

A FIRE IN MY HEART

A STORY ABOUT EARLY CHILDHOOD EDUCATORS OF BRITISH COLUMBIA

by

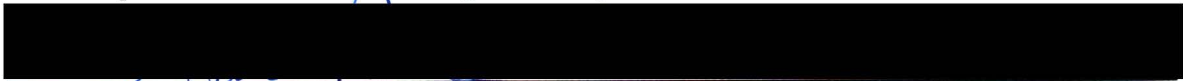
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A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of

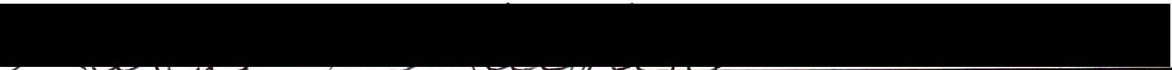
Master of Arts


in the School of Child and Youth Care

We accept this thesis as conforming to the required standard


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ABSTRACT

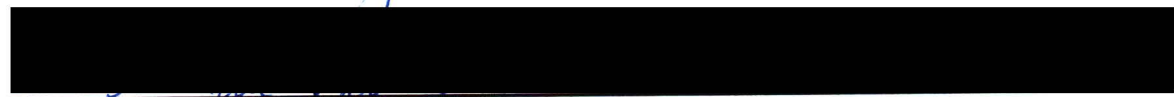
Early Childhood Educators of British Columbia (ECEBC) is the professional association of educationally qualified individuals who work with children in early childhood settings in the province of BC. ECEBC changed its name from British Columbia Pre-School Teachers Association (BCPSTA) in 1988. ECEBC is popularly known in the early childhood field as the 'Association'. The Association at the time the research was undertaken was twenty-seven years old. Because there has never been a detailed history of the Association written and all twelve of the past-presidents of the organization are still healthy despite, for some, advancing age, it seemed timely to tell the Association's story from the perspective of the past-presidents.


"A Fire in My Heart: A Story About Early Childhood Educators of British Columbia" engaged a constructivist methodology to chronicle the story. The constructivist perspective ensured an interactive and collaborative research process between myself as researcher and the past-presidents of BCPSTA/ECEBC. In addition to the past-presidents' stories, the Association's archival holdings were used as a source of information. A list of key events and milestones were developed based on a review of the archival holdings. The past-presidents were asked to comment on the relevance and importance of those milestones based on their own particular experience with the organization. They were then individually interviewed using a series of open-ended questions. In a back and forth process between myself and the past-presidents, a story unfolded that reflected their particular experiences in and with the organization. Using the constructivist theory, also ensured that my own biases resulting from my long-time


involvement with the organization, my position as a past-president of the Association, and my association with the past-presidents over-time was not only permitted but expected.

After the story of the Association was developed, themes were identified that related to several of the questions. These questions asked the past-presidents to consider: the key purposes of the organization, the accomplishments and challenges of their term as president; and the key social and political influences during their term of office. The key themes focused primarily on, but were not limited to areas: creating and maintaining relationships with both the internal and external environments; education; professionalism; advocacy and political activity; organizational structure; membership; and finances. Actions for ECEBC were suggested, based on advice and recommendations offered by the past-presidents. These actions related to the identified themes, as well as 'ensuring strong leadership' and 'being introspective and remembering our roots'.

We accept this thesis as conforming to the required standard


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TABLE OF CONTENTS

ABSTRACT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	ix
ACKNOWLEDGEMENTS	x
DEDICATION	xi
LIST OF ACRONYMS	xii
CHAPTER ONE: INTRODUCTION	1
Background	1
Statement of the Problem	2
Research Goals and Objectives	4
Research Questions	6
CHAPTER TWO: METHODOLOGY AND CONCEPTUAL FRAMEWORK	9
Review and Analysis of Archival Documents	17
Interviews	20
Analysis of Interviews	24
CHAPTER THREE: A STORY ABOUT EARLY CHILDHOOD EDUCATORS OF BRITISH COLUMBIA	26
The Early Years	26
BCPSTA: The Pre-Constitutional Years	32

Joyce Brown (1970-1972)	33
Hannah Polowy (1972-1974)	35
Kay Britton (1974-1976)	37
Bridie McIlwraith (1976-1980)	38
Rita Oudelaar (1980-1982)	41
Thelma Varcoe (1982-1984)	45
Peggy McDonald (1984-1988)	48
Susan Harney (1988-1990)	53
Sandra Griffin (1990-1992)	58
Linda McDonell (1992-1994)	61
Trudy Norton (1994-1996)	65
CHAPTER FOUR: ANALYSIS	71
More on the Interactive Process	72
Thinking about Themes	74
Data Analysis	76
Section One: Themes Related to Key Organizational Purposes	81
Purpose: Education	83
Purpose: Creating and maintaining relationships	
with internal environment through communication	84
Purpose: Creating and maintaining relationships	
with external environment through communication	85
Purpose: Advocacy	86

Purpose: Professionalization	88
Purpose: Maintaining and expanding membership	88
Purpose: Quality child care	89
Section Two: Themes Related to Key Accomplishments and Challenges	90
Accomplishments and challenges: Creating and maintaining relationships with the internal environment through communication	90
Accomplishments and challenges: Creating and maintaining relationships with the external environment	95
Accomplishments and challenges: Professionalization	96
Accomplishments and challenges: Education, professional development and Association products	99
Accomplishments and challenges: Office and related supports	106
Accomplishments and challenges: Organizational structure	109
Accomplishments and challenges: Advocacy and Political action	114
Accomplishments and challenges: Financial matters	118
Accomplishments and challenges: Membership	122
Section Summary	125

Section Three: Themes related to Key Social and Political	
Influences	126
Societal Influences	127
Government Influences	130
Non-government groups and individuals	133
Field Influences	136
Section Summary	137
CHAPTER FIVE: FOCUSING ON THE FUTURE	139
Part One: A New Vision	140
Part Two: Moving Ship Out of Dock	142
Part Three: Advice and Recommendations	145
Increasing Political Activity	146
Advancing Professionalism	147
Responding to the Internal and External Environments	148
Ensuring Strong Leadership	152
Being Introspective and Remembering Our Roots	153
Summary	156
Personal Reflections	159
Concluding Thoughts	161
REFERENCES	163
APPENDICES	
Appendix A Letters of Support	176

Appendix B	BCPSTA/ECEBC Key Events & Milestones and Key Social & Political Events & Influences	184
Appendix C	Interview Information Package	194
Appendix D	Interview Questions	201
Appendix E	Theme Tables	206
Appendix F	Focus Group Meeting Information Package	217
Appendix G	Publications	222
Appendix H	My Story	223
Appendix I	Personal Communication Schedule	235

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LIST OF TABLES

Table 4.1	BCPSTA/ECEBC Presidents (1970-1996)	78
Table 4.2	Constitution 1970 & 1984	79
Table 4.3	Five Year Plan and Goal Setting (1985) and Mission & Objectives, 1992	80
Table 4.4	Conferences	102
Table 4.5	Branch Start-Up	112
Table 4.6	BCPSTA/ECEBC revenue, expenses and income	121
Table 4.7	Membership numbers by year	124
Table 5.1	ECEBC Vision and Mission Statement (1997)	141
Appendix B	BCPSTA/ECEBC Events & Milestones and Social & Political Events and Influences	184
Appendix E	Theme Table (Key Purposes, Accomplishments and Challenges, and Advice and Recommendations)	206

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DEDICATION

It is my privilege and honour to dedicate this thesis to all of the women that have worked with such commitment and dedication to advance the field of Early Childhood and to enhance the professional lives of the women who care for children and their families. I am so proud to be in your company!

ACRONYMS USED

AGM - Annual General Meeting
BCDAC - British Columbia Daycare Advocacy Association
BCPST - British Columbia Pre-School Teacher
BCPSTA - British Columbia Pre-School Teachers Association
BCTF - British Columbia Teachers Federation
CAP - Canada Assistance Plan
CAYC - Canadian Association for Young Children
CCCAA - Canadian Child Care Advocacy Association
CCCF - Canadian Child Care Federation
CCDCAA - Canadian Child Day Care Advocacy Association
CCDCF - Canadian Child Day Care Federation
CCFB - Community Care Facilities Branch
CCIF - Child Care Initiatives Fund
DACUM - Developing a Curriculum
EC - Early Childhood
ECE - Early Childhood Education
ECEBC - Early Childhood Educators of British Columbia
ECEC - Early Childhood Education and Care
MLTFTLMCSSSBC - Multi-Lateral Task Force on Training and Labour Mobility in the
Community Social Services Sector of British Columbia
NDP - New Democratic Party
PCC - Provincial Child Care Council
PCCFLB - Provincial Child Care Facilities Licensing Board
PPP - Parent Participation Preschools
SORWUC - Service and Office Retail Workers Union of Canada
SSEU - Social Services Employees Union
UBC - University of British Columbia
WSI - Wage Supplement Initiative

CHAPTER ONE INTRODUCTION

Background

Early Childhood Educators of British Columbia (ECEBC), formerly British Columbia Pre-School Teacher's Association (BCPSTA), is a non-profit, professional association for early childhood educators licensed to practice in early childhood education in the province of BC or working in a field related to early childhood/child care. The organization is also referred to as the 'Association' by its members. As of April, 1997, ECEBC had a membership of approximately 1600 with over thirty branches representing almost every region of the province (Pollard, 1997).

BCPSTA was established in 1969 and constituted in 1970. The organization was established and managed by volunteers throughout most of its history. The volunteer executive, including the president and the Board of Directors, was elected from the general membership of the Association. Since its inception, all applicants wishing full membership status in the organization were required to meet specific accreditation criteria. Initially, these criteria included a letter from the Community Care Facilities, Department of Health for the Government of BC, documenting completion of approved educational preparation as a Pre-School Supervisor. In the early 1980s, a certificate was issued by the Community Care Facilities Branch, Ministry of Health. This certificate was issued upon completion of approved training, submission of a valid First Aid Certificate and a letter documenting 500 hours of satisfactory work experience. Applicants then submitted their Ministry of Health certificate to BCPSTA/ECEBC and were accredited as

full members of the Association (McDonnell, 1992).

Statement of the Problem

There have been, since 1969, thirteen presidents of the Association. As of June, 1997, the past-presidents range in age from 42 to 76. The history of the organization has never been documented nor have the past-presidents been asked to share their perceptions of the development of the organization in any formal way (see ECEBC 'letter of support', Appendix A). As human life is more vulnerable to health issues as we age, the Association believed it was critical to capture the past-presidents' 'stories' while they are in good health both physically and mentally.

The organization is also at a pivotal point in its history as government is considering divesting itself of the responsibility for licensing Early Childhood Educators. This change has potential for a significant impact on the structure and mandate of the organization; indeed potentially altering the very face of the Association (Pollard, 1997). It seemed timely, therefore, to document the history of BCPSTA/ECEBC as it evolves toward establishing a more formal role in the province with respect to the accreditation and licensing of Early Childhood professionals and approval of post-secondary Early Childhood Education programs and attempts to adjust its mandate to support its new responsibilities.

While there has been some effort in recent years to document child care history in the provinces and territories as well as child care in Canada more generally, there is a paucity of research documenting the development of the early childhood profession and the professional associations. In 1989, teams in every province and territory were

commissioned to write child care histories for Child Care in Context: Perspectives from the Provinces and Territories as part of the Canadian National Child Care Study (Pence, 1992). These histories created a diverse picture of the development of child care in Canada from the early part of the twentieth century through to 1988. Each of the histories provided a unique and colourful portrayal of the legislative changes over time, the ways in which the education and training developed in each region, the growth of the child care advocacy movement, and where applicable, the development of child-care related organizations some of which were professional associations. However, the histories covered each topic in a broad and general way with minimal detail regarding each aspect listed above.

As I was the primary researcher and principal writer on the BC history (McDonell, 1991a), I had a unique opportunity to delve into the historical development of child care in our province. Part of the research involved conducting interviews with the early childhood/child care pioneers in many communities around this province. Many of the women I interviewed for the purposes of the research were members of Early Childhood Educators of BC, some of them founding members of the provincial group and some founding members of the branch in their region. The similarity of their stories, despite the peculiarities related to their own personal and professional lives, piqued my interest in documenting a history more particular to the experience of the women who were the early childhood professionals in the province. At the same time, ECEBC was expressing a desire to author a publication that would not only trace the development of the organization but would also tell the story both individually and collectively of the

women who led the organization from its inception to the present time. While some historians might warn against telling a history that is based on the elite of an organization rather than the grass-roots, with BCPSTA/ECEBC, the leaders of the organization have historically been the grass-roots. All of the presidents had their beginnings in the front-line of early childhood programs and most of them remained front-line throughout their presidential terms. Consequentially, it was believed they would have first hand knowledge of the day to day issues the front-line practitioners experienced, as well as the bigger picture of how their work was influenced by both the Association and the social and political forces in the external environment.

In addition, early childhood practitioners, students and instructors in early childhood programs had suggested that there was a lack of texts and other resource materials with a focus on child care in Canada. Therefore, in addition to the importance of documenting the history of BCPSTA/ECEBC for organizational posterity, we also believed it was critical to document the history to enhance our understanding about Canadian child care more generally.

Research Goals and Objectives

The goal of the Story of Early Childhood Educators of British Columbia: A Fire in My Heart is to trace the beginnings and ongoing development of the provincial professional organization of early childhood educators from its pre-constitutional year, 1969, through the development of its constitution, to 1996. The Association's story is constructed by collecting, compiling, and analyzing BCPSTA/ECEBC archival materials and recording and analyzing the stories told by eleven of the twelve BCPSTA/ECEBC

past-presidents in face-to-face interviews. A further goal is to generate recommendations for future actions that the past-presidents believe will enhance opportunities to build upon past Association accomplishments and mediate past challenges.

The analysis examines the reasons for the establishment of the organization, the mission and direction determined by the principals of the organization, and documents the ways in which the organization has fulfilled its original goals. Also documented are the changes to the goals and organizational direction over time. Further, I will speculate, based on the perspectives of the past-presidents and the archival sources reviewed, about the reasons for directional change. The analysis also examines the present purpose and objectives of the organization and identifies how the information collected in the research process might be used to positively influence future directions taken and decisions made by the Association.

The objectives of the research are as follows:

- to construct the story of the organization, British Columbia Pre-School Teachers Association (renamed Early Childhood Educators of British Columbia in 1988) based on the individual stories and perceptions of the twelve past-presidents and the review of materials in the organization's archives;
- to advance awareness of the key accomplishments and challenges of the past-presidents of the Association and ultimately of the Association itself and enhance our understanding of the importance of those accomplishments and challenges to the present status of ECEBC;
- to enhance the understanding of the mission, purpose and objectives of the

organization as developed early in the organization's history and how that mission/mandate has changed over time;

- to document the current mission/mandate/direction of the organization and speculate on future directions from the perspective of the present president and executive director of ECEBC; and
- to identify how the information collected and analyzed in the research process might positively affect future directions taken and future decisions made by the Association.

The Research Questions

While the primary intention of this thesis is to tell the story of BCPSTA/ECEBC by reviewing archival literature and through the individual stories of the past-presidents of the organization, a number of research questions have been formulated that I believe are central to understanding how the organization has evolved over time and how future direction and decision-making might be guided by what is learned in this investigation.

The research questions are:

- 1) In what ways, have the BCPSTA/ECEBC mission, purpose and objectives evolved over time?
- 2) What are the key events both internal and external that have influenced the Association's evolution?
- 3) What themes emerge in the data collection process related to organizational purposes, accomplishments and challenges experienced by the past-presidents of the Association?
- 4) What can the ECEBC Board of Directors learn from the past experiences of and

events noted by the past-presidents of the Association?

The thesis is organized in the following manner. Chapter One provides the background and introduction to the topic. Chapter Two describes the research methodology and explains the overall conceptual framework used for the research and analysis, the method of inquiry, and procedures used to collect and analyze the data. Chapter Three presents a chronology of key events both internal and external to the Association and the descriptive story of the organization from 1969 through 1996. The primary data sources for this include: information found in the archival holdings; the individual stories shared by the past-presidents during the face-to-face interviews conducted June-July, 1997; and the ongoing communications with the past-presidents throughout the research process. Chapter Four focuses on the analysis of the data including highlights of the emerging themes and sub-themes related to the accomplishments and challenges perceived by the past-presidents to be key to the organization's growth and development. Chapter Five examines ECEBC: Present and Future as well as a summary and a synopsis of recommendations for future action developed in consultation with the Association's past-presidents. In keeping with the theoretical perspective selected to guide the research methods and analysis, the thesis will present data and discussion within the framework of constructivist theory. To that end, much of the discussion will be presented in the first person.

As noted previously, the organization changed its name from BCPSTA to ECEBC in 1988. Therefore, to promote consistency with respect to nomenclature and to avoid unnecessary repetition, I will refer to the organization over time as the 'Association'.

When it is necessary to be more specific I will refer to the organization name applicable to the period I am discussing. That is, when discussing the organization up to the point of the 1988 name change I will refer to BCPSTA; to refer to the organization after that time I will use the present name ECEBC.

CHAPTER TWO METHODOLOGY AND CONCEPTUAL FRAMEWORK

This chapter describes: (a) the rationale for my decision to use qualitative research methods; (b) the specific theoretical perspective and strategy of inquiry that guided the data collection and analyses; and (c) the methods and procedures used to meet the research objectives as described in Chapter 1.

I searched for a long while to find a conceptual framework within which to frame the research I wished to undertake. None of the more traditional methodological perspectives I reviewed promised an approach that would support what I believed to be central to my research design. From the start, it seemed clear that my approach would be a non-traditional one. The primary purpose of my research was to tell the story of the organization through a review of both its archival holdings and the individual stories of the women who had led the organization. I was resistant to using an approach that would have me focus more on an objective analysis of the growth and development of the organization than on the story itself. Rather, I wanted the analysis to enhance the story. In addition, I had a long personal history with the organization as well as many of the women I would be interviewing and I had concerns that this close connection might compromise my ability to be objective. I was aware that that my own beliefs and values about the Early Childhood field and the Association in particular would influence my interpretations of their stories. At the same time, I wanted to ensure that the work I undertook would not only be of interest to the Association but also that it would be useful to it. Therefore, in addition to telling a story that chronicled the growth and development

of the organization, I wanted to use what was learned in the research process to enhance opportunities to inform future organizational direction and decisions. This seemed a tall order - that is, to identify a methodological perspective that would support such an approach in a way that would also produce a defensible thesis.

After some review of the literature exploring methodological perspectives, it seemed that there was a good fit between the methods and procedures I wished to undertake in my research and a qualitative approach to inquiry. The appropriateness of qualitative design for my research was reinforced in Denzin and Lincoln's (1994) description of the characteristics of qualitative researchers:

Qualitative researchers think historically, interactionally, and structurally...Such scholars seek to examine the major public and private issues and personal troubles that define a particular historical moment. Qualitative researchers self-consciously draw upon their own experiences as a resource in their inquiries. They always think reflectively, historically, and biographically. They seek strategies of empirical inquiry that will allow them to make connections among lived experience, larger social and cultural structures, and the here and now...(p. 199)

These words seemed to capture precisely my intent. The next step was to identify a specific perspective that would allow me to follow my own instincts to minimize the amount of objective analysis I would be required to do. I wanted an approach that would allow the individual and collective stories to be told and one that would allow for the bias that I so obviously brought to the research. Such an approach was found in the constructivist theory.

In Human Change Processes: The Scientific Foundations of Psychotherapy (1991), Michael J. Mahoney describes constructivism as referring to:

a family of theories about mind and mentation that (1) emphasize the active and proactive nature of all perception, learning, and knowing; (2) acknowledge the structural and functional primacy of abstract (tacit) over concrete (explicit) processes in all sentient and sapient experience; and (3) view learning, knowing and memory as phenomena that reflect the ongoing attempts of body and brain to organize (and endlessly reorganize) their own patterns of action and experience...(p. 95).

Mahoney explains that constructivism has its roots in the late seventeenth and early eighteenth century with the Italian philosopher of history, Giambattista Vico. Vico, Mahoney states, "emphasized that humans create order in their experience by projecting familiar categories onto unfamiliar particulars" (p. 96). More contemporary constructivism Mahoney states is found in the human development theories of Jean Piaget who believed, "to know an object is to act upon it" (p. 96). Thomas Schwandt in a chapter on "Constructivist, Interpretivist Approaches to Human Inquiry" in the Handbook on Qualitative Analysis (1994) discusses the ideas of another constructivist, E. von Glaserfield. Von Glaserfield's view, as Schwandt explains, is that "knowledge is not a particular kind of product (i.e. a representation) that exists independent of the knower, but an activity or process. He believes that this process is best understood in Piagetian terms of adaptation and equilibration" (p. 127). It seemed particularly appropriate that an explanation of the methodology used for research related to early childhood education, be prefaced by a developmental theorist as important to the early childhood field as Piaget. A brief exploration of Piaget's theory therefore, is offered here to attempt to elucidate how these constructivist ideas are relevant to the research process I wanted to undertake.

Piaget was concerned that traditional approaches to development did not account for the influences of the child on her/his own development. For example, both the 'nature'

and 'nurture' explanations of child development suggest that development is either biologically or environmentally driven. Instead, Piaget believed that a child is an active agent in her/his development. That is, she/he influences and produces development by participating in and interacting with the environment. Piaget introduced a number of concepts to explicate his theory. These concepts include but are not limited to: *schema* - a mental structure that provides an organism with a model for action in similar circumstances; *assimilation* - the process by which individuals incorporate new experiences into their existing schemas; *accommodation* - the process by which individuals modify their existing schemas in order to adapt to new experiences; *adaptation* - the process by which an organism integrates existing knowledge and new ideas and experiences; and *equilibration* - process by which the individual achieves a balance between the "back and forth process between assimilation of new experiences to prior schemas and the accommodation of schemas to new experiences" (Cole & Cole, 1996, p. 168). Additionally, Piaget's stages of cognitive development, that is, sensorimotor, pre-operational, concrete operational and formal operational are sequential suggesting that the individual builds on what is learned in the stage before in "a sequence of qualitative transformations" (p. 168).

According to Schwandt, constructivist researchers believe that "what we take to be objective knowledge and truth is the result of perspective" (p. 125). Similar to Piaget's theory of human development that individuals construct knowledge in response to and in interaction with their environment, researchers supporting a constructivist approach postulate that, "knowledge and truth are created, not discovered by mind" (p. 125). Their

philosophy suggests that "...what is real is a construction in the minds of individuals...[and that] there are multiple, often conflicting, constructions, and all (at least potentially) are meaningful..." (p. 128). Schwandt (1994) also suggests that a constructivist approach challenges the notions of more traditional forms of research, including: the researcher must be objective in the process of collection and analysis of data; that knowledge exists independent of the knower; and that there exists an objective truth. These expectations of traditional research raised questions that were central to my own inquiry process.

Constructivism requires that the researcher engages a process in which she/he works with the researched to construct and reconstruct their story "through a 'dialectic' of iteration, analysis, critique, reiterations, reanalysis and so on..." (p. 129). To facilitate such a process, at different times in the research and writing process I provided opportunities for the past-presidents to give feedback in writing, by telephone, and in face-to-face discussions. These discussions focused on whether my version of the organization's story, based on the review of archival materials, the interviews, and the analysis were reflective of their own knowledge and experience. Revisions were then made that reflected the comments of the past-presidents at each stage. This process better ensured a collaborative reconstruction of the story.

Additionally, the constructivist researcher is expected to bring her or his own subjective experience to the interpretation. This expectation was critically important in my research because as a past-president myself I had a visibly dual role - that of the researched (as my story was part of the organization's story) and of primary researcher

and teller of the reconstructed story. It was therefore key to my work, "that the observer cannot (should not) be neatly disentangled from the observed in the activity of inquiring into constructions..." (Guba & Lincoln as quoted by Schwandt, 1994, p. 128). Further, Guba and Lincoln (1994) suggest that,

the inquirer's voice is that of the "passionate participant" (Lincoln, 1991) actively engaged in facilitating the "multivoice" reconstruction of his or her own construction as well as those of all other participants. Change is facilitated as reconstructions are formed and individuals are stimulated to act on them (p. 115).

This perspective clearly reflected the essence of the methods and procedures I had defined for my work. I knew there were archival holdings that provided many isolated records of events through which one could trace the historical development of the organization and that there were many different people who were themselves receptacles of knowledge about the organization. I also knew that no one had ever pieced together these individual bits of knowledge and created an in depth and coherent story about the Association's growth and development. It was not my intent to construct a broad and general story of the organization; rather, my intent was to utilize the individual and collective knowledge held both in the archives and in the minds of the Association's past-presidents and to re-construct these existing stories into a new iteration of the Association's story. This new iteration would tell a 'collective' story reflecting a 'multi-voiced' perspective of the organization's evolution to this point in time.

A further goal of my research was to formulate recommendations back to the organization to inform future direction and decision-making based on the analysis of the research data and in collaboration with the past-presidents. In this process, I would thus

be "cast in the role of participant and facilitator" (p. 113) with respect to the inquiry itself and the actions/recommendations suggested as a result of the data analysis.

The story that emerges in the pages of this document then is reflective of constructivist perspective in a number of ways. First, each of the past-presidents' stories represents a historical construction of her own particular term of office based on her own particular 'way of knowing' the organization. That is, each individual story has been constructed based on each individual's active participation with and within the organization and her "experience and expression of that range of activities" (Mahoney, 1991, p. 103) as president. Second, each past-president has actually shaped the story of the organization as she has interacted with, participated in, and contributed to the organization over time. A third and final way constructivist theory is embodied in the story is by the researcher and the researched 'qualitatively transforming' or 're-constructing' the existing story of the Association, through the process described above, into a new 'multi-voiced' version that would be more reflective of the ideas and experiences of the Association leaders.

The search for a mode of inquiry to use for the purpose of my research was much less labour intensive. From the start, I perceived the organization as an entity in and of itself. As well, I understood that the story of the Association I was about to construct would be crafted from the individual stories of each informant, (i.e., the presidents of the organization. Therefore, conceptualizing the organization as a case and each past-president as a 'sub-case', that would help me to understand the larger case, made intuitive sense to me. Robert E. Stake in his summary of Case Studies suggested that a case is "a

functioning specific...it has working parts, it probably is purposive, even having a self. It is an integrated system" (p. 236). Further, he stressed that "we may simultaneously carry on more than one case study, but each case study is a concentrated inquiry into a single case" (p. 237). Stake went further to define an intrinsic case study which provided a method of inquiry that is even more consistent with the methods and procedures I was planning. The intrinsic case study is

...undertaken because one wants better understanding of this particular case. It is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because, in all its particularity and ordinariness, this case itself is of interest. The researcher temporarily subordinates other curiosities so that the case may reveal its story (p. 237).

Certainly, the Association is a bounded system with specific and integrated functions.

The smaller sub-cases, (i.e., the past-presidents' personal stories) would help us understand how and why the organization had developed the way it had and accomplished what it had over time. These cases would also help us to identify themes and patterns related to both the accomplishments and challenges of the presidents and ultimately of the organization itself, including the social and political forces that influenced its growth and development. These themes and patterns may well guide further directions and decisions; however, the primary purpose of the research was to tell the story of the organization and thus 'subordinate other curiosities'. In other words, the case study approach and constructivist theory would allow me to hear and tell the story of the organization first and then use that story to accomplish the secondary goal of the research which was to make recommendations for future action.

In undertaking this work, it was clear that there was both strengths and limitations in the methodology as there would be with any approach taken. The collective story told here is neither inclusive of all of the significant points raised in the interviews and in the archival data, nor are those sources of data the only possible sources of information. The story told here is largely a story of the Association from the 'inside', that is by actors and artifacts within the organization. Clearly, others who were not presidents and others outside the organization would make different contributions; raise other points. No story is exhaustive nor immutable and neither is this story. Other stories of the Association remain to be told.

The research methods used included:

- 1) review and analysis of archival materials to begin laying the foundation for the construction of the organization's history based on existing documentation;
- 2) face-to-face interviews using methods consistent with the facilitative and dialogic approach of constructivist theory;
- 3) review and analysis of documents relevant to the key social and political events noted by the past-presidents and referred to in the archival documents; and
- 4) review by the past-presidents of the analysis and input and feedback to the analysis.

A more detailed explanation of each aspect of the above methods follows.

Review and Analysis of Archival Documents

A review and analysis of archival documents was undertaken prior to the interviews to ensure that I had a reasonable working knowledge of the historical information held by the Association as well as a beginning understanding of the key

events and milestones reached from the pre-constitutional year to present time. The archives held a variety of historical materials stored in cardboard boxes including newsletters, journals, annual reports, Board of Directors and Executive meeting minutes, correspondence both sent and received, and Association reports and reports of other organizations including government. Because records were stored in the homes of the presidents and other executive members until an office was established in 1980, some years had few records while others had been maintained quite well. The review and analysis of the existing records entailed a number of procedural steps. These were:

- 1) each box was reviewed and labelled according to content;
- 2) the files in each box were reviewed for contents; any materials obviously misfiled were sorted and new files made;
- 3) ECEBC and other organization reports were sorted and set aside for later reference;
and
- 4) all the newsletters and journals were read thoroughly; events and discussions that appeared key were noted according to the presidential term within which they occurred; these events were divided into internal (those events/discussions that were related specifically to the operation and decision-making process of the Association) and external (those events/discussions related to early childhood education and care field that were outside the operation of the Association but appeared to have some effect on the organization either directly or indirectly); as noted previously, these data were organized in tables and distributed to the past-presidents for their review and feedback following their interview. (Refer to Appendix B for the revised table of key

internal and external events).

Criteria used to determine a 'key event' included:

- 1) the event had a direct effect (either positive or negative) on the Association, the Association's membership, or the early childhood field more generally (events were considered key if, for example, they related to: funding to parents for child care services, funding to programs, licensing of programs or practitioners, supports to parents or child care programs, etc.);
- 2) the event indirectly affected (either positively or negatively) the Association, the Association's membership, or the early childhood field more generally in some significant way (for example, funding cuts to social programs, changes to social services legislation or policy, establishment of other early childhood related organizations, etc.);
- 3) the event was noted in the newsletter/journal or by a president as key or important to the Association in some way; and/or
- 4) events or discussions were raised repeatedly in the newsletter/journal or by the past-presidents.

In most cases, materials related to key events were held in the archives. If the materials were available, they were reviewed and key points noted. However, if the event appeared to be important to some aspect of the development of the organization and no information was found on file, further documentation was sought. This documentation would serve two purposes: a) to provide a further source of information to construct the historical development of the organization; and b) to provide further information about

the events noted in the interview process and/or newsletter and journals as necessary.

The Interviews

Face to face interviews were to be conducted with the past-presidents of BCPSTA/ECEBC. Initially the purpose of this was to provide information about each presidential term related to: a) the past-president's personal perspective about the purpose of the organization at the time they entered their presidency and throughout their term of office; b) the key accomplishments and challenges of their particular terms; c) their perspectives about the social and political events that influenced the growth and development of the organization; and d) their advice and recommendations in relation to future directions taken and decisions made by the subsequent administrations (a more detailed list of interview questions can be found in Appendix D). The face-to-face interviews also afforded the opportunity to ensure a high level of participation and involvement in the construction of the organization's story consistent with constructivist theory and the case study inquiry.

The data I planned to collect were historical in nature and one of the primary sources of data was face-to-face interviews. To this end, in earlier course work I conducted a review of selected literature which focused on methods for oral history interviews. This work was entitled "Theoretical Perspectives of Oral History Practice". As a result of this literature review I developed a set of principles to guide the interview process. These principles, while being constructed initially for the purposes of conducting oral history interviews, also seem consistent (or at least not in conflict) with constructivist theory. The principles I defined from the research review included:

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1. The purpose of oral history is to collect a range of personal experiences that will help the researcher understand the implications and potential influences of those experiences on broader social events and structures.
2. An interviewer's prior knowledge and the conceptual framework that structures the interview process will influence the degree to which an individual life story can inform our understanding of social structure over time.
3. The oral history interview is a cooperative and collaborative process designed to meet the research needs of the interviewer; at the same time, the interview purpose and process are respectful of and responsive to the needs and interests of the informant.
4. The interviewer/researcher is responsible to ensure the interview is conducted in a way that is sensitive and responsive to the informant's social, emotional, intellectual, and physical condition (as those conditions are relevant to the area of inquiry and the interview format).
5. Oral evidence does less to enhance our understanding of historical 'fact' than it does our understanding of the thoughts, feelings, and actions of 'real' people and the implications of their experiences -- especially the experiences of those people who have not been visible in 'traditional' historical record -- on our social history.
6. A flexible and open-ended interview format will allow the informant to explore experiences that are interesting and relevant to her/him, within the identified topic areas. Flexibility and open-endedness will also enhance opportunities to open new areas of inquiry.
7. Written and oral evidence can complement each other by supporting and confirming data collected and/or surfacing contradictions in information.
8. The value of information collected in face-to-face interviews is enhanced if the data are analyzed within the context of other related data.
9. There is a tension between the desire to maintain the integrity of the individual life-story and to gather sufficient information to permit the analysis of the impact of the individual 'story' on broader social structures and social change in an historical context.
10. Taping the oral history interview preserves the original form of the interview and can enhance opportunities to explore further areas of inquiry. (McDonell, 1995b, pp. 24-39)

To support these principles, and also in keeping with constructivist theory, I designed the following procedures to guide the planning, coordination and implementation of the

interviews. The procedures included the development of:

- a) an information package for distribution to each of the past-presidents prior to the interviews that included: a summary outlining the background, purpose and objectives of the research; a flyer noting and responding to anticipated questions; and detailed guidelines for participation and consent form; (see Appendix C for detailed information package);
- b) a list of questions used for the interview for distribution prior to the interview; by knowing the questions in advance, each participant would have time to reflect upon the topic areas covered in the interview (refer to Appendix D for interview questions);
- c) a back-up audio tape of each interview for distribution to each of the past-presidents for their review and comment;
- d) a table highlighting key internal and external events and influences as noted in the archival documents for distribution to each past-president for their review and comment following their interview (Appendix B);
- e) telephone contact two weeks after the interview was agreed upon to provide an opportunity to request changes to information provided in the interview and comment on the key events and influences drafted by the researcher;
- f) telephone contact to follow the interview; feedback was solicited to the materials distributed for review and feedback;
- g) copies of Chapter III of the thesis chronicling the development of the Association, a time-line of social and political events occurring that appeared to have direct influence on the development of the Association, and tables outlining the key themes and sub-

themes related to purposes, accomplishments and challenges, and advice and recommendations (see Appendix E for revised theme tables) for distribution to the past-presidents with a request for feedback regarding the accuracy, relevance and appropriateness of those materials; and

- h) a focused 'feedback' meeting to initiate a dialogue with the past-presidents about the data collected, my analysis of those data and the past-presidents' input regarding advice and recommendations to ECEBC (for the information package detailing the 'feedback' meeting see Appendix F).

To address Principle 4 (to demonstrate sensitivity to the social, emotional, intellectual, and physical condition of the informant) the following procedures were undertaken:

- a) telephone contact was made several weeks prior to the interview to: explain the research, determine the interest of the informant to participate in the interview, to determine any needs specific to each informant regarding scheduling of the interview and transportation needs, health considerations etc., and to advise the informant that contact would be made several days prior to the scheduled interview to confirm the date and time as well as determine any further requirements to support their participation;
- b) an information package was distributed to all participants at least two weeks prior so details of the research and the interview process itself were clear;
- c) telephone contact was made prior to and following the interview as promised; and
- d) every reasonable effort was made to ensure the comfort of the participant before and during the interview including offering them a beverage, explaining in detail the

guidelines for consent and consent form, and attempting to put them at ease with respect to the interview format and technology used to record the interview.

To mitigate technical failures and reduce chance of losing information, an assistant helped with taping the interview. As further back-up, the assistant also kept a written record of key points made by the informant during the interview.

Analysis of Interviews

The procedures for analyzing the interviews were as follows:

- 1) The tapes were divided between myself and the assistant who had attended most of the interviews. Each audio tape was transcribed verbatim.
- 2) Transcripts were carefully reviewed. Key events particular to each past-president's term were listed and an BCPSTA/ECEBC Key Events & Milestones and Key Social & Political Events & Influences list was generated. A brief annotation was also included describing each event and/or milestone; this list was circulated to the past-presidents for their feedback. Revisions were made as appropriate and relevant.
- 3) The individual stories of each past-president were integrated with the organizational story, based on the archival materials; this was circulated to the past-presidents for their review and comment. Revisions were made as appropriate and relevant.
- 4) Common themes and sub-themes were identified from both the archival materials and the interviews; a synthesis of these themes was circulated to the past-presidents; feedback was solicited from the presidents either by telephone or during the focus group discussion planned for that purpose. The method of feedback depended on their availability. The analysis was written based on the iterations and reiterations of

the historical construction.

- 5) Recommendations to ECEBC based on the analysis and related to future direction and decision-making were suggested. These recommendations were discussed with the past-presidents at a focus group meeting; their input and feedback was solicited.

Revisions were made as relevant and appropriate.

In summary, the methodology presented some challenges as I attempted to identify a perspective that would give me the latitude I needed to produce a thesis that I believed was reflective of the type of inquiry I wished to undertake and that was defensible as a thesis. In the end, the constructivist theory and the case study mode of inquiry appeared to meet the criteria that I had defined for my thesis quite well. The methods and procedures that were developed permitted a comprehensive review and integration/consolidation of existing literature and individual stories with respect to the evolution of the organization. My own experience with the organization and perspective about its development allowed me to facilitate the creation of "the best informed and most sophisticated construction on which there is consensus..." (Schwandt, 1994, p. 128) to this point in the organization's history.

The next chapter chronicles the key events both internal and external and the overall development of the Association over time. This chronicle reflects the data collected in both the review of the archival literature and the individual stories as told by the past-presidents.

CHAPTER THREE THE STORY OF EARLY CHILDHOOD EDUCATORS OF BRITISH COLUMBIA: 1969-1996

The following chapter will provide an overview of the development of the Association within the context of the social and political environment over time. The overview is a construction of the organization's evolution gleaned from both the archival holdings and the individual historical constructions of the Association past-presidents from the pre-constitutional year, 1969 through June 1996. This construction was developed through an interactive process between the researcher and the researched as described in Chapter Two and further detailed in Chapter Four. It is important to note that the chronicle of events contained in these pages is not intended to represent an exhaustive list of events and milestones of the Association. Rather, the purpose is to provide an overview of what seemed to be key developments of the organization over time. The chapter will: (a) describe highlights of relevant events from the period 1910-1969 to provide a context within which to begin the story of the organization; (b) describe internal events that mark the growth and development of the organization; and (c) describe external events identified by the presidents or in the archival data as having influenced, either directly or indirectly, the evolution of the organization.

The Early Years

In 1910, the first formal child care centre in British Columbia was established in Vancouver. The City Creche provided both employment services for women seeking domestic service employment and care of the worker's young children. The Creche operated for many years in Vancouver closing at the onset of the Depression in the

1930s. The Vancouver Day Nursery Association then took over the responsibility of the employment service and provided a system of family day care homes that provided child care services (McDonell, 1991a).

During the Great Depression, all of Canada was dealing with serious financial challenges as they faced a growing gross national debt. Despite, or perhaps because of these financial issues, there was growing concern about the need for social services. "More relief for children" (Legislative Assembly Clipping Book, 1934a) was being called for as there was a wish to "see the children of the depression period get the same opportunities as those in a prosperous era" (Legislative Assembly Clipping Book, 1934b). With the establishment of the Cooperative Commonwealth Federation (CCF) party, public opinion was calling for 'social reconstruction' (Morton, 1983).

Consistent with the growing interest in improved social services and in response to the growing numbers of transient adults, unwed mothers and children needing some form of institutional care, the Welfare Institutions Act was enacted in 1937. While this Act did not specify standards or regulation for group care of children, it did attempt to safeguard the health and safety of all vulnerable individuals in various types of residential settings (Government for the Province of BC, 1937). Later, in 1943, the Act was amended to state more specifically "a creche, day nursery, playschool or kindergarten..." (Government for the Province of BC, 1943). However, it would be many years before regulations specific to those settings would be legislated.

Following the war, Canada experienced what some believed was a "permanently prosperous, internationally esteemed, and increasingly united country" (Morton, 1983, p.

220). With this prosperity, many mothers were able to remain at home with their children without experiencing serious financial hardship. Research was also emerging that suggested that mothers were central to their child's healthy development. In the early fifties, John Bowlby, reported on research findings undertaken to determine the effects of a child's separation from her/his mother. He indicated in Maternal Care and Mental Health (1952) that psychiatrists of the day believed it was the relationship with the mother that was most important in the development of the child's moral character and mental health (Bowlby, 1952). These sentiments combined with the improved economic reality of mainstream Canadians seemed enough to keep most mothers at home.

Perhaps in response to the improved economy and the increasing recognition of the importance of the early years, the period 1945-1960 witnessed the opening of increasing numbers of part time pre-school programs both private and parent operated. As the numbers of pre-school programs grew, the pressure on government to improve educational preparation for individuals working with pre-school aged children was increased. In 1952, a committee was established to design training for people working in pre-school programs. As directed by the Chief Inspector for Welfare Institutions, the committee included representation of the pre-school community. By 1955, ten subject areas had been identified as necessary to work as a pre-school teacher. Not too long after, in 1961, Dr Neville Scarfe became the Dean of the Faculty of Education at the University of British Columbia (UBC). He and a colleague, Dean McCreary started the Child Study Centre at UBC (McDonnell, 1991a). Over the next few years, both Dr. Scarfe and faculty at the Child Study Centre would play an important role in supporting

improvements to the training of pre-school teachers and thus the work of the BC Pre-School Teachers Association (H. Polowy, personal communication, June 25, 1997).

As we entered the sixties, a number of social influences resulted in changes to the labour force and the circumstances of many women's lives. The Women's Liberation Movement of the sixties and seventies was launched with women demanding equity in job opportunities as well as improved working conditions. The prosperity of the fifties and early sixties began to weaken creating economic conditions that resulted in more and more families needing dual incomes to survive. With the change in divorce laws in the late sixties the numbers of single parents grew with women primarily responsible for the children following the break-up of their marriage. Thus, many more parents were seeking full time care for their children while they worked (Friendly, 1994).

To begin to address some of the impact of these social changes, the federal government established the Canada Assistance Plan (CAP) in 1966. CAP provided for a 50/50 cost sharing arrangement between the federal and provincial governments. The intention of CAP was "the lessening, removal, or prevention of the causes and effects of poverty, child neglect, or dependence on public assistance" (Canada, 1966). It made it possible to provide financial subsidies to parents for child care and some start-up and operational support to child care centres. The ways in which the provinces used these funds, over the next several years, varied somewhat although most tended to entrench a subsidy system for parents (Pence, 1992).

Pierre Elliott Trudeau was quoted in an article entitled "Preserve the Nation" in the Province newspaper, December 31, 1970. In his New Years address to the people of

Canada, Prime Minister Trudeau illustrated how attention was being focused on children even in the political mainstream in the following comments:

Let us help every child live a rich and fulfilling life. Let us assist them in preserving Canada as a young and challenging country...If we permit our children to share with us their vitality, we shall feel within us that Canada can be as exciting and as human a country as we wish it to be. If we look into the eyes of children and see others with their help, we will notice many conditions in Canada that must be changed: poverty, ignorance, discrimination. But we will also identify many other traits that we want to preserve because they contribute to the kind of Canada we desire: basic attitudes of compassion and tolerance and openness." (p. 6)

Similar sentiments were expressed a few months later by the Canadian Committee on Early Childhood in their submission to the federal government, A Brief for the Establishment of a Federal Bureau of Child Development (1971). The brief requested federal leadership in addressing: "serious deficiencies [and to] live up to its commitment to children" (p.5). A statement in the brief also alluded to, "the importance of the child both as a member of today's society and as an adult in tomorrow's society call for no less than an organization at the federal level, exclusively devoted to children" (p. 7).

Evidence of interest more focused on the needs and issues children and families relative to child care surfaced with The Royal Commission on the Status of Women report, The Status of Women in Canada (1970). The Commission called for "the federal government to set up a national network of day care centres" ("How officials and mothers," 1971).

However, after studying "the report's recommendations 'very seriously'" (p. 33), the Federal Welfare Minister, John Munro publicly stated that the responsibility for creating day care centres belonged with municipalities. Also in response to the Commission's report, Grace McCarthy a Social Credit MLA in BC at the time, said that while she

understood there was no questioning whether or not women should work, BC had "gone as far as it can go" as far as day care was concerned (p. 33).

While there had been considerable growth in the number of part-time pre-school programs, full-time day care was still not commonplace in BC. However, the early seventies would witness a huge upsurge in the demand for these programs and this increase was not without controversy. One news article dated March 12, 1970 talked about the "growing interest in the concept of day care [indicating] a changing public attitude" (Windberg, 1970, p. 15). Windberg suggested that day care was slower to catch on in North America than some European countries because of "a reluctance to give up the traditional idea that a women's place is at home with her children" (p. 15). In the same article, Windberg described how 'institutional' child day care centres [are] usually regarded as a last resort" (p. 15). The controversy surrounding day care didn't stop with the rationale for the service itself. The public attitudes that stressed the importance of mother at home were also reflected in the attitudes toward the people who were caring for the children whether in part or full-time programs. In keeping with the recognition of the early years as a critical period in child development and part-time pre-school programs as educational, enriching experiences, women working in part-time programs were more often accepted as 'teachers' (although there was controversy about that too). Women working in full-time programs were called day care 'workers' often resulting in the care itself being seen as primarily 'custodial' and the workers being seen as lower status (B. McIlwraith, personal communication, June 26, 1997). While both groups were poorly paid, the lower status of the day care worker was often reflected in their salary.

BCPSTA: The Pre-Constitutional Years

It was in this disparate social and political milieu that the BC Pre-School Teachers Association began to take shape. In the mid-sixties, a small group of pre-school teachers and day care workers led by Joyce Brown, the first BCPSTA president, had concerns about the educational preparation of their colleagues and co-workers. There was also concern about the many teachers working in isolation either in their workplace or in rural communities around the province. Joyce talked about the group deciding to create an organization that would bring teachers together because, "children needed something better and teachers needed to know what that better was...and the teachers that really needed support were the ones that were out there working on their own in isolation" (J. Brown, personal communication, June 27, 1997). She also stressed the necessity of finding ways to address the divisions that were being created between the various groups within the early childhood field.

The trick was to bring this all together without...polarizing... any particular group because they all had their loyalties and they all felt that what they were doing was what they wanted to do. But...you know, it was very disparate...it wasn't the purpose to alienate anybody or set up any opposition...but rather to bring them all together for our whole mutual benefit. (June 27, 1997)

The long term objective of bringing these people together was to become more 'professional'. Joyce spoke about this being something that they struggled with then and continue struggling with both as an organization and as individuals, "I never felt we reached that level of teachers feeling their own professionalism. **That just was always a fire in my heart...that this should be a profession because it was such important work!**" (personal communication, June 27, 1997).

Joyce Brown (1969-1972)

Seventy-five people attended the first meeting of the BCPSTA held at the British Columbia Institute of Technology in Burnaby in 1969. A committee was struck immediately to draw up the Constitution. The preamble written to accompany the draft constitution mailed out to members in 1969 read as follows:

In recognizing there are thousands of BC children in pre school and in day care centres,
In knowing that there are hundreds of teachers involved in teaching these children,
In believing that these teachers of young children need support, encouragement and unification throughout BC,
We hereby seek to build together this Association dedicated to the varying interests of pre school teachers who serve young children and the community in which they live. (BCPSTA, 1969, p.1)

The purposes outlined in the Constitution that was presented and adopted at the May 23, 1970 Annual General Meeting (AGM) were:

- a) to work for the attainment and maintenance of a high standard of pre-school education;
- b) to provide through continuing study and evaluation a consultation service to training centres and to the British Columbia Government for the purpose of upgrading the quality of education for and available to and required of pre-school teachers;
- c) to work for standardized accreditation of educational facilities and requirements in the universities, regional colleges and institutions throughout British Columbia for the relevant education of pre-school teachers;
- d) to work for standard certification of pre-school teachers in British Columbia;
- e) to encourage teachers of young children in British Columbia to continue their own professional development by taking courses pertaining to early childhood development as well as courses in the arts and humanities; and
- f) to cooperate with all agencies and organizations concerned with pre-school children and to coordinate the efforts of professional workers and teachers and to involve parents and all those interested in early

childhood. (BCPSTA, 1970, p.1)

The first BCPSTA conference, Challenges for the '70s, was held in May, 1971. Delegates attending discussed strategies to address the purposes outlined above. Recommendations for action identified were: bringing together existing groups; enhancing opportunities for professional development; and forming day care committees to support activity in communities around the province. As early as this first conference, the educational preparation of pre-school teachers was determined to be high priority. Delegates wanting more than the existing ten courses directed the Association Executive to begin lobbying for a two year Early Childhood Education program (BCPSTA, 1971a). Improving the educational preparation of practitioners would remain a primary focus of the organization throughout its history to present time.

The BC election in 1972 had a huge impact on the development of child care services. The New Democratic government increased the number of full time licensed programs from 125 in 1972 to 2000 in 1975 (McDonell, 1992). Increases were also made, during that time, to the amount of subsidy paid to parents and the income level by which eligibility for subsidy was determined. The first centres were unionized early in the seventies under the Social Services Employees Union (SSEU) and the Service and Office Retail Workers Union of Canada (SORWUC). The child care advocacy movement became very active with some advocates disappointed with the changes initiated by government and some pleased. There was a growing division between the parent/public child care advocates and the pre-school teacher advocates; the parents in particular, wanted more control of the licensing and regulation standards (McDonell,

1992). The practitioners, on the other hand, wanted more regulation and higher standards, particularly standards related to education and training of early childhood professionals. This period revealed a growing tension between various groups. A strong group of parents, mostly women using day care services, were fighting the increased regulation of child day care services. They were attempting to get programs started and were frustrated by the bureaucratic interference they experienced. Bridie McIlwraith and Hannah Polowy attended a meeting with the parent group. Bridie commented she and Hannah felt very uncomfortable. Hannah reportedly commented after the meeting, "They make you feel as though they are the anti-establishment and we're the establishment!" (B. McIlwraith, personal communication, June 26, 1997). The tone of the comment clearly sounded like there was astonishment at the idea of being the 'establishment'.

Hannah Polowy (1972-1974)

Hannah Polowy took office in 1972. Hannah presided over the conference in Kelowna, in 1973, when the new Minister of Human Resources, Norman Levi made a surprise appearance and pledged his government's support for young children and their caregivers by committing the government to meet conference costs dollar for dollar (BCPSTA, 1973b). New branches were formed that year in Nanaimo and Richmond with Victoria and North Vancouver getting started.

Several comments made by Hannah and others in the newsletters indicated a strong support of the BCPSTA leadership for the government department responsible for education as the place for Early Childhood rather than departments more oriented to social assistance. However, there were many issues related to an association with

Education. One of the most challenging was the resistance by government and teachers in the public school system for early childhood practitioners to call themselves 'teachers'.

Hannah explained her beliefs about why this was an issue:

The minute you call yourself a teacher then you are some sort of professional [who] deserves some kind of monetary compensation...Now I think some of the people that are working with young children whether they are daycare or whatever they are, they're teachers. They're teaching every minute they are with children...I can say this because I have had five years of experience in the Faculty of Education [at the University of British Columbia]. Because you go through that faculty that makes you a teacher? So you know, we had to sort this out. How-- Who are we? And who is this Association?...You are just a bunch of women who have nothing else to do but deal with children. And that is what it was. (personal communication, June 25, 1997)

Joyce Brown reinforced this statement with one of her own,

When we tried to get more [training]...something more adequate or more integrated we were constantly told, you know, but of course you're not teachers. We were always battling that...we knew that we couldn't use that word 'teachers', because that was the accepted norm from the educational hierarchy. And we had to keep on saying, yes we are teachers; we're teachers of young children. (personal communication, June 27, 1997)

The BCPSTA response to the Government of British Columbia's white paper The Public School System Directions for Change (1974) was consistent with the Association position that individuals working in nursery schools and day care should be viewed as 'teachers'. In their submission, BCPSTA supported many of the statements made in the paper as well as emphasizing the need to redress issues of younger children within the 'continuum of education', "...It seems that the needs of the young child lies outside the concern of planners of educational opportunities for people...Preschool teachers should be recognized as part of the educational team" (BCPSTA, 1975, p. 1). It was during this

time that BCPSTA initiated discussion with the BC Teacher's Federation to promote nursery school and day care workers as part of the larger education system. The meetings were organized "to discuss ...mutual concerns in respect to early childhood education" (BCPSTA & BCTF, 1978, p. 1). As a result of these discussions, BC Teacher's Federation (BCTF) passed a recommendation in 1976 to urge the provincial government to "provide adequate funding for pre-school education centres (including day care facilities) that will ensure: (a) the attraction and retention of well-qualified staff; and (b) equitable access to use of facilities by all parents" (Landon, 1976, p. 1). BCTF also agreed to further support BCPSTA by granting associate membership to its members.

The president's closing remarks in the 1973 Annual Report stated, "...we have grown, expanded, become influential and recognized as a resource and as a professional group who maintains a philosophy of quality standards for children's programs and quality preparation for adults who work with young children..." (BCPSTA, 1974).

Kay Britton (1974-1976)

Kay Britton, president from 1974-1976, stated in an article for the Government of BC Magazine, People, in 1975,

...We are determined that the children entrusted to us shall be housed in quality facilities that meet the children's and teacher's needs...We are determined that our salaries shall rise above the poverty level...We are determined that support services for children, parents, and teachers should be available immediately on request. Too many of us have seen one or two years go by with nothing, except the teacher's efforts, being extended to help and rehabilitate a child in need..." (p. 6).

In 1975, the NDP government set up two licensing boards for community care facilities.

The new Provincial Child Care Facilities Licensing Board (PCCFLB) would "clarify

standards for [child] care facilities and the people who operate them" ("Adult, child care boards slated," 1975, no p. no.).

Early the next year there was a movement to organize strike action to bring attention to the serious needs of child care. This created yet another tension as the BCPSTA felt pressure to take a position that cannot have been an easy one to take, particularly given the very low wages of virtually all the membership. In the Province newspaper, March 9, 1976, BCPSTA stated that withdrawal of services would be self-defeating and that "strike action is not a solution to the subsidy problem" (Britton, 1976b). In a press statement on the same issue BCPSTA went further saying:

It seems that today the needs of children are being made a football - passed back and forth by special interest groups and governments. No one is talking about the children...It is time the government came to grips with the grave implications surrounding the Day Care Problem. (Britton, 1976a)

Bridie McIlwraith (1976-1980)

As Bridie McIlwraith assumed leadership responsibilities in May, 1976, the Association had continued to grow. Three new branches: Okanagan, Caledonia and Central Fraser Valley were formed between 1976 and 1978. The responsibilities of BCPSTA to respond to the events in the outside world also grew. Moving files to a central office space was becoming increasingly critical. A proposal was prepared requesting start up and operational funds to establish a BCPSTA office. The proposal was directed to David Crombie, Minister of National Health and Welfare and Howard Grafferty, Minister of State for Social Programs (BCPSTA, n.d.).

The year 1978 was a busy one with DACUM¹ starting (the process through which competencies for Early Childhood Education and Care would be identified and integrated into post-secondary ECEC programs). Bridie, President of BCPSTA at that time, was the BCPSTA representative on the DACUM committee (B. McIlwraith, personal communication, June 26, 1997). Margaret (Peggy) McDonald, an active BCPSTA member in the Okanagan and instructor at Okanagan College, was also on the committee but represented the Early Childhood Articulation Committee (D. McDonald, personal communication, July 3, 1997). DACUM competencies remain the basis for evaluation of early childhood education and care programs throughout the province (McDonnell, 1992).

A brief prepared jointly with BCTF, started in Kay Britton's term, Early Childhood Education in BC: Problems and Recommendations (1978) was submitted to United Society for Educational Review and three government departments (Health, Education, and Human Resources). The brief stated the concerns of both groups regarding the lack of government resourcing of pre-schools, including day care centres, as well as making recommendations for establishing a licensing body for assessing and certifying ECE teachers. The possibility of affiliation with BCTF was broached later, in 1978 (BCTF, 1978).

Another milestone for BCPSTA was the change to a new newsletter format. Bridie describes how Don Mosedale, Continuing Education, University of British

¹ The acronym DACUM stands for 'Developing a Curriculum'. DACUM curriculum was to "include practical objectives relating to actual performance of skills or competency in addition to objectives relating to the theories of child development" (Mason, 1978).

Columbia, called her that same year (1978) and asked, "Bridie, did you ever get your new gestetner?" and after hearing a 'no' said "Well, we just got a new machine out here and I'll print your newsletter for you...!" (B. McIlwraith, June 26, 1997). Don took over responsibilities as editor and publisher of the BC Pre-School Teacher at that time and changed from the mimeographed sheets of pink paper to the small yellow booklets that became a BCPSTA trademark for many years (B. McIlwraith, personal communication, June 26, 1997).

The Year of the Child (1979) brought continuing work and responsibilities. Bridie was in her second term as president. An Education Advisory Committee to the Provincial Community Care Facilities Licensing Board was established that year including representation from: Ministry of Education, Ministry of Human Resources, BC Parent Participation Pre-Schools Council, Vancouver Island Cooperative Preschool Association, and BC Pre-School Teachers Association (Government for the Province of BC, 1979).

Also that year, a number of actions were undertaken by the Association. The new BCPSTA 'Statistics Committee' took on a salary survey; a student membership category was approved at the AGM; and recommendations from the Marketplace held at UBC in October pushed for more political action to work toward upgrading training and to enhance our accreditation process "to maintain the strength of our voice [and] professional status by ensuring that all members meet the established criteria" (BCPSTA, 1979b, p. 9). A national focus also became important as the Canadian Association for Young Children was formed and its first conference held in November, 1979 (1979a).

Bridie also spoke of how when she came in as president, there was no opportunity for members to speak at AGM. It seems there was some reluctance to give members time to ask questions or to raise issues because the Board of Directors might not be able to answer the questions or handle conflict that might arise. She described how she insisted on change,

I said the members of the branches could bring motions to the floor...could ask a question...the ordinary rank and file member, the only time they [can]...speak to anything is at the AGM...to have their voices heard...it was wrong from my perspective that nobody got to speak, nobody, everybody thanked the executive for what they had done, and the board and that was it. In my second year, I thought, well, now's the time to change it. I was not very popular. I said, we will have the AGM when the conference is finished and this is how it will be done....I'm afraid in my determination to get it done, I didn't listen too carefully to the people who were disagreeing with me...But I was determined to do it and then well, people got used to it. (B. McIlwraith, personal communication, June 26, 1997)

It was toward the end of Bridie's term, that the Association lost one of its earliest pioneers. Kathleen Wycherly who operated a private nursery school program in the lower mainland for many years and had contributed in many ways to the EC field. Wycherley wrote the first BC child care history on record, A Brief History of the Pre-School Movement in BC to 1974. Morag Baldwin wrote an "In Memoriam" column, in February, 1980, reminding members that "many of us without realizing it have been touched by the hopes and dreams of Mrs. Wycherley" (Baldwin, 1980, p. 3).

Rita Oudelaar (1980-1982)

As Rita Oudelaar assumed the presidency, in 1980, the Association was pressing for recognition from the Ministry of Education, calling for the Ministry to acknowledge "the concept of early childhood education as part of a lifelong system, equal in

importance to all other parts of this system" (BCPSTA, 1980, p. 2). The Ministry of Health introduced the 500 hour work experience as part of the certification process. In a letter later that year, David Crombie, Minister of Health and Welfare Canada turned down funding for the BCPSTA office but encouraged the Association by stating, "I am aware of the good work being done by the BC Pre-School Teachers Association and know that your group is held in high esteem in BC and that your influence extends far beyond the borders of your province" (Crombie, 1980). Crombie also suggested several other potential funders for the BCPSTA proposal (1980).

In her interview, Rita spoke about the desperate circumstances she and the executive faced with respect to the lack of office space and secretarial support,

[Soon after I took over the presidency] the treasurer resigned and I forget who else...anyway that was the main thing, she...was out of communication...of course at that point everybody had [her] papers under [her] bed. We didn't have a central office. I think the [recording] secretary had to resign and I was getting to the point [of saying], "Do I have to do this all by myself? What am I going to do?". So we called the executive together...in desperation looked around and found an office, that was on 16th and Burrard...Well, it was a jump in the dark!...We agonized over it...but that's how the office got started. (R. Oudelaar, July 14, 1997)²

In 1981, the conference, Daycare: A Look to the Future, was organized by lower mainland child care advocates. This conference "brought together care providers,

² The Board of Directors had been approached during Bridie's term to join the Children's Matrix. The non-profit organizations who were part of the Children's Matrix would then share office space. Without the funds it had hoped were forthcoming from the federal government, BCPSTA was aware that the move might well present serious financial stressors for the organization. However, several months into Rita's term the Board of Directors decided the benefits outweighed the risks and approved the move.

parents, professionals and other concerned citizens to discuss issues concerning the delivery of day care in the province" (McDonnell, 1991a, p. 26). The BC Daycare Action Coalition (BCDAC) was formed as a result of the conference. Rita Oudelaar pledged her support for the new organization in the June, 1981 newsletter. The BCDAC described its purpose in the BCPSTA newsletter as supporting localization of responsibility for Early Childhood in one ministry and to push for public awareness and change of public attitudes toward day care (Oudelaar, 1981, p. 2).

As noted previously, through most of the seventies, the BCPSTA and the BC Teacher's Federation (BCTF) had been discussing a number of issues of common interest including formalizing their relationship by allowing associate membership of each other's membership in their respective organizations. In 1982, however, a full Board of Directors meeting focused on discussions with the BCTF further to another resolution - one which seemed to put a strain on further collaboration between the two organizations. The BCTF had proposed to its membership to "provide for pre-school education as part of the public schools program and to seek adequate funding for such a program" (BCPSTA, 1981a, p. 10). Concerned that such a resolution could be made without consultation or discussion with BCPSTA, the Executive invited a representative to speak with the Provincial Board at a full board meeting that year. The BCTF representative did little to alleviate concern when he suggested at the meeting that by moving pre-schools into the Public School system children would be provided with adequate care and education (something presumably that was not happening in the day care system at that time). Following a heated discussion, the representative left the meeting (BCPSTA,

1981b). It appears that there was no subsequent discussion either about that particular BCTF resolution or further formal collaboration with that group.

The provincial government continued to provide many issues for BCPSTA to which the Executive felt compelled to respond and react. While there was an increase to subsidy and eligibility levels in the spring of 1981, the major policy initiated by government focused on issues such as immunization of pre-schoolers (BCPSTA, 1981c, p. 12) and new GAIN initiative, the Individual Opportunity Plan which was touted by the then Minister of Human Resources Grace McCarthy as "...increasing opportunities for recipients to find employment" (BCPSTA, 1981d, p. 16) but were perceived by those in opposition as treating some of BC's most vulnerable citizens (i.e., single mothers and their young children) unfairly. Joyce Brown, in a letter to the Minister of Human Resources, chastised the government about their apparent 'plot' against children citing the initiative to welfare cuts to single mothers, inadequate day care subsidies, lack of adequate preparation of and low wages of day care workers (BCPSTA, 1981e, pp. 2-3). Despite ever increasing base of research data supporting the importance of day care services to children and families such as the Vancouver Council of Women's Study on Day Care and Nursery School Needs and Services in Vancouver City (Vancouver Council of Women, 1981) and Responsible Day Care: The Coming of Age of an Essential Service (Social Planning and Research Department, 1981) these services seemed very low on the list of government priorities.

As demands grew from the external environment, there were also internal issues the BCPSTA Executive had to face. Membership continued to press for the Association

to address issues related to wages and working conditions. In response, the Working Conditions Committee was established "to deal promptly with such issues...as they arise" (BCPSTA, 1981f, p. 4). About that time, the Board of Directors had determined that it was necessary to hire an office secretary. A paid secretary was hired two days per week for a trial period (September, 1982 to June 19, 1983).

Rita, as president, was attending monthly Executive Board meetings, monthly Board of Directors meetings and quarterly Provincial Board Meetings as well as countless committee meetings. She also made many trips to the outlying Branches, during her term, to visit with the Branch membership and familiarize the Association with the issues of the outlying areas. In her interview, she spoke of her determination to do this

I personally thought it was very important to have more communication with the Branches...we had cut back because of financial considerations...and I thought we were kind of defeating the purpose. So that was one of my priorities when I took over (personal communication, July 14, 1997).

Thelma Varcoe (1982-1984)

By the time Thelma Varcoe became president, in 1982, the Association was facing serious overload. To deal with administrative and financial difficulties Thelma and the Executive recommended structural change. It was hoped they could streamline the communication between and among the Branches and the Executive by establishing a 'District Structure'. In this system, each Branch would join a regional district and the 'Director' from each district would attend Board meetings thus reducing the number of people attending (BCPSTA, 1982). In addition to planning and organizing this structural change, a focus of the Association became exploring 'automatic' membership. Victoria

Branch accepted the responsibility for researching mandatory membership in BCPSTA (Heeley, 1983). While the investigation revealed that mandatory membership was no longer possible because of human rights issues, the notion of legislated professionalization had become a more widespread vision among the membership.

Thelma spoke about how she came into the presidency really "geared towards the professionals trying to do whatever we [could] to upgrade professionally and have our certification ...up to standards". She also supported the idea that professionalization and wages and working conditions really go hand in hand. She described how she believed that:

the professional association could be the right arm and then the working conditions would be ...the left hand...I think [the membership] veered towards getting our professional [status] first and the working conditions...well, they were always there and we were always doing something but it was sort of secondary (T. Varcoe, personal communication, June 25, 1997).

In 1982, the second National Conference on Child Care was held in Winnipeg. This conference had major impact on the EC field in a number of ways. First, the recommendation at the conference to create two national organizations resulted in the Association's involvement in establishing the Canadian Child Day Care Federation (CCDCF). The CCDCF or 'Federation' as it was commonly called was proposed as a national service based organization for professionals. The first meeting to discuss the development of the CCDCF was held April, 1983 (BCPSTA, 1983a). Sandra Griffin, an active BCPSTA member and a Provincial Executive representative, conducted much of the research that determined the mandate and functions of the new organization and later became the president of the Provisional Executive. The Canadian Day Care Advocacy

Association (CDCAA) was also established as a result of the 1982 National Conference. The 'Advocacy Association', as it was typically called in the field, actively lobbied to establish and maintain child care as an issue with the general public and with government (BCPSTA, 1983b). They were very successful in this role. As Sandra Griffin stated in her interview, "[With the work of] Advocacy Association, there was beginning to be more awareness about child care and the need for child care...they made [child care] a 'thorn' so it was surfacing in the news fairly regularly" (S. Griffin, personal communication, July 13, 1997). However, the philosophical underpinning of the organization seemed to entrench a division, on a national level, between the private and non-profit child care sectors. This issue is often referred to as 'the auspice issue'. This recurring issue has adversely affected the ability of the field to unify and solidify their direction both nationally and provincially. The tension around the auspice issue and the refusal of the EC field, in BC and elsewhere in the country, to take a strong position in favour of a 'non-profit only' child care system seemed to affect the advocacy movement's attitude toward the EC practitioners (personal communication, July 13, 1997). For example, in stark contrast to the tireless and often visionary work evidenced by the BCPSTA Executive and Board, over the years, with respect to a variety of issues, Renee Edwards, an organizer of the Winnipeg Conference, was quoted in a newspaper clipping as referring to early childhood practitioners as "...naive...victims...their self-concept is low and they are treated that way" (McLaren, 1982, ECEBC Media File).

The year 1983 was notable in many ways but there were two events external to the Association that stood out as having both direct and indirect impact on the

organization. One event that had impact over time was the development of a proposal to create a national organization that would provide supports and resources to early childhood practitioners and families using child care. As is discussed later in this chapter, the Association was very involved in both the development and ongoing support of this national organization. The second event was the change in government funding of the ECEC programs from academic to vocational. The change to vocational funding resulted in the loss of two year ECEC programs for some post-secondary institutions. Many other institutions whose two year programs were in the planning stages did not proceed with their plans. Instead, ECEC programs further entrenched the 'basic level' training (usually a ten month program) which qualified graduates to work with three to five year olds and 'post-basic level' programs which typically staggered the offerings of training for people wishing to work with children with special needs and those who would work with infants and toddlers (BCPSTA, 1984b). There was great frustration that just when things seemed to be moving toward two year programs across the province, a major barrier to advancing the education of practitioners and ultimately the profession had been placed in the way. Certainly, the issues and concerns faced by the post-secondary programs and the professional association as a result of this policy change became a focus for discussion for many years. Indeed, the call for a two year ECEC program as an entry requirement to the field is still a primary concern today.

Peggy McDonald (1984-1988)

As Peggy McDonald became president in May, 1984, child care was rapidly becoming more visible as a national issue. In June, Judy Erola announced the Federal

Task Force on Child Care, later known as the 'Cooke Task Force' (after the chair of the Task Force, Dr. Katie Cooke). The purpose of the Task Force was to "determine the present situation in provision of daycare and to make recommendations on what form of support working parents need and want" (BCPSTA, 1984c, p. 19). In order to make informed recommendations, the National Daycare Research Network was contracted to conduct research in a variety of areas including child care quality and the needs of families, to name but two (Pence & Griffin, 1984).

In the fall of 1985, Peggy led the Executive Council through a process of developing a Five Year Plan for the organization identifying both long and short term goals. This plan provided a clearer focus for the work of committees, and Executive and Board (BCPSTA, 1985). Peggy spoke about how one of her key objectives was to assist the Executive to become more functional and more effective at being proactive:

the organization was in a place...of responding to crises. So we were reactive to what was going on...[the] organization was always one step behind...we didn't have the structure that allowed [us to be] proactive...some people believed we could be a political force but we were not doing that well...and that was something we needed to be doing (D. MacDonald, personal communication, July 3, 1997).

To realize this objective, she noted two strategies. One was to "...only do that which we can do ourselves; in other words, we were going to recognize our limitations" (personal communication, July 3, 1997). The other was to facilitate the development of the working committees to support the Executive officers. Peggy suggested that this would prevent burn-out among the Executive by allowing them to focus more specifically on making decisions and setting policy. The key strategies identified by the Executive were:

- building the profile of BCPSTA by setting and maintaining high professional

- standards within the field;
- resolving problems related to child abuse;
 - responding to 'Cooke' Task Force on Day Care in Canada;
 - addressing concerns about salaries and working conditions;
 - supporting districts;
 - entering the 'computer age';
 - networking with other EC Associations;
 - striving for more paid personnel;
 - lobby for employers to require membership as a condition of employment; and
 - provide leadership training for executive, districts, branches. (BCPSTA, 1985)

In the second year of Peggy's term, the field was shaken by the closure of a day care centre in Vancouver because of alleged abuse. The Association acted quickly to set in motion the development of materials that would provide resources and support for practitioners. Originally it was intended to provide materials that could assist practitioners in responding to issues and concerns that may be raised in regard to their own programs. However, the Child Abuse: Guidelines for Prevention and Response in Early Childhood Centres (BCPSTA, 1986) provided suggestions for development of centre policy to reduce vulnerability to false allegations of abuse as well as suggestions for dealing with abuse disclosures or suspicions. It was this issue among others that provided the impetus to establish the EC Network (an informal group of organizations with an interest in child care) of which the BCPSTA was a key player (McDonell, 1992).

In addition to the issues described previously, Peggy and the Executive had to address many issues and concerns arising from the structural change. While the new system worked in some areas of the province, in others, Branch Executives complained that they felt isolated and that communication with the decision-making process of the Provincial Executive seemed more complicated than with the old structure.

In December of that year, a Parliamentary Task Force³ was struck to "examine and report on the future of child care in Canada within the context of the changing needs of the Canadian family in today's society. In the course of the work...consideration [was] given to the report and studies of the Government Task Force chaired by Dr. Katie Cooke [sic]..." (Government of Canada, 1985, p. 1). Late in Peggy's first term, the Parliamentary Task Force's Special Committee released a report which highlighted 'parental choice'. The EC field was disappointed with the recommendations in the Special Committee's report. In the May, 1987 BCPST, the BC Daycare Action Coalition stated,

...The report's recommendations would seem to be inadequate to the purpose of the establishment of a comprehensive child care system in Canada...in fact, [it] has failed to recognize that until the problems of affordability, accessibility and the shortage of licensed day care spaces are addressed, parents will continue to have little choice on child care (p. 6).

³ The Cooke Task Force was initiated by Pierre Trudeau's Liberal government; this Task Force commissioned in-depth research as well as conducting hearings across the country to understand more fully the needs of Canadian families and formulate recommendations for policy development with respect to child care. The Parliamentary Task Force was undertaken by Brian Mulroney's Conservative government. The Special Committee (named by the Parliamentary Task Force) also conducted hearings across Canada and reviewed the recommendations of the Cooke Task Force formulating their own recommendations in regard to child care policy.

Provincially, the Association had raised a number of concerns about policy changes related to the Child Care Regulation such as changes to the renewal of pre-school certification and 500 hour work experiences. As well, the CCFB was undergoing review by the Operational Review and Productivity Branch for the Ministry of Health. Early in 1987, the BCPSTA as part of the Early Childhood Network met with government representatives to discuss issues believed to be of importance to the review including: ensuring greater consistency in application of the regulation, regular inspections and assessments of centres and staff, and community representation on the PCCFLB (BCPSTA, 1987).

The Association continued their work preparing briefs to both federal and provincial government and news releases responding to the National Child Care Strategy and the BC Royal Commission on Education. The BCPSTA Legislation Committee was formed in 1984 to share information about policy changes within government and other issues that required outreach of a political nature to government and other individuals or agencies. The Legislation Committee prepared letters to government, news releases to the press as well as information circulars to inform the membership about the Mulroney government's National Strategy on Child Care (Government of Canada, 1987) prepared by the Mulroney government. As Legislation Director, I also prepared a brief and made a presentation to the Royal Commission on Education on behalf of BCPSTA. Sandra Griffin represented BCPSTA on the Working Group on Early Childhood Education also for the Royal Commission. Sandra reinforced the BCPSTA's recommendations to the Commission with a letter requesting that the same standards of accountability related to

teacher qualifications, program accessibility and equity and adequacy of funding in the education system "be applied to the child care system in which a majority of our BC children spend some portion of their day" (BCPSTA, 1988c, p. 9).

Susan Harney (1988-1990)

Susan Harney entered her term at the first conference planned by the BCPSTA Executive (at least it was the first in a long while). The 1988 conference, For All You Do This One's For You, was intended to bring some of the past members back to the Association and to have more of a national focus. Jake Epp, Minister of Health and Welfare Canada opened the conference with an announcement outlining the very first projects funded by the Child Care Initiatives Fund (CCIF): the Canadian Child Day Care Federation and the Canadian National Child Care Study. Our name change was also approved at the AGM at this conference. It was at this conference where the resolution was submitted to the general membership by Sandra Griffin and seconded by myself. It read:

Whereas, the profession of ECE covers in the broadest sense all those professionals who are employed in daycare centres and preschool centres; and whereas, our concern with this is already reflected in the current addendum to our letterhead which reads "An Association of Early Childhood Educators".
Be it resolved that the name of the Association be changed to more accurately denote the professional field it represents: Early Childhood Educators of British Columbia (ECEBC). (BCPSTA, 1988a, p. 3)

Another major change for ECEBC in September, 1988 was the move to join West Coast Child Care Resource Centre at 3998 Main Street in South Vancouver. The founding six member groups of West Coast were: Childrens Services Employees Union, BC Daycare Action Coalition, School Age Child Care Association, Pre-School

Multicultural Services, Western Canada Family Daycare Association and Early Childhood Educators of BC. This exciting collaboration helped to increase "services to members (such as photocopying, information gathering and dissemination, laminating, etc.) and enhanced the growth and visibility" of its member groups (Harney, 1989, p.2).

Later that year, a new piece of legislation, Bill C-144, was introduced by the Federal Government of Canada. The new Bill reflected child care policy recommended in Sharing the Responsibility: Federal Response to the Report of the Special Committee on Child Care (Government of Canada, 1987). Bill C-144 was to legislate a new federal-provincial program that promised: (a) \$3.0 billion to federal-provincial cost-sharing arrangements; (b) \$2.3 billion to enhanced tax assistance; and (c) \$100,000,000. to establish a Child Care Special Initiatives Fund to support research and pilot child care projects across Canada. Additionally, the new Bill would terminate existing child care funding arrangements with the Canada Assistance Plan (Government of Canada, 1988). At first glance, this new strategy looked quite appealing. However, a closer review of the proposed changes caused much concern and disappointment among child care advocates. It was believed that in the final analysis there would be less not more money to support the development and funding of a comprehensive child care system. Stakeholders from across the country were invited to address the House of Commons in the summer of 1988. ECEBC was not one of them. Instead, the BC Day Care Action Coalition was asked by the national Advocacy group to appoint two BC representatives to address the House. The Coalition sent a representative but would not identify anyone from another BC organization. Their rationale was that it was too hard to choose from the many

groups that would wish to attend. ECEBC responded by immediately writing letters and telegrams to the organizers of the presentations in Ottawa. Concern was expressed that the largest child care related organization in BC was not supported to attend the presentations. In the telegram, it was also stressed that ECEBC represented early childhood professionals and that this field perspective must be heard. Although a response was not received in time to send anyone from ECEBC, we were invited to present September 30, 1988 to the Senate Committee on Social Affairs and Science Technology. As Legislation Director, I was appointed to attend. I was the second to last person presenting to the committee prior to the election call. Everyone presenting that last day called for significant changes to Bill C-144. The proposed Bill died on the Senate table when the election was called that day. There was great relief in the child care community and hope that the newly re-elected Conservative government would create legislation more consistent with the Cooke Task Force recommendations. However, this was not to be and although child care was a major agenda item in that election, upon re-election the child care movement was infuriated that the conservatives reneged on promises made during their campaign (ECEBC, 1992a).

One of the key projects undertaken during Susan's term and continued through all subsequent terms to the present time was the Registration Project. A contract was initiated as a collaborative arrangement between ECEBC and the Ministry of Health to provide opportunities for ECEBC to gain a fuller understanding of the process of assessing education and training and credentialing Early Childhood Educators. I took a leave from my position as Vice-President for a period of six months to undertake the

work of the Registration Project at the Community Care Facilities Branch.

Although the 1988 Conference had been very successful and our membership increased as a result, the finances were very tight. 1989 was a difficult year for the Association. Complaints were continuing to be expressed by members in the outlying Branches that suggested the District Structure was not working in many areas. Communication was thus breaking down and the Executive Council was having their own struggles dealing with issues raised by members. In fact, relationships between Executive members were so strained that at times it appeared we were working at cross-purposes. The tension and resulting unease experienced by several members of the Executive as we attempted to address Branch issues and deal with our own differences of opinion about how to handle those issues seemed at time to undermine our ability to deal effectively with the difficult issues we faced (Sandra Griffin, personal communication, July 13, 1997). In response to growing tensions related to the District Structure it was decided to prepare a resolution to take to the next AGM to eliminate the Districts where they were ineffective (ECEBC, 1989). The Resolution was passed at the 1990 AGM (ECEBC, 1991a).

In the meantime, ECEBC had prepared a detailed brief, presented recommendations and had direct involvement with the Royal Commission on Education through the Working Group on Early Childhood Education. Despite field support for most recommendations of the Commission the provincial government implemented a new policy which was completely unrelated to the Royal Commission. A new policy of 'Dual Entry', introduced in 1990, created some serious problems for the EC field. One of

the problems was that it provided for kindergarten children to enter the school system twice each year. Children turning five prior to December 31 could enter in September of that year; children turning five prior to the end of April could enter the system in January of the year they turned five. This created many administrative and financial problems for the pre-school and day care programs in the province as many children who would normally remain in those programs for another six to eight months did not. There were also many serious issues for the school system as well. Reacting to this change, both prior to and during implementation, kept ECEBC Executive and membership very busy for the next year writing letters, newsletter articles, and trying to arrange meetings with the government bureaucrats responsible for the implementation. Eventually, Dual Entry was abandoned much to the relief of the ECEBC membership (ECEBC, 1991b).

Susan ended her presidential term at the Expanding Horizons Conference at the Bayshore Hotel in Vancouver in 1990. Expanding Horizons was the most financially successful conference ever in the history of the organization. The profit at the end of that conference was a whopping \$48,000 (ECEBC, 1990a). While there were concerns with the amount of the profit⁴, this money would provide an important source of funds that enabled the Association to hire an Executive Director in the coming year.

Susan described her experience coming out of conference knowing it was a great success. "There was around \$40,000 made. It was enough that we could go ahead and

⁴ Over a period of several years, The Association membership had debated (and continues debating to this day) whether Conference should be offered on a cost recovery basis only or if profits should be encouraged to subsidize other Association expenses.

hire the Executive Director [soon after]. That for me that was a big...in terms of the whole scope of the organization over a long period of time... that felt like a big accomplishment" (S. Harney, personal communication, July 14, 1997).

Sandra Griffin (1990-1992)

Sandra Griffin became president in May, 1990, bringing her considerable facilitative and research skills to the Board of Directors. Although new members were growing in numbers, current members were not renewing (ECEBC, 1990a). Working closely with the new Board of Directors that included Branch presidents again, a vital executive and Joyce Branscombe the new Executive Director, hundreds of thousands of dollars in project funds were generated under Sandra's leadership through the Child Care Initiatives Fund (Health and Welfare Canada) and some provincial funding (ECEBC, 1993c). In her interview, July 13, 1997, Sandra spoke of one of her priorities coming into office as being to "focus on the concepts of professionalism and professionalization and ...identify the building blocks that [must be] in place to make that happen". The CCIF projects initiated at that time represented 'building blocks' that would incorporate three key elements of professionalism: education required for entry to the field, the process and structure of professional regulation, and the disciplinary features of the profession.

Toward a Blueprint for Quality: An Articulated Education and Career Ladder for Early Childhood Educators (Blueprint) began to identify building blocks related to educational preparation both for entry to the field and ongoing education. The purpose of Blueprint was to:

1. provide a curriculum model spanning professional development and college

- and university programs.
2. identify core curricular content so that standardization could exist across training programs, and an articulated career ladder would exist for practitioners. (ECEBC, 1993b, p. 11)

During Sandra's term my involvement with the Ministry contract for the Registration Project ended. Sharon Buchan was hired to continue on the ECEBC/Ministry of Health contract. Although there have been two staff changes since that time, this contract has been maintained with the Community Care Facilities Branch to present time. Another aspect of the Registration project was the Feasibility Study, also funded by the CCIF. Feasibility: A Cost/Benefit Analysis of Professional Registration (ECEBC, 1995) would investigate the costs and benefits to the field of taking on the regulation of practitioners and the approval of post-secondary ECEC programs. Specifically, this study would meet the following objectives:

1. To determine the financial alternatives and the predicted costs, both long term and short term, of undertaking the functions of registration and program approval...;
2. to determine the human resources needed to perform these functions: investigating ethical concerns and conducting appeals and hearings, as well as registration, deregistration, and program approval...;
3. to determine the potential impact...of the proposed changes on the professional association...;
4. to determine the potential impact...of the proposed changes on professional practitioners...;
5. to determine the impact of the proposed changes on the post-secondary institutions offering ECE training... . (ECEBC, 1995, pp. 16-17)

Another project which allowed ECEBC to put yet another building block in place was the Ethics Project. The funding was approved for Ethics just before Sandra completed her term. Sandra and Frances Ricks, both with the University of Victoria, School of Child and Youth Care, were the principal investigators of the project which was undertaken

to develop a code of ethics reflective of the challenges involved in our daily work with children, families, colleagues, and others in the communities in which we work. The intent is to develop the code with training materials which can then be used as the basis of in-service workshops all across the province. (Griffin, 1993, p. 9)

Each of the above-mentioned projects allowed the Association to work more specifically toward the professionalization of the Early Childhood field.

There were many other important developments both federal and provincial in 1990 including:

- Caring For A Living, a joint project with the CDCAA and the CCDCF undertaken by Karyo Communications in Vancouver was a national research study that would focus "on the conditions under which child care staff in Canada work" (Schom-Moffat, 1993, p. 9).
- The BC government Task Force on Child Care undertaken by Women's Programs, released their report, Showing We Care: A Child Care Strategy for the 90's (Ministry of Government and Management Services and Ministry Responsible for Women's Programs, 1991). The Task Force made a number of recommendations that included: creating an infrastructure on which to build a child care system in BC, enhancing quality of early childhood programs, enhancing training for early childhood educators, and expanding and supporting child care services (Women's Programs, 1991).
- A provincial election was held in October, 1991 with the NDP the victors. In an interview for the January, 1992 issue of the Early Childhood Educator, the new Minister, Penny Priddy indicated that while the government "is in a difficult time,

with a two billion dollar deficit" (Miltimore, 1992, p.3) she would be "working on a ministry mandate of finding a better way to coordinate child care needs as child care comes under several different ministries" (p. 3) and work toward child care centres being "geographically accessible, financially accessible and culturally sensitive" (p. 3). Priddy also mentioned that she intended to meet with the ECEBC president as part of a plan to consult with key stakeholders prior to taking any action.

- The provincial government established the Provincial Child Care Council (PCC) in 1992. The PCC was to provide the Minister of Women's Equality with advice regarding the development of child care policy in BC.
- The federal government's child care policy development reached a new low as Benoit Bouchard, Minister of Health and Welfare Canada announced, "I have the privilege (on day care), as I had with many other issues like Via Rail, to be the killer" (ECEBC, 1992a, p. 6).

Linda McDonell (1992-1994)

The next three pages contain the highlights of my own presidency. Rather than include my personal comments about the various events described here, I have taken a more objective approach to this portion of ECEBC's history. The foregoing chronology of events is based primarily on the key events noted in the issues of the Early Childhood Educator and other documents such as ECEBC correspondence, minutes, and reports during the period of my presidency. I have included my personal thoughts and perspectives in "My Story" found in Appendix H.

I began my presidency in May, 1992 amid much political activity. As mentioned

previously, the federal Conservative government was under fire for their broken promises. With federal child care initiatives seeming at somewhat of a standstill attention turned to provincial action. Unlike the rest of the country, the BC government allocated new dollars toward a variety of child care services. At my inaugural conference, Minister Priddy announced an allocation of \$17,000,000 to both stabilize and expand the child care system in BC. Priddy, in a featured address, promised to improve, "a range of options, including non-profit child care, family care and after-school programs. In the first year alone, she said about 5,000 new child care spaces will be created" (ECEBC, 1992b, p. 5). There was much excitement with the announcement, particularly with a promise to address caregiver wages.

That summer, the Executive Director, with the support of the ECEBC Executive Council, organized the first Board of Directors retreat to

provide an opportunity for Branch Directors and the Executive Council to come together for an extended period of time [to] participate more fully in the planning and decision making processes. In this way...begin to develop a strategic plan for ECEBC that is more reflective of the needs and interests of the entire membership (McDonell, 1992b, p. 1).

At the retreat, a new Mission Statement, end-state outcomes, and strategies specific to the Branch Directors were identified to guide the work of the Association over the coming months.

Educational issues continued to be a focal point for Association work during this period. The Blueprint for Quality, the Registration, and the Ethics projects had identified many different training related issues. One of the issues members and other practitioners raised as a barrier to training accessibility was the transferability of training between and

among the post-secondary ECEC programs. A project designed to investigate these issues and make recommendations to the Ministry of Advanced Education and Training was undertaken in February, 1993 (ECEBC, 1994a). At the same time, the Ministry of Health began a Regulation Review. I was asked to represent both ECEBC and the EC Network on the Regulation Review Committee. One of the key issues raised by Association membership was training. Most members of the Review Committee fully supported an ECEC Program that would allow a basic level of both special needs and infant-toddler training to be considered part of the basic 'license to practice'. Such a move by government, would be an important step that would bring us closer to the two year program of ECEC studies envisioned by our earliest members. Since the Regulation Review Committee recommendations were submitted to government few recommendations have been implemented (Ministry of Health and Ministry Responsible for Seniors, 1997). The field still waits anxiously for changes to the training requirements (Early Childhood Articulation, 1998).

During this time, the Wage Supplement Initiative was introduced by the Ministry of Women's Equality. While there was great excitement about the supplement, the excitement quickly dissolved into fury as it became clear that the intent was to offer the wage supplement to practitioners working in the non-profit sector only. After many letters and conversations with the Ministry, including the new Provincial Child Care Council established to advise the Minister of Women's Equality on Policy, a consultation process was undertaken with ECEBC helping to organize the consultations in each community and attending the meetings with Ministry personnel (ECEBC, 1994b). It was

interesting that one would have expected the 'non-profit only' position to create divisiveness in the field with each group lobbying to promote their own needs. Instead, it seemed there were as many calls and letters from people working in the non-profit sector basically saying, "I don't feel comfortable that my colleague down the street isn't receiving this supplement just because she happens to work in a private centre". Eventually the Ministry changed their policy and directed the supplement to employees in both sectors (ECEBC, 1994b).

There were several other major pieces of work undertaken and/or completed by government during the 1992-1994 presidential term that would have impact on the EC field. These include:

- The Special Needs Child Care Report, released in late 1993, which contained recommendations consistent with government's commitment to parental choice and "...wider and more equitable sharing of responsibility among parents, caregivers, and government..." (ECEBC, 1994d; p. 4).
- The Korbin Commission, established "to investigate employment practices in the public service (those directly employed by the provincial government) and the public sector (those who receive public funds and provide contracted services)" (McNaughton, 1994, p. 4).
- The Criminal Record Review continued the process of government's familiarizing themselves with a range of issues related to Criminal Record Check legislation not the least of which was its huge administrative impact on early childhood programs; ECEBC participated on a committee with other professional groups affected by the

new legislation to address the issues for practitioners generally and Early Childhood Educators specifically (Branscombe, 1994).

Trudy Norton (1994-1996)

Trudy Norton's presidential term began in April, 1994. In addition to responding to many of the initiatives named above and being directly involved on Advisory committees for many of them, the Association was facing two of our own initiatives that could have broad implications to the membership. First, the Canadian Child Care Federation had proposed a structural change that would allow for the provincial and territorial organizations to join as affiliates of the CCCF and thus promote more grassroots input into the CCCF internal processes. The rationale for restructuring was to:

- 1) expand and strengthen the national infrastructure and networks;
- 2) enhance the ability of CCCF to ensure that its work reflects the diverse needs, issues, and interests of children, families and care providers across Canada;
- 3) enhance opportunities for more grass-roots representation through provincial and territorial organizations to ensure CCCF decisions and directions have an even greater national focus;
- 4) enhance opportunities for provincial organizations and their members to share information and resources; and
- 5) provide CCCF services and supports to ensure grassroots practitioners are connected to the national organization (McDonell, 1995a, p. 11).

While several organizations in other provinces made relatively quick decisions to support the affiliate structure, ECEBC did not. As one of the founding organizations of the Federation the Executive felt an acute sense of loyalty to that organization; however, they also felt a strong commitment to ensure the ECEBC membership was provided with information about the nature of the proposed changes, the costs and benefits to ECEBC and CCCF, and that members had an opportunity to raise their own concerns and issues

in regards to the change. When speaking with Trudy about what she saw as the organization's key accomplishments, the affiliation with CCCF was one she mentioned.

She stated,

I think the affiliation with CCCF was another huge step and certainly an accomplishment because...I think we as an organization [implemented] a good process. It came up when [I was] sitting with organizations from across the country...I think some of them scratched their head and said, "Oh my god, how long is ECEBC going to take". But at each step it was back to the membership and it was approved at AGM and so when we got there it was a real association decision... . (personal communication, June 26, 1997)

This process took almost Trudy's full term to work through. A final decision to support affiliation with the Federation was made in November, 1995 (ECEBC, 1996).

Second, Trudy was faced with guiding the Board of Directors through a structural change of our own. Early in her term a Task Force was established comprised of three past-presidents including Rita Oudelaar, Peggy McDonald, myself (Linda McDonell), Trudy as current president, and two Branch Directors Val Donnelly (Fraser Valley East) and Bev DiMambro (East Kootenays). The Task Force met for a two day retreat at Mayne Island to: a) discuss both past and current issues facing the Association and the impacts and implications of the structural change initiated in 1983; and b) determine what the Association could learn about what worked and what didn't with respect to that structural change. The two key challenges for the Association noted at the retreat included the financial constraints of managing and meeting with a Board of Directors of over 40 representatives and the need to improve efficiencies in the management structure and communication systems between and among the ECEBC office and the Branches. The process of reviewing issues and making recommendations for change was called,

"Active Passages". 'Active' for Active Pass which we looked out at from the windows of our meeting room (the living room of Trudy's sister's summer cottage) and 'passages' both for Active Pass and for the process of change in which we were engaged. Options for reorganization were formulated and information shared with the membership at Branch meetings, through the ECEBC Journal and at Conference '95. With input gathered through each of these venues, a final structure was designed and went to the Board of Directors for review, revision, and a vote at their November, 1995 meeting.

Implementation of the new Regional structure began early in 1996 (ECEBC, 1997).

Again, Trudy spoke about both her anxiety regarding the proposed change and the importance of the process ECEBC undertook to make the decisions related to the change:

I can remember Joyce's phone call saying this is what we need to do. I can remember my reaction, "No, please not while I'm president...[It was my] first year on the Board when we dissolved the districts and so I had been through that...and communicating why we needed to do that. So it was definitely a challenge to be there as president saying, "we are going to try again"...I thought that the whole process [we went through] was real strong and positive...Joyce did a tremendous job with that and I think as a Board the steps that we went through and the communication was a huge part of [the success]...very few questions were asked which told me that people had the information they needed and understood why we were doing it...There weren't a lot of unknowns." (T. Norton, personal communication, June 26, 1997).

One government initiative that had major impact on the ECEC field was the Supported Child Care Transition Project. The Supported Child Care Transition Project, as noted previously, began in April, 1995. The functions of this project included:

"communication and education around supported child care issues; development of partner relationships and networks around the province; development of guidelines for supported child care consultants; and the production of supported child care materials..."

(Gay, 1995, p. 3). The ECEBC played an important role in communicating information to its members and the field more broadly by featuring a regular column in the journal, The Early Childhood Educator, as well as providing a venue for government, supported child care coordinators, and field practitioners to come together to share information and discuss issues at conference and assisting organizers in many communities to plan and implement supported child care workshops and other related training opportunities (T. Norton, personal communication, June 26, 1997).

Another initiative which has great potential for impact on the EC field was the Multi-Lateral Task Force on Training and Labour Mobility in the Community Social Services Sector of British Columbia (MLTFTLMCSSSBC). The Task Force was "established in 1995 to respond to one of the key recommendations contained in the Korbin Commission of Inquiry into the Public Service and the Public Sector ...to ensure coordination of planning, development, implementation and evaluation of all training" in the community social services sector (MLTFTCPLMCSSSBC, 1995, p. 1). Working groups were established for each of the disciplines in the Social Service sector. The EC working group was well represented by ECEBC members. Rita Chudnovsky was hired to facilitate community meetings to develop occupational standards for the EC field.

The Registration Project, originally begun in Susan Harney's term became an important focus again during Trudy's term. The report of the Feasibility Study aspect of the project, Feasibility: A Cost/Benefit Analysis of Professional Registration (1995) was submitted to the funder in 1995. Based on the earlier report, another report was submitted to the Ministry of Health for their consideration. Both reports recommended

that "...ECEBC is well placed to accept responsibility for the registration functions" (ECEBC, 1995, p. 15). At this writing, there is no formal agreement to begin the transfer of responsibility to ECEBC. In fact, in 1996, the Ministry indicated that present corporate direction would require the establishment of a College of Early Childhood Educators separate from the Association. However, discussions about the proposed changes are continuing.

There were also two other major projects undertaken in the 1994-1996 term including:

- Status of Child Care Training in BC (1995) (funded by the Ministry of Women's Equality) which documented a "scan of current child care training programs, professional development initiatives and support activities; and [identified] the needs of the child care field in response to the proposed changes identified in current government initiatives, and to present options for professional training, support and enhancement" (Unit for Child Care Research, 1995b, p. 1).
- Taking Care Phase II (1997) (funded by MSTL) which "completed the delivery of six community based five day pilot child abuse prevention training sessions...[and] a child abuse prevention support package for ECE training programs (ECEBC, 1996, p. 15).

Trudy ended her term as president and Judy Pollard began hers in May, 1996 at the conference Together: Early Childhood A Journey of Discovery. Judy's term will not be discussed in this chapter. Rather, because of space and time constraints, the interviews that reflect Judy's and Joyce Branscombe's experience will frame the final chapter that

discuss recommendations for future action.

This chapter began with a brief summary highlighting the key historical milestones that marked the beginnings of a child care system in British Columbia. This provided for the reader a context to position the beginnings and ongoing development of the Association. The story of the organization was then documented by presidential term beginning with a description of the objects of the Association as defined by the first Constitution committee and approved by the BCPSTA membership at their first Annual General Meeting. Those events that appeared to be organizational milestones both as described in the literature found in the Association Archives and as noted by the past-presidents were described within the context of the social and political events that appeared to have some direct or indirect influence on the evolution of the Association.

The next chapter will identify themes that emerged from the examination of the research data focusing primarily on the past-presidents' individual 'stories'. As relevant, data from the review of archival literature will be used to support and/or expand on the past-presidents' stories.

CHAPTER FOUR ANALYSIS

The previous chapter chronicled the story of BCPSTA/ECEBC over twenty-seven years from 1969 to 1996. The story reflects information collected during the archival search of Association records and the data collected from the interviews with the past-presidents, and the ECEBC Executive Director. This chapter will provide some additional detail about the process undertaken to construct the story in Chapter Three and explore the themes that emerged in the development of the story. Direct quotes from the face-to-face interviews have been used quite liberally to help the reader experience the stories through the language of the informants. The chapter therefore is quite lengthy. While there are headings to identify the various levels of content, it may be helpful for the reader to refer to the table of contents as a guide to the information herein.

Further to the discussion in Chapter Two exploring the constructivist theoretical perspective,

the investigator and the object of investigation are assumed to be interactively linked so that the findings' are *literally created* as the investigation proceeds...The final aim is to distill a consensus construction that is more informed and sophisticated than any of the predecessor constructions. (Guba & Lincoln, 1994, p. 111)

To construct a history of the Association that was 'interactively linked' and a 'consensus construction' and to stress the importance of each sub-case (the past-presidents' experiences) to the larger case (the Association), it was necessary to ensure a process that facilitated a number of interactions between myself and the other past-presidents. This was undertaken in a number of ways. First, a table of key

BCPSTA/ECEBC milestones and key social and political events and activities was crafted from a variety of historical materials in the Association archives (see Appendix B for Table of BCPSTA/ECEBC Milestones & Social and Political Events and Influences. This table provided an outline of both internal and external key events and activities occurring within which the Association's more detailed story could be framed. Face-to-face interviews with the past-presidents and the ECEBC Executive Director were then conducted over five days, in three separate weeks between June 25 and July 14, 1997. The data collected in the interviews allowed me to begin to chronicle the individual stories of the past-presidents and provide information that would assist me to document a fuller history of the organization overall. After the interviews, the past-presidents were given an opportunity to review and comment on the 'key events' tables. Data from the interviews relevant to the questions described below, the past-presidents' responses to the 'key events' tables, and the feedback from the continuing discussion with the past-presidents, over the life of the research project, were used to construct the story that was told in Chapter Three.

More on the Interactive Reiterative Process

In the interviews, a total of eighteen questions were asked. The questions focused both on the past-presidents' perspectives related to the mission and mandate of the organization, as well as the impact the experiences as president had on them personally and professionally. For the purpose of this thesis and in the interests of time and space, I have focused on an analysis of the data related to seven of those eighteen questions, in particular those questions that relate more directly to the research questions articulated in

Chapter One. (Refer to Appendix C for a complete list of the interview questions.)

Consistent with both the research questions noted in Chapter One and the interview questions related to those, the interview data were organized according to five specific areas including:

1. the purpose of the organization as perceived by the past-presidents (including responses to three questions related to purpose);
2. the key accomplishments and challenges during the respective presidential terms;
3. the key social conditions and/or political events that, from the past-presidents' perspectives, influenced the growth and development of the organization;
4. the present and future focuses of the organization based on the interviews with Judy Pollard (president of the Association at the time of the interviews - and Joyce Branscombe)¹;
5. the advice and recommendations generated from each of the past-presidents, current president, and the Executive Director regarding ECEBC future direction and decision-making.

Areas one through three are discussed in this chapter. Areas four and five are discussed in Chapter Five: Focusing on the Future.

Several themes emerged from the interviews and the archival review relevant to the questions asked. In keeping with the constructivist methodology, I established a

¹ It should be noted that Judy's and Joyce Branscombe's comments to other aspects of the theme analysis are found in the general discussion as those comments were relevant to the discussion.

process that would ensure interaction between the informants and myself both with respect to the overall history that was written and the analysis of that history. Following, is an explanation of the process that framed the analysis.

Thinking about Themes

Identifying the themes that emerged in the archival review and the interviews was quite a complex process. Initially, as I read through the transcripts of the interviews I created a table of the questions asked in the interviews. I then inserted verbatim comments by each informant. These comments were either responses specific to the question asked and/or responses to other questions that seemed relevant to the question with which I was working. Next, I worked systematically through each of the responses putting similar comments from all the interviews together. Once I had reviewed these comments several times, I identified phrases or words that I believed represented concepts discussed by the informants. These became my initial 'themes'.² While in the beginning, I had many 'theme' categories, eventually, through a process of matching similar ideas, the themes were collapsed and consolidated from eighteen to nine. Next, sub-themes related to each theme were identified. Then, all were included in a table. A brief analysis of each theme was written using comments from the interviews or notes from archival sources that spoke to the significance of the theme in relation to the growth and development of the organization. These tables were distributed to the past-presidents along with the table of their verbatim comments and the Chapter Three 'story'.

² Although an effort was made to note thematic differences as they were raised by the past-presidents the emphasis in this analysis focuses on those themes that were common across the interviews.

Written feedback to the tables and the constructed 'story' was requested. The questions that accompanied the mailout are found in Appendix D. In short, informants were asked to comment on whether, based on their experience with the organization, the themes I identified made sense to them; whether they noticed any inaccuracies or missing themes; and whether they had any suggestions for different ways of categorizing their comments related to purposes, accomplishments and challenges, social and political events and advice and recommendations. While I received no feedback at that time, I met with seven of the past-presidents a few weeks later, the purpose of which is described below. Joyce Branscombe, Executive Director of ECEBC also attended the meeting as an observer. This focused meeting is referred to as the 'feedback' meeting.

At the feedback meeting, we first discussed overall reactions to the Chapter Three story that had been mailed to them. They shared with me their perceptions about information that seemed to be missing or that didn't seem to have sufficient emphasis³. Revisions to address these concerns were made to the Chapter Three story in addition to several other small additions and corrections. At that point, I distributed copies of the Chapter Four analysis and we went through a process of reviewing each of the theme tables, referring to the analysis occasionally for more detail. At the end of the meeting, written comments were submitted to me by two of the past-presidents. These comments related to the overall history, the theme tables and other comments they thought

³ Concerns were expressed by the past-presidents at the meeting that while conference and the newsletter/journal were discussed in the Association's reconstructed story, what the presidents perceived as the critical importance of each of these initiatives over time, was not reflected in the overall history.

important.

Several of the past-presidents were unable to attend the feedback meeting. Therefore, the analysis and additional theme tables were sent to each of these informants and their feedback was sought by telephone. The feedback from both groups was then incorporated into the Chapter Three story, the theme and sub-theme tables, and the written analysis.

Data Analysis

The analysis of the interview and archival data is organized into three separate sections. The first section will begin with an examination of purposes and objectives as outlined in the 1970 and 1984 Constitution, the long term goals as developed by the Executive Council as part of their Five Year Plan, 1985, and the mission statement and objectives developed by the Board of Directors in 1992. Section One will also examine themes found in the interview data relating to organizational purpose and objectives. Section Two will explore themes related to both key accomplishments and key challenges as identified by the past-presidents, and Section Three will discuss the themes related to key social and political events. Section summaries are provided for the lengthier sections: Two and Three. Table 4.2 displays the purposes as outlined in the BCPSTA Constitution of May, 1970 and the purposes as amended in 1983. Table 4.3 shows the long term goals set by the Executive Council at a meeting in 1985 and the Mission and Objectives developed in 1992.

In the analysis of themes in each section, it is sometimes apparent that there are contradictions in the past-president's stories or in my interpretation of them. This may

occur either within one section or between sections. For example, in Section Two: Accomplishments and Challenges, it is both implicit and explicit that the Association has made significant gains over the years. Yet later, in Section Three: Social and Political Influences, there is a comment about Hannah's frustration with how little things have changed. This seeming contradiction, as others that may occur in the final two chapters, reflects the very real dichotomies that exist in the individual and the collective stories. This phenomena is also consistent with what Schwandt (1994) describes as "multiple, often conflicting, constructions" (p. 128).

It should be noted that one of the presidents changed her name long after her term of office and before the interviews. Margaret (better known as Peggy) MacDonald recently changed her name to Diana MacDonald. Consistent with her wish to be referred to as Diana, I have referred to 'Diana' throughout Chapter Four. Additionally, as the first name of one past-president and the Executive Director is 'Joyce' I will use both first and last names for those individuals. For the remainder of the presidents, I will use first names throughout most of the document. To ensure the reader is familiar with the names and terms of office of each of the past-presidents Table 4.1 provides this information.

BCPSTA/ECEBC Presidents	
Term of Office	Name
1970-1972	Joyce Brown
1972-1974	Hannah Polowy
1974-1976	Kay Britton
1976-1978	Bridie McIlwraith
1978-1980	Bridie McIlwraith
1980-1982	Rita Oudelaar
1982-1984	Thelma Varcoe
1984-1986	Margaret 'Peggy' MacDonald
1986-1988	Margaret 'Peggy' MacDonald
1988-1990	Susan Harney
1990-1992	Sandra Griffin
1992-1994	Linda McDonell
1994-1996	Trudy Norton
1996-1998	Judy Pollard

Table 4.1 BCPSTA/ECEBC Presidents by term.

Constitution 'Purposes' 1970	Constitution 'Purposes' 1984
<p>a. to work for the attainment and maintenance of a high standard of pre-school education;</p> <p>b. to provide through continuing study and evaluation a consultation service to training centres and to the British Columbia Government for the purpose of upgrading the quality of education for and available to and required of pre-school teachers.</p> <p>c. to work for standardized accreditation of educational facilities and requirements in the universities, regional colleges and institutions throughout British Columbia for the relevant education of pre-school teachers;</p> <p>d. to work for standard certification of pre-school teachers in British Columbia;</p> <p>e. to encourage teachers of young children in British Columbia to continue their own professional development by taking courses pertaining to early childhood development as well as courses in the arts and humanities; and</p> <p>f. to cooperate with all agencies and organizations concerned with pre-school children and to coordinate the efforts of professional workers and teachers and to involve parents and all those interested in early childhood. (BCPSTA, 1970, p.1)</p>	<p>a. to provide a network for preschool teachers that will function as an advocate, a support, and a resource for the professional well-being of its members;</p> <p>b. to promote the continuing professional development of preschool teachers in British Columbia;</p> <p>c. to promote a high standard of educational preparation for preschool teachers in British Columbia;</p> <p>d. to promote programs for young children that will provide for their optimum development through a high standard of care and education;</p> <p>e. to communicate and work with such persons, organizations, and government agencies as may further the purposes of the society. (BCPSTA, 1983 Annual Report, 1984, p. 4)</p>

Table 4.2 Constitution Purposes 1970 & 1984.

Five Year Plan & Goal Setting (1985)	Mission Statement & Objectives (November, 1992)
<p>The 1985 Executive Council met in that year to set both long and short term goals for their future work. The following provides a summary of the key Association long term goals only for that period:</p> <ul style="list-style-type: none"> a. Promote 'high profile professionalism' by setting and maintaining high professional standards for the field (strategies included developing assessment guidelines for 500 hours and centre evaluation). b. Promote advocacy and lobbying by participating with government and other agencies in resolving current problems in the field (strategies included developing child discipline guidelines and guidelines for working with children for working with abused children, responding to the Federal Task Force, and addressing issues related to salaries and working conditions). c. Improve supports to outlying districts. d. Move the Association into the Computer Age. e. Network with other ECE Associations. f. Strategize ways of obtaining paid personnel for the Association. g. Persuade employers to require membership in BCPSTA as a condition of employment. h. Provide training of Association/District/Branch personnel for leadership roles. (BCPSTA, 1985, pp. 1-2) 	<p>The Early Childhood Educators of British Columbia is committed to quality early childhood care and education for the people of this province. We support our members through advocacy and services which promote professionalism. We will work with communities, governments and organizations to achieve these goals.</p> <p>Objectives:</p> <ul style="list-style-type: none"> a. expand membership and encourage more member involvement in the organization b. expand professional development opportunities including increased availability of basic and advanced education programs; promote improved delivery and transferability of those programs and availability of both regional and provincial conferences c. improve services to members and promote increased visibility of existing services d. enhance supports and structures to stabilize the organization including improved communication systems, computer systems, and adequate office space e. promote financial solvency and financial flexibility f. promote recognition of ECEs as professionals by others in our society g. increase our power and influence with government especially as it relates to wages and working conditions h. promote self-regulation

Table 4.3 Five Year Plan, 1985 and Mission Statements & Objectives, 1992

Section One: Themes Related to Key Organizational Purposes
"...the drums we were beating"

Over the past twenty-seven years it appears the purposes of the Association have changed little. The later iterations of the purpose statements/goals largely reflect the work accomplished by the organization and more clearly define the future work as articulated by the Executive and Board at the time. For example, the first alteration to the purposes outlined in the Constitution refined the initial purpose statements and deleted the purpose "to work for standard certification of pre-school teachers in British Columbia". This probably reflects the announcement made by Gayle Davies, Community Care Facilities Branch (CCFB), Ministry of Health, in 1982, regarding changes to the accreditation process of early childhood practitioners. The change established that the issuance of certificates as pre-school teachers met the training requirements and their names were then included on the registry held at the CCFB. This example also shows how policy decisions made by government altered or at least influenced the work of the organization as this policy change made the question of standards for certification immaterial as such standards were then identified (BCPSTA, 1984a).

Other changes to the articulated purposes appear to be wording changes only. While no further Constitutional changes were made to the purposes through to present time, the various Executives did their own work to establish goals for the Association more particular to the 'business' of the organization at the time. Rather than representing changes in organizational direction, the 1985 goals and the 1992 mission statement and

objectives were consistent with the purposes already established, lending more clarity to the work of the executive by articulating actions more specific to the goals/mission. For example, the 1985 goals suggested developing supports for outlying Districts, an action consistent with the purpose "to provide a network for preschool teachers that will function as an advocate, a support, and a resource..." (BCPSTA, 1984a, p. 4). Further, the 1985 goals outlined "participating with government agencies in resolving current problems in the field" (BCPSTA, 1985, p. 1). This action was consistent with the 1984 purpose "to communicate and work with such persons, organizations, and government agencies..." (BCPSTA, 1984a, p. 4). Similarly, the 1992 Mission and objectives were consistent with the 1984 purposes including "more professional development opportunities" which helped "to promote the continuing professional development of preschool teachers..." and increase "the availability of basic and advanced educational programs for early childhood educators" (BCPSTA, 1984a, pp. 4-8). This ensured that the Association would "... promote a high standard of educational preparation for preschool teachers..." (p. 4).

It could be argued that there is one omission in the purposes as articulated in both the 1970 and 1984 Constitution. That is, while the goals identified in 1985 and 1992 clearly indicated a desire to set professional standards and even went as far as suggesting professional self-regulation in the 1992 objectives, this goal is not reflected in the Constitution's organizational purpose.

In the interviews with the past-presidents, they were asked what they perceived as the key purposes over time and if those purposes had changed during their respective

terms. Several themes related to organizational purpose emerged in those discussions. The themes are listed below along with a brief description to provide a context within which the purpose was raised and to provide more detail about why that theme was determined to be important according to my interpretation of the data and the past-president's feedback. As previously described, the past-presidents reviewed these themes and provided suggestions regarding theme categories and the content of the discussion. To refer to the revised theme tables see Appendix E.

Purpose: Education

Both the Constitution of 1970 as well as that of 1984 clearly articulated education as a function of the Association. Additionally, all of the past-presidents spoke of education and training being a key purpose of the organization. The early presidents including Joyce Brown, Hannah Polowy, Kay Britton and Bridie McIlwraith talked about the need to expand and increase the education and training available. Hannah spoke about her own experience with the limited training available when she first started:

I took a couple of those courses. I went to a summer session and I had all the courses and I thought, "How can this be? I know everything. But once I started to work with children...well I didn't know anything. Not a thing". (personal communication, June 25, 1997)

Joyce Brown spoke of the need to integrate the training as it was:

very disparate, the courses that I took in New Westminster had no connection to the courses that were running in Vancouver. So it was whatever anybody wanted to teach...it was very scattered and nobody was putting out, "this should be the criteria or this should be the curriculum"...that was one of the great difficulties and a big hurdle to overcome. (personal communication, June 27, 1997)

Kay also described how additional education and training was "one of the drums we were

beating..." she told how the EC field at the time were "very hungry for courses and information after having accomplished a 10 month program" (personal communication, June 25, 1997). Bridie simply stated one of the main purposes was "to increase training" (personal communication, June 26, 1997).

Although the later presidents also suggested education and training was a priority, they tended to be less specific about the 'expansion' of training. Rather, they talked about "promoting education and training" (D. MacDonald, personal communication, July 3, 1997) and "addressing practice issues through training and professional development opportunities" (S. Griffin, personal communication, July 13, 1997) as central to the Association's work.

Purpose: Creating and maintaining relationships with the internal environment through communication

While communication was not clearly articulated as a purpose of the organization in the 1970 Constitution, it was implied in many of the purposes stated. In 1984, the wording, "providing a network..." (BCPSTA, 1970, p.1) and "to communicate with..." (BCPSTA, 1984a, p. 4) that began two of the purpose statements demonstrate a clear commitment to different aspects of communication. Additionally, The Five Year Plan noted "moving the Association into the computer age to facilitate: efficient organization of information, streamlining office procedures, facilitating communication over distances, newsletter production, and services to branches and [child care] centres" (BCPSTA, 1985, p. 2) as a long term goal. Similarly, the 1992 Strategic Plan stated that, "enhanced supports and structures to stabilize the organization including improved communication

systems, computer systems, and adequate office space" (McDonnell, 1993, p. 8) was a desired end state for the organization.

Enhancing communication between and among the Association Executive, Branches and the general membership were noted as issues of critical importance in the interviews with the past-presidents. They all spoke about the importance of communication, some identifying it as a key purpose of the organization and some describing it as more of a strategy for accomplishing the purposes. Kay suggested that 'giving voice to members' that is, helping members to share their personal/community issues and concerns with each other and with others outside the association was a purpose; and Rita stressed the importance of communicating with the outlying areas and being sure that the Association was aware of the issues of people working in those regions. Diana emphasized that distribution of the newsletter was an important communication function of the organization and Trudy believed sharing information with members and representing the field and members with other members in the community were important purposes.

Purpose: Creating and maintaining relationships with external environment through communication

Another aspect of communication that was stressed, in the interviews, as a primary purpose of the Association in the interviews was communicating with other groups, agencies, and organizations. This was consistent with the purpose statement in the 1984 Constitution, "to communicate and work with such persons, organizations, and government agencies as may further the purposes of the society" (BCPSTA, 1984a, p. 4).

In her interview, for example, Joyce Brown talked about the importance of "bringing all the disparate groups together" (personal communication, June 27, 1998). Similarly, Hannah mentioned in her interview that "people needed to get together" and that the Association saw that as an important responsibility. The 1985 Five Year Plan also reinforced communication as important in the goals that were identified by the Executive suggesting, "participating with government and other agencies in resolving current problems" and "networking with other ECE associations" (BCPSTA, 1985, pp. 1-2) was part of the Association's mandate. The 1992 Mission Statement to, "...work with communities, governments, and organizations" and Objective to, "enhance supports and structures...including improved communication systems..." (McDonell, 1993a, p. 8) illustrated a renewed commitment to strengthening communication systems. Judy also noted that bringing people together and supporting networking were key functions of the Association (personal communication, July 4, 1997).

Purpose: Advocacy

The responsibility to advocate on behalf of the field is reflected in the 1984 purposes as "to communicate and work with such persons, organizations, and government agencies as may further the purposes of the society" as well as "to provide a network for preschool teachers that will function as an advocate, a support, and a resource for the professional well-being of its members (BCPSTA, 1984a, p. 4). Both The Five Year Plan goals and the Mission and Objectives articulated in the 1992 strategic planning session clearly stated advocacy as a responsibility of the organization. Several of the past-presidents indicated that they understood advocacy to be one of the key purposes of the

Association. They spoke about the struggle between being a "much closer, smaller, sort of homespun group and [realizing] we would have to become maybe a little bit militant...it was very hard for a lot of ...[those] that wanted to stay back into this ...area...it just couldn't be done" (T. Varcoe, personal communication, June 26, 1997). Sandra also alluded to this when she referred to the need to:

work with the larger system to try and create changes, to be more active in the political and legislative system...some people thought [the Association] was about more playdough recipes and more things to do on Monday morning but I felt it had to be a combination of both. (July 13, 1997)

Diana responded to a question about how the purposes of the organization had changed during her term by explaining, "people really wanted to start to focus on [being a more] proactive organization that began to direct what we were doing rather than being reactive to what we were doing...some people believed that we could be a political force" (personal communication, July 3, 1997). One of the primary ways the organization could address the professional well-being of members was to advocate on behalf of improved wages and working conditions. Joyce Brown suggested that wages and working conditions became an issue to be reckoned with as early as 1970. Thelma said that the membership was becoming increasingly frustrated with the need to do something about wages and working conditions and that indeed professional status and improved working conditions "went hand-in-hand". She described how the Association at one point "veered towards getting our professional [status] first and working conditions [became]...secondary" (personal communication, June 26, 1997). Discussing the Association today, Judy talked about how "our members are feeling more urgent about

getting their issues resolved about how much they get paid and how they feel about themselves in their role as practitioners related to what they get paid for the work they do" (personal communication, July 4, 1997).

Purpose: Professionalization

Although professionalization was not specifically addressed as a purpose in either the 1970 or 1984 Constitution, it was noted as a priority for their presidential term by several of the past-presidents. Joyce Brown spoke of professionalising preschool teachers was "just always a fire in [her] heart" (personal communication, June 27, 1997); Thelma noted that she came into office "geared really towards the professional[s] trying to do whatever we can to upgrade the profession...we needed to upgrade and to get our professional status..." (personal communication, June 27, 1997). Diana, in her interview July 3, 1997, suggested that promoting professionalism and helping practitioners to be viewed as professionals was key to the work of the Association and Sandra believed a purpose was to "[focus] on concepts of professionalism and professionalization" (July 13, 1997).

Purpose: Maintaining and expanding membership

While expansion of membership was not specifically addressed in the Constitution it could be argued that it is implied through the purposes that were articulated in those early documents. Certainly, it makes intuitive sense that all of the purposes outlined would be enhanced by recruiting and expanding membership in the Association. Three of the past-presidents spoke directly to expansion and/or broadening of membership as an important purpose for the organization and an important priority for

themselves as president. All, at some point in the interview, suggested growth in membership was key to addressing many of the issues and challenges for the organization. It was important to please members (i.e. the 'quality of service' the Association provided was key to both recruit and keep members and the 'quantity' of members was key to being seen as a power to be reckoned with outside of the Association in order to be seen as a 'credible' organization).

Purpose: Quality child care

The Constitution of 1970 stated support for quality child care as a purpose in its statement, "to work for the attainment and maintenance of a high standard of pre-school education" (BCPSTA, 1970, p. 1). In 1984, the wording was changed but no less clear in its stated purpose, "to promote programs for young children that will provide for their optimum development through a high standard of care and education" (BCPSTA, 1984a, p. 4). In the interviews, such a purpose was not clearly delineated except by the Executive Director in her statement that a key purpose of the organization was, "to promote quality care and education for children and families" (J. Branscombe, personal communication, July 14, 1997). Several of the past-presidents though did speak 'around' quality. For example, Sandra talked about early childhood educators "[being] the best practitioner[s] they could be" and suggested that it was incumbent on the organization to provide supports necessary so members would be "better practitioners"; Joyce Brown said that children "needed something better"; and Hannah talked about "help[ing] ourselves deal with children and parents" (personal communication, June 25, 1997).

Section Two: Themes Related to Key Accomplishments and Challenges

"We survived...we thrived"

Several themes emerged in the data analysis related to accomplishments and challenges. The nine themes identified as part of the analysis related to: (a) creating and maintaining relationships with the internal environment through communication; (b) creating and maintaining relationships with the external environment through communication; (c) professionalization; (d) education; (e) office and related facilities; (f) organizational structure; (g) political advocacy and activity; (h) financial matters; and (i) membership. The discussion that follows explores the above themes and their sub-themes within the context of both accomplishments and challenges. Further, the past-presidents were asked for their opinion about the relevance of the themes identified and their importance. While there was not consensus of each theme's importance relative to the others, there was general agreement that the order of the themes was representative of their importance.

Accomplishments and challenges: Creating and maintaining relationships with the internal environment through communication

"...A vital commodity and the life blood of the organization"

The theme of creating, maintaining, and improving 'communication' recurred throughout many of the past-president's comments. Joyce Brown talked about addressing the isolation within which many members worked, particularly in the outlying communities, through increasing support to members. This support was primarily extended to members through the newsletter which was developed and distributed early in the development of the organization. Hannah described how the Executive felt

strongly that if they just brought people together that, "they would talk about how to do it. People who had experience maybe in other fields would bring that into the groups" (personal communication, June 25, 1997). Diana reported that during her term the Executive made a couple of important changes. The monthly meeting time was changed from a Wednesday evening to all day Saturday. This change allowed for more members to be involved with the organization and allowed for more communication to take place among the Board of Directors as they now had more time for discussion and decision making. A forum was also included at the Annual General Meetings to "[allow] members to say what they want[ed] to say" (personal communication, D. MacDonald, July 3, 1997). Diana also described how the Association recognized that problems existed for them and that they had a responsibility to work together to solve those problems. Susan spoke about the importance of the Board of Director's efforts to communicate a new image for the association in order to appeal to a broader range of constituents. For Trudy, communication was key as she facilitated the sharing of information with the membership both about the structural changes and the proposed affiliation with the CCCF; she described how,

strengthening communication and being sure that we had the systems and the strategies in place to be able to communicate with members and then to speak on behalf of the members and connecting with members...had to be in place for us to move forward. (personal communication, June 26, 1997)

Judy also described how having a president from outside the lower mainland "helped the Association reach out across the province" (personal communication, July 4, 1997) more effectively by communicating to the membership in outlying regions that those members

outside the lower mainland could also influence the decisions of the organization.

The importance of communication as a support to members also came up again and again in the archival literature. As early as 1971, the Newsletter Committee recognized that "...the newsletter provides a cohesive link in the association" (BCPSTA, 1971, p. 10). In the same Annual Report, the Recording Secretary said, "your executive committee feels it most important that all members be informed of decisions arrived at, and considerations discussed, at all executive and board meetings" (1971b, p. 7). To handle the increasing demands of the membership for information, the recording secretary recommended the purchase of a gestetner for the Association. In the Financial Report of 1974 the cost of paper was defended by the fact that, "this is a vital commodity and is the life blood of the organization as it is the only communication for many members who are scattered throughout the province" (BCPSTA, 1974, p. 3). In the 1978 Annual Report, the importance of bearing the costs associated with the newsletter was again reinforced,

We must view these costs as absolutely essential to our existence...Our greatest value to members is knowing of the experiences of other members; of value to branches is knowing of issues prevalent in areas others than their own. Information gives strength and support to Board members, to all members to help us to know the common bonds among us. (1978, p. 12)

Several of the past-presidents commented that one of the greatest accomplishments related to creating and maintaining relationships within the organization was that in the initial stages of the organization's development, everyone just got in there and made a success of things. Joyce Brown without hesitation stated, "just bringing this

whole thing to be was major!" (personal communication, June 27, 1997). In the same way, Hannah suggested,

We were thinking: what can we do for children? and how can we do it together? and how do we talk to one another to help? -- and thinking about all the other things that came up -- the ethics. We didn't think of those things, we just dived in and did something! (personal communication, June 25, 1997)

Kay said simply, "We stayed together" (personal communication, June 25, 1997). Diana talked about the threat of the organization's demise as she came into office. She spoke about recognizing that one role she might need to play was, "presiding over a funeral". However, this did not occur and indeed the organization "not only survived but thrived" (personal communication, July 3, 1997).

The Association also faced many communication challenges throughout its history. Many of these challenges were evident in the previous chapter. One of the problems in the early period of the Association's development as expressed by the earliest presidents and noted previously, was 'just getting people together' (J. Brown, H. Polowy, K. Britton; personal communications; June, 1997) in order to share information and make decisions about organizational direction and action. This was a challenge though as it was difficult to get agreement on many issues. Some members wanted BCPSTA to be action-oriented and to take some concrete actions with regard to wages and working conditions. Others believed the organization should be more concerned about the day to day work of the preschool teacher and focus on issues related to program curriculum (S. Griffin, personal communication, July 13, 1997; D. MacDonald, personal communication, July 3, 1997). Rita also described how during the reorganization

meetings in the early eighties, "there were different factions, like there were a few people who wanted to totally reorganize and another few who didn't. We had some very tense executive meetings" (personal communication, July 14, 1997). Another major problem was taking positions on sensitive areas such as the private/non-profit issue. Some members supported a non-profit only position and others fiercely defended the private sector (ECEBC, 1993a; McDonnell, 1993b; ECEBC, 1994c). In addition, often members complained about feeling alienated and removed from the decision-making power of the Association Executive (B. McIlwraith, personal communication, June 26, 1997; D. MacDonald, personal communication, July 3, 1997). Also the time, energy and costs associated with planning, writing and distributing the newsletter and later the ECEBC journal were considerable making it difficult to get the information out to the membership and to do it in a timely fashion. Joyce Brown told about how, in the early seventies, she printed the newsletter with jelly pads before the Association owned a gestetner.

People don't even know what jelly pads are anymore...well, it was this very thick jelly that you put in a cookie sheet and you wrote this stuff up with a sort of an indelible pencil and then you laid it on the cookie sheet and that was your master. And you peeled that off and then you laid on sheets and just peeled, you know, laid them on and peeled them off and laid them on and peeled them off and you could do, it was limited, I don't remember ...20, 40, something like that and then you had to do another...master. And then of course, you know, we were very fortunate because we got a second hand Gestetner, so, that was what was in my basement. (personal communication, June 27, 1997)

As the Association grew and Branches were established throughout the province this problem became even more acute. Members wrote 'Letters to the Editor' in several issues over the years to complain that by the time they received information about meetings and

professional development opportunities it was already outdated. As became evident in the discussions regarding restructuring, the costs associated with bringing Branch representatives into Board meetings and conference was an issue early on and continues to be an issue interfering with the communication between and among the Branches and the office (R. Oudelaar, personal communication, July 14; T. Varcoe, personal communication, June 26, 1997; T. Norton, personal communication, June 26, 1997). Further, as noted in Chapter Three, until the early 1980s there was not an office to which correspondence or calls could be directed.

Accomplishments and challenges: Creating and maintaining relationships with the external environment through communication
"Forces for and against"

Issues related to external supports were raised by several of the past-presidents. Their comments regarding relationships with other early childhood related groups and agencies, individuals, government bureaucrats, politicians and others are included in all the accomplishment and challenges theme categories. I will examine more specifically the influences of external forces both positive and negative on the Association in Section Three, "Social and Political Influences". For the purpose of this discussion, I think it is not overstating it to say all of the past-presidents talked about the powerful influences of the external environment. The presidents talked about how forces for and against the Association created pressures that both supported and interfered with the growth and development of the organization. For example, the lack of value and public recognition for their work frequently affected the ability of themselves, the Executive, and the general membership to meet the purposes established by the organization. Yet, at the same time,

support from within government ministries such as our working relationship with Gayle Davies with the Community Care Facilities Branch of the Ministry of Health made it possible to make better-informed decisions on behalf of membership and to influence decisions made by government that affected the membership of the organization. More discussion about these external influences will follow in Section Three.

Accomplishments and challenges: Professionalization

"Being valued and valuable"

For most of the past-presidents, professionalization of the field was articulated as a key purpose but few spoke of accomplishments related to professional status. Thelma was the first to talk about the Association really making a concerted effort to research the area and to raise the profile of the concept of professionalization. In 1983, the BCPSTA Victoria Branch submitted a report to the BCPSTA Executive based on their review of 'mandatory membership'. At the time, it was proposed that the organization consider actively pursuing legislated recognition as a profession (Heeley, 1983). Susan mentioned that there was an apparent shift during her term in the way people perceived themselves in the EC field. She suggested that "there was a lot of increase in self esteem in those days...I think...people were starting to feel much better about themselves and we were presenting ourselves in a different way..I do think that...people were starting to look at themselves as professional". Sandra also talked about accomplishments during her term as "focusing on the concepts of professionalism..[and identifying] what some of the key building blocks were and going after the funds to do that" (S. Griffin, personal communication, July 13, 1997). As noted in Chapter Three, these building blocks were

put in place through three key projects: Blueprint, Feasibility, and Ethics. In the last two terms, Trudy's and Judy's, a proposal was developed and submitted to the Ministry of Health to establish a College of Early Childhood Educators which would at last give early childhood practitioners in British Columbia legal professional status. Similar to Susan's remarks on the improved self-esteem of EC practitioners, Judy also suggested that an improved professional image is central to the practitioner's self-esteem (and the reverse):

[there is] growing awareness in the membership of the importance of the work they do and their own...their own feeling of the need to be valued on the one hand and also that they are valuable. I mean if you want to also look at it in some other terms we banter around, their self-esteem has actually increased. (personal communication, July 4, 1997)

There were and continue to be many challenges for the EC field with respect to raising their professional profile in the province. In their interviews, all of the past-presidents talked about how there appeared to be little value placed on the work of the preschool teachers. Because there were so many comments related to the challenges of being seen publicly and even internally as professionals I have chosen to list several verbatim comments that seemed to capture the frustrations of the past-presidents as they faced this sad reality:

We had some wonderful teachers and some wonderful centres, but I, I often felt they weren't acknowledged". (Joyce Brown)

When we tried to get more, something more adequate we were told, "but of course you're not teachers". We were always battling that...we had to keep on saying, "yes, yes we are teachers; we're teachers of young children. (Joyce Brown)

We weren't just a bunch of nice ladies who were out there, you know, baby-sitting children. (Joyce Brown)

People are really not giving you the type of attention you should get. You are just a bunch of women who have nothing else to do but deal with children. And that's what it was! (Hannah Polowy)

We got into a lot of trouble 'cause we were BC Preschool Teachers; well, how can you be a teacher without a university degree? (Hannah Polowy)

You have to support one another. No one else will support the teacher of young children. (I still call them teachers because I think they are teachers). (Hannah Polowy)

I think there was a stigma about day care, you were a worker - the media, and the professionals, other people, would call you a day care worker you were never a teacher always a day care worker. (Bridie McIlwraith)

... We were still, well, they're just baby-sitting and why do they need to be paid what they're paid, they don't really need any training, the usual you know. (Thelma Varcoe)

[We had to work] very hard to be recognized...to gain professional status...we realized we needed an act in parliament to get [it]. (Thelma Varcoe)

There were a lot of discussions about who were we as professionals and how could we get the rest of the world to look at us as professionals. (Susan Harney)

From society's point of view, I think most of us were considered babysitters. (Susan Harney)

From a feminist perspective it was the women in the field coming to terms with not being valued. (Sandra Griffin)

One of the critical things for me in pulling the Association together is to get on to this question about how people can get paid better for the work that they do. I think that is related to self-esteem. I think its related to people feeling good about what they do and people staying in the field longer...it just kills me to think of the effort that people put into being trained, and to becoming experienced, setting up programs and then what they are going to get paid. It's a terrible thing! (Judy Pollard)

All of these comments and the fact that the comments reflect prevalent attitudes about our

profession over the entire history of the Association speaks volumes to the challenges that the organization faces in professionalizing the EC field and perhaps make it all the more remarkable that the Association has made the progress it has made.

Accomplishments and challenges: Education, professional development & Association products

"Advancing the education of educators"

Most of the past-presidents stressed education and professional development as key purposes of the organization and indicated that there were many accomplishments related to provision of educational opportunities during their individual terms. Hannah talked about establishing "some need for courses and preparation" (personal communication, June 25, 1997) during her term. As is noted in the discussion on advocacy/political activity Kay suggested that during her term they were quite successful lobbying the government ministries as well as the post-secondary institutions about educational issues of the EC field. Bridie talked about the invitation to participate in both the Education Advisory Committee and the DACUM process as being important accomplishments that were achieved during her term. These committees allowed BCPSTA to give direct input into the Early Childhood Education programs that were preparing students for entry into the EC field (personal communication, June 26, 1997). Diana also reflected on the synchronicity of her nomination and subsequent election to the presidency. She had a particular interest in the education and training of ECEs and was pleased to have the opportunity to contribute to the implementation of DACUM and the review of EC training that happened at the same time as she took office (personal communication, July 3, 1997). Susan suggested that it was the professional development

opportunities that was the "glue that bound the organization together" (personal communication, July 14, 1997).

Trudy also talked about the important work the Association has done in areas related to training such as strengthening the relationship with the EC Articulation Committee and with government in addressing training issues as well as initiating a number of projects that have reviewed and made recommendations about training issues experienced by the field (personal communication, June 26, 1997). While Judy didn't include professional development as one of the accomplishments of her term, she did emphasize that professional development is key to building a "sense of identity...Professional development is just incredibly important to people..[it] is the thing that clarifies and integrates, solidifies and brings them to a maturity" (personal communication, July 4, 1997).

Another educational/professional service raised consistently by the past-presidents, particularly in the later terms, is the Association Annual Conference. 'Conference' has been held on an annual basis since 1971 and has functioned as the largest single effort to provide educational and professional development offered by the Association has over the years. Interestingly, when asked to reflect on accomplishments few of the past-presidents referred to the conference as an important accomplishment during their respective terms. As I mused over this phenomena, I wondered if perhaps partly it was because the annual conference had almost taken on a life of its own over the years. Joyce Branscombe, ECEBC's Executive Director, probably described this phenomena best when she reported that a Board member had recently "referred to the

conference as 'at ECEBC' as if the conference is ECEBC" (personal communication, July 4, 1997). It should also be noted that the past presidents attending the feedback meeting commented that the conference did not feature as strongly in the Chapter Three chronology as they would have expected.

Kay was the first president to talk about the conference, not so much as an educational accomplishment per se but rather as an opportunity to feel part of something much bigger than the individual and any contribution an individual can make. She spoke about being at the ECEBC Conference at UBC in 1996 and seeing, "old friends and new friends" and how important that sense of belonging to the broader professional group was to her (personal communication, June 25, 1997). When asked how the accomplishments of her term moved the organization away from or toward the purposes, Diana suggested that during her term, "conferences became a stronger focus and more of an essential aspect of what the organization does" (personal communication, July 3, 1997). Trudy emphasized that the conference has become really quite central to professional development and to understanding what was going on in the world of government policy development and decision-making. When discussing the recent efforts of ECEBC to disseminate information about the Supported Child Care initiative at the annual conference she said,

It certainly opened a whole new area that needed [professional development]. We had to develop [professional development] resources for members to educate them around inclusion...and to relay information that we had around government decisions or government policy and directions... . (personal communication, June 26, 1997)

Table 4.3 displays information about conferences 1971-1996.

BCPSTA/ECEBC Annual Conferences				
Year	Date	Theme	Location	President
1970	May 23	Annual General Meeting	BC Institute of Technology, Burnaby	Joyce Brown
1971	May 28 & 29	Challenges for the 70's	Langara, Vancouver	Joyce Brown
1972	May 12 & 13	Tomorrow's Child	Richmond	Joyce Brown
1973	May 11 & 12	Focus on the Teacher	Kelowna	Hannah Polowy
1974	May 31 - June 1	The Child and His World	Surrey	Hannah Polowy
1975	May 30 & 31	Branches of Creativity	Nanaimo	Kay Britton
1976	May 7 & 8	Today's Pre-School Teacher	Totem Residence, University of BC, Vancouver	Kay Britton
1977	May 27 & 28	The Pre-School Child on the Continuum of Education	Kamloops	Bridie McIlwraith
1978	May 5 & 6	Observing and Recording the Behaviour of Young Children	Simon Fraser University, Burnaby	Bridie McIlwraith

Year	Dates	Theme	Location	President
1979	May 25 & 26	The Canadian Child: Indulged or Endangered?	University of BC	Bridie McIlwraith
1980	May 2 & 3	Child of the 80's: Some Facts, Hopes and Dreams	Empress Hotel, Victoria	Bridie McIlwraith
1981	May 1 & 2	Crossing Bridges	Richmond Inn, Richmond	Rita Oudelaar
1982	May 14 & 15	Social Circles	Inn of the North, Prince George	Rita Oudelaar
1983	May 27, 28 & 29	Celebrate Coming Together and Moving On	Naramata Centre, Naramata	Thelma Varcoe
1984	May 11, 12, 13	Moving On	UBC, Vancouver	Peggy MacDonald
1985	May 24, 25 & 26	Curriculum Carousel	Tally-Ho Hotel, Nanaimo	Peggy MacDonald
1986	June 6, 7, 8	Care Today for Tomorrow	University of BC, Vancouver	Peggy MacDonald
1987	May 22 & 24	The Rainbow Connection	Port Alberni	Peggy MacDonald
1988	May 26, 27, 28, 29	For all you do...This One's for You!	Sheraton Landmark, Vancouver	Peggy MacDonald

Year	Dates	Theme	Location	President
1989	April 20, 21, 22, 23	Tapestry of Treasures	Lake Okanagan Resort, Kelowna	Susan Harney
1990	May 3, 4, 5	Expanding Horizons	Westin-Bayshore, Vancouver	Susan Harney
1991	May 2, 3, 4	Together: We Can Make a Difference	Delta-Pacific, Richmond	Sandra Griffin
1992	April 23, 24, 25	Together: In Pursuit of Quality	Delta-Pacific, Richmond	Sandra Griffin
1993	May 5, 6, 7	Together: Exploring the Environments of Early Childhood	Westin-Bayshore, Vancouver	Linda McDonell
1994	April 21, 22, 23	Together: The Families of Early Childhood	Hotel Vancouver, Vancouver	Linda McDonell
1995	April 27, 28, 29	Together: 25 Years of Stories to Tell	Whistler Conference Centre, Whistler	Trudy Norton
1996	May 7, 8, 9	Together: Early Childhood, A Journey of Discovery	University of BC, Vancouver	Trudy Norton

Table 4.4 Conferences by dates, themes, location and presidents

Another important part of education and professional development were the many products developed by the Association. Early in the Association's history many different position papers and other materials were published. For a listing of these papers and other Association resources see Appendix G. In the discussion with the past-presidents at the feedback meeting, several of them noted their surprise that the importance of the newsletter/journal as a benchmark to the increasingly professional look to the Association, did not come through in either the Chapter Three History or this chapter's analysis. There was consensus in that discussion that the impact of the changes to the appearance of the publication and its content was a perfect example of the growing professionalism of the organization (personal communication, June 8, 1998).

While there were accomplishments related to education, there were also some challenges described by the past-presidents. The challenge that was raised most frequently was the difficulty in convincing those responsible for funding and administering the post secondary early childhood education programs that more advanced training was critical to the EC field. Both Joyce Brown and Hannah also suggested that in the beginning it was difficult to convince some of the front-line practitioners more training would help to advance the EC field. Joyce Brown expressed concern that the educational preparation available "was very scattered and nobody was putting out, saying, you know, this should be the criteria or this should be the curriculum. I guess that was one of the greatest difficulties and a big hurdle to be overcome" (personal communication, June 27, 1997). Bridie spoke about the work undertaken jointly by BCTF and the BCPSTA to submit a brief to the Minister of Education. One of the

purposes of authoring the brief was to raise training issues for Early Childhood Education (B. McIlwraith, personal communication, June 26, 1997). This process was also well documented in the newsletters during the period 1976-1980. Diana talked about the challenges associated with convincing the Ministry of Education that the funding changes they proposed in 1983 would seriously affect the quality of the educational preparation of early childhood students and ultimately harm the quality of the child care programs (D. MacDonald, personal communication, July 3, 1997). Both Diana and Joyce Brown expressed dismay that these funding changes eliminated existing two year programs in some areas and eliminated the potential to establish two year programs in others. While at least two of the two year programs remained, those programs struggled to remain intact. The past-presidents with terms of office during and around that time who attended the feedback meeting, agreed that this was a very serious issue with long range implications to the ECEC post-secondary programs and on the EC field itself. It is only recently, in the nineties, that two year programs have begun to emerge around the province. It seems that while there is general agreement that additional and more comprehensive training is necessary given the rapid changes in the expectations of practitioners, money has generally not been available to expand the post-secondary programs.

Accomplishments and challenges: Office and related supports

"A jump in the dark"

One of the key accomplishments referred to in many of the interviews was the establishment and expansion of office space and staff. There were also many challenges

directly associated with each of the accomplishments. The following discussion therefore presents the accomplishments within the context of the challenges faced by the Association in their efforts to enhance their administrative abilities through establishment of the office and hiring of office support staff.

The realization that the lack of office facilities was becoming a serious barrier to the growth and development of the organization was apparent in both the archival literature and the past-presidents' interviews. The concerns were many. Conducting business was difficult as there was no central location for receiving mail or telephone calls. Therefore, there were frequent delays in accrediting new members and responding to requests (BCPSTA, 1977). In response to the problems associated with lack of office space and office staff, a proposal was drafted as early as 1976 and directed to the Minister of National Health and Welfare in Ottawa. While money was not forthcoming, Bridie described the need they were experiencing and the result,

The other thing that was very important to me was that everything we owned, every paper that we owned, was housed under the beds of the members, of the Executive and the Board...[we] worked towards getting an office and at the end of my fourth year that happened. (personal communication, June 26, 1997)

Rita followed Bridie's term as president. Rita described how a key executive member became ill during her term and important Association documents were unavailable to the Executive. She explained, "...her husband wouldn't let me talk to her. I had to plead, 'we need the [papers]'" (personal communication, July 14, 1997). She also talked about the growing pressures for adequate office space and office staff as the Association needed to take on more responsibilities,

We looked around in desperation and found an office...on 16th and Burrard. We were very...well, it was like a jump in the dark...but we did it...and we also hired an office secretary and that was again something totally new...but that's how the office got started. (personal communication, July 14, 1997)⁴

Once the office was established the troubles didn't end. Many difficulties were experienced as a result of a lack of paid support staff and insufficient staff hours.

Two years into Diana's first term (1986) notice was received to vacate the Canadian Memorial office (16th and Burrard). The office was relocated in Richmond. This was not a satisfactory arrangement as it was difficult for members to get to and the secretary was working alone most of the time in a remote building site. In 1989, ECEBC joined the West Coast Child Care Resource Centre at 3998 Main Street, as one of the founding organizations. There were two changes in office secretaries during that time (1983-1988) and although they remained on a part-time schedule their time was gradually increased over that period. Between 1988 and 1991 there were another two changes in office staff. Until 1991 when Joyce Branscombe was hired as Executive Director and Rosemary Mann as Office Coordinator the office was managed by a volunteer officer director. This resulted in many frustrations and challenges to the administration of the organization (S.

⁴ Bridie accepted an offer for BCPSTA to move into shared office space at the Canadian Memorial Church 16th and Burrard in the spring of 1980. Rita was President-Elect at the time. The first announcement of the office was made in the September, 1980 newsletter at the very beginning of Rita's term. In December, 1981 (also during Rita's term) the Board of Directors voted to hire a secretary. Rita reported in the president's column March, 1982, "Although we are at a difficult point in our growing process, the office secretary has settled in, we will be able to forge ahead, our major goal being improvement of working conditions in the field" (Oudelaar, 1982, p. 2).

Harney, personal communication, July 14, 1997; D. MacDonald, personal communication, July 3, 1997). After 1991, Joyce Branscombe and Rosemary worked on a part-time basis. Not long after, Rosemary reduced her hours and Kim Macey was hired to replace her. Kim and Joyce Branscombe, in more or less full time capacity, have both remained on staff until present time. Part-time staff have been added as particular needs arise and money allows (J. Branscombe, personal communication, July 4, 1997).

Accomplishments and challenges: Organizational structure

"Bringing the province in"

One accomplishment related to structure was the successful effort to provincialize the Association. Although in the initial months of the establishment of BCPSTA the Association largely represented the lower mainland, over subsequent months and years the organization was able to reach out to communities all over British Columbia. Within the first three years there were two Branches formed, one in Nanaimo and one in Richmond. By 1979 there were a total of thirteen Branches representing many additional geographic regions. See Table 4.4 for a list of Branches and their start-up dates.

The past-presidents also spoke to the importance of outreach to communities around the province. Joyce Brown spoke of one the major accomplishments of her term being "bringing this whole thing together...because it began the possibility of bringing the province in and making it provincial" (personal communication, June 27, 1997). Kay suggested that the growth of interest around the province was because "we were getting a good reputation in the province by the colleges" (personal communication, June 25, 1997). As mentioned previously, Rita was very committed to travelling around the

province to familiarize herself with the issues of the outlying branches and in doing so strengthened interest in the Association (personal communication, July 14, 1997).

Thelma, Diana and Judy all believed that involving members from outside the Vancouver area on the Executive was key to improving links with the rest of the province.

Changes to the Board structure in 1983 was also was believed by the past-presidents to play an important part in the growth and development of the organization. The Association membership increased quite quickly in the first few years (see Table 4.6). To deal with the growing number of Branches, the Association realized that they needed to streamline both the finances and its communication systems. Thelma explained,

we divided the province into either six or eight districts...so that every district...could get together. They could have a regional meeting themselves and come up with what they needed; I felt then they could be stronger...I truly believe[d] that [we needed to be] strong throughout the province, [so]...all our members can be heard and can work towards this and get together and share ideas and share their problems without always having to come to the Vancouver area...the economy at that time had taken a slump; we just couldn't afford to bring everybody down so each district had a regional president or district president and they would come down to the meetings and then we only had to pay for that one rep...it did work, at that time it did work quite well. (personal communication, June 26, 1997)

It wasn't long however before some of the Branches within the districts found that rather than strengthening communication the lack of direct contact with the Executive and the Board of Directors resulted in increased feelings of isolation. Sandra in her paper, Looking Back to the Future (1986) suggested that "early intervention strategies could have been used to help the organization identify, define, and clarify the ideal state it was working toward. Participation of those most effected [sic] by the change...would

have...reduce[d] forces against change, a more constructive approach than trying to overcome them " (Griffin, 1986, p. 16). In 1988, the membership voted to return to the earlier structure. Although there was no apparent attempt at that time to "identify, define, and clarify the ideal state it was working towards" (p. 16) on the part of the Board of Directors at the time, Branch presidents were eager to return to Board meetings and there appeared to be a renewed interest and commitment to the Association's provincial operations (McDonell, 1993a). The most recent structural change to a model similar to the regional model established in 1983 also has been described as an accomplishment. One of the most positive aspects of the change was explained by Trudy, "the whole process [of restructuring] was strong and positive...we really put a lot of thought and planning into it...I think people felt comfortable and confident that we were going to be able to handle whatever came up...that was a big step for the organization" (personal communication, June 25, 1997).

As is clear in the preceding discussion, the continued growth of the Association and establishment of the Branches also brought with it challenges. The past-presidents talked about the importance of the organization being reflective of membership in all parts of the province. Some talked about the challenges related to that. Hannah described how difficult it was early on to create a truly 'provincial' organization as a result of both the size of the province and the lack of sufficient financial resources,

...keeping in touch with people all over the province...was impossible. You knew there may be something in Kitimat, but what was up there? Who knew? We didn't have the money to send anybody up there in the first place. And we really didn't know who and what was happening up there. (personal communication, June 25, 1997)

Table 4.5 indicates the start-up year of each of the Association Branches where those dates are available. It should be noted that in some cases it was difficult to establish the exact year. Infrequently some Branches folded and then reestablished a number of years later. For example, Vancouver Branch folded and reestablished in 1995. Similarly, Surrey Branch established in 1973 and folded in 1975, reestablishing again in 1985, only to fold again in 1996.

BCPSTA/ECEBC Branch Start-Up	
Year	Branch
1970	Kamloops
1973	Nanaimo
1975	Victoria, Richmond Delta, Parent Participation Preschool Teachers, North Shore, Surrey-White rock, Cowichan Valley, Upper Island, Comox Valley
1976	East Kootenay
1977	New Westminster-Burnaby
1978	Caledonia, Okanagan Valley Branch, Vancouver Branch
1980	Dawson Creek, Upper Fraser Valley
1982	Fort St. John, Powell River, Bulkley Valley (Hazelton/Houston), Skeena Valley (Kitimat/Terrace)
1983	Port Alberni, Fraser Valley West
1985	Surrey, Quesnel, Williams Lake, Fraser Valley East
1989	Campbell River, Sunshine Coast, Penticton
1994	Terrace
1995	North Okanagan
1996	Burns Lake, West Kootenay
1997	Whistler

Table 4.5 BCPSTA/ECEBC Branch start-up by year.

Another accomplishment related to structure noted by the past-presidents was the 'nationalization' of the organization. Early in the Association's history there was a developing interest in ensuring the organization was involved in the national child care movement. The very First Canadian Conference on Day Care was held in June, 1971. This conference was organized by the Canadian Council of Social Development. While there was no record of BCPSTA involvement in that conference, a keynote address by James Cripton (found in the BCPSTA Archives) outlined the need for establishing national direction with respect to child day care standards. He suggested that these standards would thus guide the development of day care services in the provinces (Cripton, 1971). (Although national standards have never been realized, this is still a concept being discussed by both provincial and national child care organizations). The Canadian Association for Young Children (CAYC) was formed in 1978. Hannah, who was the BC representative when the CAYC was first established, suggested that, "BC Preschool Teachers really gave meaning to the Canadian Association...Together we really need[ed] to be Canadians and know what [was] happening in Saskatchewan and Manitoba...so we put a lot of effort into making [that] organization stronger" (personal communication, June 25, 1997).

As discussed in Chapter III, the second national conference was held in 1982. A BCPSTA representative attended planning meetings for that conference. The Canadian Day Care Advocacy Association (CDCAA) and the Canadian Child Day Care Federation (CCDCF) were formed in 1983, as a result of the 1982 conference. BCPSTA was very involved in the establishment of the CCDCF through Sandra. This involvement was

characterized as an important accomplishment by Diana:

The [Canadian Child Day Care] Federation...was happening nationally and we were involved in that through our own personnel...BCPSTA... became a founding member...and we began to recognize that we had influence beyond just what was happening down on the South coast. We had influence nationally too. (personal communication, July 3, 1997)

The CCDCF (later renamed Canadian Child Care Federation (CCCF)), became an extremely important national link for ECEBC. In 1994, the CCCF went through a restructuring process to include provincial affiliates. Over a period of about eighteen months, ECEBC went to the membership for approval to join the national organization as an affiliate member. This was approved in 1996. Trudy described this new relationship as an important step for the organization, "for the field it has been a really positive move...a really positive step for everyone...when the Federation speaks now it is consulting with all the provincial organizations" (personal communication, June 25, 1997).

Accomplishments and challenges: Advocacy and Political action

"Demanding a place at the table"

Despite the fact that there seemed to be a common perception, on the part of the later presidents that previous Executives of the Association were not particularly 'political', most of the past-presidents talked about the growing recognition of the importance of political action and visibility that enhanced the ability of the organization to reach its goals. Joyce Brown had spoken earlier about one of the accomplishments of her term being to bring about an "acknowledgement that we were a group of people; we

weren't just a bunch of nice ladies who were out there, you know, baby-sitting children" (personal communication, June 27, 1997). Although Hannah indicated that Association was aware of the need to establish an effective political orientation early in its history she suggested that it can never become complacent about the responsibility to be political,

I think you have to say what you have to say and have some validity for saying it and be consistent because the kinds of goals the Association has they are consistent goals you can't change them today and [then again] tomorrow [because] another party gets in. (personal communication, June 25, 1997)

Kay also spoke about the importance of establishing credibility in the political community. She suggested that eventually the organization was more credible in the eyes of the government representatives and others. Kay saw this happening as, "the ministries were listening to us...we did lobby quite decently to the ministries and to the college administrators...and its still ongoing" (personal communication, June 25, 1997). Bridie explained that during her term there was a number of things happening that helped to promote the visibility of the organization within government, "There was the Berger commission and all sorts of [other things] to put into briefs and that [helped to get] the Association known within" (personal communication, June 26, 1997). Bridie also talked about how they worked to increase their exposure politically by keeping Darlene Marzari and other politicians informed about what was happening in day care. Information in the archival materials confirms that while there was a resistance to taking political action that involved public protest as revealed in the decision not to participate in the withdrawal of services proposed in 1976 (see Chapter Three), the Association did focus throughout its history on activity which could be perceived as political. The Statistics Committee was

formed in 1978 to hear and respond to our members' concerns [related to] working in day care, nursery school and primary levels. A Working Conditions Committee was struck in 1981 to "deal promptly with such issues (grievances arising from working conditions) as they arise" (BCPSTA, 1981f, pp. 3-11). Thelma, BCPSTA president in 1982 described how,

...going from a sort of homespun organization to having to become political...was one of the first steps..we at least started to think about it and we really had to start understanding that this would be the way it would have to go. (personal communication, June 26, 1997)

Diana referred to the activities of the Legislation Committee as an accomplishment of her term, "we had always had [a Legislation Committee] but it had not functioned mostly because we didn't know what it was supposed to do. But that was the beginning of that - we began to have some political outreach" (personal communication, July 3, 1997).

Sandra, president from 1990-1992, saw opposition to her moves to,

make the organization more high profile because people felt it was just attention seeking rather than recognizing that there was a good reason why you wanted attention as an organization, you wanted politicians, you wanted government bureaucrats...to pay attention to you. (personal communication, July 13, 1997)

There were also a number of challenges related to political activity and advocacy.

The issue of political activity and advocacy was raised by even the earliest presidents and was mentioned in the earliest documentation. Hannah, Diana and Sandra all spoke eloquently about their experience with some of the membership's resistance to being more openly 'political'. Two statements seemed to characterize the difficulties the Association faced. These statements were made by Hannah and Sandra. Interestingly,

these two presidents were at opposite ends of the historical continuum. Hannah made an impassioned statement that I thought captured the frustrations experienced by those people who wanted to take more decisive political action. She said,

...You have to be political otherwise kids are not going to benefit from anything...Maybe people in the organization have to stand up - not to cave in, maybe sometimes they do because it's nicer. Yes it's polite [to cave-in] and people think [they will be] respected more but its not true. You have to say what you have to say and have some validity for saying it and be consistent... . (personal communication, June 25, 1997)

Sandra expressed a very similar sentiment. She was discussing her concerns that the organization hasn't been effective and continues to experience difficulties with:

having the profile and demanding its place at the table often enough and I think it continues to be reflective of who we are individually within this profession, you know which tends to be much politer...sometimes too polite for our own good. (personal communication, July 13, 1997)

The archival literature provides some examples of the reluctance or resistance of some of the membership to take a strong stand on unpopular issues. As described earlier, there were a few occasions where actions that might be perceived publicly as 'activist' were tactfully avoided. Their rationale both times was concern with exploiting children and withdrawal of services creating more difficulties for the families they were serving. The Association was criticized by several individuals within the advocacy groups for their resistance to take action. Kay explained,

Another strong day care association [in Vancouver] the Child Care Federation was not happy with us -- they did not join us at all...some of us, including me, were worried they were going to sway new members away or get on another track and we would lose them. (personal communication, June 25, 1997)

Another important challenge was mentioned by both Diana and Trudy. They both

suggested that the organization experienced difficulty with establishing a more proactive stance. They both stressed how when the Association must constantly react because of some immediate crisis that the organization's ability to be effective is sometimes compromised (D. MacDonald, personal communication, July 3, 1997; T. Norton, personal communication, June 26, 1997).

It should be noted though, that while the Association may have avoided high profile political action and that they often found themselves reacting to crises, they have been moderately successful attempting to work with the system rather in opposition to it. Further it is difficult to argue with the fact that despite what some might call 'inaction', the Association has survived and thrived and not come and gone as many other child care advocacy groups have done over the years.

Accomplishments and challenges: Financial matters
"The Black-Cloud Challenge"

All the past-presidents referred to challenges related to finances but there were few accomplishments attributed to the financial aspects of the Association's growth and development. The later presidents from Diana (1984-1988) onward did suggest that they were being more aggressive about accessing project funds through government or other agencies. While these funds were for undertaking specific projects, ECEBC was able to generate a small percentage of these dollars toward the cost of administering the organization. It was in Sandra's and my term that these monies were most accessible, particularly through the federal and provincial governments. Sandra explained,

One of my key contributions was in both developing and supporting other executive members and the executive director to develop a series of

proposals that were...good sound proposals...[This] generated a substantial amount of money that the organization hadn't had before. (personal communication, July 13, 1997)

A cursory look at the figures in Table 4.5 reveals dramatic change in both revenue and expenses over period 1988-1995. The figures include conference revenue as well, which accounts for the net income figure for 1990. This reflects the large conference membership profit that year (\$48,000.). According to the Annual Report, the large deficit at the end of 1995 was a result of a couple of key events. First, the restructuring process was in the discussion stage and it was believed critical that Branch chairs were brought together through that year to problem solve the issues related to the size of the Board of Directors and the communication systems and protocols. This resulted in three full day Board meetings on three different occasions that year. Each of these meetings cost about \$20,000 dollars for travel and accomodation. Second, revenue was also reduced that year as funds through project activities were diminished providing lower than usual revenue from that source. As a result of good planning and increased membership revenue, the projected deficit was actually reduced from \$54,000. to \$37,000 which was viewed as an accomplishment by some (ECEBC, 1996).

Diana also described an accomplishment related to finances was to become accountable to the membership by "show[ing] the organization clearly how every last bit of money had been spent". She believed it was important way of saying to the membership, "we can look after our own business, we are responsible people, we are professional people" (D. MacDonald, personal communication, July 3, 1997).

As noted earlier, both Diana and Sandra considered the generation of project

funds an accomplishment; however, they were also clear that financial challenges continued to be an issue for the Executive. These challenges interfered with their ability to perform functions that they considered critical to the Association's progress. This concern was corroborated throughout the written materials reviewed. For example, the Annual Financial Reports clearly indicated increasing operational funds was an issue that each Executive. The 1972 Report stated, "it will be necessary to have more funds for paper, ink and postage. We would like also to provide more film strips, tapes, etc. for our resource centre and this again will raise our projected budget" (BCPSTA, 1973a, p. 4).

Similarly, in the 1975 Annual Report the treasurer's report stated:

It would appear the time has come when the work we do can no longer be carried on within the framework of a budget based on fees alone and administered by volunteers only. We must very soon seek and obtain assistance and a central office to carry on the business of this association. (BCPSTA, 1975, p. 6)

A proposal was prepared the next year for operational funds to assist with establishing an office. Both Trudy and Judy referred to the serious financial challenges they faced much later in the organization's history. Trudy explained,

Dollar limitations [are a challenge]. I don't think that is going to change. there is always that tension between needing to increase membership and then the cost of membership -- just the operations of the organization and [deciding between what you'd like to do and what you can't do is a challenge]. (personal communication, June 26, 1997)

Judy summed up the sentiments of many of the past-presidents in reference to finances when she described the financial issues as "the black-cloud challenge" (personal communication, July 4, 1997).

	1988	1989	1990	1991	1992	1993	1994	1995	1996
Revenue	38118	41400	113327	138669	293,740	362,720	307,162	257,249	266,443
Expenses	34572	46038	57466	135703	281,757	355,455	302,137	294,838	284,203
Net	3546	(4638)	55881	2966	11,982	7,264	5,025	(37,589)	(17,759)

Table 4.6 BCPSTA/ECEBC revenue, expenses, and net income 1992-1996.

Accomplishments and challenges: Membership"Bringing diverse groups and individuals together"

Although it wasn't directly referred to frequently in the interviews, the growth/lack of growth in the Association membership was implicit in the past-presidents' comments as a factor that influences all aspects of the Association's operation. While it is obvious that growth or lack of growth in membership has had financial implications on the ability of the Association Executive and Board to budget effectively, there are other implications of a diminishing (or status quo) membership base. Growth in membership would provide a number of things. First it would give the impression of unity in the field resulting in a stronger voice to advocate for change. As Joyce Brown stated, "you couldn't accomplish it unless you brought all those people together. I mean those goals of trying to achieve more, more preparation for teachers" (personal communication, June 27, 1997). Hannah also spoke to the struggles they experienced early on trying to appeal to the "many different factions. There were ...private kindergartens...people doing it as a business...nursery school...parent participation program[s]...So, how do you pull all those groups together?" (personal communication, June 25, 1997). Hannah believed in bringing these diverse groups and individuals together because doing so would create opportunity to learn from each other and set direction for the organization that reflected their diverse needs, "we had the feeling that if we brought people together...people who had experience in other fields would bring that into the groups" (personal communication, June 25, 1997). Kay also suggested that the Association had to, "work very hard on the expansion of our memberships. To not only have more credibility in the community with

a stronger voice...but also to have enough money to do things like have somebody [to print] the newsletter for us and that sort of thing" (personal communication, June 25, 1997). Thelma shared her thoughts about the importance of a growing membership. When discussing the conversations she had had with the Nurses' Association back in 1982 she expressed that there was a belief that BCPSTA needed to organize similarly to the Nurses' Association where there was both a professional focus and a union or wages and working conditions focus. She said, "but it was almost impossible for our association to [do this] because we just didn't have the numbers" (personal communication, June 26, 1997). Susan also stressed that number equated with power in her statement, "My experience at the [Canadian Child Care] Federation Board was still that ECEBC in relation to the province had a lot of power - in terms of its membership numbers and scope and stuff and products that it produced" (personal communication, July 14, 1997).

Sandra when talking about her personal priorities starting out as president said:

...The other part of that then was getting the money to do the kinds of things I felt we needed to do and as well to build the numbers...that had to come as part of the more respect, more credibility in the field as well...".
(personal communication, July 13, 1997)

Table 4.6 displays the change in numbers of members from the year following incorporation to 1996.

YEAR	NON-VOTING MEMBERS	VOTING MEMBERS	TOTAL MEMBERS	YEAR	NON-VOTING MEMBERS	VOTING MEMBERS	TOTAL MEMBERS
1971	NO FIGURE	NO FIGURE	118	1984	133	382	515
1972	32	113	145	1985	107	348	455
1973	22	137	159	1986	180	405	585
1974	20	285	305	1987	57	300	357
1975	N/A	344	344	1988	140	398	1191
1976	49	293	342	1989	397	716	1147
1977	42	338	380	1990	352	741	1290
1978	53	316	369	1991	398	669	1067
1979	10	83	162	1992	320	699	1019
1980	30	200	230	1993	369	913	1282
1981	71	429	500	1994	655	1010	1665
1982	146	358	504	1995	480	1120	1600
1983	25	356	409	1996	671	1342	2013

Table. 4.7 Membership numbers by year.⁵

⁵ Data is compiled from information filed and registered with the Registrar of Companies, Ministry of Finance & Corporate Relations, Corporate and Personal Property Registry .

Section Summary

The archival materials and the interview data have revealed an impressive list of accomplishments that the past-presidents believe have been key to the growth and development of the organization. One of the surprises for me as I reviewed the data both in the archival materials and the interviews, was how closely the accomplishments described by each of the past-presidents linked with the overall purposes articulated early in the Association's history and with each other's. This seems quite remarkable to me given the span of almost thirty years that has passed since the inauguration of the first president and the last. Although there hasn't appeared to be a concerted effort on the part of the Association leadership to revisit the purposes outlined in the Constitution or indeed revisit the goals established and/or the accomplishments and challenges experienced by previous administrations, their individual 'visions' were consistent with those of the earliest leaders of the organization. I believe this to be a powerful statement about the foresight and vision of those few women back in 1969 who sought "...to build together this Association..." (BCPSTA, 1969, p.1).

Bridie, in her interview, responded to a question about how the experience as president affected her both personally and professionally. Her answer, I thought, characterized the attitude of all the Association leaders and perhaps provides some insight into the determination of the women in this organization to overcome the obstacles and challenges they faced over the twenty seven years of the Association history. She said,

I got to the stage where I was more determined to carry through. Not to be discouraged, but just, um, it's the old Scots story that you never give up. "Bruce watched the spider climb seven times, inky dinky". So, yeah, that

was one thing that helped me. If I had the courage of my own convictions I would carry through. (personal communication, June 26, 1997)

I would suggest that as a collective, the women in this organization have shown the courage of their convictions and have indeed carried through as they work toward the realization of the vision of the earliest leaders.

Section Three: Themes Related to Key Social and Political Influences
"A Society Not Too Receptive"

Just prior to the interviews with the presidents, a list of key events both internal and external to the Association was created from the archival review. As noted earlier in this chapter, the past-presidents were given the list after the interview to review and comment on the relevance of the events list, gaps in the list and/or any inaccuracies. During the interview process, the past-presidents were also asked to suggest what they believed were the key social and political events that influenced the growth and development of the Association during their terms. A table (see Appendix B) was then created of the key social and political events noted in both the archival review and the presidential interviews. This table displays the key events juxtaposed with the Association Milestones/Events. Rather than discussing each of the events, an impossible task given space limitations, highlights of the data that relate to the themes will be discussed. The major themes include: societal influences; government influences; influences of non-government groups and individuals; and influences of the Early Childhood field outside the Association membership. Related examples from the interviews and the archival sources are discussed to illustrate the themes. In keeping with the constructivist theory and the case study framework the theme categories were

discussed and approved at the feedback meeting. In this way I could be assured that the themes proposed here reflected the experience of the past-presidents.

Societal influences

All of the past-presidents reflected on at least some issues related to societal influences. Several past-presidents discussed the economic influence that worked for child care (i.e. the growing numbers of single parents and those families in need of dual incomes brought increasing numbers of mothers into the labour force). This in turn caused an increase in the demand for child care programs. Joyce Brown suggested that a "need for day care was emerging" (personal communication, June 27, 1997). Hannah reflected on the "whole change of women entering the work force" (personal communication, June 25, 1997) and Kay reiterated both phenomena when she said,

women were returning to the workforce or were having children and staying in the workforce...[as a result] there was a more abundant need for day care homes, daycare centres and out of school programs...it was demanded by the public. (personal communication, June 25, 1997)

Kay also talked about the introduction of subsidy to support parents using child care (personal communication, June 25, 1997) and Bridie suggested that there was at last "monies for day care" (personal communication, June 26, 1997). Some past-presidents discussed the reverse of the above, that is, the economy working against child care. Thelma described how in the early eighties the economy was performing quite badly and suggested that, "if the economy is down, then children are at the bottom of the list" (personal communication, June 26, 1997). She also believed that because of the economic downturn, caregivers were experiencing difficulty getting "jobs..so that

affected the number of members we had" (personal communication, June 26, 1997).

Sandra explained how several years later, during her term, "kids actually were getting really bad care because the [child care] system wasn't being supported" (personal communication, July 13, 1997).

Also discussed were the attitudes toward children and women and the effect those attitudes had on the development of child care and ultimately the organization. Hannah described a conversation she had with a federal member of parliament,

I can remember going to a meeting in Ottawa where the MPs they just would not listen, as one got up from North Winnipeg and said, "I don't know why we need all this care for children...! Where do you start with these people? It was at every level, people did not want to talk about kids or the people that were working with children. (personal communication, June 25, 1997)

Hannah went on to say,

I guess it was about '65, '66 well, they were very unfriendly to us. The minute our group would appear, well they were very unfriendly because we were going to talk about kids, we were going to talk about care, we were going to talk about, we need some money...there was a lot of talk about the women's place in the home - where the kids come home from school and mother should be there and why should anybody be bringing up our kids as a stranger. There was a whole strange raft of stuff that was out there that we had to battle. (personal communication, June 25, 1997)

Another issue related to the value of caregivers was the attitude toward the caregivers as babysitters. This attitude was evident early on and continued right through the later presidencies. Joyce, Hannah, Kay, and Bridie all talked about the resistance from others outside child care to refer to caregivers as teachers. Later, Susan also mentioned how "most of us were considered babysitters" (personal communication, July

13, 1997).

At the same time, attitudes were changing. There was a growing acceptance of child care in some circles. The public was slowly recognizing that child care was here to stay (K. Britton, personal communication, June 25, 1997; D. MacDonald, personal communication, July 3; T. Norton, personal communication, June 26).

The early presidents also spoke about the influence of the Feminist movement and the 'hippie' movement and the effect of those movements on child care. Kay explained,

this was the flower children era and so there was all sorts of ideas and some of them embraced our ideas and ideals as well...the flower children...were now parents and they had formulated their own individual family philosophies that influenced some of the things we were doing in our centres as well as some of the influences on the Association. (personal communication, June 25, 1997)

Sandra suggested that negative attitudes about child care were a function of a society just beginning to understand child care from a feminist perspective. She explained, "while there was beginning to be more awareness about child care and the need for child care it was still women's work with mostly women in it and not really valued politically" (personal communication, July 13, 1997).

Diana talked about the shock waves that rocked the Association early in her term when allegations of child abuse were brought against a Vancouver child care program. The Association responded to the crisis by developing guidelines to help people reduce their vulnerability to false allegations of abuse and to set in place centre policies that would assist them in dealing with disclosures of abuse. This was one of the first projects for which the Association received money from a government ministry to create

resources. In addition, because of the collaboration with the Ministry of the Attorney General and the Justice Institute, BCPSTA also received some positive public notice thus increasing the profile of the Association (personal communication, July 3, 1997).

In more recent times, the Association also responded to issues related to special needs child care, multiculturalism/diversity and changing attitudes toward family by working closely with government and other groups to develop materials and/or support the early childhood field through a variety of initiatives. Again, these initiatives raised the public profile of the Association by disseminating our materials into the public realm (T. Norton, personal communication, June 25, 1997).

Government influences

Several of the past-presidents talked about the influences of both provincial and federal governments on the EC field and on the Association. In particular, they reflected on how the government in power - the ideology of that government - affected what was happening or able to happen for the organization. Hannah spoke about the unfriendliness of the elected officials early in the Association's history saying, "Why, we would have to fight to get on a committee or have somebody from the Welfare office to listen to us" (personal communication, June 25, 1997). Kay, president during the last two years of the NDP government, on the other hand, described a quite different attitude, "I thought that was a good time for us...it was very exciting experience to see the nice things pouring in and the support that the families were having" (personal communication, June 25, 1997). Bridie also commented that "Norm Levi was in favour of day care". Levi was the

Minister of Human Resources during the NDP term of government. Bridie suggested that the Association had a good relationship with the government officials during this time "but then they left and the next government came in" (personal communication, June 26, 1997). Diana implied that even governments in other provinces affected child care in BC when she said, "...there was a new government in Manitoba saying "[Day Care] is important and we're going to do something about it...it was the beginning of a universal, national outlook on ECE". She added that there seemed to be "political will [in the late eighties] to do something nationally but it ended up just a platform in an election campaign" (personal communication, July 3, 1997). However, all was not lost with the failure of the federal government to implement their plan in 1988. Diana spoke about the importance of the national attention child care received. She said:

It didn't happen as well as we had hoped but certainly we reached beyond where we were before and...its all a foundation to build upon. Not just the vision and the hope and the wish and the energy - we now [have] some foundation there that we can build on so we can make it happen rather than just wish it would happen! (personal communication, July 3, 1997)

Much later in the development of the organization the NDP government returned to power. Trudy talked about the impact of this on the field and the Association, "the government piece was really strong...[there was] a whole new commitment to child care that had never been there before...we were sometimes challenged in maintaining a good relationship and the trust" (personal communication, June 26, 1997). Similarly, Judy reflected on the fact there there has been "two NDP governments now...there is an agenda that is open to child care...it has given the message to people working in government to

pay more attention to early childhood" (personal communication, July 4, 1997).

Influences, however, were not limited to government ideology. Even more influential were the changes to government ministries and the policies, programs and initiatives implemented by those ministries. Bridie described the importance of the relationship not just with the ministries but also with individuals representing those ministries. The Association had a good relationship with the Ministry of Health in the mid-seventies and Bridie explained how that relationship enabled the Association to have some influence over what was happening in the EC field, "I can remember phoning [one of the Ministry officials] and said 'there's a meeting in the City hall in Duncan (or wherever it was) and our members are trying to save their day care' and he went up on a Sunday from Victoria...that was the sort of relationship we had" (personal communication, June 26, 1997). Still discussing the impact of attitudes of government officials on policy development, Bridie described a response to a letter to Minister of Human Resources Bill Vander Zalm in the late seventies. BCPSTA had requested that immigrant children who were ESL be designated special needs so that they would be eligible for extra support. Vanderzalm responded that he was also a child with ESL and he didn't need any extra help so he didn't support the idea nor did he want to meet with the Association to discuss it! Diana described a more positive approach by the Chair of the Provincial Community Care Facilities Licensing Board, John Blatherwicke. Blatherwicke was, in Diana's estimation, "a professional person with a really strong liking for ECE -- he believed in its worth and value...that had a major change in the climate in

which we worked. There was somebody saying, 'Talk to me; you are important'.

(personal communication, July 3, 1997).

Trudy spoke about more recent ministerial changes and initiatives and the effects of those on the Association.

The whole move to inclusion had a real impact on the Association...it opened a whole new area that needed [professional development]...to maybe interpret but also...to relay information that we had around government decisions or government policy and directions. I think that we did well with that...We've had to support the philosophy and be committed to the philosophy. But we've also had to be very proactive about the resources that were required in order to do that. (personal communication, June 26, 1997)

Judy described the ability of the Association leadership to influence our image as perceived by government,

We are really, really fortunate because we've had such strong leadership in the past in our Association...We've had visionary leaders...People [who] have taken some risks...made some steps forward and tried to do things that hadn't been done before...established a reputation for the Association that..means it is held in really high regard..we see it from people in the ministries and we see it from people in government. (personal communication, July 4, 1997)

Non-government groups and individuals

While government had, at times, a significant impact on the EC field and on the Association, influences of the non-government system also had its consequences both positive and negative. Hannah described the positive influence of the Faculty of Education at UBC late in the sixties and early in the seventies with respect to training,

The people at the Faculty were very supportive Grace Bredin, Dean Scarfe, Mary Thompson - they were all very supportive. [They] wanted people that were working with young children to get more training...[they]

kind of put a bug in our ear that maybe you know, a little bit of training would help... They were very involved in the community as well..they knew the people out there working with children - they weren't their students and maybe those people would never come through their campuses as students. But they would visit...and encouraged people. (personal communication, June 25, 1997)

Kay shared a good example of how some organizations worked with the Association and how others did not, she explained,

Parent Participation Preschool Teachers Association (PPP) said that...as well as belonging to PPP they would also join BC Pre-School Teacher's Association as part of their contract. But I think most of them are quite happy to do that but they did not all participate. They would just be members..There was [an]other very strong day care association which was called the Child Care Federation⁶. They were not happy with us. And they did not join us at all, not even individual members...individual people made up their mind that they would no longer associate with their own little Association and they would join this wider purpose one. Of course, most of the people just kept on with their own smaller group and joined our group as well...and that seemed to work as well. (personal communication, June 25, 1997)

Sandra explored the implications of the different agendas brought forward by different groups. She believed some of the agendas had a negative impact on the Association and on the EC field by dividing them on a single issue. She explained,

You had the Advocacy Association having a very particular orientation, which was, 'auspice was everything' and it was difficult to get people to get beyond auspice into real quality issues...advocates really wanted to control the power, and it was about getting their agenda met, it really wasn't about working on behalf of and with the whole child care community. It was about winning this battle on auspice. (personal communication, July 13, 1997)

Bridie in particular talked about another non-government activity that had

⁶ It should be noted that Kay was referring to the Child Care Federation that was active in the lower mainland during the mid-seventies not the national organization, CCCF.

potential implications, (i.e., the unionization of the EC field in the early seventies).

While the functions of the unions and the professional association were very different, there seemed to be somewhat of a rivalry established by some people who were confused by the different mandates of the two.

There was a day care union started there at around about that time and there was a kind of feeling that you couldn't belong to both of them, that, um, which was so wrong. I mean, there wasn't a competition between them...one is a professional [group], the other is a union. (personal communication, June 25, 1997)

It seems the questions and the need for discussion about the usefulness of the professional association and the issues related to establishing a union continue. Susan suggested in the July 14, 1997 interview that, in the context of the current child care system structure, particularly in relation to the Community Social Services Employers Association (CSSEA), "ECEBC loses its power base [at the CSSEA table] because it is not a union. It is individuals doing good things around professionalizing but that really doesn't fit..." (personal communication, July, 1997).

When asked about the ways in which the social and political environment affected ECEBC and the field more generally, Sandra replied that the climate within which the Association had developed demanded that,

the women in the field, come to terms with not being valued and recognize that ...the need for professionalism and professional development of the field as a whole [is] critical [because we need to convince the social and political players] that this is about children's lives, their daily experience and how that experience [is] going to influence their lives and [speak to] the importance of strengthening the... supports ... in a society that is generally not too receptive. (personal communication, July 13, 1997)

Field influences

While it is not surprising that there were both positive and negative influences on the developing Association from outside the EC field, there were also influences from within the EC field itself. For the most part, these influences were examined as 'challenges' in the previous section of this chapter. Rather than repeat the discussion, I will summarize briefly those challenges that were perceived by the past-presidents as influencing the direction of the organization. These influences included:

- The continuing argument from the field about the affordability of joining the organization (i.e. the "what do I get for my membership fee?" question described by Judy). If we increased fees it was feared potential members would exclude themselves. If we did not increase fees the ability to provide increased services to the field was hindered. If services could not be provided then new members would not be attracted to the Association.
- Questioning of the role of the organization by some field people. Joyce Brown talked about the difficulty in bringing diverse groups of field people together and in providing a reason for being that reflected the diversity of the field.
- The wages and working conditions 'trade-off' by some as discussed by Thelma. Thelma suggested that it seemed at times that either we worked toward advancing the professional or we worked to improve wages. It was as though we couldn't do both to the satisfaction of the field and at times the membership.

- The division created in the field with respect to the responsibility of the Association to advocate politically as discussed in some detail by Hannah, Kay, Bridie, and Sandra. Some individuals were resistant to join the organization because it was not political enough and others did not join because they saw it as too political. Finding a balance between the two was an ongoing challenge.
- The private/non-profit issue raised by Sandra was one which had potential for alienating the interests of particular groups. For example, if the organization supported certain advocacy groups who supported a non-profit child care system, as there was sometimes pressure to do, people providing private child care were alienated. This had a potential to impact on membership recruitment and on membership satisfaction with the decisions and direction of the organization.

These issues had considerable impact on the Association as decisions had to be made about the roles, functions, and direction of the organization yet the organization needed to develop a mandate and mission that reflected the diversity of the EC field without alienating potential members.

Section Summary

Early in the interview process I made a comment to Hannah about the similarities between her experience as president (1972-1974) and my own (1992-1994), in relation to the social and political climate and the challenges inherent to that climate. In response to my comment, Hannah's words reflected my own thoughts. She said:

Yes, I think, "where was I?". You know, "where was I through all this time?" "what happened in those forty years?" "did anything come ahead?". Well, yes, you walk into this building [at West Coast Resource

Centre] and you see that is a great step forward and I'm sure great support to people who work with children...but the problems are still there!
(personal communication, June 25, 1997)

The themes and sub-themes that emerged throughout the story of the organization related to purpose, accomplishments, challenges and the social and political environment within which the Association developed were remarkably consistent considering the nearly three decades that the Association had existed.

CHAPTER FIVE FOCUSING ON THE FUTURE

The next few pages discuss some aspects of the present state of the Association and offer some ideas about its potential future. To understand the Association today and understand more clearly the possibilities for ECEBC into the future Judy Pollard, President at the time of this study, and Joyce Branscombe, Executive Director of the Association were interviewed July 4, 1997. The interview questions asked of Judy and Joyce Branscombe were modified somewhat from those asked of the past-presidents. Similar to the analysis of the past-president interviews, only some of the questions and responses were used for this discussion. Many of Judy and Joyce's comments have been included in the preceding chapters as they were applicable to that discussion. The purpose of this discussion is only to highlight some aspects of the present state of the organization, as well as the key issues and key focuses of the organization as it anticipates the future.

This chapter is comprised of four parts. In Part One, I will provide some introductory comments about recent strategic planning work the Association has undertaken; Part Two provides a brief discussion of present and future issues and focuses; Part Three includes advice and recommendations based on the 1997 interviews and the June, 1998 'feedback' meeting. The chapter will end with Part Four, which includes an overall thesis summary and my personal reflections and conclusions.

Part One: A New Vision

In the interview with Judy and Joyce Branscombe July 4, 1997, they each discussed the recent strategic planning retreat with the Board of Directors. At the retreat, the Board approved both the first 'vision' statement ever created by the Association and the latest iteration of a mission statement for the organization. The intent of the new vision and mission was to bring it "up to date with current practice and current issues in the field" (J. Branscombe, personal communication, July 3, 1998). The Vision Statement, displayed in Table 5.1 is different from past Association strategic planning documents in that it is values-based (J. Branscombe, personal communication, July 4, 1997). The values form the basis on which the more recent mission statement and its objectives were crafted to make more explicit those things held important by the Board of Directors and ultimately the broader membership. The Vision Statement entrenches more fully the importance of children, the commitment to the caring work undertaken by ECE professionals, the importance of identifying and acknowledging our professional 'roots', and the notion that strength and power need not be viewed negatively but rather, are necessary to achieve status in society as professionals. The values state quite clearly that while ECEBC and its members hold children and the care of children as central to who they are as professionals, they also recognize that the Association has a responsibility to use its strength to gain prestige and respect on behalf of its members. Finally, the Vision Statement suggests a value that each individual ECE practitioner has a responsibility to maintain a membership and participate in their professional association. As noted previously, the membership has often asked, "Why should I be a member?" thus

Early Childhood Educators of BC Vision Statement (August, 1997)	Early Childhood Educators of BC Mission Statement (August, 1997)
<p>The Early Childhood Educators of British Columbia envisions an early childhood profession that believes:</p> <ul style="list-style-type: none"> • Children have intrinsic value and are valued as unique individuals. • Caring about children is of equal value to caring for children. • Participation in a professional association is the responsibility of each individual child care professional. • Current knowledge, information and an understanding of the Association's history are necessary to the process of guiding, influencing and affecting positive internal and external growth. • Strong and powerful early childhood leadership will influence recognition and respect by society at large and the community it serves. 	<p>The Early Childhood Educators of British Columbia is committed to:</p> <ul style="list-style-type: none"> • Advocating for quality early childhood care and education opportunities for young children and their families. • Promoting the Principles of the ECEBC Code of Ethics. • Providing leadership, professional support, and advocacy to members and colleagues. • Working in mutually beneficial partnerships with government and non-government professionally related organizations. • Participating in and developing post-secondary early childhood education and training that is respectful of and incorporates into its content current and appropriate research. • Ensuring effective communication with and between members.

Table 5.1 Early Childhood Educators of BC Vision & Mission Statement (1997)

implying, "What will membership do for me?". The value described above states, "Participation in a professional association is the responsibility of each individual child care professional" thereby shifting the responsibility of being a participating professional back to the professional herself (J. Branscombe, implying, "What will membership do for July 4, 1997). A cursory review of the 1997 Mission Statement shows that while the Mission Statement includes terminology more reflective of the later years of this decade, its objectives remain consistent with the 1984 Constitution purposes. The new vision and mission statements provide a blueprint for further supporting and perhaps in some ways altering the foundation on which the Association currently stands and also provide evidence of some shifts in the way we think about ourselves and the organization that represents us as we move into the future (J. Branscombe, personal communication, July 4, 1998).

Part Two: Moving the Ship Out of Dock

As indicated in the interviews of all the presidents and most particularly the last five presidents (representing nearly ten years of focused work) the professionalization of the field of ECE has been and continues to be central to the work of the Association. In the July 4 interview, Joyce Branscombe suggested that she saw "professionalization of the field as the coming of age of Early Childhood Education and Care". She described professionalization as a long term goal of ECEC with ECEBC as the "ship that's taking us [toward that goal]" (personal communication, July 4, 1997). The culmination of this process would be the establishment of the College of Early Childhood Educators. Both Judy and Joyce Branscombe spoke about how the process of moving toward the

establishment of the College provides both risk and opportunity for the Association. For example, it is a common belief within the Association that advancing the professional status of early childhood educators may help to enhance the public perception of early childhood education and early childhood educators. It is hoped by the Board of Directors and membership alike that enhancing public perception may improve the likelihood of better wages and working conditions. Concern was expressed though by both women about the future of ECEBC with the establishment of the College. Judy talked about the possibility of needing to "reshape the organization" (personal communication, July 4, 1997) in order to find a new role and function for the Association with the changes. She also talked about the importance of ensuring, in that reshaping, that the strengths of the organization - those things that make the organization unique and 'special' - not be lost (personal communication, July 4, 1997). Another focus for the immediate future Judy suggested was to "keep building...all our linkages with individual members and building them with the Branches and between the Branches and the [Regional Liaison Directors]" (personal communication, July 4, 1997). This recommendation is clearly supported by the strategic visioning process undertaken in June, 1997.

Joyce Branscombe suggested several additional tasks the organization must consider over the next few years. She talked about the need to increase fees to reflect more accurately the costs of managing the Association,

We need to generate revenues that will allow us to keep moving forward while still recognizing the need or the ability of our members to pay. On the other hand, [we must] be bold enough to say that this organization can only represent you if you are willing to help us financially. I think this organization has a proven track record of service to its members and

although we haven't put into place a fee that we really need to have for members we can at least move a little way toward that. (personal communication, July 4, 1997)

Joyce Branscombe also stressed the importance of creating a new identity for ECEBC as the College is established. However, she stressed that this new identity must continue to strengthen the organization and enhance its visibility. She believes this is critical because:

The College of Early Childhood Educators is going to have a significant impact on the field. ECEBC will be as important if not more important to practitioners and we need to make sure both in the short term and the long term that we're moving towards establishing ourselves that way. (personal communication, July 4, 1997)

Joyce Branscombe also raised questions about the direction of the ECEBC Conference. While she maintains the importance of the conference in terms of the contributions to professional development and visibility in the EC field, she suggested that there is a perception among some people in the field that ECEBC is the conference. She asked, "This is an issue for us to think about. Is that what we want? Is that what we see ECEBC becoming -- the Conference? Is it the only thing we do and the only thing we're known for?" (personal communication, July 4, 1997). Finally, Joyce talked about the need to ensure the Board of Directors are supported in ways that will better prepare them to meet their responsibilities to the Association because, "They are seen as leaders in the field and it is incumbent on them to be able to know the questions to ask the policy makers, the members, themselves, and their colleagues in the broader community" (personal communication, July 4, 1997).

The next section provides a discussion that reflects both responses from the

interviews with the past-presidents and their additional comments and the more concrete recommendations generated at the June, 1998, 'feedback' meeting. After each category is discussed, the past-president's recommendations are summarized.

Part Three: Advice and Recommendations

"It takes everybody. It is like grains of sand, you know,
if they are not all there it is not a beach"

The past-presidents were very modest about the importance of their contributions when asked for 'advice and recommendations'; several said that they had been inactive over the past few years and thus felt uncomfortable about making recommendations. Two of these past-presidents suggested that the organization just needed to keep up the good work and wished them well. Bridie expressed this quite elegantly:

The world is changing so fast and from my great age I look and think,
"Look at the babies, my goodness gracious, my child was nine or ten
months before he held his head up - like that. I think, "Oh the world
belongs to the youth". I just wish [the Association] well and hope that it
achieves what it sets out to. (personal communication, June 26, 1997)

While the comments made by the past-presidents reflected somewhat different thoughts about what the Association should pay attention to and the approach that the Association could or should take as it plans for the future, overall the comments were quite relevant to Judy's and Joyce Branscombe's discussion regarding the organizational focuses in the coming months and years. In organizing this next section, I attempted to use the same categories as we had established at the 'feedback' meeting related to both "Purpose" and "Accomplishments and Challenges". However, the advice and recommendations shared by the presidents didn't necessarily match the categories. There were advice and recommendations that closely parallel some of the categories already

established and in some cases, there were not any recommendations relating to a particular category. In two cases, the advice and recommendations suggested completely new categories. After reviewing the categories I identified prior to our meeting, the presidents agreed to the following headings for the advice and recommendations themes: increasing political advocacy and activity; advancing professionalism; responding to and communicating with the internal and external environments; ensuring strong leadership; and being introspective and remembering our roots.

Increasing Political Activity

As noted in the Chapter Four analysis, Hannah was emphatic about the need for the Association to be more confident about becoming more political. She talked about limiting the tendency we have as a field to 'be nice' and to "stand up and be counted" (personal communication, June 25, 1997). This was echoed by others. Sandra's:

"key advice [is to] actively, actively, actively [lobby] without being shy about it and [make] the key connections both federally and provincially with other organizations and with government, both with the bureaucrats and with whomever is elected and whomever is in opposition - to do that actively, not just by chance. (personal communication, July 13, 1997)

Joyce Branscombe also talked about the need to be less afraid of our political strength:

We have to stop and remind people, groups, organizations that we...speak from a strong foundation of knowledge and while taking the time out to do that lobbying...[we may risk our intentions being perceived] as nastiness and whining and being a bit aggressive [but we must] remind other organizations and funders that we're saying what we're saying because we know - based on our research and the work of the organization...that we can contribute. We are needing to move this [idea] forward. (personal communication, July 4, 1997)

Thelma stated, "I think we just have to keep at it and constantly be visible, especially

with government if we need any type of funding and help - we have to be constantly there". (June 26, 1997)

Recommended actions for ECEBC include:

- be proactive about establishing and nurturing relationships with key people in government and key agencies and organizations;
- be prepared to respond to a variety of issues related to ECE raised by the public and respond quickly;
- be consistent in our responses - remember for whom we speak: the children, the families, and the caregivers;
- be proactive about raising the ECEBC profile publicly and use the opportunities to educate - always remembering we speak from a strong foundation of knowledge;
- don't worry so much about being polite - sometimes it is necessary to be more aggressive/assertive.

Advancing Professionalism

Both Joyce Branscombe and Diana described the importance of providing the Board of Directors with supports to encourage professional behaviours. Branscombe mentioned preparing the Board to be better able to maintain their professional responsibilities in their communities and Diana suggested modelling those behaviours we feel best represent who we want to be as professionals. Trudy talked about another way of promoting professionalism. This included polishing the professional image of the organization by creating a standard or template for Association publications. She also mentioned the importance of making sure that all documents and written communication

that are distributed both inside and outside the organization are edited to ensure they reflect the highest standard (personal communication, June 26, 1997).

Several of the presidents also mentioned the importance of continuing the work related to the establishment of the College of Early Childhood Educators. This initiative was mentioned by nearly all them as key to advancing the professionalism of the field and as central to the work of a professional association.

Recommended action for ECEBC:

- continue supporting and lobbying for the establishment of the College of Early Childhood Educators;
- emphasize the importance of modelling professional behaviour - model it publicly but also for each other;
- be specific about what professional behaviour looks like;
- compliment people on professional behaviour when we see it;
- take a stronger role provincially in educating about and promoting ethical practice;
- make sure that everything that leaves the office is well written - free of spelling and grammatical errors;
- create a consistent look for our publications and ensure that look is polished and professional.

Responding to the Internal and External Environments

Joyce Brown challenged the Association to review:

how far they have moved from being a middle-class organization..how far [they have] reached to people that work with families in poverty...it is that kind of reaching out beyond, beyond the limits of the 'haves' into the 'have

nots', you know...It is very comfortable to have your own little circle, but when you look at that circle you need to look at who it services and what is on the fringe that's not being serviced and what is it that they need and [whether you can meet that need]. (personal communication, June 27, 1997)

Hannah also talked about the importance of looking around and seeing what we need to respond to; she reminded the Association that rather than focusing on what we do with children in child care settings:

how to do painting or whatever, it's how to help those young children develop so that they can learn more and eventually contribute to their society...It isn't solved by having only good daycare....Parent help is crucial, and if you are helping children you have to help parents so that they can help children too. Because you have borne a child doesn't mean you know what to do with that child...There is a whole lot of information about that. The Association needs to get into that. (personal communication, June 25, 1997)

Kay had a comment relevant to 'internal' concerns. She thought ECEBC could be more responsive to the needs of our membership with respect to advanced education by creating a bursary that would provide financial support to a graduate ECE to access advanced, specialized ECEC training. Rita reflected on an issue that existed for her as an 'ordinary member' and wondered if it might also apply to others. She described how,

[I] sometimes felt some concerns when I read about us receiving this grant and that grant and so on. And I thought where is this leading us? You know. And being an ordinary member just reading the Journal...[wondering] how those decisions were arrived at. (personal communication, July 14, 1997)

This comment seems to indicate a need to find more effective ways to communicate information with the membership about how and why decisions are made.

Susan talked about the importance of being aware of the need to redefine the

organization in a rapidly changing and often unharmonious external environment. She stated:

I think that all organizations in the province right now are faced with challenges. Not just ECEBC. I think that it is a different changing time again for different political reasons and I think that ECEBC is going to have to redefine itself, or decide who it is. (personal communication, July 14, 1997)

Another way of understanding the influences both known and unknown according to Sandra is to hear from others besides past Executive members and Branch presidents because,

A lot of what worked and what didn't work for the organization would happen at the community level. It would be interesting to find out, you know, and document more of that. I mean, we know that there are key people in the province who for reasons that some of us never did know - we just knew they had a problem with the organization, you know - had some bad experience at their local level with it and have sort of 'hated' the organization since. (personal communication, July 13, 1997)

Susan talked about the need to become more collaborative in our approaches.

She suggested that:

all of the organizations need to be doing a whole lot more collaborating and I would really like to see all of us ...really commit to meeting as Boards three times a year...I think all of us have to move toward some kind of united voice. (personal communication, July 14, 1997)

Trudy commented on the need for the organization to be responsive to both the internal and external environments as well as participating more collaboratively with other groups:

I think that we need to continue to nurture the [Regional] Liaison Director position and the new Board structure etc, and the growth of Branches...And at the same time, working externally with other groups and organizations, in particular the Canadian Child Care federation and

other groups provincially. (personal communication, June 26, 1997)

Recommended action for ECEBC includes:

- identify those for whom we are not providing service; find out why, be more inclusive;
- focus on families and parents too - supporting families supports children;
- find ways to support the education of new ECEs through bursaries or scholarships;
- continue to improve communication systems; keep membership informed in a way that is meaningful for ECEs who are no longer actively involved or who are otherwise unable to keep apprised of the 'bigger picture';
- be creative in dealing with the possible 'redefinition' of the organization that may be precipitated by the establishment of the College of ECE - don't be afraid of changing in changing times;
- talk to others outside the leadership of the organization about their experiences with the organization to get another perspective about what works and what doesn't;
- if people can't get 'in' to access the leadership and be involved in direction and decision, get 'out' into the communities and talk face to face with members and other ECEs - keep strengthening the Branch connection;
- provide professional development to Branch chairpersons and others in leadership positions.

Ensuring Strong Leadership

A small number of the past-presidents commented on the importance of strong leadership and what that meant. While their comments were not included in their answers to the question inviting advice and recommendations, I thought the ideas were 'food for thought' as we choose our future leaders. Joyce Brown talked about the importance of moving "very slowly. Like Tommy Douglas once said, if you're leading, be sure to look behind because you have to see if anybody's following." She also suggested that a good leader is willing to "sit on [their] hands and give other people responsibilities and let them do the job..and that takes time... [so] you have to learn not to be so impatient" (personal communication, June 27, 1997). Diana reflected on the importance of 'patience' as well. She talked about the leadership skills that worked for her when she was faced with certain behaviours of some Board members that she perceived as unprofessional.

She said:

What I really wanted to say was "you cannot do this" but recognizing that that's not the way to handle this. And so again, it was a process of over several years, modelling different behaviour and encouraging other people to do differently and eventually the behaviour did change. (personal communication, July 3, 1997)

Sandra also talked about the qualities of a good leader:

My belief is that the best leader is not the person who is out front, you know, but that the person who is there behind people, supporting them to be doing the best work they can do. [Its] not always easy to do that...[to put aside] the desire to want to be the star and have things go your way versus opening and allowing thing to emerge more out of the group - that was good practice for me... . (personal communication, July 13, 1997)

Recommended actions for ECEBC include:

- if you are a leader, pay attention to those you lead - look and listen to others;
- if you are a leader, share the power and influence;
- if you are a leader, share responsibilities; give members the chance to try; be patient as people learn;
- find ways to support and promote the kind of leaders who will share power and responsibility and who will listen to others;
- ensure face-to-face contact with the membership and potential membership throughout the province; this will provide opportunities to identify new leaders and will allow existing leaders to encourage others to become involved;
- recognize and acknowledge others for their commitment and dedication thus ensuring increase in the self-esteem of our members, as well as providing good modelling for others.

Being Introspective and Remembering Our Roots

As previously discussed, Joyce Brown suggested that the Association be more aware and look beyond our more traditional mandate and see what possibilities there are in the broader community on which to focus our energies. She also encouraged us to look 'in' at ourselves to be sure that we are the organization we wish to be. Consistent with this message was her reminder for ECEBC leaders to cast the net both a bit wider and into the past when acknowledging the people who support the organization. She suggested, as many of the past-presidents did, that "there's no one small group that can accept credit for what they do...it takes everybody, its kind of like the grains of sand, you

know. If they are not all there, its not a beach" (personal communication, June 27, 1997).

Hannah reinforced Joyce's comments with her own:

Well, it seems as though they have made some very good decisions because the organization has grown. Its partly because the organization has come to [this] stage, because it can grow, its partly life itself that makes an organization grow. But I would think it would help if they would always remember who they are - they are there for young children and their families never anything else - and the teachers. Yes, you have to support one another. (personal communication, June 25, 1997)

When asked about continued involvement of the past-presidents over time, perhaps by planning a past-president's tea or other activity, Kay commented on the possible benefits of that to the organization:

Yes, probably new members would say, "They have had a lot of presidents and these are the people and they are still of interest to the association". That would show that we have growth and we have strength. And that would show to our new members to get enthusiastic and get involved. (personal communication, June 25, 1997)

Rita also thought involving past-presidents over time would benefit the organization by showing the membership, "their roots, you know, where it started and [where] it came from and how it evolved" (personal communication, July 14, 1997). Sandra thought it was a good idea to involve past-presidents because of the importance of strengthening our connection to our past. Doing so:

... would keep those people who have been leaders of the organization in touch with the organization and keep them as sort of - key advocates for the organization out in the field, because they are often people with some stature in the field in some way, shape or form by then. It also allows you to draw on and learn from forgotten history and...history is about learning from what we've done...You get whole new groups of people [joining the organization] and people have just forgotten. And its not to have that group [the presidents] directing and say[ing], "Oh, don't try that, we've been there, done that, it doesn't work...but [rather] it can be "We've been

there, done that and it didn't work and it seemed not to work for these reasons". (personal communication, July 13, 1997)

Recommended actions for ECEBC includes:

- establish a role for past presidents and a forum to facilitate them getting together - introduce the membership to the pioneers; keep them visible; they are a visual reminder of our stability, our continuity and our history;
- find ways to involve the past presidents in ways that provide opportunities for them, should they wish, to assist in establishing future direction and making key decisions;
- look back now and then to see if ECEBC is still on the path on which it started; if it isn't, figure out why and make a conscious decision about whether that is where you want to be; if we remain on the same path, ask ourselves if it is still the path on which we want to be;
- acknowledge the past contributions of others;
- share the history of the people and the organization - promote pride in who we were, who we have become and who we might be;
- establish a template for Annual Reports and other official documents to ensure data is collected consistently over time; this template would enhance accessibility to statistical and other information of interest to membership and others; such records could include membership categories, membership fees, revenue and expenditures, growth of Branches, structural changes, Branch and provincial executives etc.;
- attempt to access monies to both establish and maintain a more accessible and user-friendly archives to support further historical research and to put existing records on

microfiche; records to be included on microfiche could include key ECEBC documents such as: Annual Reports, newsletters and journals, statistical or other information relevant to the operations of the Association and of interest to its members.

The preceding discussion and recommendations are not intended to be an exhaustive list of actions for the Association to undertake. Rather they represent ideas for action grew out of the June-July, 1997 interviews and were formulated more clearly in the feedback meeting. These recommendations for action were intended to begin a more formalized 'back and forth' process of communication with the ECEBC Board of Directors, the Executive Director and the Association Past-Presidents.

Part Four: Summary, Personal Reflections and Conclusions

Summary

"A Fire in My Heart" tells the story of the establishment and development of the British Columbia Pre-School Teachers Association (BCPSTA), later named Early Childhood Educators of British Columbia (ECEBC), from its inception through to June, 1996. This was accomplished by interviewing the presidents of the Association, using a series of open-ended questions, and by reviewing existing archival materials held by the ECEBC. The history was constructed using qualitative research methods. The constructivist theoretical perspective and a case study mode of inquiry formed the conceptual framework for the data collection and analysis. That is, the archival materials and the presidents individual stories were used to chronicle the growth and development of the Association. The past-presidents and I engaged in an interactive and collaborative

process as the story of the Association was developed.

It was important given the theoretical framework I used that the story written of the beginning and evolution of the Association was one which represented the experiences of the past-presidents. As well, to be consistent with constructivist theory and case study inquiry, it was critical that I use those individual stories to construct the larger story of the Association. To do this, an interactive process was undertaken that allowed for the past-presidents' input and feedback at each stage and iteration. In this way, the past-presidents could contribute to and ultimately verify my and each other's interpretations.

In the interviews, each of the presidents focused on issues and experiences unique to their own terms. However, a number of common themes emerged related to specific questions asked including: Association purposes; and personal and organizational accomplishments, personal and organizational challenges, and social and political influences in the external environment.

Key purposes identified by the presidents included education; creating and maintaining internal relationships through communication; creating and maintaining external relationships through communication; advocacy; supporting and promoting professionalization; supporting and promoting expansion of membership; and promoting quality child care. Two of these themes were not explicitly identified in the Constitution purposes: they are 'supporting and promoting professionalization' and 'supporting and promoting expansion of membership'.

Key accomplishments and challenges were related to: creating and maintaining

internal relationships through communication; creating and maintaining external relationships through communication; professionalization, education, office and related supports, organizational structure, political action, financial matters, and membership. While the presidents often focused on or emphasized different themes, there was agreement that all of these themes were important ones and that generally they reflected their own accomplishments and challenges. It was not unusual however, to have presidents attributing certain 'firsts' to their own presidencies that had been raised by earlier presidents as accomplishments or challenges. This phenomena occurred most typically with experiences related to political advocacy and other associated activities, changes that supported and promoted professionalization, and promoting and supporting the involvement of the Branches and members in the outlying regions.

Key social and political influences were suggested as: societal attitudes and values and other influences such as economic growth or economic constraints; government influences both provincial and federal; non-government influences such as other organizations and individuals; and EC field influences external to the Association such as lack of satisfaction with the direction of the organization or differences of opinion about the importance of particular activities undertaken by the Association. Again, there seemed to be wide agreement that overall, these themes reflected each president's experience.

After the data were collected, reviewed, and analyzed by myself and the presidents at each stage of the research process, a story was documented that represented a "joint construction". In Constructivist, Interpretivist Approaches to Human Inquiry,

Schwandt (1994) states that,

The joint constructions that issue from the activity of inquiry can be evaluated for their fit with the data and information they encompass; the extent to which they "work" that is, provide a credible level of understanding; and the extent to which they have "relevance" and are "modifiable" (Guba & Lincoln, 1989, p. 179)". (p. 129)

At each stage of the research process, the data were evaluated as described by Schwandt in the above quotation. The past-presidents were asked to comment on the 'fit', the 'relevance', and their 'understanding' of my interpretations. At the stage of advice and recommendations back to the Association, they were encouraged to comment on each others comments and ideas and make further suggestions as appropriate and relevant.

Personal Reflections

As I reflected on the reconstruction of the Association story the past-presidents and I created together, and the closing thoughts of the past-presidents as they considered the future of ECEBC, the relevance and importance of using a constructivist paradigm became clearer. While my rationale for using this paradigm seemed clear enough when I began this process, as I reflected on what I had learned through the process both about the Association, the women who led it, and about myself, the 'goodness of fit' became a 'perfect fit'. The philosophical underpinnings of constructivist theory include the notions outlined in Chapter Two: that "knowledge is not a particular kind of product that exists independent of the knower", that "knowledge and truth are created, not discovered...", that "what is real is a construction in the minds of individuals", that an individual "influences and produces development by participating in and interacting with the environment", and finally that often there exist "multiple, often conflicting,

constructions". The essence of these ideas were embodied in my research in several ways most of which I noted earlier in this document. First, each of the past-presidents' stories are a result of her own particular experience with the Association whereby she creates her own unique truths and realities about the organization - these truths and realities were shared as part of the reconstruction of the Association's story. Second, each past-president has influenced the story of the Association as a result of her involvement and interaction with it, whereby she engaged in a "back and forth process" between what existed and what was happening around her at the time. Third, the research process used was consistent with the theory, (i.e., it was an interactive and collaborative process between the researcher and the researched). As I thought about the impact of the experience of doing this research in this way, another link between the research and the theory began to emerge. Initially, as I began to wind up my work and consider my final conclusions I experienced a number of different thoughts and feelings. I was struck by the intense feelings of pride I had in being a part of the Association and of how privileged I felt not just to do this research but to have the opportunity to talk with these wonderfully thoughtful, committed and energetic women. I asked myself, "Who is the Association if not these women and so many more like them?". I realized at that moment that not only the story of the Association is a construction but the Association itself is constructed of the experiences of all of those involved with it and participating in it. Without the past-presidents and many others like them its existence is ephemeral. The Association is these women and many others like them. The presidents and I together created a new story of the organization. We looked at what was presently known about it and we proceeded:

to integrate and organize, weed out and supplement, not in order to arrive at truth about [it]...but in order to make something right -- to construct something that work[ed] cognitively, that fits together and handles new cases, that may implement further inquiry and invention. (Goodman and Elgin as quoted in Schwandt, 1994, p. 127)

Remaining true to the constructivist paradigm, it will be expected that the story that has been newly created is dynamic. It will change over time and depending on whose story is told and how that story is told the story will always be different. A new schema is built and onto it and into it new experiences and ideas will be added, altering both our understanding of Early Childhood Educators of British Columbia and its history.

Concluding Thoughts

In looking for a conclusion that would speak to both the constructivist theory and as such be consistent with the construction of this history, as well as to reflect words that somehow captured my own reactions to the research process and its outcome as a "passionate participant", I have chosen to conclude with some thoughts from a book by Margaret Wheatley, Leadership and the New Science (1994). In her book, Wheatley explores chaos theory and its implications to the leadership of organizations. Chaos theory explores "how our brains make chaos in order to make sense of the world" (Skarda & Freeman, 1987 as quoted in Mahoney, 1991, p. 414) and "the essential tensions that characterize self-organizing, living systems" (Mahoney, 1991, p. 414). Further, Wheatley's approach to thinking about organizations is one that entrenches the notion of organizations as interactive and dynamic systems. Her perspective, therefore, fit well with the constructivist paradigm. Because Wheatley was speaking from a constructivist perspective and because she was also speaking to issues relating to leadership of

organizations it seemed both relevant and appropriate to begin the end of this research with the following quotation. She suggests that:

In our past explorations, the tradition was to discover something and then formulate it into answers and solutions that could be widely transferred. But now we are on a journey of mutual and simultaneous exploration...All we can expect from one another is new and interesting information. We can *not* expect answers...In this new world, you and I make it up as we go along, not because we lack expertise or planning skills, but because that is the nature of reality. Reality changes shape and meaning because of our activity. And it is constantly new. We are required to be there, as active participants. It can't happen without us and nobody can do it for us. (1994, pp. 150-151)

Kay Britton captures, in the final words of her story, what I believe is the spirit of this history we have constructed together - the presidents and I. It also, I think, captures the very essence of constructivism. Kay said,

[Seeing the growth of the Association is] like raising a child that is very successful and you take pride in that but you know you didn't do it yourself. It was them that did it - and that's how I feel about this Association. They've kept their feet on the ground but their heads in the clouds. And that's the way it should be. Following the dreams that were laid down in the beginning with variations...(personal communication, June 25, 1997)

The presidents have been active participants in creating this story of the Association and the Association itself. "It was them that did it". It couldn't have happened without them and nobody else could do it for them. No one could tell their story the way they have told it themselves.

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APPENDIX A
LETTERS OF SUPPORT



August 14, 1996

Heritage Initiatives
British Columbia Heritage Trust

To whom it may concern:

It has come to my attention that a proposal has been submitted by the Early Childhood Educators of British Columbia to compile a history of early childhood professionals in British Columbia. The Canadian Child Care Federation has a national resource centre on child care and would be pleased to include this resource in our national collection upon completion. In addition, we would consider an article on the project for inclusion in our quarterly publication *Interaction*.

The Canadian Child Care Federation is a national, non-profit organization committed to improving the quality of child care for all Canada's children. The importance of the training and ongoing professional development for early childhood educators to the quality of care has been clearly documented in the research. Ensuring that the history of the profession is preserved will contribute to our understanding of child care issues.

Sincerely:



Dianne Bascombe
Executive Director



September 5, 1996

To Whom It May Concern:

Re: From Caring to Careers: A History of Early Childhood Professionals in British Columbia. A Proposal from Early Childhood Educators of British Columbia to Heritage Initiatives, BC Heritage Trust. 1996.

- Services**
- Child Care Resource & Information Services
 - Westcoast Resource Library
 - Vancouver Child Care Support Program
 - Information Daycare
 - One Stop Access
 - Multilingual Child Care Resources
 - Early Childhood Multicultural Services
 - Child Care Financial & Administrative Services
 - Child Care INFORM
 - Child Care Consultation Services
- Affiliated Organizations**
- BC Association of Child Care Services
 - Coalition of Child Care Advocates of BC
 - Early Childhood Educators of BC
 - School Age Child Care Association of BC
 - Western Canada Family Child Care Association of BC

Over the past twenty years a number of memoirs or histories of the early childhood profession in British Columbia have been written but as far as I know they have all remained out of the public domain as unpublished manuscripts. There is therefore a gap in the literature of this significant profession. At Westcoast we have noted that our patrons, especially trainers, students and academic researchers often seek this background and/or contextual information.

The early childhood field has an fascinating history and it is important that the development of the profession be recorded and published in a manner that makes it publicly accessible. It is my understanding that this would be the outcome of the proposal by the Early Childhood Educators of British Columbia to Heritage Initiatives and I therefore give it my full support.

Sincerely,


Mab Oroman
 Coordinator, Child Care Resource and Information Services



SCHOOL OF CHILD AND YOUTH CARE

179

University of Victoria, PO Box 1700, MS 7979, Victoria, BC, Canada V8W 2Y2
Telephone (604) 721-7979 On Campus, (604) 721-8048 Distance Education, Fax (604) 721-7218

November 6, 1996

Heritage Initiatives
British Columbia Heritage Trust

To Whom It May Concern:

Re: Proposal from Early Childhood Educators of British Columbia

Early Childhood Education and Care (ECEC) is a relatively young and thriving profession in the Human Services. The history of the profession in British Columbia can still be recounted first hand by some of its early pioneers. This fascinating history provides a foundation of the profession which is of value to those currently in, and those entering the field.

The Unit for Child Care Research at the School of Child and Youth Care, University of Victoria has an ECEC resource collection of over 5,000 documents. The proposed history of early childhood professionals in British Columbia would be a valuable addition to this collection. This resource will be of interest to educators, students and researchers in ECEC and will provide a useful tool for educating the public about the profession.

Sincerely,



Theresa Hunter
Associate Coordinator
Unit for Child Care Research

Early
Childhood
Educators of
British
Columbia

180

April 28, 1997

School of Child and Youth Care
University of Victoria
Victoria, BC

Attention: Dr. Alan Pence

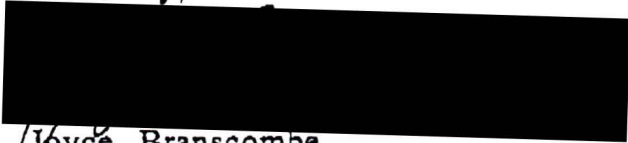
Dear Dr. Pence:

It is with pleasure that I send this letter in support of Linda McDonell's Master's thesis proposal.

It is my understanding that Linda will, as part of her research, be conducting interviews with the Past President of the Early Childhood Educators of BC (ECEBC). ECEBC is aware that there is a lack of historical data and research involving the work of the Past Presidents and their perspectives related to the direction/growth/mission of the association. This work is very timely as each of the Presidents contributed to the association's growth in different political and social climates and with the passing of time their individual abilities to recall events diminishes.

The results of Linda's research will be directly beneficial to ECEBC as it will provide the background for future growth and plans.

Sincerely,


Joyce Branscombe
Executive Director, ECEBC

Received: from spooler by mailgate.mala.bc.ca (Mercury/32 1.23);

181

Return-path: <lpro@vax2.concordia.ca>

Received: from malvm1.mala.bc.ca by mailgate.mala.bc.ca (Mercury/32 1.23) Tue, 29 Apr 97 11:59:50 -8000

Received: from vax2.concordia.ca by mala.bc.ca (PMDF V5.1-8 #23210) with ESMTP id <01II9Z6D304K9BVYAO@mala.bc.ca> for mcdonell@faculty.mala.bc.ca Tue, 29 Apr 1997 11:56:02 PST

Received: from macduf3-port-08.Concordia.CA by vax2.concordia.ca (PMDF V5.0-5 #16739) id <01IIA5LFZWOW00XM9V@vax2.concordia.ca> for mcdonell@faculty.mala.bc.ca; Tue, 29 Apr 1997 15:00:04 +0000 (HELP)

Date: Tue, 29 Apr 1997 14:03:57 +0000

From: Larry Prochner <lpro@vax2.concordia.ca>

Subject: Re: ECEBC history

In-reply-to: <7D1CCDE9163A@mailgate.mala.bc.ca>

X-Sender: lpro@vax2.concordia.ca

To: LINDA MCDONELL <mcdonell@faculty.mala.bc.ca>

Message-id: <3.0.1.16.19970429140357.3c2731e8@vax2.concordia.ca>

MIME-version: 1.0

X-Mailer: Windows Eudora Light Version 3.0.1 (16)

Content-type: text/plain; charset="us-ascii"

Content-transfer-encoding: 7BIT

X-PMFLAGS: 34078848 0

Linda: Please don't feel pressured about dates. If you could aim for early June though, it would be much appreciated. How does that sound in light of your own schedule?

I'll give you a more thoughtful response to your other question when I sit down at the computer within the next few days. For now, I'll just say that unlike other aspects of welfare or education history, the history of early education and child welfare have been sorely neglected as you know. However, many, many people have pointed this out (also as you know) repeatedly over the past few decades with few who have taken up the challenge to create a history of early education. Although we're still at a very early stage in all of this, the beginnings of a literature can be seen (and I'll send you my bibliography). Regarding archival materials, I agree that the lack of extensive primary source materials is a major problem in developing a history. The few materials that exist in public archives are scattered across the country. At one time I was thinking of starting a Child Care History Archives consisting of original documents as well as microfilmed materials from across Canada. This may be something worth considering again. I'm afraid that many materials (also as you know) are left in boxes in the basements of agencies until they are finally tossed

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out. Also many important materials are in the hands of the persons involved 182
in the history of ECE, as part of the stuff we carry with us through life
(old photo's, odds and ends of papers and letters). I've just learned that
the photos and papers of a very important person in day care history in
Toronto were just tossed in the garbage (by the woman herself - she is well
into her 90s and had decided to do some housecleaning).

bye for now

larry

At 17:44 27/04/97 -0800, you wrote:

>Hi Larry!

>It seems a long time since I was in Montreal. The weeks go by so
>quickly. Thanks again for 'hosting' me that day. I enjoyed seeing
>the child care centre and I found our discussions most interesting
>and informative.

>

>I am still moving along at a snail's pace on my thesis as work has
>continued to be very demanding. However, I am submitting my proposal
>on Thursday including my time-line. My plan is to have the archival
>materials reviewed and key events/themes identified by the end of
>May. I know this may be pushing it with respect to your work. I
>just can't see, at this point, how I can accomplish that any faster. I
>hope it will still be Ok for you. Let me know.

>

>I wondered if, in your work, you have found references which support
>the need to document the history of early childhood/child care. I
>realized that while we all know there is little research in the area
>to date I don't have references to support that with the exception of
>several letters of support from both provincial and national
>organizations that suggest a need for the documentation of child care
>history. It is not a problem, I don't think, for my proposal as it
>is very brief but I will need to examine the literature further for
>the purpose of my thesis. If you can provide any suggestions I would
>be most grateful. Please let me know if there are things you are
>looking for that I may come across in my work. I am happy to
>reciprocate.

>

>I am getting quite excited as my 'final' start date moves closer.
>This will be a very interesting project.

>

>Thanks.

>

>Linda McDonell

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Larry Prochner, Ed.D.

Assistant Professor

Education Department

1455 de Maisonneuve Blvd. W.

Concordia University

Montreal, Quebec H3G 1M8

Phone: 514-848-2038 Fax: 514-848-4520 Email: lpro@vax2.concordia.ca

APPENDIX B

**BCPSTA/ECEBC EVENTS & INFLUENCES JUXTAPOSED
WITH SOCIAL & POLITICAL EVENTS & INFLUENCES**

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1969	<ul style="list-style-type: none"> • Establishment of BC Pre-School Teachers Association (Pre-Constitutional year) • Constitution Committee established 	
1970	<ul style="list-style-type: none"> • First AGM - BCPSTA Constitution accepted 	<ul style="list-style-type: none"> • New Years Address focusing on Canada's responsibility to her children • <u>Status of Women in Canada</u> report recommending setting up network of day care centres
1971	<ul style="list-style-type: none"> • First Conference - Challenges for the '70s • First 'Strategic Plan' - recommendations from membership to guide Executive's work • action requested to lobby for two year ECE program 	<ul style="list-style-type: none"> • <u>A Brief for the Establishment of a Federal Bureau of Child Development</u> requesting federal leadership in addressing needs of children • Grace McCarthy, Social Credit MLA, stated BC had gone as far as it could toward establishing child care services • first Canadian Conference on Day Care • unionization of first child care centres (Victoria and Vancouver)
1973	<ul style="list-style-type: none"> • First government support for conference (new NDP government) • branches formed in Nanaimo and Richmond • Victoria and North Vancouver indicated an interest in forming a branch 	<ul style="list-style-type: none"> • Status of the Day Care Child with Special Needs report • Norm Levi appears at BCPSTA Conference and offers financial support • opening of Day Care Information Centre in Vancouver • sit-in of parents, day care workers, students, women's groups at Day Care Information Centre to protest licensing restrictions
1974	<ul style="list-style-type: none"> • response to the white paper, <u>The Public School System Directions for Change</u> • initiated discussions with BCTF • Kathleen Wycherly, first Honourary Life Member 	<ul style="list-style-type: none"> • Ministry of Education presents white paper, <u>The Public School System Directions for Change</u> identifying the major educational issues concerning the BC school system

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1975	<ul style="list-style-type: none"> • Kay Britton publishes article in Government of BC, <u>People</u> magazine 	<ul style="list-style-type: none"> • NDP government sets up two licensing boards, one for adult care facilities and one for child care facilities • NDP lose the election; Social Credit government reinstated
1976	<ul style="list-style-type: none"> • BCPSTA says no to 'strike action' • prepared proposal to Minister of National Health and Welfare for office space funds • Mary Thomson presented with Honorary Life Membership 	<ul style="list-style-type: none"> • strike action organized to bring attention to child care needs • BCTF passes resolution to press government for adequate funding for pre-school education
1978	<ul style="list-style-type: none"> • invited to participate on DACUM committee • joint brief with BCTF, Early Childhood Education in BC: Problems and Recommendations submitted to government and United Society for Education Review • Don Mosedale begins as editor and publisher of the BC Pre-School Teacher; new format as little yellow booklets 	<ul style="list-style-type: none"> • DACUM (Developing a Curriculum) underway to identify competencies for ECEC • BCTF exploring affiliate membership for persons who are not 'teachers' as defined by the Public Schools Act • Don Mosedale at UBC Continuing Education offers newsletter support to BCPSTA • Community Care Facilities Regulation passed
1979	<ul style="list-style-type: none"> • BCPSTA invited to send representative to new Provincial Child Care Facilities Licensing Branch Advisory Committee • Statistics Committee established to collect data related to wages and working conditions issues • BCPSTA Student Membership category introduced • delegates attending BCPSTA Marketplace at UBC recommended more political action • new format for AGM to allow questions and discussions from general membership 	<ul style="list-style-type: none"> • the Year of the Child • Advisory Committee to the Provincial Child Care Facilities Licensing Board established by Ministry of Health • Canadian Association for Young Children established • BC Royal Commission on the Family and Children's Law
1980	<ul style="list-style-type: none"> • BCPSTA share office space with Taking Responsible Action for Children and Youth at West 16th & Burrard 	<ul style="list-style-type: none"> • Ministry of Health introduces the 500 hour work experience as part of the credentialing process • Canadian Council on Social Development - National conference planning committee established

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1981	<ul style="list-style-type: none"> • discontinued discussions with BCTF • Working Conditions Committee established to handle issues and grievances related to wages and working conditions 	<ul style="list-style-type: none"> • BC Day Care Action Coalition established at the Day Care: A Look to the Future conference • BCTF proposes another resolution to government to move preschool programs into the school system • government increases subsidy and income levels for subsidy eligibility • government initiates preschool immunization program • government requires increasing numbers of mothers with infants to return to work force • <u>Vancouver Council of Women's Study on Day Care and Nursery School Needs and Services in Vancouver City</u> • <u>Responsible Day Care: The Coming of Age of an Essential Service, a United Way report</u>
1982	<ul style="list-style-type: none"> • part-time secretary hired • BCPSTA Board discusses re-structuring • BCPSTA cannot participate in first BCDAC 'Day Care Week' as it coincides with Conference; letter of protest sent to BCDAC • Hannah Polowy presented with Honourary Life Membership 	<ul style="list-style-type: none"> • Early Childhood Education Articulation Committee invites BCPSTA to appoint a representative • BCDAC announces possible affiliation with Action Day Care in Ontario • parents asked to keep five year olds in pre-school rather than moving them into public school system
1983	<ul style="list-style-type: none"> • proposal to restructure BCPSTA goes to Board of Directors • first election for President (Peggy McDonald and Roberta Paton) • BCPSTA District Council established • BCPSTA says no to supporting General Strike • Victoria Branch submits 'Automatic Membership' report 	<ul style="list-style-type: none"> • special needs funding frozen until end of fiscal year • rumours of elimination of kindergarten • first meeting to discuss the establishment of the Canadian Child Day Care Federation (CCDCF) • government announces means test for special needs funding • PCCFLB announces changes to license renewal

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1984	<ul style="list-style-type: none"> • BCPSTA Constitution purposes altered • BCPSTA responds to Ministry of Education regarding funding changes to ECEC post-secondary programs • BCPSTA submits report to Federal Task Force on Day Care • Peggy McDonald, living and working in the Okanagan, becomes the first president outside the lower mainland • Joyce Brown presented with Honourary Life Membership 	<ul style="list-style-type: none"> • government announces no means test after all • Federal Task Force on Day Care announced • questionnaires distributed across the country to determine supports and resources needed by the field that CCDCF could provide • Information Day Care established • Parliamentary Task Force announced • Peter Pan Day Care centre closure because of alleged abuse
1985	<ul style="list-style-type: none"> • BCPSTA New Release regarding Day Care Centre closure because of alleged child abuse • work on Child Abuse Prevention and Response begun • Five Year Plan developed 	<ul style="list-style-type: none"> • Caring For a Living summary report released • Parliamentary Task Force members announced - 5 conservatives, 1 Liberal, 1 NDP • Society for Children and Youth announced Child Abuse Prevention Blueprint • PCCFLB announces changes to 500 hours - can be accumulated prior/during training
1986	<ul style="list-style-type: none"> • conference fee announced for student members • good profit made at conference; discussions begin about conference being for profit or professional development • BCPSTA receives notification to vacate West 16th & Burrard; finds office space in Richmond • publishes Child Abuse: Guidelines for Prevention and Response for Early Childhood Centres 	<ul style="list-style-type: none"> • <u>Between a Rock and a Hard Place</u> - Patti Schom-Moffat suggested strategies to address wages and working conditions issues in the EC field
1987	<ul style="list-style-type: none"> • BCPSTA responds to Community Care Facilities Branch regarding policy changes • submits brief to Operational Review and Productivity Branch for the Ministry of Health 	<ul style="list-style-type: none"> • Operational Review and Productivity, Ministry of Health • meeting with EC Network • National Child Care Strategy announced

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1988	<ul style="list-style-type: none"> • BCPSTA representation on Royal Commission on Education, Working Group for Early Childhood Education • brief submitted to Royal Commission on Education • responses prepared to National Strategy for Child Care • BCPSTA wrote letter and telegram to protest no invitation to present to the House of Commons (Ottawa) • <u>For All You Do This One's for You</u> - Executive planned conference • BCPSTA changes name to: Early Childhood Educators of BC • joined as founding member of West Coast Child Care Resource Centre; shared office space at 3998 Main Street • BCPSTA representative invited to present to the Senate Committee of Social Affairs and Science Technology (Ottawa) to protest Bill C-144 	<ul style="list-style-type: none"> • CDCAA asked to select two representatives of BC Child Care to present to the House of Commons regarding Bill C-144; CDCAA representative was uncomfortable with choosing another organization so didn't • CCIF projects announced Canadian National Child Care Study (CNCCS) and the Canadian Child Day Care Federation • Royal Commission on Education hearings underway • Royal Commission on Education, Working Group on Early Childhood Education established • BC government announces new 'family' initiatives • Senate on Social Affairs and Science Technology held hearings regarding Bill C-144
1989	<ul style="list-style-type: none"> • ECEBC responds to Dual Entry • new magazine format for the <u>Early Childhood Educator</u> • serious financial struggles for ECEBC • ECEBC District Council was dissolved; Branch Chairperson attendance at Board of Directors renewed 	<ul style="list-style-type: none"> • Executive Summary of the Working Group on Early Childhood Education, <u>Where the Legacy Begins</u> released • federal budget announced - bad news for child care • BC government announces increased subsidies, grants, and establishment of Child Care Support Programs • <u>National Child Care Staffing Study</u> (US) reports salary level is the most important predictor of quality • Nova Scotia centres close to protest low wages and poor working conditions

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1990	<ul style="list-style-type: none"> • Registration Project - Phase I begun with community consultations to discuss proposed changes to the registration of early childhood educators and approval of post-secondary ECEC programs from Ministry of Health to ECEBC 	<ul style="list-style-type: none"> • Ministry of Health supports Registration Project - covered travel and office expenses for ECEBC representative to take Provincial Child Care Licensing Board Sub Committee <u>Discussion Paper</u> regarding options for change to registration of practitioners and approval of post-secondary ECEC programs out to the field • BC Task Force on Child Care announced • first joint project of the CDCAA and the CCDCF - <u>Caring for a Living Study</u> on wages and working conditions
1992	<ul style="list-style-type: none"> • the <u>Early Childhood Educator</u> graduates to journal status • Executive Director hired • received grant from Ministry of Women's Equality (MWE) to revise the <u>Child Abuse: Guidelines for Prevention and Response for Early Childhood Centres</u> • received grant from MWE to provide some travel subsidies for members travelling to conference • ECEBC steps up pressure on government regarding Criminal Record Checks • <u>Feasibility Study</u> funded by CCIF • first retreat for ECEBC Board of Directors held; Mission Statement and Strategic Plan developed • Ethics Project funded by CCIF 	<ul style="list-style-type: none"> • Benoit Bouchard announces federal government axes national Child Care policies - outcry by national and provincial advocacy groups (poverty groups, women's groups, child care) • Ministry of Health, Community Care Facilities Branch announces Child Care Regulation Review (CCRR); CCRR committee established with community representation • Special Needs Day Care Review underway • new CRC policy announced • CCIF funds Feasibility Study and Ethics Projects • BC government allocates \$17,000,000. to MWE for child care services

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1993	<ul style="list-style-type: none"> • <u>The Transferability of Training in Early Childhood Education: A Review & Analysis</u> to "identify barriers to transferability of course credits" funded by Ministry of Advanced Education • ECEBC response to the national study on wages and working conditions in ECE, <u>Caring for a Living</u> • ECEBC takes a position to take no position on auspices; they support quality whatever the auspices • ECEBC financial committee implements deficit management: established a one-time application processing fee; reduce journal publications to six per year; eliminate two executive meetings per year 	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child • Provincial Child Care Council established with members representing different geographic regions and expertise with respect to different child care issues • Korbin Commission announced • Wage Supplement Initiative(WSI) announced by Child Care Branch, MWE • licensing officers training developed and implemented • child care funding structure changed from Ministry of Social Services to Ministry of Women's Equality • Special Needs Child Care Report released
1994	<ul style="list-style-type: none"> • ECEBC responds to the Wage Supplement Initiative to non-profit employees only • Code of Ethics unveiled • Canadian Child Care Federation (CCCF) proposes affiliate structure; ECEBC supports in principle • 'Active Passages' discussions begin regarding ECEBC restructuring 	<ul style="list-style-type: none"> • province proclaims May as "Child Care Month" • International Year of the Family • new Criminal Record Check (CRC) legislation in effect • Canadian Child Care Federation (changed name from Canadian Child Day Care Federation) announced affiliate structure province proclaims May as "Child Care Month" • International Year of the Family • new CRC legislation in effect • Canadian Child Care Federation (changed name from Canadian Child Day Care Federation) announced affiliate structure

YEAR	BCPSTA/ECEBC MILESTONES	SOCIAL & POLITICAL EVENTS & INFLUENCES
1995	<ul style="list-style-type: none"> • survey to membership regarding ECEBC restructuring • Board of Directors approved affiliated membership with CCCF • third staff person added to ECEBC office administration • regional structure approved by Board of Directors • the Executive Director, Joyce Branscombe represented ECEBC at the Multi-Lateral Task Force on Career and Labour Mobility in the Community Social Services Sector of British Columbia (MLTFCLMCSSSBC) • discussions continue regarding the proposed changes to registration of ECEs and approval of post-secondary ECEC programs; College of Early Childhood Educators proposed consistent with new government direction (Bill 31 'Health Professions Act') • Status of Training in BC project funded through Ministry of Women's Equality • Taking Care child abuse prevention training sessions and child abuse prevention support package for ECE training programs funded by Ministry of Skills, Training and Labour 	<ul style="list-style-type: none"> • Supported Child Care Transition Project announced • Ministry of Skills, Training and Labour 'Skills Now' Child Care Pilot Projects to identify and assist in alleviating the child care barriers experiences by parents as they return to work or study • CCCF Conference <u>Caring for a Living</u> held in Calgary; affiliate structure meeting held at conference • development of Supported Child Care Support Guide • Children Services Union amalgamates with British Columbia Government Employees Union • Province of BC Child Youth and Family Advocate position established • BC Association of Child Care Services established

YEAR	BCPSTA/ECEBC MILESTONES & EVENTS	SOCIAL & POLITICAL EVENTS & INFLUENCES
1996	<ul style="list-style-type: none"> • new governance structure underway • secured funding to provide travel subsidy for some members travelling to Conference '96 • column in the Journal "Moving Toward Inclusion" helped to keep members informed regarding the Supported Child Care initiative • largest ever ECE conference (over 1500 delegates) • partnered with 'Safe Start' to produce <u>Injuries are No Accident: An Injury Prevention Program for Preschool Children</u> • Judy Pollard, living and working in the West Kootenays, becomes the second president from outside the lower mainland and Vancouver Island • secured dollars to revise <u>Taking Care: A Child Abuse Prevention Manual for Early Childhood Educators</u> • undertook the <u>Practicum Project</u> to study issues related to practicum and to make recommendations for change • continued and expanded <u>Registration Project</u> increasing dollars 	<ul style="list-style-type: none"> • new Child, Family and Community Service Act proclaimed • Gove Inquiry submits report • Ministry of Health indicates corporate direction toward establishing a College of Early Childhood Educators under the Health Professions Act • Ministry of Health initiates the 'Training the Trainer Partnership Program' • Multi-Lateral Task Force on Training and Labour Mobility in the Community Social Services Section of BC established; working groups in each sector established to develop occupational standards • Canada 2000's 1996 Report Card on Child Poverty in BC released; states that 174, 000 children in BC live in poverty • BC Benefits (Child Care) Act in effect • Ministry of Children and Families established; child care programs moved to MCF from MWE

APPENDIX C

INTERVIEW INFORMATION PACKAGE

Linda McDonell
2005 Cathers Drive
Nanaimo, BC
V9R 6R8

June 9, 1997

Dear :

Recently, I spoke with most of you about the research I am undertaking to trace the history of BC Pre-School Teachers Association (renamed Early Childhood Educators of BC in 1988). I am really pleased that those of you I have spoken with have agreed to participate in the 'history' interviews.

Attached you will find:

1. information highlights of the project *From Caring to Careers*;
2. a question and answer (Q & A) flyer;
3. a consent form outlining your rights as participants and my expectations as researcher;
4. an outline of the questions on which the interview will focus.

Your interview is scheduled as follows:

Time:

Date:

Location: West Coast Child Care Resource Centre
201-1675 West 4th Avenue, Vancouver, BC

If you have any difficulties arranging transportation to and from West Coast Child Care Resource Centre please call Kim or Joyce at the ECEBC office (250) 739-0770 (West Coast is located on West 4th right next to the Granville Street Bridge). They will be happy to assist you with arranging transportation.

Please note that the interviews will be video and audio taped. Let Kim or Joyce know at the office if you have any questions or concerns about this. You are free to bring notes relating to the questions with you to the interview. I will collect consent forms and any written information you wish to contribute at the time of the interview.

Thank-you so much for your support in helping us to document your experience of the development of our professional association. I am eagerly anticipating our discussion.

Yours sincerely,

Linda McDonell

Information Highlights

Early Childhood Educators of British Columbia: From Caring to Careers is a project sponsored by Early Childhood Educators of British Columbia (ECEBC), the School of Child and Youth Care at the University of Victoria (UVIC) and Malaspina University College. The principal investigator of the project is Linda McDonell, a graduate student with the School of Child and Youth Care at the UVIC. Linda is a former president of ECEBC (1992-1994).

From Caring to Careers will trace the beginnings and ongoing development of the provincial professional organization British Columbia Pre-School Teachers (BCPSTA), renamed in 1988 Early Childhood Educators, from its pre-constitutional year, through the development of its constitution, to present time (1969-1996). The project will investigate the reasons for the establishment of the organization and the mission and direction determined under the leadership of the presidents of the organization, over time, from the perspective of those presidents. Data will be collected from oral interviews twelve of the thirteen BCPSTA/ECEBC presidents and will also be obtained from the analysis of relevant archival materials such as newsletters, journals, annual reports of the organization and Board of Directors' meeting reports and minutes. The project will examine how the organization fulfilled its original goals and speculate on reasons for direction change over the years based on the perspectives of the ECEBC presidents, the archival sources reviewed, and the socio-political context.

The objectives of the project are as follows:

- to document and record the history of the organization British Columbia Pre-School Teachers Association/Early Childhood Educators of British Columbia by examining the Association's archival documents;
- to document, by video-record, the ECEBC history based on the perspectives of the presidents;
- to develop milestones of key socio-political events that appear to have influenced the direction of the organization over time based on information found in the archival sources and/or based on the perspectives of the presidents;
- to enhance the understanding of the mission and mandate of the organization as developed early in the organization's history and examine how that mission/mandate evolved over time;
- to advance awareness of the key accomplishments and challenges of the pioneers of BCPSTA/ECEBC and our understanding of the importance of those accomplishments and challenges to the present status of early childhood professionals in the province of BC
- to document, by video-recording, the current mission/mandate/direction of the organization and speculate on future directions from the perspective of the present president and executive director of ECEBC.

Following, answers to questions you may have about your involvement as a subject/participant in the interview process.

Where will the interviews take place?

The interviews will be conducted at:

West Coast Resource Centre

201-1675 West 4th Avenue

Vancouver, BC.

When will the interviews take place?

The interviews will be held between **June 7 - June 15, 1997.**

How will I know when my interview is scheduled?

You will be contacted by telephone to arrange a mutually convenient time for the interview.

How will I get to the interview?

When you are contacted by telephone to arrange the interview, you will be asked if you require transportation. At that time, transportation can be arranged. Otherwise, please contact the ECEBC office at (604) 739-0770. If you live outside of Vancouver, please us know and arrangements will be made either for your travel to Vancouver, an alternate interview location or, if necessary, a telephone interview.

Do I need to prepare for the interview?

It is not necessary for you to prepare for the interview. However, a copy of the questions on which the interview will focus is included with this letter. The purpose of sharing the questions with you is to allow you to reflect, in advance of the interview, about your experience as president within the framework of the questions. Please feel free to bring notes to the interview if you wish. **You are free to decline answering any of the questions.** You may also speak to additional topics not listed that relate to either your term as president or the development and/or direction of the organization.

Who will interview me and what is the format for the interview?

Linda McDonell will interview each of the former presidents individually. The interview will be video taped; a back-up audio tape will be made at the same time. The interview will take a maximum of two hours to complete. Linda will use the attached questions as a guide throughout the interview and assist and support you to focus on specific areas of interest for the research project. As noted above, you are free to decline answering any of the questions and are encouraged to speak to any area of interest related to the organizational history and your experience in the organization. **You may at any time withdraw from the interview.**

If you withdraw part way through the project all tapes and transcripts will be returned to you at your request.

If you are unable to be physically present for the interview, you will be given the choice of responding to the questions in writing or participating in a telephone interview. If you choose the telephone interview the same process as the face-to-face interview will be used.

Who will store the information and how will it be used?

The video and audio tapes will be transcribed. As soon as this work is completed an audio tape will be mailed to you for your review. At this time, you are free to note aspects of the tape that you believe may be inaccurate or that do not reflect what you intended. You may, at that time, clarify information, rectify inaccuracies, or request particular comments to be deleted from the record. Additionally, any aspects of the interview you wish deleted will be edited from the video and audio tapes and the transcription. You will be given a specific time period within which to complete this work. When you have completed noting your feedback, Linda McDonell or a ECEBC representative will pick up the tapes. The edited tapes and transcriptions will be used for the purpose of the written history. When the thesis is approved (Fall, 1997) by Linda's graduate committee and the thesis is successfully defended, you will be invited to donate the tapes and transcript to the ECEBC Archives. In this way, ECEBC can preserve this important historical information. If you prefer and at your request, the tapes and transcript will be returned to you for you to store or dispose of as you wish.

The data gathered from the interviews with the presidents and the archival materials will be used to trace the historical development of BCPSTA/ECEBC. **It is important for you to note that the *From Caring to Careers* project cannot ensure confidentiality.** Even if we agree not to use your name in the written history, you may be quite easily identified as the time and events may be easily linked back to you as president. However, remember that you are free when you review your interview tapes and transcripts to request certain information be edited from the record. Further, you will be given an opportunity to request Linda's analysis that related directly to you for your feedback and input.

If you have any additional questions or require further information please contact:

Linda McDonell (250) 753-3245 local 2713 or (250) 741-8202

Joyce Branscombe (604) 739-0770

Faculty Advisor - Dr. Alan R. Pence (250) 721-7981

**Consent Form for Participation in the Research Entitled:
Early Childhood Educators of British Columbia: From Caring to Careers**

I understand that this research will document the development and direction of the British Columbia Pre-School Teachers Association (BCPSTA), later renamed Early Childhood Educators of British Columbia (ECEBC). I understand that the oral interviews in which I am agreeing to participate will focus on the history from the personal perspective of the presidents of BCPSTA/ECEBC. I understand that I will be asked to comment on my perceptions of the accomplishments and challenges of my term as president and to provide personal comment on other relevant aspects of the establishment, development, direction, and evolution of the organization. I understand that Linda McDonell will use data collected in the interview process and the BCPSTA/ECEBC archival materials to fulfil her thesis requirement in order that she may obtain her Master's degree from the University of Victoria.

I understand that my participation is completely voluntary and that I can withdraw from this study at any time, without explanation or penalty. I can also decline to answer any of the questions asked and will be given an opportunity to add information I believe to be relevant to the research but not outlined in the questions.

I understand that the interview will be video and audio taped and that the tapes will be transcribed verbatim.

I understand that I will have an opportunity to review the content of my interview audio tape. I understand that I may, upon reviewing the tape, request that certain information be removed from the record. I understand that there will be a time limit within which I may review the tapes and transcript and respond.

I understand that the tapes and transcripts will be stored in a locked cabinet in the office of Linda McDonell at Malaspina University College, Nanaimo, BC.

I am aware that my anonymity cannot be maintained as the information will be used to document the history of ECEBC and while I may request to have my name removed from the manuscript, other information included in the manuscript may reveal my identity. I understand that I may request a copy of the manuscript to review Ms. McDonell's analysis of the data collected in the interview process and the archival materials that relate to me directly. I understand that I must provide my feedback to the analysis within a specified time period.

I understand that if I wish I may request that the audio and video tapes and transcript be returned to me following the successful defense of Linda McDonell's Master's Thesis.

Date:

Signatures:

Subject/Participant _____

Researcher _____

Linda McDonell (250) 741-8202

Faculty Advisory - Dr. Alan R. Pence (250) 721-7981

APPENDIX D
Interview Questions

The interview will include questions regarding:

Demographics

Age

Education

Family status (marital status, number of children and ages)

Past/present positions on BCPSTA/ECEBC Board & Executive

Employment past and present

The following questions relate to the events and circumstances during your term as presidency. Please answer the questions as thoroughly as you are able.

What were the circumstances surrounding your nomination to the presidency?

What was your understanding of the organization's purpose when you first became president?

How do you think that purpose changed over the term of your presidency?

What were your priorities/objectives (in order) when you became president?

What do you see as the key accomplishments of your term as president?

What do you see as the key challenges of your term as president?

What from your perspective were the key societal/political influences during your mandate as president?

Earlier, you described the purpose of the organization when you entered the presidency as... In what ways do you think the key accomplishments you have identified moved the organization toward or away from the purpose you described.

The following questions focus on your personal experience as president, the effect of the presidency on your personal and professional development and your personal opinions and impressions about the association prior to your presidency, during your presidency and after. Please answer only those questions to which you feel comfortable responding.

What were your thoughts and feelings about the nomination and subsequent election to the presidency?

How was the experience as president important to you professionally?

How was the experience as president important to you personally?

Please share some of your thoughts about the direction the association had taken prior to your term of office.

Please share some of your thoughts about the direction the association has taken since your term of office.

Please share some of your thoughts about the direction the association has taken over the past five years.

Please describe your involvement with the organization since your presidency.

Please share any advice or recommendations you have for ECEBC that you think important to future decisions/direction.

Over the past few years, ECEBC has wished to identify a role within the organization for past-presidents. Please share any ideas you have for their involvement.

The research I am conducting for the purposes of this project is seen as only a beginning to the development of a more complete history of ECEBC and the EC field. Could you suggest individuals who you believe are key to the documentation of a more complete history?

**INTERVIEW QUESTIONS
ECEBC PRESENT & FUTURE**

Demographics (Judy & Joyce)

Age Family status (marital status, number of children and ages)

Education

Employment past and present

Past/present positions on BCPSTA/ECEBC Board and Executive

The following questions relate to the events and circumstances during your term as presidency. Please answer the questions as thoroughly as you are able.

What were the circumstances surrounding your nomination to the presidency?

What was your understanding of the organization's purpose when you first became president?

How do you think that purpose has changed over the term of your presidency?

What were your priorities/objectives (in order) when you became president?

What do you see as the key accomplishments of your term as president thus far?

What do you see as the key challenges of your term as president thus far?

What from your perspective what were/are the key societal/political influences during your mandate as president?

Earlier, you described the purpose of the organization when you entered the presidency as... In what ways do you think the key accomplishments you have identified moved the organization toward or away from the purpose you described.

Please comment on what you see as the key foci of the remainder of your term as president.

Please comment on what you see as the key foci of the organization over the next five years.

Please share any advice or recommendations you have for ECEBC that you think important to future decisions/direction.

Questions for Joyce:

What was your understanding of the purpose of the organization when you first became the executive director?

How has that direction changed over the period of your employment with the organization?

What do you believe are/have been the key accomplishments of the organization during the period of your employment as Executive Director?

What do you believe are/have been the key challenges of the organization during the period of your employment as Executive Director?

What do you believe have been/are the key internal influences on the development of the organization over the period of your employment with the organization?

What do you believe are the key socio/political influences on the development of the organization over the period of your employment with the organization?

Please share your thoughts/feelings about the direction the association has taken over the period of your employment with the organization?

Please share any advice or recommendations you have for ECEBC that you think important to future decisions/direction.

THEME TABLES
(PURPOSES, ACCOMPLISHMENTS, SOCIAL & POLITICAL INFLUENCES
AND ADVICE & RECOMMENDATIONS)

Association Purpose Themes Identified in Analysis

Purpose Themes	Purpose Sub-themes
Education	<ul style="list-style-type: none"> • promote expansion of training • setting criteria for training • coordinating training across institutions • promote enhancing training • promote professional development • development of educational resources
Communication: Relationships with Internal Environment	<ul style="list-style-type: none"> • strengthening communication between and among members, branches and Board of Directors • enhancing communication systems within Association • providing opportunity for members to give input and feedback • sharing information with membership in a variety of ways
Communication: Relationships with External Environment	<ul style="list-style-type: none"> • networking and coordinating activities with other individuals and groups • establishing/maintaining/promoting image of Association with individuals and groups outside the Association • outreach to other groups, agencies • providing representation on committees external to Association
Advocacy	<ul style="list-style-type: none"> • promoting advocacy for children, programs, and practitioners • lobbying for government support • being proactive (not just reacting) • working to improve wages and working conditions • supporting/promoting professional status in the community
Professionalization	<ul style="list-style-type: none"> • improving the status of EC • supporting/promoting ethical EC practice • supporting/promoting self-esteem of professionals & the profession • supporting/promoting self-regulation

Purpose Themes	Purpose sub-themes
Maintaining/Expanding Membership	<ul style="list-style-type: none"> • recruiting new members • promoting membership renewal • building solidarity of membership and the field • improving quality of service to members • building membership satisfaction
Quality Early Childhood Programs	<ul style="list-style-type: none"> • promoting/supporting quality programs for children • promoting/supporting quality early childhood practice • promoting/supporting early childhood programs reflective of family and community needs

Key themes related to accomplishments	Accomplishment sub-themes	Key themes related to challenges	Challenge sub-themes
<p>Communication: Relationships with Internal Environment</p>	<ul style="list-style-type: none"> • addressing isolation in outlying communities through the Branches and newsletters • support of and information to members through the newsletter • bringing people together • establishing more flexible meeting times • giving voice to members through newsletters, meetings, conference • establishing professional image through communication strategies such as newsletter/journal and other publications • provincial outreach through Executive positions • establishing communication systems & protocols • growth and development of conference • growth and development of newsletter/journal • commitment and dedication of volunteer Board of Directors • sharing of expertise • link to more isolated members and their support of organization through newsletter • establishing the organization despite challenges • people just getting in there and doing it • holding it together • not only surviving but thriving 	<p>Communication: Relationships with Internal Environment</p>	<ul style="list-style-type: none"> • bringing people together (both those within and outside the organization) to share information and make decisions • time, energy and costs associated with planning, writing, and distributing the newsletter/journal • keeping up with the growth of the Association • information being outdated before members received it • limitations of volunteers responsible for running the organization • ongoing/increasing need for paid staff • creating a representative Board (i.e. geographic representation) • lack of direct face-to-face contact • trying to please diverse factions • lack of satisfaction with organizational direction/decision • lack of time and energy of volunteer Board of Directors • lack of expertise of volunteer Board of Directors • uncertainty about future • diverse ideas about what to do • many organizations representing child care interests • trying to please everyone • being everywhere at once • issues related to the growth of conference

Key themes related to accomplishments	Accomplishment sub-themes	Key themes related to challenges	Challenge sub-themes
Professionalization	<ul style="list-style-type: none"> • research on 'automatic/mandatory' membership • growing understanding of what it means to be a professional • growing recognition of ECE as a specialized body of knowledge • increase in professional 'self-esteem' • growing recognition on the part of other professionals of ECE as a profession • presenting a more professional image • focusing on importance of professionalization through project work 	Professionalization	<ul style="list-style-type: none"> • lack of value for caring work - perception of ece as babysitting • fight to be recognized as 'teachers' • fight to be recognized by other professionals as professionals • lack of support for the people doing the work and for each other • stigma of day workers • poor wages and working conditions
Education	<ul style="list-style-type: none"> • lobbying government ministries and post-secondary institutions • invited to participate on education/articulation advisory committees such as DACUM, EC Articulation etc. • achieved acceptance by relevant ministries of ECEC requiring two years of training • various professional development activities/opportunities • the annual Association Conference • production of numerous educational publications • involvement in the CCCF Symposium to establish national 'quality' standards for ECEC post-secondary programs • growing recognition of existing field issues related to EC post-secondary programs 	Education	<ul style="list-style-type: none"> • need for courses and educator preparation • inconsistency of EC education programs • networking with other organizations to get support for further education • convincing government ministries about the need for advanced education and training • sometimes difficult to convince practitioners about the need for further education • government funding constraints loss of two year EC post-secondary programs • issues of transferability and accessibility related to post-secondary EC programs

Key themes related to accomplishments	Accomplishment sub-themes	Key themes related to challenges	Challenge sub-themes
Political advocacy/activity	<ul style="list-style-type: none"> • increasing recognition overtime of the importance of politicizing the organization • increasing visibility of the organization over time • increasing credibility of the organization over time • made some politically astute friendships over time • establishment of both standing and ad hoc committees to deal with political and advocacy issues 	Political advocacy/activity	<ul style="list-style-type: none"> • perception that Association was ineffective politically • divisions between those that supported political activity and those that didn't • perceived reluctance to taking a strong stand on unpopular issues • not being able to be proactive as a result of the structure of the organization • difficulty in making decisions & taking positions that are supported by a diverse membership • changing external systems
Financial matters	<ul style="list-style-type: none"> • generation of project funds • increasingly successful conferences financially • increasing financial accountability • beginning to address the 'hole in the bucket' i.e. non-renewing members • increasing membership despite fee increases 	Financial matters	<ul style="list-style-type: none"> • resistance to fee increases • lack of financial resources limiting activity of organization • repeated deficit budgets and resulting questions about accountability • convincing both members and non-members about worth of membership • expertise of Board didn't match the increasing complexity of financial matters/issues

Key themes related to accomplishments	Accomplishment sub-themes	Key themes related to challenges	Challenge sub-themes
Membership	<ul style="list-style-type: none"> • beginning to address issue of non-renewing members • continuing increase in membership • increasing solidarity related to desired outcome for field • targeting membership recruitment as part of ongoing strategic plan • broadening of membership (eg. student and associate membership) 	Membership	<ul style="list-style-type: none"> • repeatedly not meeting target for membership increase • lack of growth = lack of credibility • lack of growth = lack of voice • lack of members = lack of resources • wages and working conditions influencing willingness to join
Communication: Relationships with External Environment	<ul style="list-style-type: none"> • establishing supportive relationships with key individuals in government • increased networking with other organizations both provincially and nationally • opportunities to access project grants • increasing recognition of the organization by government • staying informed about changes to external systems (for eg. government ministries, agencies) • being clear of the appropriateness/importance of the Association role re advice/consultation • increasing participation on and contribution to external committees 	Communication: Relationships with External Environment	<ul style="list-style-type: none"> • changing government systems (legislative, ministerial and policy changes) • changing people within those systems • lack of support by other individuals by other individuals and organizations • lack of resources both financial and other • increasing demands on volunteers to represent the organization on committees etc. • lack of valuing of EC field • lack of public recognition for importance of EC work • public fear/anxiety related to child abuse in EC

Key themes related to accomplishments	Accomplishment sub-themes	Key themes related to challenges	Challenge sub-themes
Staffing, office and related supports	<ul style="list-style-type: none"> • identified need to establish office • establishing the office • moving/improving office facilities • staffing the office • increase in staff hours • obtaining computer and appropriate software • hiring an Executive Director • establishing a 'meeting place' as per West Coast 	Staffing, office and related supports	<ul style="list-style-type: none"> • growth of membership outstripping ability of volunteers to respond • no centralized point of contact • no office space in early years • lack of accessibility to Association files • lack of support staff • need for more office space/increased staff
Organizational structure	<ul style="list-style-type: none"> • provincializing the organization • Executive visits to the Branches • continually increasing number of Branches • restructuring of the organization to respond to member concerns • approach to structural change • strengthening links within province and across nation (CAYC, CCCF, CCCAA) 	Organization structure	<ul style="list-style-type: none"> • approach to structural change • streamlining decision making through existing structure • streamlining communications through existing structure • strengthening links with Branches and other organizations both provincially and nationally • insufficient financial resources

Social and Political Influences Identified in Analysis

Themes: Social & Political Influences	Sub-themes: Social & Political Influences
Societal Influences	<ul style="list-style-type: none"> • economy working for child care • economy working against child care • attitudes/values supporting child care • attitudes/values working against child care • feminist movement • hippie movement • child abuse • changing attitudes (diversity, special needs, family involvement)
Government Influences	<ul style="list-style-type: none"> • federal and provincial government ideologies • federal initiatives - policies supporting/not supporting child care • provincial initiatives - policies/programs supporting/not supporting child care • support of individuals within government • lack of support from individuals within government
Non-Government Groups/Individuals Influences	<ul style="list-style-type: none"> • organizations supporting Association • organizations not supporting Association • individuals supporting Association • individuals not supporting Association • confusion between unionization and professionalization

Themes: Social & Political Influences	Sub-themes: Social & Political Influences
Early Childhood Field Influences (non-Association)	<ul style="list-style-type: none"> • lack of solidarity with respect to issues such as profit/non-profit • lack of satisfaction with organizational direction • disagreement with Association action/lack of action • number of other groups with which to connect • lack of resources to do outreach • lack of field resources (low pay/high fees)

Advice & Recommendation Themes Identified in Analysis

Advice & Recommendations Themes	Advice & Recommendations Sub-Themes
Leadership	<ul style="list-style-type: none"> • ensuring strong leadership (patience, sharing responsibility) • finding ways to promote the involvement of the kind of leaders we need/want
Professionalism	<ul style="list-style-type: none"> • encouraging/modelling professional behaviours • supporting/promoting College of Early Childhood Educators • establishing/maintaining a professional image through actions and publications
Political activity	<ul style="list-style-type: none"> • becoming more comfortable with being political and with our political power • becoming more comfortable with taking risks • insist on being 'at the table' • supporting/promoting high level of visibility of organization
Response to the internal & external environments	<ul style="list-style-type: none"> • look beyond what we know and see who we service and who we don't • be more inclusive of those who have not traditionally been part of our 'mainstream' • promote/support services and supports to children, family, practitioners and community that reflect the needs of today (in all its diversity) • look at ways to support education of ECEs as they enter their training • communicate with our internal and external environments
Remembering our roots	<ul style="list-style-type: none"> • acknowledge our supporters & those who have made important contributions to our Association • sharing the power and prestige • enhancing the visibility of the pioneers (not just the 'presidents') • acknowledge and utilize the expertise of our past leaders • share/tell our history with membership

APPENDIX F

FOCUS GROUP MEETING INFORMATION PACKAGE

May 18, 1998

Dear :

As per our conversation last week about the progress on my thesis, I have prepared some information to update you on the work completed thus far. In addition, I have included information about the process developed to better ensure that the growth and development of BCPSTA/ECEBC is accurately portrayed and that your particular experience and understanding of the organization is reflected in my work.

Because I was concerned about overloading you with material, I hesitated to send you the entire thesis. I have instead included Chapter Three which tells the story of the organization based on the archival data and information collected in the interviews. I thought you might find that Chapter most interesting as it documents the 'history'. Chapter Four originally contained an in-depth analysis of the interviews which I intended to share with you. However, since Chapter Four was submitted to the committee we have decided to make some fairly significant changes to it. Therefore, it was premature to send that chapter to you. Rather, I have developed two different tables that synthesize the data into key events and key themes/sub-themes that I identified during my analysis. In keeping with the methodology I have chosen to use, I want to ensure that these themes and my construction of the 'history' overall is reflective of each of your stories.

To feel comfortable that the interpretation and analysis I have undertaken is both accurate and reflective of your input, I am hoping that you will assist me in the final stage of the thesis development. To facilitate this process, I have included a package of materials to inform your feedback.

I have enclosed a series of questions to which I invite your response. Please feel free to write your comments in the space provided or use another form of written feedback. I will contact you by telephone around June 4th so you can give me feedback verbally if you wish. Verbal and written feedback of course would be ideal!

I have also organized a brief working meeting Monday, June 8 at West Coast Child Care Resource Centre, 201-1675 West 4th in Vancouver. This session will bring all of you who are interested and able together at one time. This gathering I hope will meet three objectives: 1) to collect your feedback on the relevance of the key events and key themes/sub-themes identified; 2) to ensure that advice and recommendations I have drafted for submission to ECEBC are reflective of the collective wisdom and experience of each and all of us (please note that the recommendations are not enclosed in this package - I will present them to you at the meeting); and 3) to take the opportunity to share tea, sandwiches and lively conversation together at the end of the session. Joyce Branscombe has kindly offered to organize lunch for us.

The session is planned as follows:

9:00-9:30 a.m. Arrival, coffee and greetings

9:30-11:00 a.m. Group discussion

11:00a.m. - Noon Social & lunch

We would appreciate your RSVP to this invitation. However, if we do not hear from you, either Joyce or I will be in touch prior to June 8th to confirm your attendance at the session and to assist with transportation if necessary. If you are unable to attend the working session and lunch, we will also arrange a means of collecting your comments as per the written material enclosed.

I sincerely hope that you will be able to join us and that you don't object to my taking advantage of your knowledge and expertise once again. Personally, I am very grateful for your interest in supporting this important work. Further, I have no reservations about speaking for ECEBC when I say that we are very fortunate to enjoy the legacy of your individual and collective commitment and dedication!

If you have any comments or questions, please feel free to call Joyce at the ECEBC office (604) 739-0770 or myself at either of the numbers listed below.

I eagerly anticipate seeing you all again.

Sincerely,

Linda McDonell

Telephone:

Work - (250) 753-3245 local 2713 (Malaspina University College)

Home - (250) 741-8202

Pondering the data and the analysis

Included in your information package is:

- 1) Chapter III which chronicles the Association 'history';
- 2) a table of "Organizational Milestones & Key Socio-Political Events" based on the interview and archival data;
- 3) a table highlighting the presidents' responses to selected¹ interview questions; and
- 4) a table highlighting "Key themes emerging from interview and archival data".

After reviewing these materials, please consider the following questions. If there is insufficient space please note your comments on a separate sheet of paper:

- 1) Given your understanding of the development of the Association, do the themes & sub-themes I have identified reflect your own particular experience of organizational accomplishments and challenges during your term as president?
- 2) In what ways might you categorize the key accomplishments and challenges differently? Please note any suggestions you have to modify the themes listed.
- 3) Based on your experience as president, are there themes or sub-themes not identified that you believe were key? Please note any themes or sub-themes you think are missing and should be added to the list.
- 4) After you have noted all themes/sub-themes you think are key to the development of the Association, please list those themes you believe are the top three in terms of importance i.e. those themes that you think were most significant/dominant in influencing the organization's development and briefly note why you think they are significant. If you are comfortable rating all the themes in order of importance please feel free to do so.
- 5) Please review Chapter III and the "Organizational Milestones & Key Socio-Political Events" identified from the president's interviews and archival data and comment on any perceived inaccuracies and/or indicate events you think should be included or not included. (Please feel free to review and comment on data highlights from the other presidential terms/time periods as well as your own).

¹ In order to focus the discussion for the purpose of my thesis more narrowly, I selected only some of the interview questions and responses that related to those questions to address in the thesis. Please note, I sometimes used responses to other questions when the content of those responses were relevant to the questions on which I focused. Please feel free to comment if, in this process, you have reason to believe I have misinterpreted your meaning in any way.

QUESTIONS TO GUIDE 'THEME' DISCUSSION

- 1) Given your understanding of the development of the Association, do the themes & sub-themes I have identified reflect your own particular experience of organizational accomplishments and challenges during your term as president?
- 2) In what ways might you categorize the themes differently? Please note any suggestions you have to modify the themes listed.
- 3) Based on your experience as president, are there themes or sub-themes not identified that you believe were key? Please note any themes or sub-themes you think are missing and should be added to the list.
- 4) After you have noted all themes/sub-themes you think are key to the development of the Association, please list those themes you believe are the top three in terms of importance i.e. those themes that you think were most significant/dominant in influencing the organization's development and briefly note why you think they are significant. If you are comfortable rating all the themes in order of importance please feel free to do so.
- 5) Considering the Advice and Recommendations identified in the analysis of the interviews and any new themes that emerged in the focus group discussion, please make any further suggestions or recommendations to the Association.

APPENDIX G

BCPSTA/ECEBC Publications

List of Association publications and resources:

- Code of Ethics (1978)
- The Use of Volunteers in the Early Childhood Centre (1980)
- The Child's Rights in the Pre-School Setting (1981)
- Statement of Developmental Child Care Standards (1982)
- Guidelines for Quality Experiences for: Students, Sponsor Teachers, and Instructors During Practicum (1984)
- Quality in Early Childhood Education (1985)
- 500 Hour Evaluation (1986)
- Child Abuse: Guidelines for Prevention and Response by Early Childhood Centres (1986)
- Code of Ethics (1992)
- Conference 1993 Proceedings Together: Exploring the Environment of Early Childhood (1993)
- Taking Care: A Child Abuse Prevention Manual for Canadian Early Childhood Educators (1997)
- Taking Right Action: A Facilitator's Manual to the Early Childhood Educators of British Columbia Code of Ethics (1992)
- the BC Pre-School Teacher (1970-1988)
- the Early Childhood Educator (1988-1992)
- the Early Childhood Educator: The Journal of Early Childhood Educators of British Columbia (1992)
- Transferability of Training in Early Childhood Education: A Review and Analysis, (1994)
- Status of Child Care Training in British Columbia (1995)
- ECE Practicum Project - Final Report on Phase One (1997)
- Injuries Are No Accident! A Prevention Program for the Child Care Community (1997)
- Children with Nursing Support Needs - Recommended Practices for the Child Care Field (1997)
- The Self-Assessment Workbook-an evaluation tool kit for child care providers (1998)

APPENDIX H

My Story

PRESIDENTIAL PERSPECTIVES: MY STORY

Following is *My Story*. After listening to the perspectives of our other twelve presidents it occurred to me that our stories are strikingly similar. Many of the themes and patterns I refer to in Chapter Four are evident in the events described below. I have included it therefore to exemplify in anecdotal form those themes and patterns discussed and to ensure. Additionally, the record of the other past-president's stories are now included in the Association's archives. As I was hard-pressed to interview myself I chose instead to include this story as part of the written documentation compiled during my research. In this way, my own personal perspective is included in the overall construction of the Association's story. The inclusion of my story also fits well with the mode of inquiry I have chosen ie. an intrinsic case study. Stakes (1994) states that in undertaking a case study "we may simultaneously carry on more than one case study, but each case study is a concentrated inquiry into a single case" (Denzin, N., & Lincoln, Y., 1994, p. 237). Further he suggests that "much qualitative research is based on a holistic view that social phenomena, human dilemmas, and the nature of cases are situational and influenced by happenings of many kinds" (p. 239). My story exemplifies the 'human dilemmas' and 'situational circumstances' typical of many of the women who have had leadership roles within the organization that is the focus of my research. My story adds another case to the many cases studied for the purpose of this research. Indeed, as a past-president, the presidents' perspectives would not be complete without it.

I have used the same questions as I used for the past-presidents interviews to frame

the following discussion. To refer to those questions see Appendix D.

In the Summer of 1974, I completed my training as a British Columbia Pre-School Supervisor and although I had formally begun my career as a pre-school teacher the previous year, I felt my career was now properly launched. I was twenty-four with a husband, John and a two year old daughter, Melissa. That year, a class mate became my business partner in a small private nursery school in View Royal in Victoria, British Columbia. The following year my business partner Kathy and I attended a meeting at the Cridge Centre which I later found out was the inaugural meeting of the Victoria Branch of the BC Pre-School Teachers Association. I remember leaving that meeting and saying to Kathy, "You know we're going to get really well known in this field and we're going to be real professionals!". Little did I know, at that time, just how long I would remain involved with the organization and with the field more generally, and just how long this process of professionalization would take. True to my prediction, I did become quite well known in the field and the focus of my work - the professionalization of the field of early childhood care and education - has remained as Joyce Brown so passionately stated "*A Fire in My Heart*" until the present time.

I attended my first BCPSTA conference in May, 1974 in Surrey. I was struck then by the notion that there were all these women doing all this work and although I didn't make any formal commitments at that time to the organization I remember thinking that one day I too would be 'up there'. I became actively involved with the Victoria Branch in 1975 taking on the position of meeting coordinator on the Branch Executive. From 1975 to 1984, I held almost all the positions with the Branch including two terms as

Chairperson and Past-Chairperson. One of the highlights of my involvement with the Victoria Branch was the 1980 conference at the Empress Hotel. I was Chair of the Branch at that time and Social Convenor of the conference. My family and work responsibilities were growing as well. I had two daughters (my second child, Carrie, was born in 1978) and my business, which I now operated on my own, was growing rapidly and demanding more of my attention.

In 1985, Valerie Orth who was on the Nomination Committee that year called me to ask if I would be interested in taking on the position of President on the Provincial Executive. I remember being shocked and flattered that anyone would think I could take on that responsibility. However, I had just found out I was pregnant again and at thirty-five knew that my energies would be limited. I was also involved with the work of the Legislation Committee under the able direction of Sandra Griffin and was seriously considering formalizing my role with the Provincial Executive in a less demanding way. In retrospect, although my circumstances changed when I miscarried in the Fall of that year, I know I was not prepared for the responsibilities of President. I had much to learn!

I was elected to the position of Director of Legislation at the conference at UBC in 1986 and began my rather lengthy stay with the Provincial Executive as Director of Legislation for two terms, Vice-President for one year, and four years as President-Elect, President and Past-President, completing my Executive involvement in 1995. Since that time I have remained on a number of working committees primarily those related to the process of professionalization. During the period of time I was with the

Provincial Executive I registered at the University of Victoria to complete a Bachelors Degree in Child and Youth Care, working part-time in my Nursery School & Day Care and as a research assistant on the Canadian National Child Care Study. I sold the centre in 1991 and worked on a number of research projects both for the School of Child & Youth Care and as private consultant. I began my Master's Degree in 1992.

I was nominated to the position of President-Elect in 1991. The nomination was no surprise. I had worked closely with Sandra Griffin who was President at the time. It seemed a natural step to be taking. Besides, I had been with the Executive so long at that point I was beginning to feel embarrassed. In a way, it was 'now or never'! I worried out loud about filling Sandi's shoes. A wise and supportive friend and colleague said, "Linda, you don't need to wear Sandi's shoes - wear your own!"

The purpose of the organization as I recall was to promote professionalism through improved education; to improve the status of early childhood educators in the eyes of the public; and to advocate for quality care particularly as it relates to the work of the early childhood practitioner. While I wouldn't suggest that the purpose changed during my term I would suggest that we became clearer about what that work was. We held a Board Retreat early in my term and the major work at that retreat was creating a strategic plan for the organization. The development of a mission statement and action plan was part of that work.

I had few priorities coming into the presidency beyond carrying on the work of my predecessors. My objectives, I believed, were to be those of the Board of Directors not my own. One priority that was realized quickly was to organize and facilitate a Board

Retreat. We had held working retreats for the Executive each year for the past several years but had not been able to afford such a luxury for the larger Board. However, I believed very strongly that Board members needed to be more active and informed decision-makers and in order to be that they needed more information and more time to reflect on that information and deliberate their decisions. We accomplished that in November of 1992. Although we increased the time from a 5-6 hour Saturday meeting to Friday night, Saturday and Sunday morning there still wasn't enough time. This fact speaks loudly to the phenomenal amount of work that faced the organization as we struggled to keep up with the demands of both the membership and the external environment.

I believe that one of the greatest accomplishments over my term was to strengthen the relationship between the Board and the Executive. During Sandi's term we had returned to a Board of Directors that consisted of Branch Chairpersons. While the financial costs were considerable the Executive Council believed that the benefits of reaching the 'grass-roots' through the Branch chairs out-weighed any disadvantages. For three years prior to my presidency, I had had the advantage of travelling to many BC communities doing project work, both on behalf of the organization as well as consulting on other projects. I was therefore quite well known by many of the Branch Chairs. In addition, as a result of that work, I had a fairly in-depth understanding of the many issues and concerns of the outlying communities. I worked very hard, as did the rest of the Executive and office staff, to listen to the Branch issues, to attempt to work on those issues and to facilitate the Branches strengthening their own resources and supports. I

was also fortunate in being the first president to actually enter her presidency with the Executive Director already in place. This improved the already smooth transition from Sandi to myself. Joyce and Rosemary and later Kim were always there at the other end of the telephone for me and for the membership. It made a huge difference in my and the membership's confidence in the organization. The heart of the Association was strong. We barely 'skipped a beat'.

We completed the work of most of the major projects during my term including: The Blueprint for Quality; The Feasibility Study; and the Ethics Project. We also undertook others. We were successful in getting supporting dollars from the Ministry of Women's Equality for conference travel subsidies and professional development opportunities related to Ministry initiatives. It was also during my term that the Ministry of Women's Equality announced the wage supplement initiative which was planned to provide wage supplements to the non-profit sector. ECEBC was successful in lobbying the government to reconsider their decision to limit the Wage Supplement Initiative (WSI) to the non-profit sector. We ended up coordinating and assisting the facilitation of meetings around the province in cooperation with the Ministry to discuss this initiative with the EC field. Making the decision to be actively and openly political about government action related to the WSI had huge benefits to the organization over the longer term. For the first time, I believe government realized the potential power and influence of the organization. Although it was frightening to engage in the 'face-off' with some of the very strong personalities in the Ministry office making these decisions, we did it and I think ECEBC gained increased respect and recognition as a result of that.

The conference delegation was increasing every year. We had grown from a conference averaging about 300 delegates to over 800. In response, we hired Events By Design to help us coordinate and organize the conference. Although this was costly in terms of dollars, as a result of this, conference took on a much more professional look. By the end of my term we had even outgrown the Hotel Vancouver. While this was clearly a sign of the Association's healthy growth it also presented all sorts of difficulties related to conference fees, accommodation expenses, and moving from a rather intimate conference to a large, less personal venue.

There were of course, many other challenges related to our accomplishments. The Board of Directors grew to over forty during my term. Just finding time to hear from each of the Branches in a meeting was unwieldy. Even with the addition of the Board Retreat, we had little time to address the Branch issues in addition to engaging them in all the decision-making that had to be undertaken in response to the growing demands made on the organization. Financial challenges were huge. Although we had generated hundreds of thousands of dollars in project work, in preceding years, few of those dollars could be spent on managing the organization.

There were many external forces that influenced the development of the organization. As noted, we now had a Ministry (MWE) responsible for coordinating child care policy. Although the relationship was often a difficult one we were successful in increasing the organization's visibility to those working in the Child Care Branch. This helped to ensure that we were invited to the table (albeit not without frequent reminders that we should be there) for child care related discussions. Community Care Facilities Branch,

Ministry of Health, Gayle Davies and Glen Timbers in particular, supported and quietly promoted ECEBC. Our very positive relationship with both Gayle and Glen helped us to increase and maintain our visibility within government. Jean Campbell with the Ministry of Advanced Education, Training and Technology (as it was called at the time) also was interested in and supportive of many of the educational initiatives we were involved in and/or proposing.

While our influence within government may have enjoyed some improvement we did not enjoy the same positive influence with some of the other provincial organizations. Many of us within ECEBC had worked for years to build relationships with the child care advocates in the province but our struggles did not seem to be paying off. We had consistently believed it important to 'take the high road' in all our relationships and I think we were perceived to be politically 'inastute' as a result of this. While our personal relationships with those individuals maintained a 'friendliness', our professional relationships with them were often strained and felt unproductive. Often groups that were very much smaller than ours and with less early childhood expertise were invited to participate in provincial and national child care discussions when we were not. It felt sometimes as though we would never get the respect and recognition we deserved both as an organization and as individuals. At least it felt unfair that we had to work so damn hard to get it and then to keep it!

Societal influences were quite powerful during my years as president. There was little doubt about the need for child care and few would argue openly about the importance of good quality child care. Apart from the WSI, this awareness did not

manifest itself in direct dollars to the field but I believe it did influence the will of government to align itself with quality issues. Of course, it helped that we had a New Democratic Party in government which was at least philosophically predisposed to support social programs. There were increased dollars to support some centre development in sensitive areas such as young parents returning to school and a small number of school-age child care programs. Child Care Support Programs were also maintained and indeed their numbers grew to provide further support to the family child care sector. Some of those programs also provided supports to the group care sector. Quality Enhancement grants were initiated and the Provincial Child Care Council (PCC) was established in 1992 to provide advice on child care policy to the Minister of Women's Equality. Most members of the PCC, many of whom were ECE professionals and ECE instructors, openly supported training initiatives for EC practitioners. My own involvement on the PCC ensured that professional issues such as training would be raised as issues of considerable import. There were also small increases to child care subsidy provided for parents using those services. In response to family and community demands for equitable access to child care support for parents with children with special needs, government undertook the Special Needs Day Care Review. The Supported Child Care Initiative which restructured the funding system and services to provide increased access and support for these families grew out of this review in subsequent years.

Although one could argue that we, as an organization, spread ourselves very thin during those times - we were loathe to refuse to undertake anything we were asked to do

that we thought would raise our profile and improve our status both with government and the public - the work of those years did move us closer to meeting our stated goals and objectives. It was during this period that we were forced to review our mandate and begin to think about withdrawing from some of the work which while always potentially helpful and important, reduced our ability to respond to those requests which were more closely related to our mission and mandate. While there were and are difficult decisions to make to streamline our work, in subsequent years we were more focused as we made choices about those things we wanted to do and those things we needed to do.

More careful strategizing was no less difficult for me personally and professionally than it was for the organization. My presidency was a critical period for me in terms of understanding the difference between the 'want to dos' and the 'need to dos'. Saying no had never been easy for me but to survive I had to learn this important skill. I also learned to trust my instincts about things and further developed this ability throughout my term. At the same time, I learned not to be so hard on myself when those instincts were wrong. I learned to facilitate group discussions and meetings more effectively and reduced my fear (somewhat at least) of public speaking. Standing at the podium for the first time as president, at Conference '92, in front of 700 people and having technology fail, not once but twice, accomplished this faster than anything could. I discovered that there were lots of people out there rooting for me. And, I survived to tell the story! There were many more such moments. I also learned that I was admired and respected when the whole assembly stood and applauded as I left the stage after passing the gavel

to Trudy Norton in 1994. I'll never forget that walk back to my table feeling weak and giddy, smiling through the tears that were fighting their way out - wearing that goofy gold crown that had been placed on my head. That moment will remain with me as long as I live.

APPENDIX I
PERSONAL COMMUNICATION SCHEDULE

**PERSONAL COMMUNICATION SCHEDULE
WITH BCPSTA/ECEBC PAST-PRESIDENTS**

Wednesday, June 25, 1997

9:45-11:45 - Hannah Polowy (in Vancouver)

12:30-2:30 -Kay Britton (in Vancouver)

Thursday, June 26, 1997

8:30-10:30 - Trudy Norton (in Vancouver)

11:00-1:00 - Thelma Varcoe (in Vancouver)

1:30-3:30 - Bridie McIlwraith (in Vancouver)

Friday, June 27, 1997

9:00-11:00 - Joyce Brown (in Vancouver)

Thursday, July 3, 1997

Diana (Peggy) Macdonald (in Kelowna)

Friday, July 4, 1997 9:30-11:30

Judy Pollard (in Victoria)

Joyce Branscombe (in Victoria)

Sunday, July 13, 1997 2:30-4:30

Sandra Griffin (in Victoria)

Monday, July 14, 1997

8:30-10:30 - Susan Harney (in Vancouver)

10:30-12:30 - Rita Oudelaar (in Vancouver)

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**CURRICULUM VITA
FOR
LINDA MAE MCDONELL, BA**

Place of birth: Victoria, British Columbia, Canada

Educational Institutions Attended:

Camosun College	1971 - 1974
University of Victoria	1988 - 1991
University of Victoria	1992 - 1998

Degrees Awarded:

Pre-School Teachers Certificate	1974
B.A. (Child and Youth Care) with distinction	1991

Scholarships & Awards:

The University of Victoria Faculty Scholarship	1991
The President's Scholarship	1991

Publications:

Shared Diversity: An Interprovincial Report of Child Care in Canada. (1997). Pence, A.R., Griffin, S., McDonell, L., Goeman, H., Lero, D. & Brockman, L. Funded by Human Resource Development Canada. Statistics Canada: Ottawa.

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The Final Report for the School-Age Training Needs Analysis Project. (1993). Victoria: Ministry of Advanced Education, Training, and Technology and the Centre for Curriculum and Professional Development.

The History of the Development of Early Childhood Education in British Columbia. (1991). A project financially assisted by the Ministry of Municipal Affairs, Recreation and Culture through the British Columbia Heritage Trust and British Columbia Lotteries.

An Historical Overview of Child Care in British Columbia. In A.R. Pence (Coordinating Editor) Canadian Child Care in Context: Perspectives from the Provinces and Territories. Canadian National Child Care Study. 1992. Ottawa: Statistics Canada.

An Overview of Child Day Care Legislation in British Columbia. In A.R. Pence (Ed.) Canadian Child Care in Context: Perspectives from the Provinces and Territories. Canadian National Child Care Study. 1992. Ottawa: Statistics Canada.

Early Childhood Educator Registration Project: Taking it to the Field (1990). Vancouver: Early Childhood Educators of British Columbia.

Co-researched and authored:

Early Childhood Educator Registration Project: Adding It Up (1990). Vancouver: Early Childhood Educators of British Columbia.

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Title of Thesis:

A Fire in My Heart: The Story of Early Childhood Educators of British Columbia

Author:



Linda McDonell
August 1, 1998