



Preparing Future Rural Early Childhood Educators/Early Interventionists: What information is out there?

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Outline

- Land acknowledgment
- Brief context: Two previous projects; urbanistic policy bias publication; LEAPS
- Review: Guiding questions and aims
- Methods and Findings of Scoping Review
- Discussion
- Take home points



Vilches (2009). Report of the Words on Wheels Early Literacy Project

What we learned from the Including All Children and Families and Words on Wheels (WOW) report: Families are inventive and resourceful, but face systemic barriers that represent access challenges.

⁴(Briseño, Pighini, Goelman, & IAF-EP Collaborative, 2013; Vilches, 2009)

Urbanistic Policy Bias

- Administrative divides
- Health vs education vs support systems
- Distance= travel modality + child fragility + home support for farms & siblings for multi-day travel+navigating unfamiliar urban environments
- Community supports: A key node or access person who “knows” how things work despite of their position

Documenting the urbanistic policy bias in rural early childhood services: Toward a functional definition of rurality

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Abstract

Two projects:

1. 2007-2012 ([Briseño et al's, 2013 report](#) of 5 studies throughout BC)
2. Field work, Peace River Region (BC): Early childhood educators and early interventionist in a Success by Six Table (SD 61 WOW Bus Report, 2009)

Would an Urbanistic Policy Bias Shape ECE/EI Pre-Service Education?

We also identified a lack of conceptualization of the conditions of education/training and work for early childhood educators ¹

⁵Vilches, Pighini, Stewart. & Goelman, (2017)



Research Paper / Recherche | [Full Access](#)

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[UBC eLink](#)

 SECTIONS

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The LEAPS Project: Linking Evidence and Advanced Practice Innovations

- Existing partnership and collaboration between UBC Faculty of Education and Auburn University in Alabama, US,
- Investigate literature about rural early childhood and special needs education/early intervention “North and South” of the border
- Characteristics of rurality with regards to low density and/or long distance to density applied to both.

Authors acknowledge and thank for RA funding received from ORE (Dr M. Beauchamp)/CECER (Dr J. Jamieson) at the UBC Faculty of Education in order to conduct this investigation into the rural literature in ECE/EI (2017-18)

Two Main Guiding Questions

1. What are the characteristics of ECE/SN/EI services in rural and remote communities in Western Canada and Southern US in terms of the inter -and cross-disciplinary professional demands required?
2. In what ways should ECE/SN/EI professional preparation programs address the inter- and cross-disciplinary training needs of these rural and remote practitioners?



Scoping Reviews Aim To:

1. Map the key concepts, main sources, and types of evidence within a research area without critiquing the studies ⁷
2. Assist with “examining the extent, range, and nature of research...”⁸
3. Help determine prevalent terminology; a process known as literary warrant”.⁹

⁷Arksey & O’Malley, (2005)

⁸Bhopti, Brown & Lentin (2016), p. 193

⁹Grant & Booth, (2009), p. 93

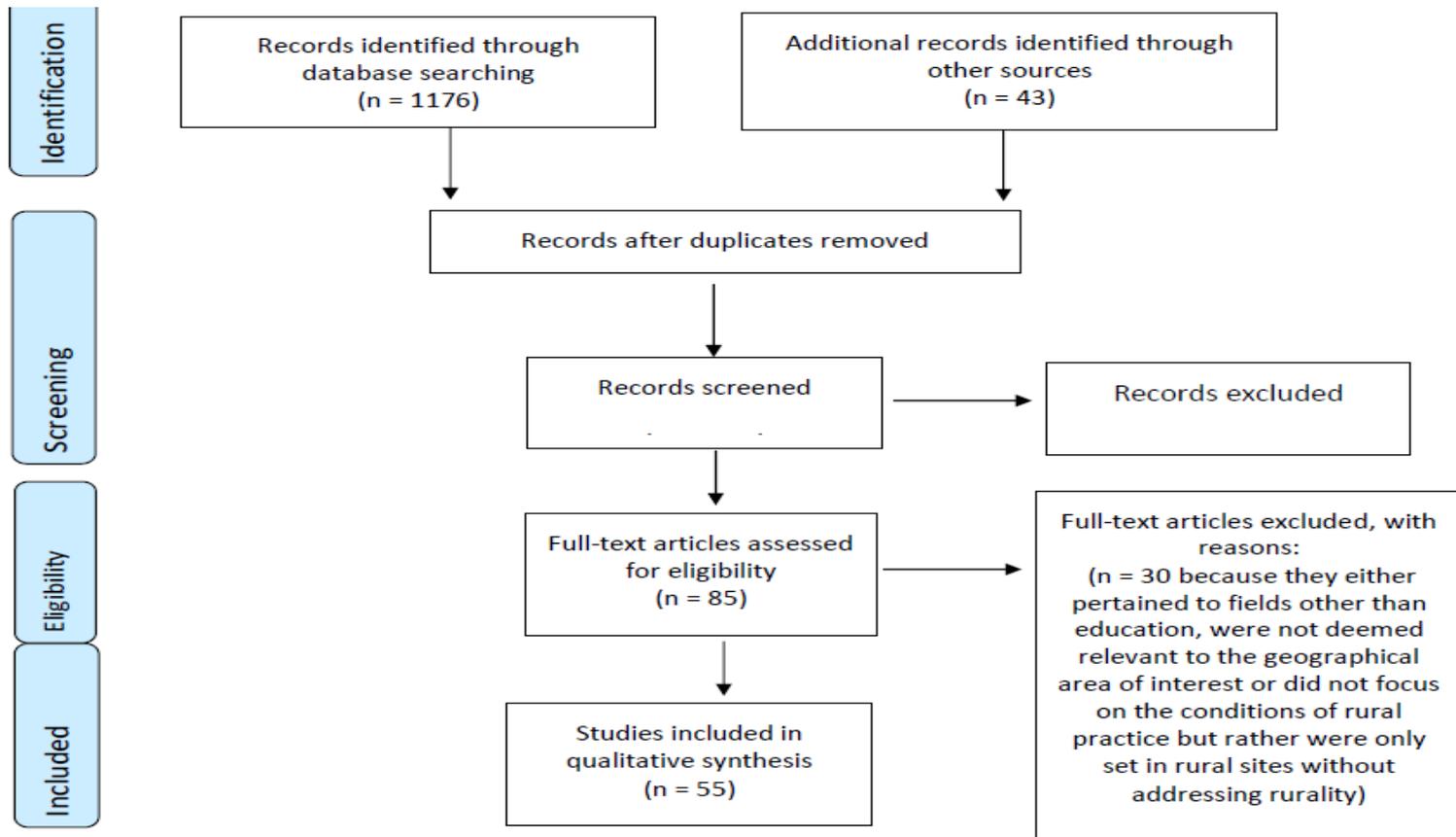


Figure 1. PRISMA Flow Diagram with identification, screening, eligibility, and inclusion criteria¹

Findings

1. Travel and distance
2. Indigenous perspectives & cultural diversity
3. Recruitment & Retention



Main Themes

1. Travel and distance

Multimodal

Bohjanen, Kinavey-Wennerstrom, & Johnson (2014)

Pre-K

John W. Sipple, McCabe, Ross-Bernstein, & Casto (2008)

2. Indigenous perspectives & cultural diversity

Community & engagement; rural cultural diversity; racial divides (North & South) Bohjanen, Kinavey-Wennerstrom, & Johnson(2014); Thompson & Hare, (2006)



Recruitment & Retention

Three interlocking themes

What we found:

- High vacancies
- Persistent under-qualification
- Retention is a key aspect related to successful recruitment

Bohjanen, Kinavey-Wennerstrom, & Johnson (2014)

Martin, Torrey, & Al-Juraid, (2001)

Rude & Miller (2018)

Sipple, McCabe, & Ross-Bernstein, 2007)



High Vacancies and Persistent Under-qualification Lead to High Turnover

- Alaska
 - Persistent high vacancies
 - Lead to hiring under-qualified personnel under “emergency certifications”
 - Pending completion of studies
 - Many personnel lack foundational education skills
 - Leads to high turnover
- Present in other jurisdictions as well
 - Louisiana, South Carolina, ...

Retention is A Key Aspect of Successful Recruitment

- Retention is linked to:
 - Higher sense of satisfaction & sense of “making a difference”
 - Sense of efficacy
 - Time for planning (broader scope of practice)
 - Mentorship from Administrators (time and support for problem solving)
 - Acceptance and support from generalist teachers
- Ability to address challenging situations results in a sense of efficacy, and is therefore is associated with stronger retention



Broader Scope of Practice

- Fewer referrals to specialized supports - the teacher is “it”
 - Teachers will handle and address more diverse, unique, and complex needs
- Lower rates of diagnosis due to difficulties with travel
- Higher need to provide all support in imaginative ways
- Need to reach out to family, which may lead to additional travel



Recruitment: Two Perspectives

Educational Institutions and teachers opinions:

- a. Higher pay
- b. Incentive for distance from cultural centres
- c. Training inducements
- d. Rural supplements as incentive

In contrast, data says:

- a. Flexibility in funding models (rural and urban are NOT the same)
- b. Support for retention leads to higher satisfaction in workplace and reduces need for recruitment
- c. Mentorship by administrators is crucial



Summary of Findings

- Travel and distance, as well as Indigenous and cultural-related issues are under-studied
 - Sensitivity to historical rural divisions is important and almost not present in the extant literature
- Recruitment and retention “story” is different than expected

Discussion



“Rural or remote? This is the centre of my universe” (Murray Macdonald, artist and preschool music educator, 2011)

Travel the world with One Camel Short, Murray Macdonald & Richard Owings. Image retrieved from <https://www.bclocalnews.com/entertainment/travel-the-world-with-one-camel-short/>

Contextualizing rural language re “travel to” and “distance from”



Smithers
A local “band” playing at the Smithers airport as we landed

Wecwepemc NEWS

First People Perspectives for Our Children

communities in learning is encouraged.

• promote teaching the curriculum through a focus on themes, issues, and topics important to First Peoples as identified by the Advisory Team;

• Math First Peoples (MFP): MFP is an initiative of FPNESC to make the inclusion of First Peoples content a part of mathematics teaching and learning across the province. Supported by the BC Ministry of Education, it is based on the belief that by bringing content, perspectives, and teaching approaches associated with First Peoples into the math classroom, teachers will:

- provide an opportunity for students to present and improve on mathematics and mathematics thinking within all human cultures and societies;
- give all students a better sense of the significant place of First Peoples within the historical and contemporary fabric of this province;
- help their Aboriginal students in particular to feel more comfortable in mathematics learning situations and more motivated to participate and thus – when becoming able to work more effectively – experience increased academic success, and develop necessary concepts and skills for lifelong use.

The new English and Math courses are available to schools in your area and course resources can be found on the FPNESC website at www.fpnesc.ca. Clear available courses that have Aboriginal content are: BC First Nations Studies 10 (Grade 10), BC First Nations Studies 11 (Grade 11), and, of course, Second Step 10.

If you or your child are interested in getting any of the following courses in your school, please email your principal, contact and/or First Nations Coordinator or contact Debrae Saito, FPNESC's Curriculum and Exam Standards Coordinator at dsaito@fnesc.ca for support.

It is important to share this information with the teachers, communicators and staff “base” of your school for Aboriginal students. First Nations are the first students! These courses were developed with them at all stages and through a different approach. As First Nations people, we should be encouraging non-Aboriginal people to learn with us – because we are not just First Peoples in the history books, we are in the classrooms learning with everyone else.

Julianne Pappas wrote for the Satwageme Cultural Education Society and the journal on the FPNESC's initiative. She was interviewed for First Peoples Curriculum, held in Kamloops in the summer of 2011.

Significance of cultural awareness and sensitivity for ECE's

ECE's scope of role: Grounding to, and connecting with, rurality



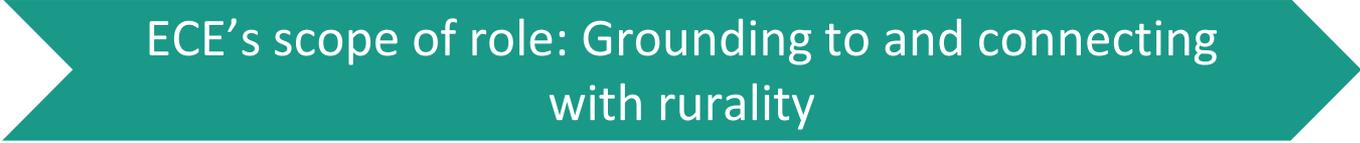
Location, Location, Location

- Early Intervention is NOT place-based
- Research might consider multi-site collaborative approaches

The field of early childhood education and early intervention (ECE/EI) has been slower than other service-providing disciplines including health/ medical professions to recognize rural practice.



<https://www.cihi.ca/en/cihis-rural-health-systems-model>

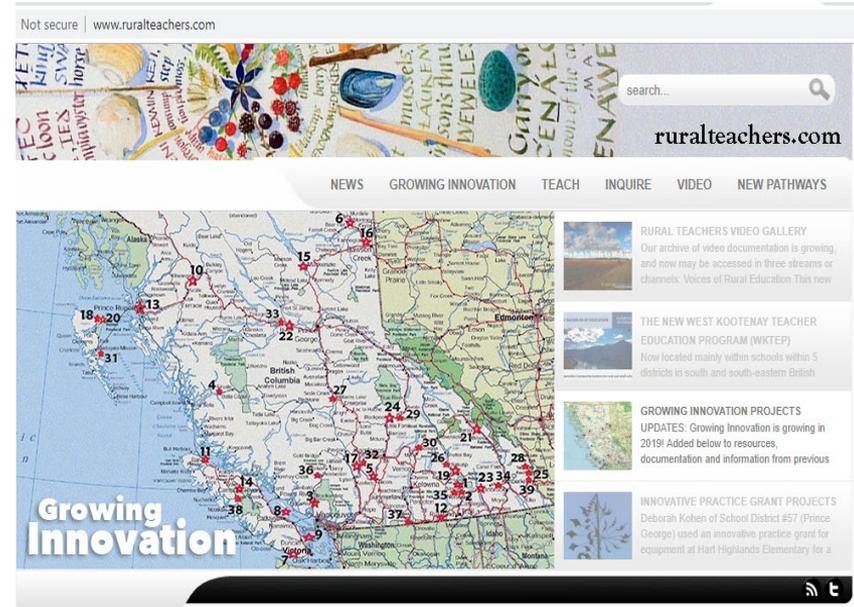


ECE's scope of role: Grounding to and connecting
with rurality

Teacher satisfaction overrides barriers:
Despite longer administrative hours,
non-monetary incentives count

Innovation in rural early childhood education is a must!

This slower progression of educational formation and of research associated with rural education brings some challenges in the educational formation/preparation of students making it difficult to prepare pre-service students in traditional ways used in urban settings.



The screenshot shows the website www.ruralteachers.com. The header includes a search bar and navigation links: NEWS, GROWING INNOVATION, TEACH, INQUIRE, VIDEO, and NEW PATHWAYS. The main content area features a map of British Columbia with 39 numbered red dots indicating project locations. Below the map, there are four resource sections:

- RURAL TEACHERS VIDEO GALLERY**: Our archive of video documentation is growing, and now may be accessed in three streams or channels: 'Voices of Rural Education' This new
- THE NEW WEST KOOTENAY TEACHER EDUCATION PROGRAM (NWKTEP)**: Now located mainly within schools within 5 districts in south and south-eastern British
- GROWING INNOVATION PROJECTS UPDATES**: Growing Innovation is growing in 2019! Added below to resources, documentation and information from previous
- INNOVATIVE PRACTICE GRANT PROJECTS**: Deborah Kohen of School District #57 (Prince George) used an innovative practice grant for equipment at Hart Highlands Elementary for a

<http://www.ruralteachers.com/growing-innovation-2011>



Take Home Points

- Research might consider multi-site collaborative approaches
- We need to adopt consistent terminology and utilize frameworks from other fields to help understand rural practice conditions and better prepare educator formation, training and support.
- Rural early intervention is VERY different
- Rural early intervention is NOT place-based



Thank You!

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