APPENDIX 2:

THE INTEGRATION OF FIRST NATIONS/
INDIGENOUS KNOWLEDGES, WORLDVIEWS,
AND PERSPECTIVES INTO ELCC EDUCATION
AND TRAINING PROGRAMS ACROSS CANADA:

An environmental scan Regine Halseth



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Quality care and young First Nations children: An exploration of optimal learning and development in early childhood settings on reserve presents the results of a three-part project that the National Collaborating Centre for Indigenous Health (NCCIH) started in 2021. The project encompassed three qualitative studies that, taken together, offer insight into important factors that contribute to the optimal learning, development, and care of First Nations children in early childhood program settings on reserve.

The appendices are available in English only as a digital companion. The full report can be found at nccih.ca/495/ELCC-quality-care-on-reserve.nccih?id=10512.





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1. INTRODUCTION



This environmental scan aims to examine the extent to which First Nations knowledge(s), worldviews, and perspectives have been integrated into the training of ELCC and early child development (ECD) practitioners working in First Nations settings across Canada. It is part of a series of interrelated projects undertaken by the First Nations Information Governance Centre in collaboration with the National Collaborating Centre for Indigenous Health (NCCIH) that focuses on the health and well-being of First Nations children and their families. Specifically, this project is one of three research activities led by the NCCIH on the quality care of young First Nations children. It examines ELCC, ECD, and early childhood education (ECE) training curricula currently offered by post-secondary institutions and other organizations across Canada relative to First Nations articulations of 'quality' care. Since course content often does not distinguish between First Nations and Indigenous course content, this environmental scan includes any post-secondary programs that incorporate First Nations or Indigenous course content, as long as this course content does not focus exclusively on Inuit or Métis children. Henceforth, the term 'Indigenous' will be used to refer collectively to First Nations and non-specified Indigenous programs and course content.



Methodology

The environmental scan involved searching the Internet to identify all ELCC training programs offered in Canada. A three-pronged approach was utilized. First, all post-secondary institutions (mainstream and Indigenous controlled, publicly funded or private) across Canada were identified. The websites of these institutions were searched to identify educational programs focused on ELCC contexts. Second, the post-secondary institutions offering ELCC training programs were crossreferenced against the Canadian Child Care Federation's list of child care training programs across Canada to identify any missing programs. Third, the search aimed to identify any relevant training programs offered by Indigenous-led institutions specifically, as well as those offered by entities other than post-secondary institutions. These were identified through an Internet search, using combinations of the terms: early learning/early childhood development/early childhood education, together with Indigenous/First Nation/Native, together with 'training programs.'

The focus of this environmental scan was on educational programs and curriculum related to the training of early learning, early childhood development, and early childhood education practitioners to work with First Nations children aged 0 to 6 years. Inuit and Métis-targeted programs were excluded from this scan. Related educational programs such as Education Support Worker; Community/Family Support Worker; Child and Youth Care; Social Work; Native Education/Bachelor of Education; as well as Child, Youth, and Family Studies were considered out

of scope for this project unless these programs had flexibility enabling them to be tailored to Indigenous early learning or child development contexts.

Once relevant training programs were identified, the program and course descriptions were reviewed to determine the degree to which curriculum incorporated Indigenous knowledge(s), worldviews, and perspectives. This information was used to categorize the programs into those designed and delivered specifically by Indigenous post-secondary institutions; mainstream programs targeted specifically at practitioners working in Indigenous ELCC contexts; mainstream programs that required completion of Indigenous-focused courses; mainstream programs that required completion of courses with explicitly-stated Indigenous content; mainstream programs with no significant Indigenous course content; and ELCC programs offered by other types of post-secondary institutions. The environmental scan also identified professional development initiatives offered by other types of organizations that were focused on enhancing the competency of ELCC practitioners working in First Nations settings.

Specific inclusion criteria for each type of program is identified in Table 1.1.

Many universities and colleges across Canada offer Early Childhood Development, Early Childhood Education, and Early Learning and Child Care programs as either diploma (two-year) and/or certificate (one-year) programs. Curriculum in these programs typically include courses focused on:

- the foundations of early childhood education, including relevant policies and legislation
- · safe and healthy environments
- play based learning: music, art, drama and movement
- · professional communication
- child development in the early years
- · children's learning environments
- · observation and documentation
- play based learning: storytelling and literacy
- · infant and toddler appropriate curriculum
- · school-age curriculum
- learning focused on science, technology, math, blocks and woodworking experiences in the context of ELCC
- pedagogy and curriculum models
- · diversity and inclusion
- concepts of professionalism and advocacy in relation to professional development and practice
- principles of managing early childhood programs
- · children with diverse abilities
- · working with families

Occasionally, additional courses may be offered, such as evidenceinformed practices.

Within these courses, content related to Indigenous populations, approaches, and worldviews may not explicitly be stated in course descriptions, but selective descriptor words are often used that imply Indigenous topics may be discussed. These descriptor words include, for example: "cultural", "sociocultural", "cross-cultural", "trauma", "context of family and community", "anti-bias", "social justice", and social, economic, and historical factors/determinants. These words are typically included in courses on diversity and children with diverse abilities (where topics of inclusion, social justice, anti-bias, and equity may be discussed); in courses on child development (where determinants that impact children's growth and development, including culture, family dynamics, poverty, colonialism, etc., may be discussed); and in courses on professional communication (where cultural nuances in communication may be discussed). ELCC programs were categorized as having no significant Indigenous course content if such descriptive words were used in course descriptions. They were also classified this if they required completion of practicums or field placements that could be taken in a First Nation or Indigenous setting. ELCC programs that did not

TABLE 1.1: CLASSIFICATION CRITERIA

Type of ELCC training program	Classification criteria
Indigenous-led or directed ELCC training programs	 Designed and delivered by an Indigenous post-secondary institution (publicly or privately funded); Program not stated to be delivered by a non-Indigenous post-secondary partner; Program clearly incorporated a strong Indigenous focus.
Mainstream ELCC training programs (non-Indigenous)	Offered by publicly-funded institutions.
Targeted specifically to Indigenous ELCC contexts	 Offered as either a separate program or a specific stream; Clearly labelled as Indigenous-focused; Requires completion of at least one mandatory Indigenous focused course; Requires completion of other courses with explicitly stated Indigenous content and/or opportunities to complete practicums/field placements in a First Nations or Indigenous community.
Requires completion of Indigenous-focused courses	General ELCC program that requires completion of at least one mandatory Indigenous-focused course.
Require completion of courses with explicitly stated Indigenous content	 General ELCC program that requires completion of at least one mandatory course that, while not focused specifically on Indigenous populations, explicitly states that Indigenous topics will be covered in the course description.
No significant Indigenous course content	 General ELCC program where none of the required courses focus specifically on Indigenous populations or incorporate explicitly stated Indigenous content, based on a review of course descriptions; Course descriptions used descriptor words that imply some Indigenous topics may be covered; Requires completion of experiential learning opportunities, practicums, or field placements that may occur in an Indigenous setting.
ELCC training programs offered by other types of educational institutions	• Either offered by educational institutions that are not publicly funded or provincially/territorially designated; or collaborative education and training programs that are accredited by a publicly-funded educational institution but delivered in a First Nations/Indigenous educational institution.
Other types of Indigenous ELCC training initiatives	 Offered by other types of organizations outside of an educational institution; Focus on capacity building and professional development.

make use of any of these types of selective descriptor words or that limited students' experiential learning opportunities to college daycare settings were not considered relevant for this environmental scan.

An effort was made to characterize the nature of Indigenous content in curriculum. A list was generated of the Indigenous topics covered in all Indigenous-focused courses. This list was generated during the process of reviewing course descriptions, with each new topic given a unique course code (Table 1.2). Once topics were identified, information about the course, including course name, topics, institution, and province/territory, was entered into an Excel spreadsheet.

Organization

The scan includes 13 sections. In addition to this introduction, the report presents findings of this environmental scan for each province/territory in separate sections (Chapters 2-13), with the exception of Nunavut, which has only Inuit-focused ELCC programs and has thus been excluded from this scan. For the purposes of simplifying the organization of this report, all training programs that focus on early learning, ECD or ECE will be classified henceforth as

ELCC programs. Within each provincial/territorial section, information is organized into four main categories. The first, Indigenous-Led or Directed ELCC Training Programs, highlights training programs offered by both publicly- and privately funded Indigenous post-secondary institutions in Canada. These programs demonstrate a level of Indigenous self-determination over the design and delivery of quality ELCC programs that meet their needs and aspirations. The second category, Mainstream ELCC Training Programs, includes all training programs offered by mainstream post-secondary institutions. These are grouped further, wherever relevant, into four types of programs, based on the degree to which Indigenous 1 content has been incorporated into the curriculum (see Table 1.1 for assessment criteria). These types include:

- 1. Specific to Indigenous ELCC contexts;
- 2. Requires completion of Indigenous-focused courses;
- 3. Requires completion of courses with explicitly-stated Indigenous content; and
- 4. No significant Indigenous course content.

The third category focuses on ELCC training programs offered

by other types of educational institutions, while the fourth identifies ELCC training initiatives offered by other types of organizations that focus on capacity building and professional development.

It should be noted that postsecondary institutions often offer more than one relevant ELCC program or stream. In cases where more than one program or stream is identified, including Indigenous-focused and general mainstream programs, as well as certificate/diploma or Bachelor's degree programs, these may be categorized into more than one section, depending on the degree to which Indigenous knowledge, worldviews, and perspectives have been incorporated. However, since students taking certificate programs within a specific stream often go on to complete a diploma program in that stream, ELCC certificate and diploma programs are considered as a single entity for the purposes of organizing these programs in this environmental scan. The decision as to how these certificate/ diploma programs are categorized is based on whether either of these two programs requires completion of any Indigenousfocused courses, courses with explicitly-stated Indigenous content, or has no substantive Indigenous content.

¹ The term is used here whenever no distinction has been made with respect to First Nations, Inuit, and Métis peoples or when referring to these three groups inclusively.

TABLE 1.2 INDIGENOUS TOPICS COVERED IN CURRICULA

Topic	Course code
Application of principles of social justice, human rights, diversity and inclusion to practice with Indigenous communities and organizations	1
Cultural-historical determinants/colonization/residential school experience	2
Socio-economic determinants of Indigenous child health and development	3
Exploration of social justice/inequity/human rights/inclusive practice	4
Indigenous Worldviews, Philosophies and Approaches	5
Dispelling myths and stereotypes of Indigenous Peoples	6
Utilization of Indigenous pedagogy	7
Indigenous health	8
Traditional health and wellness approaches/wholistic health	9
Decolonization and reconciliation	10
Interrelationship between learning, wholistic health and the environment	11
Exploration of environment in the context of Indigenous ways of being, knowing and learning	12
Building relationships and practices that respect cultural diversity and knowledge	13
Indigenous connection to land	14
Cultural safety	15
Indigenous pedagogy	16
Decolonized research methods	17
First Nations language and literacy	18
Cultural nuances in interpersonal communication	19
Trauma-informed approaches	20

TABLE 1.2 INDIGENOUS TOPICS COVERED IN CURRICULA (CON'T)

Topic	Course code
Historical and cultural attitudes and approaches to inclusion	21
Indigenous framework for planning activities, based on philosophy of family centred care and practice and Indigenous cultural values	22
First Nations cultures	23
Indigenous concepts of family, raising children, and importance of community	24
Culture and identity	25
Indigenous birthing practices	26
Philosophies and program models of quality Indigenous early childhood education programs	27
Strategies to guide development of exceptional children	28
Indigenous strategies for guiding children in a positive manner	29
Indigenous perspectives on early child development	30
Indigenous cultural arts (music, dance, art)	31
Indigenous children's literature	32
Allyship and activism	33
Strengths-based, wholistic strategies in Indigenous contexts	34
Indigenous Leadership	35
Language and cultural restoration and reclamation of Indigenous community systems, governance and sovereignty	36
Community context of child abuse and neglect	37

Topic	Course code
Risks and resiliency	38
Connection between language and culture	39
Culturally sensitive approaches to play	40
Culturally appropriate curriculum	41
Administration in federal, provincial, and band-controlled schools	42
Cross-cultural approaches to education	43
Cultural perspectives on disability	44
Meeting students' cultural needs	45
Culturally appropriate course materials and resources	46
Community development to promote community wellness	47
Culturally informed assessment and intervention	48
Cultural considerations in learning environment	49
Indigenous approaches to caregiving	50
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2. BRITISH COLUMBIA



This section focuses on the degree to which ELCC training programs in British Columbia incorporate Indigenous knowledges, worldviews, and perspectives. The environmental scan revealed that the incorporation of Indigenous knowledges, worldviews, and perspectives varied widely across the diverse types of post-secondary institutions. Both Indigenous and mainstream post-secondary institutions offered ELCC programs focused specifically on Indigenous early learning and child development contexts or had a strong Indigenous focus. The environmental scan also revealed that most publicly-funded colleges and some of the universities in the province offered one-year certificate and two-year diploma programs that build on the certificate program by providing enhanced knowledge about child development in infancy and children with special needs. However, approximately half of these types of programs had no substantive Indigenous content, while Indigenous content in the other half varied widely, with Indigenous content primarily evident in only the diploma program. Additionally, some of the universities offered unique ELCC programs, including majors or minors in early learning/education and post-baccalaureate diplomas in early learning. These types of programs often allowed for a more diverse range of Indigenous topics to be covered, particularly through having a wider array of elective options.

The environmental scan also identified six privately funded post-secondary institutions that offered ELCC programs, most of which did not appear to contain any substantive Indigenous content. British Columbia also had a number of Indigenous and non-Indigenous organizations and governments

who were working to build capacity in Indigenous early learning and child care contexts. They offered occasional workshops and online courses oriented towards equipping early childhood educators working in First Nations settings with the tools they need to deliver culturally appropriate curriculum and access culturally relevant educational resources.

1. Indigenous-led or directed ELCC training programs

This section focuses on ELCC programs that are designed and delivered by Indigenous post-secondary educational institutions in BC, regardless of whether these institutions are publicly or privately funded. The environmental scan identified three such programs, of which one is a partnership with another Indigenous post-secondary institution.

1.1 Nicola Valley Institute of Technology (NVIT)

Aboriginal Early Childhood Education, Certificate and Diploma

NVIT is a public Indigenous post-secondary institution in British Columbia. It offers certificate and diploma programs in Aboriginal Early Childhood Education that are designed to meet provincial licensing standards, academic standards, and First Nations and community standards. The unique programs emphasize the knowledge, skills, and standards relevant to both Indigenous and mainstream individuals, families, and communities, and thus have a clear focus on Indigenous content throughout the curriculum.

The certificate program is a one-year program requiring completion of 21 courses, offered over an entire calendar year. While none of the required courses focus exclusively on Indigenous populations, all of them, beyond 110 English Composition and STSC 101 Strategies for Success, include significant Indigenous content, incorporate Indigenous and non-Indigenous perspectives equally, and apply learning within Indigenous and mainstream contexts equally. All of the required ECE courses specifically state they include Indigenous content, and Indigenous cultural resources are utilized throughout. The certificate program requires completion of two experiential learning opportunities that are likely to occur in First Nations community context.

The diploma program is a two-year, full-time program that builds on the certificate program. It requires an additional 10 courses, indicated by use of an asterisk below. One of these required courses focuses exclusively on Indigenous populations (AECE 208, which focuses on learning about local First Nations language and culture). With the exception of AECE 216 – Administrative Licensing & Leadership, most of the remaining required courses include substantial Indigenous content, including AECE – 226 Natural Environments in Child Care, which connects Indigenous, culture, values, and traditions with outdoor curriculum. One additional required course (AECE 240) likely includes Indigenous content based on use of selective descriptive words in course descriptions. The diploma program also requires an additional two experiential learning opportunities (focused on infants/toddlers and on special needs children) that are likely to occur in a First Nations setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
*AECE 208 Special Topics in Child Care	18, 23

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
AECE 102 Early Years Development I	5, 24, 26
AECE 104 Early Years Development II	5, 24
AECE 110 Foundations of ECE	27
AECE 124 Programming for Early Years	5, 14, 16, 22
AECE 125 Curriculum Development in ECE	5, 22
AECE 134 Guidance for the Early Years I	29
AECE 136 Observing in the Early Years	30
AECE 140 Music and Art in ECE	31
AECE 145 Children's Literature	32
AECE 150 Health, Nutrition & Safety	9
PSYC 131 Applied Interpersonal & Career Development	19
*AECE 210 Working with Families	25
*AECE 214 Exploring Perspectives in Communication	19
*AECE 224 Programming for Early Years II	27

Required courses with explicitly-stated Indigenous content (continued):

Name of Course	Topics Covered
*AECE 226 Natural Environments in Child Care	14
*AECE 234 Guidance for Early Years II	5, 29

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
*AECE 204 Early Years Development III	28

1.2 Native Education College

Indigenous Early Childhood Educator, Certificate and Diploma Programs

The certificate program, delivered over 11 months, enables students to obtain certification as an Early Childhood Educator and forms the foundation for continuing education in Indigenous Special Needs Educator and Infant and Toddler Educator Diploma programs. Credits can also be transferred to another post-secondary degree granting program. The certificate program requires completion of 17 courses, while the two-year diploma program builds on the certificate program with an additional year of study focused on infants and toddlers and special needs children. It covers theory and practice in advanced child growth and development, Indigenous health care, and augmentative

communication. The two programs can be combined, as both require completion of the same six core courses. ² While no course descriptions are accessible from the College's website, it appears that none of the six core certificate/diploma courses focus exclusively on Indigenous populations; however, it is likely that Indigenous content and approaches are prevalent throughout the program.

Course titles for both of the second-year specialization diploma programs (in Indigenous Infant and Toddler Educator and Indigenous Special Needs Educator) reveal that at least three of the six required courses focus exclusively on Indigenous populations (ECE 269, ECE 280, and ECE 284). Additionally, both programs require two field observation courses (ECE 225, ECE 226), while the two-year program requires one practicum that is likely to occur in a First Nation setting.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECE 269 Supervision and Management in Indigenous Infant and Toddler Programs	27
ECE 280 Indigenous Health Care and Safety in Infant and Toddler Programs and in Supported Childcare	8, 9, 11
ECE 284 Indigenous Practices with Infants and Toddlers (Infants and Toddlers stream)	5, 22, 24

² Information on the College's website is unclear with respect to how individual diploma programs can be completed separately. The course schedule provided is for the combined program.

1.3 En'owkin Centre

Aboriginal Early Childhood Education Programs, Certificate and Diploma Programs³

The En'owkin Centre has partnered with the Nicola Valley Institute of Technology and Native Education College to offer certificate programs that can qualify students to apply as an Early Childhood Education Assistant and a diploma program, which allows students to work with infants/toddlers and young children with special needs. The certificate program is offered in an intensive format to complete in one month. The diploma program emphasizes the Syilx (Okanagan) language and cultural concepts in relation to child development and learning. No further details about these programs are available on their website.

2. Mainstream ELCC training programs

This section focuses on ELCC training programs or streams offered by publicly funded, mainstream post-secondary institutions in British Columbia. These include:

- 1. programs focused specifically on Indigenous ELCC contexts:
- 2. programs that are not focused specifically on Indigenous ELCC contexts but require completion of some mandatory Indigenousfocused courses;
- 3. programs with some courses that have explicitly-stated Indigenous content; or
- 4. programs with no significant Indigenous course content.

In the latter case, no explicit Indigenous course content was identified in either course or program descriptions, but the program may cover some Indigenous topics, based on the use of selective descriptor words in course descriptions, and students have options to complete field placements and practicums in a First Nation or Indigenous setting.

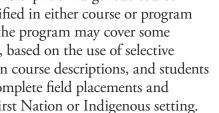
2.1 Specific to Indigenous ELCC contexts

This section focuses on ELCC training programs offered by publicly funded, mainstream postsecondary institutions in BC that focused specifically on Indigenous ELCC contexts. The environmental scan identified only two institutions offering such programs: Vancouver Island University's Child and Youth Care First Nations Diploma Program, and the University of Victoria's Child and Youth Care program that could be tailored to a First Nations ELCC context via specialization in both Indigenous and Early Years streams.

2.1.1 Vancouver Island University (VIU)

Child and Youth Care First Nations Diploma **Program** (listed as "not accepting applications" for several consecutive years)

VIU's Child and Youth Care First Nations Diploma Program provides students with the knowledge and skills needed to work in First Nations practice settings. It reflects the needs of First Nations peoples and continues to be developed with the involvement of local First Nations communities. The program is offered over two years on a full-time basis and serves as a ladder towards a Bachelor of Arts in Child and Youth Care degree. The program requires completion of 17 courses (60 credits), of which two satisfy English requirements and two are electives. While the program is not focused exclusively on ELCC contexts, it does include a strong Indigenous-focused, early childhood development orientation.



³ As of 2024, the program no longer appeared to be offered.

First Nations perspectives are heavily infused throughout the core course requirements. Three of the required courses focus exclusively on Indigenous populations (two of which draw from Elder teachings). Six of the core courses include explicitlystated Indigenous content, with Indigenous perspectives reflected in each of these courses. Four required courses offer experiential learning opportunities, of which two explicitly state they are heavily First Nations focused. One of these incorporates a two-eyed seeing approach and involvement of First Nations Elders, while the other emphasizes First Nations models. Additionally, for their two electives, students may choose from three courses that explicitly state they incorporate First Nations content and one experiential learning opportunity that may occur in a First Nations context.

VIU also offers a Child and Youth Care Bachelor of Arts Degree and Diploma program, and an Early Childhood Education diploma. The Bachelor of Arts degree is neither focused on First Nations nor on early learning and child care contexts, it is therefore deemed to be out of scope for this environmental scan. Since the ECE diploma program does not include substantive Indigenous content, it is listed in BC - Section 5.

Required Indigenous-focused courses:

Name of Course	Topics Covered
CYCL 263 Elder Teachings in Child and Youth Care	5, 23, 24
CYCL 264 Elder Teachings in Child and Youth Care II	5, 23, 24
CYCL 362 Abuse in the Family from a First Nations Practice Perspective	2, 3, 20, 25, 37

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
CYCL 111 Child Development 1	5, 23, 25, 30
CYCL 112 Child Development II	5, 23, 25, 30
CYCL 152 Guiding the Behaviour of Children	5, 7
CYCL 252 Fundamentals of Change	15, 19
CYCL 261 Introduction to Family Development and Support	24, 34
CYCL 262 Adolescence and Adolescent Issues	2, 3

Elective courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
CYC 165 Introduction to Group Work in Child & Youth Care Practice	5
CYC 212 Introduction to Activity Based Child and Youth Care Practice	4, 5, 14, 31
CYC 391 Therapeutic applications of Wilderness Programming	5, 14



2.1.2 University of Victoria (UVic)

Bachelor of Child and Youth **Care Program** (Indigenous early years streams)

The University of Victoria offers a Bachelor of Child and Youth Care program that can be tailored to both early year and Indigenous contexts. This four-year degree program requires completion of one Indigenous-focused course which all students are required to take (CYC250), plus four Indigenous-focused courses for the Indigenous stream (CYC 330, CYC 430, CYC 355), one of which is a choice of two practicums in an Indigenous setting (CYC 410 or 411). To tailor the program to an early years context, students are also required to complete two early years courses: CYC 382: Yearly Years Program Approaches and CYC 482: Leadership, Advocacy & Program Planning in the Early Years. It is important to note, however, that this program does not offer a path to level one ECE certification with the BC Early Childhood Education Registry.

Students are also required to complete four courses with explicitly-stated Indigenous content, much of it largely focused on decolonization and addressing racism. There are also four courses that may include some Indigenous content, based on wording used in course descriptions, and students are required to complete at least four practicums, which may occur in a First Nation or Indigenous setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
** CYC 250 Law, Indigenous People & the TRC Calls to Action	3, 10, 33
* CYC 330 Applied practice in Indigenous contexts	5, 34
* CYC 430 Research practice in Indigenous contexts	17
* CYC 355 All my relations practice with Indigenous families	3, 25, 34

Required of students in the Indigenous stream

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
CYC 120 Lifespan development	9, 30
CYC 320 Critical identity development	10, 15, 20
CYC 321 Advancing social justice praxis in CYC	1, 10, 15
CYC 470 Mental health and addictions	3, 5, 10

Required courses that may include some Indigenous content:

Name of Course	Topics Covered
CYC 110 Introduction to Child and Youth Care	15, 20, 34
CYC 152 Introduction to helping skills in child and youth care practice	1
CYC 206 Applying change theory in CYC practice	10
CYC 265 Introduction to group work in child and youth care practice	10

^{**} Required of students in all CYC streams

2.2 Requires completion of Indigenousfocused courses

Listed below are ELCC programs offered by publicly-funded, mainstream post-secondary institutions in BC that are not focused specifically on Indigenous ELCC contexts but require completion of at least one Indigenous-focused course. Since ELCC certificate students often go on to complete a diploma program, this section includes any ELCC programs where students are required to take an Indigenous-focused course at either the certificate or the diploma level. The degree to which Indigenous content is incorporated into these programs varies widely, from Camosun College's strongly Indigenous-focused Early Learning and Care program to others that require completion of only one Indigenous course, typically at the diploma level only.

2.2.1 Camosun College

Early Learning and Care (ELC), Diploma

This professional program has a strong Indigenous focus. It utilizes strengths-based approaches and incorporates Indigenous perspectives on supporting children and families; connections to nature, land and place; as well as impacts of colonization and residential school experience throughout the program. Two required courses are exclusively Indigenous focused (IST 120 – Indigenous Peoples/ TELTIN TTE WILNEW [Understanding Indigenous Peoples]; HLTH 111 – Indigenous Peoples' Health), while most of the remaining required courses explicitly incorporate Indigenous content. At least one course utilizes Indigenous pedagogy (IST 120- Indigenous Peoples/TELTIN TTE WILNEW). The program also offers six experiential learning opportunities that may occur in First Nations contexts. There is a strong emphasis on incorporating Indigenous worldviews and ongoing decolonization and skills of relationship, with the aim of building responsive and respectful relationship-based care.

Required Indigenous-focused courses:

Name of Course	Topics Covered
IST 120 – Indigenous Peoples/TELTIN TTE WILNEW	2, 5, 6
HLTH 111 – Indigenous Peoples' Health	8, 9

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ELC 110 – Perspectives on Child Growth and Development I	2, 5, 10
ELC 150 – Health and Wellness for Early Learning & Care	2, 5, 10, 11
ELC 170 – Working with Family and Community	2, 5, 10
ELC 113 – Guiding Relationships I	2, 10
ELC 120 – Introduction to Learning Environments	2, 10, 11, 12
ELC 212 – Guiding Relationships II	1, 5, 13
ELC 214 – Leading to Build Capacity	2, 5, 10
ELC 216 – Perspectives on Child Growth & Development	2, 5, 10
ELC 221 – Designing Dynamic Environments	1, 2, 10, 14
ELC 220 – Inclusive Child Care	1, 2, 5, 10
ELC 230 – Infant and Toddler Care	2, 5, 10, 13

2.2.2 Selkirk College

Early Childhood Care & Education (ECCE), Certificate and Diploma Programs

Selkirk College offers a 9-month ECCE Certificate and a 2-year ECCE Diploma program that allows for 'Inclusive Practice' and 'Infant/Toddler' specializations. The certificate program requires completion of 16 courses over three semesters, none of which focus exclusively on Indigenous populations or have explicitlystated Indigenous content. Four courses may include some Indigenous content, based on use of selective wording in course descriptions. The certificate program also provides four experiential learning opportunities which may occur in a First Nation setting.

The diploma program provides two opportunities to specialize by taking additional courses: one in inclusive practice and one related to infants and toddlers. Both of these specializations require completion of one course that focuses exclusively on Indigenous populations (INDG - 287 Introduction to Indigenous Teachings and Practices) and utilizes local wisdom keepers to share their stories (as indicated with asterisk below). They also offer three additional experiential learning opportunities that may occur in a First Nation setting

Required Indigenous-focused courses:

Name of Course	Topics Covered
*INDG 287 Introduction to Indigenous Teachings and Practices (Inclusive & Infant & Toddler specializations)	2, 5

Required courses with explicitly-stated Indigenous content: None

Required courses that may include some Indigenous content:

Name of Course	Topics Covered
ECCE 178 Foundations of Professional Practice I	4, 15
ECCE 179 Foundations of Professional Practice II	4, 15
ECCE 193 Child-Centered Partnerships I	15
ECCE 293 Child-Centered Partnerships II	15
*ECCE 289 Responsive Inclusive Environments (Inclusive specialization only)	4



2.2.3 Douglas College

Early Childhood Education,

Certificate and Diploma programs

Douglas College offers an ECE Certificate and a Certificate in Special Needs, which can be combined into a Diploma in Early Childhood Education. Graduates may choose to return for a post-diploma Certificate in Infant and Toddler Care. As this latter program has no mandatory courses with explicitly-stated Indigenous content, it is listed in British Columbia – Section 5.

The ECE certificate program has no required courses with explicitly-stated Indigenous content. Students may be exposed to some Indigenous content in four mandatory courses and have the opportunity for experiential learning in a First Nations setting. The diploma program builds on the certificate program by requiring completion of 11 additional courses. Of these, one is exclusively Indigenous-focused (ECED 2361 Indigenous Worldview and Early Childhood Education). None of the new course requirements (indicated with an asterisk below), include explicitlystated Indigenous content, but an additional five courses may include some Indigenous content given topics described in the course descriptions. The diploma program also requires an additional two experiential learning opportunities, which may occur in First Nations settings.

Required Indigenous-focused courses:

Name of Course	Topics Covered
*ECED 2361 Indigenous World View and Early Childhood Education	5, 15, 23, 25

Required courses with explicitly-stated Indigenous content: None

Required courses which may contain some Indigenous content:

Name of Course	Topics Covered
ECED 1155 – Introduction to ECE	4
ECED 1241 Positive Guidance in Early Childhood Environments	2, 3
ECED 1200 Growth and Development: Preschool Years	11
ECED 1121 Transforming and Teaching: Observing and Documenting the Learning and Care of Young Children	24
*ECED 2305 Growth and Development: Birth through Early School Years	2, 3, 25
*ECED 2320 Methods for Inclusive Play- Based Programmes for Young Children	4
*ECED 2315 Working with Families in Early Childhood Education	4
*ECED 2471 Issues and Trends in ECE	4, 15
*ECED 2401 Advanced Growth and Development: Individual Planning for Children within Diverse Abilities	2, 3, 25

^{*} Additional course requirements for Diploma Program







2.2.4 University of British Columbia (UBC)

Early Childhood Education

UBC offers two ECE programs - a Basic ECE Certificate and an ECE Assistant Certificate. Graduates from the Basic ECE Certificate can apply for certification from the BC ECE Registry, enabling them to work as Early Childhood Educators. The program requires completion of 13 online courses and three in-person practicums at BC-licensed early childcare centres. Of the 13 online courses, one focuses exclusively on Indigenous children, families, and communities. Three courses have explicitly-stated Indigenous content, while one may contain some Indigenous content, based on wording used in course descriptions.

Since the ECE Assistant Certificate program has minimal Indigenous content, it is listed in British Columbia - Section 5.

Required Indigenous-focused content:

Name of Course	Topics Covered
ECED 442 Supporting Indigenous Infants and Young Children within the Context of their Communities	2, 3, 5, 25, 27

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECED 439 Assessment of Infants and Young Children with Special Needs	22, 48
EPSE 348 Family-Centred Practice for Children with Special Needs	15, 22, 34
LLED 441/63C Introduction to Teaching Children's Literature	4, 10, 46

Required courses that may include some Indigenous content:

Name of Course	Topics Covered
EPSE 406 Typical and Atypical Development in Infants and Children	3, 38





2.2.5 Simon Fraser University (SFU) Post-Baccalaureate Diploma in Early Learning

SFU offers a Post Baccalaureate Diploma in Early Learning for students with a related Bachelor's degree. The program requires completion of four mandatory courses and three from a list of 15 approved courses. Of these approved courses, one focuses exclusively on Indigenous populations (EDUC 311: Foundations in Aboriginal Education, Language and Culture), and one is likely to include some Indigenous content related to decolonizing education and creating cultural safety (EDUC 441 – Multicultural and Anti-Racist Education).

SFU also offers a minor in Early Learning in its Bachelor of Education program. Since this program has minimal Indigenous content, it is listed in British Columbia - Section 5.

Required Indigenous-focused content:

Name of Course	Topics Covered
EDUC 311: Foundations in Aboriginal Education, Language and Culture	2, 5, 10, 23, 34

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
EDUC 441 – Multicultural and Anti-Racist Education	10, 15



2.3 Requires completion of courses with explicitly-stated Indigenous content

This section focuses on publicly-funded, mainstream post-secondary ELCC programs in BC that are not focused specifically on Indigenous populations and ELCC contexts, do not have any required Indigenousfocused courses, but do require completion of some mandatory courses that have explicitly-stated Indigenous course content. Since ELCC students taking certificate programs in specific streams often go on to complete a diploma, programs listed here only require students to take courses with explicitly-stated Indigenous content at either the certificate or diploma level, not at both levels. As can be seen below, the degree to which Indigenous content is incorporated in these courses is minimal, ranging from one to three courses with explicitly-stated Indigenous content.

2.3.1 Capilano University

Early Childhood Care and Education (ECCE), Bachelor's degree, certificate and diploma programs, specialization certificates, and postbaccalaureate diploma

Capilano University offers several ECCE options, including a Bachelor's degree (four-year), diploma (two-year), and basic ECCE certificate programs, as well as one-year certificates specializing in Infant and Toddler and/or Special Needs. The Bachelor's degree, diploma, Special Needs Certificate, and Infant and Toddler Certificate programs each require completion of one course with explicitly-stated Indigenous content (EDUC 240 - Advanced Child Development), while the regular 1.5-year certificate program does not. Some of the required courses in all of these programs focus on the application of social justice principles, diversity, and inclusion, and thus may include some Indigenous content. All of the programs require some observation field placements that may occur in a First Nation or Indigenous setting, while all but the 1.5year certificate program also require applied theory placements that may also occur in a First Nation or Indigenous setting.

The Bachelor's degree program includes some opportunities to take electives that may incorporate some Indigenous content, including two education elective courses that have explicitly-stated Indigenous content (EDUC 479, EDUC 485). Both the Bachelor's degree and diploma programs also have several elective experiential learning opportunities that may occur in a First Nation or Indigenous setting, including applied theory infant/toddler and inclusive practice practicums, and in the case of the Bachelor's degree program, two additional advanced practice in the early years elective practicums.

Capilano University also offers an ECCE Post Baccalaureate Diploma. This one-year program requires completion of two required courses, none of which have an Indigenous focus or any explicitlystated Indigenous content, as well as eight electives at the 3xx level or higher. Of these, only one has explicitly-stated Indigenous content (EDUC 485 Postqualitative Research Methodologies).

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
EDUC 240 – Advanced Child Development	2, 4

Bachelor's Degree, Diploma, Special Needs Certificate, and Infant and Toddler Certificate programs

Elective courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
*EDUC 479 Pedagogista Studies: Advanced Studies of the Pedagogista	16
*EDUC 485 Postqualitative Research Methodologies	17

^{*} Bachelor's Degree only



2.3.2 Coast Mountain College

Early Childhood Care & Education, Diploma

While Coast Mountain College's ECCE Diploma appears to have limited Indigenous content based on a review of course descriptions, the program description indicates that students will focus on designing learning environments that embrace the diversity of all children and families, including local First Nations, Aboriginal, and Inuit Peoples. The program requires completion of 20 required courses. Of these, none appear to be exclusively Indigenous focused, while three include explicitly-stated Indigenous content. An additional six courses may include some Indigenous content, based on wording used in the course descriptions. Given the location of Coast Mountain College in Terrace, BC, there is a stronger likelihood that First Nations communities may be the site for some of the four required student practicums.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECCE 163 Language & Literacies in the Early Years	18
ECCE 141 Observation, Documentation, Reflection, and Research Practices	5
ECCE 221 Responsive Care & Education under 3	22

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
ECCE 124 Interpersonal Communications	19
SOCI 206 The Family in Cross-Cultural Perspective	5
ECCE 209 Place Based Environments	12
ECCE 210 Science, Math & the Outdoor Classroom	14
ECCE 220 Modes of Care for Infants and Toddlers	20
ECCE 205 Inclusive Child Care	21

2.3.3 College of New Caledonia (CNC)

Early Childhood Care & Education (ECCE), Diploma and Certificate programs

CNC offers two ECCE programs – a one-year certificate and a two-year diploma. Both programs prepare students to work in a variety of early childhood settings, including Indigenous supported child care programs, infant and family development programs, preschools and daycares. The diploma program builds on the certificate and allows for infant-toddler and special needs specializations. Neither of these two programs require completion of any Indigenous-focused courses; however, both programs require completion of one course with explicitly-stated Indigenous content (ECCL 154 – Historical & Contemporary Practices). Both programs include some courses that may incorporate some Indigenous content, based on wording used in the course descriptions. The programs also include some experiential learning opportunities that may occur in a First Nations setting; however, there are no opportunities to take any Indigenous-focused electives.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECCL 154 Historical & Contemporary Practices	2, 5

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
ECCL 151 Developmental Perspectives II	2, 3
ECCL 150 Developmental Perspectives I	2, 3
*ECCL 251 Advanced Dev. Perspectives	2, 3
*ECCL 275 Partnership with Families	19
*ECCL 256 Intro to Inclusive Child Care	21

^{*} Diploma program only





2.3.4 North Island College (NIC)

Early Childhood Care & Education, Certificate and Diploma Programs

NIC offers three ECCE programs: an ECCE Certificate, an ECCE Diploma, and an ECCE – Infants and Toddlers Diploma. The ECCE Certificate program is a one-year program that requires completion of 12 mandatory courses, none of which focus exclusively on Indigenous populations and ELCC contexts. Of the remaining required courses, two explicitly state they include Indigenous content, and three provide opportunities for experiential learning that may occur in a First Nations setting.

The ECCE Diploma builds on the certificate program, allowing students to specialize skills in the field of early childhood education, with two areas of concentration: working collaboratively with families in the care of infants and toddlers and/or with children who require extra support. Both of these streams require four additional core courses and two additional specialized courses (as indicated by asterisk below). None of these courses focus exclusively on Indigenous populations or incorporate any explicitly-stated Indigenous content. Of the two specialized courses required for each of the two streams, only the ECC -264 Supported Child Care course, required by the Special Needs stream, likely has any Indigenous content, as derived from topics outlined in the course description. Each of the two streams offers an additional experiential learning opportunity that may occur in a First Nations setting.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECC – 104 Developmental Journey	5, 25
ECC – 168 Health Safety and Nutrition in Childcare Settings	5, 9

Required courses that may incorporate some Indigenous content:

Name of Course	Topics Covered
*ECC – 264 Supported Child Care	2, 3

^{*} Diploma program only

2.4 No significant Indigenous content

This section aims to identify ELCC training programs in BC that had no substantive Indigenous course content. None of the mandatory courses focus exclusively on Indigenous populations or have any explicitlystated Indigenous content. However, Indigenous content may be discussed in some courses in relation to equity, social justice, anti-racism, cross-cultural education, cultural nuances in communication, or determinants of child development, based on use of selective descriptor words in course descriptions, and there may be some opportunities for students to undertake experiential learning in a First Nation setting if they choose to do so. These programs include:

- College of the Rockies: Early Childhood Care & Education, Certificate and Diploma programs
- Simon Fraser University: Early Learning Minor, Bachelor of Education program
- Langara College: Early Childhood Care & Education, Certificate and Diploma programs
- Northern Lights College: Early Childhood Education & Care Diploma program
- Okanagan College: Early Childhood Education, Certificate and Diploma programs

- · Thompson Rivers University: Early Childhood Education, Diploma and Post-Diploma/ Certificate programs
- · University of the Fraser Valley: Early Childhood Education, Certificate and Diploma programs
- Vancouver Community College: Early Childhood Care & Education, Certificate and Diploma programs
- Douglas College: Early Childhood Education: Infant/ Toddler Certificate

3. ELCC programs offered by other types of educational institutions

This section provides a summary of ELCC programs in British Columbia offered by other types of educational institutions, including private post-secondary institutions and career colleges. The environmental scan identified six relevant programs, most of which had no substantive Indigenous course content.

3.1 Creative Minds Early Childhood Education

Early Childhood **Education Program**

This program is recognized by the BC ECE Registry and the Private Training Institutions Branch of the Ministry of Advanced Education, Skills and Training. While there is a brief outline of courses required, including completion

of three practicums, no course descriptions are provided. An overview of the program indicates that it follows the First People's Principles of Learning and students are required to learn about the history of Indigenous Peoples in Canada. The program requires completion of three practicums that may occur in a First Nation or Indigenous setting.

3.2 Pacific Rim Early Childhood Institute

Basic Early Childhood Educator, Certificate

Graduates of this program are eligible to apply for ECE Certification through BC's ECE Registry. This program consists of eight courses focused on health, safety and nutrition; child growth and development; guiding and caring; foundations in ECE; curriculum development; and interpersonal communication; and 3 practicums. None of these courses contain any substantive Indigenous content or incorporate Indigenous perspectives.

Post-Basic Infant/Toddler Educator, Certificate

Upon completion of the Basic Early Childhood Educator Certificate, students may opt to take this 10-week program focused on working with infants and toddlers. The program requires completion of five extra courses and one extra practicum. None of these courses focus on Indigenous

populations or incorporate any significant Indigenous content.

Post-Basic Special Needs Educator, Certificate.

This 25-week program is for students who have completed the Basic ECE Certificate. It requires completion of five extra courses and one extra practicum, none of which focus on Indigenous populations or incorporate any significant Indigenous content.

Early Childhood **Educator**, Diploma

Upon completion of the Basic ECE Certificate and both of the post-basic certificates, students will have earned an ECE Diploma.

3.3 Sprott Shaw College

Early Childhood **Education programs**

Sprott Shaw College offers a number of Early Childhood Education programs, including a Basic program, a Montessori program, Children with Exceptionalities Program, Infant Toddler Program, and post-basic programs, as well as an Early Childhood Education Assistant program. Aside from practicums for each of these programs, which may be taken in a First Nation or Indigenous setting, none of the mandatory courses focus exclusively on Indigenous populations or contain any significant Indigenous content.

3.4 Stenberg College

Early Childhood Education Programs

Aside from an 8-week practicum, which may offer the potential of working in a First Nation or Indigenous community, the 46-week ECE program includes no courses with any significant Indigenous content. Students can complete a 29-week postbasic ECE program, which focuses on working with infants and toddlers and with children with special needs. The program includes two additional practicum opportunities, but no additional courses with any significant Indigenous content.

3.5 Vancouver Career College

Early Childhood Education Programs

Vancouver Career College offers several ECE programs that build on each other, including several certificate, diploma, and post-basic diploma programs, including those for working with infants/toddlers and working with children who have special needs. Depending on the stream taken, these programs allow students to seek employment in a range of early childhood educator positions from assistant to supervisor. None of the required courses for any of these programs contain any significant Indigenous content.

3.6 Capital College

Montessori Infant and Toddler Education Program

This accredited program provides comprehensive learning in Montessori philosophy and practice. It requires completion of 10 courses, none of which focus exclusively on Indigenous populations. It also requires completion of a practicum. Since no course descriptions are accessible online, the degree to which any Indigenous content may be incorporated is unknown.

4. Other types of Indigenous ELCC training initiatives

This section focuses on other types of Indigenous ELCC training initiatives available in British Columbia. This includes training initiatives offered by Indigenous and non-Indigenous organizations and governments that aim to build capacity in Indigenous early learning and child care contexts.

4.1 BC Aboriginal Child Care Society (BCACCS)

The BCACCS offers training, resources and supports for parents, early childhood educators, and support staff to enhance services provided for Indigenous children and families. They host an annual conference

that brings together professionals in the field of Indigenous early learning and child care to share their knowledge and help them design and deliver programs and services immersed in Indigenous cultures. It also offers workshops and training to groups and communities by request. Some of the training and resources they provide include a series of five cultural competency modules for early childhood educators and supporting booklet; an interactive workshop that explores the BCACCS Cultural Kits that were developed to support the teaching of Indigenous knowledge, values and cultural practices; and the Bringing Tradition Home: Aboriginal Parenting in Today's World facilitator training; and the Moe the Mouse® Speech and Language Curriculum Box that uses Indigenous toys and stories to enhance speech and language development in young children.

The BCACCS engages in research and policy analysis for the purposes of advocating and informing early learning and child care in Indigenous settings. It also has a resource centre, which includes freely accessibly materials and resources with Indigenous content for parents, child care students and professionals, educators, academics, researchers, policy makers and anyone interested in Indigenous early learning and child care.

acc-society.bc.ca/education-training

4.2 Government of British Columbia, Early Years Professional Development

The Government of BC offers early years professional development opportunities in communities across British Columbia, including opportunities related to Indigenous early learning and child care. For information about upcoming activities, please refer to: earlyyearsbc.ca

4.3 BC Early Years Professional Development Hub

This professional development hub offers online courses and discussion rooms to enable early years professionals to learn, share and connect with each other. Some examples of online courses include a self-guided administration and management for child care course, a domestic violence intervention toolkit, a facilitator's guide for Good Beginnings Levels 1 & 2, among others.

bcearlyyearshub.ca



4.4 Aboriginal Head Start Association of British Columbia (AHSBC)

AHSBC facilitates and delivers a variety of workshops and training sessions with a focus on early childhood programs and professional development, as well as develops resources related to Indigenous early learning and child care programs.

ahsabc.com/training 4.5 Early Childhood Educators of BC (ECEBC)

Learning Together Outside (LOT) Program

In partnership with the BC Aboriginal Child Care Society and the Social Research and Demonstration Corporation, this program was developed to help early childhood educators incorporate traditional wisdom and promising practices in Indigenous child care programs. It is an online course that takes place over 10-12 weeks and aims to enhance knowledge and skills to increase children's "meaningful experiences outdoors, including Indigenous ways of knowing, learning and experiencing land as teacher."4 Program participants are supported by peer mentors and become peer mentors upon completion of the program, a model that reflects

the principles of a learning circle. The program was developed by a Steering Committee of Indigenous and non-Indigenous early childhood educators, Elders, and other experts.

4.6 First Nations Health Authority (FNHA)

The FNHA provides access to several training resources for Early Childhood Educators and care providers in Aboriginal Head Start on Reserve programs on their website. These include information sheets and webinars on topics such as: Connections to Land-based Learning; Connections with our Plants, Foods and Medicines; positive guiding strategies; and culturally appropriate early learning and childcare development activities. fnha.ca/what-we-do/maternalchild-and-family-health/ aboriginal-head-start-on-reserve

4.7 BC Ministry of Education

Early Learning Framework Online Course

BC's Ministry of Education developed this online course, consisting of six modules, with the aim of helping ECE educators understand the Early Learning Framework and

https://www.ecebc.ca/professional-development/lot-program#:~:text=Learning%20Together%20Outside&text=Participants%20 will%20develop%20the%20knowledge,and%20experiencing%20land%20as%20teacher.

begin to implement it. Module 1: The Principles of Early Learning, explores the vision of early learning in BC and how different parts of the early care and learning system support that vision, as well as the First Peoples principles of learning and the early learning framework principles and how these principles are similar and work together to promote that vision. Included in this module is an exploration of legislation, agreements, and frameworks that affect early care and learning, including the United Nations Declaration on the Rights of Indigenous Peoples, the United Nations Convention on the Rights of the Child, the Indigenous Early Learning and Childcare Framework, as well as distinctions-based First Nations

belonging; engagement with others, materials and the world; communication and literacies; and identities, social responsibility, and diversity. Three additional modules explore each of these four living inquiries in greater detail. mytrainingbc.ca/ELF/ index.html

4.8 First Nations Education Steering Committee (FNESC)

The FNESC is a policy and advocacy organization that has a mandate to support First Nations students and advance First Nations education in BC. As part of this mandate, they occasionally offer workshops for teachers about issues relevant to First Peoples learning, hold an annual Indigenous education conference for the sharing of education, and have developed a series of teacher resources that incorporate First Peoples' perspectives in math, science, social studies, and language arts bringing Indigenous content into







3. ALBERTA



This section focuses on the degree to which ELCC training programs in Alberta incorporate Indigenous knowledges, worldviews, and perspectives. Most of the ELCC programs were one-year certificate and two-year diploma programs, particularly at the college level. Two universities offered Bachelor's degree programs in ECE (Grant MacEwan and University of Calgary), while one offered a Bachelor of Child Studies program (Mount Royal University) and another offered a minor in ECE (Concordia University of Alberta). Two universities also offered postgraduate certificates in early learning (University of Calgary and University of Alberta). Indigenous content was minimal in ELCC curricula at the university level and at most non-Indigenous postsecondary institutions.

Three Indigenous post-secondary institutions in Alberta had designed and deliver their own ELCC programs, with strong, culturally relevant, Indigenous content reflected in several Indigenous-focused courses and

other courses with explicitly-stated Indigenous content. However, none of the publicly-funded, mainstream post-secondary institutions offered Indigenousfocused ELCC programs or streams, while six offered programs that required students to complete at least one Indigenousfocused course. These programs generally require completion of only one or two such courses. Beyond these six institutions, no other publicly-funded, mainstream post-secondary institutions in Alberta offered ELCC training programs that required students to complete courses with explicitly-stated Indigenous course content, with the remaining 10 publicly-funded institutions in the province offering only generic ELCC programs.

One private college offered an ELCC program. This program was sponsored by Alberta Labour and had at least one Indigenous-focused course related to understanding Indigenous children and families. There was also one training initiative that aimed to enhance capacity in Indigenous ELCC in Alberta.

1. Indigenous-led or directed ELCC training programs

This section focuses on ELCC programs that are designed and delivered by Indigenous post-secondary educational institutions in Alberta, regardless of whether they are publicly or privately funded. Three Indigenous post-secondary institutions offered such programs.

1.1 Blue Quills University (Nuhelot'įne thaiyots'į nistameyimâkanak)

Early Learning and Child Care, certificate and diploma programs

This program includes courses that address child development issues, planning and programming, relationships, practicum experience, and related course work in research, writing skills, and administration. It has a strong focus on Cree immersion methodologies and provides access to traditional Indigenous knowledge and childcare practices. The program includes a home visitation component that helps bridge the gap between child care agencies and families. Students will develop skills in working with families in the areas of child development, health issues, early literacy, connection

to community resources, and advocating on behalf of families. The program also includes research on brain development and trauma-informed approaches, while child development concepts are explored using both Western and Indigenous perspectives. The program also utilizes elder teachings to develop effective Indigenous language resources.

The ELCC Level III Diploma Program requires completion of an additional 14 courses, of which two are additional practicums that likely occur in a First Nation setting. At least one of these courses focuses exclusively on Indigenous populations (ELCC 211 Traditional Programming/Cree), as identified below by use of asterisk, while it is likely that Indigenous content and perspectives are infused throughout many of the other required courses, based on use of selective descriptor words in the program description.

Required Indigenous-focused courses:

Name of Course	Topics Covered
ELCC 111 Traditional Programming	27, 30, 41
*ELCC 211 Traditional Programming/Cree	18



Blue Quills also offers an ELCC Level II Certificate Worker program (38 credits) and an ELCC Level III Diploma – Supervisor program (40 credits). The ELCC Level II Certificate Worker Program requires completion of 14 courses, of which two are practicums that likely occur in a First Nation setting. While no course descriptions are publicly accessible via the Internet, at least one of the courses focuses exclusively on Indigenous populations (ELCC 111 – Traditional Programming).

1.2 Riel Institute for Education & Learning

Indigenous Early Learning and Child Care Certificate

This program requires completion of 17 courses. While no course descriptions are publicly accessible on the Internet, based on course titles it is clear that at least two courses focus exclusively on Indigenous populations, while a number of others likely include some Indigenous content. The program also requires one experiential learning opportunity that is likely to occur in an Indigenous setting.



Required Indigenous-focused courses:

Name of Course	Topics Covered
Indigenous Studies	5, 23
Teaching of the Elders	5

Required courses that likely include some Indigenous content:

Name of Course	Topics Covered
Life Enhancement	9
Childhood Development	2, 3
Health Safety & Nutrition	8, 9
Family Dynamics	2, 3, 24
Trauma Informed Care/ Being Trauma Aware	20
Child Abuse and Family Violence	37



1.3 Maskwacis Cultural College

Early Childhood Development Program, Certificate Level 2 and Diploma Level 3

These programs prepare students for teaching in Indigenous early learning and child care contexts. The training includes practical skills development, as well as theoretical understanding of all aspects of child development, from both a Cree and Western knowledge base, to care for and foster young children's holistic development. The level II certificate program requires completion of 18 courses, of which three are practicums that likely occur in a First Nation setting. While no course descriptions are readily accessible online, it is clear that at least four of the required courses focus on Cree studies.

The Diploma Level 3 program requires completion of an additional 14 courses, of which another two are practicums that likely occur in a First Nation setting. There are at least two additional Cree Studies courses required. While no courses descriptions are publicly accessible via the Internet, it is likely that Indigenous content and perspectives are infused throughout other course requirements, including in ECD 102 Language Arts and Story Telling; ECD 204 Family in Society; and ECD 103 Learning through Play.

Required Indigenous-focused courses:

Name of Course	Topics Covered
Cree 120 Language Development and Instruction	18, 32
Cree 101 Cultural Identities	25
Cree 121 Cree Child Development	2, 3, 30, 25
Cree 150 Cultural Camp	23
*Cree 203 The Contemporary Cree Society	3, 23
*Cree 223 Cultural Seminar	unknown

^{*} Diploma Level 3 program

2. Mainstream ELCC training programs

This section focuses on ELCC training programs or streams offered by publicly-funded, mainstream post-secondary institutions in Alberta. The environmental scan identified only two types of mainstream ELCC training programs: those that require completion of at least some Indigenous-focused courses and those that contain no significant Indigenous course content, but may cover some Indigenous topics, based on the use of selective descriptor words in course descriptions and students' option to complete field placements and practicums in a First Nation or Indigenous setting. The environmental scan did not identify any programs offered by publicly-funded, mainstream

post-secondary institutions specific to Indigenous ELCC contexts or any that required completion of at least some courses with explicitly-stated Indigenous content.

2.1 Requires completion of Indigenous-focused courses

Listed below are ELCC training programs offered by publiclyfunded, mainstream postsecondary institutions in Alberta that require students to complete mandatory courses focused specifically on Indigenous ELCC contexts. Since ELCC certificate students often go on to complete a diploma program, this section includes any ELCC stream where students are required to take an Indigenous-focused course at either the certificate or the diploma level. The degree to which Indigenous content is

incorporated into these programs is minimal, with only MacEwan University requiring students to take more than one Indigenousfocused course and few, if any, of the other core courses incorporating any explicitly-stated Indigenous content.

2.1.1 Bow Valley College Early Childhood Education and Development (ECED), Diploma

This program is offered full- or part-time through a variety of delivery options, including traditional classroom and online learning. The full-time pathway is offered over four terms and requires completion of 20 courses, one of which meets English requirements. Of the remaining courses, one focuses exclusively on Indigenous populations (HMSV 1102). Three of the other core courses contain some explicitlystated Indigenous content, and there are three experiential learning opportunities that may occur in a First Nation setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
HMSV 1102 Indigenous History, Identity and Culture	2, 5, 6, 23

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ELCC 1301 Child Development I: Cognitive and Physical Development	30
ELCC 1313 Child Development II: Social- Emotional Development and Well-being	2, 3
ELCC 2998 Documentation in Early Childhood Education and Development	5, 14

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
ELCC 1998 Introduction to Emerging Practices in Early Childhood Education and Development	4
COMM 1101 Interpersonal Relationships and Communication Skills	15
SOCI 1201 Sociology of the Family	2
ELCC 2213 Language, Literacy, and Communication in the Early Years	39





2.1.2 Keyano College Early Learning and Child Care (ELCC), Certificate and

Diploma programs

Keyano College offers both an ELCC certificate program and a diploma program. The certificate program is offered over two semesters and requires completion of 14 courses, one of which meets requirements for English. Of the remaining courses, none focus exclusively on Indigenous populations or include explicitly-stated Indigenous content. Two experiential learning opportunities may occur in a First Nation setting.

Building on the ELCC certificate, the ELCC diploma program requires completion of an additional 13 courses, one of which is an elective. Of the required courses, one focuses exclusively on Indigenous populations (ELCC 342), while two may include some Indigenous content, based on course descriptions (as highlighted by an asterisk below). The diploma program requires completion of an additional two practicums, which may occur in a First Nation setting.



Required Indigenous-focused courses:

Name of Course	Topics Covered
*ELCC 342 Supporting Children & Families in Indigenous Contexts	2, 3, 10

Required courses with explicitly-stated Indigenous content: None

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
*ELCC 330 Ecology of the Family	3, 4
*ELCC 340 Anti-Bias Education in Child Care	15

2.1.3 **Grant MacEwan University**

Early Childhood Curriculum Studies, Level 3 Early Childhood Educator Certification and Bachelor of Early Childhood Curriculum Studies programs

Grant MacEwan University offers a Bachelor of Early Childhood Curriculum Studies program, of which completion of the first two years of this program (24 courses) meets the Alberta Children's Services certification requirements for Level 3 Early Childhood Educator, An additional 15 core courses and five electives are required to complete the degree program. Of the core courses, one at the certification level and one at the upper (Bachelor's degree) level focus exclusively on Indigenous populations and ELCC contexts. One additional course required to complete the Bachelor's degree incorporates explicitly-stated Indigenous content. A total of 10 courses (seven at the certification level and three at the Bachelor's degree level) may include some Indigenous content, based on wording used in course descriptions. The certificate level requires completion of four experiential learning opportunities, which may occur in a First Nation setting, while the Bachelor's program offers an additional experiential learning opportunity. All elective options must be drawn from other disciplines.

Bachelor's degree requirements are noted below by use of an asterisk.

Required Indigenous-focused courses:

Name of Course	Topics Covered
ANTH 250 Introduction to Canadian Indigenous Peoples	5, 23
*ECCS 425 Advanced Practice in Early Learning and Indigenous Families	2, 3, 15

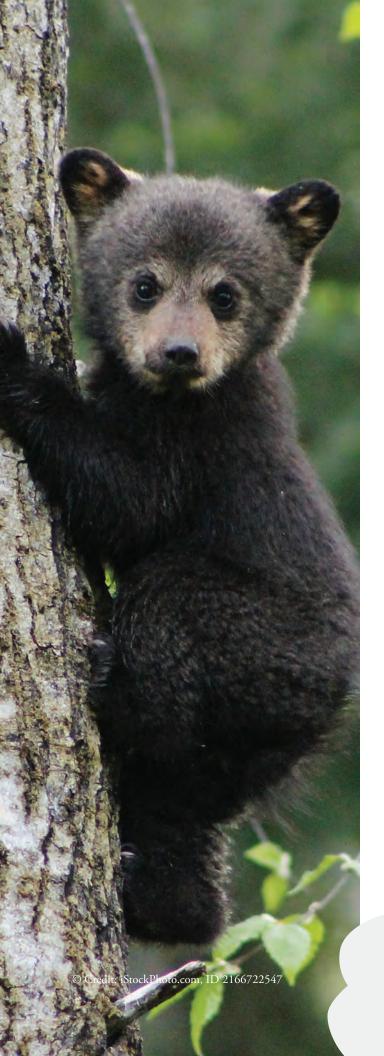
Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
*ECCS 360 Families in Global Context	2, 3, 5, 24

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
ECCS 110 Child Development 1: Current and Emerging Theories	2, 3, 25
ECCS 115 Communication within a Practice of Relationships	2, 3, 15
ECCS 160 Child Development II: Growth and Development of Young Children	24, 25
ECCS 180 Family-Centred Practice	4, 5
ECCS 202 Expressions of Citizenship: Curriculum for Diversity and Social Responsibility	4
ECCS 260 Family and Community Issues	2, 3
INTD 105 Interpersonal Communication	15, 19
*ECCS 355 Inclusion and Equity in Early Childhood	4, 15
*ECCS 440 Professional Practices: Ethics, Caring and Social Activism	4
*ECCS 450 Capstone Course in Research and Practice	

ECCS 450 has the option of focusing on Indigenous contexts.



2.1.4 Red Deer Polytechnic (RDP)

Early Learning & Child Care, Certificate and Diploma Programs

RDP offers a one-year ELCC certificate program and two-year ELCC diploma program, in partnership with college and community partners. Students can attend part- or full-time, using online or flexible learning approaches. The certificate program consists of 11 courses, none of which focus exclusively on Indigenous populations. The diploma program requires an additional 12 courses, of which at least one focuses exclusively on Indigenous populations (ELCC 309) and another has explicitly-stated Indigenous content (ELCC 329). These are indicated below by use of asterisk.

As no course descriptions are accessible online, the degree to which other required courses incorporate Indigenous content cannot be ascertained. Both the certificate and diploma programs require two experiential learning opportunities each that may occur in a First Nation setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
*ELCC 309 Indigenous Ways in ELCC	5, 30

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
*ELCC 329 Trauma Sensitive Practices	20



2.1.5 University of Calgary

Early Childhood Education, Bachelor's Degree

The University of Calgary offers five options for obtaining a Bachelor of Education (BEd) degree in Early Childhood Education, depending on whether students have already completed a Bachelor's degree. These include the four-year BEd (on-campus), fouryear BEd (community-based), two-year BEd (afterdegree/on-campus), two-year BEd (after-degree/ community-based), and five-year BEd (concurrent) programs. The community-based option allows students to receive their training through cultural immersion if they so desire. All programs, regardless of length, require completion of 15 core courses, of which one focuses exclusively on Indigenous populations and three may include some Indigenous content, based on wording used in course descriptions. All programs require completion of four core field experience courses, which may occur in a First Nation setting, and students have the option of taking a fifth field experience course as an elective. The education program also includes one potential elective (EDUC 580) that focuses exclusively on Indigenous populations.

For students taking the four-year or five-year (concurrent) BEd programs, only one additional Education course is required, Education 201, and this course does not appear to have any Indigenous content. The four-year program also requires completion of one course in each of six disciplines, as well as 15 units of elective courses, of which students may choose some Indigenous-focused options, including Indigenous Languages (301, 303) and Indigenous Studies (201, 303, 305, 343, 397, 415, 502). As all of these electives are offered by the Canadian Studies program, they are not listed below.

Required Indigenous-focused courses:

Name of Course	Topics Covered
EDUC 530 Indigenous Education	2, 23

Required courses with explicitly-stated **Indigenous content:** None

Required courses that may contain some Indigenous content::

Name of Course	Topics Covered
EDUC 435 Literacy, Language and Culture	18, 39
EDUC 450 Diversity in Learning	4
EDUC 582 Teaching Diversity in the Inclusive Classroom	4

Name of Course	Topics Covered
EDUC 580 Indigenous Literacy Arts as a Doorway to Decolonizing Pedagogy and Practice: Starting with Story	18, 7





2.1.6 Northern Lakes College

Early Learning and Childcare, Certificate and Diploma Programs

Northern Lakes College offers a one-year certificate and two-year diploma ELCC program through online and in-person formats. The one-year certificate requires completion of 11 courses, two of which are practicums that may occur in a First Nation setting. Of the remaining required classes, one includes explicitly-stated Indigenous content and two others may contain some Indigenous content based on course descriptions.

The diploma program builds on the certificate program and requires completion of an additional 12 courses, including two more practicums. One of these courses focuses exclusively on Indigenous populations and one may contain some Indigenous content, based on course descriptions (as noted by use of asterisk).

Required Indigenous-focused courses:

Name of Course	Topics Covered
*ABST 2100 Introduction to Aboriginal Issues	2, 3, 8, 23

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ELCC0100 Introduction to Early Learning and Child Care	1, 4, 5, 33

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
CDEV0101 Child and Adolescent Development	30
ELCC 0104 Infant and Toddler Care	41
*ELDP0111 Planning Pre- School Programs	4



2.2. No significant Indigenous content

This section aims to identify ELCC training programs in Alberta that had no substantive Indigenous course content. None of the mandatory courses focus exclusively on Indigenous populations or have any explicitly-stated Indigenous content. However, Indigenous content may be discussed in some courses in relation to equity, social justice, anti-racism, cross-cultural education, cultural nuances in communication, or determinants of child development, based on use of selective descriptor words in course descriptions, and there may be some opportunities for students to undertake experiential learning in a First Nation setting if they choose to do so. These programs included:

- · Grand Prairie Regional College: Early Learning and Child Care, Certificate and Diploma programs
- · Lakeland College: Early Learning and Child Care, Certificate and Diploma programs
- · Lethbridge College: Early Childhood Education, Certificate and Diploma programs
- · Medicine Hat College: Early Learning and Childcare, Certificate and Diploma programs
- · Mount Royal University: Early Learning & Child Care Major, Bachelor of Child Studies⁵
- · NorQuest College: Early Learning & Child Care, Certificate and Diploma programs
- · University of Calgary: Early Childhood Education, Graduate Certificate/Graduate Diploma
- · Northwestern Polytechnic: Early Learning and Child Care, Certificate and Diploma programs
- · Portage College: Early Learning and Child Care, Certificate and Diploma programs
- · University of Alberta: Early Childhood Education, Graduate Certificate program
- · University of Alberta, Centre Collége de l'Alberta: Early Childhood Education, Certificate and Diploma programs
- · Concordia University of Edmonton, Early Childhood Education Minor

3. ELCC programs offered by other types of educational institutions

This section provides a summary of ELCC programs offered by other types of educational institutions in Alberta, including private institutions and career colleges.

3.1 Columbia College (Red Deer)

Child Development Assistant Certificate

This certificate program, sponsored by Alberta Labour, is offered as either a 12-month (48 week) or 8-month (32 week) program. While there is no detailed information about the courses required to complete the program or course descriptions available online, one key topic covered in the program focuses specifically on Indigenous populations, while several others may include some Indigenous content.

Required Indigenous-focused topic:

Name of Course	Topics Covered
Understanding Aboriginal Children and Families	2, 3, 5, 24



⁵ Students have the option of taking one Indigenous-focused elective: EDUC 4351 Indigenous Perspectives in Education.

4. Other types of Indigenous ELCC training initiatives

This section focuses on other types of Indigenous ELCC training initiatives available in Alberta. This can include training initiatives offered by Indigenous and non-Indigenous organizations and governments that aim to build capacity in Indigenous early learning and child care contexts. Only one such initiative was identified.

4.1 Werklund School of Education, University of Calgary

Books to Build On: Indigenous Literatures for Learning

An interactive web resource designed to assist educators with integrating Indigenous ways of knowing, being, and doing into their teaching and learning, using storytelling methods. The resource is intended to build the foundational knowledge and competencies of teachers in Indigenous education. The resource includes a searchable database of Indigenous literary texts that can be used in education.

werklund.ucalgary.ca/news/ new-ucalgary-resourcehelps-canadian-k-12teachers-brings-indigenousstorytelling-classroom





4. SASKATCHEWAN

The environmental scan of ELCC training programs in Saskatchewan revealed very limited incorporation of Indigenous knowledges, worldviews, and perspectives into curricula, with the exception of two programs offered by Indigenous post-secondary institutions and one Indigenousfocused stream at the University of Saskatchewan. However, the lack of information about the Indigenous programs offered at Gabriel Dumont Institute and the Saskatchewan Indian Institute of Technologies (SIIT) accessible online makes it challenging to assess the degree to which Indigenous knowledges, worldviews, and perspectives are incorporated into these programs, though the SIIT programs are targeted specifically at First Nations child care. ELCC training programs are typically offered as distinct certificate and diploma programs, with the exception of one university's Bachelor of Education program that could be tailored to an early years context and a post-graduate certificate offered by another university.

The University of Saskatchewan is the only publicly-funded non-Indigenous post-secondary institution in the province with an Indigenous-focused ELCC stream. Of the remaining publicly-funded, mainstream post-secondary institutions, none offered programs that required completion of any Indigenousfocused courses. No other types of educational institutions in Saskatchewan offered any ELCC training, while one other initiative in the province aimed to develop capacity in Indigenous early learning and child care.

1. Indigenous-led or directed ELCC training programs

This section focuses on ELCC programs that are designed and delivered by Indigenous postsecondary institutions, regardless of whether they are publicly or privately funded. Two Indigenous post-secondary educational institutions in Saskatchewan offered such ELCC programs.

1.1 Gabriel Dumont Institute

Essential Skills & Early Childhood Education, Level 1 – North Battleford, Pinehouse

This program aims to provide Indigenous learners with skills they need to enter the workforce. The program includes nine credit units in the certificate program. No details about these programs are accessible on the Institute's website.

1.2 Saskatchewan Indian Institute of Technologies (SIIT)

First Nations Child Care, Certificate and Diploma Programs

SIIT offers a one-year, full-time certificate program and two-year diploma program. The certificate program requires completion of 11 courses, two of which are practicums that likely occur in a First Nation setting. The diploma program requires completion of an additional nine courses, of which three are practicums.

While no course descriptions are accessible online, it is expected that all courses would include some First Nations content and perspectives to ensure culturally appropriate care, given the program's focus on First Nations. Certificate program topics include: child development, interpersonal communications, introduction to play, communicating with children, guiding children's behaviour, foundations of curriculum planning, the learning environment, curriculum design and implementation, and introduction to human behaviour. Topics covered at the diploma level include: health, safety and nutrition; children and youth with special needs; caring for infants and toddlers; children's creativity; communication skills for professional helpers; and administration to planned change.





Orientation to Daycare & HeadStart, certificate of achievement program

This program is delivered as a certificate of achievement and designed to provide professional development opportunities for individuals currently employed in the field. The program can be purchased by communities and is available in online and classroom delivery formats. It requires completion of seven courses.

While no course descriptions are accessible online, it is expected that the program will be entirely oriented to First Nations contexts. Topics covered include communications for caregivers; day care operations; program development; health, safety and nutrition; caring for infants, toddlers and preschoolers; caring for exceptional children; and introduction to HeadStart.

Indigenous Early Childhood Education

This ECE Level 1 program aims to help adults develop foundational literacy, life, and workplace skills, while introducing students to Indigenous early childhood education. The program consists of three courses: INECE 105 Play, INECE 110 Communicating and Guiding Children's Behaviour, and INECE 115 Health, Safety and Nutrition. It is delivered in seven locations across Saskatchewan. Upon completion, applicants will be eligible to apply for Saskatchewan certification in ECE Level 1. No additional details about this program are available on the Internet.



2. Mainstream ELCC training programs

This section focuses on ELCC training programs or streams offered by publicly-funded, mainstream post-secondary institutions in Saskatchewan. The environmental scan identified three types of mainstream ELCC training programs. These included programs that are focused specifically on Indigenous populations and ELCC contexts; programs that are not specifically focused on Indigenous populations and ELCC contexts but require completion of some courses with explicitlystated Indigenous content, and programs that have no significant Indigenous course content. In the latter case, no explicit Indigenous course content was identified in either course or program descriptions, but the program may cover some Indigenous topics, based on use of selective descriptor words in course descriptions and students' option to complete field placements and practicums in a First Nation or Indigenous setting.

2.1 Specific to Indigenous ELCC contexts

This section focuses on ELCC training programs offered by publicly-funded, mainstream postsecondary institutions in Saskatchewan that focus specifically on Indigenous ELCC contexts. Only one such program was identified in this environmental scan.

2.1.1 University of Saskatchewan

Indian Teacher Education Program, Bachelor of Education (Early/Middle Years)

This four-year concurrent teaching program is specifically designed for First Nations/Indigenous students. The program is delivered both on-campus in Saskatoon, as well as through cohorts of students in First Nations communities across the province. While the program focuses on the early/middle years, there are several opportunities for further streamlining the program towards a more targeted focus on teaching in the early years. Indigenous content and approaches are heavily infused throughout the program through required courses that focus exclusively on Indigenous contexts, courses that incorporate explicitly-stated Indigenous content and perspectives, and numerous elective opportunities that are Indigenous focused. Students must complete 18 credit units from each of two teaching areas, making the program quite flexible, with many Indigenous-focused options available to meet requirements in the areas of English, Fine Arts, Science, Social Sciences, Indigenous Studies, and electives that can be used to further enhance knowledge about Indigenous populations. Students who actively choose to can make Cree and Indigenous Studies as two of their teaching focuses, allowing them to choose Indigenous-focused electives in their core areas and make their program heavily Indigenous-focused.

For the purposes of this summary, the course requirements listed below are streamlined with a targeted focus on education in the early years. The base education training program for this stream requires two courses that focus exclusively on Indigenous contexts and five courses that explicitly state they include Indigenous content. There are also a number of field education and practicum opportunities that could occur in a First Nation or Indigenous setting. Students may draw from an extensive list of Indigenous focused courses to meet credit requirements in core subjects as well as elective requirements. A sample of the range of Indigenous-focused elective options has been provided here. They include courses on Indigenous history, culture, languages, pedagogies, health, etc. There are also additional elective options that explicitly state they incorporate Indigenous content.

*

Required Indigenous-focused courses:

Name of Course	Topics Covered
EFDT 301 Educator Identity in Contexts Anti Oppressive and Ethical Beginnings	10, 15
EFDT 313 Pedagogies of Place Based Context Learning Elementary	7, 16

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECUR 307 Early Literacy Prekindergarten to Grade 3	5, 18, 32, 43
ECUR 308 Reading and Writing Development Prekindergarten to Grade 3	5, 18, 32, 43
ECUR 314 Mathematics in the Early Years	5, 43
ECUR 323 Science in the Early Years	5, 43
ECUR 383 Social Studies in the Early Years	5, 43

Required courses which may contain Indigenous content:

Name of Course	Topics Covered
EADM/ECUR/EFDT/EPSE 411 Inquiry Project and Community Learning Field Experience*	Unknown
ECUR 412 Examining Place, Purpose, Programs, and Proficiency for Language Learners*	18, 25

^{*} If one of the student's teaching areas is Cree, French or Languages, ECUR 412 Examining Place, Purpose, Programs, and Proficiency for Language Learners must be taken instead



Sample of elective Indigenous-focused courses:

Name of Course	Topics Covered
CREE 101 Introductory Cree	18
EDST 213 Student Teaching in Rural and First Nations Schools	22
ARTH 253 Indigenous Art History	31
ARTH 255 Aboriginal Art History II	31
ARTH 323 European Colonialism in Visual Arts 1880 to 1920	2
ARTH 345 Saskatchewan Indigenous Art History	31
ARTH 355 Contemporary Aboriginal Art	31
ARTH 455 Contemporary Indigenous Art II	31
DRAM 111 Practicum I Indigenous Performance Methods	31
DRAM 231 Introduction to Indigenous Playwriting	31
CREE 110 nehiyawetan Let us Speak Cree	18
CREE 298/299/298/399 Special Topics	Unknown
EIND 220 Advanced Oral and Written Cree	18
ECUR 428 Introduction to Master Apprentice Program	18
ECUR 429 Root Word Method of nêhiyawêwin	18
ENG 207 Introduction to Colonial and Decolonizing Literatures	10
ENG 242 Indigenous Storytelling of the Prairies	32
ENG 243 Introduction to Indigenous Literatures	32
ENG 335 The Emergence of Indigenous Literatures in Canada	32
ENG 338 Contemporary North American Indigenous Literatures	32
ENG 383 Decolonizing Theories and Literatures	10, 32
INDG 107 Introduction to Canadian Indigenous Studies	23
INDG 270 Indigenous Studies	2, 23
INDG 201 Introduction to the Health and Well Being of Indigenous Peoples	8, 9

Sample of elective Indigenous-focused courses (continued):

Name of Course	Topics Covered
INDG 210 Indigenous Ways of Knowing	5
INDG 212 Nehiyaw Tapsinowin Cree Cultural Histories	23
INDG 214 Saulteaux Cultural Expressions	23
INDG 220 Aboriginal Rights and the Courts	1
INDG 230 Gender in Traditional and Contemporary Indigenous Societies	24
INDG 241 Weaving Indigenous Science and Western Science	5
INDG 252 Introduction to Indigenous Studies Research Methods	17
INDG 255 Cultural Survival of Aboriginal Family	2, 24
INDG 256 A Critical Survey of the History of Indigenous Child Welfare in Canada	1, 2
INDG 261 Aboriginal Intellectual and Cultural Traditions in Western Canada	5
INDG 264 Aboriginal People and Canadian Politics	2
INDG 265 Aboriginal People and Development	3
INDG First Nations History in Western Canada	2, 23
INDG 331 Colonialism and Decolonization	2, 10
INDG 352 Historical Research Methods in Indigenous Studies	17
INDG 430 Issues in Cultural Preservation	36
KIN 306 Introduction to Indigenous Wellness	2, 8, 9
ECUR 265 Teaching for Reconciliation in the K to 12 Curricula	2, 10
HIST 315 Indigenous Health History	2, 8, 9
SOC 341 Institutional Racism and Indigenous People	2, 10
EIND 380 Incorporating Cultural Arts of Indian, Metis and Inuit People into School Programs	31



2.2 Requires completion of courses with explicitly-stated Indigenous content

This section focuses on publicly-funded, mainstream post-secondary ELCC programs in Saskatchewan that are not focused specifically on Indigenous ELCC contexts, do not have any required Indigenous-focused courses, but do require completion of some mandatory courses that have explicitly-stated Indigenous course content. Since ELCC students taking certificate programs often go on to complete a diploma, programs listed here only require students to take courses with explicitlystated Indigenous content at either the certificate or diploma level. As can be seen below, the degree to which Indigenous content is incorporated in curricula varies, ranging from one to five courses with explicitly-stated Indigenous content.

2.2.1 University of Saskatchewan Early Childhood Education, Certificate

The University of Saskatchewan offers an ECE Certificate program that can be taken concurrently with a Bachelor of Education degree. It is comprised of five courses, none of which focus exclusively on Indigenous contexts. However, all five of the required courses explicitly state they incorporate First Nations, Inuit, and Metis ways of knowing and culturally responsive practices. No practicums are required.

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
ECUR 483 Trends and Issues in the Early Years	4, 5, 41
ECUR 484 The Play Development Relationship Curricular Commonplaces in the Early Years	5, 40, 41
ECUR 485 Parent Engagement in the Early Years	4, 5, 13
ECUR 486 Early Years Pedagogy Principles and Practices	5, 41
ECUR 487 Authentic Assessment Practices Teaching and Learning in the Early Years	5, 41



2.2.2 Saskatchewan Polytechnic

Early Childhood Education, Certificate & Diploma programs

Saskatchewan Polytechnic offers one-year ECE certificate and two-year diploma programs. These can be taken in Prince Albert, Regina or Saskatoon, through regional colleges around the province (ie. Carlton Trail College, Cumberland College, Parkland College), or through distance learning. The certificate program requires completion of 17 courses. While none of the required courses focus exclusively on Indigenous populations and contexts, two have explicitly-stated Indigenous content and three may contain some Indigenous content, based on language used in course descriptions. There are also two experiential learning opportunities that may occur in a First Nation or Indigenous setting.

The two-year diploma program enables students to become a Level III Early Childhood Educator upon graduation. The program requires completion of 24 courses, with the first year not entirely mimicking that of the certificate program. Again, while none of the new required courses focus exclusively on Indigenous contexts, several do contain explicitly-stated Indigenous content and perspectives (as noted by use of an asterisk below). Four of the additional courses may also include some Indigenous content, based on wording used in course descriptions, and there are three additional opportunities for experiential learning that may occur in a First Nation or Indigenous setting.

Students may also apply for a Certificate of Achievement in Early Childhood Education once they have completed three courses: ECE 142, HUMD 183, and ECE 106. These courses are the minimum requirements for Level 1 Ministry certification. None of these three courses contain explicitly-stated Indigenous content, but two of the three may contain some Indigenous content, based on wording used in course descriptions.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECE 100 Introduction to Early Childhood Education	5, 30
HUMD 100 Child and Adolescent Development	2, 3, 5
*ADMN 208 Introduction to Administration of Early Childhood Education	42
*ECE 204 Dynamics of Play II	5
*ECE 220 Anti-Bias Education in Early Childhood	10, 15

Required courses that may include some Indigenous content:

Name of Course	Topics Covered
ECE 106 Dynamics of Play I	40
ECE 142 Health, Safety and Nutrition	8, 9
ECE 101 Roles and Values of the Early Childhood Educator	4
*ECE 109 Curriculum Design in Early Childhood Education I	22
*ECE 202 Responsive Care for Infants and Toddlers	22
*ECE 203 Inclusion in Early Learning and Childcare Settings	4
*ECE 205 Curriculum Design in Early Childhood Education II	22

2.2.3 Great Plains College

Early Childhood Education, Diploma

Great Plains College offers a part-time or full-time diploma program, partially in Swift Current and fully in Warman. The program requires completion of 25 courses, of which none appear to focus exclusively on Indigenous populations. However, three courses include explicitly-stated Indigenous content and some Indigenous content may be included in two others, based on language used in course descriptions. There are also four required practicums that may occur in a First Nation setting.

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
HUMD 183 Child Guidance I	5, 7, 29
ECE 100 Introduction to Early Childhood Education	5, 27
HUMD 102 Growth and Development of Young Children	2, 3, 5

Required courses that may include some **Indigenous content:**

Name of Course	Topics Covered
ECE 220 Anti-Bias Education in Early Childhood	4, 10
ECE 142 Health, Safety and Nutrition	9
ECE 106 Role of Play in Early Childhood Education	40

2.2.4 Carlton Trail College

Early Childhood Education, Levels 1, 2, and 3

Carlton Trail College offers ECE courses at three levels that can be taken part-time to pursue a diploma in Early Childhood Education. There are three level 1 courses, seven level 2 courses (of which two are practicums), and six level three courses (of which one is a practicum). While course descriptions are not readily accessible online for most of the courses, none focus exclusively on Indigenous populations, one incorporates explicitlystated Indigenous content, and one may have some Indigenous content, based on course descriptions.

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
HUMD 183 Child Guidance I	7, 29

Required courses that may contain some **Indigenous content:**

Name of Course	Topics Covered
ECE 142 Health, Safety and Nutrition (Level 1)	9



2.2.5 Cumberland College

Early Childhood Education, diploma

This program is delivered by Saskatchewan Polytechnic over multiple years. While courses for future academic years are still being determined, an examination of the nine courses for the 2021-22 academic year revealed that while none focus exclusively on Indigenous populations, three have explicitly-stated Indigenous content.

Required Indigenous-focused courses: None

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ADMIN 208 Introduction to Administration of Early Childhood Education	42
ECE 100 Introduction to Early Childhood Education	5
HUMD 102 Growth and Development of Young Children	2, 3, 5

2.3 No significant Indigenous course content

This section aims to identify ELCC training programs in Saskatchewan that had only minimal Indigenous course content. These programs had no Indigenous-focused courses or any courses with explicitly-stated Indigenous content. Indigenous content may be discussed in some courses in relation to equity, social justice, anti-racism, cross-cultural education, cultural nuances in communication, or determinants of child development, based on language used in course descriptions, and there may be some opportunities for students to undertake experiential learning in a First Nation setting if they choose to do so. These programs include:

- Northlands College: Early Childhood Education, Diploma
- Lakeland College: Early Learning and Childcare, Certificate and Diploma programs
- Northwest College: Early Learning and Childcare, Certificate
- University of Regina: Certificate of Extended Studies in Early Childhood Education⁶
- University of Regina: Certificate of Early Childhood Education for the Helping Professions
- Southeast College: Early Childhood Education Certificate
- Parkland College: Early Childhood Education, Certificate & Diploma programs⁷



- ⁶ Students have the option of taking one Indigenous-focused elective: ECCU 400 Treaties in the Classroom.
- ⁷ Students are required to take a course in "Anti-bias education in early childhood", which includes a focus on Indigenous contexts; however, no course descriptions are publicly accessible online.

3. Other types of Indigenous ELCC training initiatives

This section focuses on other types of Indigenous ELCC training initiatives available in Saskatchewan. This can include training initiatives offered by Indigenous and non-Indigenous organizations and governments that aim to build capacity in Indigenous early learning and child care contexts. The environmental scan identified only one such initiative.

3.1 Our Spirits Soar

Our Spirits Soar is a website that responds to the Truth and Reconciliation Commission of Canada's Calls to Action for early childhood classrooms. It aims to centralize information about Indigenous culture, history, and education in Saskatchewan and to share information about developing culturally appropriate lesson plans. The "Aboriginal pedagogy" tab provides some video resources on four aspects of Indigenous pedagogy: relationships within family and community, experiential learning, language and oral storytelling, and relationship with the land. The "Lessons Plan" tab provides access to culturally respectful and appropriate lesson plans.

ourspiritssoar.com









5. MANITOBA



The majority of Manitoba's post-secondary institutions that offer ELCC training programs require students to complete at least one mandatory course focused on Indigenous contexts. While most of the colleges offered only certificate and diploma programs, several universities offered Bachelor of Education (early years stream) programs, while one university partnered with several local colleges to build a unique program that allows students to earn both an ECE diploma and a Child Development and Child Care Bachelor's degree concurrently.

The environmental scan identified one Indigenous post-secondary institution that had designed and delivers its own Indigenous-focused ELCC programs, while one publicly-funded, mainstream institution, a college located in northern Manitoba, emphasized learning within the context of northern Manitoba and Indigenous communities. Four publicly-funded, mainstream post-secondary institutions offered programs focused on the early years that require completion of at least one Indigenous-focused course; however, beyond these institutions, there were no other publicly-funded, mainstream institutions in Manitoba that offered programs with explicitly-stated Indigenous content. Two private post-secondary institutions offer ELCC type programs, both of which include at least some explicitly-stated Indigenous content. The environmental scan also revealed three other organizations in the Province of Manitoba that offered various types of Indigenous ELCC training initiatives and resources.

1. Indigenous-led or directed ELCC training programs

This section focuses on ELCC programs that are designed and delivered by Indigenous post-secondary institutions in Manitoba, regardless of whether these institutions are publicly or privately funded. The environmental scan identified one institution offering such programs.

1.1 Louis Riel Vocational College (LRVC)

Indigenous Focused Early Childhood Educator Diploma Program

The first of its kind to be offered by a private vocational college in Manitoba, this program offers students the opportunity to be immersed in a "'play-based, child-centered' program that enables both the participant (the student) and the end-user (the children) to re-establish and re-connect to the land, language, and Elder teaching" (LRVC, 2022, n.p.). All course curriculum is either Indigenous specific or incorporates Indigenous perspectives, content, and approaches. The program requires extensive hours (240 hrs.) of practicum, conducted in a First Nations community. Practicums in the first year are generally observational, while those in the second year allow students to apply what they've learned. The program is competency based.

⁸ https://louisrielcollege.ca/indigenous-focused-early-childhood-education

No additional information about the program is available via the Internet; however, contact with a representative of the College has indicated that the program is generally tailored for specific organizations and that they are currently working to develop early learning and childcare curriculum that is Métis specific.

Certified Childcare Assistant Program

In conversing with a representative of LRVC, she also indicated that the institution offers a Certified Childcare Assistance program. No further information is accessible via the website.

2. Mainstream ELCC training programs

This section focuses on ELCC training programs or streams offered by publicly-funded, mainstream postsecondary institutions in Manitoba. These include programs focused specifically on Indigenous ELCC contexts; programs that are not specifically focused on Indigenous ELCC contexts but require completion of some mandatory Indigenous-focused courses; and programs that have no significant Indigenous course content. In the latter case, no explicit Indigenous course content is identified in either course or program descriptions, but the program may cover some Indigenous topics, based on use of selective descriptor words in course descriptions and students' option to complete field placements and practicums in a First Nation or Indigenous setting. The environmental scan identified no ELCC programs offered by mainstream post-secondary institutions that required students to complete courses with explicitly-stated Indigenous content.

2.1 Specific to Indigenous ELCC contexts

This section focuses on ELCC training programs offered by publicly-funded, mainstream postsecondary institutions in Manitoba that focus specifically on Indigenous ELCC contexts. Only one institution in the province offered such a program.

2.1.1 University College of the North (UCN) Early Childhood Education, Diploma

While not labelled specifically as an Indigenous program or stream, this two-year ECE program emphasizes learning within the context of northern Manitoba and Indigenous communities. Indigenous world views, values, perspectives, and traditions are reflected throughout the program, through courses that focus exclusively on Indigenous contexts and courses that include substantial Indigenous content. A unique feature of most, if not all, of the programs offered through UCN, including the ECE Diploma, is a requirement to take Aboriginal Studies 1001 Waskawimakanwa Mecimwaci Isihtawawina, which is a cultural immersion program.

The ECE program requires completion of 39 courses, including the one-credit cultural immersion course. Of these, two focus exclusively on Indigenous populations and seven have explicitly-stated they incorporate Indigenous content and perspectives. An additional nine courses may contain some Indigenous content, given the topic areas described in course descriptions. There are also four required experiential learning opportunities where students may be exposed to learning about the perspectives of local Indigenous communities and people. The UCN also offers an Early Childhood Education Workplace Program that enables students to complete the program by attending classes two full days per week, enabling them to continue to work in their workplaces.

Required Indigenous-focused courses:

Name of Course	Topics Covered
ABS 1001 Waskawimakanwa Mecimwaci Isihtwawina	5, 7, 16, 23, 55
ECE 2055 Aboriginal Perspectives	5

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECE 2145 Family and Community Relations	5, 13, 24
ECE 1025 Positive Child Guidance I	29
ECE 1075 Active Play	40
ECE 1115 Building Responsive Relationships	2, 3, 13
ECE 1145 Cultural Diversity	4, 15, 22
ECE 2025 Observing and Planning Activities for Social an Emotional Growth	22
ECE 2145 Family and Community Relations	13, 24



Required courses which may contain some Indigenous content:

Name of Course	Topics Covered
ECE 2077 Planning in Diverse Settings	15, 22
ECE 1035 Physical Growth and Development	2, 3
ECE 1055 Interpersonal Communications 1	19
ECE 1085 Respect Children and Families from Diverse Cultures	4, 22, 25
ECE 2005 Social and Emotional Development	2
ECE 2015 Well-being of Children	8, 9
ECE 2017 Issues affecting Children	2, 3
ECE 2028 Quality Practices	4, 34
ECE 2105 Cognitive Development	2, 3



Early Learning and Child Care Administration, post diploma certificate

UCN also offers an Early Learning and Child Care Post Diploma Certificate in an online format. This northern-based and Indigenous-focused program requires completion of 11 courses. Of these, one focuses exclusively on Indigenous populations (the cultural immersion course). There is also one practicum opportunity which may occur in a First Nation setting.

Required Indigenous-focused courses

Name of Course	Topics Covered
ABS 1001 Waskawimakanwa Mecimwaci Isihtwawina	2, 5, 7, 16, 23



2.2 Requires completion of Indigenousfocused courses

Listed below are ELCC programs offered by publicly-funded, mainstream post-secondary institutions in Manitoba that are not focused specifically on Indigenous ELCC contexts but require completion of at least one Indigenous-focused course. Since ELCC certificate students often go on to complete a diploma program, this section includes any ELCC stream where students are required to take an Indigenous-focused course at either the certificate or the diploma level. Four post-secondary institutions offered programs that required completion of at least one Indigenous-focused course.

2.2.1 Brandon UniversityBachelor of Education - Early Years Route

Brandon University offers an Early Years route for teacher candidates who wish to specialize in teaching children from K to grade 4, with several pathways to completing a Bachelor of Education degree, including After Degree (AD), Integrated, and Concurrent routes. To be certified by Manitoba Education, teachers must have successfully completed six credit hours in each of English



or French literature, history and/or geography, math, and science. These must be selected from an approved list of courses. In satisfying the requirements, applicants must also have 18 credit hours of a first teachable subject and 12 credit hours of a second teachable subject. The degree to which Indigenous content is integrated into the program depends on the student's selection of teachable subject areas and breadth electives. Students who select Indigenous Language and Native Studies will have significantly greater Indigenous content than those who select other teachable areas. The Early Years AD route is a two-year program designed for students who already have a recognized post-secondary degree.

Students taking the Early Years route are required to complete 60 credit hours. Of this, one course focuses exclusively on Indigenous populations and four are experiential learning opportunities that may occur in a First Nation setting.

Students are also required to take three electives, of which at least 79 focus exclusively on Indigenous populations, drawn from the disciplines of Indigenous Languages, Native Studies, and Education alone. Many of these focus on issues of de(colonization), Indigenous art, music and literature, Indigenous health, and Indigenous ECE. There is also one additional experiential learning opportunity that may occur in a First Nation early learning setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
02:381 Teaching of Aboriginal Studies	2, 46

Required courses with explicitly-stated Indigenous content: None



Required courses that may include some Indigenous content:

Name of Course	Topics Covered
01:361 Professional Teacher	2, 3
04:253 Inclusive Education and Childhood Exceptionalities	4
04:255 Child Development & Learning	2, 3, 15

Sample of elective Indigenous-focused courses:

Name of Course	Topics Covered
Any of 16 Indigenous language courses at lower and upper division levels, including Michif, Cree, Dakota, & Ojibway	18
Any of 58 additional Native Studies courses	Multiple topics
02:336 Aboriginal Literature for Children and Youth	32
02:332 Teaching a Native Language	7, 16
02:380 Aboriginal Education Seminar	2
02:382 Education of the Aboriginal/Métis Child	2, 23, 25
02:383 The Strategies for Teaching Aboriginal/ Métis Children	43

2.2.2 University of Manitoba

Bachelor of Education - Early Years Route

The University of Manitoba offers a two-year Bachelor of Education (After-Degree) program that includes three stream options to specialize by age group, including an early years stream. Additionally, the program offers study areas in Indigenous knowledge and curriculum, inclusive education, and cross-cultural education, allowing students to further refine their program towards Indigenous early education and care settings. Students are required to fulfill a breadth requirement by selecting from an approved list of courses drawn from the Social Sciences and Science disciplines. Of these, at least three focus exclusively on Indigenous populations.

The degree program also requires 18 credit hours in a teachable major and 12 credit hours in a teachable minor. Applicable teachable majors and minors include Native Studies, Native languages, and Developmental Studies. The degree to which students are exposed to Indigenous curriculum depends very much on their chosen teachable majors and minors. Students who choose Native Studies as a teachable major will be required to take two courses of Native languages and have the option of selecting other Native Studies classes as electives. These would be entirely focused on Indigenous populations.

This bachelor's program is unique in that all students, regardless of stream, are required to take one of two options of Indigenous Education coursework (EDUA 3404 or EDUB 3406). Students are also required to take four early years practicums, which may occur in a First Nations setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
*EDUA 3404 Indigenous Education	5, 27, 30
*EDUB 3406 Indigenous Perspectives and the Curriculum	5, 41, 46

^{*} Students must choose one of these two options.

Required courses with explicitly-stated **Indigenous content:** None

Elective Indigenous-focused courses:

(for students who chose Native Studies as a teachable major or minor)

Name of Course	Topics Covered
NATV 1200 (History) The Native Peoples of Canada	2, 3
NATV 1220 (History) The Native Peoples of Canada, Part I	2, 3
NATV 1240 (History) The Native Peoples of Canada, Part II	2, 3
NATV 1250 Introductory Cree 1	18
NATV 1260 Introductory Cree 2	18
NATV 1270 Introductory Anishinaabemowin (Ojibwe) 1	18
NATV 1280 Introductory Anishinaabemowin (Ojibwe) 2	18
NATV 2250 Intermediate Cree	18
NATV 2272 Intermediate Anishinaabemowin (Ojibwe) 1	18
Any other Native Studies courses	unknown



2.2.3 Red River College Polytechnic

Early Childhood Education, Diploma

Red River College's two-year ECE diploma program can be taken alone or combined with the University of Winnipeg's Developmental Studies Program, Stream C: Child Development and Child Care, upon which students graduate into a joint Bachelor of Arts degree in Developmental Studies. While the University of Winnipeg's program has minimal Indigenous content, Red River College's diploma program includes at least one course that focuses exclusively on Indigenous contexts, and four courses that may contain some Indigenous content given wording used in course descriptions. The program also requires completion of two experiential learning opportunities that may occur in a First Nation setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
HUMA 1004 A Context for Practice with Indigenous Peoples	2, 3, 5, 10, 15

Required courses with explicitly-stated Indigenous content: None

Required courses that may include some Indigenous content:

Name of Course	Topics Covered
COMM 1173 Communication Strategies	10, 19
ECED 1030 Diversity and Inclusion	4, 21, 25
ECED 2091 Partnerships in Early Childhood Education	46
ECED 3011 Issues in Child Development	2, 3

2.2.4 Manitoba Institute of Trades & Technology (MITT)

Early Childhood Education, Diploma

MITT's two-year ECE diploma program requires completion of 29 courses, of which six offer opportunities for experiential learning that may occur in a First Nation setting. Of the remaining 23 courses, one focuses exclusively on Indigenous populations, one has explicitly-stated Indigenous content, and four others may contain some Indigenous content, based on course description wording. Students must also complete three early learning practicums that may occur in a First Nations setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
ECE 460 Indigenous Perspectives in Early Childhood Education	2, 5

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECE 250 Introduction to Early Childhood Education	5, 30

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
ECE 260 Family	2, 3
ECE 292 Guiding Young Children 2	4
ECE 430 Family and Community Relationships	13, 46
ECE 450 Inclusive Practices in Early Childhood Education	4, 41

2.3 No significant Indigenous content

This section aims to identify ELCC training programs in Manitoba that had only minimal Indigenous course content. These programs had no mandatory Indigenous-focused courses or any courses with explicitly-stated Indigenous content. Indigenous content might be discussed in some courses in relation to equity, social justice, antiracism, cross-cultural education, cultural nuances in communication, or determinants of child development, based on language used in course descriptions and students' options to undertake experiential learning in a First Nation setting if they choose to do so. The environmental scan revealed that only three of the remaining publicly funded, mainstream post-secondary institutions in Manitoba offered early learning and childcare programs that had minimal Indigenous content. These included:

- · University of Winnipeg: Bachelor's Degree, Developmental Studies Program, Stream C: Child Development and Child Care⁹
- University of Winnipeg: Advanced Diploma in Leadership in Early Childhood Care and Education
- Assiniboine Community College: Early Childhood Education, diploma
- · Assiniboine Community College: Early Childhood Program Management, Post-Diploma Certificate
- Université de Saint-Boniface: Early Childhood Education, Diploma

3. ELCC programs offered by other types of educational institutions

This section provides a summary of ELCC programs offered by other types of educational institutions in Manitoba, including private institutions and career

colleges. The environmental scan revealed two such programs, both of which incorporated at least some explicitly-stated Indigenous content.

3.1 Robertson College, Winnipeg Campus

Early Childhood Educator, ECE

Level 2 classification

This provincially accredited program is delivered at the Winnipeg campus over a 77-week period. While the program description does not include individualized courses, 25 distinct topics are covered, including one that focuses exclusively on Indigenous populations, and one that explicitly states it incorporates Indigenous content. The program also includes a 13-week practicum placement that may occur in a First Nations setting. No further details are provided online.

3.2 Commonwealth College

Indigenous Focused Early Childhood Educator, Diploma

Offered in partnership with Louis Riel Vocational College, this provincially accredited diploma program allows students to develop their understanding of child development, guiding techniques, and play-based curriculum to create and implement a meaningful, age-appropriate, culturally appropriate, and inclusive environment. No further information about this program is available on the Internet.

4. Other types of Indigenous ELCC training initiatives

This section focuses on other types of Indigenous ELCC training initiatives available in Manitoba including training initiatives offered by Indigenous

⁹ The university has an articulation agreement with Red River College and the Université de Saint-Boniface that gives students the opportunity to study in a joint program and earn both an ECE diploma and an undergraduate degree.

and non-Indigenous organizations and governments that aim to build capacity in Indigenous ELCC contexts. The environmental scan revealed three organizations that were offering supports, resources, and training to better support early childhood educators in integrating Indigenous knowledges, worldviews, and perspectives in ELCC.

4.1 Full Circle for Indigenous Education

The Full Circle for Indigenous Education is an organization that supports learning in regard to history, culture, language, Indigenous pedagogy, and Indigenous ways of knowing and being. Their website includes a library of educational resources that teachers can use to enhance cultural learning across elementary school subjects, as well as teaching guides and links to other relevant teaching resources. fullcircleindigenous.ca

4.2 Manitoba First Nations Education Resource Centre Inc. (MFNERC)

The MFNERC provides education, administration, technology, language, and culture services to First Nations schools in Manitoba. This includes professional development training for educators and administrators, research on First Nations

language and culture, as well as the development and provision of academic programs and projects that meet the specific needs of First Nations schools, including early learning programs. MFNERC has developed resources to support early learning and development, including the Manitoba First Nations Guide to Support Early Learning, Growing Indigenous Families Together, and the Early Learning Education Framework. mfnerc.org

4.3 Government of Manitoba, Education and Early Childhood Learning, Indigenous Education Directorate

The Manitoba Education and Early Childhood Learning Unit has developed and conducts professional development activities to support the incorporation of Indigenous perspectives in early childhood learning. For example, they hosted a workshop titled, "Incorporating Indigenous Perspectives: A Theme-Based Curricular Approach," and developed teachers' resources on incorporating Indigenous perspectives into curricula. edu.gov.mb.ca/k12/abedu/ perspectives/index.html





6. ONTARIO



The environmental scan of ELCC programs in Ontario revealed some interesting pathways for the training of early childhood educators. These pathways included regular twoyear diploma pathways and/or accelerated/intensive/fast-track pathways for students who had already completed a Bachelor's degree in a related field, as well as Bachelor's degree pathways that build on ECE/ECD/ELCC diplomas (including Honours degrees) and post-diploma certificate programs. Colleges tended to offer only diploma or specialized certificate programs, not certificate and diploma programs that build on each other, while universities offered a range of relevant Bachelor's degree programs, including in Early Childhood Education, Child Development, Early Childhood Studies, Early Childhood Leadership, Early Learning and Community Development, and Early Learning.

Just over half of the postsecondary institutions that offered ELCC training programs in Ontario required students to take at least some courses with Indigenous content. Four Indigenous post-secondary

institutions offered Indigenous designed and delivered ELCC training programs that aimed to incorporate the culturally specific needs of Indigenous communities. They required the completion of at least one and up to four Indigenous-focused courses, as well as additional courses with explicitly-stated Indigenous content and experiential learning opportunities that were likely to occur in a First Nation community setting.

One of the province's publiclyfunded colleges offered an Indigenous-focused ELCC stream with substantial Indigenous content in curricula. Another seven publicly-funded, mainstream post-secondary institutions (two universities and five colleges) required ELCC students to complete at least one Indigenous-focused course. Seven of the remaining publicly-funded, mainstream post-secondary institutions had some ELCC core courses that had explicitlystated Indigenous content, while 18 others appeared to have no substantive Indigenous content.

The environmental scan also revealed five ELCC type programs offered by other types of educational institutions in Ontario. All but one of these were Indigenous institutions; however, since their ELCC programs were delivered in partnership with a non-Indigenous postsecondary institution, the degree to which Indigenous course content was incorporated varies widely and reflects the program offered by the non-Indigenous post-secondary institution. The environmental scan also identified five organizations in Ontario that offered ELCC training opportunities and resources to build capacity among care providers working with young Indigenous children.

1. Indigenous-led or directed FLCC training programs

This section focuses on ELCC programs that are designed and delivered by Indigenous postsecondary institutions in Ontario, regardless of whether these institutions are publicly or privately funded. The environmental scan identified relevant programs at four such institutions.

1.1 Anishinabek Educational Institute

Binoojiinyag Kinoomaadwin; Early Childhood Education, Diploma

This two-year program aims to prepare students to incorporate the culturally specific needs of First Nations communities and traditions into early learning and child care. It requires completion of 20 courses, including three field work courses, which are expected to occur in a First Nation setting. Four of these courses focus exclusively on Indigenous populations and contexts, including incorporating First Nations cultures and social, economic, and cultural contexts into early learning and child care, as well as on promoting community wellness in Native communities. Six of the courses that aim to enhance general understanding of child development and early childhood education have been tailored to incorporate First Nations perspectives on topics that are generally taught across all early childhood education programs. One additional course likely incorporates some Indigenous content, based on a reference

Required Indigenous-focused courses:

Name of Course	Topics Covered
Introduction to Native Studies	1, 2, 3, 4, 10, 23
Day Care in the Community	22, 36, 46
Native Culture: Artistic Expression	18, 31, 32, 39
Community Development	47

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
Child Growth & Development I	5, 24, 30
Methods I: Role of the Teacher	51
Child Growth & Development II	5, 24, 30
Methods II: Curriculum Planning	5, 14, 18, 22, 31, 32, 41
Positive Relationships	24, 50
Health, Nutrition & Safety	8, 9

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
Basic Psychology	2, 3



1.2 Kenjgewin Teg

Anishinaabemowin Early Childhood Education, Diploma

This two-year diploma program is infused with Indigenous content and perspectives, including some unique components, including an orientation retreat and cultural immersion. At the heart of the program is Anishinaabe Aadiziwin (worldview) and cultural perspectives. Students must commit to improving their Ojibwe language acquisition while training to become ECE educators. While no course descriptions are publicly accessible via the Internet, the degree to which Anishinaabe worldviews and cultural perspectives are incorporated into the program is reflected in the use of Ojibwe course names and in the focus of those courses (see for example, the AEC 317, which focuses on accepting one another in a good way). Students are also required to complete three field placements, which are likely to occur in a First Nation setting.





Required Indigenous-focused courses:

Name of Course	Topics Covered
AEC 100 Orientation Retreat	55
AEC 102 Immersion Education 1	55
AEC 203 Immersion Education 2	55

Required courses which likely incorporate considerable Indigenous content and perspectives:

Name of Course	Topics Covered
AEC 116 Dibaadendiziwin (Guidance & Self Regulation)	29
AEC 107 Shki-Maajiging 1 (Child Development – Infant)	2, 3, 24, 30
AEC 105 Mino-Maadiziwin (Totality of Wellness)	8, 9
AEC 208 Shki-Maajiging 2: Child Development – Toddler	2, 3, 24, 30
AEC 215 Dibaamjigewin (Looking out for the Child)	5, 50
AEC 219 Ezhi-N'sastading 1: Personal and Family Communication	19
AEC 306 The Creative Environment	18, 32, 36, 39
AEC 317 Mno-Daapinidiwin (Accepting One Another in a Good Way)	1, 4
AEC 320 Ezhi-N'sastading 2: Workplace & Community Communication	19, 13
AEC 421 Ezhi-N'sastading 3: The Whole Child	34
AEC 218 Infant Care	24, 50

1.3 Native Education & Training College (NETC) of Business, Healthcare, Human Service & Technology

Indigenous Early Childhood Education, Diploma

This two-year program is custom tailored to meet the unique needs of First Nations communities, families, and children. The program focuses on building culturally appropriate early learning curriculum and programs that support children's holistic development, and on establishing and maintaining inclusive early learning environments. The program includes four courses that focus exclusively on First Nations populations and contexts, as well as one that includes explicitly-stated Indigenous content. The program also includes several general education electives that may allow for further development of Indigenous knowledge and competencies, as well as three field placements that are likely in a First Nation setting.

Indigenous-focused course requirements:

Name of Course	Topics Covered
Introduction to Native Studies	1, 2, 3, 4, 10, 23
Native Creative and Expressive Arts Activities	31
Family Communication and Building Family Support: A Native Perspective	15, 34
Conflict Resolution in a Native Cultural Context	54



Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
Reflective Practice, Values, Philosophy and Ethics	5

Child Day Care Management

The College also offers a Child Day Care Management program that helps prepare students for managing a daycare facility. It requires completion of 22 courses over three semesters. Course descriptions do not mention any Indigenous content; however, the program is available by distance learning, on-the-job training, and for small groups in the community.

Early Childcare Assistant

The College also offers an Early Childcare Assistant Program, which requires completion of 15 courses, of which two are practicums. Despite the fact that the program is offered by an Indigenous controlled educational institution, none of the required courses appear to have any Indigenous content, though students may be exposed to Indigenous perspectives through their clinical placement, which enables them to explore childcare and learning centres as work environments.

1.4 Oshki-Wenjack: The Wenjack Education Institute

Early Childhood Education, Diploma

This two-year program is offered in partnership with Canadore College but is a uniquely blended delivery method that allows students to stay in their home community for the majority of the program through online and independent studies, with attendance in classes occurring in Thunder Bay for 14 consecutive days, twice per semester. By matching program requirements between the Oshki-Wenjack

and Canadore programs, it can be determined that the Oshki-Wenjack program requires one unique Indigenous-specific course that the Canadore program does not include – a course on Canada's First Peoples. Three courses contain explicitly-stated Indigenous content, while another four may contain some Indigenous content, based on Canadore's course descriptions. Additionally, the program requires three field placements in Thunder Bay and a First Nation community.

Required Indigenous-focused courses:

Name of Course	Topics Covered
CLT 100 Canada's First Peoples	2, 3, 23

Indigenous-focused course requirements:

Name of Course	Topics Covered
ECE 118 Health, Safety, and Nutrition	3, 8, 9
ECE 227 Working with Diverse Families	4, 15, 24
ECE 245 Diversity and Inclusion	2, 4, 10, 15

Required courses that may contain some **Indigenous content:**

Name of Course	Topics Covered
ECE 111 Child Development	2, 3, 52
ECE 135 Child Development II	2, 3
ECE 110 Language & Literacy	32
ECE 145 Guidance and Self-Regulation	2, 3, 4, 13, 38

2. Mainstream ELCC training programs

This section focuses on ELCC training programs or streams offered by publicly-funded, mainstream post-secondary institutions in Ontario. These include programs focused specifically on Indigenous ELCC contexts; programs that are not specifically focused on Indigenous ELCC contexts but require completion of either some mandatory Indigenousfocused courses or explicitly-stated Indigenous content; or programs that have no significant Indigenous course content. In the latter case, no explicit Indigenous course content is identified in either course or program descriptions, but the program may cover some Indigenous topics, based on use of selective descriptor words in course descriptions, and students have options to complete field placements and practicums in a First Nation or Indigenous setting.

2.1 Specific to Indigenous ELCC contexts

This section focuses on ELCC training programs offered by publicly-funded, mainstream postsecondary institutions in Ontario that focus specifically on Indigenous ELCC contexts. The environmental scan identified one program that offered such a stream.





2.2.1 St. Clair College

Native Early Childhood Education, Diploma

St. Clair College offers a two-year Native Early Childhood Education diploma program that emphasizes traditional healing methods and provides students with the opportunity to develop "self-awareness and the mental and spiritual healing so often needed by care givers." ¹⁰ The program is heavily infused with First Nations content, perspectives, and approaches. It requires completion of 20 courses, of which three focus exclusively on Indigenous populations and nine include explicitly-stated Indigenous content. Students are required to complete three field work placements, of which the preference is to have these placements occur in a First Nation setting.

St. Clair also offers a regular two-year ECE Diploma program and accelerated program. Since these programs have minimal Indigenous content, they are listed in Ontario – Section 5.

Required Indigenous-focused courses:

Name of Course	Topics Covered
NST 205G Native Culture – Artistic Expression	23, 31
NEC 403 Indigenous Outdoor Education	14, 40
NST 156G Rainbow of Peace	5, 9, 10, 11

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
NEC 102 Child Growth & Development I	5, 30
NEC 104 Methods I: Role of the Teacher	30, 41
NEC 202 Child Growth & Development II	5, 9, 30
NEC 204 Methods II: Curriculum planning	18, 41
NEC 205 Positive Relationships	5, 29
NEC 304 Methods III: Advanced Applications	22, 41
NEC 309 Exceptional Child	4, 46
NEC 404 Methods IV: Program Management	42
NEC 408 Day Care in the Community	13, 46, 47



¹⁰ https://www.stclaircollege.ca/programs/native-early-childhood-education



2.2 Requires completion of Indigenousfocused courses

Listed below are ELCC programs offered by publicly-funded mainstream post-secondary institutions in Ontario that are not focused specifically on Indigenous ELCC contexts but require completion of at least one Indigenousfocused course. Since ELCC certificate students often go on to complete a diploma program, this section includes any ELCC stream where students are required to take an Indigenous-focused course at either the certificate or the diploma level, not at both levels. Seven post-secondary institutions were offering programs that required completion of at least one Indigenous-focused course.

2.2.1 Brock University

Bachelor of Early Childhood Education, (Honours) degree program

This Bachelor's degree program builds on an Early Childhood Education Diploma, allowing college students with this diploma the opportunity to deepen their professional skills and perspectives in the field of early childhood education. Students with diplomas enter the program in their third year and are required to complete 20 credits, delivered primarily online, though some of the electives may be delivered face-to-face. The program requires completion of an ECE Honours thesis.

In addition to a suite of general courses on early childhood education, students are required to complete one course focused specifically on

Indigenous cultures in early childhood education. Students must also complete two internships that may be offered in a First Nations setting. In addition to these courses, students must take one full credit elective from an approved list, one humanities credit, one science credit, and an additional 1.5 credits of electives. There are many opportunities for these additional credits to be exclusively focused on Indigenous populations or to include explicitlystated Indigenous content. The list of approved electives includes one course specifically focused on Indigenous populations. Students are also required to complete two internships, which may occur in a First Nations setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
INDG/ECEC 2F95 Indigenous Culture and Early Childhood Education	23

Required courses with explicitly-stated **Indigenous content:** None

Name of Course	Topics Covered
EDUC 3P91 Pedagogy of Indigenous Arts	7, 16, 31

2.2.2 Confederation College

Early Childhood Education, Diploma

Confederation College offers a two-year ECE program that leads to an Ontario College Diploma. The program requires completion of 16 courses, including several general education electives that are selected from an approved list. One of the College's stated learning outcomes focuses on enabling, building and maintaining "caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity." 11 The program requires completion of one course focused exclusively on Indigenous contexts. Students must take three field placements, the first of which is focused, in part, on responding to the Truth and Reconciliation Commission of Canada's Calls to Action. In addition, one of the elective options focuses exclusively on Indigenous populations.

Required Indigenous-focused courses:

Name of Course	Topics Covered
SY 066 Sociology of Community: The Indigenous Context	2, 10

Required courses with explicitly-stated Indigenous content: None

Elective Indigenous-focused courses:

Name of Course	Topics Covered
HU 024 Historical Impacts of Colonization on Indigenous Communities	2, 10

2.2.3 Fleming College

Early Childhood Education, Diploma

Offered over four semesters, Fleming College's ECE program requires completion of 24 courses. Of these, one focuses exclusively on Indigenous populations. Students must take a general elective course, one of which, GNED 128, focuses exclusively on Indigenous populations. Taking this course as an elective can earn students an Indigenous Perspectives designation. Students are also required to complete three practicums, which may occur in a First Nation setting.

Students can supplement their education by earning their Eco-Mentorship Certificate, enabling them to teach children how to connect with the natural world, a feature of children's education that should resonate with First Nations parents and their children.

Required Indigenous-focused courses:

Name of Course	Topics Covered
GNED 49 Introduction to Indigenous Studies	2, 3, 5, 23

Required courses with explicitly-stated Indigenous content: None

Name of Course	Topics Covered
GNED 128 Introduction to Indigenous Knowledges	5

¹¹ https://www.confederationcollege.ca/program/early-childhood-education

2.2.4 Humber College

Early Childhood Education, Diploma

Humber College offers a regular and fast-track option for completing this diploma program. The two-year program requires completion of 25 courses, of which 20 are ECE courses. The program requires completion of a unique course that utilizes Indigenous pedagogies and approaches to landbased play and co-learning, and some of the courses may include some Indigenous content, based on wording used in course descriptions. The program requires completion of 500-600 practicum hours, through three field practicums, which may occur in a First Nations context. Students are also required to complete three electives, of which five options focus exclusively on Indigenous populations.

There is also an opportunity for students to combine this diploma program with two additional years at Guelph University to earn an Honours Bachelor of Applied Science in Early Childhood Studies.

Required Indigenous-focused courses:

Name of Course	Topics Covered
ECE 234 Two-Eyed Land- based Play and Co- Learning	7, 5, 14

Required courses with explicitly-stated **Indigenous content:** None

Required courses that may contain some Indigenous course content:

Name of Course	Topics Covered
ECE 114 Child Development: Prenatal to 2½ years	2, 3
ECE 122 Social Justice: Nurturing Communities	4
ECE 124 Child Development: 2 to 6 Years	3, 25
GNED 101 An Introduction to Arts and Sciences	5
ECE 233 Family Perspectives	13, 25
ECE 244 Child Development: 6 to 12 Years	30

Name of Course	Topics Covered
CULT 120 Indigenous Perspectives on Music, Film and Media	31
INK 100 Original People: Culture, Knowledge and Worldview	5, 23
INK 101 Indigenous Cultural Values: Behaviour & Identity	5, 23
IKN 200 Indigenous Family and Community	24
IKN 201 Encounter, Change, Resistance and Renewal	10

2.2.5 Seneca College

Honours Bachelor of Child Development, degree

Seneca College also offers a four-year Bachelor of Child Development degree program. While it includes curriculum related to youth development, its program has a strong orientation towards early childhood and completion of the program enables students to qualify to register as a member of the College of Early Childhood Educator and practice as a Registered Early Childhood Educator. Students with a previous diploma in Child & Youth Care or Early Childhood Education can be accepted for Advanced Entry into the program, enabling them to complete it quicker.

This Bachelor's degree program requires completion of one course focused exclusively on Indigenous populations and contexts, with an emphasis on decolonization and reconciliation. None of the courses incorporate any explicitly-stated Indigenous content beyond the course just mentioned; however, numerous courses may include some Indigenous content, based on wording used in course descriptions referring to socio-cultural contexts, cultural perspectives, anti-bias, cultural competence, and trauma-informed approaches. The program requires completion of five experiential learning opportunities that may occur in a First Nation setting, including a mandatory degree work term with a minimum of 420 hours of work. As an honours program, students also have the option of pursuing an honours paper topic focused on Indigenous populations or contexts.

Required Indigenous-focused courses:

Name of Course	Topics Covered
LSO 510 Indigenous Awareness: Towards Truth and Reconciliation	2, 5, 10, 15

Required courses with explicitly-stated Indigenous content: None

Required courses that may contain some Indigenous course content

Name of Course	Topics Covered
BCD 102 Healthy Environments: Health, Safety and Nutrition	2, 3, 41
BCD 104 Human Development and Observation: Conception to Toddlerhood	2, 3
BCD 106 Foundations of Teaching and Learning	5
BCD 108 Professional Practice in a Diverse Culture	4, 19
BCD 204 Human Development and Observation: Preschool to School Age	2, 3
BCD 206 Art and Science to Explore the Natural World	31
BCD 208 Ethics, Policy and Legislation	2, 4
BCD 306 Physical Literacy and Music	41
BCD 308 Developing and Sustaining Partnership with Families	2, 3, 24, 46
BCD 404 Attachment across the Lifespan	24, 50
BCD 408 Child and Family Relationships: Theoretical Foundations	2, 3, 23
BCD 410 Critical Social Theories	4, 10, 15

Required courses that may contain some Indigenous course content (continued):

Name of Course	Topics Covered
BCD 502 Mental Health Intervention Planning for Children	2, 3, 15
BCD 504 Supporting Emotional Well-being from Early Childhood through Adolescence	15, 38
BCD 608 Care Collaboration with Families	15
BCD 702 Effects of Stress, Trauma and Violence on Children's Learning	2, 3, 15, 20
BCD 706 Applied Research Proposal	*
BCD 708 Methods of Screening and Assessment	48
BCD 710 Childhood in Global Contexts	4
BCD 802 Transformative Learning in Communities	2, 3, 4
BCD 806 Applied Research Paper	*
BCD 808 Family Focused Practice: Early Intervention	34

^{*} Topic dependent on student choice

Seneca College also offers an ECE Diploma program; however, since it has no mandatory courses focused on Indigenous populations, just courses with explicitly-stated Indigenous content, please refer to Ontario – Section 4 for details about this program.

2.2.6 La Cité College

Early Childhood Education, Diploma

The college offers a two-year Éducation en Services à L'Enfance diploma, which requires completion of 40 courses. While not all course descriptions are accessible via the Internet, three of the courses focus exclusively on Indigenous populations, while at least four courses may contain some Indigenous content, based on course descriptions. Students are required to take three experiential learning courses that may occur in a First Nation setting.

Required Indigenous-focused courses:

Name of Course	Topics Covered
025637 La culture autochtone: Un monde à découvrir	23
025633 Réalités autochtones contemporaines	2, 3
0245632 Introduction à l'histoire des premières nations	2, 3, 10

Required courses that may contain some **Indigenous content:**

Name of Course	Topics Covered
026632 SSC Continuum du Developpement de L'Enfant	2, 3
026640 SSC Droits de l'enfant	4
026661 SSC Milieu Inclusif	4
025630 De l'identité à la culture	2, 3, 25

2.2.7 University of Windsor

Concurrent General Bachelor of Arts (Psychology/Bachelor of Education/Diploma in Early Childhood Education

This program is offered in partnership with St. Clair College. Students pursue their diploma work at St. Clair College (typically in year 2), and complete four years of study at the University of Windsor, earning two degrees and a diploma upon completion. All students are required to complete the thirty-course requirement for the University's General BA in Psychology, as well as 24 education (EDUC) courses. None of the Psychology classes focus exclusively on Indigenous populations or contain explicitly-stated Indigenous content; however, there is considerable flexibility in the requirements for the General BA program to take Indigenous-focused courses as electives, including from the Arts, Languages, Science, and Social Sciences. Students who successfully complete the ECE program in Year 2 of the Concurrent program receive 10 transfer credits towards their BA in Psychology.

Among the mandatory education courses, one focuses exclusively on Indigenous populations, while another may contain some Indigenous content, based on course descriptions. Students are required to take EDUC 5207, a Service Learning Specialization, whereby students must select one of several experiential learning options according to their division. In the primary division, one of these options is Indigenous-focused, allowing for experiential learning in a First Nation community context. Students are also required to do three practicums, which may occur in a First Nation setting.

Please refer to St. Clair College (Ontario – Section 2) for details about their ECE program.





Required Indigenous-focused courses:

Name of Course	Topics Covered
EDUC 5206 Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts	4, 5

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
EDUC 5209 – Critical Analysis of Social, Global & Cultural Issues in Education	4

Elective Indigenous-focused courses:

Name of Course	Topics Covered
EDUC 5207 – Service Learning Specialization: Beginning Time Aboriginal Teaching	4, 5

2.3 Requires completion of courses with explicitly-stated Indigenous content

This section focuses on publicly-funded, mainstream post-secondary ELCC programs in Ontario that are not focused specifically on Indigenous ELCC contexts, do not have any required Indigenousfocused courses, but do require completion of some mandatory courses that have explicitly-stated Indigenous course content. Since ELCC students taking certificate programs in specific streams often go on to complete a diploma, programs listed here only require students to take courses with explicitlystated Indigenous content at either the certificate or diploma level. As can be seen below, the degree to which Indigenous content is incorporated in curricula varies widely, ranging from one to six courses with explicitly-stated Indigenous content, with Seneca College's accelerated ECE program offering the most Indigenous course content.

2.3.1 Toronto Metropolitan University

Bachelor of Arts, Early Childhood Studies This program aims to prepare students to work with children from birth to age eight and their families in a variety of settings focused on enhancing their development, learning, and healthy adaptation. The four-year program is offered full or part time. None of the required courses focus exclusively on Indigenous populations; however, two courses include explicitlystated Indigenous content, seven courses may contain some Indigenous content based on use of selected descriptor words in course descriptions, and there are three experiential learning opportunities that may occur in a First Nation setting.

The program requires students to take a set number of electives, with considerable flexibility in terms of how they will meet these requirements. Some of these electives focus on liberal studies while others focus on courses relevant to early childhood professions. At least ten of these electives focus exclusively on Indigenous populations, with one focusing specifically on Indigenous early learning.

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
CLD 1231 Families in Context I	24
CLD 332 Families in Canadian Context II	2, 3

Required courses that may include some **Indigenous content:**

Name of Course	Topics Covered
CLD 101 Human Development 1	2, 3
CLD 103 Human Development II	2, 3
CLD 241 Children with Disabilities	4
CLD 204 Physical Development	3
CLD 315 Creative Arts II	4
CLD 307 Cognitive Development	21
CLD 445 Inclusion and Consultation	4

Elective Indigenous-focused courses:

Name of Course	Topics Covered
ENG 203 Literature of Indigenous Peoples	18
HAU 100 Haudenosaunee Cultural Perspective	23

Elective Indigenous-focused courses (continued):

Name of Course	Topics Covered
HST 380 Great Lakes Indigenous/Colonial History	2
MHK 101/201 Introductory Kanyen'keha I/II	23
INT 910 Aboriginal Peoples, Policy and Reconciliation	2, 10
INT 922 Intro to Aboriginal Worldviews	5
INT 923 Canada's Story: An Aboriginal Perspective	2
HST 580 Indigenous North America to 1763	23
HST 680 Indigenous North America from 1763	2
CLD 450 Indigenous Early Learning	30

2.3.2 Canadore College

Early Childhood Education, Diploma

Canadore College offers a two-year ECE diploma program and an accelerated one-year program. The two-year program requires completion of 30 courses, including several elective courses in Education. None of the required courses focus exclusively on Indigenous populations; however, three courses include explicitly-stated Indigenous content, including a focus on addressing systemic racism. An additional four courses may include some Indigenous content, based on interpretation of course descriptions. There are also three experiential learning opportunities that may occur in a First Nation setting.

The intensive program is targeted at graduates of any Bachelor of Education or Bachelor of Arts programs and can be completed in one year. It shares several of the same courses required by the two-year program, as indicated below by use of asterisk. It also requires students to complete two field placements that may occur in a First Nations setting.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
*ECE 118 Health, Safety, and Nutrition	3, 8, 9
ECE 227 Working with Diverse Families	4, 15, 24
*ECE 245 Diversity and Inclusion	2, 4, 10, 15

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
*ECE 111 Child Development	2, 3, 52
*ECE 135 Child Development II	2, 3
*ECE 110 Language & Literacy	32
*ECE 145 Guidance and Self-Regulation	2, 3, 4, 13, 38



2.3.3 George Brown College

Early Childhood Education, Diploma and Early Childhood Leadership, Bachelor's degree programs

George Brown College offers three options for earning an ECE Diploma, as well as two options for earning a degree. Ontario college diplomas can be earned through a regular two-year, full-time diploma program, a Fast-Track program, and an Accelerated Program. The two-year diploma program is open to students who do not have any previous postsecondary education. It consists of 35 courses, none of which focus exclusively on Indigenous populations. Three of the courses include explicitly-stated Indigenous content, while four may include some Indigenous content, based on wording used in course descriptions. The program also requires completion of three experiential learning opportunities that may occur in a First Nation setting.

The Fast Track program is open to students who have a degree or diploma in a related field or have completed one year of an Early Childhood Education credential. It consists of 20 courses offered over two semesters. Some of the courses with potential for Indigenous content are shared with the two-year diploma program, including ECE 1069, ECE 2056, ECE 2057, 2061; however, the Fast Track program requires an additional course that may also include some Indigenous content related to intercultural communication (noted here by use of asterisk).

The Accelerated program is a condensed version of the two-year ECE program, delivered in consecutive semesters, with no break. It uses rotating blocks of theory and practice. It requires completion of 37 courses, of which three are the same field experience classes as the two-year program. All courses with potential for Indigenous content are shared with the two-year diploma program.

George Brown College's Early Childhood Education Program (Consecutive Diploma/GBC Degree program is offered full-time over four years and requires completion of the two-year early childhood

development program along with two years of a degree program, allowing students to graduate with both an Early Childhood Education program and an Honours Bachelor of Early Childhood Leadership degree. The program is offered jointly with Toronto Metropolitan University. Please refer to the Toronto Metropolitan University description in this section for details about this program.

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
ECE 1069 Health, Safety & Nutrition	2, 10
ECE 1075 Foundations of Early Childhood Education	10, 16, 22, 41
ECE 2061 Social Policy in the Early Years	2, 4

Required courses that may include some **Indigenous content:**

Name of Course	Topics Covered
ECE 2049 Inclusion in Early Childhood	4
ECE 2056 Creative Curriculum	31
ECE 2057 Current Issues	33
*GSSC 1071 Understanding Intercultural Communication	19
ECE 2045 Applied Curriculum	25
ECE 2050 Working with Families	13

2.3.4 Northern College

Early Childhood Education, Diploma

Northern College offers an Early Childhood Education diploma program that requires completion of 23 courses, including a unique course on addictions and mental health that is not typically required in other ECE/ELCC programs. While none of the required courses focus exclusively on Indigenous populations, one course incorporates explicitly-stated Indigenous content, including learning about First Nations in the context of diversity and how to facilitate a culturally safe learning environment. Three courses may also include some Indigenous content, based on their course descriptions. The program also requires completion of one 600-hour fieldwork placement that may occur in a First Nation setting.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
EC 2033 Working with Diversity	4, 10, 15

Required courses that may include some Indigenous content:

Name of Course	Topics Covered
EC 1083 Child Development	2, 3
SW 3113 Working with Diverse Families	10
SW 3133 Addiction and Mental Health	2, 20



2.3.5 Seneca College

Early Childhood Education, Diploma

Seneca College offers two options for completing an Early Childhood Education diploma: a four-semester program offered over two years and an accelerated program for students who have already completed an undergraduate degree. The four-semester program requires completion of 27, courses of which three are general education electives. None of the required courses focus exclusively on Indigenous populations, but one incorporates explicitly-stated Indigenous content. Six courses may include some Indigenous content, based on interpretation of course descriptions, and students are required to take four field placements that may occur in a First Nations context. One of the electives focuses exclusively on Indigenous populations.

The accelerated program is open to students who have already completed an undergraduate degree. It requires completion of 18 courses over

a 12-month period. Unlike the regular two-year diploma program, it appears that Indigenous content and perspectives have been considered in the development of most of the curriculum for the accelerated program (as indicated by use of asterisk below). At least 6 of the 18 courses have explicitlystated Indigenous content, while another three courses may include some Indigenous content based on course descriptions. The accelerated program requires completion of two field placements that may occur in a First Nation setting.

Seneca College also offers a unique Infant & Early Child Mental Health certificate program and a Child Development Practitioner Apprenticeship Certificate program. As no Indigenous content is explicit in these programs, they are listed in Ontario Section 5.

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
ECE 209 Understanding Self and Others	4, 5, 15, 19
*ECY 100 Child Development	30
*ECY 102 Preschool Curriculum	12
*ECY 104 Exploring Diversity	2, 4, 41
*ECY 105 Music and Creative Arts	31
*ECY 200 Infant and Toddler Development	2, 3, 4, 24
*ECY 202 Infant and Toddler Curriculum	41

Required courses that may contain some **Indigenous content:**

Name of Course	Topics Covered
ECE 213 Curriculum and Applied Theory: 6-12 Years	4, 15
ECE 215 Interpersonal Relationships	15, 19
ECE 312 Understanding and Responding to Child Abuse	2
ECE 315 Building Relationships: Families with Young Child	2, 3, 10, 13
ECE 413 Curriculum and Applied Theory: Inclusive Community Practices	4
ECE 414 Children with Exceptionalities	4
*ECY 103 Health, Safety and Nutrition	2, 3
*ECY 203 Child, Family and Community	2, 3, 13, 15, 46
*ECY 204 Interpersonal Communication	19

Elective Indigenous-focused courses

Name of Course	Topics Covered
CAN 410 Indigenous Awareness: Towards Truth and Reconciliation	10

2.3.6 Sheridan College

Early Childhood Leadership, Honours Bachelor Degree

Sheridan College offers an Honours Bachelor of Early Childhood Leadership degree for students who have already completed an Early Childhood Education diploma. It requires an additional two years and one semester to complete, including a 420-hour internship. While none of the additional required courses focus exclusively on Indigenous populations, one course includes explicitlystated Indigenous content and three others may include some Indigenous content, based on wording used in course descriptions. The program requires completion of two experiential learning opportunities, which may occur in a First Nation setting, as well as an Honours paper, which may focus on an Indigenous topic. Students are also required to complete some electives, of which at least one focuses exclusively on Indigenous populations.

Sheridan College also offers an ECE Diploma program; however, since Indigenous content in this program is minimal, it is listed in Ontario – Section 5.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
SOCS 28448 Advocacy & Leadership: Building Healthy Communities	2, 3, 34



Required courses that may include some Indigenous content:

Name of Course	Topics Covered
EDUC 30199 Early Childhood Program and System Delivery	4, 24
SOCS 30065 Research and Project Solutions in Early Childhood Studies	Student choice
EDUC 44579 Leadership for Quality (Independent Studies)	Student choice

Elective Indigenous-focused courses:

Name of Course	Topics Covered
HEAL 11912G Indigenous Peoples & Health Care in Canada	8, 9

2.3.7 Fanshawe College

Honours Bachelor of Early Childhood Leadership

Fanshawe College offers a four-year Honour's degree program focused on enhancing leadership skills in early childhood education. The program has a co-op component and requires completion of 34 mandatory core courses, two mandatory non-core courses, and several electives at both upper and lower levels. Of these courses, none focus exclusively on Indigenous populations, one has explicitly-stated Indigenous content, and 11 courses may include some Indigenous content, based on interpretation of course descriptions. Students are also required to complete three experiential learning opportunities, including one 420-hour internship, which may occur in a First Nation setting, as well as an Honours thesis, which may focus on a First Nation topic.

Required courses with explicitly-stated **Indigenous content:**

Name of Course	Topics Covered
ECED 7017 Healthy Community – Advocacy & Leadership	33, 34

Required courses that may include some **Indigenous content:**

Name of Course	Topics Covered
ECED 7004 Human Development – Foundations	2, 3
HLTH 7001 Personal Wellness	9, 20
COMM 7009 Interpersonal Communication	19
ECED 7024 Principles to Practice in Early Years	4
ECED 7006 Human Development – the Early Years	2, 3
HLTH 7002 Wellness & the Young Child	9
SOCI 7016 Family Studies – Research & Application	24
ECED 7012 Human Development Relationships	13
ECED 7010 Inclusive Practice	2, 3, 4
ECED 7022 Research in Early Childhood	Student choice
SOSC 7029 Social Policy in Canada	2



Early Childhood Education, Diploma

Fanshawe College also offers several pathways to completing an ECE Diploma, including a regular two-year diploma, an accelerated program, a Fasttrack program, and a Fast track weekend program. Since the accelerated program includes minimal learning about Indigenous Peoples and contexts, it is listed in Ontario – Section 5.

The regular two-year program requires completion of 27 courses, including three practicums that may occur in a First Nation setting. Of the remaining courses, one includes explicitly-stated Indigenous content (ECED 1076 Curriculum & Pedagogy: 0-3 years), and three others may contain some Indigenous content, based on course descriptions. Students are required to take one general education elective, which may offer some potential to learn more about Indigenous Peoples.

The Fast-Track ECE diploma program is delivered face-to-face in a traditional classroom environment and allows students with a related diploma, degree, or work experience to complete the program in just 10 months. It requires completion of 17 courses, including three field practicums, which may occur in a First Nation setting, and one general education elective (which may offer the potential for additional learning about Indigenous Peoples). One of the remaining required courses (ECED 1076 - Curriculum & Pedagogy: 0 to 3 Years) includes explicitly-stated Indigenous content.

The Fast-Track Weekend Program is delivered online, with in-person placement experience. The program is for students who already have a related diploma, degree, or work experience. It requires completion of 17 courses, one of which is a general education elective that may offer the potential for additional learning about Indigenous Peoples and three are field practicums, which may occur in a First Nation setting. It also requires completion of ECED 1076, which contains explicitly-stated Indigenous content, and ECED 3041, SOCI 3003, which may include some Indigenous content based on course descriptions.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECED 1076 Curriculum & Pedagogy: 0-3 Years (all streams)	22

Required courses that may include some Indigenous content:

Name of Course	Topics Covered
*ECED 3037 Inclusive Practice	4
ECED 3041 Understanding Child Abuse & Neglect	37
SOCI 3003 Canadian Families Change & Diversity	4, 25

^{*} Regular two-year Diploma stream only.

2.4 No significant Indigenous content

This section aims to identify ELCC training programs in Ontario that had minimal Indigenous course content. These programs had no mandatory Indigenous-focused courses or courses with any explicitly-stated Indigenous content. Indigenous content might be discussed in some courses in relation to equity, social justice, anti-racism, cross-cultural education, cultural nuances in communication, or determinants of child development, based on language used in course descriptions and students' option to undertake experiential learning in a First Nation setting if they choose to do so.

The environmental scan revealed that 19 of the remaining publicly-funded post-secondary institutions in Ontario offered ELCC programs that appeared to have minimal Indigenous content. These included:

- York University: Graduate Diploma in Early Childhood Education ¹²
- · Algonquin College: Bachelor of Early Learning and Community Development (Honours)
- Algonquin College: Early Childhood Education, Certificate and Diploma programs
- · Algonquin College: Early childhood Education Administration, Certificate program
- Cambrian College: Early Childhood Education, Diploma program
- Centennial College: Early Childhood Education, Diploma program
- Collège Boréal: Early Childhood Education, Diploma program
- Collège Boréal: Leadership and Governance in Early Childhood Certificate
- Conestoga College: Bachelor of Early Learning Program Development (Honours)
- Conestoga College: Early Childhood Development, Diploma program

¹² Students may choose from two Indigenous-focused electives: Education 5611 – 'Indigenous' Ways of Knowing and Education 5370 – Environmental Themes in Storytelling and First Nations Traditions.

- · Conestoga College: Child Development Practitioner (Apprenticeship) program
- · Durham College: Early Childhood Education, Diploma program
- · Fanshawe College: Early Childhood Education (Accelerated), Diploma program
- · Georgian College: Early Childhood Education, Diploma program
- · Lambton College: Early Childhood Education, Diploma program
- · Loyalist College: Early Childhood Education, Diploma program 13
- · Mohawk College: Child Development Practitioner, Certificate program
- · Mohawk College: Early Childhood Education, Diploma program
- · Niagara College Canada: Early Childhood Education, Diploma program
- · St. Clair College: Early Childhood Education, Diploma program
- · St. Lawrence College: Early Childhood Education, Diploma program
- · St. Lawrence College: Early Childhood Education Leadership, Certificate program
- · St. Lawrence College: Early Childhood Education Resource Consulting, Certificate program
- Seneca College: Infant & Early Child Mental Health, Certificate program
- · Seneca College: Child Development Practitioner, Certificate of Apprenticeship program 14
- · Seneca College: Early Childhood Education and Administration, Post-Graduate Certificate program
- · Sheridan College: Early Childhood Education, Diploma program 15
- · Guelph University: Bachelor of Applied Science, Major Early Childhood Studies



3. ELCC programs offered by other types of educational institutions

This section focuses on ELCC programs offered by other types of post-secondary institutions. This includes Indigenous post-secondary institutions whose programs are designed and delivered by non-Indigenous post-secondary institutions, private institutions, as well as specialized post-secondary programs offered by institutions that receive funding from multiple sources, including nonprofit organizations.

3.1 First Nations Technical Institute (FNTI)

Early Childhood Education, Diploma

FNTI offers a two-year Early Childhood Education diploma program, in partnership with Canadore College. The program is offered virtually and enables students to explore Indigenous community realities, examine Indigenous ways of knowing and understanding the world, and learn skills and

¹³ Students may choose from four Indigenous-focused electives: GNED 1037 – Indigenous Culture & History, GNED 1056 -Indigenous Food Systems, GNED 1061 - Indigenous Approaches to Wellness, and GNED 1057 - The Impact of Indigenous Storytelling.

¹⁴ Students may choose an Indigenous-focused elective: CAN 410 Indigenous Awareness: Towards Truth and Reconciliation.

¹⁵ Students may choose an Indigenous-focused elective: HEAL 11912G Indigenous Peoples & Health Care in Canada.

knowledge relative to Indigenous culture, values, and practices. The program requires completion of 30 courses, including four intensive field placements. These placements allow students to learn from an Indigenous perspective in a First Nations setting. While no course descriptions are accessible online, based on course descriptions provided by Canadore College, there are no exclusively Indigenous-focused courses; however, three courses contain explicitly-stated Indigenous content, while four courses may contain some Indigenous content, based on interpretation of course descriptions.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECE 118 Health, Safety, and Nutrition	3, 8, 9
ECE 227 Working with Diverse Families	4, 15, 24
ECE 245 Diversity and Inclusion	2, 4, 10, 15

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
ECE 111 Child Development	2, 3, 52
ECE 135 Child Development II	2, 3
ECE 110 Language & Literacy	32
ECE 145 Guidance and Self-Regulation	2, 3, 4, 13, 38

3.2 Iohahi:io Akwesasne Education & Training Institute

Early Childhood Education, Diploma

The training institute offers a two-year ECE diploma program in partnership with St. Lawrence College in the community of Akwesasne. No details about this program are accessible via the Internet, beyond a requirement for three field placements. Please refer to St. Lawrence College for details about this program.

3.3 Seven Generations Education Institute (SGEI)

Early Childhood Education, Diploma

The SGEI offers a two-year ECE diploma program, in partnership with Canadore College, within the Treaty 3 area. The program requires completion of 30 courses. While no course descriptions are accessible online, based on course descriptions provided by Canadore College, none of the required courses are Indigenous-focused. Three of the courses contain explicitly-stated Indigenous content, while four others may contain some Indigenous content based on course descriptions. There are also three experiential learning opportunities that may occur in a First Nation setting, as well a requirement to complete two general education electives, which may be used to further enhance knowledge of Indigenous Peoples and contexts.

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ECE 118 Health, Safety, and Nutrition	3, 8, 9
ECE 227 Working with Diverse Families	4, 15, 24
ECE 245 Diversity and Inclusion	2, 4, 10, 15

Required courses that may contain some **Indigenous content:**

Name of Course	Topics Covered
ECE 111 Child Development	2, 3, 52
ECE 135 Child Development II	2, 3
ECE 110 Language & Literacy	32
ECE 145 Guidance and Self-Regulation	2, 3, 4, 13, 38

3.4 Six Nations Polytechnic

Early Childhood Education, Diploma

Six Nations Polytechnic's ECE diploma program is accredited through Niagara College and delivered at the Brantford campus. It requires completion of 21 courses, of which four are experiential learning opportunities that may occur in a First Nation setting. No course descriptions are available; however, using those provided by Niagara College, none of the required courses have explicitly-stated Indigenous content, while four may include some Indigenous content, based on course descriptions.

Required courses that may include some **Indigenous content:**

Name of Course	Topics Covered
Child Development	2, 3
Diversity in the Early Years	4
Stress and Resiliency	38
Child Abuse and Family Violence	37

3.5 Mothercraft College of Early Childhood Education

Early Childhood Education, Diploma

The Mothercraft College of Early Childhood Education receives funding from a variety of sources, including non-profit organizations, municipal and provincial governments, as well as the Public Health Agency of Canada. It offers a one-year accelerated intensive diploma program, as well as post-diploma seminars and workshops. Articulation agreements with other post-secondary institutions allow ECE graduates to continue towards a Bachelor degree. Mothercraft also offers opportunities for children from birth to six years of age to engage in early learning and child care experiences, as well as delivers early childhood intervention programs to support young children with special needs and their families and those who may be at risk of developmental delays due to biological and psychosocial risk conditions.

Students who complete the fully accredited ECE diploma program also receive certificates in Infant Toddler specialization and "How Does Learning" Happen? Ontario's Pedagogy for the Early Years." The program is offered over four academic semesters and includes three block community placements, which may occur in a First Nation setting. Students are required to complete 27 courses, of which three may contain some Indigenous content, based on course descriptions.

Required courses that may include some **Indigenous content:**

Name of Course	Topics Covered
Anti-Bias Approach	4
Curriculum & Program Planning II	4
Nutrition	8

Home Based Child Care Certificate

Mothercraft also offers a Home Based Child Care Certificate for individuals interested in providing quality child care in their own homes. No further details are provided online.

Post-Diploma Certificate programs

Mothercraft offers ECE graduates and other professionals the opportunity to upgrade skills through post-diploma programs on a wide range of topics, including infant toddler specialization, anti-bias approach, early intervention for high-risk families, family engagement, and child care administration. No further details are provided online.

4. Other types of Indigenous ELCC training initiatives

This section focuses on other types of Indigenous ELCC training initiatives available in Ontario, including training initiatives offered by Indigenous and non-Indigenous organizations and governments that aim to build capacity in Indigenous ELCC/ECD contexts. The environmental scan revealed five

organizations that were offering supports, resources, and training to better support early childhood educators in integrating Indigenous knowledges, worldviews, and perspectives in ELCC/ECD.

4.1 Best Start

Indigenous Child Development Best Start, a key program of Health Nexus, provides a widerange of evidence-based resources to support service providers who work in preconception health, prenatal health, and early child development to build healthy, equitable, and thriving communities. This includes resources on Indigenous Child Development and Indigenous Prenatal Health.

resources.beststart.org/ product-category/resources/ indigenous-child-development

4.2 First Nation Early Learning Collaboration

The First Nation Early Learning Collaboration consists of members of four First Nations early learning networks across Ontario. These networks support the delivery of high quality, culturally appropriate programs and services through information sharing, knowledge

exchange, skills development, and collaborative problem solving. ¹⁶ **fnel.ca**

4.3 Canadian Child Care Federation

The Canadian Child Care Federation hosts online early childhood education courses and provides access to professional development webinars to members from across Canada. It has also produced high quality resources for Indigenous practitioners that take into account cultures, languages, traditions, values, and customs of First Nations, Inuit, and Métis communities.

cccf-fcsge.ca

4.4 Ontario Aboriginal Head Start Association (OAHSA)

The OAHSA supports Indigenous designed and controlled early child development strategies. In addition to providing Indigenous children with opportunities to participate in early learning and childcare programs that aim to develop a positive sense of self and desire for learning, they also provide professional learning opportunities for Aboriginal Head Start practitioners through online sessions, virtual gatherings, prerecorded modules, and access to culturally relevant resources.

oahsa.ca

¹⁶ https://www.fnel.ca

4.5 Mothercraft

Professional Learning Programs

Mothercraft offers occasional online and in-person professional learning opportunities on a wide range of topics, including on how learning happens, pedagogical and professional leadership, using pedagogical documentation to make learning visible, working intentionally with families, diversity and inclusion, mentoring and peer learning. One recent course offered is an online Family Support Certificate course. No further details are provided online.





7. QUEBEC

The environmental scan of ELCC programs in Quebec is limited by the author's basic comprehension of the French language. While programs that have Indigenousfocused courses and content are relatively easy to identify, the nuances of less explicitly-stated content are more difficult to ascertain. As a result, if course descriptions are available in French only, no effort has been made to identify courses that may include some Indigenous content based on wording used in course descriptions.

In Quebec, many of the colleges focus on university and postsecondary preparation, so not all of them have early childhood programs. Those that do often include a greater number of breadth courses, including literature, writing, philosophy, and physical education courses, as well as courses on religion, and thus the programs generally require considerably more courses to complete than other ELCC programs across Canada. The trend seems to be that if the college offers mainstream ELCC programs, the inclusion of Indigenous content and perspectives in these programs is minimal. In fact, none of the 33

colleges and CEGEPs that offered ELCC training programs identified in this environmental scan had mandatory courses with explicitly-stated Indigenous content.

However, some universities have developed programs that are targeted specifically at Indigenous ELCC contexts, either alone or in partnership with an Indigenous group. These programs tend to be tailored to the unique context of Indigenous partners and communities.

The environmental scan revealed no ELCC training programs developed and delivered by Indigenous institutions, which may be due to the use of English search terms, nor did it reveal any other post-secondary institutions that offered programs with at least some courses with explicitlystated Indigenous content. The environmental scan revealed four private post-secondary institutions that offered ELCC training programs; however, only one of these institutions incorporated Indigenous content in curricula. This institution – Center de Services Scolaire du Pays-des-Bleuets – developed a Professional Studies in Childcare Services



certificate in partnership with the Native Friendship Center of Lac-Saint-Jean that was culturally adapted to the local First Nations culture. The environmental scan also revealed only one other Indigenous ELCC training initiative that focused on building capacity within Indigenous ELCC.

1. Mainstream ELCC training programs

This section focuses on ELCC training programs or streams offered by publicly-funded, mainstream post-secondary institutions in Quebec. These include programs focused specifically on Indigenous ELCC contexts; programs that are not specifically focused on Indigenous ELCC contexts but require completion of either some mandatory Indigenous-focused courses; and programs that have no significant Indigenous course content. In the latter case, no explicit Indigenous course content was identified in either the course or program descriptions, but the program may have covered some Indigenous topics, and students may have had the option to complete field

placement and practicums in a First Nation or Indigenous setting. The environmental scan revealed no programs that required completion of at least some courses with explicitly-stated Indigenous content.

1.1 Specific to Indigenous FICC contexts

This section focuses on ELCC training programs offered by mainstream publicly-funded post-secondary institutions in Quebec that focus specifically on Indigenous ELCC contexts. The environmental scan identified two such programs, both developed by universities.

1.1.1 McGill University

Bachelor of Education, Kindergarten and Elementary **Education (First Nations and Inuit Studies**)

McGill University's Bachelor of Education, Kindergarten and Elementary Education (First Nations and Inuit Studies) program is offered in select First Nations and Inuit communities across Quebec. It is offered through the Office of First

Nations and Inuit Education, a unique collaboration between McGill's Faculty of Education and two partnering Indigenous organizations: 1) the Kahnawà:ke Education Centre and 2) the Listugui Education, Training and Employment Directorate. In addition to courses that meet McGill University's requirements and student-teacher internships that lead to teacher certification, courses that place emphasis on cultural and language preservation and land-based learning are required. In their first year, students are required to complete 30 credits of introductory-level courses in subjects taught in elementary school, some of which may focus exclusively on Indigenous populations and contexts. They are then required to complete an additional 78 credits towards their education degree. Among the required courses, students must take two Indigenous language courses as well as an additional two courses focused exclusively on Indigenous contexts and perspectives. Students are also required to complete four field placements within their respective Indigenous community.

Within the education program there is a considerable degree of flexibility. Students are asked several times to choose a set number of credits from a selected list of courses. Choices selected from this list allow students to take a stronger kindergarten orientation to their programs. These course lists typically include several courses that may be highly relevant in an Indigenous context (ie. such as courses on children with either behaviour or learning difficulties, courses on equity and social justice, etc.), though course descriptions do not necessarily suggest that Indigenous content will be covered, as well as courses that focus exclusively on Indigenous populations and contexts. Since students have the option to select from a list which courses they would like to take to meet that specific requirement, they are listed below as "electives." As can be seen from this list, McGill University offers a great selection of Indigenous-focused courses that students can take to broaden their knowledge and skills as they relate to Indigenous populations.

McGill University also offers a regular Bachelor of Education program in Kindergarten and Elementary Education which requires completion of two Indigenous-focused courses. For details about this program, please refer to Quebec – Section 3.

Required Indigenous-focused courses:

Name of Course	Topics Covered
Indigenous language requirement (6 credits): choice of Algonquin, Cree, Inuktitut, Mi'gmaw, Mohawk, or Naskapi	18
EDEC 321 Visions and Realities of Indigenous Education	5
EDUC 247 Policy Issues in Quebec and Indigenous Education	53

Required courses with explicitly-stated Indigenous content: None

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
EDEC 309 Diverse Learners	4

Indigenous-focused electives:

Name of Course	Topics Covered
EDEC 233 Indigenous Education	5, 16
EDEM 502 Indigenous Family Dynamics and Supporting Institutions	24, 37
EDEA 242 Cultural Skills 1	31
EDEA 243 Cultural Skills 2	31
EDEA 371 Integrating Indigenous Storytelling and Creative Writing	7, 18
EDEE 370 Traditional Indigenous Life Skills	23, 41
EDEE 373 Traditional Healing	9
EDKP Indigenous Physical Activities	41
EDEE 383 Oral and Family History	23
EDEC 341 Intermediate Indigenous Heritage Language	18

Indigenous-focused electives (continued):

Name of Course	Topics Covered
EDEC 342 Intermediate Indigenous Language	18
EDEC 343 Advanced Indigenous Heritage Language	18
EDEC 344 Advanced Indigenous Language	18
EDSL 247 Second Language Education in Indigenous Communities	18
EDSL 370 Issues and Practices in Teaching Indigenous Languages	7, 18
EDEC 244 Issues in Aboriginal Education	10
EDEC 263 Information Communication Technology in Indigenous Literacy	18
EDEC 313 Indigenous Land-Based Pedagogy	7, 14
EDEC 591 Cultural Values and Socialization	5, 23
EDEE 444 First Nations and Inuit Curriculum	41

1.1.2 Université du Québec en Abitibi-Témiscamingue (UQAT)

Bachelor's Degree in Preschool Education and Primary Teaching Program for First **Peoples Students**

UQAT offers a Bachelor's degree in Preschool Education and Primary Teaching that is specifically targeted at First Peoples. 17 It is one of a number of programs that are developed for First Nations and Inuit students to meet their specific needs, with pedagogical approaches adapted to make room for Indigenous perspectives. 18 Despite this orientation, a review of course descriptions reveals none of the required courses focus exclusively on Indigenous populations and contexts, and only one elective explicitly states it incorporates Indigenous content. As a result, one cannot fully assess the degree to which the program incorporates Indigenous content in other courses. However, four courses do contain wording that implies Indigenous content may be covered, while several others use wording about "first language learning," which implies students will learn about Indigenous languages to teach young children these languages.

Students are also required to complete two courses from a list of five development courses, of which the course description of one explicitly states it includes some Indigenous content, as well as five practicums, which are likely to occur in an Indigenous setting.

Required Indigenous-focused courses: None

Required courses with explicitly-stated **Indigenous content:** None



¹⁷ https://www.uqat.ca/telechargements/premierspeuples/Bachelor%20Preschool%20Education%20Primary%20Teaching.pdf

¹⁸ https://www.uqat.ca/en/indigenous-programs/

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
DID 4221E Spiritual and Moral Awareness at the Primary School Level	5
EDU 2205E The Social Universe as a Learning Object	4, 41
LIN 2124E Mother Language as a Learning Object	18
SCI 2345E Science and Technology Laboratory and Didactics	41

Elective courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
SCH2312E Cultures and Institutions	4, 43

1.2 Requires completion of Indigenousfocused courses

Listed below are ELCC programs offered by publicly-funded mainstream post-secondary institutions in Quebec that are not focused specifically on Indigenous ELCC contexts but require completion of at least one Indigenous-focused course. Two post-secondary institutions offered programs that required completion of at least one Indigenous-focused course.



1.2.1 Laval University

Bachelor of Education, Preschool Specialization

Laval University offers a Bachelor of Education program, with a specialization in preschool education. At least one of the required courses focuses exclusively on Indigenous populations while another contains explicitly-stated Indigenous content. Three courses may contain some Indigenous content based on usage of the term "cultural" in course descriptions, though this may also refer to a French-speaking setting. Students are also required to take at least four internships in a preschool setting, which may occur in a First Nation community.

Required Indigenous-focused courses:

Name of Course	Topics Covered
ADS 1911 Realities of First Peoples in Education	2, 3, 4, 5, 23

Required courses with explicitly-stated Indigenous content:

Name of Course	Topics Covered
DID 2010 Didactics of the social universe II	2, 3

Required courses that may contain some Indigenous content:

Name of Course	Topics Covered
ADS 1000 Social aspects of education	2, 3
ADS 1902 Education and disadvantaged backgrounds	3
ADS 1905 Education in an intercultural environment	4, 43
PES 2009 Intervention with families	38

1.2.2 McGill University

Bachelor of Education, Kindergarten and Elementary Education

McGill University's regular Bachelor of Education, Kindergarten and Elementary Education program is unique in that it requires students to complete two Indigenous-specific courses yet does not seem to incorporate any Indigenous content in any of its other required courses. The program provides four opportunities for experiential learning that may occur in a First Nations setting and has one elective course that covers topics related to racism and anti-oppression in education (EDEC 248 Equity and Education).

McGill University also offers an Indigenous stream Bachelor of Education program. Please refer to Quebec – Section 1 for details about this program.

Required Indigenous-focused courses:

Name of Course	Topics Covered
EDUC 233 Indigenous Education	5, 16
EDUC 247 Policy Issues in Quebec and Indigenous Education	53

Required courses with explicitly-stated **Indigenous content:** None

Required courses that may contain some Indigenous content: None

1.3 No significant Indigenous course content

This section aims to identify ELCC training programs in Quebec that have minimal Indigenous course content. These programs have no mandatory Indigenous-focused courses or courses with any explicitly-stated Indigenous content. Indigenous content may be discussed in some courses in relation to equity, social justice, anti-racism, cross-cultural education, cultural nuances in communication, or determinants of child development, based on language used in course descriptions, and there may be some opportunities for students to undertake experiential learning in a First Nation setting if they choose to do so. However, given that many of these institutions do not have course descriptions (particularly in English) accessible online, assessing the degree to which the various programs incorporate Indigenous content when not explicitlystated is often not possible.

The ELCC training programs that appeared to incorporate minimal Indigenous content included the following:

- · Heritage College: Early Childhood Care and Education program 19
- · Vanier college: Early Childhood Education program
- · Cégep de l'Abitibi-Témiscamingue: Childhood Education Techniques
- · Cégep André-Laurendau: Childhood **Education Techniques**
- · Concordia University: Bachelor of Education, Preschool Specialization
- · Concordia University: Bachelor of Arts, Major in Child Studies
- · Université du Quebec à Rimouski: Bachelor of Preschool and Primary Education degree
- Université de Sherbrooke: Bachelor of Education, Preschool and Primary Education degree 20

¹⁹ Students may choose from two Indigenous-focused electives: 365-F05-HR Truth and Lies: The Real First Peoples of Canada and 365-F06-HR Understanding Indigenous Truth and Reconciliation.

²⁰ Students may chose an Indigenous-focused elective: PAE 403: Perspectives autochtones en education.

- Université du Québec à Montréal: Bachelor of Education, Preschool and Primary Education degree
- Université du Québec à Montréal: Certificate en éducation à la petite enfance
- Université du Québec à Chicoutimi: Bachelor of Education, Preschool and Primary Education degree²¹
- Université du Québec à Trois-Rivières: Preschool and Primary Education certificate²²
- · Université du Québec à Trois-Rivières: Preschool and Primary Education, microprogram
- Université du Québec à Trois-Rivières: Preschool Education for Children 4-5 Years, microprogram
- Université du Québec à Trois-Rivières: Bachelor of Education in Preschool and Primary Teaching degree²³
- Université du Québec en Outaouais: Bachelor in Preschool and Primary Education degree
- · Collège Montmorency: Techniques d'éducation à l'enfance
- Cégep de Sainte-Foy: Childhood Education Techniques
- Université du Québec en Abitibi-Témiscamingue: Bachelor of Early Childhood and Elementary Education degree
- Collège Lionel Groulx: Childhood Education Techniques
- Cégep du Vieux Montréal: Childhood Education Techniques
- Cégep Edouard Montpetit: Childhood Education Techniques
- Cégep de Saint-Jérôme: Childhood Education Techniques
- Cégep de Sherbrooke: Childhood Education Techniques
- Cégep de Saint-Hyacinthe: Childhood Education Techniques

- Cégep de l'Outaouis: Childhood Education program
- Cégep de Baie-Comeau: Childhood Education program
- Cégep Beauce-Appalaches: Childhood Education Techniques
- Cégep de Drummondville: Childhood Education Techniques
- Cégep de la Gaspésie et des Îles: Childhood Education program
- Cégep Gérald Godin: Childhood Education program
- Cégep de Jonquière: Childhood Education Techniques
- · Cégep de Sept-Îles: Childhood Education program
- Cégep Shawninigan: Childhood Education program
- Cégep de Valleyfield: Childhood Education program
- Cégep de Victoriaville: Childhood Education program
- Campus Notre-Dame-de-Foy: Childhood Education Techniques
- Cégep Marie-Victorin: Childhood Education Techniques
- Cégep Régional de Lanaudière: Childhood Education Techniques



²¹ Students may choose an Indigenous-focused elective: 3NIK333 Pluricultural Practice and Indigenous Perspectives in Education.

²² While the program has no explicit Indigenous content, students are required to take a course on cultural competence, which may include some Indigenous content.

²³ One course requires students to learn about cultural competence.

2. ELCC programs offered by other types of educational institutions

This section includes ELCC programs in Quebec offered by other types of educational institutions, including private institutions and career colleges. The environmental scan revealed four private postsecondary institutions that offered ELCC programs; however, Indigenous content in these programs was minimal.

2.1 CDI College

Early Childhood Education

CDI College offers an Early Childhood Education program that requires completion of 16 courses over 1.5 to 2 years, of which two are practicums that may occur in a First Nation setting. However, none of the courses appear to have any Indigenous content.

2.2 LaSalle College

Early Childhood Education, Certificate and Diploma programs

The ECE certificate program requires completion of 18 courses over four semesters. While no course descriptions are publicly accessible online, none of the required courses focus exclusively on Indigenous populations or are likely to incorporate substantial Indigenous content. The program offers two internship opportunities that may occur in a First Nation setting. A more intense version of this program, offered over three semesters, is also available.

The ECE diploma program requires completion of 40 courses, including a mix of general education and program-specific courses. Again, none of these courses focus exclusively on Indigenous populations. A course on Quebec society's children in multicultural environments may include some Indigenous content, and the program requires completion of two complementary courses that may provide opportunities to further learning about Indigenous Peoples. Students are also required to

take two internships, which may occur in a First Nation setting, and complete a final project, which may be oriented towards an Indigenous topic.

2.3 Teccart Institute

AEC Early Childhood

This program requires completion of 41 courses over six semesters. This includes a mix of both general education and training specific courses, as well as 345 hours of internship, which may occur in a First Nation setting. While no course descriptions are readily accessible online, none of the courses focus exclusively on Indigenous populations and Indigenous content is likely to be minimal in other courses.

2.4 TAV College

Early Childhood Education

TAV College offers a two-year AEC program in Early Childhood Education and a three-year DEC in Early Childhood Education program. The AEC program requires completion of 19 courses, including two work placements that may occur in a First Nations setting, while the DEC program completion of 45 courses, including a mix of general education and program-specific courses and three work placements. None of the courses focus exclusively on Indigenous populations or incorporate explicitly-stated Indigenous content, while two of the DEC courses may include some Indigenous content, based on course descriptions.

Required courses that may incorporate some **Indigenous content:**

Name of Course	Topics Covered
322-106 TV Health and Nutrition in Early Childhood Settings	4
345 102 MQ World Views	5

3. Other types of Indigenous ELCC training initiatives

This section focuses on other types of Indigenous ELCC training initiatives available in Quebec, including training initiatives offered by Indigenous and non-Indigenous organizations and governments that aim to build capacity in Indigenous ELCC/ECD contexts. The environmental scan revealed two organizations that were offering supports, resources and training to better support early childhood educators in integrating Indigenous knowledges, worldviews, and perspectives in ELCC contexts.

3.1 Collegial Center for the Development of Teaching Materials, Collège de Maisonneuve

The Collegial Center for the Development of Teaching Materials provides access to a range of resources on teaching in an Indigenous early childhood development context. This includes videos on the role of cultural transmission, Cree language and numeracy resources, and culturally appropriate activities for socializing, exploration, learning, and

development. The goal is to "support teachers and students in the transmission and development of a unique cultural sensitivity." ²⁴ cpe-pn.ccdmd.qc.ca/search

3.2 Center de Services Scolaire du Pays-des-Bleuets

In partnership with the Native Friendship Center of Lac-Saint-Jean, the Center de Services Scolaire du Pays-des-Bleuets has launched a new certificate of professional studies in childcare services intended for Indigenous clients (Roy, 2020). The project aims to provide ELCC training to Indigenous women in their own language. The training program has been culturally adapted, with modules on First Nations history, training on child development, well-being and safety, first aid for early childhood, hygiene and food safety, as well as learning about First Nations culture, languages, art, and music. Students are required to complete a fourweek internship (minimum 30 hours per week). The courses are offered in an enriching and safe environment – the Friendship Centre. The training program takes more than 400 hours, and upon completion, students will be able to hold a job as an early childhood educator assistant. No further details about this program are available online.



²⁴ http://cpe-pn.ccdmd.qc.ca/page/propos



8. NEW BRUNSWICK

The Province of New Brunswick has few post-secondary institutions, and as a result, few training programs focused on ELCC contexts. Those that exist generally have minimal Indigenous course content. There are no Indigenous designed and delivered programs, nor are there any Indigenous ELCC streams or programs offered by publicly-funded, mainstream post-secondary institutions. Only one publicly-funded, mainstream post-secondary institution has a relevant program that requires completion of at least one Indigenous-focused course – the University of New Brunswick's Bachelor of Education in Early Childhood Education, and beyond this course, none of the program's other required courses contain any explicitly-stated Indigenous content. None of the other post-secondary institutions in the province (either publiclyfunded or private) incorporate any explicitly-stated Indigenous content in their ELCC curricula. The environmental scan also did not reveal any other type of Indigenous ELCC training initiative in the province.

1. Mainstream FLCC training programs

This section focuses on ELCC training programs or streams offered by publicly-funded, mainstream post-secondary institutions in New Brunswick. As the environmental scan revealed no Indigenous-led ELCC programs or programs targeted to Indigenous ELCC contexts, this section includes only programs which required students to complete Indigenous-focused courses and programs that had no significant Indigenous course content. In the latter case, no explicit Indigenous course content is identified in either course or program descriptions, but the program may cover some Indigenous topics, based on use of selective descriptor words in course descriptions, and students have options to complete field placements and practicums in a First Nation or Indigenous setting.

1.1 Requires completion of Indigenousfocused courses

This section focuses on ELCC training programs offered by publicly-funded, mainstream post-secondary institutions in New Brunswick that are not focused specifically on Indigenous ELCC contexts but require completion of at least one Indigenous-focused course. Only one post-secondary institution in the province offered any ELCC programs that required completion of at least one Indigenous-focused course.

1.1.1 University of New Brunswick (UNB)

Bachelor of Education in Early Childhood Education

Offered to students who have completed a two-year provincially approved diploma in early childhood education, this flexible, blended degree program requires completion of 25 courses, of which two are practicums that may occur in a First Nation community. One course focuses exclusively on Indigenous populations, while two others may contain some Indigenous content, based on wording used in course descriptions. Students are also required to take a Research in Early Childhood Studies course and may choose to focus on an Indigenous topic.

UNB's Mi'kmaq-Wolastoqey Centre offers a Wabanaki Bachelor of Education program that allows students to specialize in Wabanaki languages, cultures and worldviews; however, the four-year program is not oriented specifically to ELCC contexts and thus has been deemed out of scope for this scan.

UNB also offers an ECE Certificate program with minimal Indigenous content. As such, this program is listed in New Brunswick – Section 5.

Required Indigenous-focused classes:

Name of Course	Topics Covered
ED 3043 Indigenous Education	27, 43

Required classes that may contain some Indigenous content:

Name of Course	Topics Covered
ED 5062 Cultural constructions of childhood	24, 25
ED 4452 Health, Equity and Well-Being	4, 49

2. No significant Indigenous course content

This section aims to identify ELCC training programs in New Brunswick that had only minimal Indigenous course content. These programs had no mandatory Indigenous-focused courses or courses with any explicitly-stated Indigenous content. Indigenous content may be discussed in some courses in relation to equity, social justice, antiracism, cross-cultural education, cultural nuances in communication, or determinants of child development, based on language used in course descriptions. There may also be some opportunities for students to undertake experiential learning in a First Nation setting if they choose to do so.

The environmental scan revealed only two publicly-funded post-secondary institutions that were offering such ELCC programs. These include:

- New Brunswick Community College: Early Childhood Education, Certificate and Diploma programs
- University of New Brunswick: Early Childhood Education, Certificate program

3. ELCC programs offered by other types of educational institutions

This section includes ELCC programs in New Brunswick offered by other types of educational institutions, including private institutions and career colleges. The environmental scan revealed two private post-secondary institutions that offered such programs; however, Indigenous content in these programs was minimal.

3.1 Oulton College

Early Childhood Education/Educational Assistant, Diploma

This diploma program requires completion of 19 courses, of which none focus exclusively on Indigenous populations nor incorporate any explicitly-stated Indigenous content. One course may contain some Indigenous content, given its focus on trauma-informed care, and there is a practicum placement that may have occur in a First Nation community.

Course credits may be transferred to Crandall University in Moncton to be used towards their Bachelor of Arts in Organizational Management.

Required classes that may contain some **Indigenous content:**

Name of Course	Topics Covered
Trauma-informed care	20

3.2 Eastern College

Early Childhood Education, Diploma

This two-year diploma program requires completion of 21 courses, none of which focus exclusively on Indigenous populations or incorporate any explicitlystated Indigenous content. 25 Additionally, it requires completion of one 8-week field placement that may occur in a First Nation community.



²⁵ https://www.easterncollege.ca/uploads/docs/early-childhood-education-NB.pdf



9. NOVA SCOTIA

Nova Scotia has few post-secondary institutions, and thus few ELCC programs were identified. These were offered through private career colleges and community colleges and were primarily diplomabased programs. The degree to which Indigenous knowledges, worldviews, and perspectives were incorporated in these programs was minimal. None of the programs were Indigenous designed and delivered, had mandatory Indigenous-focused courses, or had any courses with explicitly-stated Indigenous content.

The Internet search revealed no other types of Indigenous ELCC training initiatives in the province.

1. Mainstream ELCC training programs

1.1 No significant Indigenous course content

While no explicit Indigenous course content was identified in either course or program descriptions in these programs, some Indigenous topics may be covered given use of selective descriptor words in course descriptions and students' option to complete field placements and practicums in a First Nation or Indigenous setting.

The environmental scan revealed three publiclyfunded, mainstream post-secondary institutions offering these types of programs. These included:

- Nova Scotia Community College: Early Childhood Education, Diploma program
- Nova Scotia College of Early Childhood Education: Early Childhood Assistant Certificate and Diploma programs, 12-month accelerated on-site Early Childhood Education program, and PLARE ECE Diploma program for experienced Early Childhood Educators



· Université Sainte-Anne: Éducation à la petite enfance, Diploma

2.1 ELCC programs offered by other types of educational institutions

This section focuses on ELCC training programs in Nova Scotia offered by other types of educational institutions, including private institutions and career colleges. The environmental scan revealed three private post-secondary institutions in Nova Scotia that offered such programs; however, Indigenous content in these programs was minimal.

2.1.1 CBBC Career College

Early Childhood Education, Level 2 diploma

This 48-week program requires completion of 28 courses, of which none focus exclusively on Indigenous populations. No course descriptions are publicly accessible via the Internet; however, only two are likely to contain some Indigenous content and there are four practicums that may occur within an Indigenous setting.

Required classes that may contain some Indigenous content:

Name of Course	Topics Covered
Diversity & Inclusion 1: Cultural & Family Influences	4
Diversity & Inclusion 2: The Environment	2, 3

2.1.2 Island Career Academy

Developed with the Nova Scotia Department of Labour and Advanced Education, this diploma program requires completion of 20 core courses and 16 weeks of work placement experiences. While no course descriptions are accessible online, none appear to focus exclusively on Indigenous populations or are likely to incorporate significant Indigenous content. It would appear that only the practicum would offer any potential for incorporating Indigenous perspectives into ECD education.

2.1.3 Jane Norman College

Early Childhood Education Diploma

Originally part of the Nova Scotia Teachers College until it was dismantled by the Province of Nova Scotia, Jane Norman College continues to run as an organization that focuses on the development of early childhood educators to work in licensed care settings. This two-year diploma program requires completion of 24 courses and 520 hours of practicum. None of the courses focus exclusively on Indigenous populations nor incorporate any explicitly-stated Indigenous content. One course incorporates learning on trauma-informed approaches, which may include some Indigenous content, and students must complete four practicums that may occur in a First Nation setting.

In addition to this two-year diploma program, the College also has an Early Years Support Centre that supports the early learning and child care community through the provision of library resources and other supports.

10. PRINCE EDWARD ISLAND

Prince Edward Island had only two post-secondary early learning and child development training programs and these were diploma programs offered by community colleges with no explicitly-stated Indigenous course content. These programs were:

- Collège de l'Île: Early Childhood Educator,
 Diploma program, and
- Holland College: Early Childhood Care and Education, Diploma program

The potential to incorporate Indigenous perspectives seems generally restricted to the option of completing field placements in a First Nations community or to some discussion in relation to equity, social justice, anti-racism, cross-cultural education, cultural nuances in communication or determinants of child development.

No other types of early learning and child care training programs or initiatives were identified in Prince Edward Island.







11. NEWFOUNDLAND & LABRADOR

The environmental scan revealed only one postsecondary institution in Newfoundland and Labrador that offered training programs related to ELCC. A community college (College of the North Atlantic) offered ECE certificate and diploma programs; however, neither of these programs explicitly incorporated any Indigenous content. However, based on course descriptions, Indigenous content might be covered in discussions related to social justice, equity, anti-racism, cross-cultural education, cultural nuances in communication or determinants of child development, and students may have opportunities to do work placements or practicums in a First Nations setting. There were no other ELCC training initiatives or programs identified in the province.



12. YUKON

The Yukon has only one post-secondary institution that offers training programs related to ELCC, and this program requires completion of at least one mandatory Indigenous-focused course. Yukon University currently offers one-year certificate and two-year diploma ELCC programs. Both programs require students to achieve core competency in knowledge of Yukon First Nations. In the ELCC program, students are required to demonstrate this competency by completing ELCC 100, as noted below.

In addition to ELCC 100, the diploma program requires students to complete 23 courses, of which four are field placements that may occur in a First Nation context. One of these required classes includes explicitly-stated Indigenous content, while five classes may include some Indigenous content, particularly in relation to culturally appropriate curriculum and resources, as well as consideration for the unique northern context.

Required Indigenous-focused courses:

Name of Course	Topics Covered
ELCC 100 Cultural Competencies in Early Learning and Child Care	10, 15

Required classes with explicitly-stated Indigenous content:

Name of Course	Topics Covered
ELCC 220 Philosophy of ELCC	30

Required classes that may contain some Indigenous content:

Name of Course	Topics Covered
ELCC 122 Program Planning – Learning through Play	41, 46
ELCC 130 Guiding Young Children	29
ELCC 200 Program Planning – Science Areas with Young Children	41, 46
ELCC 212 Program Planning – Literacy & Creative Expression	41, 46
ELCC 221 Ecology of the Family	2, 3, 20, 24, 25

The Internet search revealed no other related training programs or initiatives available in the territory.



13. NORTHWEST TERRITORIES

The Northwest Territories has only one post-secondary institution that offers ELCC training programs. While not specifically targeted at Indigenous ELCC contexts, Indigenous content and perspectives were heavily infused throughout the ELCC Certificate and Diploma programs offered by Aurora College.

Aurora College is a public post-secondary institution that delivers programs at three campuses and through a network of community learning centres. It offers a one-year certificate and two-year diploma program at its Yellowknife North Slave Campus. The program is designed to prepare students to become ELCC educators in a variety of early learning settings, including Head Start programs. It emphasizes development of inclusive play-based curriculum for children from birth to age 11, with a focus on adapting Indigenous languages, cultures, and traditions across the core curriculum. The first year of the program focuses on developing a grounding in general early childhood care and learning, enabling graduates to work as assistants in early childhood settings (certificate program).

The second year of the program focuses on the development of knowledge, experience, and confidence to enable students to independently lead a classroom in an early childhood context (diploma program). The program's objectives are to:

- 1. improve the level of care and education to children from birth to 11 years;
- enhance the preservation and promotion of Indigenous cultures, languages, and traditional values;
- 3. support families in their search for high quality ELCC services to promote their children's well-being;

- 4. improve development outcomes of young children; and
- 5. increase employment opportunities. ²⁶

The certificate program requires completion of 34 credit hours (10 courses), while the diploma program requires completion of an additional 37 credit hours (12 courses). Of these courses, two focus exclusively on Indigenous populations in the Northwest Territories (one at each level), while an additional two courses include explicitly-stated Indigenous content. In addition, students are required to take two field placements in each of the two years, which have high potential to be in an Indigenous setting, exposing students to Indigenous community perspectives on ELCC.

Required Indigenous-focused classes:

Name of Course	Topics Covered
ELCC 0101 Cultural Competency in Early Learning and Child Care	15, 23, 49
*ELCC 0201 Cultural Competency in Early Learning and Child Care II	15, 23, 49

Required classes with explicitly-stated Indigenous content:

Name of Course	Topics Covered
*ELCC 0205 Philosophy of Early Learning and Child Care	2, 3, 5, 23
*ELCC 0206 Ecology of the Family and Community	13, 24, 25

²⁶ https://www.auroracollege.nt.ca/future-students/explore-programs/education/early-learning-and-childcare-diploma/

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NCCIH INDIGENOUS EARLY LEARNING AND CHILD CARE KNOWLEDGE RESOURCES

The National Collaborating Centre for Indigenous Health (NCCIH), with support from Employment and Social Development Canada (ESDC), has developed a series of knowledge resources to inform and strengthen programs and policies designed to serve families with young children in First Nations communities. The knowledge resources feature a comprehensive report, Quality care and young First Nations children: An exploration of optimal learning and development in early childhood settings on reserve, which presents the collective results of three interrelated qualitative studies examining different aspects of early learning and child care (ELCC) programming for First Nations children on reserve:

- concepts of quality ELCC programming,
- existing post-secondary ELCC education and training programs, and
- 3. ELCC legislation and regulations.



nccih.ca/485/NCCIH_in_ the News.nccih?id=562



Quality care and young First Nations children: An exploration of optimal learning and development in early childhood settings on reserve



A summary and two infographics outlining qualities that First Nations people value for, and challenges faced by, ELCC programs on reserve.



Appendix 2 – The integration of First Nations/ Indigenous knowledges, worldviews, and perspectives into ELCC education and training programs across Canada: An environmental scan



A plain language summary covering the integration of Indigenous perspectives into ELCC education and training.



Exploring the legislative complexity of ELCC for First Nations children



A fact sheet and infographic summarizing on reserve ELCC legislative complexities and regulations.

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National Collaborating Centre

Centre de collaboration nationale de la santé autochtone

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