

Part II – CUPE 4400 Proposes Elements of a Child Care Policy Framework

1.

Part III – In Pursuit of Quality in Early Learning and Care

1. Quality is a layered, complex concept that is as much about the ongoing process within the program as about structural factors including the physical, organization, human resource and system management components.
 - a. Quality is a function of several factors which include relevant education, ongoing training, stable workforce, equitable wages and benefits, appropriate group sizes and staff child ratios.
 - b. All child care supervisors should hold the equivalent of B.A in Early Childhood Education, including advanced courses in organizational development and management.
 - c. Ongoing training for ECE staff should be mandatory and at no cost to staff.
 - d. Good physical accommodation, including sufficient indoor and outdoor space not only reflects the value society places on child care, but is also essential to healthy

“learning” occurs in private home and informal care settings, and that these setting are the forced “choice” of the families with least economic, educational and social resources.

8. Quality means that all child care programs are capable of including children with special needs. Long waiting lists and overloading of existing child care programs with special needs children is not an answer to lack of facilities, resources and staff with appropriate training.
9. Integrating children with special needs is the responsibility of all staff in child care programs. It is difficult for any child to develop the all-important sense of belonging when left in care of one specialized staff.
10. Horizontal (for a child of given age) and vertical (for a child moving through age groups) integration of learning and care services is the best way of providing optimal support for children and families. Children should not have to experience transitions between different curricula and pedagogical practices.
11. Curriculum should focus on developing social and cognitive skills; each child should feel that they belong and that they are active partners in their learning.
- 12.