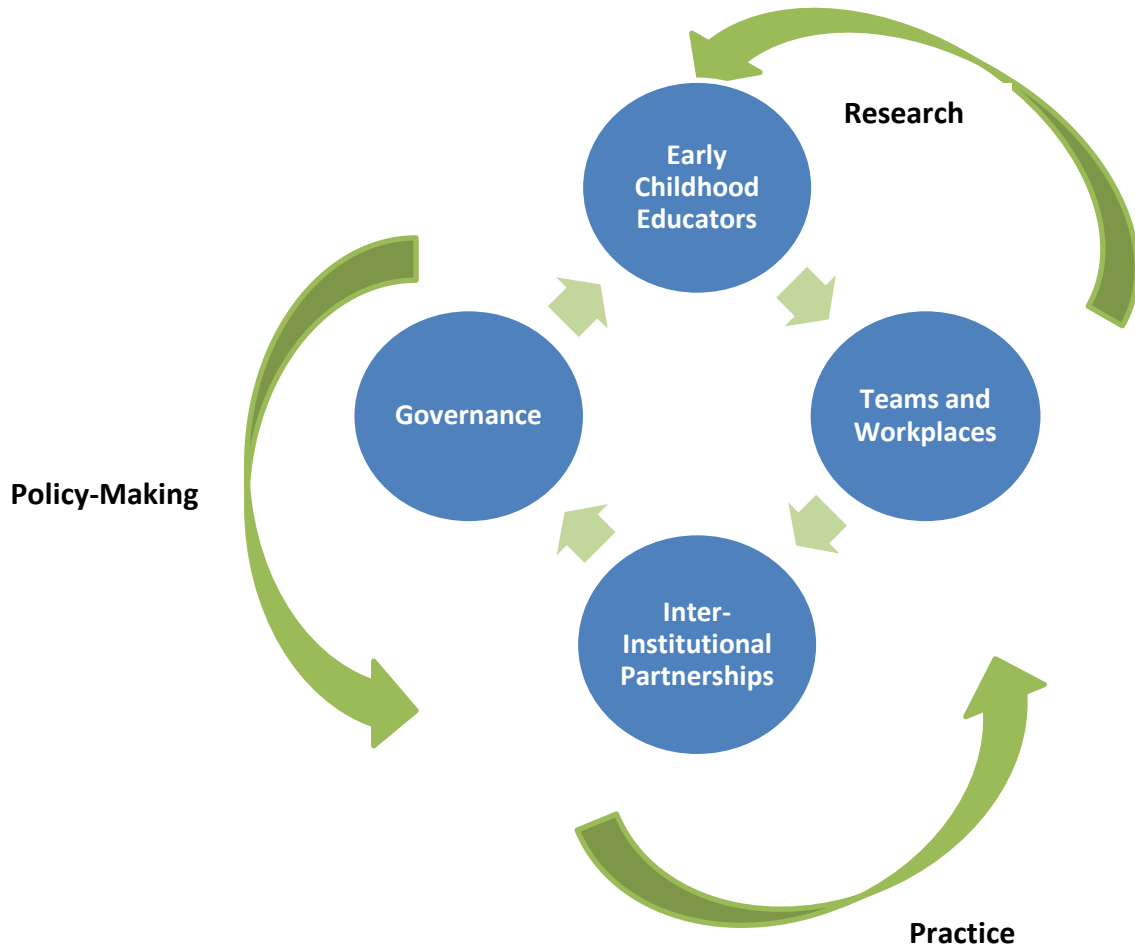


Figure 6. An integrated early learning and child care system as proposed by Peeters (2012) and Peeters and Peleman (2017).



Figure 7. An integrated early learning and child care system as proposed by the Childcare Resource and Research Unit at the University of Toronto (Friendly and Beach 2005)



Figure 8. An integrated early learning and child care system as proposed by the European Commission Working Group on Early Childhood Education and Care (2014)

## Appendix 2: AECEA's Recommended Changes to the Preamble of the Child Care Licensing Act

*AECEA's Recommended Revisions to the Preamble*

**WHEREAS the Government of Alberta recognizes that children are citizens in their own right;**

**WHEREAS children have the right to play and to experience nature and the outdoors;**

**WHEREAS the Government of Alberta acknowledges Indigenous families as partners in developing early learning and child care programs that are rooted in Indigenous traditions, languages and ways of knowing;**

**WHEREAS education is a right enjoyed by all citizens;**

**WHEREAS children's education and development begins at birth;**

**WHEREAS early learning and child care is an important part of children's education;**

**WHEREAS the Government of Alberta recognizes that quality early learning and child care is in the best interest of the child;**

**WHEREAS the Government of Alberta recognizes that all children and their families deserve and have a right to accessible, affordable, high-quality early learning and care;**

**WHEREAS the Government of Alberta recognizes and values early childhood educators for their role in providing high-quality early learning and child care;**

*WHEREAS the Government of Alberta recognizes the importance of ensuring the safety, well-being and development of children enrolled in early learning and child care programs;*

**WHEREAS the well-being, safety, security, education and health of children are priorities for Albertans;**

**WHEREAS ensuring that every child has the opportunity to become a successful adult benefits society as a whole;**

*WHEREAS the Government of Alberta is committed to facilitating choice for families who require early learning and child care; and*

*WHEREAS the Government of Alberta recognizes and values the role of parents in the provision of quality early learning and child care;*

**WHEREAS the Government of Alberta acknowledges Indigenous families as partners in developing early learning and child care programs that are rooted in Indigenous traditions, languages and ways of knowing;**

***Current Child Care Licensing Act***

WHEREAS the Government of Alberta recognizes the importance of ensuring the safety, well-being and development of children receiving [early learning and] child care;

WHEREAS the Government of Alberta is committed to facilitating choice for families who require [early learning and] child care; and

WHEREAS the Government of Alberta recognizes and values the role of parents in the provision of quality [early learning and] child care;

# Appendix 3: An At-a-Glance View of AECEA's Recommended Changes to the Legislation

Update the outdated child-care-related terminology in Alberta's legislation

1. Change the name of the Child Care Licensing Act to the *Early Learning and Child Care Licensing Act*. Throughout the act and regulation, replace all references to "child care" with "early learning and child care."
2. Change the term "day care program" to "centre-based early learning and child care program."

Give early childhood educators the respect they deserve

3. Adopt the term "early childhood educators" to replace the current classifications of "child development supervisor," "child development worker," and "child development assistant."

Acknowledge that well-qualified early childhood educators are the foundation of a high-quality early learning and child care system

4. Recognize the importance of well-qualified early childhood educators in the preamble to the act.

Legislate new certification classifications

5. Replace the current three-level certification system (child development assistants, child development workers, child development supervisors) with the classifications early childhood educator I (ECE I, which is transitional), early childhood educator II (ECE II), early childhood educator III (ECE III) and early childhood educator IV (ECE IV).

Recognize the importance of high-quality early learning and child care

6. Recognize the importance of quality early learning and child care in the preamble to the act.
7. Enshrine Alberta's goals for high-quality early learning and child care that
  - helps children reach their potential and fully develop their talents and abilities
  - helps children develop the resilience, determination, confidence, creativity and critical thinking skills that prepare them for school, work and life
  - helps children develop strong communication and social skills
  - helps children develop into responsible citizens who value democratic rights and freedoms and make a positive contribution to society
  - teaches children the importance of peace, equality, friendship among all peoples and inclusion within society of people who are different
  - instills respect for nature, for the environment, and for social and cultural diversity

Legislate protection for the rights of children, including the right to high-quality early learning and child care

8. Recognize the rights of children in the preamble to the act. Recognize that high-quality early learning and child care is a critical component of the education to which every child has a right.

Legislate protection for children's right to play outdoors and enjoy nature

9. Amend the Child Care Licensing Regulation to incorporate the Get Outside and Play organization's recommendations for outdoor play. These include
  - increasing the amount of outdoor space required for children in licensed early learning and child care programs
  - instituting minimum daily outdoor playtime requirements

Phase in and enforce new minimum education requirements across the system

10. Legislate new minimum requirements for higher educational qualifications for early childhood educators in all parts of the regulated system.

Update and clarify the legislative requirements for private babysitters

11. Legislate appropriate minimum standards for private babysitters. These should include a requirement for private babysitters to post, at the entrance to their premises, a notice informing parents that they are not regulated and not monitored by government.
12. Legislate clear and appropriate maximums for the number of children that private babysitters can care for at any one time.

Legislate and phase in new minimum requirements for higher educational qualifications

13. Legislate and phase in a two-year diploma in early childhood education as the new minimum standard for early childhood educators in all parts of the regulated system.
14. Legislate a requirement for early childhood educators to develop personalized educational upgrading plans that outline the pathways they will take to meet the new minimum standards.

Legislate credential maintenance requirements

15. Legislate a requirement for ongoing credential maintenance. Include ongoing professional learning as one requirement for certification renewal.

Provide early learning and child care education through public post-secondary institutions

16. Provide early learning and child care education through public post-secondary institutions and recognized Indigenous colleges and universities.

Require specialization in early learning and child care

17. Legislate a requirement for all early childhood educators who work in licensed and regulated child care programs to have specialized early learning and child care education.

Eliminate equivalencies

18. Remove the provision for educational equivalencies from the Child Care Licensing Regulation. Implement a bridging plan to help child care providers whose certification is based on an educational equivalency to upgrade to the new standard.

Require organizational management or pedagogical leadership education for all program directors and managers

19. Legislate and phase in a requirement for all early childhood educators who work as program directors to be certified as ECE IIIs, a classification that requires a post-diploma certificate in management or pedagogical leadership in addition to a two-year diploma specializing in early learning and child care.

Require mandatory ongoing professional learning

20. Legislate a requirement for ongoing professional learning for all early childhood educators in all sectors of the regulated system. Ongoing professional learning should be a requirement for credential maintenance.
21. Legislate a requirement for early childhood educators to develop annual professional learning plans that show what education, training, skills development or pedagogical development activities the individuals will undertake each year to improve their qualifications and maintain their certification status

Build a quality system founded on evidence-based curriculum

22. Adopt Alberta's early learning and child care curriculum framework, *Flight* (Makovichuk et al. 2014), in all licensed and regulated child care programs in the province.



## Appendix 4: Canada’s Multilateral Framework and Bilateral Agreements

The 2017 Multilateral Early Learning and Child Care Framework sets out a long-term vision of a Canada “where all children can experience the enriching environment of quality early learning and child care” so they can reach their full potential. Five guiding principles support the framework: quality, accessibility, affordability, flexibility and inclusivity.

The framework is the foundation of three-year bilateral funding agreements between the federal government and Canada’s provinces and territories (Employment and Social Development Canada, 2019a). In support of these agreements, the Government of Canada pledged \$7.5 billion over 11 years to support affordable, high-quality early learning and child care across the country:

- \$1.2 billion was allocated to help provincial and territorial governments address their specific early learning and child care needs.
- \$95 million was allocated toward closing data gaps, tracking progress and child care challenges, and supporting evidence-based decision-making. Funding has also been allocated to develop a federal research strategy for collecting and analyzing early learning and child care–related data.
- \$100 million was earmarked for innovative practices in early learning and child care.

The bilateral agreements are available on the following website:

[https://www.canada.ca/en/early-learning-child-care-](https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories.html)

[agreement/agreements-provinces-territories.html](https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories.html). The agreements

include action plans and brief descriptions of each jurisdiction’s particular challenges.

Analysis and reporting related to Canada's bilateral early learning and child care agreements can be found in the following documents:

- Employment and Social Development Canada. 2019b. *Investing in Our Future: National Progress Report on Early Learning and Child Care 2017–18*. Government of Canada. [www12.esdc.gc.ca/sgpe-pmps/servlet/sgpp-pmps-pub?lang=eng&curjsp=p.5bd.2t.1.3ls@-eng.jsp&curactn=dwnld&pid=68347&did=5620](http://www12.esdc.gc.ca/sgpe-pmps/servlet/sgpp-pmps-pub?lang=eng&curjsp=p.5bd.2t.1.3ls@-eng.jsp&curactn=dwnld&pid=68347&did=5620).
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## Appendix 5: The AECEA/ALC Joint Policy Committee

AECEA is the Association of Early Childhood Educators of Alberta.

ALC is the Alberta Early Learning and Care Leaders Caucus. ALC is funded and supported by the Canadian Child Care Federation (CCCF).

An asterisk (\*) indicates members of the policy committee's position paper advisory group. Two asterisks (\*\*) indicate experts invited to review the paper.

Committee Member	Organization	Location
<b>Lea Blust</b>	ALC	Calgary
<b>Nicki Dublenko*</b>	AECEA/ALC	Edmonton
<b>MaryAnn Farebrother*</b>	ALC	Calgary
<b>Shefali Geoffroy Chateau</b>	ALC	Calgary
<b>Jasvinder Heran</b>	AECEA	Edmonton
<b>Janet Huffman</b>	ALC	Fort McMurray
<b>Rebecca Leong</b>	ALC	Calgary
<b>Manna Middleton*</b>	AECEA	Picture Butte
<b>Tara Stang*</b>	ALC	Edmonton
<b>Carol Sullivan**</b>	AECEA	Edmonton
<b>Christine Villeneuve</b>	ALC	Westlock



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\* NOTE FOR ONLINE READERS: To open Government of Alberta documents, you may need to copy and paste the hyperlink into a web browser.

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