

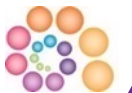


New Member Orientation

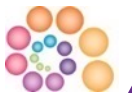
Presented by Deborah Gores RECE and Safra Najeemudeen RECE

Agenda

- Role of the College
- Professionalism and Leadership
- Guidance for Transition to Practice
- Continuous Professional Learning



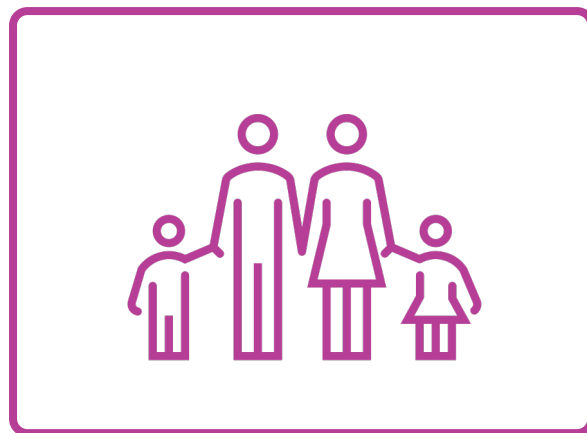
Role of the College



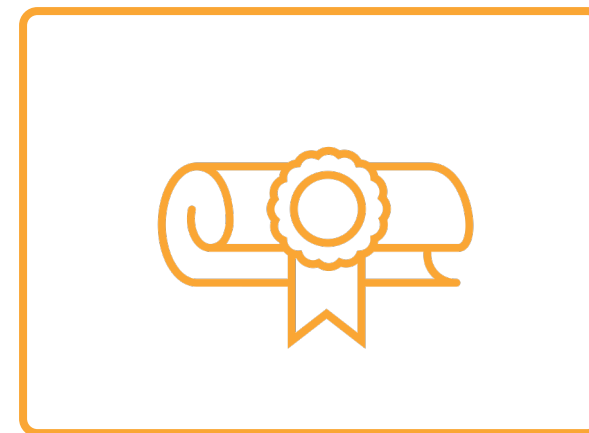
Early Childhood Educators Act, 2007



Passed by the provincial government, the Act **created the College** and its outlines its **duties**.



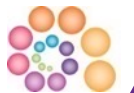
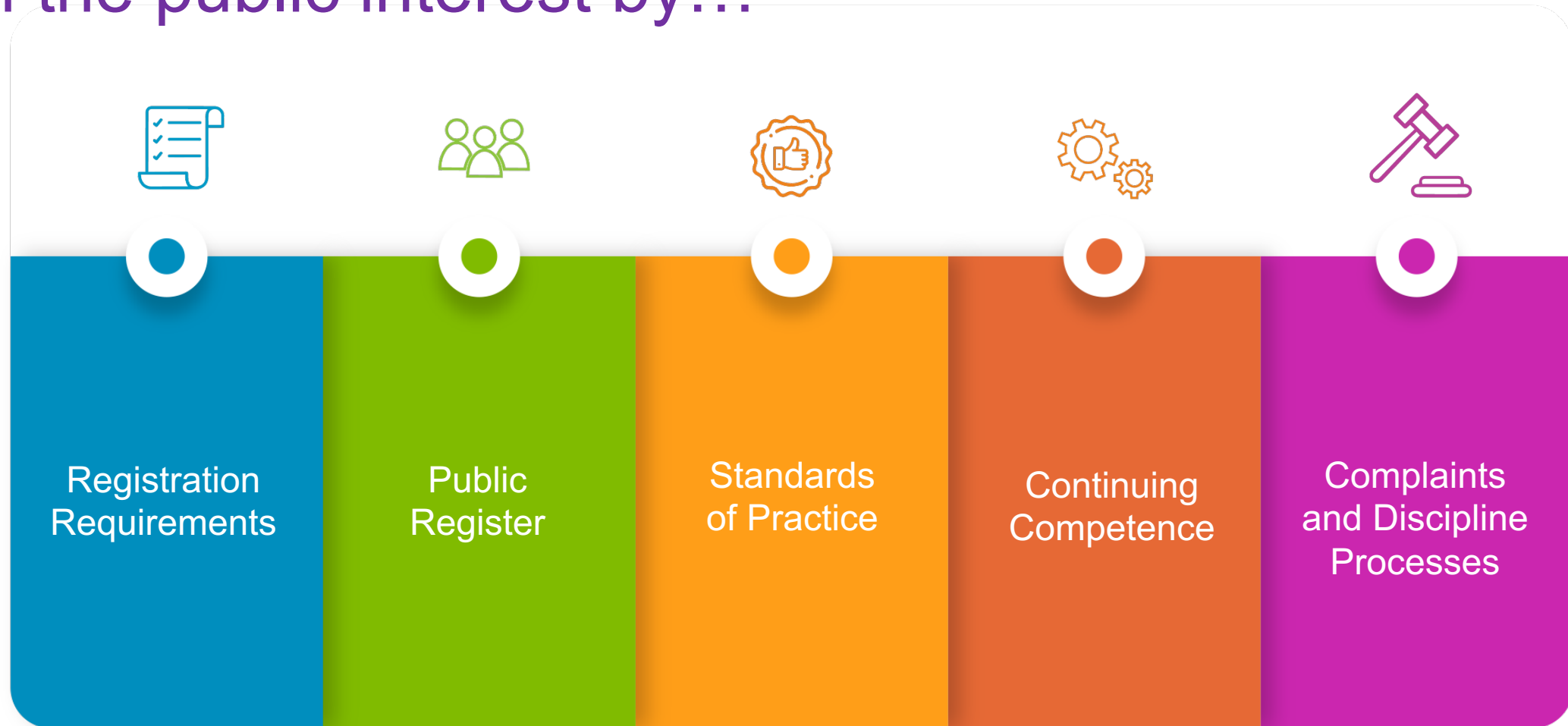
The College's primary duty is to "**serve and protect the public interest**."



Ontario is the only jurisdiction in North America where early childhood educators are recognized in law as a distinct profession with the authority to regulate their practice.



The College regulates and governs Ontario's RECEs in the public interest by....



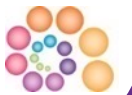
2022–2023 Stats

5,192

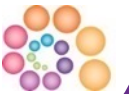
Registered and
welcomed new
members to the
profession

61,171

RECEs
in Ontario



Professionalism and Leadership

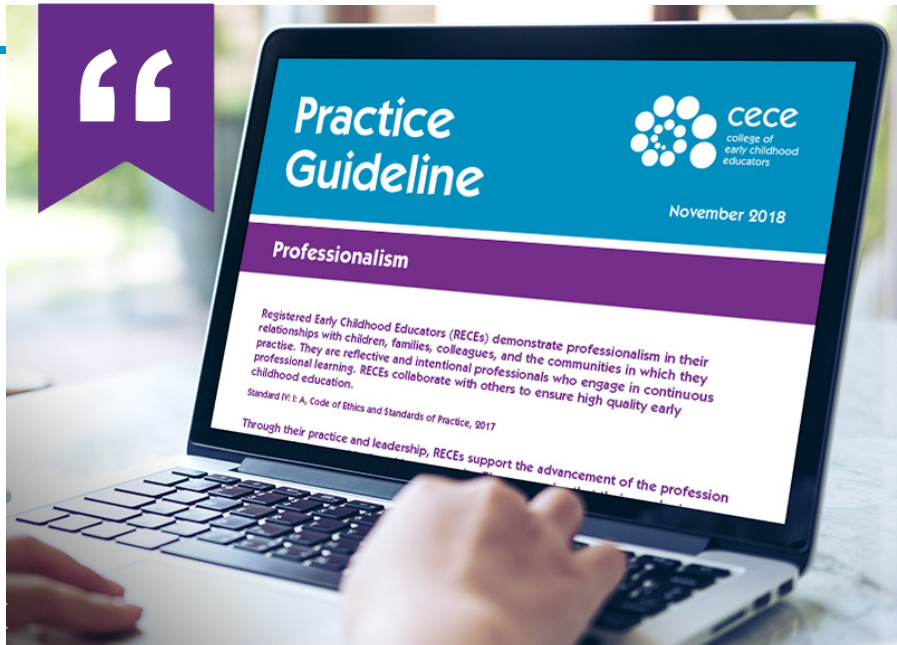




Recognized as a Profession

- Have a defined scope of practice in the *Early Childhood Educators Act* (ECE Act)
- Are the only ones allowed to use the designated titles outlined in the ECE Act
- Are identified on a public register as meeting the professional standards
- Have a [Code of Ethics & Standards of Practice](#)





***Professionalism** is grounded in ethical values and refers to the use of knowledge, skills and judgment in the best interest of children and families. Professionalism is demonstrated through relationships with children, families and colleagues, and accountability to the public and the profession.*

[Practice Guideline: Professionalism](#)



Protected Title and Professional Designation

Titles and designations restricted to members only

- early childhood educator / ECE
- registered early childhood educator / RECE
- French equivalents

RECEs use the title “*in connection with their practice*” and “*use the designation in documentation used in connection with their practice.*” ~ Standard IV, C.10

[Professional Advisory: Use of Professional Titles and Designation](#)



Examples of use of designation*:

Dominique Hassan RECE

Dominique Hassan, RECE

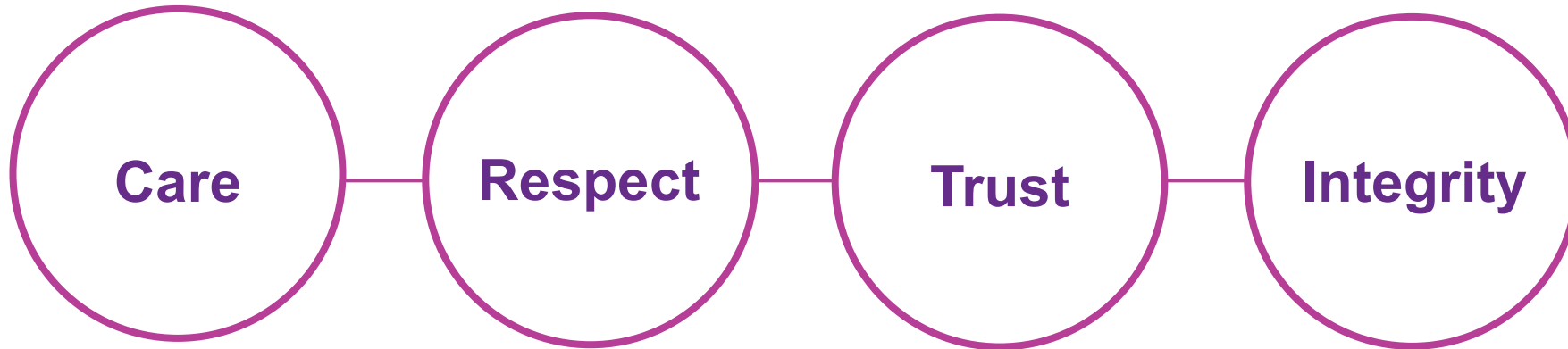
Dominique Hassan, RECE, OCT

**fictional name used as example only*



Ethical Values

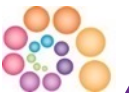
The profession's core set of beliefs and values:



1. Inform and guide the practice and conduct as professional
2. Influence the communication and collaboration with others
3. Contribute to shaping the professional identity as part of a professional community of RECEs

[Practice Note on Beliefs and Biases](#)

[Reflection Guide on Beliefs and Biases](#)



Applying Your Skills and Knowledge

The **Standards of Practice** are:



I. Caring and Responsive Relationships



IV. Professionalism and Leadership



II. Curriculum and Pedagogy



V. Professional Boundaries, Dual Relationships and Conflicts of Interest



III. Safety, Health and Well-being in the Learning Environment



VI. Confidentiality, Release of Information and Duty to Report



Decision-Making and Using Professional Judgment

RECEs:

- are not technicians
- make complex, ethical decisions every day
- navigate “messy” and uncertain situations or work contexts is the work of professionals



[Practice Note on Professional Judgment](#) | [Practice Note on Ethical Decision-Making](#)



Accountability and Collective Responsibility



- Personal responsibility for practice decisions, actions and interactions with others
- Collective responsibility to support the accountability of colleagues
- Behaviours in personal life may reflect upon RECES as professionals and impact the profession



Leadership

- Participate in the self-governance of the profession
- Engage in CPL and professional community, build connections and collaborate with partners
- Advocate in the interest of children, families, RECEs and the early years sector
- Support the advancement of the profession
- Provide mentorship, support and guidance to colleagues, students and those new to the profession
- Empower others to lead



**All RECEs are
leaders regardless
of position or title.”**

Standard IV

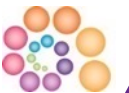


Being a Professional

- Protected title and public trust
- Decision-making
- Collective responsibility
- Leadership



Guidance for Transition to Practice



The transition from student to RECE is an exciting step!

- *Engage in self-reflection*
 - What are your strengths and skills in practice?
 - How have your unique circumstances helped you to prepare to enter professional practice?
- *Identify areas of further development*
 - Which areas of practice have you had less experience with (e.g., practicum experiences)?
 - What areas of practice do you want to develop further?



Some other ideas

- Share your strengths and experiences with your employer
- Participate in a community of practice with a professional association (AECEO / AFÉSEO), colleagues or other RECE communities
- Find and engage in professional learning: webinars, podcasts, readings, College Talk blog, professional associations



Professional relationships and connections

- Consider finding and forming connections with:
 - An RECE practice companion, mentor or professional friend
 - Your workplace or community
 - Your region, municipality, county or district for professional learning opportunities and networks
- Maintain professional relationships with instructors, cohorts, practicum connections




Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs”

Standard I




Practice Resources

Practice Note  **cece**
college of early childhood educators

Professional Supervision of Supervisees

Practice Notes support Registered Early Childhood Educators (RECEs) in understanding and applying the Code of Ethics and Standards of Practice by examining a specific topic and providing practical guidance.

RECEs hold positions of trust and responsibility not only with children under their professional supervision, but also with supervisees. Many RECEs working in a variety of roles and settings provide professional supervision of supervisees, so this practice note can apply to all RECEs.



You can use this resource to:

- Understand what professional supervision of supervisees involves
- Support supervisees in their practice
- Understand how professional supervision of supervisees can be an opportunity for RECEs to enhance their own professional practice


What is professional supervision of supervisees?

The College defines supervisee as any adult who is under a RECE's direct supervision including, but not limited to, the following:

- Other RECEs
- Staff (early childhood assistants, apprentices and administration)
- Students (high school co-op and post-secondary placement)
- Volunteers (students, families and community members)

Professional supervision of a supervisee occurs when an RECE, regardless of title, position or point in their career, holds a position of trust over a supervisee. By drawing on collective knowledge and experiences, you help supervisees solve problems, create solutions and improve professional outcomes for children and families (Code of Ethics and Standards of Practice, 2017).


College of Early Childhood Educators | Professional Supervision of Supervisees | April 2020 1

Practice Note  **cece**
college of early childhood educators

Beliefs and Biases

Practice Notes support Registered Early Childhood Educators (RECEs) in understanding and applying the Code of Ethics and Standards of Practice by examining a specific topic and providing practical guidance.

Standard 11 says that RECEs understand the value of reflective practice and leadership development and how continuous professional learning supports their professional growth and contributes to improving the quality of early childhood education for children, families and communities (B.3).




RECEs have an ethical responsibility to be equitable, inclusive and respectful of diversity. To uphold their responsibilities to children, families, colleagues and the profession, RECEs need to critically reflect on how their beliefs and biases influence their professional practice. This practice note is designed to support you in the ongoing process of identifying and addressing your beliefs and biases. This process can help you make subtle or significant changes that improve your practice and the experiences of children, families and colleagues.

It is critical to learn about the beliefs and biases that underpin:

- your thoughts, behaviours and actions;
- your decision-making processes;
- your professional judgment;
- how you communicate, collaborate and socialize with others who hold their own beliefs and biases;
- the pedagogical observations and documentation that inform curriculum; and,
- how you develop and implement policies, programs and services for children and families with your colleagues.

College of Early Childhood Educators | Beliefs and Biases | March 2022 1

 **cece**
college of early childhood educators

Professional Advisory: Duty to Report

Professional advisories are developed for Registered Early Childhood Educators (RECEs). They communicate the important legal requirements that RECEs must know and understand. Developing this resource is part of the College of Early Childhood Educators' (College) ongoing commitment to advise RECEs on their roles and responsibilities set out through legislation.

This professional advisory communicates the requirement to report child abuse and neglect, the suspicions of harm or the risk of harm to children, under section 152 of the **Child, Youth and Family Services Act, 2017 (CYFSA)**. RECEs have a responsibility to protect children from harm. It is essential that they are knowledgeable about their duty to report to a Children's Aid Society (CAS) under the CYFSA.


This professional advisory is designed to:

- Explain the duty to report section of the CYFSA; and
- Emphasize the responsibilities of early childhood educators, outlined in the CYFSA and the Code of Ethics and Standards of Practice (Code and Standards).

It is not intended to provide specific legal advice.

College of Early Childhood Educators | Professional Advisory: Duty to Report | July 2023 1


MENU



CONNEXIONS / OFFICE OF THE REGISTRAR / SPECIAL ANNIVERSARY EDITION

15 Years, 15 Milestones

SEPTEMBER 27, 2023



September 2023 marks 15 years since the College of Early Childhood Educators (the College) began to take in applications from individuals in Ontario, to become Registered Early Childhood Educators (RECEs) – the only early learning professionals in Canada recognized as part of...

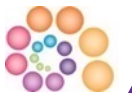
#StandardsinPractice



To find additional resources go to college-ece.ca/resources



Continuous Professional Learning (CPL) Program



RECEs value lifelong learning

Reflective and intentional professional learners and leaders:

- contribute to improving quality in ECE for children, families and communities
- adapt to changes in early learning and child care sector
- apply research, theories and practices
- collaborate to create inclusive and equitable environments
- support advancement of the profession in workplaces and communities

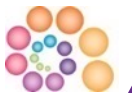


**Curious,
competent and
rich in potential!**





college-ece.ca/members/cpl/

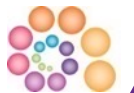


Educational Components

**Educational
Components**

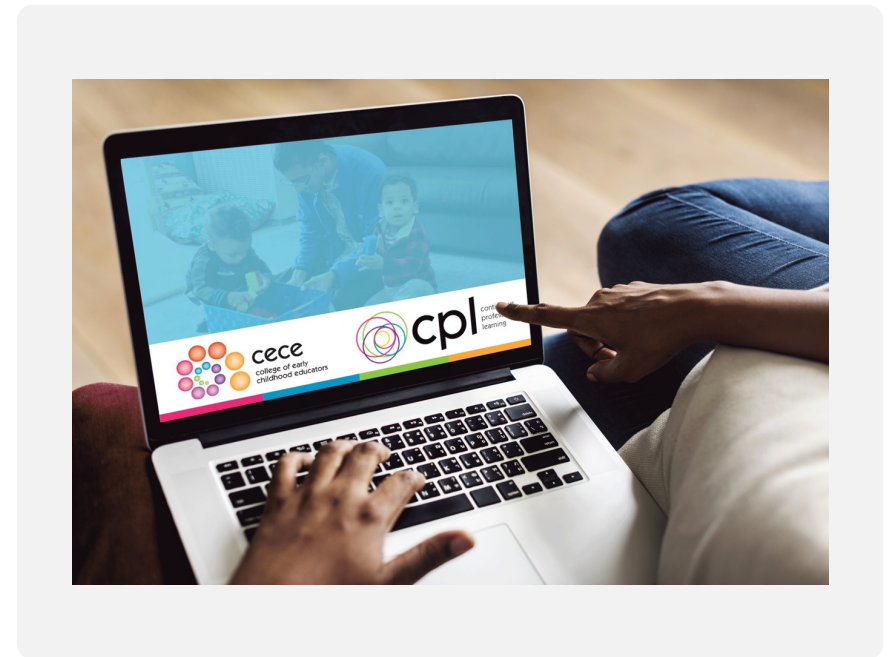
**Expectations for
Practice Module**

**Sexual Abuse
Prevention Program**



What are the Expectations for Practice Module?

- Free, online module, accessed on College's website
- Module Learning Topics:
 - *Early Childhood Educators Act, 2007*
 - Professional and ethical responsibilities
 - College Council and committees
 - Professional misconduct, incompetence and incapacity
- Certificate of completion

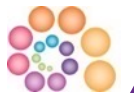


Educational Components

**Educational
Components**

**Expectations for
Practice Module**

**Sexual Abuse
Prevention Program**



Accessing the Program

Application Details	Personal Information	Renewal	Past Submissions	Receipts
Outstanding Payments	Continuous Professional Learning			

The Sexual Abuse Prevention Program is now available. For information on when you are required to complete the program, [click here](#). If you have questions, please email cpl@college-ece.ca.

[ACCESS SEXUAL ABUSE PREVENTION PROGRAM](#)

[START CPL DEFERRAL REQUEST](#)

1. Log into My College Account
2. Click on the “Continuous Professional Learning” tab.
3. Click on the “Access Sexual Abuse Prevention Program” button to enter the training platform.



Video: [Guide to access the Sexual Abuse Prevention Program](#)



What's the Sexual Abuse Prevention Program?

Three required elements

- 1. Commit to Kids – Child Sexual Abuse Prevention Training**
 - 8 modules and knowledge validation test with 20 questions
- 2. Teatree Tells – Put into Practice**
 - Short video and a quiz with 4 questions
- 3. College resources to review**
 - [Professional Advisory: Duty to Report](#) (Revised July 2023)
 - [Racism and Bias in Reporting to Child Welfare](#)
 - [Scenarios](#)

These interactive learning modules are presented in partnership with the Canadian Centre for Child Protection.

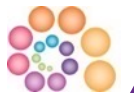
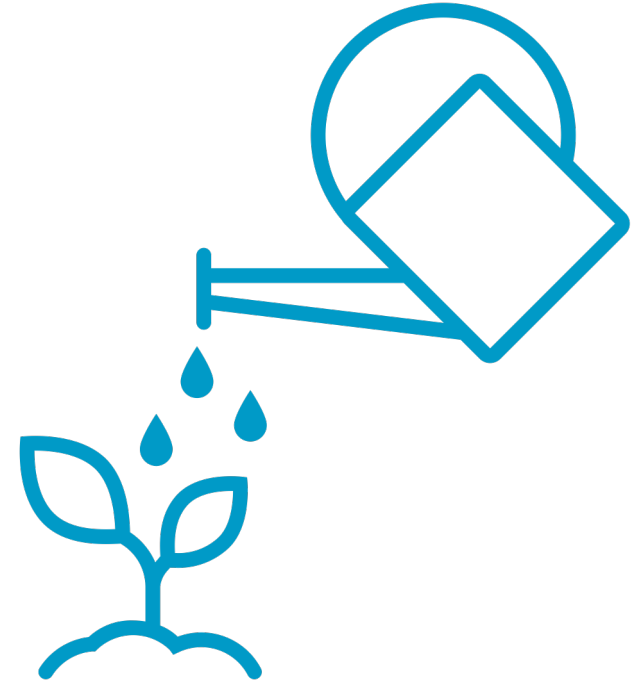


Supporting Members with the Prevention Program



Member Support

- [Instructions for Completing the Sexual Abuse Prevention Program and Confirming Compliance](#)
- [Caring for Self and Others](#)
- Trauma-informed care workshop for members
- [People Connect mental health resource](#)



Member Support Designed for RECEs

Trauma-informed Care Workshop

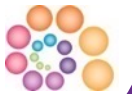
- Optional
- Support with completing the Prevention Program by helping to understanding reactions you or others may have
- Focuses on:
 - Taking a trauma-informed approach to completing the program
 - Processing and dealing with reactions
 - Q&A period

People Connect

- Online mental health resource centre that includes:
 - a self-assessment tool to help recognize and understand symptoms of mental health conditions
 - access to virtual mental health therapy
 - information and a resource library for credible mental health information
- Accessible from the College's website



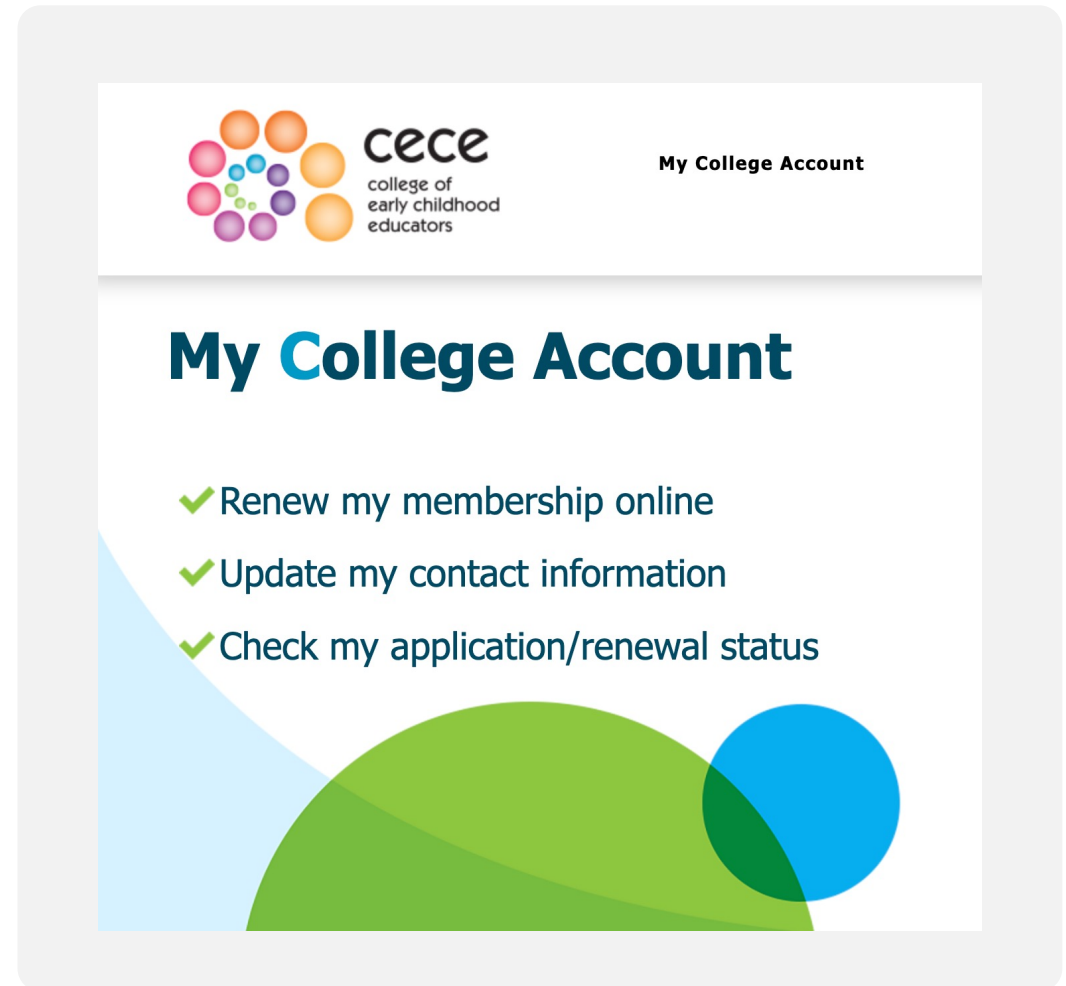
Maintaining Registration



My College Account

Key features:

- Renew your membership, find your renewal status and due date
- Download and print your receipts
- Update your personal contact information
- View your CPL Program details, submit a deferral request and access the Sexual Abuse Prevention Program



CPL Cycle Details Table

In My College Account, select the Continuous Professional Learning tab to find:

- **CPL Cycle Details** table to keep track of your past and current CPL Program requirements.
- **Sexual Abuse Prevention Program** table where your completion dates will be noted.

The screenshot shows a web interface with three tabs: 'Details' (selected), 'Audit', and 'Submissions'. Below the tabs is a text instruction: 'To help you understand the Cycle Details table, click [here](#) .'. The main content area is titled 'Cycle Details' and contains a table with the following data:

END DATE	MODULE	COMPLETE	DECLARATION
10/1/2023	Expectations for Practice Module		
10/1/2023	Sexual Abuse Prevention Program		

Below this table is a section titled 'Sexual Abuse Prevention Program' with a scroll bar on the right. It contains another table with the following data:

COMPLETION DATE	MODULE	SELECT
6/22/2022	TT	
12/16/2022	C2K	



Annual Renewal

All RECEs have the yearly responsibility to renew their membership **before or during** the month in which their Certificate of Registration was issued.

- Update personal and employment information
- Confirm CPL compliance
- Identify issues potentially affecting practice
- Pay membership renewal fee

2 MONTHS before
your renewal is due

Look for an email reminder from the College that it's time to renew.



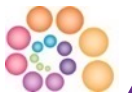
Confirming CPL Compliance at Renewal



When I renew my membership...

I confirm CPL for past membership year

I renew membership for upcoming year





Thank You

Be a part of the RECE community year-round!



college-ece.ca