



BC **Aboriginal**
ChildCare Society

Summary Report: Occupational Standards and Fair Wages for BC First Nations Early Childhood Educators 2014

Prepared for the First Nations Early Childhood Development Council



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Also, sincere thanks for the guidance and advice from the Project Advisory Committee:

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BCACCS is a provincial Aboriginal non-profit organization dedicated to supporting Aboriginal early childhood development and care (Aboriginal ECDC) programs and services in British Columbia. Our services are provided to Aboriginal children, families and communities in rural, remote and urban locations on and off reserve. We develop and share spiritually enriching, culturally relevant, high quality early childhood tools and services in order to ensure every Aboriginal child in BC has access to quality care. We also provide training (delivered directly to communities), research, advocacy, and an annual professional development conference. In addition, we manage two urban Aboriginal Head Start (AHS) Programs.

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Summary Report: Occupational Standards and Fair Wages for BC First Nations Early Childhood Educators

INTRODUCTION AND BACKGROUND

In summer 2013, BC Aboriginal Child Care Society (BCACCS) undertook work for the First Nations Early Childhood Development Council (FNECDC) to develop fair wage principles, a wage grid, and occupational standards for First Nation early childhood educators in the province of British Columbia. BCACCS contracted with Linda McDonell, Early Childhood Research and Consulting, to work with them on the project.

To work within the resources allocated for the project it was decided that the development of occupational standards would be streamlined by identifying standards already developed for the early childhood sector. After a literature scan that initially produced 25 documents describing professional standards, the Project Advisory Committee decided that standards developed by the Canadian Child Care Federation (CCCF) and the Child Care Human Resources Sector Council (CCHRSC) reflected most closely the needs of Canadian early childhood educators. These Canadian documents represent the work of several researchers over at least a decade and reflect comprehensive data collection and analysis.

Although there were First Nation participants involved in the CCCF and CCHRSC research, there was not a First Nations focus and both organizations expressed an interest in the BCACCS research and felt it would be of great value when they made revisions to the standards they had developed.

With permission from the two organizations, BCACCS decided to use the *CCHRSC Occupational Standards for Early Childhood Educators* (2011) as a framework for the discussion and the first step in the development of First Nation standards. It should be noted that while the CCHRSC has produced three documents: Occupational Standards for Early Childhood Educators: *How to Guide* (2010), *Occupational Standards for Early Childhood Educators* (2011), and *Occupational Standards for Child Care Administrators* (2013), only the *Occupational Standards for Early Childhood Educators* (2011) was used to frame the focus group discussions. While the longer-term plan is to propose the development of national First Nations/Aboriginal standards, the BCACCS Project focuses on the knowledge and skills required for early childhood practice in BC First Nations communities.

As time was limited for the facilitated group discussions, the Project Advisory Committee initially believed it was better to narrow the discussion to key areas to explore with community participants than to try to cover all categories identified by the CCCF and the CCHRSC. In this way, participants could respond in a more complete

way within the time allocated.

The categories identified as key for the purpose of this project included:

- Section A: Child Development, Learning, and Care
- Section C: Family and Community Relations
- Section E: Personal and Professional Development

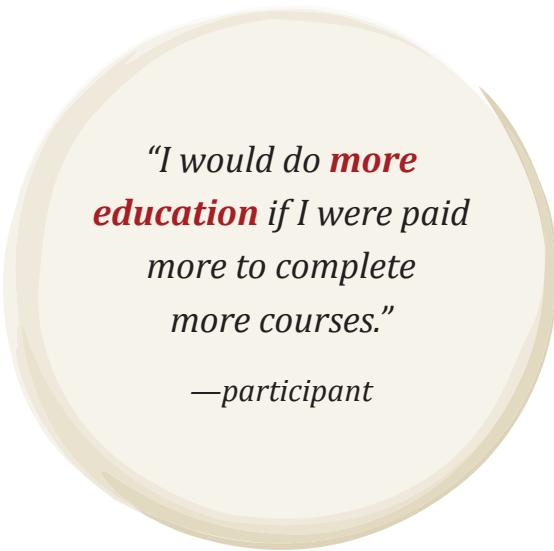
The remaining categories were added to the research project after the first sections were completed. These sections included:

- Section B: Equipment and Facilities
- Section D: Professional Relationships
- Section F: Record Keeping

The second part of the research project was an examination of the literature related to early childhood educator job positions and associated wages and the development of fair wage principles to guide ECEs and their employers set wage standards in their programs. BCACCS also wanted to provide an opportunity for First Nations early childhood educators (FN ECEs) to share their thoughts about the establishment of job position titles, wage guidelines, and a wage grid.

A Note about Terms

It should be noted that to clearly indicate the focus on the work of First Nations early childhood educators (First Nations ECEs) the term "First Nations" has been used primarily in this document. The use of "First Nations" reflects those individuals who are living, working, or formally connected to a tribal group or reserve/band community. An example of this includes *Stzu'minus* First Nation (formerly the Chemainus Band), and *Snuneymuxw* First Nation (formerly Nanaimo Band). Where the term "Aboriginal" is used, it is intended to reflect the more inclusive First Nation, Métis, and Inuit population and is used scarcely in this document as the research has been conducted with First Nation ECEs for the First Nation Early Childhood Development Council.



*"I would do **more**
education if I were paid
more to complete
more courses."*

—participant



SECTION A

Project Methodology

Project Methodology

SECTION A

With support from Project Advisory Committee, a methodology was planned to incorporate the CCHRSC Occupational Standards. The methodology included a comprehensive discussion related to a number of areas of First Nations early childhood practice in BC.

Participants were asked to:

- Generate value-based statements about what they believed are important to ensure healthy and holistic growth and development of children in their community.
- Review the CCHRSC Occupational Standards for Early Childhood Educators and identify those skills and knowledge standards that they believed are relevant to First Nations ECE practice and identify those skills and knowledge standards that they had questions or concerns about or that they believed were not a “good fit” for FN ECE practice.
- Generate skills and knowledge that they believed are essential to FN ECE practice and were not reflected in the CCHRSC Occupational Standards.
- Review photocopied information about standardized ECE job position nomenclature and wage grids proposed by various organizations in Canada, New Zealand, and Australia.
- Provide comments on the ECE job position nomenclature and wage grids with respect to three questions: Which job position titles fit well with your experience in FN ECE? What do you believe are the strengths and challenges related to implementing standardized job positions and a fair wage grid? What advice do you have related to the implementation of standardized job positions and a fair wage grid?

SECTION A.1

Project Participants

Initially, three focus groups were facilitated from September to December 2013. These groups discussed the three sections from the CCHRCC Occupational Standards on child development, learning and care; family and community relations; and personal and professional development. The focus groups were held in Nanaimo, Merritt, and Campbell River, BC. Over the three focus groups, there were 18 participants including 14 First Nations ECEs and four non-First Nations ECEs, with all participants working in First Nations programs, and ECEs working in both urban and rural child care programs were represented. The meetings ranged in length from three to six hours, according to what worked for the individual communities. The format of the meetings was adjusted as needed to accommodate the time allocated.

Subsequent focus groups were held in the spring of 2014 to provide opportunities for discussion about the three sections of the CCHRSC Occupational Standards on equipment and facilities, professional relationships, and record keeping. These groups were held in Chemainus (on Vancouver Island) and Terrace (on the north coast of BC).

SECTION A.2

Project Data Collection

In Nanaimo and Campbell River, participants were divided into small groups of two to three individuals. Because the Merritt group only had five participants and space was limited for break-out discussions, sessions were conducted with one group of five. In all the sessions, groups were responsible for documenting their discussions by question and to submit their written comments to the facilitator at the end of the session. For the discussions in which participants were sharing information or responding to questions as part of one large group, the facilitator tracked the discussion on PowerPoint to allow participants to add to or correct comments as applicable.

The discussion in Chemainus was two hours in length. There were 11 participants including nine First Nations ECEs and two non-First Nations ECEs. Small groups were formed to allow participants time to review their assigned sections, comment on the fit of the CCHRSC Occupational Standards, and generate additions to ensure cultural relevance. Following the small group discussion, the participants spent time reviewing each of sections as a large group and documenting participants' comments.

The last focus group was held in Terrace. While this group was small with only four participants, the First Nations ECEs provided very thoughtful input to broaden understanding about early childhood practice in rural, northern First Nations communities.

After the focus group sessions, all written and summary comments were consolidated by the researcher and distributed to participants for their review and further comment. This process allowed participants to feel confident that nothing important was missed. It also gave participants the chance to comment if they felt the researcher's interpretation of comments was inaccurate. The review comments were submitted to BCACCS and forwarded to the researcher for consideration in the drafting of final analysis and documents.



SECTION B

**First Nations Early
Childhood Educator
Occupational
Standards Analysis**

First Nations Early Childhood Educator Occupational Standards Analysis

SECTION B

The data analysis began once participants were given the opportunity to provide feedback to the initial focus group summaries (as described in the previous section p. 5). They were given approximately two weeks to respond. While the primary source of data was the focus group participants, the researcher also referred to documents from the literature scan for further information that seemed related more specifically to creating First Nations/Aboriginal standards. In total, 25 documents were reviewed for the Occupational Standards literature scan. While all documents reviewed informed the analysis in some way, five documents were identified as particularly relevant because they are Canadian documents with an Aboriginal focus and provide specific guidance to the analysis and forming of practice standards. These key documents are Aboriginal Head Start Principles and Guidelines (Aboriginal Head Start, 1998); Developing Culturally Focused Aboriginal Early Childhood Education Programs (BC Aboriginal Child Care Society, n.d.); Sixteen Elements of Quality Childcare from an Aboriginal Perspective (BCACCS, n.d.); First Nations Head Start Standards Guide (First Nations Head Start, n.d.); and Wa'umxhl Simalgyex (Gitwangak Education Society, n.d.). The full literature review matrix including a brief summary of all literature reviewed is found in Appendix A.

The First Nations Occupational Standards were crafted based on the data collected from all sources (with an emphasis on focus group participant data) and then placed alongside the CCHRSC Occupational Standards as companion standards. The CCHRSC Occupational Standards provide the more generic knowledge and skills required to do the work of an ECE. The First Nations Occupational Standards build on these standards to reflect the unique work of the First Nations ECE. This includes aspects of practice related to language, culture, tradition, history, and governance, which are intrinsic to First Nations communities and reflect practices that First Nations ECEs told us were essential to provide quality early childhood education and care in the BC communities where they work.

Key themes that reflect the input generated in discussions include:

- Importance of integrating cultural and traditional teachings into program planning, curriculum development, and activities.
- Importance of involving Elders and other respected community members in planning and implementation of program activities.
- Essential nature of language and literacy experiences to enhance First Nations language development.
- Essential inclusion of rich experiences related to nature and the land.
- Critical importance of effective communication and relationship/trust building in First Nations programs.
- Complexity of family structure and family life in First Nations communities.
- First Nations governance implications on program development and activities.
- Influence of historical context of colonization of the First Nations people by the dominant culture.

SECTION B: First Nations Early Childhood Educator Occupational Standards Analysis

This brief summary of the First Nations Occupational Standards discussion does not reflect the full conversation at the focus group meetings. For more depth and detail of those discussions readers can refer to the full document, "Occupational Standards for First Nation Early Childhood Educators". As well, while the First Nations Occupational Standards created may not represent an exhaustive list of potential standards, they are believed to be a vital first step in the development of comprehensive Occupational Standards for First Nations ECEs.

*"The differences
between what centres
offer can be almost night and
day. Some have fewer staff so child
care staff must do all the cleaning. Here
we have a driver, cook, janitor – can
do more cultural activities
and activity planning."*

—participant

SECTION C

The Fair Wage Discussion



The Fair Wage Discussion

SECTION C

Part of the focus group session was directed to sharing information with participants about work done to establish both appropriate nomenclature for First Nations ECE/ECE job positions and associated wage standards for First Nations ECEs. For this purpose, a scan of documents was undertaken that proposed both nomenclature for job titles in First Nations ECE/ECE and wage grids that set a wage standard for ECEs. While these documents did not propose First Nations occupational standards, the job titles proposed in the documents made sense given the job descriptions of ECEs generally. Prior to the focus group discussions, a total of five documents were reviewed for relevance to First Nations ECE job positions and potential wage grids for British Columbia educators.

These documents were:

- Early Childhood Development Association of Prince Edward Island website reported on their recent wage initiative (<http://earlychildhooddevelopment.ca/sites/default/files/u2084/Salary%20Scale%20Phase%202%2005.pdf>).
- Early Childhood Educators of British Columbia website reported on a fair wage strategy including both job descriptions (www.ecebc.ca/fairwage/files/ECE_job_descriptors.pdf) and wage standards (www.ecebc.ca/fairwage/files/ecebc_wage_grid.pdf).
- Manitoba Child Care Association (2013) website outlined education and salary guidelines including a wage grid (www.mccahouse.org/documents/MCSGSbw.pdf).
- The Ministère de la Famille et des Ainés website provides wage grids and guidance for job descriptions and Human Resource policy development in the Province of Quebec (www.mfa.gouv.qc.ca/fr/publication/Documents/SF_remuneration_personnel_salarie_2007-2012.pdf).
- The Tātaiako: Cultural Competencies for Teachers of Māori Learners proposes “behavioural indicators” for graduating teachers of early childhood education. Wage grids or standards are not included in this document (www.minedu.govt.nz/tataiako).

*“Extra education
and credentials are
obviously helpful but if
there is not more money
than **how can we expect**
people to do more?”*

—participant

SECTION C.1

Analysis of Focus Group Discussion Related to Job Position Level

The discussion about job position levels and wage grids were similar across the five community meetings (Nanaimo, Campbell River, Merritt, Chemainus, and Terrace). Based on their practical experience, all community focus group participants seemed to agree that the levelling system created for the purpose of those discussions worked for them.

These were:

- Level I – (First Nations) early childhood assistant (First Nations ECA).
- Level II – (First Nations) early childhood educator (First Nations ECE).
- Level III – (First Nations) infant toddler educator (First Nations ITE) and First Nation special needs educator (First Nation SNE).
- Level IV - senior (First Nations) early childhood educator (senior First Nations ECE).
- Level V – (First Nations) early childhood manager (First Nations EC manager).

Definitions of each Level are found on pages 21-23

SECTION C.2

First Nations ECE Levels and Wage Grids: Themes from Focus Group Discussions

Many issues and challenges were generated during the level and wage grid discussion.

These were categorized into six key themes:

1. Diverse approaches to roles and responsibilities and job titles—challenges of creating “one size fits all.”
2. Diverse funding realities and capacities—implications of wages on recruitment and retention of ECEs.
3. Regional variations related to program structure—implications of structure on the “fit” of job titles/positions.
4. Importance (but varying capacity) of creating links between wages and job titles, education, credentials, experience, evaluation, and cultural roles and responsibilities.
5. Complexity of creating equivalencies across job titles, education, credentials, experience, evaluation, and cultural roles and responsibilities and linking wages to job functions and tasks.
6. Other concerns and comments related to levelling and wage grids.

A brief discussion about each of the themes follows.

1. Diverse approaches to roles and responsibilities and job titles—challenges of creating “one size fits all”

One of the primary concerns raised by the discussion groups was the difficulty of creating a levelling system for job positions and a wage grid that would fit diverse community realities for First Nations ECE. While the five levels made sense to participants as the levels incorporated the range of roles and responsibilities, they cautioned that this levelling system would not fit across all communities. This is likely to be particularly true in small private and non-profit programs and in rural areas where there are fewer qualified ECEs to fill positions and where often management responsibilities are added to the roles and responsibilities of the most qualified ECE in the centre. Further, it was suggested that another related issue is that managers, especially in smaller and rural programs, may not have their ECE qualification at all. There were concerns that the best paid staff be the staff members who are fully qualified as ECEs to ensure a broad and deep knowledge of what is required for best practice.

Some of the other comments made by participants included:

- We have to decide if we value the manager more than the ECE. (This was a comment about the tendency to pay more for the manager position even if the manager doesn't have an ECE license).
- Do we want to limit this levelling system to only First Nations ECEs? (For example, not including the ECAs on the wage grid or not including managers on the grid).
- Roles and responsibilities of identified levels including early childhood assistant, early childhood educator, special needs educator, and infant toddler educator may vary according to the needs and structure of the program. For example, in some programs ECAs would not change diapers or give medications as these tasks may be allocated to more senior staff; however, in other programs that may not have as many qualified staff persons or see the task as more of a support role ECAs may be responsible for these tasks. Differences in the assignment of responsibility should be considered when developing the wage grid.
- In First Nations programs a language teacher may be a title or may be a requirement of everyone in program. This will influence level and wage.

*“At our centre,
with only one course
and not much experience an
early childhood assistant only gets \$1.
less than fully qualified ECE. **Where is
the incentive to get more education?***

*An incentive is essential to get
the ECA to go back.”*

—participant

SECTION C: The Fair Wage Discussion

2. Diverse funding realities and capacities—there are many implications including recruitment and retention of ECE.

Participants also discussed their concerns over the ability of early childhood programs to fund the implementation of a levelling system and commensurate wages. They suggested that the diversity of program structures, funding, and other resources available to programs are limited and do not lend themselves well to increased wages. As well, the isolation of some programs and agencies providing early childhood services means that those programs have little capacity to respond to system and funding changes.

Some of the other comments made by participants included:

- Wage grids may not be transferable across the system and it is expected that there would challenges with variation across existing pay grids.
- Salaries must be realistic within each community. For example, wages, staffing hours, and cost of living are not consistent across communities. Under the current funding systems, wage increases/wage grids are promised only if funding allows.
- There are many challenges with recruiting ECEs when the funding is so disparate across communities. This will make it harder unless there is parity established across communities.
- There are presently no extra funds to accommodate/address wage parity and costs are already out of sight for parents.

3. Regional variations related to program structure—implications of structure on the “fit” of job titles/positions

Participants shared a number of concerns related to program structure and the way in which programs are structured looks different across the regions in BC. For example, it is common for programs/agencies in rural areas to share facilities and administrative responsibility. This could help or hinder the way in which we level job positions and link those positions to wages. Human resources challenges are great as there are few fully qualified ECEs as well as infant toddler and special needs educators. Participants talked about how the pressures on child care in rural communities are significant as programs struggle to finance administration alongside the need for qualified educators and the reality that expertise in all these areas are needed.

Other comments made by participants included:

- The manager, senior educators, and specialty educators (both infant toddler and special needs) are all needed equally.
- Roles and responsibilities need to be clearly defined; the descriptions must reflect that the same jobs are done by different/same individuals in different situations.
- Some programs are unionized but many are not.

SECTION C: The Fair Wage Discussion

4. Importance (but varying capacity) of creating links between wages and job titles, education, credentials, experience, evaluation, and cultural roles and responsibilities.

Participants talked about the importance of linking wages to job titles and job roles and responsibilities. They reflected on the challenges of doing this as there were so many factors that need to be considered such as education and related credentialing, experience, and cultural roles and responsibilities.

Some other comments included:

- Differentiate the wage on the grid to acknowledge work, related responsibilities, and evaluation.
- Roles and responsibilities of identified levels including early childhood assistant, early childhood educator, special needs educators, and infant toddler educators may vary according to the needs and structure of the program.
- Should levels be linked to education? Some programs already assign more responsibility and increased wages to those with more education (but sometimes the education doesn't include ECE training).
- All is not equal—one credential may be more valuable than another. Sometimes university bachelor degrees are a hiring requirement but the person doesn't necessarily have ECE. How will this affect wages?

5. Complexity of creating equivalencies across job titles, education, credentials, experience, evaluation, and cultural roles and responsibilities and linking wages to job functions and tasks.

Equivalencies were also discussed and participants commented on the challenges of creating equivalency when all is not necessarily equal. For example, employing individuals with cultural and language expertise is essential for programs, however those individuals may not have early childhood training. As well, experienced workers are needed, however sometimes a person might have a lot of experience but not have an ECE qualification. In this case, licensing requirements must be met and compromises made.

Participant comments included:

- In First Nations programs a language teacher may be a title or may be a requirement of everyone in program. This will influence level and wage.
- In some centres wages are linked to education and years of experience overall.
- Remuneration should be based on what functions/tasks an ECE undertakes as those tasks/functions relate to position and level.
- What about special needs workers? There is no longer a specific role for special needs educators in a program although the credential is valued.
- Sometimes workers are shifted from one program to another to keep people upgrading and building experience.

6. Other concerns and comments related to levelling and wage grids

Participants engaged in a broad range of discussion. Some of the comments, while fitting well with the job position and wage conversation, did not easily fit into one of the categories noted above. As well, some comments were indirectly related or explored implications to the levels and wage topic.

These comments included:

- Levels and wage grids must be driven by values about what is important. Linking the wage standard to standard child care fees would be helpful so managers/employers have a sense of what they need to charge to accommodate the wage standard.
- The grid could identify considerations for administrators when deciding what to pay rather than recommending wages.
- Levels should guide the wage grid.
- Where cultural knowledge and skill are part of the levelling, culture should be recognized as equal (in some cases).
- How do we measure language and culture? (You either have it or you don't). The intention is to recognize expertise in culture and language (or traditional skills such as drumming etc.).

When asked to generate some of the benefits of creating position levels and a wage grid, participant comments included:

- It would be great because I am constantly getting inquiries from programs and staff about the average/fair salary for ECEs.
- A minimum baseline is needed. A standard is needed.
- Creating a wage grid would raise the bar. Early childhood education is sometimes looked down upon and paying them poorly makes it worse.
- A wage grid would attract more ECEs to the field because it would raise the bar.

Participants were also asked what advice they had for BCACCS related to fair wage principles and wage grid. Comments included:

- Set a minimum wage for ECEs. The minimum now is minimum wage and that needs to change.
- Establish a standard for new entrants to the field. This would make it more attractive.
- Linking the wage minimum to what it costs to live would be helpful.
- It would mean more money for FN ECEs and that is needed!

Given the many issues related to creating job position levels and standardized wages across the sector, the Project Advisory Committee decided that it would be helpful to establish working principles to guide the development of both. The principles are provided in the following sub-section.

SECTION C.3

Guiding Principles for Job Position Levels

The following principles were developed based on participant input. The principles are intended to reflect participants' key recommendations, concerns, and issues related to job position levels for First Nations ECEs and First Nations cultural educators.

The principles are:

1. Job position levels will reflect the reality of First Nation ECE and First Nation cultural educator professional practice with respect to educational qualification, experience, job role, time in the field, and level of responsibility.
2. Specialty credentials such as infant toddler, special needs, and First Nation cultural educators will be recognized in job positions and on the wage grid.
3. Regular evaluation will provide support for moving from one level to another or one job position to another.
4. Geographic location may be considered where location might limit access to education and availability of licensed and experienced First Nation ECEs and First Nation cultural educators.
5. Funds will be allocated to support programs that may have financial limitations to pay wages according to job position and meet other financial expectations of an FN ECE program¹.

*“A scale
would provide
more fairness. So much
is expected of ECEs. People
often have administrative
responsibilities as well
as on the floor.”*

—participant

¹ Participants agreed that to operationalize the job position and wage grid proposals it will be necessary to support programs financially. The extent to which programs will require support will be influenced by geographic region, program size, availability of licensed, experienced FN ECEs/ECEs, local economy, and community resources.

SECTION C.4

Guiding Principles for Wage Grid Development

The following principles were developed based on participant input. The principles are intended to reflect participants' key recommendations, concerns, and issues related to the creation of a wage grid for First Nations ECEs and First Nation cultural educators.

The principles are:

1. A wage base-line will set a realistic and reasonable entry level. Entry level wages will be commensurate with the work and responsibility of a novice professional.
2. A step system will set a standard for each level beginning with novice First Nations ECE and First Nations cultural educator and be considerate of qualification, experience, and time in the field.
3. Specialty credentials such as infant toddler, special needs, First Nations cultural educator will be recognized in job positions and on the wage grid. While all may not necessarily be equal, standards will be designed to acknowledge and recognize specialized qualifications and anticipate potential equivalencies.
4. The wage grid will have built-in cost of living increases reflective of inflation and other economic factors.
5. Wage amounts will be clearly linked to program fee standards. This way the cost of meeting the wage standard would be clear, and programs would have a better sense of to what extent they could meet the standard and what might be required to meet overall program costs.
6. Benefits beyond required benefits (such as CPP, EI, and vacation) will become part of the wage package and will be considered as part of the overall wage.
7. Funds will be allocated (by government or other potential funders) to support programs that may be limited in their ability to pay wages according to set wage grid. Such programs could pass a financial needs test based on the educational qualifications and experience of staff and the ability of the program to pay wages commensurate with job roles, responsibilities, and the proposed wage standard.

SECTION C.5

First Nations ECE and Cultural Educator Job Position Levels

As indicated in the data collected, all participants in all focus group discussions shared a common belief that First Nations early childhood staff require a unique set of knowledge and skills. ECEs (and their employers) must work to ensure that programs offer curriculum, activities, and environments that reflect the experience of First Nations children, families, and the communities in which they live. As well, ECEs must sometimes communicate in different ways to enhance their relationships with families and build strong, trusting partnerships. Often this means that programs will employ individuals who live in the community and who are knowledgeable about the culture, language, and traditions of that community.

Following the analysis of the information contributed by the participants, job titles were identified to reflect both varying levels of ECE qualification and specialized positions requiring First Nations cultural and language expertise.

SECTION C: The Fair Wage Discussion

It is important to note that early childhood programs with culture and language positions will vary with regard to the levels of cultural expertise required. As well, the Project Advisory Committee believed that defining levels of cultural knowledge and language would be difficult as those levels are likely to look different in each program depending on the expertise available. Therefore only the First Nations cultural assistant and First Nation cultural educator are described for the purpose of this discussion. An option has been noted in each category so that more levels could be defined as might be required. Where varying levels of cultural educators are required it will be up to the First Nations authorities, governing bodies, child care centre administration, and the community (as applicable) to determine these definitions and related wage scales. Multi levels of First Nations cultural educators can be further developed as those positions become more common across communities.

The positions of First Nations early childhood assistants (FN ECAs), First Nations early childhood educators (FN ECEs) (Level II through IV), First Nations cultural assistants (FNCA), and First Nation cultural educators (FNCEs) are described in the section that follows.

<i>Level I - First Nations early childhood assistant (FN ECA)</i>
The Level I position will be an entry-level position in early childhood programs. First Nations ECAs will not have full qualification to be in a leadership role with groups of children without supervision but will meet all other requirements for early childhood assistants according to licensing regulation. This position is an assistant/support category and represents minimal qualification.
<i>Level I - First Nations cultural assistant (FNCA)</i>
A Level I FNCA will provide cultural support to First Nations ECEs and others (as applicable) in the early childhood program. The FNCA will have novice (beginning) cultural knowledge and language experience related to the First Nations community in which s/he works and will assist First Nations ECEs and First Nations CEs in the early childhood program to provide child appropriate cultural and language experiences.
<i>Level II - First Nations early childhood educator (FN ECE)</i>
A Level II FN ECE will have basic qualification as required by Child Care Licensing to supervise groups of children (aged 3 to 5) in licensed facilities in BC. FN ECEs provide leadership to plan and implement high quality early childhood learning and care programs for children and their families. An FN ECE would be expected to work as Level II for a period of about five years.
<i>Level II - First Nations cultural educator (FNCE)</i>
The Level II FNCE will not likely hold the ECE, infant toddler, or special needs educator licenses (as described in this section). S/he will hold advanced cultural knowledge and language of the community. While the FNCE may not be permitted to work independently in licensed settings in BC with children aged 0 to 5 (because of licensing regulations), they will be considered equivalent on the wage scale because of the extent of their cultural and language knowledge. Criteria related to both early childhood and cultural/language knowledge and experience will be pre-determined by the managing board, First Nations authority, or governing body in collaboration with staff and community (as applicable). Varying levels of FNCEs may or may not be determined for the early childhood program(s) depending on the decisions of all relevant authorities (such as First Nations authority, governing bodies, child care board, and child care centre administration).

SECTION C: The Fair Wage Discussion

Level III - First Nations early childhood educators, First Nations infant toddler educators, First Nations special needs educators

Level III educators include experienced (over five years) FN ECEs, FN infant toddler educators (FN ITEs) and First Nations special needs educators (FN SNEs). These educators hold either basic (3 to 5) ECE qualification with about five years experience or infant toddler educator or special needs educator qualifications (as required by licensing). FN ITEs and FN SNEs can work in supervisory capacity in licensed early childhood settings (in BC) with children aged 0 to 5 and provide leadership to plan and implement high quality early childhood learning and care programs for these children and their families.

Level III - First Nations cultural educator (FNCE)

A Level III position for FNCE has not been defined for this report. Rather, it is expected that the upper levels of practice for FNCEs will be determined jointly by relevant authorities (such as First Nations authority, governing bodies, child care board, and child care centre administration) as is relevant and appropriate for individual programs/communities.

Level IV - Senior First Nations early childhood educator (senior FN ECE)

Level IV FN ECEs will be in this wage category if they have both qualification and experience in FN ECE, FN ITE, and FN SNE. Criteria related to early childhood education and experience will be set by all authorities required (First Nations authority, governing bodies, child care board, and child care centre administration) as applicable.

Level IV - First Nations cultural educator (FNCE)

A Level IV position for FNCE has not been defined for this report. Rather it is expected that the upper levels of practice for FNCEs will be determined jointly by relevant authorities (such as First Nations authority, governing bodies, child care board, and child care centre administration) as is relevant and appropriate for individual programs/communities.

Level V - First Nations early childhood manager (FNEC manager)

The Level V designation will reflect an individual experienced and knowledgeable in the area of management and coordination of staff and operations. This person may not be an FN ECE although this qualification may be preferred in early childhood settings. The Manager will be responsible for both the early childhood aspects of the program as well as the cultural and language aspects and should be knowledgeable and experienced in both areas.

*"Create five year
increments with
bonuses as **incentive for**
staying [employed]
where you are."*

—participant

SECTION C.6

Further Fair Wage Analysis

After the analyses of the literature and focus group sessions were drafted, BCACCS recommended some next steps.

These include:

- Investigating and documenting wage parity with similar professional roles and responsibilities.
- Using wage parity information, existing wage grids, and drafted guiding principles to inform the development of a wage grid that reflects the job levels that are already identified and currently acceptable, appropriate, and that are tied to realistic wage levels.

In response to feedback from focus group participants as well as recommendations for a further literature review to inform the wage grid development, the literature was broadened to include:

- Fair wage statements and wage grids for early childhood educators (Canada and international).
- Wage surveys in early childhood education (British Columbia/Canada).
- Family living wage data (Canada).
- Training and professional standards for related professions (Canada).
- Wage information for related professionals (Canada).

This additional information (as above) is included in the following sections (pp. 20-22).

SECTION C.7

Professional Practice Wage Scan

A total of 24 titles were reviewed to complete the literature matrix for the Fair Wage aspect of the project. The Fair Wage Literature Matrix is found in Appendix B of this document. In keeping with the Project Advisory Committee recommendations to investigate similar professional roles and responsibilities, three professional practice areas that are similar to early childhood education were identified: child and youth care, education/teaching assistant, and licensed practical nurse.

These three professional areas were chosen based on the following criteria:

- They have similar training, professional standards and competencies, regulatory requirements, and post-secondary program length to early childhood education.
- They have similar work roles and responsibilities to early childhood education.

SECTION C: The Fair Wage Discussion

Each of the professional areas, as they relate to training and wages, are briefly described below. The chart with wage information follows.

Child and Youth Care Worker
<p>Child and youth care workers (CYC workers) were examined for comparison to ECEs as their roles, responsibilities, and tasks are similar in many situations. CYC focuses on supporting child development and behaviour in holistic ways. CYC workers work in community-based programs, schools, youth justice programs, residential care, hospitals, and other settings. Typically CYC is offered as a diploma or degree program in the public post-secondary system. CYC education includes the following areas (and will vary from program to program):</p> <ul style="list-style-type: none">• Human and family development.• Theories of practice.• Child welfare.• Abuse and neglect.• Activity-based interventions.
<ul style="list-style-type: none">• First Nations CYC courses and programs, such as those offered at Vancouver Island University, provide similar content areas with emphasis on culturally appropriate practice (http://www.viu.ca).• While not regulated, in BC CYC practice and training are informed by the Child and Youth Care Association of BC. As noted in Figure 1. Wages of CYC workers in the school system range (across Canada) from \$18.49 to \$31.16 per hour with an average hourly wage of \$24.65. (http://www.makeafuture.ca/career-resources/overview/support-staff/special-education-and-teacher-assistants/?utm_source=google-adwords&utm_medium=cpc&utm_content=General-Support&utm_campaign=BCPSEA-BC&gclid=CMKp9uLv8r0CFZWSfgodAhsAhQ).• National CYC salaries range from \$11.27 to \$24.79 per hour with an average of \$15.80 per hour. (http://www.payscale.com/research/CA/Job=Child_and_Youth_Worker/Hourly_Rate). These salaries reflect practice in CYC settings other than school-based settings.

***“Early childhood
education is a career.
You are expected to keep up
your license. They have rules and
stipulations but these are not
reflected in our wages.”***

—participant

Special Education/Teaching Assistant

Special education/teaching assistants usually work in public school settings, alongside teachers supporting students in the classroom and providing supportive services to children with special needs. Their training varies from community to community depending on school district preferences and training availability. The content of training varies from institution to institution. In a recent survey conducted by the Canadian Union of Public Employees, Recognition and Respect: *Addressing the Unpaid Work of Education Assistants in British Columbia* (Malcomson, J., 2009) identified eight different training programs and credentials that the practitioners may have accessed as they prepared to work in the area. These programs and credentials were categorized into the following three areas:

- Management of emergencies, medical issues and crises (This group includes first aid and non-violent crisis intervention).
 - Core-area skills related to education assistant work with children (This group includes special education/teaching assistants and to a lesser extent, ECEs and child and youth care workers).
 - Specialized skills relating to particular areas or aspects of disability (This group includes applied behaviour analysis, signing and Braille).
-
- The special education/teaching assistant provides content that focuses on education specific to the work and “constitute what are a core set of qualifications for work within schools in an education assistant capacity” (Malcolmson, 2009, p. 5). The training varies from credit courses to certificate and diploma programs and are offered in public post secondary institutions. Training is not regulated by government or a professional body.
 - Special education/teaching assistant salaries range from \$17.21 to \$25.93 per hour across Canada with an average hourly wage of \$21.99 (http://www.makeafuture.ca/career-resources/overview/support-staff/special-education-and-teacher-assistants/?utm_source=google-adwords&utm_medium=cpc&utm_content=General-Support&utm_campaign=BCPSEA-BC&gclid=CMKp9uLv8r0CFZWSfgodAhsAhQ).

Licensed Practical Nurse

Licensed Practical Nurses (LPNs) have a number of nursing-related responsibilities including monitoring and assessing patients' conditions and recording important changes, administering medication, and providing pre-operative and post-operative personal care (<http://www.livingin-canada.com/salaries-for-licensed-practical-nurses.html>). Typically, LPN training is a series of courses offered through a diploma program that takes approximately two years. There is a credential upon successful completion that qualifies the graduate to write licensure exams after which successful candidates apply for registration to the regulatory body. There is a renewal requirement.

- In Vancouver BC LPNs earn \$21.88 to \$25.50 per hour with an average hourly wage of \$23.83. Across the country, salaries range from a low of \$12.75 per hour (in PEI) to a high of \$31.05 per hour (in Edmonton). The average hourly salary in Canada overall is about \$23.25 (<http://www.livingin-canada.com/salaries-for-licensed-practical-nurses.html>).

Early Childhood Educators (ECEs)

ECEs provide a range of specialized services and education in public and private settings to children aged 0 to 6. Key work-related responsibilities of the ECE include (but are not limited to):

- Personal care of young children.
- Developing and implementing culturally and developmentally relevant educational activities.
- Working with and supporting diverse families with regard to their child-rearing roles and responsibilities.
- Working collaboratively with other professionals including health, education, and social services.
- Child development assessment and follow-up planning.
- Program evaluation and follow up planning.

- Early childhood educator training varies across the country but typically it is offered in both one- and two-year programs. (No training is required in the Northwest Territories and Nunavut.) In BC, most post-secondary institutions offer both certificate and diploma programs with the first year (sometimes four semesters including practica) qualifying graduates to apply for a license to work with children aged 3 to 5 and the second year (usually another three semesters including practica) to obtain specialized education to work with children with special needs and infants and toddlers. ECEs in BC must apply to the government of BC for licensing/certification. There is a renewal requirement. Canadian training varies across the country as do government requirements for ECEs to be trained.
- In 2012, BC Aboriginal Child Care Society conducted a survey of on-reserve child care programs to examine ECE wages. The wages of ECEs holding a certificate varied widely (from \$10 to \$25 per hour) with the largest proportion in the \$16 to \$19 per hour range (approximately \$28,000 to \$33,500 annually). A license to practice as an infant toddler educator (ITE) and special needs educator (SNE) increased the likelihood of a higher wage, with 43% of ITEs and 50% of SNEs with wages over \$20 per hour as compared to those with only a basic ECE license (19%) (BCACCS, 2012). The BCACCS study was seen as foundational in both understanding the complexity of ECE wages and addressing the lack of equitable wages within and across communities (K. Isaac, personal communication, July 22, 2014). In another study, *The State of Early Childhood Education and Care in Canada 2010: Trends and Analysis* (Childcare Resource and Research Unit, 2010) the researchers showed a range of full-time salaries from a low of \$20,548 in PEI to a high of \$37,600 in the Yukon Territories. BC is in the mid-range with a low of \$27,405 to a high of \$31,059 (2010). Early Childhood Educators of BC (ECEBC) established a wage grid in 2009 for their \$20 per hour strategy proposing a wage of \$18 to \$20 per hour (approximately \$31,000-\$35,300 annually) for ECEs qualified to work with children aged 3 to 5 and \$19 to \$21.25 per hour for those with an infant toddler or special needs specialization.

On the following page, Figure 1 shows the proposed wages for the five levels of ECE practice (see pp. 14 to 15 for descriptions of the wage levels) together with the ECEBC's recommended wage and the living wage² for the geographic location (where applicable). ECEBC's wage levels have been used as it is the only wage grid established for ECEs in the province of BC and has become recognized as a standard to strive toward. Figure 1 also includes the living wage figure as a mid-point level to better ensure that the BCACCS recommended wages are realistic both with respect to resources in the early childhood sector, as well as in terms of contributing wage capacity to contribute toward an adequate family income.

Wages for the child and youth care workers, licensed practical nurses, and education teaching assistants are included as a comparison to early childhood education in BC and selected provinces. However, training varies considerably across the three professions, in particular child and youth care workers and teaching assistants. Training differences may reflect lack of regulation in both these sectors. Training for licensed practical nursing is similar in time and depth of content to early childhood training. As well, LPNs are regulated by professional colleges or by government as are ECEs. Therefore, the selected professional groups seem an appropriate comparison for recommended wages for FN ECEs. It should be noted, however, that this project has not undertaken a detailed comparison across professional groups related to education and job tasks and functions.

² The living wages identified in the analysis for this report are based on regional data from other sources. This living wage is different from that identified by BCACCS in their wage survey (2012) which defined a living wage as over \$20 per hour.

SECTION C: The Fair Wage Discussion

	<i>British Columbia</i>	<i>Manitoba</i>	<i>Ontario</i>	<i>Quebec</i>
Living Wage³	\$20.53 (Vancouver) 2014)	\$14.07/\$17.04 (Winnipeg) (2013)	\$16.60 (Toronto) (2013)	No living wage noted for Quebec.
PRACTICE DESIGNATION ⁴				
Early Childhood Assistant	\$14–\$15 (2009) ⁵ \$14–\$16 (2014) ⁶	\$11.15–17.39	\$11.22–\$23.78 Average \$16.21	\$11.99–\$15.19
Early Childhood Educator	\$18–\$20 (2009) \$16.50–\$23 (2014)	\$17.29/\$21.74	\$11.22–\$23.78 Average \$16.21	\$12.48–\$21.65
Infant Toddler, Special Needs Educator and Cultural Teacher	\$19–\$21.25 (2009) \$18.50/\$25 (2014)	\$22.25–\$27.81	\$11.22–\$23.78 Average \$16.21	\$15.71–\$22.95
Senior Educator and Cultural Teacher	\$20–\$23 (2009) \$20–\$26.45 (2014)	\$22.25–\$27.81	\$11.22–\$23.78 Average \$16.21	\$14.98–\$21.65
Manager/Coordinator	N/A (2009) \$20–\$26.45 (2014)	\$25.06–\$43.71	\$11.22–\$23.78 Average \$16.21	\$14.98–\$21.65
Child and Youth Care Worker	\$18.49–\$31.16 (Average \$24.65) (Canada)	\$11.27–\$24.79 (Average \$15) (Canada)	\$11.27–\$24.79 (Average \$15) (Canada)	\$11.27–\$24.79 (Average \$15) (Canada)
Licensed Practical Nurse	\$21.77–\$25.50 (Average \$23.83) (Vancouver, Lower)	\$20.85–\$29.03 (Average \$24.18) (Winnipeg)	\$19.25–\$27.66 (Average \$23.84) (Toronto)	\$18.00–\$23.50 (Average \$20.25) (Montreal)
Special Education Teaching Assistant	\$18.92–\$25.93 (Average \$21.99) (Vancouver, Lower Mainland, Southwest)	\$15.70–\$22.40 (Average \$19.70) (Winnipeg)	\$12.34–\$27.24 (Average \$21.56) (Toronto)	\$16.50–\$25.00 (No average noted) (Montreal)

³ See References for source of living wage information (p. 21).

⁴ See References for source of wage information for Practice Designations (p. 20).

⁵ Amounts in the British Columbia column followed by (2009) are amounts recommended by ECEBC for their 2009 wage grid.

⁶ Amounts in the British Columbia column followed by (2014) reflect those amounts recommended by BCACCS for this purpose of this report.



SECTION D

Summary and Conclusion: Finding Ways Forward

Summary and Conclusion: Finding Ways Forward

SECTION D

In 2013, BCACCS undertook the Occupational Standards and Fair Wages for First Nations Early Childhood Educators project. As explained previously, it was believed by the project principals that it was necessary to fully understand the work of the First Nations ECE before developing a wage standard for them. While a comprehensive set of standards was renewed for broader ECE professional practice by the Child Care Human Resources Sector Council (CCHRSC) in 2011, the unique practice requirements of First Nations ECEs had not been fully investigated during that work. It was seen as central to the project, therefore, to engage First Nations ECEs in a process of developing occupational standards as a precursor to setting a wage standard and developing a wage grid to guide employers.

Thus began a lengthy process to:

- Review and document current literature related to occupational standards, ECE wages, and job position descriptions (particularly as they relate to job titles).
- Conduct focus groups in both urban and rural settings to identify the unique elements of good quality First Nations ECE practice and document professional opinions related to creating standards for British Columbia First Nations ECEs.
- Analyze the data collected regarding First Nations ECE practice and articulate professional standards for First Nations ECE that build upon the previously developed CCHRSC Occupational Standards.
- Analyze the data collected regarding compensation of ECEs/First Nations ECEs and propose: job titles, basic descriptions for job positions; and a First Nations ECE wage grid to guide the development of equitable First Nations ECE salaries across BC communities.

Collection of data for all aspects of the project was completed in June 2014. The project report was completed and approved by the Project Advisory Committee in July of the same year. The work of the many committed and introspective focus group participants and the Project Advisory Committee along with the compilation of data from other research and literature has resulted in a rich and comprehensive set of standards for First Nation ECE. As well, job titles and the beginnings of a wage grid based upon the literature and focus group input has been developed. Both of these outcomes are considered foundational to First Nations ECE practice and the fair remuneration of First Nations ECEs. These documents are considered living documents—ones upon which further work can be done to expand and extend the Aboriginal content beyond the borders of British Columbia.

SECTION D: Summary and Conclusion: Finding Ways Forward

As a result of discussion with BCACCS and the Project Advisory Committee, some questions, recommendations, and possible next steps are highlighted:

- Identify the questions that still need to be answered. Questions such as:
 1. What other research needs to be done to nationalize the First Nations Occupational Standards? (For example, expanding data collection by conducting First Nations/Aboriginal focus groups across Canada, continuing an in-depth literature search particular to the First Nations/Aboriginal sector, etc.)
 2. How can we best articulate First Nations Occupational Standards with the Child Care Human Resources Sector Council standards, consolidating them in a way that is simple and user friendly?
 3. Should there be a comprehensive BC wage scale for First Nations ECEs? If so, how do we articulate the wage grid with ECE more generally?
 4. How do we include experience as another important measure of equitability recognizing the range of both experiences and the quality of those experiences?
 5. What's missing? Where are the gaps in this research?
- Conduct further investigation to obtain more information across professional groups related to education and job tasks and functions.
- Create smaller, briefer, more visual documents based on the project research and analysis that can be easily used by the First Nations ECEs and ECEs to inform their practice.
- Take the First Nations ECE Occupational Standards and Fair Wage document “on the road” to assist with application of the new standards to practice (for examples, conferences and other professional development activities).
- Continue conversations with the CCHRSC and Canadian Child Care Federation (CCCF) regarding consolidating the two documents: CCHRSC Occupational Standards for Early Childhood Educators (2011) and the BCACCS: Defining Standards for First Nations Early Childhood Educators.
- Continue conversations with the Ministry of Child and Family Development (MCFD) regarding their recent initiative to use the CCHRSC Occupational Standards to inform BC ECE practice and potentially marry that work with the BCACCS to ensure the MCFD documents adequately reflect First Nations ECE practice.
- Initiate conversations about the First Nations ECE Occupational Standards with post secondary institutions to encourage more understanding about and inclusion of First Nations occupational standards in both early childhood training program content and practica (for both First Nations and non-First Nations students).
- Initiate conversations with First Nations ECEs, ECEs, and related organizations to generate practical uses for the BCACCS documents.

*“The wage grid
must be respectful
of cultural background
and other expertise.”*

—participant

SECTION D: Summary and Conclusion: Finding Ways Forward

In conclusion, many different sources were used to inform the research undertaken and to produce the project documents. All of these will help to set the stage for future work in the development of professional First Nations ECE Occupational Standards and creating professionally equitable benchmarks for remunerating First Nations ECEs. No project contribution was as valuable as the First Nations ECEs themselves. No voice was as powerful as theirs in underlining the importance of First Nations ECE. Throughout focus group sessions and advisory meetings all participants talked thoughtfully and with passion about their work. They shared that First Nations early childhood programs are different from programs elsewhere. They reminded us that educators in early childhood settings in both First Nations and “mainstream” worlds have many of the same responsibilities and jobs to do. They were also quick to emphasize that in the Aboriginal communities there is a whole other layer of responsibility—responsibility to the chief and council, families, and the community. They talked about how the First Nations communities are different in many ways, explaining that their jobs don’t end when the children leave at the end of the day. Rather, they see the children and families in the community all the time. They stated, “they are our brothers and sisters, our nieces and nephews, our aunties and uncles, our respected family Elders, and our friends and neighbours.”

The realities of First Nations early childhood educators suggest a level of professional practice that requires both respect and recognition. Simply put, we can demonstrate our value of the First Nations ECEs (and ECEs generally) through high quality professional preparation that addresses the complexity of their work and adequate remuneration for their professional efforts. Both can be best accomplished by clear and comprehensive occupational standards and clear and equitable wage benchmarks that reflect those standards and respond to the present economic realities.



*“Sometimes it is a challenge to protect your job if you go away to get more education. **Maybe we should create apprenticeship and mentorship programs rather than just academic programs.”**”*

—participant



SECTION E

Reference Lists

Reference Lists

SECTION E

REFERENCES

- BC Aboriginal Child Care Society. (November, 2012). Training and Retention in the First Nations ECE Sector: A Report from the Frontlines. Vancouver: First Nations Early Childhood Development Council. Retrieved from http://www.acc-society.bc.ca/files_2/documents/TrainingandRetentionintheFirstNationsECESectorNov2012.pdf
- Child Care Human Resources Sector Council. (2010). Occupational Standards for Early Childhood Educators: How to Guide. Ottawa: Government of Canada Sector Council Program.
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- Ministère de la Famille et des Ainés. (2012). Wage Grids and Guidance for Job Descriptions. Retrieved from http://www.mfa.gouv.qc.ca/fr/publication/Documents/SF_remuneration_personnel_salarie_2010-2015.pdf
- Government of New Zealand. The Tātaiako: Cultural Competencies for Teachers of Māori Learners. Behavioural Indicators. Retrieved from <http://www.minedu.govt.nz/~/media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf>

WEBSITES USED FOR AVERAGE SALARIES (BY LIKE PROFESSIONS) AND LIVING WAGE SALARIES

Child and Youth Care retrieved from:

- http://www.makeafuture.ca/career-resources/overview/support-staff/special-education-and-teacher-assistants/?utm_source=google-adwords&utm_medium=cpc&utm_content=General-Support&utm_campaign=BCPSEA-BC&gclid=CMKp9uLv8r0CFZWSfgodAhsAhQ
- http://www.payscale.com/research/CA/Job=Child_and_Youth_Worker/Hourly_Rate
- <http://www.livingin-canada.com/salaries-for-licensed-practical-nurses.html>

SECTION E: Reference Lists

Early Childhood Educators retrieved from:

- Early Childhood Development Association of Prince Edward Island
<http://earlychildhooddevelopment.ca/sites/default/files/u2084/Salary%20Scale%20Phase%202%2005.pdf>
- Early Childhood Educators of BC
http://www.ecebc.ca/fairwage/files/ecebc_wage_grid.pdf
- Manitoba Child Care Association
www.mccahouse.org/documents/MCSGSbw.pdf
Province of Quebec
http://www.mfa.gouv.qc.ca/fr/publication/Documents/SF_remuneration_personnel_salarie_2010-2015.pdf

Special Education and Teacher Assistant retrieved from:

- http://www.makeafuture.ca/career-resources/overview/support-staff/special-education-and-teacher-assistants/?utm_source=google-adwords&utm_medium=cpc&utm_content=General-Support&utm_campaign=BCPSEA-BC&gclid=CMKp9uLv8rOCFZWSfgodAhsAhQ

Living Wages Canada retrieved from:

- http://livingwagecanada.ca/files/7513/8263/1008/CCPA-BC_Living_Wage_Update_2013.pdf

Living Wage by Province (where applicable) retrieved from:

- British Columbia
<http://livingwagecanada.ca/index.php/living-wage-communities/british-columbia/>
- Manitoba
<http://livingwagecanada.ca/index.php/living-wage-communities/manitoba/>
- Ontario
<http://livingwagecanada.ca/index.php/living-wage-communities/ontario/>
- Quebec
<http://livingwagecanada.ca/index.php/living-wage-communities/quebec/>

***"More
experience should
count for more! If
you can keep staff they
can mentor the new
professionals."***

—participant

SECTION F

Appendices



Appendices

SECTION F

APPENDIX A - Occupational Standards: Scan of Relevant Literature

Document Title	Year	Author	Publisher	Website URL	Summary Comments
Aboriginal Head Start: Principles and Guidelines	1998		Public Health Agency of Canada	http://www.phac-aspc.gc.ca/hp-ps/dca-dea/publications/ahsuni-papairun/pdf/ahsuni-papairun-eng.pdf	This publication provides guidelines to AHS programs. Guidelines are related to program context (beliefs and values about children) and program principles. The statement of beliefs and values indicate the importance of children as a gift of the creator, the right of children to live proudly and to learn about their language and culture, the idea of children being central to community, the right to guidance from Elders and to have access to positive role models, and the right to live in healthy communities. The document clearly states that AHS programs respond to the needs of Aboriginal (First Nations, Metis, and Inuit) communities.
A Model for Successful Māori Learners in Workplace Settings	2011	Kerehoma, C. Connor, J. Garrow, L. & Young, C.	Ako Aotearoa National Centre for Tertiary Teaching Excellence	https://akoaoatearoa.ac.nz/projects/m%C4%81ori-learners-workplace-setting	One of three publications developed by the Ako Aotearoa National Project Fund as a Māori Initiative Project in 2010. The purpose of the research, undertaken by Kahui Tautoko Consulting Ltd., is to enhance Māori learning through tertiary education and workplace settings.
Working with Indigenous Children, Families, and Communities: Lessons from Practice	2011	Price-Robertson & McDonald	Australian Institute of Family Studies	http://www.aifs.gov.au/cafca/pubs/sheets/ps/ps6.html	Document outlines the Child, Family, Community Australia guidelines for working with Indigenous children, families, and communities. Notes the historical, social, economic impacts related to Australian Indigenous cultures and suggests methods to support and enhance practice with Indigenous children, family, and community. These methods include working with Indigenous communities, ensuring cultural competence, attracting and retaining the right staff, cultivating networks and relationships, and adopting an action research approach.
Canadian Living Wage Framework. A National Methodology for Calculating the Living Wage In Your Community.	2008	Canadian Centre for Policy Alternatives	Canadian Centre for Policy Alternatives	http://www.livingwagecanada.ca/files/7813/8243/8036/living_wage_full_document.pdf	This paper provides a definition of living wage and discusses considerations such as national consistency and provincial variations. The authors propose living wage framework principles and identify assumptions about living wages and a way of calculating a living wage using data unique to specific community.
Child Care Sector Occupational Competencies	2001	Centre for Curriculum, Transfer and Technology	Province of BC	N/A	This assessment tool was developed to assist ECEs to identify the extent to which their practice was reflecting the Multi-Lateral Task Force on Training, Career Pathing and Labour Mobility Competencies developed in the 1990s. There is no specific reference to Aboriginal children and families but it notes need to deliver inclusive care and honour diversity. Also notes importance of understanding child development from a cross-cultural perspective and cultural development.

cont'd... APPENDIX A - Occupational Standards: Scan of Relevant Literature

Document Title	Year	Author	Publisher	Website URL	Summary Comments
Community within the Child: Integration of Indigenous Knowledge into First Nations Childcare Process and Practice	2004	Ball, J. & Simpkins, M.	American Indian Quarterly, Vol 28 No. 3 & 4	http://www.ecdip.org/docs/pdf/comminchild.pdf	This article summarizes findings of the research related to the First Nations Partnership Program at University of Victoria. It describes approaches taken by First Nations communities and some of the challenges of ensuring culturally appropriate and relevant EC training and practice. It stresses the differences between the dominant experiences and how First Nations cultural practices may be less visible from different cultural perspectives. (E.g., a person from the dominant culture experience may look for more concrete, identifiable practices and miss the deeper, more significant attitudes that underlie the cultural practices.) The authors discuss the importance of knowledge being "authentically First Nations...[being] integral to EC training and practice." Many of these ideas are important in considering how practice will look different for Aboriginal educators or educators working in Aboriginal programs.
Cultural Competence: Stories about Work in Progress	2013		Early Childhood Australia	http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/09/NQS_PLP_E-Newsletter_No_42.pdf	This article defines and describes the importance of cultural competence within the context of culture. It provides several practice examples of curriculum, collaborating with families, and using cultural competence to support other educators..
First Nations Head Start Standards Guide	n.d.		Health Canada	http://hc-sc.gc.ca/fniah-spnia/alt_formats/fnihb-dgspni/pdf/pubs/develop/2003_ahs-papa-ref-guide-eng.pdf	This guide for on-reserve First Nation Head Start programs outlines expectations in program services, education services, facilities, human resources, administration, and nutrition. The program service, education, and human resources sections provide information on program provision and general guidelines for furnishing and staff qualifications. The guide does not address professional standards except the responsibility of qualified staff to provide culturally sensitive services. The curriculum section notes the importance of culturally appropriate activities but does not give information on expectations.
Early Years Workforce Strategy: The Early Childhood Education and Care Workforce Strategy for Australia.	2012-2016	Standing Council on School Education and Early Childhood	Early Childhood Development Working Group	https://www.education.gov.au/early-years-workforce-strategy	This document outlines the need for action and key priority areas. The document includes strategies and outcome indicators that point to the importance of knowledge and skills as well as key approaches to move the field toward best practice. Reference to approaches that encourage recruitment and retention specific to Aboriginal and Torres Strait Islanders and ways to address issues of the Aboriginal and Torres Strait Islanders related to preparing practitioners to support and promote healthy child development were noted in several key areas including: promoting EC careers; building a qualified workforce; facilitating training initiatives; creating a responsive workforce; enhancing practice to meet the needs of children of diverse social and cultural backgrounds; and enhancing ECE skills. The specific competencies were identified in each area.

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
Future Directions for Indicator Development and Monitoring for Indigenous Early Childhood in British Columbia	Draft Document	Jamieson, K.	BC Aboriginal Child Care Society and Social Planning and Research Council of BC	N/A	This report provides a synthesis of the literature on the values and experiences of practitioners in Aboriginal early childhood development. It supplements the information collected for the environmental scan conducted earlier by BC Aboriginal Child Care Society. It gives an overview of contextual factors that shape the field of Indigenous early childhood development, including historical events and practices that have had negative implications on the health of Aboriginal children. It is planned that the report will also identify and analyze the indicators of child well being for public discussion. Appendix A contains a list of components quality child care from an Indigenous perspective. These components have implications for Aboriginal standards of practice.
Infant Development and Supported Child Care Consultants: Framework of Professional Practice	1998	Chudnovsky, R. & Simosko, S.	Ministry of Advanced Education, Training and Technology & the Centre for Curriculum Transfer and Technology.	N/A	This framework for professional practice outlines key purpose statements, values and ethics, primary functions, activities for practice, and knowledge specifications required for infant development workers and supported child care consultants.
Occupational Standards for Child Care Administrators	2013	Child Care Human Resources Sector Council	Government of Canada Sector Council Program	N/A	These occupational standards for Canadian child care administrators outline the competencies (both knowledge and skills) in eight areas including child development and care, collaboration with others, human resources, financial management, operations, healthy and safety, leadership, and communication. The manual also includes contextual rating information as to the importance of the task. The language is generic, but there is an emphasis on family-engagement and diversity.
Occupational Standards for Early Childhood Educators "How to Guide"	2010	Child Care Human Resources Sector Council	Government of Canada Sector Council Program	N/A	This how-to guide was developed to provide guidance to early childhood practitioners to use the CCHRSC Occupational Standards. Uses include developing job descriptions, conducting performance appraisals, informing and assessing early childhood educator professional program curricula, identifying ongoing professional development needs, and informing certification registration measures.
Occupational Standards for Early Childhood Educators	2010	Child Care Human Resources Sector Council		N/A	Based on the early work of the Canadian Child Care Federation, these standards provide a comprehensive list of competencies (both knowledge and skills) related to early childhood practice in six key areas: child development learning and care, equipment and facilities, family and community relations, professional relationships, personal and professional development, and record keeping.

SECTION F: Appendices

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
People, Programs and Practices: A Training Strategy for the Early Childhood Education and Care Sector in Canada	n.d.	Beach, J. & Flanagan, K.	Child Care Human Resources Sector Council	N/A	This document summarizes the context and research related to early childhood practice and outlines a national training strategy. They state that addressing the specific needs of the Aboriginal child care workforce was beyond the scope of the project.
Professional Standards Performance Monitoring Early Childhood Teachers (Appendix Two)	2010-2012	Chudnovsky, R. & Simosko, S.	Te Aho O Te Kura Early Childhood Teachers Collective Agreement 2010-2012	http://www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/SchoolEmployment/TeachersPrincipals/TekuraECTeachersCA2010-2012.pdf	This appendix outlines standards and indicators related to performance monitoring of early childhood teachers. Based on five dimensions including professional knowledge, the learning environment, teaching, professional relationships, and professional leadership. The appendix includes specific reference to policy and practice for Maori educators and families (Treaty of Waitangi and its implications).
Professional Standards for Teachers in Western Australia	2012	Teacher Registration Board of Western Australia		www.trb.wa.gov.au/SiteCollection/Documents/Professional-Standards-for-Teachers-in-WA.pdf	This document outlines development; standards, domains, and descriptors; approval for registration purposes related to professional knowledge; professional practice; and professional engagement for teachers. Standards 1 and 2 under professional knowledge refer to Aboriginal and Torres Strait Islander histories, cultures, and languages. The standards are detailed but no specific competencies were noted in professional practice or engagement sections. The standards will apply to ECEs when 2014 requirement to register with Board enacted.
Recognition and Respect Education Assistants in BC: An Education Profile and Agenda”	2009	Malcolmson, J. D.	Canadian Union of Public Employees	http://bcschools.cupe.ca/updir/bcschools/ea_education_report_final_version_apr-09.pdf	This document summarizes a survey conducted in 2008 to gather data on the unpaid work of educational and teaching assistants in British Columbia. Respondents were asked about their educational preparation and professional development of educational and special assistants. This document was reviewed to understand the similarities and differences between this discipline and early childhood education.
Service Trends and Practitioner Competencies in Early Childhood Intervention: A Review of the Literature	2010	Coulthard, N.	Victoria Chapter of Early Childhood Intervention Australia	http://www.eciavic.org.au/documents/item/26	This document provides a review of literature on the current and emerging best practice in EC intervention services including surveys, sample of research papers, and resources. The paper summarizes core competencies including examples that explore both knowledge and skills. Specific reference was made to one document by Stayton and Bruder (1999) that investigated the cultural-related competencies and identified some specific knowledge areas.

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
State of Early Childhood Education and Care in Canada 2010: Trends and Analysis	2013	Beach, J. & Flanagan, K.	Child Care Resource and Research Unit	http://childcarecanada.org/publications/ecec-canada/13/02/state-early-childhood-education-and-care-canada-2010-trends-and-analy	Nothing specific was noted with reference to professional standards. There was a table providing a brief overview of which provinces were using curriculum frameworks to guide practice. BC's Early Years Framework was noted as optional for use in early childhood programs. Aboriginal child care was noted with regard to funding and availability both on- and off- reserve. A cross-Canada wage comparison for 2006 and 2010 was included in the report.
ECA position statement: A statement of Regret and Commitment to Aboriginal and Torres Strait Islander Children and Families	2013		Early Childhood Australia (ECA)	link has changed ⁷	This appendix outlines standards and indicators related to performance monitoring of early childhood teachers. Based on five dimensions including professional knowledge, the learning environment, teaching, professional relationships, and professional leadership. The appendix includes specific reference to policy and practice for Maori educators and families (Treaty of Waitangi and its implications).
Tātaako: Cultural Competencies for Teachers of Māori Learners	n.d.	New Zealand Teachers Council	Ministry of Education, New Zealand	http://www.minedu.govt.nz/~/media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataako/TataakoWEB.pdf	This document provides an overview of the development of cultural competencies for teachers of Māori learners in New Zealand. It includes the following competencies: 1) Wananga: participating with learners and communities in robust dialogue for the benefit of Māori learners achievement. 2) Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whanau, hapu, iwi, and the local Māori community. 3) showing integrity, sincerity and respect towards Māori beliefs, language, and culture; 4) Tāngata Whenuatanga: Affirming Māori learners as Māori. Providing context for learning where the language, identity and culture of Māori learners and their whanau is affirmed. 5) Ako: taking responsibility for their own learning and that of Māori learners. These competencies are not intended to be standards but are linked to Graduating Teacher Standards developed by the NZ Teachers Council. The document also outlines cultural locatedness and staging of the competencies.
Te Aho O Te Kura Pounamu: Early Childhood Teachers' Collective Agreement	2010-2012		Ministry of Education, New Zealand Government	http://www.minedu.govt.nz/~/media/MinEdu/Files/EducationSectors/SchoolEmployment/TeachersPrincipals/TekuraECTeachersCA2010-2012.pdf	This document is the collective agreement between the Early Childhood Teachers in New Zealand and the Ministry of Education. Salaries range from \$33,914 for entry practitioners to \$70,877 for teachers at the top of the scale. The period of time the agreement covers is July 1, 2009 to December 6, 2012. The document also identifies professional standards for early childhood teachers and the associated behavioural indicators.

⁷ The link used for this research project no longer exists. Early Childhood Australia has provided a new link for their Reconciliation Action Plan that replaces the Statement of Regret. http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/07/ECA_Protocol_on_Acknowledgment_of_Country.pdf

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
Te Haerenga Tikanga-Rua: Ngā Piki Me Ngā Heke. Implementing Bicultural Practice: The Celebrations, The Challenges, The Journey	n.d.	Johnson, S., Himiona-Hyland, P, MacLean, H., Te Atatu, F.	Universal College of Learning and New Zealand Childcare Association	http://akoaotearoa.ac.nz/download/ng/file/group-6/implementing-bicultural-practice.pdf	This paper describes Te Tiritia o Waitangi/Treaty of Waitangi as the guiding document for education in Aotearoa New Zealand. It stresses the importance of developing policy, objectives, and practices that are inclusive of the Māori people, values, and beliefs. The authors suggest that including Māori beliefs benefits mainstream programs and children as well. It addresses the need for diverse skills and knowledge to be addressed in training (as with the Universal College of Learning programs) and provides questions to encourage reflection.
Training and Retention in the First Nations ECE Sector: A Report from the Frontlines	Nov. 2012	BC Aboriginal Child Care Society	First Nations Early Childhood Develop- ment Council		
Wa'umxhl Simalgyex	n.d.	Gitwangak Education Society			Wa'mxhl Simalgyex provides guidance to the child care programs in the Gitksan territory in a number of areas. The document describes standards of care; ongoing evaluation; and tracking of child development related to Giksan identity, language, knowledge, and values; administration and support for families; and operating and management policy.

*"The differences
between what centres offer can
be almost night and day. Some have
fewer staff so child care staff must do all
the cleaning. Here we have a driver, cook,
janitor – can do more cultural activities
and activity planning."*

—participant

<i>APPENDIX B - Fair Wage Matrix: Scan and Summary of Relevant Literature</i>					
Document Title	Year	Author	Publisher	Website URL	Summary Comments
Canadian Living Wage Framework. A National Methodology for Calculating the Living Wage In Your Community	2008	Canadian Centre for Policy Alternatives	Canadian Centre for Policy Alternatives	http://www.livingwagecanada.ca/files/7813/8243/8036/living_wage_full_document.pdf	This paper provides a definition of living wage and discusses considerations such as national consistency and provincial variations. The authors propose a living wage framework principles and identify assumptions about living wages and a way of calculating a living wage using data unique to specific community.
Child Care by the Numbers	July, 2013	Canadian Broad-casting Corporation	Canadian Broad-casting Corporation	http://www.cbc.ca/news/canada/child-care-by-the-numbers-1.1327893	This CBC news report highlights some demographics related to numbers of children, working mothers, and labour force participation of mothers under two. It describes the data related to child care spaces and the relationship of those numbers to families who are using care and who are not. It also outlines some aspects of child care funding and associated costs and the public expenditures on child care compared to OECD recommendations. The underlying premise seems to be that more money should be spent on early childhood than is presently the case.
Early Childhood Development Association of Prince Edward Island: Minimum Gross Salary Guidelines	2005	Early Childhood Development Association (ECDA) of Prince Edward Island		http://earlychildhooddevelopment.ca/sites/default/files/u2084/Salary%20Scale%20Phase%202%2005.pdf	Document outlines the Child, Family, Community Australia guidelines for working with Indigenous children, families, and communities. Notes the historical, social, economic impacts related to Australian Indigenous cultures and suggests methods to support and enhance practice with Indigenous children, family, and community. These methods include working with Indigenous communities, ensuring cultural competence, attracting and retaining the right staff, cultivating networks and relationships, and adopting an action research approach.
Early Childhood Educators of BC Wage Grid	April, 2009	Early Childhood Educators of BC (ECEBC)		http://www.ecebc.ca/fairwage/files/ecebc_wage_grid.pdf	ECEBC's wage grid gives suggested wages for the job descriptions provided by the association.

*"It would
 be so nice to be
recognized for the work
you do, the hours you put
in, and the experience
you have."*

—participant

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
Early Years Workforce Strategy: The Early Childhood Education and Care Workforce Strategy for Australia	2012-2016	Standing Council on School Education and Early Childhood	Early Childhood Development Working Group	https://docs.education.gov.au/system/files/doc/other/early_years_workforce_strategy_0_0.pdf	This document outlines the need for action and key priority areas. It includes strategies and outcome indicators that point to the importance of knowledge and skills as well as key approaches to move the field toward best practice. It examines approaches that encourage recruitment and retention specific to Aboriginal and Torres Strait Islanders. It also suggests ways to address issues of the Aboriginal and Torres Strait Islanders by preparing practitioners to support and promote healthy child development in several key areas including promoting EC careers; building a qualified workforce; facilitating training initiatives; creating a responsive workforce; enhancing practice to meet the needs of children of diverse social and cultural backgrounds; and enhancing ECE skills. Specific competencies were identified in each area. While lower pay and working conditions were suggested as having implications to professional status, it was noted that the wage discussion is beyond the scope of the strategy and are for employers and employees to negotiate. (p. 4)
A Family Living Wage for Manitoba	2013	Jarosiewicz, S.	Canadian Centre for Policy Alternatives Manitoba Office; Social Sciences and Humanities Research Council of Canada; Manitoba Research Alliance; Assiniboine Credit Union	https://www.policyalternatives.ca/sites/default/files/uploads/publications/Manitoba%20Office/2013/11/Living_Wage_2013.pdf	This paper updates previous work to establish a living wage for Manitoba (specifically Winnipeg, Brandon, and Thompson). The authors discuss the impacts of low wage earners on child and family health (the figures reflect wages of dual family income at a minimal rate). The living wage ceiling is intended to ensure families can afford to meet basic needs such as food, clothing, shelter, transportation, child care, health insurance, education, and other household expenses. A living wage does not provide sufficient dollars to cover savings, owning a home, child's future education needs, any costs beyond minimal recreation, holiday costs, etc. It does allow for a small cushion but does not cover costs of caring for a disabled family member.
Living in Canada: Dental Assistant Salary Canada	2008-2011			http://www.livingin-canada.com/salaries-for-dental-assistants.html	This website provides information about costs of living in Canada. Costs discussed include cost of living in Canadian cities (home purchase, food prices, mortgages, etc). The site also covers salaries of various occupations and includes comparative salaries across the cities and provinces in Canada. The dental hygienist pages provide a range of information about that profession.
Living in Canada: Dental Hygienist Salary Canada	2007-2011			http://www.livingin-canada.com/salaries-for-dental-hygienists-and-dental-therapists.html	This website provides information about costs of living in Canada. Costs discussed include cost of living in Canadian cities (home purchase, food prices, mortgages, etc). The site also covers salaries of various occupations and includes comparative salaries across the cities and provinces in Canada. The dental hygienist pages provide a range of information about that profession.

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
Living in Canada: Licensed Practical Nurses Salary Canada	2009-2011			http://www.livingin-canada.com/salaries-for-licensed-practical-nurses.html	This website provides information about costs of living in Canada. Costs discussed include: cost of living in Canadian cities (home purchase, food prices, mortgages, etc). The site also cover salaries of various occupations and includes comparative salaries across the cities and provinces in Canada. The licensed practical nurse pages provide a range of information about that profession.
Living in Canada: Early Childhood Education Salary Canada	2008-2011			http://www.livingin-canada.com/salaries-for-early-childhood-educators-and-assistants.html	This website provides information about costs of living in Canada. Costs discussed include cost of living in Canadian cities (home purchase, food prices, mortgages, etc.) The site also cover salaries of various occupations and includes comparative salaries across the cities and provinces in Canada. The early childhood educator pages provide a range of information about that profession.
Living Wage Calculation: Costs of Raising a Family in Metro Vancouver Rising Faster than Inflation	2013	Iglika Ivanova & Seth Klein	Canadian Centre for Policy Alternatives	https://www.policyalternatives.ca/newsroom/news-releases/2013-living-wage-calculation-costs-raising-family-metro-vancouver-rising-fast	This article examines issues related to earning a living wage. The authors propose that low wages are a key contributor to poverty and examine how inflation is rising faster than wage earners can keep pace. They propose some ways of addressing child poverty such as increasing affordable housing and introducing a universal, publicly funded child care system.
Manitoba Child Care Association: Advocating for Quality	2013	Manitoba Child Care Association (MCCA)	Manitoba Child Care Association	http://mccahouse.org/child-care-workforce/	MCCA has provided leadership in Canada in both education and salary guidelines for decades. Their website includes historical information and grids to guide salaries and development of job descriptions.
Market Competitive Salary Guideline Scale for Early Learning and Child Care Centres	2013	Manitoba Child Care Association (MCCA)		http://mccahouse.org/documents/MCSGS2013-2014.pdf	MCCA has provided leadership in Canada in both education and salary guidelines for decades. Their website includes historical information and grids to guide salaries and development of job descriptions. This page on the website provides detailed information about the wages according to job position and provides additional information related to recruitment, labour mobility, and occupational standards.
Pay Equity Program for Child Care Staff	2012	Government of New Brunswick		http://www.gnb.ca/0012/Womens-Issues/PDF/Child%20Care%20Sector%20Report%202012.pdf	New Brunswick has recently been developing training guidelines as well, the site attached provides guidance around improving salaries for women, an initiative undertaken by the Government of New Brunswick.
Overview of Child Care Wages 2000-2010	2013	Beach, J.	Child Care Human Resources Sector Council	http://www.ccsc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/EN%20Pub%20Chart/Final%20Wages%20Paper.pdf	This paper prepared for the Child Care Sector Council examines the changes in incomes and educational attainment of the child care workforce, changes in provincial/territorial funding allocations and types, and availability of regulated child care spaces.

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
Recognition and Respect. Educational Assistants in British Columbia: An Educational Profile and Agenda	2009	Malcolmson, J. D.	Canadian Union of Public Employees	http://bcschools.cupe.ca/updir/bcschools/ea_education_report_final_version_apr-09.pdf	This document summarizes a 2008 survey to gather data related to the unpaid work of educational and teaching assistants in British Columbia. Respondents were asked about their educational preparation and professional development of educational special assistants. This document was reviewed as a means to understand the similarities and differences of education of this discipline with early childhood education.
Rémunération du Personnel Salarié des Services de Garde et des Bureaux Coordonnateurs de la Garde en Milieu Familial pour la Période 2007-2012	n.d.	Ministere de la Famille, des Aines et de la Condition Feminine	Government of Quebec	https://www.mfa.gouv.qc.ca/fr/publication/Documents/SF_remuneration_personnel_salarie_2007-2012.pdf	Quebec has provided leadership in government policy related to subsidy supports for families. ECE professionals are often unionized in Quebec and therefore their wage grids can provide some guidance to jurisdictions wanting to increase salaries. This document provides guidance for job descriptions and other HR policy development.
Rémunération du personnel salarié des services de garde et des bureaux coordonnateurs de la garde en milieu familial pour la période 2010-2015.	Dec. 17, 2012.	Famille Quebec	Government of Quebec	https://www.mfa.gouv.qc.ca/fr/publication/Documents/SF_remuneration_personnel_salarie_2010-2015.pdf	The province of Quebec has provided leadership in government policy related to subsidy supports for families. ECE professionals are often unionized in Quebec and therefore their wage grids can provide some guidance to jurisdictions wanting to increase salaries. This document also provides guidance for job descriptions and other HR policy development.
State of Early Childhood Education and Care in Canada 2010: Trends and Analysis	2013	Friendly, M. & Beach, J.	Child Care Resource and Research Unit	http://childcarecanada.org/publications/ecec-canada/13/02/state-early-childhood-education-and-care-canada-2010-trends-and-analy	Nothing specific was noted with reference to professional standards. There was a table providing a brief overview of which provinces were using curriculum frameworks to guide practice. BC's Early Years Framework was noted as optional for use in early childhood programs. Aboriginal child care was noted with regard to funding and availability both on and off reserve. A cross-Canada wage comparison for 2006 and 2010 was included in the report.
Survey Outcomes: Early Learning and Care & Strong Start Centre Research	2009	Early Childhood Educators of BC (ECEBC)	Early Childhood Educators of BC	http://www.ecebc.ca/resources/pdf/ecebc_survey_mar09.pdf	ECEBC undertook research for this paper and working conditions in the child care sector in BC as well as to understand philosophical approaches in providing care and early learning to young children and their families. Data showed that 77.3% of respondents earned less than \$18.00 with 28.4% earning between \$16. an \$18. per hour.

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Document Title	Year	Author	Publisher	Website URL	Summary Comments
Tataiako: Cultural Competencies for Teachers of Māori Learners	n.d.	New Zealand Teachers' Council	Ministry of Education, Government of New Zealand	http://www.minedu.govt.nz/~/media/Media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf	This document provides an overview of the development of cultural competencies for teachers of Maori learners in New Zealand. It includes the following competencies: 1) Wananga: participating with learners and communities in robust dialogue for the benefit of Māori learners achievement. 2) Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whanau, hapu, iwi, and the local Māori community. 3) showing integrity, sincerity and respect towards Māori beliefs, language, and culture; 4) Tāngata Whenuatanga: Affirming Māori learners as Māori. Providing context for learning where the language, identity and culture of Māori learners and their whanau is affirmed. 5) Ako: taking responsibility for their own learning and that of Māori learners. These competencies are not intended to be standards but are linked to Graduating Teacher Standards developed by the NZ Teachers Council. The document also outlines cultural locatedness and staging of the competencies.
Te Aho O Te Kura Pounamu Early Childhood Teachers' Collective Agreement	2010-2012		Ministry of Education, Government of New Zealand	http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/TeachersPrincipals/TeKuraPounamuECTeachers/CollectiveAgreement.aspx	This document is the collective agreement between the Early Childhood Teachers in New Zealand and the Ministry of Education. Salaries range from \$ 33,914 for entry practitioners through \$70,877 for teachers at the top of the scale. The period of time this current agreement covers is July 1, 2009 through December 6, 2012. The document also identifies professional standards for early childhood teachers and the associated behavioural indicators.
Training and Retention in the First Nations ECE Sector: A Report from the Frontlines	Nov. 2012	BC Aboriginal Child Care Society	First Nations Early Childhood Development Council	https://www.acc-society.bc.ca/files/_2/documents/TrainingandRetentionintheFirstNationsECESectorNov2012.pdf	This document provides an overview of study undertaken in 2011 to 2012 to examine the wages and working conditions of Aboriginal early childhood educators in British Columbia. The document also provides information about training issues, professional development issues, wage issues, and workforce trends and related issues.
What PEI and Quebec Can Teach the Rest of Canada about Improving Child Care	n.d.	Anderssen, E.	The Globe and Mail	http://www.theglobeandmail.com/life/parenting/pei-and-quebec-offer-lessons-on-improving-child-care-across-canada/article15071996/?page=all	This article describes the innovative planning and programming undertaken by the Quebec and PEI governments to improve the child care systems in their respective provinces. Quebec is well known for increasing access for families through their \$7.00 a day program and PEI has more recently increased their child care budget considerably by developing stable funding agreements, setting parent fees, increasing staff training, and developing a provincial curriculum. The article also outlines 10 tips to guide a national discussion on how to improve Canadian child care.