

# Full-day early learning: Merging child care and kindergarten into a "seamless day"

## About this ISSUE file

This ISSUE file has been developed to provide research, policy and practice information as background to the full-day early learning report. It collects a variety of resources on the topic of blending child care and kindergarten education programs. Information is organized by type, and then chronologically from most recent to least recent. Unless otherwise noted, documents are available online.

New materials and new topics pertinent to blending care and education will be added over time. Check back for updates or sign up for [CRRU's weekly email newsletter](#) [1] to be notified about new additions.

## International context

In 2001, the Organisation for Economic Co-operation and Development (OECD) observed that,

Early childhood education and care has experienced a surge of policy attention in OECD countries over the past decade. Policy makers have recognized that equitable access to quality early childhood education and care can strengthen the foundations of lifelong learning for all children and support the broad educational and social needs of families.

While well-designed early childhood education and care (ECEC) programs can meet multiple objectives – from poverty reduction to economic stimulus to women's equality – the main reasons for this "surge of policy attention" are primarily two fold. First, the idea that high quality early childhood education is a key foundation of life-long learning for all children, with long-term implications for prosperity at the societal level, is well supported by research and has gained wide public recognition. Second, ECEC is fundamental to supporting parents in employment, education and training, and in their roles as parents.

As part of a twenty country analysis of ECEC provision in OECD countries, the OECD identified eight key "policy lessons" found to promote and support equitable access to high quality ECEC. One of these policy lessons is the importance of "a strong and equal partnership with the education system".

To put this in another way, Carol Bellamy, former Executive Director of UNICEF, observed in UNICEF's State of the World's Children report (1999) that "there is a growing consensus that child care and early education are inseparable". This view has prevailed as international organizations such as the UN and experts in the field alike have urged governments to follow best practices in ECEC policy.

## Child care and kindergarten in Canada: Still separate

While many OECD countries have integrated/blended ECEC into a single program so children and parents do not have to endure the stress of shuttling among a variety of "care" and "education" arrangements, Canada has been slow to follow this policy lesson. Each of Canada's provinces/territories still maintains two discrete systems that separate "child care" and "kindergarten". The various jurisdictions provide only limited access to either program: regulated child care serves only a minority of 0-5 year olds and kindergarten is part-day and – in most of Canada – only available for five year olds.

ECEC policy experts have been urging governments to use the available evidence about best ECEC policy practices to ensure that ECEC programs in Canada become the best they can be. The benefits of full-day early learning programs that are sensitive to families' schedules and parenting roles are far reaching and well supported by research. Research has found positive academic, behavioural and social outcomes for children and numerous benefits for families as full-day and integrated ECEC programming provides real options for parents while reducing the stress and cost of multiple care arrangements for working families.

## Ontario: ECEC leadership

In the past decade – as knowledge about the importance of the early years has gained public and political recognition – considerable interest has arisen across Canada in making changes to the historical "care" and "education" split as some provincial/territorial governments have begun to consider moving toward a more integrated or blended ECEC arrangement.

Ontario is about to take Canada's first significant step toward putting the vision of blended ECEC (a "seamless day") into action. A 2007 election promise by the McGuinty Liberals made a commitment to bringing in a full-day early learning program for all four and five year olds. Following the election, Premier McGuinty appointed Dr. Charles Pascal as the Early Learning Advisor to develop and recommend a workable strategy for implementation of the full-day early learning program. Dr. Pascal's report was publicly released on June 15 2009 and outlined a comprehensive plan for full-day early learning for four and five year olds, as well as care for school-age children and a system of Best Start centres for younger children. In October 2009, Premier McGuinty stated his intention to move ahead with parts of the Pascal plan, with a phase-in of the full-day program for four and five year olds as the first step. Responsibility for the program was placed under the new Early Years Division of the Ministry of Education. In January 2010, the Ontario government announced a list of 580 schools that will offer the new program in September of 2010.

Fri, 05/27/2011

## The Ontario Early Learning Advisor's report

### With our best future in mind: Implementing early learning in Ontario

Report from Dr. Charles Pascal, the Premier's Special Advisor on Early Learning, released June 15, 2009.

- [Chapter by chapter in html or full report in pdf](#) [2]
- [Backgrounder - Highlights of the full day learning plan](#) [3]

## Responses

In response the release of *With our best future in mind: Implementing early learning in Ontario*, various organizations and groups have released to the media their points of view on the report. The following are links to selected media releases.

Full-day learning report hits core issues

[The link to this report is no longer available]

Association of Early Childhood Educators Ontario (AECEO)

[Early Learning Advisor's recommendations would benefit families and municipalities](#) [4]

Association of Municipalities of Ontario

[Ontario's plan applauded for supporting healthy children AND working families](#) [5]

Child Care Advocacy Association of Canada (CCAAC)

[Ontario College of Early Childhood Educators Welcomes Pascal's report](#) [6]

Ontario College of Early Childhood Educators

OPSBA applauds *With Our Best Future in Mind* report

[The link to this response is no longer available]

Ontario Public School Board's Association (OPSBA)

[New early years plan strengthens Ontario education](#) [7]

Ontario Secondary School Teacher's Federation (OSSTF)

[Higher education will benefit from Ontario early learning strategy](#) [8]

Ontario Undergraduate Student Alliance (OUSA)

[YMCA Ontario welcome the long-awaited Pascal report on Early Learning](#) [9]

YMCA, Ontario

[Full-day kindergarten best delivered by certified teachers](#) [10]

Elementary Teachers' Federation of Ontario (ETFO)

[Earlier reports from NGOs](#)

Informing full day learning: Lessons from the TFD research at the Bruce/WoodGreen Early Learning Centre

[The link to this submission is no longer available]

Submission to the Early Learning Advisor  
Toronto First Duty, 1 Dec 08

**All day kindergarten: Why do we need it and what will it look like?**<sup>[11]</sup>

Panel discussion notes, People for Education conference  
Jane Bertrand, David Clegg, Jenny Robinson, 8 Nov 08

A transformational vision of early learning and care in Ontario

[The link to this position paper is no longer available]

Position paper

Ontario Coalition for Better Child Care, 28 Oct 08

Full-day learning for 4- and 5-year-old children: Building a stronger early learning and child care system in Ontario

[The link to this policy statement is no longer available]

Policy Statement

Ontario Municipal Social Services Association (OMSSA), 1 Oct 08

Submission of the College of Early Childhood Educators regarding the Early Learning Advisor's advice to the Premier on full-day learning for four and five year olds

[The link to this submission is no longer available]

College of Early Childhood Educators, 5 Sept 08

**AECEO position statement on full day early learning**<sup>[12]</sup>

Association of Early Childhood Educators Ontario (AECEO), 1 Sept 08

**Discussion paper on full-time early learning**<sup>[13]</sup>

Ontario Public School Board's Association, 24 Jun 08

Proceedings documents from the Common Table forum on full day learning for four and five year olds

[The link to this document is no longer available]

Common Table, 11 Jun 08

Full-day kindergarten: Moving Ontario Forward Position paper

[Link to this position paper is no longer available]

Elementary Teachers' Foundation of Ontario (ETFO), 3 Jun 08

College of Early Childhood Educators, 5 Sept 08

Forum on full-day early learning: An OMSSA member consultation

[The link to this submission is no longer available]

Ontario Municipal Social Services Association (OMSSA), 24 Apr 08

Open letter: Deliver on full-day kindergarten promise parties told

[The link to this submission is no longer available]

3 Oct 07

## Full-day learning in Ontario: Further updates

### Government Announcements/Media release

<sup>[14]</sup>**A commitment to Ontario's children: Moving forward with full day early learning for four and five year olds**

<sup>[15]</sup>Government of Ontario, 27 Oct 09

Government of Ontario. Ministry of Education. Early Learning Division<sup>[16]</sup>

Transitioning to Ontario's new child care funding formula and funding framework: Supporting documents<sup>[17]</sup>

18 Dec 2012

Ontario Early Years Policy Framework<sup>[18]</sup>

23 Jan 13

### News

Toronto daycares in schools fear eviction if they refuse to run before- and after-school programs for full-day kindergarten<sup>[19]</sup>

Toronto Star, 15 Apr 13

Hudak will derail all-day kindergarten despite promise, McGuinty claims<sup>[20]</sup>

Robert Benzie, Toronto Star, 1 Jun 11

Kindergarten split classes will 'shortchange' students<sup>[21]</sup>

Kate Hammer, Globe and Mail, 25 Apr 11

Fate of all-day kindergarten in hands of Ontario voters<sup>[22]</sup>

Robert Benzie, Toronto Star, 7 Mar 11

900 more Ontario schools to offer full-day kindergarten in 2012: McGuinty<sup>[23]</sup>

Kristen Rushwoy and Tanya Talaga, Toronto Star, 2 Mar 11

Ontario announces \$1.5-billion all-day learning for four and five-year-olds<sup>[24]</sup>

Maria Babbage, Canadian Press, 12 Jan 10

Full-day kindergarten plan draws fire<sup>[25]</sup>

Laurie Monsebraaten & Kristin Rushowy 8 Jan 10

Province to scrap key piece of full-day kindergarten plan<sup>[26]</sup>

Laurie Monsebraaten & Kristen Rushworthy, Toronto Star, 15 Dec 10

McGuinty Cabinet betrays families as it abandons a bold vision of seamless full-day learning, says CUPE Ontario President<sup>[27]</sup>

CUPE Ontario, 15 Dec 10

Full-day kindergarten popularity outstrips plans to pay for it<sup>[28]</sup>

Kate Hammer, Globe and Mail, 6 Dec 10

No full-day kindergarten for First Nations kids<sup>[29]</sup>

Tanya Talaga, Toronto Star, 11 Oct 10

The right move on early learning<sup>[30]</sup>

Toronto Star, 28 Oct 09

Don't lose focus on early learning<sup>[31]</sup>

Toronto Star, 23 Sep 09

There's a lot to learn from the new education system<sup>[32]</sup>

Adam Radwanski, Globe and Mail, 21 Sep 09

Province supports integrated childcare and learning: Minister<sup>[33]</sup>

Laurie Monsebraaten, Toronto Star, 2 Sept 09

Will all-day school be ready for 2010?<sup>[34]</sup>

Laurie Monsebraaten, Toronto Star, 31 Aug 09

Act on full day learning<sup>[35]</sup>

Editorial, Toronto Star, 31 Aug 09

**More views on early childhood education** <sup>[36]</sup>  
Letters to the Editor, Toronto Star, 29 Aug 09

**Partnering on early childhood education** <sup>[37]</sup>  
Letters to the Editor, Toronto Star, 29 Aug 09

**Better experience with ECEs** <sup>[38]</sup>  
Peter Murphy, Toronto Star, 28 Aug 09

**Teachers and early educators can be classroom partners** <sup>[39]</sup>  
Rachel Langford, Toronto Star, 25 Aug 09

**Tags:**  
**kindergarten** <sup>[40]</sup>  
**school system** <sup>[41]</sup>  
**full-day early learning** <sup>[42]</sup>

## Reports from the OECD Thematic Review of ECEC

**Starting Strong II** <sup>[43]</sup> (2006) (Final report)  
Organisation for Economic Cooperation and Development, 19 Sep 06  
See pp.45-72 for two chapters on ECEC program integration  
- Chapter 2: A systemic and integrated approach to early childhood education and care (ECEC) policy  
- Chapter 3: A strong and equal partnership with the education system  
As well, see pp. 157-176 for Chapter 7: Appropriate training and working conditions for early childhood education and care staff

- **Early learning and child care: How does Canada measure up?** <sup>[44]</sup>  
BRIEFing NOTE, Childcare Resource and Research Unit  
Martha Friendly, 1 Oct 06

**Canada Country Note** <sup>[45]</sup>(Report of the Canada ECEC review)  
Organisation for Economic Cooperation and Development, 25 Oct 04  
Especially see pp.71 for discussion of Upstream Policy Recommendation 3: "Build bridges between child care and kindergarten education, with the aim of integrating ECEC both at ground level and at policy and management levels."

- **OECD Thematic Review of Canadian Early Childhood Education and Care: Highlights from the recommendations** <sup>[46]</sup>  
BRIEFing NOTE, Childcare Resource and Research Unit, 25 Oct 04

**Starting Strong** <sup>[47]</sup> (2001)  
Organisation for Economic Cooperation and Development, 13 Jun 01  
See pp.126-129 for recommendations on the integration of services as a key element of successful ECEC policy:  
- A systemic and integrated approach to policy development and implementation  
- A strong and equal partnership with the education system

- **Executive summary: Starting Strong- Early Education and Care. Report on an OECD Thematic Review** <sup>[48]</sup>  
BRIEFing NOTE, Childcare Resource and Research Unit, 1 Jun 01

**Tags:**  
**kindergarten** <sup>[40]</sup>  
**integration** <sup>[49]</sup>  
**full-day early learning** <sup>[42]</sup>

## Blending child care and kindergarten in the Canadian context

**Private companies in public schools?** <sup>[50]</sup>  
Canadian Union of Public Employees, 15 Apr, 11

**Early learning/kindergarten programs and Ministry/Department integration of education and child care in Canada** [link no longer available]  
Canadian Network for Leadership in Education and Early Learning & Care, 1 Sept 11

**Reflections on shaping an integrated system of early learning & child care and education for children in Canada** <sup>[51]</sup>  
Canadian Child Care Federation, 1 Apr 10

**Toronto First Duty** [links no longer available]  
In 2001, the City of Toronto, the Toronto District School Board and community agencies supported by the Atkinson Foundation partnered to pioneer the Toronto First Duty (TFD) Project. The TFD was designed to bring together into a seamless service three streams of early childhood services; kindergarten, child care and family supports. Several research and progress reports from the project have been produced, some are linked below and others can be found on the Toronto First Duty website.

- **Lessons from the TFD research**  
Toronto First Duty, 1 Dec 08
- **Toronto First Duty Phase 2, 2006-2008: Final Research Report**  
Carl Corter, Janette Pelletier, Zeenat Janmohamed, Jane Bertrand, Tomoko Arimura, Sejal Patel, Saba Mir, Adam Wilton & Danielle Brown, City of Toronto, 1 Jun 09
- **Evidence-based understanding of integrated foundations for early childhood Toronto First Duty Phase 1 Summary Report**  
Carl Corter, Jane Bertrand, Janette Pelletier, Theresa Griffin, Donald McKay, Sejal Patel & Palmina Ioannone, City of Toronto, 7 Jun 06
- **Ten questions and answers**  
Toronto First Duty, 1 Mar 06

**Families at the centre: Moving towards early childhood systems that work** [link no longer available]  
Putting Science into Action conference May 13-15, 2009 Sackville, New Brunswick, Council for Early Child Development (Powerpoint presentation)  
Jane Beach, 15 May 09

**Building a strong and equal partnership between childcare and early childhood education in Canada** <sup>[52]</sup>  
International Journal of Child Care and Education Policy, 2(1):39-52  
Martha Friendly, Childcare Resource and Research Unit, 1 May 08

**Toward a seamless day: Integrating early childhood programs** (not available online)  
Education Canada, 45(2):32-35  
Sue Colley, 1 May 05

This article profiles a parent who has a fantastic kindergarten program for her four-year-old twins. The program runs from 8:30 a.m. to 6 p.m. at the local community school where certified teachers and early childhood educators work side by side to offer a child-centred program that covers her entire working day. The program is part of the Toronto First Duty project. This three-year project is designed to demonstrate how existing early childhood and family programs can be transformed into a system for children 0-6 years and to explore possible options for integration of kindergarten and other ECEC services.

**Early childhood education services for kindergarten-age children in four Canadian provinces: Scope, nature and future models** <sup>[53]</sup>  
Caledon Institute of Social Policy  
Laura Johnson & Julie Mathien, 1 Sept 98

## Resource from Canadian governments

**Expanding early learning in British Columbia for children age three to five** <sup>[54]</sup>  
Early Childhood Learning Agency, Ministry of Education, Government of British Columbia, 1 Apr 09

**Tags:**  
**kindergarten** <sup>[40]</sup>  
**integration** <sup>[49]</sup>  
**school system** <sup>[41]</sup>  
**full-day early learning** <sup>[42]</sup>

# Policy analysis and models

Care and learning together <sup>[55]</sup>

UNESCO

Yoshie Kaga,, John Bennett and Peter Moss,1 May 2010

Early childhood education and care systems in the OECD countries: The issue of tradition and governance <sup>[56]</sup>

Encyclopedia on Early Childhood Development

John Bennett, 8 Jul 08

Toward a new pedagogical meeting place? Bringing early childhood into the education system <sup>[57]</sup>

Briefing paper for a Nuffield Educational Seminar

Peter Moss & John Bennett, Nuffield Foundation, 26 Sep 06

Full day kindergarten: A study of state policies in the United States <sup>[58]</sup>

Education Commission of the States

Kristie Kauerz, 1 Jun 05

An integrated approach to early childhood education and care <sup>[59]</sup>

Commissioned Study, UNESCO Early Childhood and Family Policy Series no.3

Lenira Haddad, EDUCERE Centro de Formação para a Educação Infantil, 1 Oct 02

## Models integrating care and early childhood education

### CANADA

From vision to action: Early childhood education and care in 2020 <sup>[60]</sup>

Childcare Resource and Research Unit

Martha Friendly and Susan Prentice

This BRIEFING NOTE comprises the last chapter of About Canada: Childcare, by Friendly and Prentice, published by Fernwood Publishers in May 2009. It presents a vision for what an universal early childhood education and care system in Canada could look like from the program to the policy level, exploring the potential for Canada to move from a patchwork of disjointed programs to a comprehensive high quality system and suggests changes that would put such a system in place.

### SWEDEN

In 1998 responsibility for the Swedish preschool was moved from the Ministry of Health and Social Affairs to the Ministry of Education and Science. Preschool received its own curriculum and became the first step for children into the overall education system.

Ten years after the preschool reform <sup>[61]</sup>

Swedish National Agency for Education (Skolverket), 1 Dec 08

Early years - How do they do it in Sweden? <sup>[62]</sup>

Video

Teachers TV (UK), 18 Sept 06

Pre-school in transition: A national evaluation of the Swedish pre-school <sup>[63]</sup>

Swedish National Agency for Education (Skolverket), 1 Jan 04

Integrating early childhood into education: The case of Sweden <sup>[64]</sup>

UNESCO Policy Brief on Early Childhood, no. 3

United Nations, 1 May 02

Curriculum for pre-school [Sweden] <sup>[65]</sup>

Swedish National Agency for Education (Skolverket), 1 Jan 01

OCED Thematic Review of ECEC: Sweden Country Note and Swedish Background Report <sup>[66]</sup>

Organisation for Economic Cooperation and Development, 1 Dec 99

See pp. 26-29 for discussion of Structure, Organization and Cohesion or ECEC Services.

Early childhood education and care policy in Sweden <sup>[67]</sup>

Background report prepared for the OECD Thematic Review of Early Childhood Education and Care Policy

Regeringskansliet, Ministry of Education and Science Sweden, 1 Dec 99

### NEW ZEALAND

In 1986, childcare, kindergartens and play centres (parent co-operatives) were integrated under the Department/Ministry of Education. In the context of a curriculum reform in 1990, New Zealand's first national early childhood curriculum was created, Te Whāriki (1993, 1996). This holistic curriculum focuses on family/parent/community links and Maori language and culture.

Te Whāriki He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa (Early Childhood Curriculum) <sup>[68]</sup>

Ministry of Education, New Zealand, 1 Jan 06

Early childhood education policy co-ordination under the auspices of the Department/ Ministry of Education: A case study of New Zealand <sup>[69]</sup>

UNESCO, Early Childhood and Family Policy Series No.1,

Anne Meade & Valerie N. Podmore, Victoria University of Wellington, 1 Mar 02

Tags:

kindergarten <sup>[40]</sup>

integration <sup>[49]</sup>

school system <sup>[41]</sup>

# Full-day kindergarten

## Research & analysis

Effects of full-day kindergarten on academic achievement and social development <sup>[70]</sup>

Review of Educational Research, 80(1),34-70.

Cooper, Harris, Batts, Allen, Patall, Erika A. & Dent, Amy L.

Is more better? The effects of full-day vs. half-day preschool on early school achievement <sup>[71]</sup>

National Institute for Early Education Research

Kenneth B. Robin, Ellen C. Frede & W. Steven Barnett, 16 May 06

Full-day kindergarten: Expanding learning opportunities <sup>[72]</sup>

WestEd Center on Policy

Malia Villegas, 1 Apr 05

Full-day and half-day kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 <sup>[73]</sup>

Institute of Education Sciences (IES) National Center for Education Statistics, United States Department of Education

Jill Walston and Jerry West, 7 Jun 04

Kindergarten: The overlooked school year <sup>[74]</sup>

Working paper series, Foundation for Child Development

Sara Vecchiotti, 1 Oct 01

## Useful links

AECEO Full day early learning website <sup>[75]</sup>

The Ontario early learning advisors report <sup>[76]</sup>

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Tags:

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Links

- [1] <http://subscribe.crru.ca/> [2] <https://www.ontario.ca/document/our-best-future-mind-implementing-early-learning-ontario> [3] <https://childcarecanada.org/documents/research-policy-practice/09/06/special-advisor-early-learning-background-er-%E2%80%93-highlights-fu> [4] <https://childcarecanada.org/documents/research-policy-practice/09/06/early-learning-advisor-%E2%80%99s-recommendations-would-benefit-fami> [5] <https://childcarecanada.org/documents/research-policy-practice/09/06/ccaac-ontario-%E2%80%99s-plan-applauded-supporting-healthy-children-> [6] <https://childcarecanada.org/documents/research-policy-practice/09/06/ontario-college-early-childhood-educators-welcomes-pascal-%E2%80%99s> [7] <https://childcarecanada.org/documents/research-policy-practice/09/06/ossf-new-early-years-plan-strengthens-ontario-education> [8] <https://childcarecanada.org/documents/child-care-news/09/06/higher-education-will-benefit-ontario-early-learning-strategy> [9] <https://childcarecanada.org/documents/research-policy-practice/09/06/ymca-ontario-welcome-long-awaited-pascal-report-early-learn> [10] <https://childcarecanada.org/documents/research-policy-practice/09/06/full-day-kindergarten-best-delivered-certified-teachers> [11] <http://peopleforeducation.ca/adx/aspx/adxGetMedia.aspx?DocID=8058,8052,2886,382,365,Documents&amp;amp;MedialD=14911&amp;amp;Filename=All-day+Kindergarten.notes+Hoffman.doc> [12] [https://www.aecoe.ca/position\\_statement\\_on\\_full\\_day\\_early\\_learning](https://www.aecoe.ca/position_statement_on_full_day_early_learning) [13] [https://opsba.org/Shared%20Documents/Opsba%20Web/Site%20Collection%20Documents/Full-time\\_Early\\_Learning\\_Jun24-08\\_0.pdf](https://opsba.org/Shared%20Documents/Opsba%20Web/Site%20Collection%20Documents/Full-time_Early_Learning_Jun24-08_0.pdf) [14] <http://pages.childcarecanada.org/content/commitment-ontarios-children-moving-forward-full-day-early-learning-four-and-five-year-olds> [15] <https://childcarecanada.org/documents/research-policy-practice/09/11/commitment-ontarios-children-moving-forward-full-day-early-> [16] <http://www.edu.gov.on.ca/earlylearning/> [17] <https://childcarecanada.org/documents/research-policy-practice/12/12/transitioning-ontarios-new-child-care-funding-formula-and-f> [18] <https://familydaycare.com/pdfs/2013/Ontario-Early-Years-Policy-Framework.pdf> [19] [https://www.thestar.com/news/gta/2013/04/15/toronto\\_daycares\\_in\\_schools\\_fear\\_eviction\\_it\\_they\\_refuse\\_to\\_run\\_before\\_and\\_afterschool\\_programs\\_for\\_fullday\\_kindergarten.html](https://www.thestar.com/news/gta/2013/04/15/toronto_daycares_in_schools_fear_eviction_it_they_refuse_to_run_before_and_afterschool_programs_for_fullday_kindergarten.html) [20] <https://childcarecanada.org/documents/child-care-news/11/06/hudak-will-derail-all-day-kindergarten-despite-promise-mcguinity-clai> [21] 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