

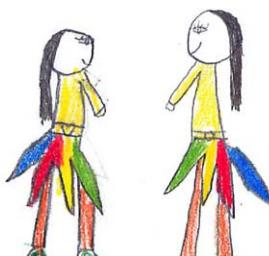
"Promising Practices"

of Early Childhood Education
for Immigrant and Refugee
Children in British Columbia

Project development by:
**Affiliation of Multicultural Societies and
Service Agencies of BC**

Prepared by:
Maryam Nabavi, PhDc,
Educational Studies, University of British Columbia

October 2011



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A project of AMSSA with support from



United Way of the Lower Mainland



MITACS Research Internship Program

MITACS



WelcomeBC

Immigrant Integration Branch Ministry of Jobs, Tourism and Innovation



Metropolis BC

Research Partners

University of British Columbia, Faculty of Education
First Call: BC Child and Youth Advocacy Coalition
Immigrant Integration Coordinating Committee (IICC)

Researcher and Author

Maryam Nabavi, PhD, Educational Studies, University of British Columbia

Design and Layout

John McLachlan

FORWARD

October 17, 2011



I am pleased to present AMSSA's report on 'Promising Practices' of Early Childhood Education principles and practices for immigrant and refugee children in British Columbia.

I have been a licensed Early Childhood Educator in the field for 20 years with citations in both Special Needs and First Nations environments in Early Childhood settings. I have been engaged at the community and provincial levels through a number of different projects and events highlighting the specialty of the ECE sector.

As ECEBC's Executive Director, I work with the organization to advance early childhood educators' ability to be a strong voice for the profession, educate about the importance of early childhood education and care, and provide professional development opportunities to early childhood educators across BC.

Early Childhood Educators (ECEs) work to address the ever changing needs of their communities. As ECEs reflect on their practice and seek to apply and practice ECEBC's Code of Ethics, the tools and resources provided here will help to promote the health and well being of all children in their care, reflect on the role their own cultural values and upbringing play in shaping their practise and determine what changes may be needed to work as partners, and advocate for culturally competent care and learning environments. Throughout the province I see individual centres and programs seeking practical solutions to the unique challenges and opportunities faced by newcomer families settling in BC.

The document and related links provide an excellent starting point that will help enhance awareness, professional networking and foundations for future knowledge development for professionals focusing on early care and learning in settings that serve immigrant and refugee children and their families. This guide is based on the collective insight from interviews of qualified early childhood educators. It presents promising practices and key themes when working with newcomer children and their families. Some key points include understanding the range of experiences faced by newcomer families while settling in Canada, involving the whole family, flexibility, and creating supportive environments for children, families and staff. The document includes recommendations for strengthening structures and processes for the best results for children. The practical stories from ECEs help to reflect the two-way nature of learning in our programs and the way in which ECEs take leadership roles in addressing the unique needs of children and their families.

The ideas from the guide may be used by early childhood professionals as a springboard for conversations on the needs and accomplishments of your practice, additional training sessions, or professional development needed.

Sincerely,

A handwritten signature in blue ink that reads "Emily Mlietzko". The signature is fluid and cursive, with "Emily" on top and "Mlietzko" below it.

Emily Mlietzko, Executive Director

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BACKGROUND TO THIS REPORT

Since 2007, there has been a general increase of service models for British Columbia's rapidly increasing immigrant and refugee child population and, in particular, an increase of Early Childhood Education (ECE) programs. These programs are, in part, a response to the nuanced issues faced by immigrant and refugee children and their families. Research in the field of the Early Childhood Education (see S.U.C.C.E.S.S) and community reports that highlight the challenges facing immigrant and refugee children (see AMSSA Newcomer Children Information Exchange) provide a rich context for better understanding the different ways that service models address the needs of this population.

While there is a range of innovative approaches and models of ECE programs, they are largely unaccounted for within existing reviews of ECE programming. To fill this gap, The Affiliation of Multicultural Societies and Service Agencies of BC in partnership with the University of British Columbia undertook a research study to capture the 'Promising Practices' of ECE programs for immigrant and refugee children.

Specifically, this study explores the unique approaches that managers, coordinators and educators working with immigrant and refugee children and their families take to successfully achieve their programmatic goals. To this end, the curricular frameworks, pedagogical models, successes and challenges within individual programs, and staff and client relationships were looked at in detail. The findings from this report are interviews with individuals working in fifteen diverse ECE programs from across British Columbia.

MITACS-Accelerate and UBC researchers guided the design of this research project. An advisory committee of ECE and immigrant service specialists provided valuable input into later stages of the research. To gather original information for this report, AMSSA tapped into our service network to identify any immigrant or refugee-specific ECE services delivered in the BC Lower Mainland, and invited managers and frontline staff in those programs to provide information through individual interviews and a focus group. The information they provided was then categorized and analyzed in order to develop the contents of this report.

ACKNOWLEDGEMENTS

This research project was financially and academically supported by the MITACS-Accelerate Graduate Research Internship Program and Metropolis British Columbia.

The United Way of the Lower Mainland has also been a major supporter of this research, through its funding of the AMSSA Newcomer Children's Champion program which identified this research need. Immigrant Integration Branch Ministry of Jobs, Tourism and Innovation provided key supports in funding AMSSA staff time and advising on research design. The cumulative support has made possible this important and timely research.

Timothy Welsh, Rishima Bahadoorsingh, and Jennifer Basu at AMSSA facilitated the development of this study throughout its different phases. Their knowledge, expertise, and readiness to be of assistance have made the process of moving through uncharted territory smooth and enjoyable.

Members of the advisory committee for this study, recruited from front-line immigrant serving agencies and other specialists, contributed their time and expertise. Naznin Dhanani (ELSA Net), Sylvia Helmer (Vancouver School District/University of British Columbia), Elizabeth Jones (North Shore Multicultural Society), Adrienne Montani (First Call: BC Child and Youth Advocacy Coalition), and Jessica Moerman (South Vancouver Neighbourhood House) provided valuable insights on the development and review of this report.

Dr. Shauna Butterwick in the faculty of Educational Studies at the University of British Columbia provided sound advice on the research design and protocol. Her willingness to serve as a supervisor on this project is greatly appreciated.

Rebecca Page's expert and expedient transcription services and John McLachlan's skilled formatting skills greatly contributed to progress of the different phases of this report.

Last, and certainly not least, a heartfelt thank you to the men and women who participated in this study by way of providing their knowledge, stories, and insights of working broadly with immigrant and refugee children and, in particular, in the field of Early Childhood Education. This research would not have been possible without you.

HOW TO USE THIS DOCUMENT

Drawing on the perspectives of Early Childhood Education (ECE) coordinators, managers and educators working with immigrant and refugee children and their families, this document highlights the key themes facing practitioners and the populations they work with in British Columbia. Using the terminology Promising Practices, this document captures the interventions that experts in the field take to facilitate positive work environments, programmatic successes, curricular and pedagogical possibilities, and a commitment to an ECE framework within their respective programs.

This document is intended to assist ECE practitioners who primarily serve immigrant and refugee children and their families in British Columbia to learn more about the broad spectrum of themes and the accompanying Promising Practices that facilitate successful ECE programs, curricula, and pedagogies for this growing demographic group. The Promising Practices and accompanying themes are divided into two sections – Promising Practices for managers and coordinators and Promising Practices for educators. Given the nature of ECE work, it is not always possible to separate these groups of ECE workers; thus, you are encouraged to review both areas even if you solely work in one of the position types.

It is important to note that while this document provides useful information on 'what' the key themes and promising practices are in ECE with immigrant and refugee populations, it is not intended to guide the reader in 'how' to execute the promising practice. To this end, a number of suggestions are offered on how this document can be referenced by those committed to ECE with immigrant and refugee children and their families. This document can:

- Assist you in identifying themes present in your ECE practice and learn about the Promising Practices in relation to that theme;
- Serve as a starting point for you and your colleagues to identify themes that are present in your program and that you may want to improve upon as a team;
- Be used within your ECE team to identify successes and what a Promising Practice looks like in your ECE context;
- Be accessed on an as-needed basis to draw on the resources listed in the last section;
- Complement existing training for ECE workers.

The [AMSSA Newcomer Children's Information Exchange \(ANCIE\)](#) website and e-bulletins provide concise contextual information for this report regarding the dynamics and challenges faced by immigrant and refugee children. We encourage you to review that site when first accessing this report, and to return to the site regularly to refresh and build your knowledge. Consider signing onto the ANCIE e-mail distribution list.

We hope you find this document useful and that you visit it time and time again!

Promising Practices of ECE managers and coordinators who specialize in serving immigrant and refugee children and their families

I: ESTABLISHING A SUPPORTIVE ENVIRONMENT FOR YOUR STAFF

- An organized and effective work environment
- Staff feel valued for their expertise
- Staff have the capacity to deal with issues as they arise
- Staff feel emotionally supported in their day-to-day work
- Staff have increased capacity to support immigrant and refugee children and their families according to their specific needs

“we split the positions in terms of area of expertise...so when introducing a brand new concept, we were better positioned to draw on the expertise of our staff – to be able to identify the strengths and some challenges, you know?

– Manager

“Regular staff meetings are very helpful because we are kind of working together, sharing concerns and then, at that time, we are able to identify the needs of the group and provide extra training and additionally, we are able to see emerging patterns amongst families.

– Coordinator

Promising Practice 1: Clarity of roles

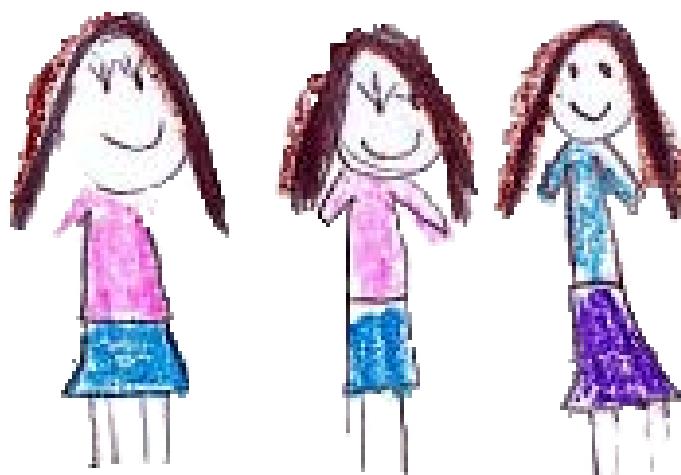
- Roles and responsibilities are clearly documented and monitored regularly
- Roles and responsibilities are reflective of staff's knowledge and expertise
- Protocol in place for operationalizing roles and responsibilities

Promising Practice 2: Working as a team

- Team debriefs of successes and challenges with working with immigrant and refugee children and their families
- Team debriefs of accomplishments and opportunities for greater collaboration amongst colleagues
- Social gatherings outside of work hours

Promising Practice 3: Understanding immigrant and refugee children and their families

- Training about the key issues facing immigrant and refugee children and their families
- Training about the internal differences of a particular client population
- Training on as to how to work with immigrant and refugee children and their families based on their post-migratory stage



II: ESTABLISHING A SUPPORTIVE ENVIRONMENT FOR IMMIGRANT and REFUGEE CHILDREN AND THEIR FAMILIES

- Children and their families feel emotionally supported
- Children and their families feel that the program is applicable to their lives
- Children and their families develop knowledge and skills to thrive in their new context
- Increased opportunities for Children and their families' learning
- Staff develop flexibility and resilience to deal with issues as they arise

“I feel my work is more than work...I am helping people when I am seeing a mother come to me with the eyes full of tears asking can you help me?

– Coordinator

“We made cookies around Christmas. We have grown up parents and they have never baked cookies in their lives and so what was going to be an incidental activity ended up taking on this huge significance in this particular session. From my point of view, [what we were planning on doing] became irrelevant.

– Educator

Promising Practice 1: Meeting needs 'in the moment'

- Accommodating the cultural needs of the particular client group (e.g. food preferences, issues of timeliness)
- Providing support for children and their families with issues as they arise in their lives (e.g. moving, loss of work, economic and familial issues)
- Modifying program objectives based on the client group

Promising Practice 2: Client centred model

- Programmatic goals that meet needs of client group (e.g immigrant family has different set of needs than a refugee family)
- Teaching modules that are aligned with the needs of immigrant and refugee children and their families
- Using every 'new' situation that arises with immigrant and refugee children and their families as a pedagogical opportunity

Promising Practice 3: Using 'space' to enhance programmatic goals

- Knowing what may be stressful in the lives of immigrant and refugee children and their families and minimizing exposure to those things within the environment
- Building an environment that does not over-stimulate the senses of immigrant and refugee children and their families (e.g. noisy toys, colours, patterns, too many new concepts or toys)
- Creating an environment that parents feel welcome in and can participate in (e.g. dual language books, little written notices on walls)



"Promising Practices"

“We've kept the stimulation to a minimum so we don't have things on the walls except, you know, in a very few strategic places. We don't have a lot of material on the shelves, we try to give cues to where things go, and you would do that in any program, but doing it very simply, very simplistic. We've tried to only put materials out that we feel they might have had some exposure to already, so we're not putting out dinosaurs, we're not putting out whales, or things that would probably be new to them. Even when we are doing songs or stories we try to make sure it is things that they can understand the concept.

– Manager

“

I think I would say [the most important thing] is to be willing to be a learner, be willing to be taught, be willing to let the families show you the way. Educators have this idea that they are supposed to be leading; it's very hard to just let go of that, sit back, and let somebody show you their direction.

– Educator

“

We see the value, long term, of parental involvement in the child's life all the way through school, all the way up to high school, we would like the ECE teacher be aware of that approach and be aware to include the parents in whatever activities that she is designing for the children, that bringing in that component of including the parent as well so that we foster that investment in the child from right at the beginning all the way to high school. So not to just see the child as apart from the rest of the family but to see the child as part of the family and the community as well.

– Coordinator

III: UNDERSTANDING IMMIGRANT and REFUGEE CHILDREN AND THEIR FAMILIES

- Knowledge of historical, political, and social context from which immigrant and refugee children and their families have arrived and how that may impact their current conditions.
- Curricular models that are sensitive to the vulnerabilities of immigrant and refugee children and their families
- Understanding the cultural contexts in which immigrant and refugee children and their families feel most supported
- Having consistent measures in place to assess immigrant and refugee children and their families progress

Promising Practice 1: Drawing on the knowledge and expertise of immigrant and refugee children and their families

- Celebrating clients knowledge, customs, traditions, and ways of knowing
- Engaging immigrant and refugee children and their families in ways that build on (rather than undermine) what they already know
- Creating opportunities for caregivers to contribute in ways they are comfortable (serving as a translator, cultural sharing through food, music, etc.)

Promising Practice 2: It takes a village to raise a child!

- Integrating caregivers (parents, grand-parents, older siblings, legal custodians) into child's learning, even if it is not within the mandate of the program
- Ensuring that families are aware and have access to opportunities within the communities they live in
- Integrating the broader support structures that can help the family thrive

Promising Practice 3: Monitoring immigrant and refugee children's progress/successes

- Observing how immigrant and refugee children are learning and respond accordingly
- Consistent framework for assessing immigrant and refugee child's social, physical, emotional, cognitive, linguistic, aesthetic progress during the course of the program
- Being flexible in defining what 'success' means for each immigrant and refugee child and sharing their successes with their caregiver

“

[Our ECE worker] started off with a scrapbook where the child's work was put into the scrapbook, we included family pictures, we included all the kid's work and this, again the parents, when we saw the parents actually bringing in stuff that the kids have done at home and to bring it into the book, that for us is a measure.

– Coordinator



Promising Practices of ECE front-line work with immigrant and refugee children and their families

I: PRACTICING ECE PRINCIPLES WITH IMMIGRANT and REFUGEE CHILDREN AND THEIR FAMILIES

- Foster parental involvement in immigrant and refugee child's life
- Willingness to let learning be a two-way activity
- Be patient with the curricular process and unexpected turns along the way
- Be curious, humble, sensitive, flexible, and patient

Promising Practice 1: Repetition and Modeling as education

- Varied and divergent curriculum that repeats the same message
- Offering different ways of doing things to expose caregivers to diverse parenting approaches
- Transcending language barriers through creative pedagogies

Promising Practice 2: Be patient, observe, listen, learn

- Allow immigrant and refugee children to be absorbed in an activity without rushing him/her, allow as much time as needed
- Use 'challenging' moments as learning opportunities
- Be sensitive to the ways in which social and cultural contexts of immigrant and refugee children informs their learning capacity

Promising Practice 3: Flexibility and openness to learning

- Embracing "unknown" circumstances with a new client group or situation
- Recognizing that ECE work is a lot of trial and error
- Learning happens from the flexibility a worker brings to the program

“That's something that over the years that I have trained teachers that I'm always saying to people, don't interrupt a child in their process, let them do their process and when they're finished and they're casting about looking for how to summarize their experience, or go on to the next thing, now is the time to move in”

– Educator

“You're looking around trying to understand what's going on and you're also trying to understand what might work in this project or that project. It depends on who your community is and who you are working with, and within that, who people are as individuals. It's a daily thing, I think it's okay not to know because I feel lost, staff feel lost

– Manager

Promising Practice 4: Placing the caregiver as the 'first' educator in the child's life

- Engaging caregivers in ways that are within their comfort zones
- Identifying the difference between culturally driven and knowledge driven practices with the families you work with
- Encouraging caregivers in their positive care-giving practices

“So, rather than teaching that this is the “right way” so that children can be ready for school, I think we have to frame it as these are some of the things that work if you want to be successful in the community setting

– Educator

II: BEING AN ALLY TO IMMIGRANT AND REFUGEE CHILDREN AND THEIR FAMILIES

- Be curious about their culture, family, community, and methods of child rearing
- Respect families' value-driven approaches to child rearing
- Be aware of the issues that are most central to the lives of the families you work with
- Establish trust and create opportunities for children and their caregivers to approach you

“When I am working with the families, I am not sitting in front of the family, I am always beside them, I am just a consultant working with them, I am still very friendly.

– Manager

“My approach is to establish a good relationship, a trustful relationship so that they can trust me, so maybe then my observation can be valuable to them; they can use it as a guide. I stand aside to observe what is going on in this room, and hear what they say, it gives me a lot of information on how each family disciplines their children. If it is necessary I would go to their houses and we can talk about it in a really relaxing way.”

– Educator

Promising Practice 1: Educating not labeling

- Avoid making assumptions about a client group and to not make generalizations about people from the same cultural group
- Emphasize how immigrant and refugee child's success in school is contingent on certain practices rather than telling the caregiver what they are doing wrong
- Use the caregivers' knowledge as your starting point for educating, rather than starting with the knowledge you want them to have.

“Traumatized parents from war torn zones in particular are sometimes not very ready to face their own trauma and you cannot push someone to do that before they are ready, but they need to be present to help the next generation grow up and be whole. And, in some ways, that's sometimes the best way to start repairing your own injury, is to work with the next generation. So, I think it heals them kind of vicariously.

– Educator

Promising Practice 2: Respecting boundaries

- Identify how the caregivers' values informs his/her approach to child-rearing and make efforts to bridge their values with the goals of broader goals of ECE
- Gauge caregivers' readiness for making changes in their child rearing approach
- Intervene in a parent-child interaction only when necessary, allow them to have their process

Promising Practice 3: Identifying and Acknowledging trauma

- Integrating caregivers into the program as part of healing process
- Providing a safe environment and allowing immigrant and refugee children and their families to engage on their own terms
- Considering the ways in which post-migratory experiences can trigger traumatic experiences and building a curriculum that accounts for that



Future Directions

The recommendations arising out of this report, while most useful for achieving broad programmatic successes for ECE staff working with immigrant and refugee children and their families, also provide a useful starting point for exploring broader interventions that can enhance ECE for immigrant and refugee populations.

Based on direct input from research participants in this study as well as an analysis of the underpinning message conveyed by research participants, below is a set of guidelines that professionals – from various sectors – invested in ECE for immigrant and refugee children and their families may wish to consider. These guidelines can be used as a launching pad to help strengthen ECE programs across British Columbia for ECE staff and for immigrant and refugee children and their families that participate in ECE programs.

Awareness Building in ECE Sector

- Challenge the prevalent myth that immigrant and refugee children do not have specialized issues from non-immigrant or refugee children; this can include developing specialized ECE certification, establishing professional support networks, roundtables, staff meetings and webinars for staff working with this population.
- Build awareness in the public school system of the programmatic and curricular foci of ECE centres; this can include coordination between schools and ECE centres (often schools are unfamiliar with ECE programs, even though children who have benefitted from ECE programs will eventually attend those schools).

Training

- Develop and conduct regular specialized training / professional development programs for ECE practitioners (such as initiated by the Immigrant and Integration Branch for staff in Welcome BC Child-minding Programs) that reflect the key themes regarding immigrant and refugee children, as identified in this document and based on input from ECE workers.
- Create Professional Development opportunities for ECE workers on the non-professional aspects of job (self-care, burn out, conflict resolution, etc.).

Resources

- Develop a 'how to' guide on the Promising Practices highlighted in this document that reflect the needs of diverse immigrant and refugee children and their families; the guide will build on the central ideas presented in this document to offer recommendations on curricular and pedagogical approaches.
- Develop series of short documents that go into greater depth into the key themes arising from this report to compliment on-the-job training; refer to ANCIE Bulletins, in this document for some existing resources.

Research

- Conduct in-depth exploration on the topics covered in this document as they affect immigrant and refugee children and their families and in collaboration with sectors dealing with overlapping issues as within ECE; these can include international adoption, school districts, and across academic disciplines such as psychology, education, migration studies.



"Promising Practices"

RESOURCES

The below list, while not exhaustive, is a starting point for identifying available resources in British Columbia that address the field of Early Childhood Education

WORKING WITH NEWCOMER CHILDREN AND FAMILIES

[**AMSSA Newcomer Children Information Exchange \(ANCIE\)**](#) – provides information on programs and resources for British Columbian service providers, educators, policy makers and the general public on newcomer children (age 0-12)

[**Compendium of Newcomer Children's Services in BC**](#) – provides an overview of programs and services for newcomer children aged 0-12 developed by AMSSA member agencies throughout British Columbia as of March 31, 2011

CMAS: Supporting Childcare in the Settlement Community –

[**New In Canada Parenting Support Brochures**](#) (available in multiple languages):
[**School Readiness**](#)
[**Understanding Separation Anxiety**](#)

[**Canadian Language and Literacy Research Network**](#) – The Language and Literacy Resource Kit provides information and training for childcare practitioners and families of new and effective ways to enhance day-to-day practices

[**Embracing Diversity: Sharing Our Songs and Rhymes**](#) – A public education project that encourages learning about cultural diversity and promotes inclusiveness:

[**ELSA NET**](#) – Provides a lengthy list of resources for Childhood Educators

[**Parents Matter**](#) – Information on how to effectively support play, promote positive behavior, family routines, etc. Articles are available in multi-languages

[**Success by 6**](#) – Success By 6® is an early childhood development initiative dedicated to providing all children with a good start in life. It helps to ensure that children ages 0 to 6 develop the emotional, social, cognitive, and physical skills they need as they enter school

[**Welcoming Newcomer Children: The Settlement of Young Immigrants and Refugees**](#) – A resource for teachers and others with an interest in supporting young newcomers from birth through age 8.

RESEARCH, ADVOCACY AND POLICY

[**15 by 15: A Comprehensive Policy Framework for Early Human Capital Investment in BC**](#) – proposes to lower the provincial rate of early vulnerability to 15% by fiscal year 2015/16 and 10% by 2020 to increase productivity to BC's labour supply and provide cost savings in health and the justice system through support of early childhood programs

[**AMSSA Newcomer Children's Champion program**](#) – promotes the interests and well-being of newcomer children across BC in early childhood education, English as a second language, family dynamics, health and wellness, multiculturalism and identity, and schooling

Bridging Immigrants and Refugees with ECD Services: Partnership Research in the Development of an Effective Service Model – Research based in the Tri-cities (Coquitlam, Port Coquitlam, Port Moody) that aims to build a foundation of understanding beliefs, perceptions, and practices related to ECD among selected ethno-cultural communities (Chinese, Korean, and Farsi-speaking families living in the Tri-cities), to make comparisons of ECD across cultural communities, and to initiate research and development of culturally-relevant ECD services and programs.

The Care, Identity and Inclusion (CII) Project – community-led, research study that investigates the links between the private time that a parent or another caregiver spends interacting with children and the level of social inclusion they enjoy. Particular attention is paid to the way cultural identity is transmitted through intergenerational caring for children in minority ethnic groups. Hippy Canada

Child Care Advocacy Association of BC – dedicated to working together for the right of all children to access a publicly funded, inclusive, quality, non-profit child care system

Childcare Canada: Childcare Resource and Research Unit: A policy and research oriented facility that focuses on early childhood education and child care and family policy in Canada and internationally

Coalition of Child Care Advocates – a voluntary organization of interested citizens – parents, child care providers, community organizations, and unions

Early Childhood Educators of BC (ECEBC) – educates early childhood educators and the broader community about the importance of early childhood education and care and provides professional development opportunities to early childhood educators across the province.

First Call: BC Child and Youth Advocacy Coalition – a cross-sectoral, non-partisan coalition made up of 90 provincial organizations and 25 mobilized communities

Human Early Learning Partnership (Early Development Index) – a population-based early child development assessment tool used to measure the state of children's development in Kindergarten by school teachers. Although not specifically designed for immigrant children, the maps and other graphics illustrating the EDI results are still valuable tools.

Representative for Children and Youth – supports children, youth under the age of 19 and families who need help in dealing with the child welfare system, provides oversight to the Ministry of Children and Family Development and advocates for improvements to the child welfare system

Umoja Operation Compassion Society – committed to helping New African Immigrants and other ethnic groups integrate well in Canadian communities as well as helping improve the quality of life in Africa. Umoja has a wide range of programs tailored to serve new comers to B.C especially in the lower mainland; they have developed a resource on Needs Assessment and Services Delivery Plan for African Immigrants and Refugees in Vancouver Metropolitan Area – British Columbia

WestCoast Childcare Resource Centre – provides information, referrals, training and resources to families, individuals and organizations who are seeking the best care and early learning for children.

EDUCATIONAL RESOURCES (National and International)

Association for Childhood Education International – a global community of educators and advocates who unite knowledge, experience, and perspectives in order to exchange information, explore innovation and advocate for children

Canadian Language and Literacy Research Network – supports research, training and knowledge exchange programs to improve the language, literacy and numeracy skills of Canadian children

ConnectABILITY.ca – Creating Visuals Supports to assist children in your programs

Culture and Learning – report looking if “development” is a cultural process that varies between societies, or if it is a natural process that is the same for all children. It addresses policy questions surrounding the place of culture in early childhood programmes and how to promote development and learning while respecting cultural diversities.

Early Childhood Investigations – Free Webinars on various topics

Embracing Diversity: Sharing Our Songs and Rhymes – A public education project that encourages learning about cultural diversity and promotes inclusiveness

Everychild.ca – BC's child and youth rights public awareness campaign. The campaign promotes child and youth rights in everyday life and the UN Convention on the Rights of the Child as a model for all programs, services and support to children, youth, and families

Everything Preschool – offers over 30,000 preschool education activities, themes, alphabet areas and lesson plans

Language Castle – Language Castle LLC is the one-stop resource for everyone who teaches young children who speak different languages

Mama Lisa's World of Music, Kids Songs and International Culture

The Parent-Child Mother Goose Program – a group experience for parents and their babies and young children which focuses on the pleasure and power of using rhymes, songs, and stories together

Positive Parenting Videos – for newcomer families – available in four languages

Roots of Empathy – a charitable organization that aims to build caring, peaceful, and civil societies through the development of empathy in children and adults through infant-parent visits to classrooms

Zero to Three – a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers

DOWNLOADABLE REFERENCE MATERIALS

Attachment Across Cultures – a toolkit is directed to all those interested in exploring and validating cross-cultural attachment beliefs, values and practices

BC Early Learning Framework – The primary purpose of this document is to support early childhood educators, service providers, community and governments to create rich early learning experiences and environments that reflect the latest knowledge how to best support young children's early learning and development

Eating Well with Canada's Food Guide: A Resource for Educators and Communicators, Health Canada, 2007 – designed to help those who teach children and adults about healthy eating and physical activity

Encyclopedia on Early Childhood Development – contains a series of research articles on immigration and children. Topics include: immigration and acculturation in childhood and adolescence, parenting, intergenerational differences in acculturation, socio-demographics of immigrant families, child care, and schooling

Enhanced Child Care Logic Model – Provides early learning opportunities to preschool-age immigrant children and to help immigrant language-learners support their children's early development

Enhancing Child Care for Refugee Families – designed to help agencies increase their capacity to serve refugee clients and provide them with a spectrum of child care options

Literacy and Parenting Skills – an innovative family literacy program designed to provide literacy and parenting skills to at-risk parents who wish such training

Mantra Lingua – a UK based publishing house focusing on connecting languages for children

Parents' Rights, Kids Rights: A parent's guide to child protection law in BC, Legal Services Society, January 2007 – The Family Law in British Columbia website was developed and is maintained by BC's legal aid services provider

Peer Net – multilingual resource guides to help parents or caregivers in feeding their infants and toddlers. Guides are culturally adapted and translated to incorporate food habits and foods commonly used by the cultural groups.

Strong Start BC – early learning programs provide school-based early learning services for adults and their young children, aged birth to five, at no cost to families

Occupational Standards – to identify skills and ability, core knowledge and standards of ethical practice

DOWNLOADABLE RESOURCES

The Language and Literacy Resource Kit – designed to inform and train childcare practitioners and families of the latest research, case specific resource sheets and PowerPoint workshops

LeapBC: – downloadable activity books and activity cards for early learning practitioners and parents with children 0 – 6 to encourage the development of physical, social, language, creative, and intellectual skills

MOVE™ with me from Birth to Three

HOP™ Healthy

Food Flair™

Talk™

NWT Literacy Council – provides stories with accompanying lesson plan, snack ideas, vocabulary and more

The Sea and Me Parenting Manual – practical information and stories to share with parents

Sharing Stories: A Workshop for Childcare Workers – practitioners are guided through the process of creating their own storyboard

Washington Learning Systems Talking Books – twenty home and community activities for adults and children (0-3 years) that encourage early language and literacy development