

MAKING SENSE OF PRACTICE STANDARDS FOR EARLY CHILDHOOD EDUCATORS

In February 2011, the College of Early Childhood Educators (the College) introduced the *Code of Ethics and Standards of Practice* as a by-law of the College.

Although registered early childhood educators (RECEs) are accountable to the *Code of Ethics and Standards of Practice*, other organizations have also created tools that can assist RECEs in their daily practice.

One such tool is the *Occupational Standards for Early Childhood Educators*, originally created in 2003 by the Canadian Child

Care Federation and updated in 2010 by the Child Care Human Resources Sector Council (CCHRSC). The CCHRSC is a pan-Canadian, not-for-profit organization that deals with key human resources issues facing the early learning and care sector.

With the launch of the College's standards there has been some confusion about the difference between these and the CCHRSC's *Occupational Standards for Early Childhood Educators*. Below is a chart that outlines both sets of standards and provides more information to help distinguish between the documents.

| | THE COLLEGE'S CODE OF ETHICS AND STANDARDS OF PRACTICE | CCHRSC'S OCCUPATIONAL STANDARDS FOR EARLY CHILDHOOD EDUCATORS |
|--------------------------|---|--|
| Developed by | College of Early Childhood Educators (Ontario only) | Child Care Human Resources Sector Council (Pan-Canadian) |
| Developed Where | In Ontario with input and validation from members and stakeholders across the province. | Pan-Canadian, developed and validated by over 1000 people (predominantly ECEs and some other key early childhood education and care stakeholders from across Canada). |
| Developed for | RECEs to use in their daily practice, decision making and conduct. Can also be used by the public and employers as an information tool. | ECEs and employers working in early childhood education and care across Canada. |
| Focus | Describe the professional knowledge, expertise, ethical values and behaviours required of members of the College. | Describe what an ECE needs to know and be able to do to be considered 'capable' in the occupation: the level of skills, knowledge and abilities required to do their job effectively, safely and properly. |
| Intended Use | A set of principles and a framework to guide and direct the behaviour and decision making of members to which they are held accountable to by the College. | Clearly outline the specific knowledge, skills, and abilities required to do the job, in a number of areas: child development and care; equipment and facilities; family and community relations; professional relationships; personal and professional development; and record keeping. |
| Legal Obligations | Members of the College are required to know, understand and abide by these standards. Members of the College are held accountable to the <i>Code of Ethics and Standards of Practice</i> , which is a tool that may be used to assess complaints against members through the Professional Misconduct Regulation. Members are required to practise in accordance with the ethical and professional standards of the profession, as set out in the <i>Code of Ethics and Standards of Practice</i> . | Although the standards have been adopted and used widely across Canada, use of these standards is not mandatory. The occupational standards are used by a variety of stakeholders including: ECEs, regulatory and certification bodies, employers, post-secondary faculty, planners, policy and decision-makers. They can be used for a wide range of purposes such as informing certification and accreditation processes, professional practices, curriculum development, and HR management (job descriptions, performance appraisals & PD planning). |
| More Information | http://www.collegeofece.on.ca/en/Public/Pages/professionalstandards.aspx | http://www.cchsc-cssge.ca/english/aboutus/current.cfm#p2 |

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A FOCUSED COUNCIL



In June 2011, the College of Early Childhood Educators' (the College) second elected and appointed Council met for the first time in Toronto. At that meeting I was pleased to be re-elected as your College President and my colleague Darlene Edgar took on the role of College Vice-President.

During our three days we participated in an orientation and Council meeting and the College's statutory committees and non-statutory committees were established. You'll find more about the work of these committees and the names of all committee members on page three of this Newsletter.

Council met for the second time in October 2011 and, in partnership with College staff, has quickly focused attention on key priorities as the College continues to grow and evolve. One of the first major activities of this Council will be to undertake a strategic planning session in early 2012 to develop the College's vision, mission and values.

Through this strategic planning exercise we will develop five strategic priorities for the College for 2012-15 and we want your input. The College is our profession's self-regulatory body and we

hope you will share your ideas with us about what our focus should be over the next three years. **For more information on providing your input to the College, see the question we've posed on page eight of this Newsletter.**

In addition to Council and member feedback, we'll talk to stakeholders about the College's strategic priorities and assess developments in the early learning and care sector.

Throughout the Fall, members of Council and College staff will be travelling around the province to inform students, members, employers and stakeholders about the College's *Code of Ethics and Standards of Practice*. If you would like to request a presentation for your organization, or for more information, please contact the College at 1 888 961-8558 or send an e-mail to communications@collegeofece.on.ca.

I look forward to continuing to serve in my role as College President and I hope to see you at our Annual Meeting of Members on January 9, 2012.

Cheers!

LOIS MAHON, RECE
PRESIDENT

LOOKING AHEAD



The recent provincial election ushers in a minority government with a commitment to early learning and care. This will be a positive environment for the rapidly expanding membership of the College of Early Childhood Educators.

During the summer, the College's senior leadership outlined its administrative priorities for the fiscal year ending June 30, 2012, in order to support growing professionalism in the field and increased public trust in registered early childhood educators (RECEs).

The College will continue its collaboration with government and the new Minister of Education. We'll also respond proactively to new requirements set out by the Office of the Fairness Commissioner to ensure that the College's registration practices are transparent, objective and impartial.

Through 2012 the College will continue to make visits to students, members, employers and stakeholders across the province to dialogue about the role of the College and our legislated ethical and professional standards.

We will place emphasis on running an efficient and fiscally prudent organization while making a commitment to providing members, applicants and stakeholders with excellent customer service. One exciting development will be the introduction of an online portal for members, which will allow you to complete your membership renewal and update your personal information online.

Please visit the College's website, www.collegeofece.on.ca, regularly for the latest developments and continue to provide us with your feedback.

Sincerely,

S.E. CORKE,
REGISTRAR & CEO

COUNCIL ELECTION RESULTS UPDATE: COMMITTEE ASSIGNMENTS

The new Council of the College of Early Childhood Educators (the College) met for the first time on June 21 and 22, 2011. At the first meeting of a new Council, a President, Vice-President and Executive Committee are elected. Nomination of the statutory and non-statutory committees of Council also takes place during this meeting, and each member of the Council serves on at least one committee.

The statutory committees of the Council make decisions related to registration appeals, complaints, professional misconduct, incompetence and incapacity. The non-statutory committees of the Council make recommendations to Council regarding policy matters.

Over 200 registered early childhood educators (RECEs) submitted applications to serve the College as non-Council committee members. The College's committee structure permits for 11 non-Council committee members. The Nominating Committee considered all applications from non-Council members when it made recommendations to Council.

The Committee make-up for the second College Council, including non-Council committee members, is as follows:

EXECUTIVE COMMITTEE

Elected Members:

Linda Cottes, RECE; Susan (Darlene) Edgar, RECE (Vice-President); Roxanne Lambert, RECE; Lois Mahon, RECE (President)

Public Members:

Ann Robichaud-Gagné, Nerene Virgin

COMPLAINTS COMMITTEE

Elected Members: Linda Cottes, RECE (Chair); Heather Yeo, RECE

Public Members:

Carol Crill Russell, Nerene Virgin

Non-Council Committee Members:

Elizabeth Matte, RECE;
Rick Nankissoor, RECE

DISCIPLINE COMMITTEE

Elected Members: Barbara Brown, RECE; Vera Niculena (Nici) Cole, RECE; Valerie Sterling, RECE (Chair); Sophia Tate, RECE

Public Members: Brigitte Berneche, Janette Pelletier, Rosemary Sadlier

Non-Council Committee Members:

Ann Hutchings, RECE;
Rosanne Marinaro, RECE

FITNESS TO PRACTISE COMMITTEE

Elected Member: Susan Quaiff, RECE

Public Member: Delora Deravi (Chair)

Non-Council Committee Member:

Evette Sauriol, RECE

REGISTRATION APPEALS COMMITTEE

Elected Members: Darlene Edgar, RECE (Chair); Valerie Sterling, RECE

Public Members:

Christine Forsyth, Rosemary Sadlier

Non-Council Committee Members:

Nicola Findlay, RECE; Eleanor Heap, RECE

REGISTRATION COMMITTEE

Elected Members: Anna Baas-Anderson, RECE (Chair); Lisa Lamarre-O'Gorman, RECE; Heather Yeo, RECE

Public Member: Ann Robichaud-Gagné

Non-Council Committee Members:

Colleen Manitowabi, RECE;
Barbara Vanry, RECE

NOMINATING COMMITTEE

Elected Members: Eugema Ings, RECE (Chair); Roxanne Lambert, RECE; Heather Yeo, RECE

Public Members:

Carol Crill Russell, Younglee Ha

ELECTION COMMITTEE

Elected Members:

Lisa Lamarre-O'Gorman, RECE; Valerie Sterling, RECE; Sophia Tate, RECE

Public Member: Younglee Ha (Chair)

STANDARDS OF PRACTICE COMMITTEE

Elected Members: Barbara Brown, RECE; Eugema Ings, RECE; Roxanne Lambert, RECE (Chair); Lois Mahon, RECE; Richard (Dick) Winters, RECE

Public Members: Carol Crill Russell, Christine Forsyth, Janette Pelletier

Non-Council Committee Members:

Malika Attou, RECE;
Lu Ann Hill-MacDonald, RECE

For more information about the committees of the College and what they do, please visit the "About Us" --> "Council & Committees" page of the College's website, www.collegeofece.on.ca.



VICE-PRESIDENT PROFILE DARLENE EDGAR, RECE

Meet Susan (Darlene) Edgar, RECE, elected as Vice-President of the second Council of the College of Early Childhood Educators (the College) at its first meeting in June 2011.

Darlene, who was re-elected in District 7 – Hamilton/Niagara Region, brings a diverse background of experience to her new role on Council.

She has worked directly with children, in supervisory roles in a child care centre and as a home child care provider, visitor and supervisor. Darlene has also been the coordinator of Ontario Early Years Centres and has worked in community development for a professional resource centre. She is currently the Manager of Children's Services for the Niagara Region, responsible for systems management of support to children with special needs.

Darlene says she knew from an early age that she wanted to work with and educate children, and her desire to help shape children in their development and work with families has kept her in this field for over 37 years.

Darlene has created educational programs for Niagara College and conducted post diploma education training for administrators of child care programs.

She has also facilitated numerous leadership and management training sessions in the community of Niagara, and internationally, as part of her involvement in Junior Chamber International (JCI). With JCI, Darlene was the Author and Head Coach of the International Leadership Academy in Kenya.

It was Darlene's leadership experience through JCI that led her to run for re-election to the College's Council and seek the role of Vice-President.

"I believe in the value of having a College and the importance it brings to our profession," she says. "I felt that I had the

leadership skills to be able to represent the profession with a clear understanding and knowledge of the value and the challenges that we have as early childhood educators."

"My experience of being on the first elected Council was a fabulous one, which has enriched my life and my professional practice," she adds. "Through working with Council and on various committees, I felt that it was important to be able to continue the work that we had started and I felt I still had much to contribute."

Darlene is Chair of the College's Registration Appeals Committee and now also sits on the Executive Committee working with her colleagues, Council and College staff in that role.

When asked what she hopes to accomplish through her work on Council, Darlene pointed again to the importance of recognition for the profession.

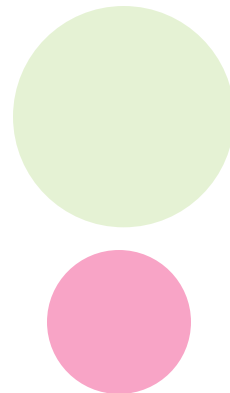
"I want to impart to the public the importance and value of the field of early childhood education," she says.

"With the passing of the *Code of Ethics and Standards of Practice*, it is critical that registered early childhood educators (RECEs) understand the value of this document and how their daily practice must align with it. It is also important for employers to recognize their obligation to RECEs."

As for her fellow members of the College, Darlene has this message: "Be proud of your chosen profession. Speak about the value and contribution you provide to children and families in Ontario."

APPLYING THE STANDARDS:

A look at how three organizations have adopted the College of Early Childhood Educators' *Code of Ethics and Standards of Practice* in the workplace



With the introduction of the *Code of Ethics and Standards of Practice* as a by-law of the College of Early Childhood Educators (the College) on February 28, 2011, many stakeholders took proactive steps to ensure that their policies, values and expectations were aligned with this document. Here is a look at how three organizations went about this work.

ANDREW FLECK CHILD CARE SERVICES, OTTAWA

What changed and why:

Being a proactive employer, Andrew Fleck Child Care Services (Andrew Fleck) wanted to ensure that its multi-service early learning, child care and family support organization was well aware of the standards as laid out by the College. Andrew Fleck also wanted to be supportive of its employees in meeting the standards of professional practice.

They started by reviewing the organization's policies, values and expectations to confirm alignment with the *Code of Ethics and Standards of Practice*. By acknowledging the importance of the document and by ensuring that agency expectations are not contradictory to the document, Andrew Fleck is supporting registered early childhood educators (RECEs) in meeting their professional obligations to the College.

The Board of Andrew Fleck also endorsed the College's *Code of Ethics and Standards of Practice* as a basis for their expectations of professional behaviour for all employees, regardless of their role. They encouraged every member of staff to review the *Code of Ethics and Standards of Practice* and abide by the ones related to their position.

Process and timeframe:

A Board/management/staff committee that included representatives from each department at Andrew Fleck was established to ensure that the agency's policies, values and expectations aligned with the College's *Code of Ethics and Standards of Practice*.

Each program reviewed the document and was then asked to answer the following questions:

1. Reflecting on your values, is there anything in the *Code of Ethics and Standards of Practice* that contravenes them?
2. Based on what you know and understand of Andrew Fleck Child Care Services' policies and procedures, is there

anything in the *Code of Ethics and Standards of Practice* that contravenes our policies?

3. Is all or part of the *Code of Ethics and Standards of Practice* unclear, based on the way it is written?
4. Is there any part of the *Code of Ethics and Standards of Practice* that seems to be a really good "conversation starter" e.g. "What does this mean?"

After this review, each group reported that the organization's values aligned with the document. As a next step, Andrew Fleck will do the following:

- highlight each standard and clarify it based on their expectations
- write observable behavioural examples to clarify the standards
- develop an internal question and answer document to be used in employee orientation packages
- request clarification from the College to confirm interpretations made where needed; and
- revise internal conflict of interest and complaints processes to ensure they align with the document.

Who was involved?

A Standards Committee, made up of representatives from the Board, management and staff of Andrew Fleck was established in January 2011. In February a letter was sent to all agency staff outlining the purpose and process of the Committee. The Committee continues to meet and expects to complete their work plan by June 2012.

Who is affected by the changes?

All employees of Andrew Fleck Child Care Services will be affected because they are now responsible for reviewing and abiding by the *Code of Ethics and Standards of Practice* as it applies to them. They are also required to abide by the document as it is reflected in the internal expectations of staff at the agency.

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Applying the Standards continued...

NIAGARA REGION CHILDREN'S SERVICES

What changed and why:

As a child care operator, Niagara Region Children's Services knew that the *Code of Ethics and Standards of Practice* would be one of the documents that would guide RECEs on staff and, as such, the organization's policies and procedures should align with this document.

Since most of its policies are focused on the *Day Nurseries Act*, the organization also anticipated that there would likely be a need for additional policies that would be reflective of the *Code of Ethics and Standards of Practice*.

As the Consolidated Municipal Systems Manager for Children's Services, Niagara Region Children's Services also has to ensure that owners and Boards of Directors are aware of the *Code of Ethics and Standards of Practice* and how the standards apply to their organizations.

A template was developed that cross-referenced each section of the document with current policies, and from there Niagara Region Children's Service was able to identify in their own operations where there were gaps or no policies at all. Additional information was added to policies that referenced the *Code of Ethics and Standards of Practice* and new ones were created as necessary.

The template was then tested with some large service providers within the Niagara Region to ensure clarity of the process. In addition, Niagara Region Children's Services spoke to service providers in the Fall to share the template and discuss the importance of the *Code of Ethics and Standards of Practice* and what it means to the profession of early childhood education.

Process and timeframe:

Development and testing of the template took four months. Using the template, each policy was reviewed and then slotted into the template. Once completed, each policy was studied to determine what changes were required to align it with the *Code of Ethics and Standards of Practice*. New policies were written when the need for them was identified through the use of the template.

When all changes were completed, presentations were given to RECEs at individual child care centres operated by Niagara Region Children's Services.

Who was involved?

Two Managers of Niagara Region Children's Services and three Managers of community child care centres were involved in the review.

Who is affected by the changes?

These changes affect all RECEs working for Niagara Region Children's Services who are required to follow the policies as employees.

To view the template used by Niagara Region Children's Services, please visit: <http://www.niagararegion.ca/living/childcare/finding-childcare/pdf/Code-of-Ethics-and-Standards-of-Practice.pdf>.

COLLÈGE BORÉAL, SUDBURY

What changed and why:

In the spring of 2010, Collège Boréal started a review of its Early Childhood Education program curriculum to better align it with the changing role of today's early childhood educators (ECEs). All of Collège Boréal's programs go through an annual evaluation process to identify priorities and objectives for the next year. The review of the Early Childhood Education program was part of Collège Boréal's strategic plan for the 2010-2011 academic year.

Using the *Early Childhood Education Program Standard* document from the Ministry of Training, Colleges and Universities, Collège Boréal aligned its Early Childhood Education program curriculum with the principles and core values of the *Early Learning for Every Child Today (ELECT)* document and the College's *Code of Ethics and Standards of Practice*. Common language and vocabulary from these documents were incorporated, pedagogical materials were reviewed and updated and learning outcomes for each of the placements were revised.

CONTINUED ON PAGE 7...

Applying the Standards continued...

In April 2011, the proposed new curriculum for the Early Childhood Education program was presented to the program's advisory committee and subsequently endorsed by all members. Collège Boréal implemented the new and revised Early Childhood Education program starting in September 2011 and all students enrolled in the program are now studying under the new curriculum.

This new curriculum has 30 courses, 16 of which are either revised or new courses, and one placement in the second semester has been added. All placement learning outcomes are under review to incorporate the *Code of Ethics and Standards of Practice*.

Now, most of the courses in Collège Boréal's curriculum make a purposeful reference and connection with the College's *Code of Ethics and Standards of Practice*.

The changes in Collège Boréal's Early Childhood Education program curriculum also led to a full review of the courses in its bridging program for graduates of the Apprenticeship Certificate program to obtain a diploma in Early Childhood Education. The bridging program now includes more specialized courses and a field placement.

Process and timeframe:

Since Collège Boréal had participated in the consultation process for the Draft Principles of the College's *Code of Ethics and Standards of Practice*, faculty knew it was important to look at the Early Childhood Education program curriculum and compare the program's vocational outcomes with the new ethical and professional standards for RECEs. Through this process, Collège Boréal was able to identify the core values, knowledge and competencies required for a graduate to become an RECE.

Collège Boréal began an environmental scan in the Spring of 2010, which was completed during the Fall of 2010. This scan led to further research into exemplary practices, emerging practices and pedagogical practices and tendencies which was then used to guide the development and the restructuring of the Early Childhood Education curriculum. The recommendations to enhance the Early Childhood Education curriculum were first presented to the Academic Vice President in February 2011.

During the review process, Collège Boréal also consulted community partners as well as the Early Childhood Education program's advisory committee. They also worked with representatives from the College of Early Childhood Educators and the *Association francophone à l'éducation des services à l'enfance de l'Ontario* (AFÉSEO), who provided valuable insight, feedback and recommendations.

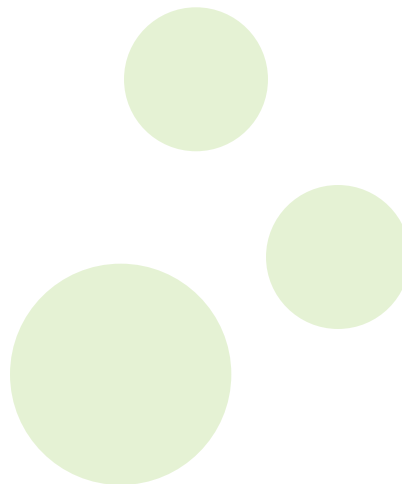
After further revisions in light of the publication of the *Code of Ethics and Standards of Practice* and following a community consultation process, the revised curriculum was endorsed by Collège Boréal's Early Childhood Education program advisory committee in April 2011.

Who was involved?

The project leader worked with faculty members of the Early Childhood Education program, the department's Dean, the Academic Vice President, staff from the lab school early learning and care program, community partners and the program's advisory committee. They also worked with the College of Early Childhood Educators and the AFÉSEO.

Who is affected by the changes?

All of these changes were made to better prepare graduates to meet the needs of employers and, in light of the College's *Code of Ethics and Standards of Practice*, prepare graduates for the professional role of an RECE.



UPDATES FROM THE COLLEGE

Tell us what you think!

What should the College's top priorities be for 2012-2015. Do you want to see a particular service or new initiative? Please share your thoughts with us, keeping in mind the College's mandate is to regulate the profession of early childhood education in the public interest.

Please send your feedback to the College by e-mail at communications@collegeofece.on.ca or call 1 888 961-8558. The College thanks all those who take the time to provide their feedback. Please be assured that all information will be reported in a way that ensures your anonymity is protected.

Annual Meeting of Members

MONDAY, JANUARY 9, 2012 | 7:00 – 8:30 P.M. | METROPOLITAN HOTEL TORONTO

To RSVP, send an e-mail with your name and membership number to communications@collegeofece.on.ca or call 1 888 961-8558 by Tuesday, January 3, 2012.

Please note: The Annual Meeting of Members is open to all members of the College. It is not mandatory for members of the College to attend this meeting. The purpose of the Annual Meeting is to inform members of the activities of the Council and College. No motions will be proposed and no votes are taken.

Outreach Update

Over the past year the College has significantly increased its outreach across the province, speaking to individuals in the early learning and care sector to build an understanding of the College and its purpose. The College has many presentations already planned for 2012. If you would like to request a presentation for your organization, or for more information, please contact the College at 1 888 961-8558, ext. 311 or by e-mail at communications@collegeofece.on.ca.

Prime Minister's Awards for Excellence in Early Childhood Education

The Prime Minister's Awards for Excellence in Early Childhood Education honour outstanding and innovative early childhood educators who excel at fostering the early intellectual and social development of the children entrusted to their care.

For the 2010 – 2011 year, four RECEs received a Certificate of Excellence and four RECEs received a Certificate of Achievement at a recent ceremony in Ottawa, Ontario. Congratulations to all on this outstanding achievement!

For more information about the program, please visit the Prime Minister's Awards website at www.pma.gc.ca.

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Please note: In an effort to be environmentally and fiscally responsible, this Newsletter has been e-mailed to all members who have provided the College with an e-mail address. If you wish to request a paper copy, or to inquire about any information found in this Newsletter, please contact the Communications Unit of the College at communications@collegeofece.on.ca or call 1 888 961-8558.

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