

COLLEGE OF
EARLY CHILDHOOD
EDUCATORS

ORDRE DES ÉDUCATRICES
ET DES ÉDUCEURS
DE LA PETITE ENFANCE

Member Newsletter

Volume 1, Issue 1
Fall 2009

Another First at the College

Welcome to the first edition of the College of Early Childhood Educators' newsletter. To keep the membership informed, all registered members will receive a copy of this newsletter, which will also be posted on the College's website. The College will publish a fall, winter and a combined spring/summer edition. We will also have a variety of news items, updates and issues, there will be articles and member profiles. In our next issue we will add a Members Section to

feature feedback we receive and highlight members of the profession.

Future newsletters will be emailed to members who have provided us with their email address.

To receive this newsletter by email, please provide the College with your email address (see notice on page 8).



Ribbon Cutting Ceremony at the Inaugural Reception on May 12, 2009.

From left to right:
Dainora Juozapavicius, Registrar;
Lois Mahon, President; Eduarda Sousa, AECEO Executive Director; Honourable Deb Matthews, Minister of Children and Youth Services; Maryline Dion, AFÉSEO Executive Director

Professional Recognition - One Step at a Time

In the short time that the College has been up and running, we have heard from many of you. While many have asked, "What will the College do for me?", the underlying sentiment behind the question is often, "When will I begin to be recognized as a professional?"

The creation of the College of Early Childhood Educators is the result of tireless efforts by many who had the vision of professional legislative recognition for qualified early childhood educators in Ontario. The establishment of a self-regulatory body for the profession finally came to fruition on June 8, 2007.

Protecting the public interest is in large part about ensuring that the title of Early Childhood Educator (ECE) or Registered Early Childhood Educator (RECE) is only available to qualified professionals, and that only

RECEs can now claim to have the skills, knowledge and values that make the profession distinct from others. As we continue to inform the public about the existence of the College and reassure them that professional standards are at its core, the evolution of the profession will occur.

The eventual acknowledgement that the profession has the special knowledge and expertise required to set standards and oversee the conduct of its members will result in the recognition that early childhood educators are professionals. Parents can trust that their children are receiving care based on professional standards and will be assured that their children are in the care of a qualified professional. As a registered member of the College, you are that professional and you can use



The 'milestones basket' located in the lobby of the College.

the designation.

On September 9, 2009, a 'milestones basket' was placed in the lobby of the College's new home to showcase firsts and share a piece of our history with visitors to the College. We were thrilled to note that by coincidence, exactly one year earlier, the College had received its very first application on the same day.

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Key Milestones

- June 8, 2007 – *Early Childhood Educators Act, 2007* proclaimed
- September 9, 2008 – First application received
- January 2009 – 15,179 applications were received in one month alone
- February 6, 2009 – First Council elected
- February 24 and 25, 2009 – First Council meeting
- July 30, 2009 – 20,000 members registered
- August 7, 2009 – First Complaints Committee decision
- September 25, 2009 – Received the 25,000th application



Message from the President Putting Children First



Lois Mahon, Council President, speaking at the Inaugural Reception in Toronto

“The creation of the College is the result of many years of hard work, dedication and commitment of early childhood educators to put children first.”

Over twenty years ago, the idea of a self-regulatory body for the profession of early childhood education was a gleam in the eyes of some visionary early childhood educators. They held steadfast to the belief that early learning played an important role in a child's development and that early childhood educators share a responsibility in children's well-being and care. They recognized that the distinct body of professional knowledge in early childhood education reflects the unique characteristics of learning and development during early childhood. Early childhood educators understand how these characteristics influence development and learning, especially from birth to age six.

The creation of the College is the result of many years of hard work, dedication and commitment of early childhood educators to put children first. Many of our

colleagues have worked tirelessly to promote the message that professional practices of early childhood education are based on scientifically derived theories and findings for how to best meet children's development needs, including working across all developmental domains and through developmentally appropriate practices that respect the primary role of a child's caregivers and family in supporting early childhood development.

Slowly but surely, the mainstream is catching up and recognizing what many of us already knew and what research has confirmed. I was very pleased this past spring with the release of the Early Learning Advisor's report, written by Dr. Charles Pascal. The report made a significant declaration and acknowledgement of the instrumental role that early childhood educators play in the development and

learning of children. We applaud Dr. Pascal for his recognition of early childhood educators as professionals and look forward to working collaboratively with others in the early learning and care sector.

These are exciting times for our profession, and I am honoured to serve as the College's first President. I take this responsibility seriously and look forward to working with our elected and appointed Council members. Much has been done to start building the foundation but there is much more still to do. I foresee working with and hearing from our membership as we, as professionals, work to ensure that every child receives the professional level of early learning and care that they are entitled to receive.

Inaugural Reception on May 12, 2009



Garderie La Farandole children performing at the Inaugural Reception of the College on May 12, 2009

On May 12, 2009, the College hosted an inaugural reception at its Toronto office. Over two hundred guests and dignitaries were in attendance, including the Honourable Deb Matthews, Minister of Children and Youth Services as well as Ontario's Fairness Commissioner, Jean Augustine.

The College presented certificates of recognition to the transitional Council members to acknowledge their hard work and dedication. Plaques were presented to the Ministry of Children and Youth Services, the Association of Early Childhood Educators Ontario and the *Association francophone à l'éducation des*

services à l'enfance de l'Ontario for their continued collaboration and assistance in developing the College of Early Childhood Educators. Without the commitment of all those involved, we could not have realized the successes enjoyed to date.

To conclude the reception ceremony, guests were serenaded by children from Garderie La Farandole, who sang "C'est la fête", which set a cheery atmosphere for the evening.

Thank you to all those who attended and participated in helping to make this a memorable event for the College.



Message from the Registrar We're Up and Running

The past year has been an incredibly busy and exciting one for the College. What began with a skeletal team has evolved into a full-fledged operating regulatory college. Thanks to the dedication and support of our staff team, we have met a number of milestones. I would like to acknowledge the hard work and efforts of our transitional Council who worked to guide us to where we are today.

Setting up a regulatory college involves tackling many tasks and often competing priorities. I'm pleased to note that we have moved beyond temporary locations and the unpacking of boxes. The College has settled into its permanent home at 438 University Avenue in Toronto. We are able to have our Council and Executive Committee meetings at this location, as well as the Council's statutory and standing committee meetings. The establishment of a physical College is one more milestone in the continued journey to gain professional recognition and strengthen the profession.

Our staff team has grown over the last year to meet the needs of the organization as it

continues to develop. Our roadmap for this fiscal year has been established through the Strategic Directions - Five Core Pillars. I'm pleased to report that we have the individuals in place to serve the College as it strives to establish professional standards to serve our members and the public.

Our Registration department continues to work away at processing applications. After receiving an extremely positive response in registration applications, they hit another milestone in August 2009, when the College registered its 20,000th member! Thank you for your support throughout the membership registration process! Registration with the College is a vital first step for recognition as a professional.

Self-regulatory organizations exist to serve and protect the public interest and ensure that members of our College meet the entry to practice requirements and standards of practice of the profession. The College is moving ahead in its development of professional and ethical standards.

The year ahead is filled with

future milestones that we will achieve together, including the development of a public register, functioning complaints and discipline process, and a variety of communication tools in order to keep our members better informed. Communication remains a priority for the College to ensure that a vibrant, productive dialogue drives the future of the College. We want to hear from you and we want to ensure that you are hearing from us.

This fall, together with our President, Lois Mahon, and members of Council, I look forward to getting that message out as we meet with those in the early learning and care field and encourage them to join the College. Only through registration can we assure parents that those who claim to be early childhood educators are in fact qualified professionals and thereby assure them that their children are in the care of a qualified professional. Trust, care and standards are at the core of the College of Early childhood Educators.

I look forward to meeting with many of you in my travels around the province over the next year.



Dainora Juozapavicius,
Registrar/Chief Executive
Officer

"The establishment of a physical College is one more milestone in the continued journey to gain professional recognition and strengthen the profession."

Member Profile Calling all Members

We need your help to profile members of the College of Early Childhood Educators in our future newsletters. This column will be a regular feature as we share stories of early childhood educators in their professional roles.

Please write to us with

information on a member who has made a special contribution to the profession of early childhood education. Or, if you have helped to develop a program at your children's centre that you would like to highlight, we want to hear from you.

By sharing your accomplishments and highlighting the professionals in the field, we can continue to build upon the credibility and dedication of early childhood educators in Ontario.

Send your ideas to
info@collegeofece.on.ca



Plaque presentation at the Inaugural Reception.

From left to right:
Diane Kashin, AECEO President Elect; Honourable Deb Matthews, Minister of Children and Youth Services; Sylvie Charron, AFÉSEO President



Strategic Directions – The Five Core Pillars

For Fiscal Year July 2009 to June 2010



The Council of the College of Early Childhood Educators has established the Strategic Directions for the College, known as the Five Core Pillars. These pillars set out the roadmap to guide the work of Council and College staff over the next year. The building of the Five Core Pillars will enable the College to create a strong foundation to grow and meet its legislative responsibilities within the context of public protection and strengthening of the profession.

Governance

The College's first elected and appointed Council is responsible for the development of structures and processes that will enable the College to perform its regulatory functions, including the establishing of statutory and standing committees, and developing policy. Orientation and training will continue in

order to assist Council and committee members in understanding their mandate and responsibilities. The Executive Committee, Standards of Practice Committee, Registration Committee, Registration Appeals Committee and the Complaints Committee have begun their work on behalf of Council.

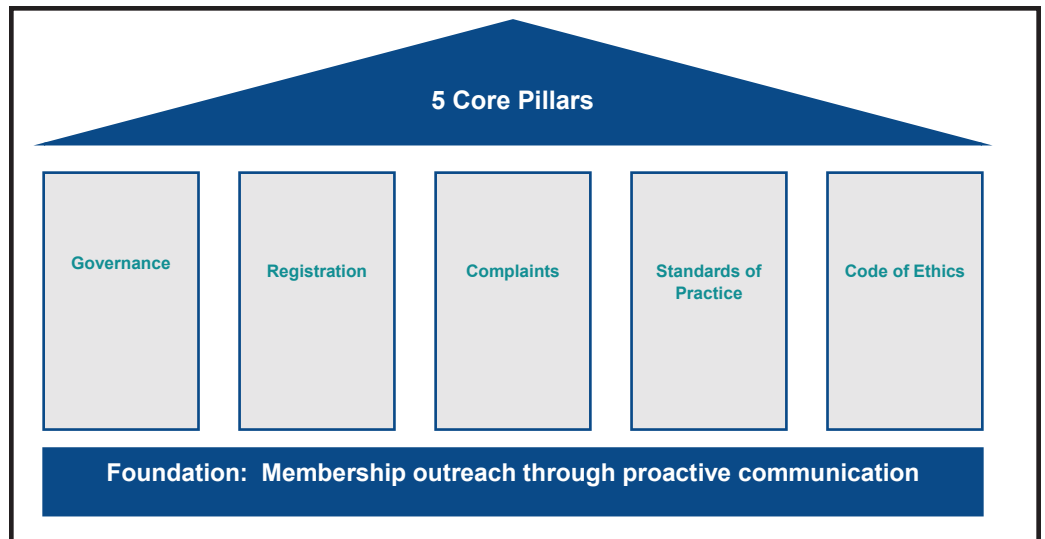
Registration

Staff in the Registration department are responsible for completing the registration process of each application, issuing certificates upon direction of the Registrar, developing a membership renewal process, responding to Labour Mobility changes, developing the public register and reviewing application forms and guides. The College is pleased to report that all complete applications received by August 1, 2009 have been reviewed. Thank

you to all those early childhood educators who recognized the importance of being a member and sent in their applications!

Complaints

As a regulatory body, the College is charged with the responsibility of holding its members accountable to the legislation governing its members including the Professional Misconduct Regulation, and the professional and ethical standards for members of the College. The College has established a formal complaints process, which sets out the procedures for dealing with the investigation of complaints including an intake process and process for appointing investigators. The Complaints Committee has issued its first decision regarding a formal complaint.



Standards of Practice and Code of Ethics

These two pillars involve the development of standards of practice and a code of ethics for members of the College. Professional and ethical standards are fundamental to the College, as they will provide guidance and raise

awareness related to the professional roles and responsibilities of early childhood educators. As with other regulated professions, standards of practice and a code of ethics enhance the ability of the profession to be accountable to each other and to the public. Enforcement of

the College's Standards of Practice and Code of Ethics will occur through the complaints and discipline process.



Role of Council

The College is a self-regulatory body and the College Council is the governing body of the College. Of the 24 Council members, 14 are registered members of the College and were elected by members of the College. Ten (10) Council members were appointed by the Lieutenant Governor in Council, to represent the public of Ontario. The Council is established by law to be a governing body, like a board of directors, to manage and administer the College's affairs. It is responsible for governing and setting policy, while staff is responsible for

implementing policy and conducting the day-to-day operations.

The Council makes decisions related to entry to practice requirements, standards of practice, a code of ethics and professional misconduct. The statutory committees of the Council makes decisions related to registration appeals, complaints, professional misconduct, incompetence and incapacity. The standing committees, such as Registration, Standards of Practice and Elections make recommendations to Council regarding policy issues.

The Council and College staff act in partnership towards the common goal of fulfilling the College's objectives, as stated in the *ECE Act 2007*, in a manner that reflects the Council's values and policy decisions.



Dainora Juozapavicius (Registrar) and Lois Mahon (Council President) cutting the cake at the College Inaugural Reception.

College of Early Childhood Educators Council 2009-2011

Elected Councillors

District 1- North and North East Region

Eugema Ings
Lois Mahon

District 2- East Region

Leslie Kopf-Johnson

District 3- South East Region

Marian Archer

District 4- Central East Region

Linda Cottes
Roxanne Lambert

District 5-Toronto Region

Aurelia Di Santo
Heather Yeo
Richard (Dick) Winters

District 6-Central West Region

Alexa (Lexi) Goring
Anna Baas-Anderson

District 7- Hamilton/Niagara Region

Susan (Darlene) Edgar

District 8- South West Region

Theresa Kralovensky
Vera (Nici) Cole

Public Appointed Councillors

Brigitte Berneche - Markham
Carol Crill Russell - Maynooth
Christine Forsyth - Toronto
Delora Deravi - North York
Diane Martin - Ottawa
Janette Pelletier - Toronto
Mary Gordon - Toronto
Nerene Virgin - Mount Hope
Susan Bebonang - Thunder Bay
Younglee Ha - Toronto

* Several of the Public Appointees have three year terms (2009-2012)



The Council of the College of Early Childhood Educators May 12-13 Council meeting

Note: Three Council members absent from picture

For Council members' biographies, visit our website www.collegeofece.on.ca

Members count by District/Geographic Areas	22850
1. North and North East Region	1455
2. East Region	1846
3. South East Region	817
4. Central East Region	3539
5. Toronto Region	6111
6. Central West Region	4112
7. Hamilton/Niagara Region	1930
8. South West Region	3018
99. Out of Area	22



Centre Stage - Committee Profile Standards of Practice Committee

Standards of Practice Committee Members
Roxanne Lambert, Chair Brigitte Berneche Carol Crill Russell Carolyn Masi Heather Yeo Janette Pelletier Leslie Kopf-Johnson Lu Ann Hill-MacDonald Richard (Dick) Winters
College Staff
Melanie Dixon, Director of Professional Practice Leslieann McLean-Bruno Senior Administration Coordinator

The College is responsible for establishing professional and ethical standards for early childhood educators in Ontario. The Standards of Practice (SPC) Committee has been tasked with building these two important Pillars to support and strengthen the College and the profession.

Mandate:

The SPC advises the Council of the College on the development of a code of ethics and standards of practice for members of the College that demonstrate a respect for diversity and a sensitivity to the multicultural character of the Province.

All members of the SPC Committee must be either a Council member or a member

of the College. The current SPC is comprised of four elected Council members, four public Council members and two non-Council members. As required in the by-law, one of the SPC members is of First Nations heritage.

The Standards of Practice will describe the knowledge, skills and shared values that guide the profession of ECEs in their daily practice and the Code of Ethics will describe the principles that members will be expected to adhere to in their conduct, thinking and decision making as early childhood educators.

A key element of this development initiative is to ensure that members of the College and public

stakeholders are kept well informed as the process evolves. But more importantly, the College wants to be sure that members are consulted and that we receive member input and feedback during the data collection and validation phases of the development process.

“The College is undertaking a very collaborative approach to developing standards and (a) code through extensive consultation.” – quote from a pilot focus group participant

The development of the Standards of Practice and Code of Ethics will involve four phases as noted in the chart below.

“The College is undertaking a very collaborative approach to developing standards and (a) code through extensive consultation.”

— quote from a pilot focus group participant

Phases and Targeted Timelines	Activities	Opportunities for Member Input
Phase 1 Data Collection Fall 2009	<ul style="list-style-type: none"> • Focus groups and interviews with members and public stakeholders • Questionnaire available to all members and public stakeholders online, by mail or fax 	<ul style="list-style-type: none"> • Respond to the questionnaire • Several members and public stakeholders from across the province will be invited to participate in focus groups to provide input
Phase 2 Data Analysis and Synthesis Winter 2010	<ul style="list-style-type: none"> • Analyze and synthesize data from all sources, including focus groups, questionnaires, interviews • Draft the Standards of Practice and Code of Ethics from the input received in Phase 1 for approval by Council 	
Phase 3 Validation Spring 2010	<ul style="list-style-type: none"> • Draft copy of the Standards of Practice and Code of Ethics and feedback questionnaire available online, by mail or fax for members and public stakeholders • Round tables and interviews with members and public stakeholders to obtain feedback • Collate, analyze and synthesize feedback 	<ul style="list-style-type: none"> • Respond to the feedback questionnaire regarding the draft Standards of Practice and Code of Ethics • Participate in a round table in your district
Phase 4 Publication and Distribution Fall 2010	<ul style="list-style-type: none"> • Publish and distribute Standards of Practice and Code of Ethics once approved by Council 	



Standards of Practice and Code of Ethics Development Process - How Can I Participate?

The College has begun the process for the development of the Standards of Practice and Code of Ethics for early childhood educators in Ontario. The first phase of the province-wide consultation will involve collecting input from College members and public stakeholders. Input will be gathered in a variety of ways including focus groups, interviews, and an online questionnaire.

This past July and August, the College conducted four pilot focus groups. The goal of the pilot phase was to test the qualitative and quantitative questionnaires for the broader data collection phase happening this fall.

The focus groups consist of six to eight volunteer participants. A minimum of two focus groups will be conducted in each of the eight (8) electoral districts.

Approximately 20 focus groups will be conducted in English and in French with a range of members of the College and the public. Some of the focus groups will consist of RECEs only, from a variety of work settings, while others will include a mix of RECEs and public stakeholders such as parents, employers, postsecondary ECE program faculty, Ministry of Child and Youth Services staff, Best Start Network representatives and provincial organizations.

How can you participate in the data collection phase? Some members will be invited to attend a focus group session. However all members are invited to provide feedback to questions about the skills, knowledge, values and roles of early childhood educators in Ontario through an online questionnaire to be available on the College's website

during the month of November 2009. A member may request to have a copy of the questionnaire mailed or faxed to them by contacting the College.

The input provided by participants during the data collection phase will be analyzed and will be used to inform the decision-making process regarding the writing of a draft of the Standards of Practice and Code of Ethics for the College. When a draft of the Standards of Practice and Code of Ethics is approved by Council, members will once again be provided the opportunity to provide feedback during the validation phase (see chart on page 6). Your feedback in the spring will confirm that the document reflects input provided by members of the profession and the public.

Feedback received by focus group participants in the pilot phase:

What did you learn during the process that you would share with others?

"The College is trying to put together a process that will hopefully collect information from a wide variety of sources."

"That it was a group of ECEs from different backgrounds who all have very similar values, thoughts and beliefs about being an ECE."

"It was interesting to hear the varied ideas, thoughts, comments of the very different representatives and the number of comments that were similar."

*"...we are a **true** profession."*

The Early Learning Report

In June 2009, the highly anticipated report to Premier McGuinty, *With Our Best Future in Mind: Implementing Early Learning in Ontario* by the Special Advisor on Early Learning was finally released. The Council's President, Lois Mahon, was quoted in the College's press release, as welcoming the report and Dr. Pascal's recognition of the vital role that ECEs play in early learning. In October, the College's Council submitted a letter to the Premier offering two key comments for consideration by the government as it progresses with the implementation of its early learning strategy in Ontario.

As stated in recommendations 13 and 14, registered early childhood educators can play a key role in staffing Early

Learning Programs, Extended Day Primary Programs, as well as Best Start and Family Centres. In accordance with the *Early Childhood Educators Act, 2007 (ECE Act)*, the College certifies that individuals registered with the College meet the educational qualifications to engage in the practice of early childhood education. Registered early childhood educators (RECEs) bring a knowledge of child development and play based curriculum development that is important when working with children 0 – 8 years old and their families. They will serve an important role in working in teams with teachers, along with special needs resource teachers, and other child and family service providers, as part of an integrated service system to support children.

Recommendation 16 proposes a refocus of the ECE diploma programs and the establishment of an early childhood specialty degree program focusing on children from 0-8 years old. As the College develops professional and ethical standards for early childhood educators, it will be important for the direction of the ECE post secondary programs and the direction of the standards of practice for early childhood educators to be aligned.

The College looks forward to working collaboratively with the government and key stakeholders in the early learning and care field, as the government moves forward to implement Ontario's early learning model.

Please see the College website for full versions of the College's Pascal Report Press Release and Letter to the Premier.



Do you want to receive this newsletter by email?

Sign up Now!

We would like ensure that our members are kept informed. Members on our email list will receive future newsletters, along with updates on policy and upcoming events involving the College.



Communication by email will allow you to stay in touch in a timely and environmentally friendly manner.

Any official communication between yourself and the College will continue to occur by mail.

If you have not provided the College with your email address please contact us at info@collegeofece.on.ca to be added to our email list. If at any time you would like to be removed from our email list, simply email us at info@collegeofece.on.ca.

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Bulletin Board

Next Council Meeting



December 1st and 2nd, 2009

Council meeting dates are posted on the College's website. Meetings are open to members and the public to participate as observers. Observers do not participate in the meeting. There are morning and afternoon breaks and a one-hour break for lunch each day. Meals are not provided.

Public seating is limited. To reserve a space, please call 416-961-8558 ext. 242 (or 1-888-961-8558) or email darlenem@collegeofece.on.ca by November 24.

Watch for Renewal Notices

Memberships are renewed on the anniversary date of your initial registration. The first members registered with the College can expect to receive renewal notices in the mail over the coming months. Given that the College received 15,179 applications in one month alone in January 2009, the bulk of renewal notices will be sent out in the winter and spring of 2010.

Up and Coming



We have heard from many of you regarding the College's website. We appreciate your patience as we work to bring you a more informative and interactive website. We are also interested in hearing from you as to what you would like to have available

on the website. Please send your thoughts and suggestions to info@collegeofece.on.ca. Visit the website regularly for updates www.collegeofece.on.ca.

Fall Focus Group Road Show

- Postsecondary Programs in Oakville
- Central West Region Mixed Group in Mississauga
- Toronto Region Mixed Group in Toronto
- Provincial Associations in Toronto
- East Region Mixed Group in Ottawa
- South East Region RECE in Perth
- East Region Francophone RECE in Ottawa
- North and North East Region RECE in Kenora
- Central West Region RECE in Fergus
- South West Region RECE in Windsor
- South West Region in London
- Central East Region RECE in Peterborough
- Employers in Durham
- Hamilton/Niagara Region RECE in Hamilton
- Hamilton/Niagara Region in St. Catharine
- Central East Region Mixed Group in Markham
- Parent Group Francophone in Welland
- Parent Group in Toronto
- Mixed Group Cultural Focus in Toronto