

Schools at the Centre Case Studies of Seamless Early Learning Summer Institute on Early Child Development

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Introduction of FDK in 2010 Full enrollment of 4 & 5 year olds September 2014 Atkinson Centre interest in policy related research



Why this study?

Impact of public policy on service delivery #nformed by Toronto First Duty Workforce issues: integrating early childhood educators into school setting does it impact teachers, principals #nfluence on family and work life



Mixed Methodology

Document analysis



Preliminary findings

School board/ regional/ community partnerships need further development

infrætructure is critical FDK/EDP delivery through schools requires support for knowledge mobilization and integrated professional practice EDP delivery through community partners showing signs of instability



Educators

Creation of approximately 12,000 new, unionized ECE jobs

Dramatic exit of ECEs from community sector

Disparity between experiences of core day and EDP educators

Administrator support is crucial



Next steps

Fall 2014 Research Symposia Ottawa and Halton

Schools at the Centre: Case Studies of Seamless Early Learning

Thank you to:

Lyle S. Hallman Foundation Atkinson Charitable Foundation Lawson Foundation Elementary Teachers Federation of Ontario Atkinson Centre, University of Toronto







Emis Akbari, Ph.D. Post Doctoral Fellow Atkinson Centre, OISE/ University of Toronto



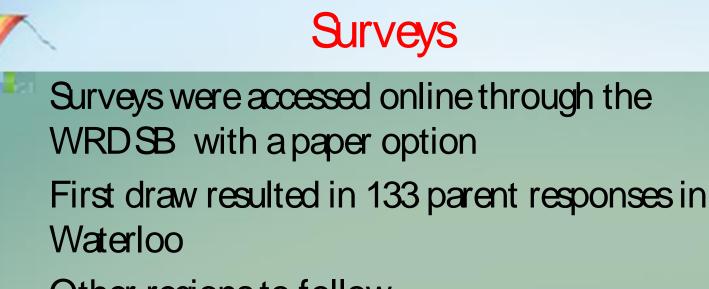
Parents

Parent results from Waterloo:

We aimed to examine how the availability of FDK and EDP impact family life, access and

work and/ or study. Used two methods: Surveys Focus Groups

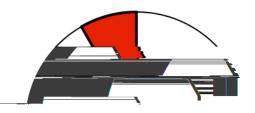




Other regions to follow

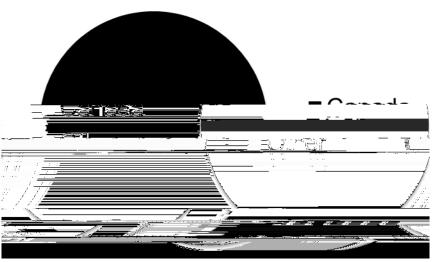
Surveys

Marital Status

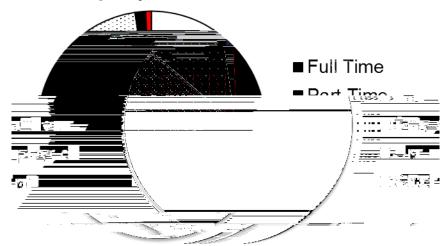


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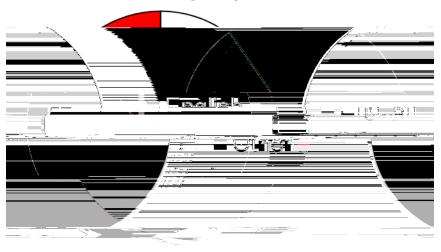
Country of Birth

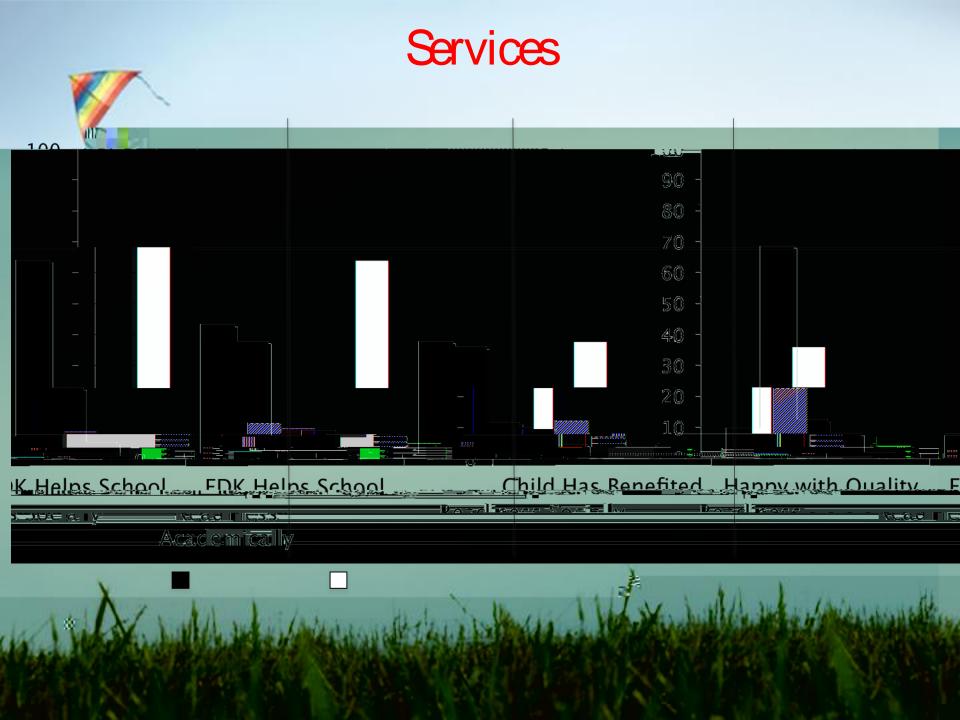


Employment Status



Home Language











Broadening parent input

Surveyed parents in Waterloo via the child subsidy list 253 parents respondents Currently waiting approval in another region via subsidy list

-48/





NO YES







Parent Focus Groups

Parents are generally happy with FDK Children seem happy with the program in general Parents are able to participate in workforce earlier Relieve family stress including marital stress Happy that their daily schedules are predictable (vs. every other day) Value play based learning notice the link between play and

what children learn



Concerns include increased ratios and quality of food Parents of younger kindergarten children (i.e. December babies) more concerned about length of day and hurried lunches

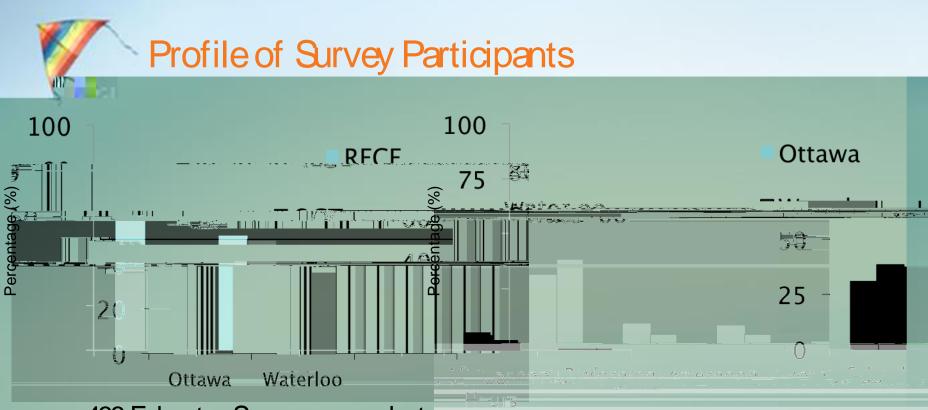
Some of the classes are too structured for 3-5 year olds Inconsistent communication regarding FDK program Some parents report decreased involvement Would like additional support for family seems specific to families with higher needs



Educator Findings

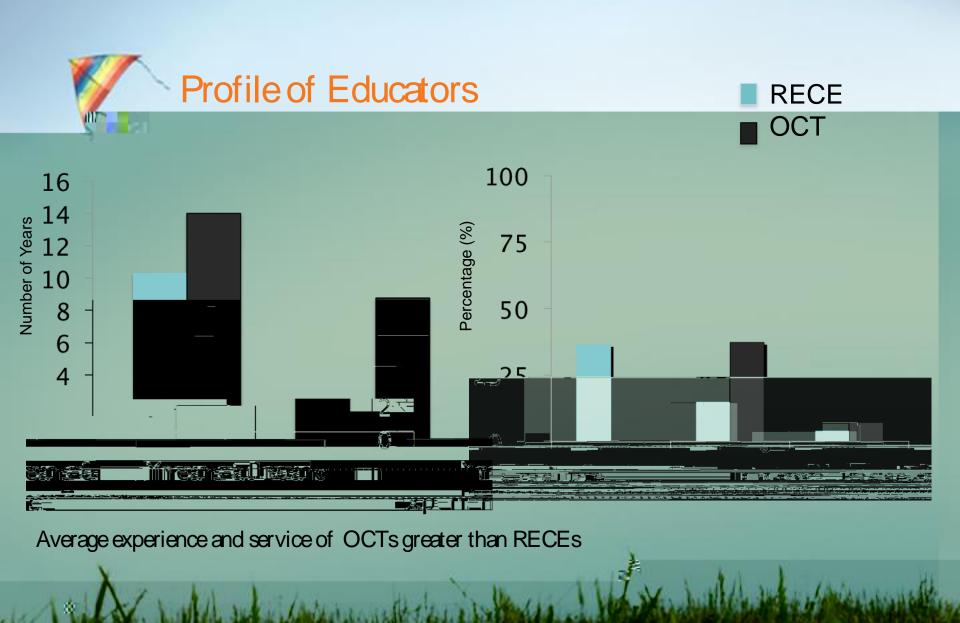


Atkinson Centre, OISE/ University of Toronto



433 Educator Survey respondents

More RECEs from Ottawa and more OCTs from Waterloo participated RECEs work school hours more frequently in Waterloo, and more morning and afternoon shifts in Ottawa





Extended Day Program: 96 DECEs work in Extended Day Programs 41 work 7am-2:30pm, 55 work 11:30 am-6pm Extended Day DECEs spend 50-70% of time co-delivering the FDK

FDK (Phase 1-4):

6200 children in JK/SK all FDK classes are co-blended so that educators can work with children for 2 consecutive years 242 OCTs and 283 DECEs work in FDK programs In 2014, phase 5 100 more classes, 2000 more children, and 100 more OCTs/DECEs anticipated.



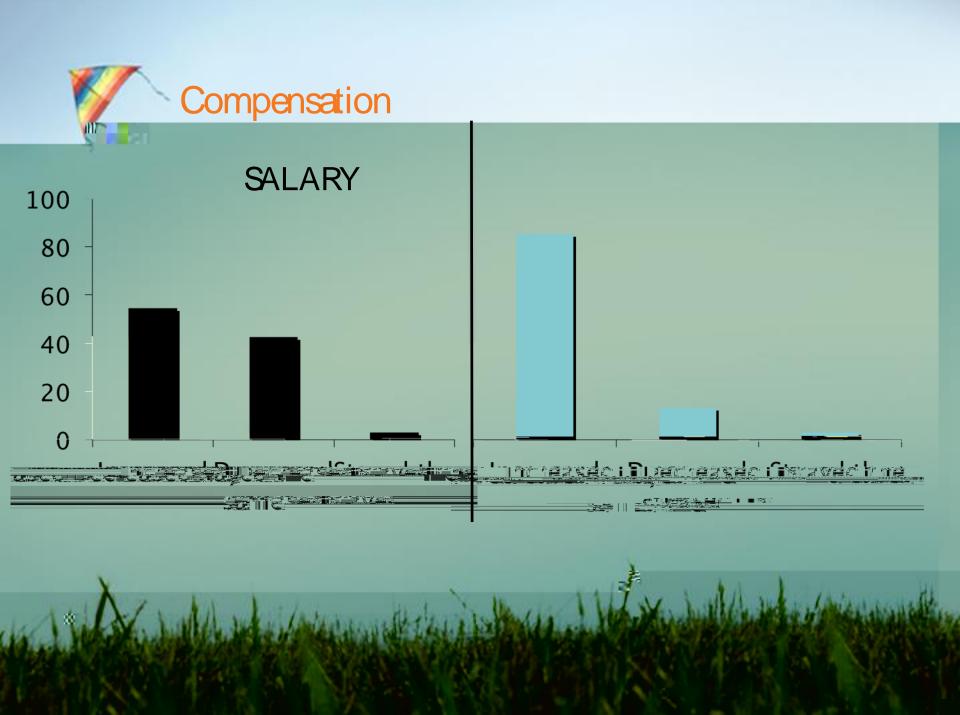




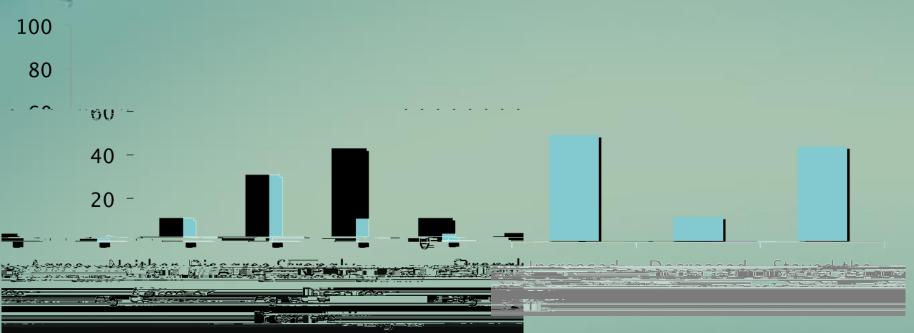














Collective agreement provisions

Contract Provision	ETFO WRDSB	OSSTF OCDSB
Scope of agreement	Covers DECEs and occasional DECEs in Full Day Kindergarten as defined by the Education Act.	Covers all professional support staff, special memorandum of understanding for ECEs in FDK.
Salary	Experience grid: 0 =20.09 1=21.93 2=23.18 3=24.72 4=26.27 supply and letter of permission = 18.54	Agreement for Board to post at a -3()20(at



Comparison of CA Provisions

Contract Provision	ETFO	OSSTF
Pension Plan	OMERS or OTPP (for ECEs with teaching credentials)	OMERS or OTIP if 10 or more month employees
Vacation	Vacation is paid by-weekly based on service 2 yrs = 4% 2-8 yrs=6% 8-16 yrs=8% 16-24yrs=10%	15 working days
Benefit Plan	Dental (50%), health (\$50 annual deductible) and life/ADD (25,000)= 95% paid by ER, 5% by ECE, LTD 100% paid by ECE.	Health, dental, long term disability, life insurance up to \$45,000
Number of times ECE is mentioned in the agreement	348 times (designated ECE or DECE)	None in collective agreement. 16 mentions of ECE in letter of agreement



Over 30% of the RECEs have Bachelors degrees More ECEs working school hours in Waterloo More RECEs working before and after school in Ottawa Uneven development of an effective working relationship between RECEs and OCTs Wages and benefits have increased Professional status has increased or stayed the same



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