



PAN-CANADIAN EARLY LEARNING AND CHILD CARE SYSTEM BUILDING:
THE EDUCATION OF EARLY CHILDHOOD EDUCATORS

Canada-wide agreements: vision for early learning and child care

‘Valuing the early childhood workforce and providing them with training and development opportunities’

Assumption – the Canada-wide ELCC system fosters and supports young children’s development in all its richness and diversity

Modest educational goals for ECEs in Canada-wide agreements



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ECE Educational Preparation

Formal educational preparation matters. The level and nature of ECE education shapes process quality

International benchmarks or standards for ECE education higher than those in Canadian jurisdictions

ISCED Level 6 (Bachelor degree) – the most common qualification for staff in lead educator roles

Important considerations include the content and quality of formal educational preparation

Key question: How to approach the educational preparation of family child care providers?

Canada-wide agreements mostly reference moving closer to meeting current regulations

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Ongoing Professional Learning

ECEs participation in professional learning improves process quality

Broader associations between professional learning and ECE well-being, self-efficacy and reduced staff burn-out

Important considerations around how professional learning is designed and delivered

Professional learning requirements in place in over half of the provinces

Canada-wide agreements pay some attention to professional learning



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Advancing the educational preparation and professional learning of ECEs

Well-qualified ECEs provide the foundation for high-quality ELCC systems

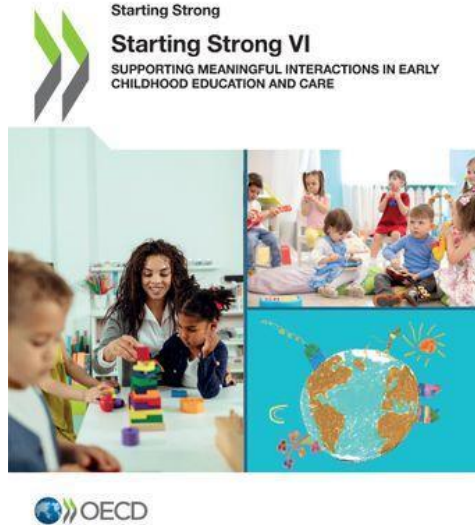
Need for comprehensive workforce strategies as part of second 3-year action plans

Move to higher qualifications and ongoing professional learning requirements for ECEs

Critical that governments engage provincial and territorial ECE associations to identify the best pathways to more qualified workforces

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