
EDUCATION AND
EARLY CHILDHOOD
DEVELOPMENT -
Early Childhood
Educator (ECE)
Classification
Services

Fair Registration
Practices Act (FRPA)
Review
October 2018

Province of Nova Scotia

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Executive Summary

The Early Childhood Educator (ECE) Classification Services' Action Plan is a progressive response to the recommendations resulting from the Fair Registration Practices Act (FRPA) review process. These actions will support the fairer assessment of applicants to the profession in Nova Scotia and are fully consistent with the FRPA.

Information gathered through the FRPA Review process suggests that ECE Classification Services is dedicated to improving the transparency, objectivity, impartiality and fairness of its registration practices. ECE Classification Services has recently partnered with the Department of Labour and Advanced Education and the Nova Scotia Child Care Association (NSCCA) to develop a process for Recognition of Prior Learning (RPL), including a competency profile which will provide a standard that details the competencies, knowledge and skills required for a Level 2 Classification in Nova Scotia. The project underscores ECE Classification Services' commitment to support applicants who are already working in the regulated childcare sector but do not have formal training to obtain a Level 2 classification. RPL will provide a mechanism to assess an individual's knowledge and skills and determine if they are eligible for a Level 2 classification or whether they will require additional formal education to bridge skills gaps. The initiative will also facilitate the recognition of education and training obtained by international applicants seeking licensure in Nova Scotia.

Key measures that I expect ECE Classification Services to take to improve the procedural fairness of its registration practices include:

- Enhancing the Appeal Process policy to address specific issues outlined in the Action Plan.
- Developing a process to enable applicants to track their application status.
- Updating the website/*Guide to Classification* to:
 - include policies on:
 - when a third-party credential assessment is required,
 - requirements for official transcripts, and
 - acceptance of alternative information if required documents cannot be obtained for reasons beyond the applicant's control,
 - provide a visual pathway to licensure for all applicants (or for each pool of applicants) that includes a description of what steps of the registration process can be completed pre-arrival for internationally-educated applicants,
 - include links to resources for international applicants,
 - specify when in the registration process an applicant must meet the language proficiency requirements, and
 - reflect the new Canadian Free Trade Agreement (CFTA) and publicize the classification mapping for applicants currently certified in another Canadian jurisdiction.

I appreciate ECE Classification Services' cooperation and openness during the review process and look forward to seeing the publication of the new *Guide to Classification*.

Sincerely,



Introduction

The purpose of the Fair Registration Practices Act (FRPA) Review is to share the Review Officer's understanding of the ECE Classification Services' practices regarding the fair consideration of individuals applying for registration.¹ During the FRPA Review Process, a regulatory body's registration practices are measured against both the specific and general duties outlined in the *Fair Registration Practices Code*—all of which encompass the overarching principles of transparency, objectivity, impartiality and procedural fairness.²

The analysis is based on the FRPA Review Officer's work with ECE Classification Services to date. The *Education and Early Childhood Development – ECE Classification Services 2018 Review* captures the results of the FRPA Review Process and includes an inventory of exemplary licensing practices and an Action Plan that holds Classification Services accountable for continuous improvement within two years of the review.

Through the 2018 FRPA Review, the FRPA Review Officer aims to build on the work of ECE Classification Services to date and identify opportunities to further improve and evolve registration practices.

¹ For more information on the FRPA Review Process, see the *Guide to Fair Registration Practices Act*: http://novascotia.ca/lae/RplLabourMobility/documents/FRPA_GuidetoReviewProcess_WEB.pdf

² The *Fair Registration Practices Code* is delineated in Sections 6-12 of the Fair Registration Practices Act. *Government of Nova Scotia*. Ch. 38 of the Acts of 2008, as amended by 2014, c. 14.

Context of the Profession in Nova Scotia

Occupational Profile

Early Childhood Educators (ECEs) are responsible for the health, safety and well-being of children who range in age from birth to 12 years old. Each day they observe, plan and provide experiences that support and promote the development of children's physical health and well-being, social, emotional, language cognitive and communication skills. They develop caring and responsive relationships with each child and maintain open cooperative relationships with families.

ECEs work in regulated child care programs, family home day care agencies, pre-primary programs and many other types of settings where young children and their families are the focus of a program's purpose.

Organizational Description

ECE Classification Services is a program in the Department of Education and Early Childhood Development that regulates those who work in the following early childhood education professions in Nova Scotia:

- Regulated child care programs
- Family home day care agencies
- Pre-primary programs

Under the authority of the Day Care Act and Regulations, ECE Classification Services:

- Reviews applications for classification to determine eligibility for licensure
- Issues classifications
- Reviews and tracks submissions of professional development required to maintain a classification

Active Membership Requirements

A person who holds a classification must complete a minimum of 30 hours of professional development to enhance skills and knowledge specific to early childhood care and education in every 3-year period following the date their classification was issued. A record of continuing professional development must be submitted to ECE Classification Services every three years. Failure to comply may result in the cancellation of a classification.

Registration Requirements

An application for classification with qualifications as per section 37 of the Day Care Regulations will include the following information:

- Complete application form downloaded from <https://www.ednet.ns.ca/earlyyears/pd/ClassificationforStaff.shtml>
- Proof of qualifications attached may include an orientation completion certificate (if required) and sealed official transcript. A letter from the post-secondary institution confirming completion of the ECE diploma or degree program may be included if you are awaiting convocation. Official transcripts can be submitted separately, directly from the training institution.
- Signed declaration and consent to proceed with the review.
Application forms and accompanying documentation are forwarded to ECE Classification Services by mail or hand-delivered. Alternatively, application forms can be scanned and emailed to

classification@novascotia.ca Official transcripts cannot be emailed or faxed. They can be mailed directly to ECE Classification Services by the training institution.

CFTA Transfers

Applicants who are already registered in another Canadian jurisdiction may be eligible for classification in Nova Scotia without having to provide proof of education, upon submission of the following documentation:

- A complete application form, downloaded from <https://www.ednet.ns.ca/earlyyears/pd/ClassificationforStaff.shtml>
- A copy of the official registration to practice in another jurisdiction in Canada, along with a release information form, if applicable
- A signed declaration and consent to proceed with the review.

Authorities in the issuing jurisdiction will be contacted to verify the validity of certificates of registration.

International Applicants

Early Childhood Educators who have completed post-secondary training outside Canada are eligible to apply for classification in Nova Scotia.

International credentials are measured against the Standards for Early Childhood Education Post-Secondary Programs.

The application process can begin before the applicant comes to Canada, but will not be complete until after arrival, as per the following process:

Pre-arrival

Applicants for classification must:

1. Obtain an international credential assessment. For information on how to do this, go to: https://www.cicic.ca/927/identify_the_organization_responsible_for_recognition.canada
2. Be proficient in the use of either English or French. If the first language is not English or French, the result of a language proficiency test must be included. Acceptable language proficiency tests include a Canadian Language Benchmark (CLB) at a level 7 or an International English Language Test Score (IELTS) at a level 6 in reading, writing, listening and speaking.
3. Provide official transcripts, program and course descriptions, as well as proof of instructional and practicum hours are required in a translated format.
4. Use the Application for Classification – International Credentials form.

Submitting the Application

- Application forms and accompanying documentation are to be forwarded to ECE Classification Services by mail or hand-delivered to the address provided in this Guide.
- Alternatively, application forms can be scanned and emailed to classification@novascotia.ca
- Official transcripts and results of international credential assessments cannot be emailed or faxed. They can be mailed directly to ECE Classification Services by the assessment agency or training institution.
- Applications for classification will not be reviewed until all information has been received.

Review Process

1. When the application package has been received, it will be checked to determine if all information has been included.
2. An email is sent to the applicant if information is missing, otherwise the application proceeds to review.
3. A review using the Standards for Early Childhood Education Post-Secondary Programs takes 4 – 6 weeks to complete.
4. Upon completion of the review a status email is sent to the applicant with one of the following responses:
 - a. More information is required to proceed with the review
 - b. Pre-approval for a level of classification
 - c. Pre-approval with the conditional upon completion of the provincial orientation training
 - d. Denied with reasons provided.

Upon arrival in Nova Scotia

1. If pre-approved for a level of classification, contact ECE Classification Services at classification@novascotia.ca with the new permanent address.
2. If pre-approved, conditional on completion of the orientation training, register for the orientation at <https://nsorientation.skillbuilder.co/home>.
3. On completion of the orientation forward a copy of the completion certificate to ECE Classification Services.

Organizational Structure and Staffing

ECE Classification Services is a program in the Department of Education and Early Childhood Development. ECE Classification Services administers the registration of Early Childhood Educators, under the authority of the *Day Care Act and Regulations*. Staffing includes:

- Coordinator of Early Childhood Education Training and Classification Services who reports to the Director of Early Childhood Development Services and oversees the operations of ECE Classification Services.
- Review Officer who responds to public inquiries, reviews applications for classification in consultation with the Coordinator, prepares certificates for signature by the Director of Early Childhood Development Services and reviews and tracks submissions of professional development.

Types of Licenses/Certificates Issued

Entry Level Classification - completion of the Orientation for Staff Working in Licensed Child Care Facilities.

Level 1 Classification – one of the following:

- a) completion of the Orientation for Staff Working in Licensed Child Care Facilities, and completion of coursework and workplace training as specified in standards set by the Minister http://www.ednet.ns.ca/earlyyears/documents/pd/Standards_Trng_Level_1.pdf
- b) completion of a one year certificate in early childhood education from a recognized training program.

Level 2 Classification – one of the following:

- a) a diploma in early childhood education which meets the provincial Standards for Early Childhood Education Post-Secondary Programs, or
- b) successful completion of an approved Recognition of Prior Learning program.

Level 3 Classification – one of the following:

- a) a bachelor's degree in early childhood education or an area of study that qualifies a person to plan and deliver early childhood programming for children, birth to 12 years of age
- b) the qualifications for a *Level 2 Classification* and completion of a bachelor's degree program.

School-Age Training Approval - has completed the Orientation for Staff Working in Licensed Child Care Facilities and the following at an approved post-secondary training institution:

- a) a bachelor's degree in early or elementary education, or
- b) a post-secondary credential that qualifies a person to plan and deliver developmentally appropriate programming for school age children.

Overview of Registration Process

Registration Information

- Information, forms and helpful links can be found online at...
<https://www.ednet.ns.ca/earlyyears/pd/ClassificationforStaff.shtml>
- A pdf Guide to Classification describes qualifications, processes and policies associated with classification
https://www.ednet.ns.ca/earlyyears/documents/pd/A_Guide_to_Classification_and_School_Age_Approval.pdf
- Email inquiries to classification@novascotia.ca

Registration Process

- Upon receipt of the application package, it is reviewed to ensure that the application is complete and that all required documentation is included. If the submission is incomplete, the applicant is notified, using the contact information provided.
- If the application is complete, the review begins.
- If the documentation demonstrates eligibility for classification, the applicant is assigned a registration number. This number is unique to the applicant and remains the same even if the name or classification change. A certificate indicating the classification level is sent to the applicant by mail.
- If documentation is insufficient to meet any of the qualifications for classification, this is communicated to the applicant in a status letter.
- The review process may require four to six weeks to complete.

Cost of Registration (including payment methods)

There is no cost for classification.

2017 Registration Data

The following is a copy of the information provided to the FRPA Review Office through the Annual Assessment Questionnaire.

#	Question	Response
1	Total number of individuals with practicing licenses/certifications. Do not report on any licenses or certificates you issue to a business, school or group.	3884
2	Number of registrations for the reporting year, from applicants who received their qualifications as indicated below:	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) in NS, new applicant. 	218
	<ul style="list-style-type: none"> Received qualifications in Canada, new applicant - n/a for trades - issue a Certification of Qualification. 	59
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) internationally, new applicant. 	23
	<ul style="list-style-type: none"> AIT/CFTA Transfers, applicants already registered in another Canadian jurisdiction. 	48
	<ul style="list-style-type: none"> Total number of applicants. 	348
3	Types of practicing licenses/certificates you issue and total number of individuals for each type identified for the reporting year.	
	<ul style="list-style-type: none"> Entry Level Classification 	79
	<ul style="list-style-type: none"> Level 1 Classification 	73
	<ul style="list-style-type: none"> Level 2 Classification 	163
	<ul style="list-style-type: none"> Level 3 Classification 	73
	<ul style="list-style-type: none"> School Age Training Approval 	17
4	Number of completed applications submitted by applicants who received their qualifications as indicated below.	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) in NS, new applicant: 	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Accepted:</i> 	218
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Rejected:</i> 	13
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Still in process:</i> 	3
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Withdrawn:</i> 	0 – Not tracked
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>File inactive or closed:</i> 	0 – Not tracked
	<ul style="list-style-type: none"> Received qualifications in Canada, new applicant: 	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Accepted:</i> 	59
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Rejected:</i> 	3
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Still in process:</i> 	1
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>Withdrawn:</i> 	0 – Not tracked
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ <i>File inactive or closed:</i> 	0 – Not tracked
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) internationally, new applicant: 	

	○ <i>Accepted:</i>	24
	○ <i>Rejected:</i>	5
	○ <i>Still in process:</i>	1
	○ <i>Withdrawn:</i>	0
	○ <i>File inactive or closed:</i>	0
	● AIT/CFTA transfers, applicants already registered in another Canadian jurisdiction:	
	○ <i>Accepted:</i>	48
	○ <i>Rejected:</i>	2
	○ <i>Still in process:</i>	3
	○ <i>Withdrawn:</i>	0
	○ <i>File inactive or closed:</i>	0
5	For those new Canadian applicants (not NS), list the provinces in Canada (and associated numbers) where the level of education to qualify the applicant for licensure (training or work experience for trades) was obtained.	
	● Ontario	35
	● British Columbia	10
	● Alberta	2
	● Prince Edward Island	2
	● Quebec	3
	● New Brunswick	7
6	For new international applicants, list the source countries (and associated numbers) where the applicant received the level of education to qualify them for licensure (training or work experience for trades).	
	● India	2
	● England	5
	● Jamaica	1
	● Korea	11
	● United States	1
	● Scotland	1
7	Average length of time (in days) between receipt of a completed application and response to the applicant, for those who received their qualifications as indicated below. Response to the applicant to include whether they meet the requirements, partially meet and need to fill gaps, or there is no match and other pathways might be a consideration.	
	● Received qualifications (training/work experience for trades) in NS, new applicant:	7
	● Received qualifications in Canada, new applicant:	7
	● Received qualifications (training/work experience for trades) internationally, new applicant:	14
	● AIT/CFTA transfers, applicants already registered in another Canadian jurisdiction:	10
8	Average registration process time (or application approval) for those who received their qualifications as indicated below.	

	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) in NS, new applicant: 	10
	<ul style="list-style-type: none"> Received qualifications in Canada, new applicant - n/a for trades - issue a Certification of Qualification 	10
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) internationally, new applicant 	21
	<ul style="list-style-type: none"> AIT/CFTA transfers, applicants already registered in another Canadian jurisdiction 	14
9	Total costs (to the applicant) associated with registration (certification) for applicants who received their qualifications as indicated below. Separate costs that the regulatory body themselves imposes on the applicant from other necessary costs incurred related to registration.	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) in NS, new applicant: 	Regulatory body costs: 0 Other: 0
	<ul style="list-style-type: none"> Received qualifications in Canada, new applicant: 	Regulatory body costs: 0 Other: 0
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) internationally, new applicant 	Regulatory body costs: 0 Other: 0
	<ul style="list-style-type: none"> AIT/CFTA transfers, applicants already registered in another Canadian jurisdiction: 	Regulatory body costs: 0 Other: 0
10	Number of appeals, internal reviews or challenges related to a registration decision from applicants who received their qualifications as indicated below:	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) in NS, new applicant: 	2
	<ul style="list-style-type: none"> Received qualifications in Canada, new applicant: 	0
	<ul style="list-style-type: none"> AIT/CFTA transfers, applicants already registered in another Canadian jurisdiction: 	0
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) internationally, new applicant 	0
	<ul style="list-style-type: none"> Total number of appeals, internal reviews or challenges related to a registration decision: 	2
11	Length of time the appeals or internal review process took for applicants who received their qualifications as indicated below:	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) in NS, new applicant: 	4 months
	<ul style="list-style-type: none"> Received qualifications in Canada, new applicant: 	0
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) internationally, new applicant: 	0
	<ul style="list-style-type: none"> AIT/CFTA transfers, applicants already registered in another Canadian jurisdiction: 	0
12	What does registration with your organization authorize?	
	Certified to work in regulated child care, based on Section 37 of the Day Care Act and Regulations.	

Exemplary Practices

As part of its continuous improvement strategy, the FRPA Review Office identifies the commendable practices of regulated professions in Nova Scotia.

An Exemplary Practice is defined as program, activity or strategy that meets one or more of the following criteria:

- improves transparency, objectivity, impartiality and/or fairness of registration practices
- produces successful outcomes for regulators and/or applicants, and is
- shown to be effective through qualitative and/or quantitative data

ECE Classification Services is committed to ensuring that applicants have access to registration practices that are transparent, objective, impartial and procedurally fair. During the FRPA Review Process, the progressive steps that ECE Classification Services has taken to improve registration practices were brought to light, including:

Name of the Exemplary Practice:	Recognized Prior Learning Program																
Exemplary Practice Category:	<table border="0"> <tr> <td><input type="checkbox"/> Acceptable alternatives for meeting registration requirements</td> <td><input type="checkbox"/> Training for decision-makers</td> </tr> <tr> <td><input checked="" type="checkbox"/> Recognition of prior learning / work experience</td> <td><input type="checkbox"/> Governance</td> </tr> <tr> <td><input type="checkbox"/> Cultural competency, equity, diversity and inclusion</td> <td><input type="checkbox"/> Access</td> </tr> <tr> <td><input type="checkbox"/> Collaboration at regional, national level</td> <td><input type="checkbox"/> Outreach</td> </tr> <tr> <td><input type="checkbox"/> Making or communicating registration decisions</td> <td><input type="checkbox"/> Workforce integration</td> </tr> <tr> <td><input type="checkbox"/> Impartial, objective and consistent assessment</td> <td><input type="checkbox"/> Exams</td> </tr> <tr> <td><input type="checkbox"/> Preparation and pre-arrival supports</td> <td><input type="checkbox"/> Appeals</td> </tr> <tr> <td><input type="checkbox"/> Assessment criteria and methods</td> <td></td> </tr> </table>	<input type="checkbox"/> Acceptable alternatives for meeting registration requirements	<input type="checkbox"/> Training for decision-makers	<input checked="" type="checkbox"/> Recognition of prior learning / work experience	<input type="checkbox"/> Governance	<input type="checkbox"/> Cultural competency, equity, diversity and inclusion	<input type="checkbox"/> Access	<input type="checkbox"/> Collaboration at regional, national level	<input type="checkbox"/> Outreach	<input type="checkbox"/> Making or communicating registration decisions	<input type="checkbox"/> Workforce integration	<input type="checkbox"/> Impartial, objective and consistent assessment	<input type="checkbox"/> Exams	<input type="checkbox"/> Preparation and pre-arrival supports	<input type="checkbox"/> Appeals	<input type="checkbox"/> Assessment criteria and methods	
<input type="checkbox"/> Acceptable alternatives for meeting registration requirements	<input type="checkbox"/> Training for decision-makers																
<input checked="" type="checkbox"/> Recognition of prior learning / work experience	<input type="checkbox"/> Governance																
<input type="checkbox"/> Cultural competency, equity, diversity and inclusion	<input type="checkbox"/> Access																
<input type="checkbox"/> Collaboration at regional, national level	<input type="checkbox"/> Outreach																
<input type="checkbox"/> Making or communicating registration decisions	<input type="checkbox"/> Workforce integration																
<input type="checkbox"/> Impartial, objective and consistent assessment	<input type="checkbox"/> Exams																
<input type="checkbox"/> Preparation and pre-arrival supports	<input type="checkbox"/> Appeals																
<input type="checkbox"/> Assessment criteria and methods																	
Description:	<p>During the 2018 calendar year, Classification Services has partnered with the Nova Scotia Child Care Association to contract an independent consultant to develop an early childhood educator competency profile to support the development of a prior learning assessment program. The prior learning assessment program will enable applicants with related training and experience to demonstrate knowledge and abilities against the competency standard for level 2 classification.</p> <p>Once developed, the process may involve any combination of the following assessment methods:</p> <ul style="list-style-type: none"> • exam • on-the-job demonstration • interview 																
Value to Applicants:	The Recognition of Prior Learning (RPL) program will provide an alternate pathway to Level 2 classification for those who have a related credential and experience.																
Value for Regulator:	The RPL program will provide an efficient process to assess an individual for the required competencies and provide an objective platform for evaluation.																
Link to further information:	https://nschildcareassociation.org/wp-content/uploads/2018/03/RPL-SME-letter-with-application-form-v4.pdf																

Fair-access Analysis

Overall, the ECE Classification Services' registration practices comply with *the Fair Registration Practices Code* as outlined in Sections 6 to 12 of the *Act (FRPA)*.

Per Section 16 of the Act, the registration practices of a regulating body must be reviewed, and a public report produced. The FRPA Office works with the regulatory bodies to assess their registration practices against the Fair-access Guidelines listed below and develop an Action Plan to help each organization improve their practices and comply with the Act.

Classification Services' responses to the FRPA Review Survey are detailed below, along with the Review Findings determined by the Review Officer in accordance with the Act.

FRPA Review Questionnaire and Assessment

	Question	Respondent Answer	Compliance Guideline	Review Finding	FRPA Reference
1a	What methods do you use to provide information to potential applicants on your registration practices? (i.e. internet, individual counselling, hard copies)?	<p><i>Internet</i> <i>Email</i> <i>Hard Copy</i> <i>Telephone</i></p> <p><i>Guide to Classification (explanatory brochure) and application forms available on website. Can be mailed, or emailed, to applicants on request. There is a classification email address for inquiries, posted on the website. The classification officer is available for phone inquiries.</i></p>	<p>Level 1 Paper forms and information made available to applicants via regular post, Telephone</p> <p>Level 2 E-mail forms and information, telephone. Forms and information can be downloaded from website to be emailed/faxed/mailed in after completion</p> <p>Level 3 Automated on-line form on website and information is easily accessible on a website Process in place for applicants to</p>	Level 2	16(3)(g)

			track application status		
1b	Can applicants begin the process outside of Canada?	Yes <i>The process can be started outside Canada, but classifications in certificate form are not issued outside Canada. Successful applicants can request that their certificate be mailed to another party in Canada, with permission. Process for international applicants described on page 8 - 9 Guide to Classification.</i>	Level 1 No Level 2 Yes	Level 2	
2	Please provide a link to your website.	https://www.ednet.ns.ca/earlyyears/pd/ClassificationforStaff.shtml	Level 1 No website Level 2 Website is not up to date Website is not in plain language Website does not have links for international applicants Website does not contain all forms and/or guidelines	Level 2	16(3)(g)
2a	I believe that information on our website is: clear and understandable, written in plain language?	<i>Strongly Agree</i>			
2b	On what basis do you make changes to your website?	<i>Feedback from Applicants Policy Change News Postings</i>			
2c	When was the section of the website pertaining to registration last updated?	<i>On-going Guide to Classification December 2016 Professional Development March 2017 Orientation January 2018 Guide to Classification and Professional Development to be revised with plain language review, then posted to website Summer 2018.</i>	Level 3 Website content is reviewed for accuracy and updated annually Website is in plain language Website is easy to navigate (e.g. international applicants) Website contains all forms and/or guidelines		

			Information on pathway to licensure		
3a	Are your requirements (e.g. education, work experience, examination and fees) for registration specified by legislation, regulation and/or policy?	<i>Regulation</i>	Level 1 Policy describing the registration process does not exist or is not documented Documents only available upon specific request Level 2 Policy exists to describe certain aspect of registration process Available to the applicant Level 3 Policy exist to describe all aspects of the registration practices Available to the applicant	Level 3	7(a), 7(c), 7(f), 16(3)(a), 16(3)(d)
3b	Specify the appropriate section(s)	<i>Day Care Regulations section 37</i> https://www.novascotia.ca/just/regulations/regs/dayregs.html			
3c	Is this information made available to applicants	Yes <i>Paraphrase on website</i> <i>Link to regulations from website</i> <i>Forms downloadable from website</i> <i>Application process in Guide to Classification</i>			
4	Are you waiting for legislation to be passed?	<i>No</i>	N/A	N/A	
5a	Is the criteria for meeting the requirements of registration documented?	Yes	Level 1 Criteria is made available to applicants verbally but no supplemental documentation	Level 2	7(d), 16(3)(b)
5b	Do you provide applicants with the description of the criteria used	Yes <i>Guide to Classification page 3-4</i>	Level 2		

	to assess whether the requirements have been met (i.e. the number of years of schooling needed to be considered equivalent to a degree)?	<p><i>Standards for Early Childhood Education Post-Secondary Programs is available online at https://www.ednet.ns.ca/earlyyears/documents/pd/Standards%20for%20Early%20Childhood%20Education%20Post-Secondary%20Programs.pdf.</i></p> <p><i>Information on the RPL process will be posted to the website on completion of the project – anticipated for 2019.</i></p>	<p>Criteria is documented and made available to applicants</p> <p>Limited information about the standard you will be assessed against</p> <p>Level 3 Criteria is documented and made available to applicants</p> <p>Criteria clearly outlines all assessment methods to be used and what competencies are being assessed by each method</p> <p>Applicants know the required standards that they will be assessed to</p>		
6	If you require translation of specific documents how is the applicant informed?	<p><i>Other</i></p> <p><i>Guide to Classification - application process page 8</i></p> <p><i>Application form</i></p>	<p>Level 1 No indication of translation requirements</p> <p>Available to applicants upon request</p> <p>Level 2 Translation requirements indicated but not specific</p>	Level 3	7(a)

			Available to applicants Level 3 Translation requirements documented with specific instruction Available to applicants		
7	Do you have a streamlined registration process for those applicants already registered in another Canadian jurisdiction (as per Chapter 7 Agreement on Internal Trade / Canadian Free Trade Agreement)?	Yes <i>Guide to Classification page 8</i> <i>Application form</i>	Level 1 Yes – process not documented Level 2 Yes – process documented Level 3 Yes – process documented and made public on website Any additional requirements approved by government are explained on website	Level 2	3
8	Does your organization make accommodation for applicants with physical or mental disability?	<i>Yes, on disclosure that there is a need, Classification Services assists applicants with the support, information and resources required to complete the application process, however the process is not documented.</i>	Level 1 Yes – process not documented Level 2 Yes – process documented Level 3 Yes – process documented and available to applicant	Level 1	16(3)(h)

9a	Is any of your assessment process conducted by a third party (i.e. national bodies, credential assessment agencies, etc.)?	<p>Yes</p> <p><i>An international credential assessment is required to confirm equivalency to Canadian post-secondary and level of education (college, university)</i></p>	<p>Level 1 Regulatory body assumes that the certifying organization meets FRPA standards</p>	Level 2	16(3)(i)
9b	If so, please specify the name of the organization and describe their role.	<p><i>Any approved international credential assessment agency on the CICIC website</i> https://www.cicic.ca/1374/obtain-an-academic-credential-assessment-for-general-purposes/index.canada</p> <p><i>Applicants with international credentials are advised to get a course-by-course assessment through a credential assessment agency and submit the result with their application.</i> <i>Guide to Classification page 8</i></p>	<p>Level 2 Regulatory body has received documentation indicating that the certifying organization meets FRPA standards</p> <p>Level 3 Regulatory body has influence with the certifying organization (e.g. membership) or has an agreement with the certifying organization</p>		
9c	Please indicate the types of activities that they assist with.	<p><i>Credential assessment</i></p> <p><i>An international credential assessment agency can determine legitimacy of the credential and the level of education it equates to in Canada.</i></p> <p><i>The applicant provides the result of the assessment to Classification Services.</i></p>			
9d	Can you describe how they adhere to the General Duties of the Regulatory Body as outlined in the Act, including transparency, objectivity, impartiality and procedural fairness?				
9e	Are you informed of all decisions	No			

	made by third parties on applicants?				
9f	Does the third party have an internal review process for unsuccessful applicants?	No			
10a	What types of supports do you provide to applicants during the registration process?	Internet Telephone Print material Contact information will be added to the website in Summer 2018	Level 1 None Level 2 Multiple types of supports exist but not well documented Level 3 Multiple types of support exist, well defined and accessible	Level 2	7(e), 16(3)(k)
10b	Have you had applicants who need support mechanisms that you can't provide or are not available?	No			
11	Where practical, do you provide unsuccessful applicants with information on programs and services they can participate in to facilitate successful registration in the future?	Yes Guide to Classification page 5 List of training institutions on page 6	Level 1 Only upon request Not documented Level 2 Yes – not documented Level 3 Yes – documented and available to applicant Applicants are told what their competencies gaps are that need to be addressed	Level 2	8(d)
12	Do you have a reasonable timeframe to	Very reasonable	Level 1 No policy Level 2	Level 2	7(b), 8(a), 8(b), 8(c)

	respond to inquiries from applicants?	<i>Generally respond to inquiries within 24 hours - business days. (provincial government standard) Review of applications may take 4 - 6 weeks. This is identified on the website and in the Guide to Classification.</i>	Policy in Place Level 3 Policy in place and accessible		
13a	Do you provide written decisions, responses and reasons for acceptance or rejection of an application?	Yes	Level 1 Upon request, limited documentation and no standard timeline	Level 3	8(b), 8(c), 10
13b	Do you have a formal policy for this process?	Yes	Level 2 Some documentation		
	Do you have a standard timeline	Yes <i>Correspondence is returned to all applicants within 4 - 6 weeks of receipt of all documentation pertaining to a person's application. Successful applicants receive a Classification certificate (sample attached).</i> <i>Sample letters attached. Certificate template attached.</i> <i>Guide to Classification describes the application process, start to finish, including timelines. Page 7-11.</i>	Level 3 Well-documented process with clearly established timelines		
13c	Do you provide applicants who are not granted registration with information regarding an internal review process (including the opportunity to make submissions respecting such reviews?)	Yes <i>Guide to Classification describes what to do 'When you disagree' page 11.</i>	Level 1 Yes – upon request, limited documentation Level 2 Yes – limited documentation Level 3 Yes – well documented process	Level 2	
13d	Based on the previous questions,	<i>Would like to build a database that would enable applicants to log in to check the status of their application.</i>			

	describe ways your organization could improve the timeliness of your decisions and/or how you could communicate the results.				
14a	Do you provide information on what documentation of qualifications must accompany an application?	Yes <i>The Guide to Classification application process and the application forms identify the required documentation.</i>	Level 1 Documents indicated and communicated verbally Level 2 List of required documents indicated on website Process to verify document authenticity Level 3 N/A	Level 2	9(a), 16(3)(a), 16(3)(b), 16(3)(e)
14b	Do you include a process for verification of documentation authenticity?	Yes <i>Official transcripts are required for outside Nova Scotia and by the end of summer 2018 will also be required for education completed in-province.</i>			
15	Do you provide information on the steps in the registration process including supporting documentation required at the various steps?	Yes <i>Step by step process outlined in the Guide to Classification page 7 - 10.</i>	Level 1 General information Not broken into steps Level 2 Step by step process indicate where applicant needs to supply information Level 3 Step by step process indicate where applicant needs to supply information	Level 2	7(c), 16(3)(a), 16(3)(b)

			Pathway to licensure		
16	Do you accept alternative information if required documents cannot be obtained for reasons beyond the applicant's control (i.e. a sworn statement in lieu of full documentation)?	<p>No</p> <p><i>In lieu of official transcripts, on a case by case basis we have worked with the applicant to obtain whatever documentation they are able to provide. There have only been one or two inquiries where this has been a problem, and discovered before the application was submitted. The individuals did not pursue application. There is no documented policy pertaining to these situations.</i></p> <p><i>Our goal is to create a formal policy in 2019.</i></p>	<p>Level 1 Yes – on a case by case basis</p> <p>Level 2 Yes – examples documented</p> <p>Process not clearly laid out or documented</p> <p>Level 3 Yes – process clearly documented</p>	Level 1	9(b), 16(3)(c)
17	What difficulties or obstacles are faced by applicants who received their qualifications in a country other than Canada?	<p><i>Obtaining original documents</i></p> <p><i>Language proficiency or professional technical language</i></p> <p><i>A Recognition of Prior Learning Process is being developed and may address some of the challenges above.</i></p>	N/A	N/A	6, 9(b), 16(3)(c)
18a	Do you have a process for which requests for access documentation related to registrations are considered?	Yes	<p>Level 1 Not documented</p> <p>Level 2 Documented</p> <p>Level 3 Documented and made available to applicants</p>	Level 3	12, 16(3)(j)
18b	Is this made available to applicants?	Yes			
18c	What information may you exclude?	<i>If the applicant requests that their documentation be returned to them, we make a copy and return the documents. We do not provide information related to the registration of an individual to anyone other than the individual,</i>			

		<i>without their permission. Raw data related to the number of registrations can be shared for the purpose of labour market analysis and workforce development. Consent message located on application: "I declare that the information on this form is true and complete in every respect. I give consent to ECE Classification Services to verify the information contained in this form, for the purpose of classification".</i>			
18d	Do you charge a fee?	No			
19	Does your Act include an authority to conduct an internal review of the registration decision?	No	Level 1 N/A Level 2 N/A Level 3 Yes	N/A	7(a)
20	Do you have a regulation or by-law that defines the internal review process?	No <i>The internal review process is defined in policy.</i>	Level 1 N/A Level 2 N/A Level 3 Yes	N/A	7(a), 10
21	When are unsuccessful candidates informed of their right to internal review of the registration decision?	<i>Upon Request</i> <i>Other</i> <i>The online Guide to Classification identifies the right to internal review and this process must be initiated within 180 days of a decision. In most cases this option is shared during the course of conversation which has not led to a satisfactory conclusion for the applicant.</i>	Level 1 No specific timeline Level 2 Specific timeline Not documented Level 3 Specific timeline Documented and communicated	Level 2	7(a), 10(1)
22a	Do you have an internal review process and	Yes <i>Policy document in the Appendix.</i>	Level 1 Yes	Level 2	7(a), 10(1)

	procedures document (policy document)?		Not documented		
22b	Does this include time frames for the internal review?	<p>No</p> <p><i>Timeframes can vary depending on the applicant submission of any and all information relevant to the internal review process. Though the applicant may request an internal review, the review committee may have to wait until documentation is received to proceed. Once all information is received the review committee convenes within a month, but this timeframe is not identified in policy.</i></p>	<p>Level 2</p> <p>Yes</p> <p>Documented</p> <p>Level 3</p> <p>Yes</p> <p>Documented and available to applicant</p>		
23a	With regards to the internal review process you make available to applicants that are not granted registration: summarize the process of the internal review.	<ol style="list-style-type: none"> 1. <i>The applicant should contact the Coordinator, ECE Classification Services to seek resolution to the matter of concern.</i> 2. <i>A request for review may be made in writing to ECE Classification Review Committee, clearly identifying the matter of concern and including any documentation to support the request.</i> 3. <i>A written request for review must be received by the Review Committee no later than 180 days after the date on the classification decision letter.</i> 4. <i>The Review Committee will consider the file and request to ensure that decisions are consistent with legislation, regulations and policy. Recommendations based on this review will be made.</i> 5. <i>The applicant will receive a response in writing, signed by the Director, Early Childhood Development Services.</i> 	<p>Level 1</p> <p>Not documented</p> <p>Level 2</p> <p>Documented</p> <p>Level 3</p> <p>Documented and made available to applicant</p>	Level 2	7(a), 10, 16(3)(m)
23b	Describe the opportunities made available to an applicant to make submissions respecting such review.	<i>Internal reviews are based on examination of documentation required for the purpose of licensure. The applicant is encouraged to submit any additional documentation that may impact the review process.</i>			
23c	Specify the format for the	<i>Written</i>			

	internal review submission				
23d	What is the timeline for submitted supporting evidence?	<i>180 days from the date of correspondence, denying an application for classification.</i>			
23e	Do you believe this is enough time to receive supporting evidence from outside Canada?	<p>Yes</p> <p><i>This has never been an issue. Unsuccessful applications have always been the result of misinterpreting the education requirements. Providing clarity around this has always been sufficient.</i></p> <p><i>The applicant may begin the application process from another country, but classifications are not issued outside Canada. As we hold applications for two years, applicants may continue to submit documentation over that timeframe.</i></p> <p><i>An in-depth review of course content as related to provincial training standards may take place and a determination that gaps can be addressed via completion of the provincial child care orientation program. This program can only be completed by residents of Nova Scotia. These applications are held, pending completion of the orientation.</i></p>			
24a	Are the results of the internal review made available to applicants in writing with reasons?	Yes	<p>Level 1 Yes</p> <p>Level 2 Yes Specific timeline</p> <p>Level 3 Yes Specific timeline and communicated</p>	Level 2	
24b	In what timeframe are the results of the internal review made available to applicants?	<i>1-2 months</i>			7(a), 10(3)
24c	Are these timelines communicated?	No			

		<i>Response to the applicant happens in accordance with the integrity of the information submitted to support the case, and the speed with which the Review Committee can be convened. If documentation as per the application requirements has not been provided, there may be a delay until this information is gathered. The committee convenes within a month. By the time correspondence has been prepared and reviewed, it may be two months.</i>			
25	Have individuals who make internal review decisions received appropriate training?	Yes <i>Most persons on the review committee were a part of the original committee when ECE Classification Services was formed in 2012. This committee reviewed new policies in light of the new registration regulations. A new internal review policy will come into effect by the end of Summer 2018. This new policy training for the committee members.</i>	N/A	N/A	7(a), 11, 16(3)(p)
26	Do you have a prohibition that states that 'no one who acted as a decision-maker in respect of a registration decision acted as a decision-maker in an internal review?	No <i>Until September 2017 there was only one staff person for ECE Classification Services, the Coordinator. The Review Committee decided that the Coordinator should be involved in review committee meetings to provide background and present the appellant's file. The new 2018 internal review policy excludes anyone who has been involved in the original decision from participation in the Review Committee, including the coordinator.</i>	Level 1 N/A Level 2 N/A Level 3 Yes	N/A	7(a), 10(5), 16(3)(n)
27	Do you have any international agreements (i.e. reciprocal recognition) endorsed by your regulatory body or national organization?	No	N/A	N/A	7
28	Has your organization experienced any	Yes	N/A	N/A	3

	unintended consequences—defined as an unintended negative impact on labour market, economic, social or other condition—arising as a result of the implementation of Chapter 7 of the Agreement on Internal Trade?	<p><i>Applicants who have been issued a classification as a result of Chapter 7 do not always have the qualifications expected in Nova Scotia for the same job. Not all jurisdictions require a language benchmark to certify. This has to be tracked as a process in addition to Chapter 7.</i></p> <p><i>Applicants who have received classification in Nova Scotia may obtain a higher level of certification in another jurisdiction where requirements are lower, then re-apply to Nova Scotia under Chapter 7 for an upgrade, seeking to bypass the Nova Scotia requirements for upgrade.</i></p>			
29	Does your legislation and/or regulations include labour mobility provisions (i.e. the ability to accept applicants already certified in another Canadian jurisdiction regardless of the requirements in the previous jurisdiction?)	<p>No</p> <p><i>Not in legislation, but it is a policy as per page 8 Guide to Classification.</i></p>	N/A	N/A	Chapter 7, CFTA
30	Do you review the requirements of the other provincial regulatory bodies regularly?	<p>Yes</p> <p><i>Approximately annually.</i></p>	N/A	N/A	3, Chapter 7, CFTA
31a	Has your organization made any changes to the occupational standards in your legislation, regulations and/or by-laws	<p>Yes</p> <p><i>Prior to 2017 the issue of a classification was based on qualifications specific to post-secondary coursework in early childhood education. Other credentials, particularly international credentials, are reviewed by comparing course descriptions and hours of study/practicum to the Nova Scotia Standards for Early Childhood Education Training</i></p>	N/A	N/A	

	<p>(i.e. entry to practice standards, continuing education requirements, codes of ethics) within the last two years?</p>	<p><i>Programs. This is a time consuming and potentially subjective process. In 2017 Competency-Based Assessment was added to criteria for Level 2 Classification as a potential replacement for the review of individual programs. This program was borrowed from another province and had not been validated in Nova Scotia prior to introduction, therefore the pilot process was not successful, though the idea was popular. In 2018 the revised ECE post-secondary training standards were released. This document, along with the national occupational standards for early childhood educators, will be the foundation for the development of Nova Scotia competencies for early childhood educators, validated by groups of provincial experts and released as Recognition of Prior Learning. Other amendments to staff qualifications under the Day Care Regulations are anticipated in the next few years.</i></p>		
<p>31b</p>	<p>If yes, did you work with the Labour Mobility Coordinator or a Provincial Government representative to complete an AIT/CFTA notification (i.e. notification form sent prior to approval that informs other Canadian jurisdictions of the proposed change)?</p>	<p>No</p>		

FRPA Action Plan

In accordance with the *Fair Registration Practices Code*, the FRPA Action Plan outlines the measures that ECE Classification Services has agreed to work towards before the commencement of its next FRPA Review.

#	Action	Questionnaire Reference	FRPA Reference	Plan for Completion
1	Develop a process to enable applicants to track their application status.	1	7	Development of a classification database with a view to implementation in 2020
2	Update the website/Guide to describe what steps of the registration process for internationally-educated applicants can be completed pre-arrival.	1b	7	Guide - Summer 2018 Website – Fall 2018
3	Explore the provision of pre-arrival supports, such as self-assessments, in the RPL process.	1b	7	Discussion with Emerit Consulting who are currently developing the RPL process
4	Conduct a plain language assessment of the ‘Classification for Child Care Staff’ website.	2	7	Guide to Classification is currently in a plain language assessment. This language will be used to re-design the website Fall 2018
5	Update the website/Guide with links to resources for international applicants (e.g. ISANS, NSOI, Nova Scotia Works).	2	7	Guide - Summer 2018 Website – Fall 2018
6	Update the Guide to specify when in the registration process an applicant must meet the language proficiency requirements.	5	7	In new Guidelines document – to be released Summer 2018
7	Develop Education Standards for Level 2 and Level 3 Classification that articulates the criteria for “an area of study that qualifies a person to plan and deliver early childhood (education) programming for children.”	5	7(d)	Regulatory amendments summer 2018 to improve clarity.
8	Post revised training standards on the website once they are completed.	5	7	Summer 2018

9	Update page 8 of the Guide to Classification to reflect the new Canadian Free Trade Agreement.	7	3	Guide updated – to be posted Summer 2018
10	Publicize the classification mapping for applicants currently certified in another Canadian jurisdiction.	7	3	Chart added to Appendix of Guide to Classification
11	Develop a policy regarding the accommodation of applicants with disabilities.	8	16(3)(h)	Develop policy by end 2018
12	Develop a policy on when a third-party credential assessment will be required.	9	16(3)(i)	Guide updated – to be posted Summer2018
13	Provide a phone number in the Guide or on the website that applicants can call with inquiries regarding their registration and classification.	10	7(e)	Phone number is in Guide – add to website with other website updates Fall 2018
14	Enhance the rejection letter template with: <ul style="list-style-type: none"> information on the specific missing competencies that made the applicant unsuccessful, and information on the internal review process. 	11, 13	8(d), 10(1)	Enhance by end 2018
15	Make the timeline for responding to inquiries publicly-accessible (e.g. on the Contact Us webpage, or in the Guide).	12	8(a)	Add timeline to contact us webpage Fall 2018
16	Develop an objective and impartial policy on the requirements for official transcripts, and apply it consistently and transparently for each pool of applicants.	14	9(a)	Processes and application forms being updated to include this requirement for everyone. To be implemented by end of Summer 2018
17	Develop a visual pathway to licensure.	15	7	2019 goal
18	Develop a policy regarding the acceptance of alternative information if required documents cannot be obtained for reasons beyond the applicant's control.	16	9(b)	2019 goal

19	<p>Enhance the Appeal Process policy to address:</p> <ul style="list-style-type: none"> • when the applicant will be informed of their right to an internal review, • the manner and timeframe for an applicant to submit additional evidence and/or submissions, • the timeframe for the internal review decision-maker to make and issue its decision, and • a statement prohibiting the original decision-maker from acting as a decision-maker in an internal review in respect of that registration decision. 	21-24, 26	10	Policy enhanced and added to Guide as an Appendix. To be implemented Summer 2018
20	Develop a training plan for internal review decision-makers, which may include training on administrative law and cultural competency.	25	11	Summer 2018

Disclaimer

The Department of Education and Early Childhood Development – ECE Classification Services hereby declares that the information contained in this report is a true and accurate representation of current registration practices of their organization.

Patricia Merzias
Coordinator

October 9, 2018
Date

Appendix

- ✓ ECE Classification Services: A Guide to Classification and Professional Development for Early Childhood Educators
- ✓ Standards for Level 1 Classification
- ✓ Standards for Early Childhood Education Post-Secondary Programs

Child Care Staff Classification Services: A Guide to Classification and School Age Approval



December 2016

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Child Care Staff Classification Services is a program administered by Early Childhood Development Services, Early Years Branch, Department of Education & ECD.

Introduction

Classification is the process for reviewing training and determining eligibility towards one of four designations for employment in a licensed child care facility or family home day care agency. School-Age Training Approval is the process for reviewing training and determining eligibility for employment in a licensed school age program. Classification or School-Age Approval is an official recognition of staff qualifications that meet the training requirements of Regulation 37 of the *Day Care Act and Regulations*.

Applying for a Classification or School-Age Approval

Under the *Day Care Act and Regulations*, staff working directly with children in a licensed child care facility must have a Classification or School-Age Approval. Recognition is obtained through Child Care Staff Classification Services. Individuals apply for recognition of training by completing an application form and submitting proof of a relevant qualification according to the criteria listed below.

Qualifications for Classification / School-Age Approval

Please note: In the context of the *Day Care Regulations*, reference to early childhood programming includes infant, toddler, preschool and school age children.

To be eligible for a *Classification Level* the applicant must meet one or more of the following training requirements:

- *Entry Level Classification* - completion of the Orientation for Staff Working in Licensed Child Care Facilities. The orientation is for child care staff working directly with children and who do not meet the qualification for any of the following Classification Levels.
- *Level 1 Classification* - has completed partial training in early childhood education defined as:
 - a) completion of the Orientation for Staff Working in Licensed Child Care Facilities, and

- Completion of coursework and workplace training as specified in standards set by the Minister
http://www.ednet.ns.ca/earlyyears/documents/pd/Standards_Trng_Level_1.pdf
- b) completion of a one year certificate in early childhood education from a recognized training program, or
- c) has been granted equivalency status, as per former Day Care Regulations (N.S. Reg.1989).
- *Level 2 Classification* - completion of a 2-year diploma at an approved post-secondary program in
 - a) early childhood education, or
 - b) an area of study that qualifies a person to plan and deliver early childhood education programming for children, or
 - c) a one year early childhood education certificate obtained before May 31, 2000 from a training program in early childhood education, as defined in former Day Care Regulations (N.S. Reg.1989).
- *Level 3 Classification* - completed the following at an approved post-secondary training institution
 - a) a bachelor's degree in early childhood education or an area of study that qualifies a person to plan and deliver early childhood programming for children, or
 - b) the qualifications for a *Level 2 Classification* and completion of a bachelor's degree program.

To be eligible for *School-Age Training Approval* the applicant must meet one or more of the following training requirements:

- *School-Age Training Approval* - has completed the Orientation for Staff Working in Licensed Child Care Facilities and the following at an approved post-secondary training institution
 - a) a bachelor's degree in early or elementary education, or
 - b) a post-secondary credential that qualifies a person to plan and deliver developmentally appropriate programming for school age children.

Experience in Child Care

Child Care Staff Classification and School-Age Training Approval are reviewed based on academic qualifications only. Experience in child care is valuable and can be assessed for post-secondary credit through an academic institution. Request for credit based on what has been learned from experience is called *Prior Learning Assessment & Recognition (PLAR)*. Some training institutions may offer *PLAR*. To inquire about *PLAR* contact a post-secondary institution approved to deliver the early childhood education program.

Orientation for Staff Working in Licensed Child Care Facilities

(required for Entry Level Classification, Level 1 Classification and School Age Approval)

The Orientation for Staff Working in Licensed Child Care Facilities is a series of informational modules and activities. According to Reg 37(6), staff working directly with children who do not meet the regulated training requirements must complete the orientation within one year of their date of employment. The orientation is also required as a pre-requisite to Level 1 training and for School-Age Training Approval.

The delivery of the Orientation is administered by Nova Scotia Community College. Online sessions are available in both French and English. For registration and delivery details visit <http://www.ecdsc.nsc.ca/orientation/home.htm>

Early Childhood Education Training in Nova Scotia

Training that qualifies a person for each level of classification is offered in Nova Scotia. Professional development, degree and diploma programs are available via classroom study, online, and distance delivery. Refer to the list of Nova Scotia post-secondary institutions on the following page for contact information regarding approved early childhood education programs.

Important Note: Before taking any coursework/training programs not listed in this Guide (with the intention of obtaining classification/school-age approval), it is recommended that you contact Child Care Staff Classification Services to verify whether the training program will be recognized towards classification.

Early Childhood Education Training Institutions

For training leading to a Level 1, 2 or 3 Classification, or for an assessment of a credential for a transfer of credit, contact any of the following approved training institutions:

Mount Saint Vincent University
166 Bedford Highway
Halifax, NS B3M 2J6
(902) 457-6255
www.msvu.ca

Nova Scotia College of ECE
6208 Quinpool Road, 2nd Floor
Halifax, NS B3L 1A3
(902) 423-7114
www.nscece.ca

Jane Norman College
Suite #1 60 Lorne Street
Truro, NS B2N 3K3
(902) 893-3342
www.janenorman.ca/

Nova Scotia Community College- Kingstec
236 Belcher Street
Kentville, NS B4N 0A6
(902) 491-4911 (in metro)
1-866-679-6722 (toll-free)
www.nsccl.ca

Island Career Academy
721 Alexandra Street
Sydney, NS B1S 2H4
(902) 564-6112
www.islandcareeracademy.ns.ca

Nova Scotia Community College- Burrige
372 Pleasant Street
Yarmouth, NS B5A 2L2
(902) 491-4911 (in metro)
1-866-679-6722 (toll-free)
www.nsccl.ca

Universite Sainte-Anne
1695, Route 1
Church Point, NS B0W 1M0
(902) 648-2048
www.usainteanne.ca/

Nova Scotia Community College- Marconi
1240 Grand Lake Road
Sydney, NS B1P 6J7
(902) 563-2450
1-866-679-6722 (toll-free)
www.nsccl.ca

Nova Scotia Community College-
Cumberland
1 Main Street
Springhill, NS B0M 1X0
(902) 491-4911 (in metro)
1-866-679-6722 (toll-free)
www.nsccl.ca

Application Process for those who have completed training in Nova Scotia

*If you have graduated from a Nova Scotia training program, have completed the Orientation for Staff Working in Licensed Child Care Facilities, completed training for a Level 1 Classification or have completed training for School Age Approval, use the **Training Completed in Nova Scotia** form.*

Section 1 - Give your details

- Complete all information including your name, previous name(s), full permanent mailing address (including city and postal code) and other contact information. Please print clearly.

Section 2 – Check the level for which you are applying

- Mark with a check the classification level for which you are applying.
- If you are applying for Entry Level, attach a copy of your Orientation for Staff Working in Licensed Child Care Facilities completion certificate.
- If you are applying for Level 1, attach a copy of your most recent transcript and a copy of your Orientation for Staff Working in Licensed Child Care Facilities completion certificate.
- If you are applying for a Level 2, 3, or School-Age Approval attach a copy of your credential or final transcript.

Section 3 - Sign the declaration and consent

- Sign your name and date the declaration. By signing the application form, you are stating that the information you are providing is true and complete to the best of your knowledge. Your signature authorizes Child Care Staff Classification Services to review your qualifications, enter your information in the Classification database, and issue a Classification certificate.

Agreement on Internal Trade (AIT) with Jurisdictions Certifying Child Care Staff

The Agreement on Internal Trade (AIT) was approved by the Federal, Provincial and Territorial governments intending to remove barriers on the movement of workers, goods, services and capital within Canada.

If your educational credentials have been reviewed and you have been issued certification to work in licensed child care in another Canadian jurisdiction (*Yukon, British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Prince Edward Island, Newfoundland*), you may apply for classification in Nova Scotia without having to submit official transcripts for review. Use the **Training Completed Outside Nova Scotia** application form.

Applicants with international credentials:

If you have a relevant international credential, it is advised that an international credential assessment accompany the application. For a list of international credential assessment agencies visit www.cicic.ca/415/credential-assessment-services.canada

Apply to Child Care Staff Classification Services using the **Training Completed Outside Nova Scotia** application form.

- Include the result of your international credential assessment
- Apply with program and course descriptions as well as instructional hours. Translation required.
- Translation is required for any language other than French or English. Translations must be completed by a translator who is certified by the Canadian Translators, Terminologists and Interpreters Council of Canada (CTTIC). A directory of Canadian certified translators can be found at www.atins.org/
- If your first language is not English or French, a Canadian Language Benchmark (CLBA) at a Level 7 must be achieved in each of the areas (reading, writing, listening/speaking). The original CLBA must be submitted with the application. For more information on CLBA visit www.language.ca

- When all documentation has been received program information will be reviewed in comparison to the Nova Scotia Standards for Early Childhood Education Training Programs.
- Upon review, applicants may be required to complete the *Orientation for Staff Working in Licensed Child Care Facilities* as an introduction to regulated child care in Nova Scotia. (See page 5)

Please note:

- Must be a resident of NS to register for the Provincial Orientation
- Proof of CLBA at a level 7 must be submitted to Classification Services before registering for the Provincial Orientation

As an alternative to this process applicants may choose to have their credential evaluated by a Nova Scotia training institution approved to deliver an early child education program, as listed in this Guide.

Application Process for those who have completed training outside Nova Scotia

Applicants seeking Classification complete the **Training Completed Outside Nova Scotia** application form.

Section 1 - Give your details

- Complete all information including your name, previous name(s), full permanent mailing address (including city and postal code) and other contact information. Please print clearly.

Section 2 - Check the level or approval for which you are applying

- Mark with a check the classification level or school age approval for which you are applying. Descriptions of the training qualifications for each level are included in this Guide.

Section 3 - Child Care Certification in Other Canadian Jurisdictions (if applicable)

- Indicate if you are certified to work in childcare in another Canadian jurisdiction
- On the table, indicate the level, certifying agency and province/territory in which you have received certification
- Include a copy of your certification document with this application

Section 4 – Language

- Identify your first language

If other, indicate which language you speak

Section 5 - Describe your education

- Identify the name of your program of study, date attended, name of your post-secondary institution and location.

Section 6 - Sign the declaration and consent

- Sign your name and date the declaration. By signing the application form, you are stating that the information you are providing is true and complete to the best of your knowledge. Your signature authorizes Child Care Staff Classification Services to review your qualifications, enter your information in the Classification database, and issue a Classification or School-Age Approval.

Section 7 - Have you attached all supporting documents?

- Mark with a check the documents you will be attaching to the application form.
- Documentation to verify the information identified in section 3 and 5 must be attached to the application, along with the CLBA result, if required. Official transcripts may be sent directly from the educational institution or attached to the application form. Photocopies or faxed copies of transcripts will not be accepted. You may be asked to supply official course descriptions with transcripts at the request of Child Care Staff Classification Services.

Submitting the Application

Application forms and accompanying documentation are to be forwarded to Child Care Staff Classification Services by mail or hand-delivered to the address provided in this Guide. Faxed/emailed applications are not acceptable. An application with an original signature must be provided before a review can take place.

Processing the Application

- Upon receipt of your application package, it will be reviewed to ensure that the application is complete and that all required documentation is included. If the submission is incomplete, an attempt will be made to notify you, using the contact information provided.
- If your application is complete, your documentation is reviewed.
- If the review determines that you are eligible for a classification or school age approval, you will be assigned a registration number. This number is unique to you and remains the same even if your name or classification change. A certificate indicating your Classification Level or School-Age Training Approval will be sent to you by mail.

- If the review determines that your application is insufficient to meet any of the qualifications for a Classification or School Age Approval, this will be communicated to you in a status letter.
- The review process **may require four to six weeks** to complete.

When you disagree

Applicants for Classification or School-Age Training Approval may disagree with the decision made by Child Care Staff Classification Services. When this happens, the concern may be addressed through an internal review process.

1. The applicant should contact the Coordinator, Child Care Staff Classification Services to seek resolution to the matter of concern.
2. A request for review may be made in writing to Child Care Staff Classification Services Review Committee, clearly identifying the matter of concern and including any documentation to support the request.
3. A written request for review must be received by the Review Committee no later than 180 days after the date on the classification decision letter.
4. The Review Committee will consider the file and request to ensure that decisions are consistent with legislation, regulations and policy. Recommendations based on this review will be made.
5. The applicant will receive a response in writing, signed by the Director, Early Childhood Development Services.

Reporting a Change in Personal Information

Changes that should be reported to Child Care Staff Classification Services include the following:

- Official name
- Contact information (address, phone, email)
- Complete the **Change in Personal Information** form
 1. Provide your name, registration number and issue date of your classification.
 2. Check the appropriate box for the change you are reporting.
 3. Sign your verification of the change.
 4. Attach supporting documentation to verify a name change (eg. photocopy of your birth certificate, marriage certificate, passport or driver's license).
 5. Mail your report to the address on the form.

Please note: a new certificate will only be issued if there is a name change and we are provided with an updated mailing address

Request for a Classification Upgrade

If you wish to apply for an upgrade to your level of classification according to qualifications as outlined in section 37 of the Day Care Regulations, complete the **Classification Upgrade** form

1. Give your details: name, registration number, address, phone numbers, email and current level of classification.
2. Check the level or approval that you wish to be considered for upgrade.
3. Attach supporting documentation in the form of a transcript, a copy of your complete credential or transcript showing the graduation award for levels 2, 3 or School-Age Approval.
4. Sign the declaration and consent.
5. Mail your form to the address on the form.

Maintaining Your Classification / School Age Approval:

According to Regulation 38, staff with a Classification or School Age Approval must provide proof of completion of at least thirty hours of *professional development to enhance skills and knowledge specific to early childhood care and education*, every three years from issuance of the Classification or School-Age Training Approval. The process takes place as follows:

- Submission of PD is due 3 years from the date on your certificate
- Complete the **Record of Professional Development** form
- List courses, seminars, conferences and workshops attended in the past 3 years and totaling a minimum of 30 hours. Sign the declaration and consent
- Submit the form to Child Care Staff Classification Services, as indicated
- Keep letters or certificates of participation for your records as you may be asked to provide proof of your PD submission
- The **Record of Professional Development** form will be returned to you after processing.
- The next PD due date will be shown in the letter that is sent to you via mail.
- Copy the letter when received and keep the original in a safe place.
- Give a copy of the letter to your facility director for your personnel file as it will be reviewed to ensure licensing requirements have been met.

Child Care Staff Classification Services will maintain a record of professional development hours for each classified/approved staff member in the classification database.

Professional Development

Why is professional development important?

Professional development (PD) helps early childhood professionals in all roles progress along diverse career pathways that build and reward increasing knowledge and skills. PD is based on a person's individual development plan and is intended to build upon existing competencies, interests and knowledge. PD helps to ensure that individuals stay in touch with current information and best practices in the field of early childhood education.

What is professional development?

- In-service training including conferences and workshops; education both formal and continuing; seminars including formalized mentoring and coaching.
- Learning opportunities that enhance skills and knowledge that reflect the individual's plan for work with and on behalf of young children and their families.
- Learning opportunities related to professional work in one of the general areas of child development, family support, programming, guiding behavior, health, safety, nutrition, special needs, communication, administration.

For more information and links to professional development opportunities throughout Nova Scotia visit: <http://www.ednet.ns.ca/earlyyears/pd/ProfessionalDevelopment.shtml>

Contact Information

Child Care Staff Classification Services
Early Years Branch
Department of Education & ECD
PO Box 578
2021 Brunswick Street
Halifax, NS
B3J 2S9

Email: classification@novascotia.ca

<http://www.ednet.ns.ca/earlyyears/pd/ClassificationforStaff.shtml>

1.0 Objectives

- 1.1 Training requirements ensure that staff employed by a licensed child care facility have a competent level of knowledge and skill to care for children and implement a developmentally appropriate program.
- 1.2 Level 1 Classification recognizes an individual's partial training and experience as preparation to work directly with children and to be counted among the 2/3 of staff working in a licensed facility who must have a Level 1, Level 2 or Level 3 classification.
- 1.3 Requirements for Level 1 Classification ensure that the content of course work and work experience prepare staff to assume responsibilities for the day-to-day operations in licensed child care facilities.

2.0 Scope

- 2.1 These standards apply to all persons seeking Level 1 Classification.

Standards

3.0 Orientation

- 3.1 Applicants for Level 1 Classification are required to complete the Orientation for Staff Working in Licensed Child Care Facilities.

4.0 Training Requirements

- 4.1 Level 1 Classification course work and the guided workplace experience is completed through a recognized post-secondary institution offering training leading to Level 1 Classification.
- 4.2 Applicants for Level 1 Classification provide proof of completion of course work inclusive of three courses in the following subject areas:
 - (a) Child Development
 - genetic and environmental factors which influence child growth & development
 - physical, cognitive, language, social-emotional development
 - infants, toddlers, preschools & school age to 12 years of age
 - practical application of theories

- (b) Behaviour Guidance

- child care practices & children's behaviour
- developmentally appropriate guidance strategies
 - prevention and intervention techniques
 - behaviour guidance policy

(c) Curriculum and Programming for Young Children

- importance of learning through play
- developmentally appropriate experiences
- curriculum models and approaches
- indoor and outdoor learning environments
- types of play & learning inclusive of: art, music, science, math, literacy

4.3 Applicants for Level 1 Classification are required to provide proof of completion of a guided workplace experience providing opportunities to link course work with practice.

4.4 Applicants for Level 1 Classification complete the Application for Classification.

4.5 Applicants provide the following documentation with the Application for Classification:

- (a) Orientation for Staff Working in Licensed Child Care Facilities completion certificate;
- (b) Transcript from a recognized training institution to identify successful completion of course work; and
- (c) Letter from a recognized training institution to identify successful completion of a guided workplace experience.



Standards for Early Childhood Education Post-Secondary Programs

Standards for Early Childhood Education Post-Secondary Programs

Note: Underlined terms can be found in the glossary.

To ensure you are accessing current information, please refer to the online version of this document at <https://www.ednet.ns.ca/earlyyears/pd/EarlyChildhoodEducationTraining.shtml>.

Acknowledgements

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Context

Standards for early childhood education post-secondary programs are criteria upon which early childhood education training programs are measured. The standards are established by the Department of Education and Early Childhood Development (EECD) and specify minimum criteria and learning outcomes beyond the regulatory requirements under the Private Career Colleges Operational Regulations.

Training standards are an industry measure used whenever the Department of Labour and Advanced Education (LAE) requires a review of a new or existing diploma program. Under the Private Career Colleges Act, the department has the authority to approve a private career college program on successful completion of an industry review by the standard holder, in this case, EECD. Community colleges, though subject to other review processes, also use these standards as the foundation upon which their early childhood education programs are designed.

Current literature—on the professional practice of early childhood educators (ECEs) in group settings, on approaches undertaken in other jurisdictions across Canada, and on the status of the early childhood education system in Nova Scotia—was instrumental in the development of the standards. Particular attention has been given to the following provincial and national resources:

- *Nova Scotia's Early Learning Curriculum Framework—Pilot, April 2017* (Province of Nova Scotia: the final publication entitled *Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework* will be released in 2018)

Nova Scotia's early learning curriculum framework describes a shared Image of the Child, sets broad learning goals for children, and relies on authentic assessment in early childhood education centres. The framework also emphasizes the importance of relationships, the child's family and community, and identifies exemplary pedagogical practices for ECEs.

- *Occupational Standards for Early Childhood Educators* (Child Care Human Resources Sector Council 2010)

These national standards describe the scope of practice for ECEs in a variety of settings; the skills and abilities required to perform that work; and the core knowledge an individual must acquire to adequately perform the work.

- *Quality Matters—Continuous Quality Improvement: A Guide for Licensed Child Care Centres* (Province of Nova Scotia 2018)

Quality Matters is a provincial quality improvement program for early childhood education settings delivered by EECD. It emphasizes the importance of continuous quality improvement, which includes examining, reflecting on, and systematically improving the quality of all aspects of early childhood education programs.

Note: While colleges may wish to design their programs to allow for students to be knowledgeable of early learning frameworks in any jurisdiction, it is most likely that students will be completing supervised practicum placements in Nova Scotia. Any person working in an early childhood education setting in Nova Scotia should be aware of the framework's existence and content.

Scope of Practice in Early Childhood Education

“Scope of practice” describes the collective actions, decisions, and procedures that ECEs are responsible for carrying out in their work. The scope of practice for ECEs draws on multiple types of knowledge, and demonstrates the integrated nature of the learning outcomes of a post-secondary early childhood education program.

In recent years, the scope of practice has expanded due to greater awareness of the long-term effects of children’s early experiences. ECEs have seen their profession grow to include working with vulnerable children and their families, including newcomers to Canada who may have experienced trauma, and children who may have a variety of developmental challenges, autism, and medically complex conditions. These issues often mean ECEs are involved in collaborative case management with other professionals.

Capable, Confident, and Curious: Nova Scotia’s Early Learning Curriculum Framework has also introduced new expectations for ECEs to include different types of reflective practice, child observation, pedagogical documentation, and communication with parents and children’s professionals in their work. As well, the introduction of *Quality Matters* requires ECEs to lead or be involved in a process of continuous quality improvement.

ECEs may be employed with regulated child care programs, pre-primary programs, early intervention programs, family resource programs, hospital-based children’s programs, literacy-based programs for young children and their families, and many other types of settings where young children and their families are the focus of a program’s purpose.

Learning Outcome Connections

The following areas outline the scope of practice for ECEs in Nova Scotia and connect to each of the learning outcomes. Refer to Appendix A: Scope of Practice and Learning Outcomes Framework for additional information.

- 1. Child development:** ECEs use their in-depth knowledge of child development and learning theories, and are influenced by their values and cultures to form an Image of the Child. Skilled in observational techniques, ECEs use their insights to reflect on their practice both on their own and with colleagues. They continually refine their Image of the Child, and draw on it to design learning environments, assess their practice, and engage with children and families.
- 2. Relationships:** ECEs understand that maintaining strong, positive relationships contribute to healthy child development. They appreciate that their relationships with children, families, colleagues, and the community are necessary for children’s well-being and learning. These relationships must be developed based on mutual respect for cultural, linguistic, and social differences. ECEs implement positive and supportive strategies for guiding children’s behaviour, and understand and apply principles and strategies for conflict resolution and negotiation with both children and adults. They seek support in maintaining relationships, and support others, when needed.

ECEs recognize, respect, and honour the primary role of the child’s family, appreciating the diversity of family types, cultures, languages, and customs. They welcome families to early childhood settings, and provide information to parents to make children’s learning visible, share the curriculum’s purposes and learning goals, and provide documentation to parents about their child’s activities. They appreciate

their relationship with the child's family, and share communication about the child while respecting confidentiality.

3. **Diversity and inclusion:** ECEs appreciate diversity in culture, language, gender, and developmental abilities. They understand principles of inclusion, and demonstrate this in their relationships, pedagogical practices, in planning children's activities, and in designing and maintaining indoor and outdoor learning environments. They articulate their respect for diversity to others, and incorporate these values into procedural statements and observable practices for their early childhood education programs.
4. **Pedagogy:** ECEs work collaboratively with children, families, and colleagues. They draw from their professional knowledge of child development, daily observation and reflection, learning theories, and the pedagogical principles, practices, and learning goals of early learning frameworks to co-construct, implement, document, and assess child-centered, inquiry- and play-based learning experiences.
5. **Health and safety:** ECEs demonstrate an understanding of the relationship between human development and principles of health and safety, universal precautions, and the concept of reasonable risk-taking in children's play. They incorporate their knowledge into planning for nutrition, implementing food safety protocols, hygiene, designing indoor and outdoor learning environments, and developing daily learning activities for children.
6. **Observation and documentation:** ECEs use their professional observations and findings to make necessary referrals to child specialists and alert families to learning challenges. They confer with families to design and implement learning and behaviour strategies for children. They consult with supervisory staff on matters related to pedagogical practices, relationships, and program management. They also identify and declare their own conflicts of interest as required, and are aware of and maintain professional boundaries with children and families.
7. **Program evaluation:** ECEs are knowledgeable about quality in their practice, programs, leadership, and management of their work environments. They are familiar with a variety of approaches to be able to conduct program assessment. They collaborate with their colleagues to plan for continuous quality improvement, reach consensus on goals, indicators, and timelines, and carry out agreed-upon actions for quality improvement.
8. **Professionalism:** ECEs are familiar with provincial acts, regulations, and policies and understand the implications of them, such as mandatory reporting of child abuse and neglect, on their practice. They can explain the processes for such reporting and pay attention to potential or future changes to legislation and policies that may impact their practice. ECEs act on their professional responsibility to advocate for meaningful change.

ECEs demonstrate and maintain professionalism in all their relationships and communication with children, parents, colleagues, community partners, and provincial officials. They seek professional counselling for themselves as needed. As active members of professional organizations, they regularly participate in professional development opportunities. ECEs maintain current knowledge of new research and trends in early learning and early childhood education. Professional courtesy is consistently demonstrated by ECEs in their work habits and attitudes; they practice leadership skills and welcome opportunities to share their expertise.

Post-Secondary Early Childhood Education Standards

Standard 1: Learning Outcomes

Learning outcomes are directly linked to the scope of practice for ECEs. Knowledge is developed by pre-service ECEs through their post-secondary studies in early childhood education which then informs and guides their roles, responsibilities, and practices.

Graduates of an early childhood education diploma program reliably demonstrate in-depth knowledge of early childhood education and apply this knowledge to their practices.

1. **Child development:** *The graduate of an ECE diploma program will reliably demonstrate in-depth knowledge of child development and learning theories and apply such knowledge to their practice. The graduate will be able to*
 - a. explain the historical and social foundations of early childhood education
 - b. describe the stages of emotional, social, physical, and cognitive development in typically developing children from birth to age 12
 - c. recognize the characteristics of developmental delays, giftedness, and learning disabilities in children and develop appropriate strategies to support their learning
 - d. explain the different learning styles, and how to develop learning experiences for each one
 - e. explain and demonstrate strategies for guiding children's behaviour
 - f. conduct comparative studies of child development theories, and learning theories and approaches
 - g. explain the concept of the Image of the Child and develop their own

2. **Relationships:** *The graduate of an ECE diploma program will reliably demonstrate an awareness, appreciation, and modeling of positive relationships, and apply such knowledge to their practice. The graduate will be able to*
 - a. explain the principles of developing and maintaining mutually respectful and supportive relationships
 - b. support children in forming positive relationships with other children
 - c. form relationships with children of different ages and abilities
 - d. value and form relationships with parents and families of children
 - e. encourage parental engagement
 - f. maintain professional boundaries with children and families
 - g. explain the differences between conflict resolution and conflict management, and demonstrate strategies and techniques for each one
 - h. explain the importance of professional relationships both within the early childhood education sector and its related professions

- i. model positive and professional relationships with colleagues and supervisors
 - j. build and maintain professional relationships with boards of directors, management, colleagues, community members and organizations, and other professionals such as child specialists and teachers
 - k. be a member of provincial or regional professional organizations and understand their purposes and policies, and follow their research and policy work to stay current with emerging trends and knowledge, such as the Canadian Child Care Federation, Association for Young Children International, Canadian Association for Young Children, Child Care Advocacy Association of Canada, and Child Care Resource and Research Unit
 - l. explain the role of advocacy in the early childhood education profession
- 3. Diversity and Inclusion:** *The graduate of an ECE diploma program will reliably demonstrate an understanding of and appreciation for diversity and inclusion, and apply such knowledge to their practice. The graduate will be able to*
- a. apply theories and principles of inclusion in an early learning environment
 - b. demonstrate an understanding of socio-cultural theories and influences on children and families
 - c. explain how linguistic abilities, and social and cultural influences impact learning and development
 - d. explain the impacts of familial and societal issues on children’s learning and development, such as
 - poverty
 - mental health
 - family violence
 - addiction
 - chronic illness
 - disability
 - family death
 - family break-ups
 - e. plan and implement inclusive learning environments for children
 - f. identify considerations when planning an inclusive work environment for colleagues
 - g. demonstrate knowledge of the diverse linguistic, cultural, and economic realities of newcomers to Canada
 - h. demonstrate awareness and appreciation of Nova Scotia’s cultural diversity
 - i. be aware of individual circumstances and apply strategies to support children living with the effects of trauma
- 4. Pedagogy:** *The graduate of an ECE diploma program will reliably demonstrate an understanding of early learning curriculum and pedagogical practices, and apply such knowledge to their practice. The graduate will be able to*
- a. demonstrate knowledge of Capable, Confident, and Curious: Nova Scotia’s Early Learning Curriculum Framework and apply the framework’s learning goals and objectives to program planning and designing learning environments

- b. demonstrate knowledge of the pedagogical principles described in Nova Scotia's early learning framework and apply those principles to different age groups of children
 - c. demonstrate knowledge of early learning curriculum frameworks from other jurisdictions nationally and internationally
 - d. compare specialized curriculum approaches, such as Montessori, Reggio, Steiner, High Scope
 - e. use observation skills to inform pedagogical practices
 - f. explain different types of reflective practice, engage in it, and demonstrate the processes used and lessons learned
 - g. explain what is meant by inquiry and its implications for early childhood education pedagogical practices
 - h. describe the different types of play and explain the characteristics of each
 - i. demonstrate an in-depth understanding of inquiry- and play-based learning, as well as the supporting research and evidence
 - j. model inquiry- and play-based learning practices
 - k. design a play-based learning environment by planning indoor and outdoor learning environments for children of the same age group, such as infants, toddlers, preschool-age, school-age, and for children of mixed age groups
 - l. incorporate elements of nature in both indoor and outdoor learning environments
 - m. explain what is meant by environment as a teacher
 - n. demonstrate scaffolding techniques
 - o. explain the concept of self-regulation, why it is important, and how early learning experiences support its development
 - p. explain to parents how children learn through play (making learning visible)
 - q. explain the curriculum framework's purpose and learning goals to parents
- 5. Health and safety:** *The graduate of an ECE diploma program will reliably demonstrate an understanding of principles of health and safety for young children, and apply such knowledge to their practice. The graduate will be able to:*
- a. accurately apply the requirements set out in Nova Scotia's *Manual for Food and Nutrition in Regulated Child Care Settings* and related legislation on food safety
 - b. plan a three-week menu rotation, following food practices based on the requirements of the *Manual for Food and Nutrition in Regulated Child Care Settings*, with provisions for allergies, cultural or religious differences, and other food restrictions such as intolerances and sensitivities
 - c. explain and demonstrate safe and sanitary personal hygiene practices with children such as hand washing, sanitizing, diapering, and safe lifting
 - d. explain fire hazards and fire prevention strategies for indoor and outdoor learning environments
 - e. identify potential risks and hazards in indoor and outdoor learning environments, such as hazards on excursions, and explain the strategies used to address them
 - f. recognize the signs of the different forms of child abuse and neglect, and explain the ECE's responsibility for reporting and the processes required when reporting abuse and neglect
 - g. explain the benefits of reasonable risk-taking for children who are in their early years

- h. incorporate opportunities for reasonable risk-taking for children when designing indoor and outdoor learning environments
- 6. Observation and documentation:** *The graduate of an ECE diploma program will reliably demonstrate skills in Observation and Documentation, and apply these strategies in practice. The graduate will be able to*
- a. use a variety of observation techniques, including structured, controlled, and natural
 - b. be objective in recording observations
 - c. explain authentic assessment and the evidence to support the approach
 - d. explain the documentation process
 - e. document a child's learning using a variety of methods, such as learning stories, portfolios, check lists, and pictures
 - f. share observations with others, including colleagues, parents, supervisors, boards of directors, and children's specialists, and know how to make referrals, when appropriate
 - g. express thoughts and ideas clearly and concisely when initiating or responding to written and spoken communication with colleagues, parents, supervisors, boards of directors, and children's specialists
 - h. use appropriate grammar and vocabulary when initiating or responding to written and/or spoken communication
 - i. use appropriate technologies to facilitate documentation and administrative record-keeping
 - j. protect the sensitive information and the privacy and confidentiality of children and their families
- 7. Program evaluation:** *The graduate of an ECE diploma program will reliably demonstrate skills in program assessment, research and evaluation and apply these skills in practice. The graduate will be able to:*
- a. use basic research skills to interpret research studies and professional reports and incorporate this knowledge into their professional practices
 - b. conduct a literature review of quality in early childhood education settings
 - c. work with a team to develop assessment strategies to evaluate programs within the context of *Quality Matters*
 - d. develop program goals that are specific, measurable, actionable, realistic, and time-bound (SMART)
 - e. develop program goals and objectives with measurements of success
 - f. understand and explain the process of continuous quality improvement
 - g. apply a systematic approach to problem-solving in an early childhood education setting
 - h. understand the mathematical and reasoning concepts and skills required to manage budgets and forecasts, monitor expenditures, and analyze the impacts of funding opportunities
 - i. remain current in research on early childhood education
- 8. Professionalism:** *The graduate of an ECE diploma program will reliably demonstrate professionalism, and apply this to all aspects of their practice. The graduate will be able to demonstrate competence in the following:*
- a. Professional behaviour**
 - i. demonstrate an understanding of and adhere to a code of ethics

- ii. make ethical decisions
- iii. recognize the importance of confidentiality, its limits, and the consequences of breaching it
- iv. demonstrate an awareness of conflicts of interest, and why it is necessary to identify and declare their own
- v. understand the importance of and model non-judgmental attitudes
- vi. manage their time and resources to meet deadlines for projects and tasks
- vii. take responsibility for their own actions and decisions, as well as the resulting consequences
- viii. productively respond to change
- ix. be open-minded and accepting of constructive feedback
- x. be professional in the workplace, such as awareness of tone of voice, respecting privacy, adhering to work hours, attendance policies, dress code, and other workplace expectations

b. Professional development

- i. establish personal learning goals
- ii. create professional development plans for themselves
- iii. explain the importance of ongoing professional development
- iv. access professional development opportunities and resources

c. Professional literature, information, legislation, and policies

- i. locate, select, organize, and document information using the appropriate technologies and information systems
- ii. understand the provincial requirements for obtaining “classification” under the Day Care Regulations
- iii. apply their knowledge of the following provincial legislation and standards
 - o Day Care Act
 - o Day Care Regulations
 - o Children and Family Services Act
 - o Children and Family Services Regulations
 - o Compliance and Enforcement Standards Pursuant to the Nova Scotia Day Care Act and Regulations
 - o Manual for Food and Nutrition in Regulated Child Care Settings
- iv. understand the United Nations’ *Convention on the Rights of the Child* and explain its relevance to early childhood education practices

The acquisition of knowledge and skills outlined above as learning outcomes applies to many aspects of the scope of practice for ECEs. Qualified ECEs integrate their knowledge and skills into their practices. Appendix A provides an overview of the integrated nature of the relevance of the learning outcomes to scope of practice.

Standard 2: Practicum

The practicum component of post-secondary early childhood education programs provides opportunities for students to practice and demonstrate their knowledge and skills gained through the curriculum in a real-world early childhood education setting. Practicum sites may include regulated child care centres, family home child care agencies, pre-primary programs, and other early childhood education settings that meet the criteria below.

Criteria for Practicum

Post-secondary early childhood education training institutions are responsible for ensuring the following criteria are met when offering students practicum experiences. Each student's practicum must

- include a minimum of 520 hours of supervised practicum experience
- be offered in units separate from other coursework and be identified on the transcript as courses with a pass or fail grade
- take place throughout the program and include clearly articulated progressive learning objectives that reflect the Learning Outcomes
- include a practicum handbook developed by the training institution, which is shared with the student, as well as the practicum site; it should outline roles, expectations, the Learning Outcomes, and other information the students should know about their placements
- be supervised and evaluated by a practicum advisor (faculty member) from the post-secondary training institution, whose role includes on-site visits and seminar sessions for students
- give students experience with children of all ages (e.g., infants, toddlers, preschool and school-age children) as well as experience with children who have additional support needs

Criteria for Practicum Sites

Post-secondary early childhood education training institutions must maintain a list of pre-approved practicum sites. At the time of approval, the site must meet the following criteria:

- meets all regulatory requirements that are applicable to the type of setting (a site with chronic non-compliance issues will not be approved and may lose their approval if previously approved)
- a pre-primary program site must have approval from their respective authority (regional centre for education or CSAP) to participate as a practicum site
- appoints a level 2 or 3 ECE to model learning and support the student

Note: Practicum students may not be counted in the centre's or program's ECE-to-child ratio requirement unless they are completing a workplace practicum.

Interacting with and Selecting Practicum Sites

Post-secondary early childhood education training institutions must

- approve practicum sites based on the staff's capacity to support a student

- ensure site staff clearly understand the roles and responsibilities associated with supporting a practicum student
- articulate the Learning Outcomes for practicums and communicate them to participating site staff and students
- attempt to offer each student at least one placement in a lab school (see p. 13 for more information) setting
- offer orientation sessions for supervising ECEs to familiarize them with the role and its responsibilities in supporting a practicum student
- assign a qualified practicum advisor to support the student (see p. 11 for more information)
- offer a seminar prior to students' first practicum to discuss expectations for professional conduct in the workplace
- offer seminar sessions for students as an opportunity for group discussions pertaining to practicum experiences
- base practicum evaluations on the Learning Outcomes and complete evaluations in consultation with practicum advisors, supervising ECEs, and practicum students

The practicum site must

- provide an orientation for students to the practicum site
- support the supervising ECEs and practicum student in performing their roles and fulfilling the expectations of practicum

Workplace Practicum Criteria

Workplace practicums are intended to allow current ECEs to continue to work and complete their early childhood education diploma. A workplace practicum is subject to all the criteria of the regular practicum as well as the student eligibility and site criteria below.

Workplace practicums are different from regular practicums for several reasons. Students who participate in workplace practicums

- work full- or part-time in an early childhood education setting
- are paid for their practicum because they are fulfilling practicum requirements through their workplace
- are counted in the early childhood education centre's or program's ECE-to-child ratio requirements

Students who wish to complete their practicum in their workplace must:

- have two years of full-time employment (minimum of 1,080 hours per year) in a licensed child care centre or pre-primary program at the time of enrolment in the training program, with details verified in writing by the employer
- be currently employed by a licensed child care centre or pre-primary program that has the capacity to support an employee or student on practicum

An approved workplace practicum site must:

- have a signed, written agreement with the early childhood education training program that outlines expectations, roles, and responsibilities when hosting an employee or student

- give the employee or student the opportunity to complete their practicum in a room and age group other than the one they typically work in
- provide a level 2 or 3 ECE other than the one the student typically works with, to function as the supervising ECE
- support the supervising ECE and employee or student in performing their roles and fulfilling the expectations of the practicum

If the site is not able to meet the workplace practicum criteria, the training program may work with the early childhood education centre or program to provide a statement related to the challenges and how they intend to mitigate them. In some cases, this may not be possible, and the workplace may not be a suitable site.

Qualifications and Responsibilities for Practicum Advisors and Supervising ECEs

Practicum advisors must hold the following qualifications:

- a recognized early childhood education diploma or degree with three years of experience working in a regulated child care setting or pre-primary program

Training in mentoring and coaching adults in professional settings is considered an asset.

Practicum advisors are responsible for supporting students on practicum by

- consulting and maintaining communication with the early childhood education centres or programs, students, supervising ECEs, and post-secondary institution
- conducting on-site visits (at least two per practicum)
- facilitating seminar sessions for students
- observing and facilitating students' reflection on their practicum experience

Supervising ECEs (those who supervise practicum students in the workplace) must hold all of the following qualifications:

- be a level 2 or 3 ECE (Nova Scotia)

AND

- have one year of experience working in a regulated child care setting

Supervising ECEs support students on practicum by

- observing students
- providing on-going feedback and opportunities for reflective discussion
- evaluating students' progress throughout practicum
- participating in meetings with students and practicum advisors, as needed

If the supervising ECE has no previous experience, it is recommended that they participate in an orientation session with the post-secondary training institution to familiarize them with the role and the responsibilities of supporting a student.

Standard 3: Program Characteristics

Admissions

Post-secondary early childhood education training institutions are responsible for ensuring students admitted to an early childhood education diploma program are suited for the program, both academically and in disposition. Eligible students must have one of the following as defined in the Private Career Colleges Operational Regulations, subclauses 17(a)(i) to (iv):

- (i) a Nova Scotia high school graduation diploma as described in the Public School Program published by the Department of Education and Early Childhood Development,
- (ii) a Nova Scotia High School Diploma for Adults issued by the Department of Labour and Advanced Education,
- (iii) a high school equivalency certificate obtained through a General Education Development (GED) testing service,
- (iv) a qualification from another jurisdiction that is equivalent to any of those referred to in subclauses (i) to (iii)

AND

All of the following:

- pass both a Vulnerable Sector Check and a Child Abuse Registry Check
- demonstrate proficiency in the language of instruction (English or French) including the ability to speak, read, and write clearly and correctly
- provide two character references documenting 25 hours of experience working with children and detailing the student's emotional maturity and suitability for this work
- have participated in a program information session offered by the training institution

Duration of Program

A post-secondary early childhood education program must

- include a minimum of 900 hours of coursework plus a minimum of 520 hours of supervised practicum experience as referenced in the Criteria for Practicum section
- provide ample opportunity for students to meet the Learning Outcomes as specified in Standard 1: Learning Outcomes

Instructor-to-Student Ratio

An engaging and interactive learning environment helps students get the most out of their post-secondary education; smaller class sizes facilitate this.

At least one instructor for each class of 35 or fewer students is the maximum class size ratio. A lower ratio should be considered for classes that involve a higher level of interaction and group activities.

Lab Schools

Post-secondary early childhood education training programs are expected to provide positive educational and training experiences. To achieve this goal, each training program must have a lab school available for students.

The post-secondary training program must present evidence of communication and collaboration with the lab school in the following ways:

- an advisory board that includes representation from faculty of the training program, students, facility staff, and parents
- the child care centre director periodically attends the training program faculty meeting
- demonstrate a clear link between the lab school and the courses being taught in the training program
- demonstrate how the lab school director and staff have knowledge and understanding of the philosophy and content of the training program
- consistency in philosophy and practice of the lab school and training program
- strategy to support ongoing communication between the staff of the lab school and students to ensure that students are provided with regular feedback and support related to their practicum experience

In addition, the lab school is required to

- ensure that all educator-to-child ratio staff are level 2 or 3 ECEs
- demonstrate that all ECEs employed at the lab school engage in on-going mentoring and professional development to strengthen their skills and ability to coach practicum students
- offer ease of access for students to the lab school for practicum, observation, and completion of course work
- emphasize current research and best practices
- implement the principles and practices as described in *Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework*
- participate in continuous quality improvement as described in *Quality Matters*

The following criteria are assets to the functioning of the lab school:

- exceeds the minimum regulated space requirements, as per Nova Scotia's Day Care Regulations, to accommodate students present for observation and practicum
- provides an observation room with microphone(s) and observation mirror(s) that
 - facilitate groups of students observing simultaneously
 - enable students to see the entire room and hear the activities of the children's program
 - provide privacy from the children's program

Standard 4: Instructor Qualifications

Post-secondary early childhood education training program instructors must be able to verify and demonstrate the following:

- a diploma in early childhood education with at least four years of experience in a regulated child care centre, family home day care agency, pre-primary program, or other early childhood education setting

OR

- a degree in early childhood education with at least three years of experience in a regulated child care centre, family home day care agency, pre-primary program, or other early childhood education setting

Note: Private career college instructors with less than one year of experience teaching adults must meet the requirements of the Private Career Colleges Operational Regulations as follows:

- 23 (1) An instructor who does not have at least 1 year's experience teaching full-time in a critical evaluative setting must
 - (a) in their first year of employment as an instructor, enrol in an instructional methods or train-the-trainer program approved by the Director; and
 - (b) complete the program referred to in clause (a) within 3 years from the beginning of employment and provide the Director with written verification of enrolment and of completion.
- (2) In calculating a time period referred to in clause (1)(a) or (b), time spent as an instructor at different times at the same college or colleges under common ownership is cumulative.

Full-Time Lead Instructors

A full-time lead instructor must be appointed to oversee the ECE training program and have the following:

- a diploma in early childhood education with at least four years of experience in a regulated child care centre, family home child care agency, or pre-primary program, or other early childhood education setting

OR

- a degree in early childhood education with at least three years of experience in a regulated child care centre, family home child care agency, or pre-primary program, or other early childhood education setting

AND

- a Certificate in Adult Education or the qualifications or experience to evaluate, monitor, and assess adult learning

Non-Early Childhood Education Specific Course Instructors

Instructors who deliver non-early childhood education specific courses (e.g., general education components, communications, health, nutrition) may be approved on a course-by-course basis. These instructors must have the following:

- educational credentials related to their area of instruction

OR

- five years of experience related to their area of instruction

Note: Private career college instructors with less than one year of experience teaching adults must meet the requirements of the Private Career Colleges Operational Regulations as follows:

Instructor with less than 1 year's teaching experience

- 23 (1) An instructor who does not have at least 1 year's experience teaching full-time in a critical evaluative setting must
 - (a) in their first year of employment as an instructor, enrol in an instructional methods or train-the-trainer program approved by the Director; and
 - (b) complete the program referred to in clause (a) within 3 years from the beginning of employment and provide the Director with written verification of enrolment and of completion.
- (2) In calculating a time period referred to in clause (1)(a) or (b), time spent as an instructor at different times at the same college or colleges under common ownership is cumulative.

As well, instructors who deliver non-early childhood education specific courses may be approved from third party providers such as St. John Ambulance.

Glossary

advocacy: Actions to champion change, or to extend or improve early learning opportunities and supports to children, families, and ECEs.

authentic assessment: A form of assessment that measures children’s skills and abilities by observing how children perform in real-life every day activities; it is carried out through observations and documentation of children’s play, their interactions with peers, and conversations with parents, and other educators and professionals. Authentic assessment approaches “engage or evaluate children on tasks that are personally meaningful, take place in real-life contexts, and are grounded in naturally occurring instructional activities. They offer multiple ways of evaluating students’ learning, as well as their motivation, achievement, and attitudes.” (Epstein et al., 2004)

classification: An official process where an ECE’s qualifications are recognized as meeting the training requirements of Section 37 of the Day Care Regulations. ECEs may be granted classification at various levels, depending on education. Individuals apply for classification by completing an application form and submitting proof of their credentials according to the regulated criteria.

code of ethics: A document prescribing appropriate and expected behaviour from an individual in a particular role or industry. In Nova Scotia, the Nova Scotia Child Care Association (NSCCA) has published its own Code of Ethics, which is a compilation of beliefs regarding what is right rather than expedient; what is good rather than practical; and acts members must never engage in or condone.

confidentiality: An agreement set out in policy statements, a written agreement, or other type of mutual understanding that limits the amount or type of information that may be shared with others, such as other individuals, organizations, or media.

conflict of interest: A situation where a person or organization has competing interests. Typically, those competing interests undermine the impartiality of a person because of the competition between the person’s self-interest and the person’s professional interest. Conflict of interest usually indicates that the person may not be able to make a fair decision, or would not be perceived as making a fair decision.

continuous quality improvement: A process that ensures an organization is systematically and intentionally working to improve the quality of the programs and services they provide. Continuous quality improvement typically includes the development of a quality improvement plan, and a period of self-assessment, goal identification, selection of indicators and time frames, the development of an action plan, and a progress review. EECD has implemented *Quality Matters*, which places a focus on continuous quality improvement in the early childhood education sector.

curriculum: In early childhood education settings “curriculum” means the sum of experiences, activities, and events that occur within an inclusive environment designed to foster children’s well-being, learning, and development. This implies collaboration between ECEs, children, and parents.

curriculum framework: An established set of values, principles, goals, and strategies that encourage a shared sense of purpose and communication between parents and early childhood centres. A curriculum

framework is different from a prescribed curriculum because in early childhood settings, learning is integrated, episodic, experiential, and facilitated through social relationships. Curriculum frameworks guide the pedagogical practices of ECEs. *Capable, Curious, and Confident: Nova Scotia's Early Childhood Learning Framework* was piloted in 2017, with full implementation planned for 2018.

disposition: Enduring habits of mind and action; a tendency to respond in characteristic ways to situations.

diversity: Differences and unique qualities that each person brings to the early learning setting such as their culture and ethnicity, values and beliefs, language(s), abilities, education, life experiences, socio-economic status, spirituality, gender, age, and sexual orientation.

documentation: A systematic strategy for collecting information on the behaviour, emotional responses, interests, abilities, and patterns of development of an individual child or a group of children within a learning environment or aspects of that environment. Methods may include participant observation, portfolios, learning stories, developmental screening tools, checklists, anecdotal records, and daily recordings.

early childhood educators (ECEs): Qualified individuals who have earned post-secondary credentials in early childhood education. ECEs are competent, capable, curious, knowledgeable, caring, reflective, and resourceful. They bring diverse social, cultural, and linguistic perspectives to the early learning setting; and they collaborate with others to create engaging environments and experiences. ECEs foster children's learning and development while engaging in lifelong learning themselves. They take responsibility for their own learning and make decisions about how to integrate their knowledge from theory, research, personal experiences, and personal relationships with the children and families they work with. (Ontario Ministry of Education 2014)

environment as teacher: A concept used in early childhood education, where the environment provides children with a sense of beauty, allows for an organization of time, presents materials and activities for learning, provides space for play and exploration, encourages friendships and relationships, allows for privacy, recognizes diversity, and welcomes families. Loris Malaguzzi referred to this as the environment as "third teacher", and Maria Montessori referred to it as the "prepared environment". (Ontario Ministry of Education 2014)

Image of the Child: What people believe, understand, and assume about the role of children in education and society. This image includes how people think about children's capabilities, development, motivations, purpose, and agency. Social, cultural, and historical experiences influence a person's Image of the Child.

inclusion: The consideration of all children's social, cultural, and linguistic diversity, such as learning styles, abilities, disabilities, gender, family circumstances, and geographic location, in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognized and valued and that all children have equitable access to resources and participation, opportunities to demonstrate their learning, and learn to value difference.

inquiry: A disposition for learning, also described as wonder, curiosity, and imagination; a tendency to try new ideas and take on challenges. Inquiry also involves

co-inquiry: A learning and research process that helps educators to co-construct knowledge with children. It involves observation and documentation, reflection and interpretation, and planning.

critical inquiry: A process of gathering and evaluating information and ideas from a range of perspectives, followed by an analysis and evaluation of these ideas to gain a better understanding, leading to new ideas and questions.

professional inquiry: A culture established when ECEs and those they work with are all involved in an ongoing cycle of review where current practices are examined, outcomes are reviewed, and new ideas are generated. In such a climate, issues relating to curriculum quality, equity, and children's well-being can be raised and debated.

intentional teaching: A form of teaching that encourages ECEs to be deliberate, purposeful, and thoughtful in their decisions and actions. Intentional teaching is the opposite of rote or continuing with traditions simply because things have always been done that way.

lab school: A fully functioning child care centre and model demonstration site where college students may observe best practices and learn to be ECEs.

making learning visible: The process of creating strong learning cultures using documentation as a tool to deepen and extend learning. Documentation of living moments (images, videos, artifacts, written, or audio recordings) is used to shape, extend, and make visible how and what children are learning.

observation: The ongoing process of watching, listening, and being attuned to children's behaviour, emotional states, interests and abilities, and patterns of development to meet their needs and evaluate their development and learning.

parent(s): A person or the people primarily responsible for the day-to-day care of children and taking on the commonly understood parenting role. The term parent refers to biological or adoptive parents, step-parents, legal guardians, or extended family such as grandparents, aunts, and uncles.

pedagogy: The understanding of how learning takes place and the philosophy and practice that supports that understanding of learning. Pedagogy involves ECEs' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching, and learning.

play: A naturally occurring and freely chosen activity in which children are self-motivated. It is characterized by imagination, exploration, delight, capriciousness, and a sense of wonder. It reflects the unique experiences of children, and the various ways children express their ideas and feelings, and come to understand themselves, others, and their world.

play-based learning: A context for learning through which children organize and make sense of their social worlds, as they actively engage with people, objects, and representations. It is an educational approach that builds upon children's natural inclination to make sense of the world through play, and ECEs participate in play, guiding children's planning, decision-making, and communications, as well as extending children's explorations with narrative, novelty, and challenges.

The process through which learning happens in play is complex. ECEs continually develop and deepen their understanding of that process through professional learning and classroom observation, interpretation, and analysis.

professional boundaries: A term used to define appropriate boundaries between professionals and the public they serve. In early childhood education, ECEs must be sensitive to and aware of the occurrence of challenges to professional boundaries in their relationships with children, parents, and families.

quality: The demonstration of meeting the standards around certain criteria, such as human resources, staff qualifications, group size, ratio of ECEs-to-children, supports, methodology, environment, materials, interactions, activities, and child and family supports. When measuring quality in an early childhood education setting the perspective and experiences of children must always be considered.

reflective practice: A systematic process used by ECEs that forms the basis for intentional teaching. There are three types of reflective practice:

reflection-in-action: Occurs naturally and continually throughout the children's day, as ECEs engage in and observe children's activities.

reflection-on-action: Occurs after the fact, when ECEs reflect on the activities and interactions of the day, and question whether a situation may have been handled differently, or what new insights were gained as a result of children's interactions with each other or with adults. Such reflection can be done alone or in conversation with other ECEs.

reflection-for-action: Describes critical reflection. Critical reflection involves closely examining all aspects of events and experiences from different perspectives. ECEs often frame their reflective practice within a set of overarching questions, and develop more specific questions for particular areas of inquiry. Critical reflection also considers Image of the Child and values held, framed against the present set of experiences and circumstances, with an eye toward future changes or actions.

scaffolding: A teaching strategy developed by Lev Vygotsky. The premise of the strategy is that children learn through social interactions (socio-cultural theories), and that children can be supported in their learning by another more knowledgeable person (peers, older child, or adult) who helps the learner move to the next level through questions, hints, or directions.

scope of practice: The collective actions, decisions, and procedures that ECEs are responsible for in their work.

socio-cultural theories: Theories that emphasize the central role that families and cultural groups play in children's learning; the importance of respectful relationships; and provide insight into the social and cultural contexts of learning and development.

Appendix A: Scope of Practice and Learning Outcomes Framework

The Learning Outcomes identified in Standard 1 are intended to prepare early childhood education graduates with the knowledge, competencies, and skills to fulfill the requirements of an ECE as outlined in the Scope of Practice statements.

The following table outlines how each of the Learning Outcomes support the scope of practice statements.

SCOPE OF PRACTICE	LEARNING OUTCOMES
<p>Child development: ECEs use their in-depth knowledge of child development and learning theories, and are influenced by their values and cultures to form an Image of the Child. Skilled in observational techniques, ECEs use their insights to reflect on their practice both on their own and with colleagues. They continually refine their Image of the Child, and draw on it to design learning environments, assess their practice, and engage with children and families.</p>	<p>Learning Outcome 1 – a through g Learning Outcome 2 – d, f, i Learning Outcome 3 – c, e Learning Outcome 4 – a, b, e, f, g, h, i, j, k, l, o, p Learning Outcome 6 – a through j Learning Outcome 7 – c, d, e, f</p>
<p>Relationships: ECEs understand that maintaining strong, positive relationships contribute to healthy child development. They appreciate that their relationships with children, families, colleagues, and the community are necessary for children’s well-being and learning. These relationships must be developed based on mutual respect for cultural, linguistic, and social differences. ECEs implement positive and supportive strategies for guiding children’s behaviour, and understand and apply principles and strategies for conflict resolution and negotiation with both children and adults. They seek support in maintaining relationships, and support others, when needed.</p> <p>ECEs recognize, respect, and honour the primary role of the child’s family, appreciating the diversity of family types, cultures, languages, and customs. They welcome families to early childhood settings, and provide information to parents to make children’s learning visible, share the curriculum’s purposes and learning goals, and provide documentation to parents about their child’s activities. They appreciate their relationship with the child’s family, and share communication about the child while respecting confidentiality.</p>	<p>Learning Outcome 1 – a through g Learning Outcome 2 – a through l Learning Outcome 3 – a, b, c, d, Learning Outcome 4 – a, b, e, f Learning Outcome 6 – a, b, f, g, h, j Learning Outcome 8 – A: i, ii, iii, iv, v, vi, vii, viii, ix, x</p> <p>Learning Outcome 2 – a through g Learning Outcome 3 – a through i Learning Outcome 4 – o, p Learning Outcome 6 – a through j Learning Outcome 8 – A: i, ii, iii, iv, v, vii, viii, ix, x</p>

SCOPE OF PRACTICE	LEARNING OUTCOMES
<p>Diversity and inclusion: ECEs appreciate diversity in culture, language, gender, and developmental abilities. They understand principles of inclusion, and demonstrate this in their relationships, pedagogical practices, in planning children’s activities, and in designing and maintaining indoor and outdoor learning environments. They articulate their respect for diversity to others, and incorporate these values into procedural statements and observable practices for their early childhood education programs.</p>	<p>Learning Outcome 1 – b, c, d Learning Outcome 2 – a, c, d Learning Outcome 3 – a through i Learning Outcome 4 – a through p Learning Outcome 6 – g Learning Outcome 7 – d, e</p>
<p>Pedagogy: ECEs work collaboratively with children, families, and colleagues. They draw from their professional knowledge of child development, daily observation and reflection, learning theories, and the pedagogical principles, practices, and learning goals of early learning frameworks to co-construct, implement, document, and assess child-centered inquiry- and play-based learning experiences.</p>	<p>Learning Outcome 1 – a through g Learning Outcome 2 – b, c, d Learning Outcome 3 – e, f Learning Outcome 4 – a through p Learning Outcome 5 – a, d, e, g, h Learning Outcome 6 – a through j Learning Outcome 7 – b, through g</p>
<p>Health and safety: ECEs demonstrate an understanding of the relationship between human development and principles of health and safety, universal precautions, and the concept of reasonable risk-taking in children’s play. They incorporate their knowledge into planning for nutrition, implementing food safety protocols, hygiene, designing indoor and outdoor learning environments, and developing daily learning activities for children.</p>	<p>Learning Outcome 1 – b, c, e Learning Outcome 4 – a, b, e, f, j Learning Outcome 5 – a through h</p>
<p>Observation and documentation: ECEs use their professional observations and findings to make necessary referrals to child specialists and alert families to learning challenges. They confer with families to design and implement learning and behaviour strategies for children. They consult with supervisory staff on matters related to pedagogical practices, relationships, and program management. They also identify and declare their own conflicts of interest as required, and are aware of and maintain professional boundaries with children and families.</p>	<p>Learning Outcome 1 – b, c, d, e Learning Outcome 2 – a, d, e, f, g, h, i Learning Outcome 3 – a, through e Learning Outcome 4 – b, e, f, h, i, j, k, l, n, o, p Learning Outcome 5 – c, d, e, f, g, h Learning Outcome 6 – a, b, e, f, g, h, i, j Learning Outcome 8 – all of a and b</p>

SCOPE OF PRACTICE	LEARNING OUTCOMES
<p>Program evaluation: ECEs are knowledgeable about quality in their practice, programs, leadership, and management of their work environments. They are familiar with a variety of approaches to be able to conduct program assessment. They collaborate with their colleagues to plan for continuous quality improvement, reach consensus on goals, indicators, and timelines, and carry out agreed-upon actions for quality improvement.</p>	<p>Learning Outcome 2 – h, i, j Learning Outcome 6 – a through j Learning Outcome 7 – a through i</p>
<p>Professionalism: ECEs are familiar with provincial acts, regulations, and policies and understand the implications of them for their practice (e.g., processes for the mandatory reporting of child abuse and neglect). They pay attention to potential or future changes to legislation and policies that may impact their practice. ECEs act on their professional responsibility to advocate for meaningful change.</p> <p>ECEs demonstrate and maintain professionalism in all their relationships and communication with children, parents, colleagues, community partners, and provincial officials. They seek professional counselling for themselves as needed. As active members of professional organizations, they regularly participate in professional development opportunities. ECEs maintain current knowledge of new research and trends in early learning and early childhood education. Professional courtesy is consistently demonstrated by ECEs in their work habits and attitudes; they practice leadership skills and welcome opportunities to share their expertise.</p>	<p>Learning Outcome 2 – h through l Learning Outcome 7 – c, f, i Learning Outcome 8</p> <ul style="list-style-type: none"> ▪ A: i, ii, iii, iv, v, vi, vii ▪ C: ii, iii <p>Learning Outcome 2 – d, e, f, i, j, k, l Learning Outcome 4 – b, f, o, p Learning Outcome 6 – f through j Learning Outcome 7 – a through i Learning Outcome 8 – all of A, B, C</p>

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