

## NSCCA Suggested Minimum Salary Guidelines Phase 2 (2008-2010)

For regulated early learning and care programs

Classification	Entry	Step 2	Step 3	Step 4	Step 5
<b>ECE III</b> ♦Director	\$41,328 (21.19)	\$45,461 (23.31)	\$50,007 (25.64)	\$55,008 (28.20)	\$60,509 (31.03)
<b>ECE II</b> ♦Supervisor	\$34,234 (17.55)	\$37,316 (19.14)	\$40,674 (20.86)	\$44,335 (22.73)	\$48,325 (24.78)
<b>ECE II</b> ♦Resource					
<b>ECE I</b>	\$29,279 (15.01)	\$31,915 (16.36)	\$34,787 (17.83)	\$37,919 (19.44)	\$41,332 (21.19)
<b>Child Care Worker II</b> (in ECE training)	\$21,483 (11.01)	\$23,416 (12.00)	\$25,524 (13.09)	\$27,822 (14.27)	\$30,326 (15.55)
<b>Child Care Worker I</b>	\$18,559 (9.51)	\$20,229 (10.37)	\$22,049 (11.31)	\$24,033 (12.32)	\$26,196 (13.43)

**Notes:** 37.5 hour week. Each level represents 3 years of experience. In this phase, increments are 9% for practitioners, 11% for directors. Early Childhood Educators or Administrators who are Certified are paid \$1500 above scale.

**ECE III (director)** – An ECE who manages the centre and its day to day operations. This person is accountable for program quality and has post diploma training and experience in management and administration. Executive Directors of large or multi-site centres may be paid above scale.

**ECE II (supervisor)** – An ECE whose job description includes a portion of the program’s administration. The ECE III provides administrative or management support to help ensure quality centre-wide operations and has post diploma training and experience in management and administration.

**ECE II (resource)** – An ECE whose job description includes specialized responsibilities and duties with regard to program development and/or the inclusion of children with special needs. An ECE II will have a combination of post diploma experience and training in the area of specialization.

**ECE I** – Holds a diploma or degree in Early Childhood Education. Primary responsibility is the early learning and care of a group of children. The ECE has no program-wide administration duties.

**Child Care Worker II (in ECE training)** – A child care worker who has no formal ECE credential but who is actively pursuing an early childhood diploma or degree. This person works within a formal framework of supervision and support and will have a contractual agreement with the employer with regard to their training plan. This person is untrained or equivalent for purposes of the Daycare Act and may or may not be responsible for a group of children.

**Child Care Worker I** – A child care worker who has no formal ECE credential. This person is untrained or equivalent for purposes of the Daycare Act and may or may not be responsible for a group children.

**Certification is recommended for all eligible early childhood educators**

# Work for a worthy wage; it makes a difference.

**Why A Minimum Salary Guideline?** NSCCA has a vision of a stable, professional, well paid and well trained workforce that is supported in offering high quality early learning and child care to children and families. We believe that the damaging impact of low wages must be made clearly visible so that planned growth in the licensed system does not happen on the backs of underpaid early childhood practitioners and educators.

This minimum salary guideline will help child care programs determine a fair and equitable salary based on occupational standards and a classification system that recognizes education, experience and career progression. It is designed as a tool for advocacy that can help highlight the full cost of quality and the public investment needed to ensure a quality based early learning and child care system.

- ✓ **NSCCA** knows there is a link between wages, staff turnover and quality early learning and child care. **You Bet I Care!** Clearly demonstrated this link in 1998<sup>1</sup>. The American National Child Care Staffing Study reached a similar conclusion in 1990. It found that “the most important predictor of the quality of care which children receive, among all the variables in adult work environments, is staff wages.”<sup>2</sup>
- ✓ **NSCCA** urges individuals and centres to advocate for, and work toward adopting, this minimum salary guideline. Centres can adapt it to reflect job titles and responsibilities that exist in their programs and advertise their use of the scale to help recruit qualified staff.
- ✓ **NSCCA** recognizes that a worthy wage that offers financial rewards attached to increasing qualifications, role progression and professional development supports quality for children and is essential for addressing turnover and retention and recruitment issues.
- ✓ **NSCCA** encourages all centres to move their budgets toward the full cost of quality which includes ensuring that 80% of centre revenues are allocated for salaries and benefits.
- ✓ **NSCCA** recognizes the importance of professional development in quality early learning and child care. We recommend centres develop policies that support ongoing professional development for all early childhood educators and practitioners.
- ✓ **NSCCA** advocates for the field and offers professional supports and resources to its members through standards of practice, a code of ethics, and affiliations with other early learning and child care organizations and associations.

## Did you know?

- The Manitoba Child Care Association introduced its first minimum salary guideline in 1999. Today over 80% of the centres who advertise pay within their salary scale.<sup>3</sup>
- 69% of Nova Scotia’s centre based early childhood educators and assistants have a post-secondary credential (diploma or degree)<sup>4</sup>
- Nova Scotia’s full time, centre based, early childhood educators are earning more but are not getting ahead. Our 2008-2010 guideline is set to keep our lowest paid classification roughly in-line with proposed changes to the minimum wage (\$9.65 in 2010)

<sup>1</sup> Doherty et al., 2000; Goelman et al., 2000.

<sup>2</sup> Child Care Employee Project, 1990; Child Care Employee Project, 1993

<sup>3</sup> Personal communication

<sup>4</sup> CCHRSC Labour Market Update, 2004

*The minimum salary guideline has been developed with the goal of promoting consistency within Nova Scotia's early learning and child care community. When used by centres to calculate salaries it will help determine how much more each centre in particular, and the field in general, would need in order to pay a wage that is reflective of the value of our work and appropriate for the degree of responsibility, skills, effort and education required for quality early learning and child care outcomes. The minimum salary guideline is offered by NSCCA as a tool for moving ahead collectively.*

*Administering salaries is not a simple mechanical procedure. It is a direct expression of the values of the organization. When we confine our vision to the current limitations of our budgets there is a tendency to put policies and systems in place that actually lower standards and erode the quality of programs. It is our hope that centres will work to move their budgets toward the full cost of care by building their budgets around their quality needs.*

*We invite you to join the Worthy Wage Campaign and to work with NSCCA to communicate revenue requirements to government on behalf of the early childhood workforce who continue to subsidize the child care sector with their low wages.*

## **Using the guideline to help determine the full cost of care:**

- √ Assign a job description for each position in the centre. These descriptions define positions not the individuals who hold the jobs.
- √ An individual's job description will then determine their placement on the scale. Their years of experience will determine their level/step.
- √ Some centres many wish to move an employee up by a step or two to recognize a difference in educational credential. For example someone with a four year degree in early childhood might be placed a step or two ahead of a person with a two year diploma, experience being equal. If this approach is taken it is important to detail your rationale and make sure this practice is consistently applied. This practice means that the higher credentialed person starts earning more, earlier, but will also hit the ceiling sooner.
- √ Place all employees on the scale.
- √ Determine how much the salary budget would be if the scale were adopted and compare it with your current budget.
- √ The difference is the amount that would need to be made up by parents or government to pay your staff according to the minimum suggested guideline. That number can be used to advocate for change.
- √ Determine the % by which figures on the scale would have to be decreased to work within your current revenue. The scale can then become a goal toward which you can determine an incremental approach.
- √ Develop a strategic plan to address the changes you want to make. We suggest that 80% of current revenues be allocated for salaries and benefits.
- √ Join the Worthy Wage Campaign and work with NSCCA to communicate revenue requirements to government on behalf of the early childhood workforce. Don't let government fail to institute a formal system and budgetary support for quality early learning and child care in Nova Scotia. The vision of a quality early learning and child care system is good for all of us!
- √ Feel free to adopt the guideline scale as is, or customize it to reflect the job titles and responsibilities of your staff. Remember that this is the second phase of a suggested minimum guideline. Centres that exceed these guidelines are to be congratulated and we encourage you to continue doing so. You are true leaders in the field.