



Report on the CECE Registration and Member Services Survey:

***Early Childhood Educator Entry to Practise and Early Career
Transition***

Prepared by:
College of Early Childhood Educators
March 2013

Table of Contents

Executive Summary.....	4
Full Report	
1. Introduction.....	10
2. Background	10
3. Purpose of Survey	13
4. Implementing the Survey	14
5. Collating and Reviewing Survey Responses.....	15
5.1 Response Rate	15
5.2 Geographic Distribution of Survey Respondents	16
5.3 Feedback on the College Application Process.....	17
5.4 Current Employment Status and Workplace Environments	19
5.5 Educational Program Preparation for Entry to Practise.....	23
5.6 Orientation Programs, Professional Development and Mentoring Initiatives	24
5.7 Member Confidence and Satisfaction.....	25
5.8 Knowledge and Understanding of <i>Code of Ethics and Standards of Practice</i>	29
5.9 Status of 2011 Graduates and College Members Not Currently Employed as ECE	30
5.10 Future Career Plans.....	31
6. Limitations of the Survey	34
7. Summarizing Respondent Feedback	35
7.1 Serving the Membership and the Public.....	35
7.2 Level of Understanding and Transparency	36
7.3 Summary of Feedback Provided by the Member Cohort Graduating from 2011 Approved Ontario ECE Programs	36
7.4 Knowledge and Understanding of <i>Code of Ethics and Standards of Practice</i>	37
7.5 Baseline Cohort	37
7.6 Future Career Aspirations	38
8. Future Considerations	38
8.1 Review Registration and Membership Services Policies and Processes.....	38
8.2 Communication Initiatives	39

8.3 Continuous Professional Learning Program	39
8.4 Retention Rates	40
9. Conclusions	40
10. Recommendations	41
11. Appendix A	42
12. Appendix B	43
13. References	44

Executive Summary

Introduction

The *Report on the Registration and Member Services Survey: Early Childhood Educator Entry to Practise and Early Career Transition* provides an overview of the purpose, design and implementation processes developed by the College to gather information from approximately 2,500 Early Childhood Education diploma and degree holders, who graduated from early childhood education programs in Ontario in 2011.

The report further provides an analysis and synthesis of the feedback provided by these graduates. Based on this feedback, the report lists a number of areas for future consideration and/or action on the part of the College.

Background

National concerns about recruitment and retention in the early childhood education sector were first raised in 1998 in the research study entitled *You Bet I Care*. This trend has only become increasingly problematic in the years following the *You Bet I Care* study. The recruitment and the retention of competent early childhood educators in the profession remain critical factors influencing the provision of high quality early childhood education and care.

In 2009, the pan-Canadian organization, the Child Care Human Resources Sector Council (CCHRSC), released a Canada-wide report, *Understanding and Addressing Workforce Shortages*. This report confirmed that Ontario's early childhood education and care sector is experiencing a workforce shortage and provided an estimate of the economic costs of this shortage for the province. The report also confirmed that the main problems related to the sector's ability to recruit and retain qualified staff are primarily caused by staff turnover.

Continuing challenges related to the recruitment and retention of early childhood educators parallel a change in public perceptions about the importance of quality early childhood education and care.

The November 2011 release of the *Early Years Study 3: Making Decisions, Taking Action* reaffirmed the impact that quality early childhood education programming has on young children, their families and society. The Ontario report highlights the need for increased numbers of qualified and competent early childhood educators, appropriate remuneration for these individuals and a commitment to the establishment of safe and satisfying professional workplace environments.

As full-day kindergarten programs continue to be introduced in all Ontario schools, the demand for qualified and competent registered early childhood educators will continue to grow. Parents and other members of the public are increasingly aware of the importance of high quality early childhood education and care. The number of qualified and available Ontario early childhood educators depends, to a large degree, on the number of new Ontario ECE graduates who choose to enter and to remain in the workforce.

Purpose of the Survey

The purpose of the survey *Early Childhood Educator Entry to Practise and Early Career Transition* included:

1. Continuing the ongoing efforts of the College to understand and better serve the membership of the profession and the public.
2. Illustrating the College service goals and ethics as it strives to promote an increased level of understanding and level of transparency regarding the College registration processes and issues that affect the membership, the profession and the Ontario public.
3. Obtaining feedback from the 2011 cohort of early childhood education program graduates in Ontario in order to gain insight into the perceptions and challenges related to College registration, obtaining employment in the early childhood education sector, entry to practise experiences, career transitions, levels of professional confidence and satisfaction.
4. Determining the members' self-reported level of knowledge and understanding of the *Code of Ethics and Standards of Practice*.
5. Establishing a valuable baseline of information and a member cohort that may be useful for comparative purposes in future investigations about registration practices, human resource trends, member perceptions and insights in the Ontario early childhood education sector.
6. Eliciting an image of the future career aspirations of a cohort of recent graduates of approved early childhood education programs in Ontario.

The College anticipates that this current and relevant information will inform decision-making, policy development and the design and delivery of supportive programming on the part of individuals and groups with an interest in the sector.

Survey Implementation and Responses

An introductory letter and the survey instrument were distributed to a targeted member group consisting of the 2,503 new members who had indicated that they were 2011 graduates of an approved Ontario early childhood education program.

The survey consisted of 16 items. Items ranged in nature and included closed-ended questions, yes/no responses, multiple choice and rating scale options as well as open-ended response options. Most questions also included opportunities for respondents to add open-ended comments.

In total, 586 members responded to the survey. Many of these respondents not only completed the “check off” boxes associated with most questions but also added comments.

The survey response rates (23% English and 28% French) were somewhat below the average 30% response rate for online surveys. However, the English response rate for this survey was significantly higher than that of the *Membership Application Process* online survey previously distributed to members by the Registration and Membership Services Department.

The information provided by e-mail respondents was collated through the use of the online software program SurveyMonkey. Comments added by respondents were tabulated by SurveyMonkey on a question-by-question basis. The responses were reviewed using qualitative data analysis techniques to identify patterns, trends and insights that expanded on the information provided through available quantitative response data.

The information gathered through the survey will be used to inform College decision-making specific to Registration and Membership Services policies and procedures. The College may also determine that the information should be shared with members, College stakeholder groups, policy-makers and the public using a range of College communication initiatives.

Sharing the results of the survey in this way illustrates that the College is engaged in ongoing communication with its membership and, through the follow-up reporting process, reassures members and the public that the regulatory body strives for continuous quality improvement.

Summary of Feedback Provided by Members

Feedback was collected from College members in every geographic region of the province and in a wide variety of workplace environments.

The majority of respondents indicated that they found the registration process “*very easy*” or “*easy*”.

A significantly high percentage of respondents from this cohort reported that they were currently employed in the ECE sector.

A significantly high percentage of these employed respondents found a job in the sector in two months or less.

Most of these respondents were working full-time in the sector. Some indicated that they were working part-time or in casual/supply work.

Comments added by respondents suggested that prior work in the sector (i.e., as an ECE Assistant or supply staff), apprenticeship experience and field placements assisted them in finding work.

Respondents also added a range of employment opportunities not listed as options in the College survey (i.e., women’s shelters, extended school day programs, Aboriginal Head Start programs and the programs offered to new immigrants).

The majority of respondents felt that their post-secondary early childhood education program prepared them well for their first ECE employment experience.

A few respondents added comments to indicate that they felt their ECE program should have included more work on curriculum development and, also, the characteristics and methodology related to the infant developmental stage.

About two-thirds of the English respondents and slightly less than half of the French language respondents said that they had been involved in a workplace orientation program. However, comments added by respondents suggested that, in most cases, the orientation was very basic (i.e., tour and introductions).

A significantly high percentage of respondents indicated that their employers provided access to workshops and training.

Few respondents were engaged in mentoring relationships.

Most members of the 2011 cohort who responded to the survey reported feeling “*very confident*” or “*confident*”.

More than two-thirds of the respondents indicated that they had an advanced level or intermediate level of knowledge and understanding about the *Code of Ethics and Standards of Practice*.

Although more than half of the respondents indicated that they felt “*extremely satisfied*” or “*very satisfied*” with their employment situation, a significant number suggested only feeling “*satisfied*”.

Comments suggested that the low pay scale for many respondents has an impact on their level of job satisfaction.

Of those respondents who indicated that they were not currently employed in the early childhood education sector, a majority said that they were currently still seeking employment in the sector.

Approximately 20% of this respondent group indicated that they were adding to their educational qualifications and about the same percentage stated that they were employed outside the ECE sector.

The 514 responses to the invitation to describe future career plans convey a strong sense of commitment and dedication to the early childhood profession. Almost all of these respondents see themselves as wanting to spend their careers within the early childhood education profession.

Many see themselves as wanting to increase their knowledge and skills through additional academic studies or other forms of sector specific professional learning.

Some view their experience working as an RECE as providing a strong foundation for continuing education within the sector or contributing to their ability to work with young children in another profession.

A very limited number of respondents acknowledged that they hoped to eventually move into a designated administrative or supervisory role. The option of working as an RECE in a postsecondary ECE program was acknowledged by two respondents.

Conclusions

The *Report on the Registration and Member Services Survey: Early Childhood Educator Entry to Practise and Early Career Transition* highlights valuable feedback from a cohort of members who received a Certificate of Registration following successful completion of a program in early childhood education at a postsecondary institution approved by the College.

The information shared by the 586 respondents provides new member insights not only about College registration processes but also into issues such as:

- early childhood education sector employment options
- early childhood education postsecondary program content
- the professional development needs and opportunities available to new members
- perceived gaps in available professional learning opportunities
- job satisfaction levels
- career and academic aspirations.

Aspects of the survey design and implementation process, as well as the feedback provided by the 2011 cohort, may be used by the College and other institutions and organizations for information sharing and will serve as a catalyst for ongoing communication and collaboration with regard to quality improvement in the sector.

Full Report

1. Introduction

The *Report on the Registration and Member Services Survey: Early Childhood Educator Entry to Practise and Early Career Transition* provides an overview of the purpose, design and implementation processes developed by the College to gather information from approximately 2,500 graduates of Ontario Early Childhood Education diploma and degree programs in 2011.

The report also provides an analysis and synthesis of the feedback provided by these graduates. Based on this feedback, the report lists a number of areas for future consideration and/or action on the part of the College.

2. Background

In 1998, the study *You Bet I Care*, first raised serious national concerns about recruitment and retention in the early childhood education and care sector. The report, released in 2000, revealed that on a Canada-wide basis, 21.7 % of qualified ECE staff had left their jobs in the previous 12 months and 38.1% of ECE directors identified one or more staff who left to take another position as having accepted a job outside the early education and care field. In addition, 51% of directors cited finding qualified permanent staff as having been a major problem in the previous year.

This trend has only become increasingly problematic in the years following the *You Bet I Care* study. Continuing challenges related to the recruitment and retention of early childhood educators parallel a change in public perceptions about the importance of quality early childhood education and care.

The Organization for Economic Co-operation and Development (OECD) *Thematic Review of Early Childhood and Care: Canadian Background Report (2003)* highlighted a change in perceptions about the relevance of early childhood education.

The Early Years Study has been influential in helping people to understand that care and education are not separate entities, but instead interact with each other and are both important for young children's well-being and development.

Early childhood educators recognize that quality education and care are important to the well-being of children. The *Early Learning for Every Child Today (ELECT)* report by the Expert Panel on Early Learning (2006) emphasized that:

Knowledge about, and responsiveness to, the developmental level and characteristics of the child, his or her family and communities are central to learning and development in early childhood settings. Early childhood practitioners, who are responsive to children, their families and their communities, establish social and physical environments where children thrive.

The 2007 Report of the Expert Panel on Quality and Human Resources, *Investing in Quality*, identifies that “the single most important factor affecting the quality of early learning and care programs is the knowledge skills and stability of the early childhood workforce”. The report highlights four “serious human resource issues”. These issues include the following:

- *A significant proportion of practitioners do not have the education or credentials they need to meet the demands of practice and provide high quality early learning and care.*
- *The workforce is not stable: many qualified people are leaving the child care sector because of low wages, poor working conditions and lack of career opportunities.*
- *New early childhood education graduates are choosing not to work in regulated childcare.*
- *Of those working in childcare now, a significant proportion will retire over the next five to 10 years – and there are not enough people entering the field to replace them.*

The recruitment and the retention of competent early childhood educators in the profession are critical factors related to the provision of high quality early childhood education and care. The recent study (2009) by the pan-Canadian organization, the Child Care Human Resources Sector Council (CCHRSC), states that:

The most commonly noted human resource issue facing the sector was the difficulty that employers face recruiting and retaining qualified staff. It was apparent throughout the literature reviewed that recruitment and retention of staff was an issue that was intertwined with most, if not all, of the other issues facing the sector.

Main Report: Supporting Employers in Canada’s (ECEC) Sector

A supporting document to this report, *Provincial/Territorial Mapping of Human Resources Issues*, reveals that Ontario employers who “were asked to describe the greatest challenge they faced in fulfilling the management role at their organization listed the recruitment of qualified staff/lack of staff”. This study delineates six reasons for the recruiting challenges in Ontario. Prime among these reasons was an identified lack of qualified staff.

Of Ontario employer respondents, 54% indicated that turnover/retention was a major issue. Employers noted that, on average, 35.2% of the ECE staff chose to change occupations.

Another report by the CCHRSC, *Occupational Standards for Early Childhood Educators Project* (2009), indicated that:

A number of survey respondents commented that the societal attitude toward the role of the ECE is evolving. As we become more aware of the formative

nature of the first years of a child's life, early childhood educators are being viewed as key players in the emotional, mental, and intellectual development of children, in addition to providing a nurturing and caring environment for the children under their care.

Survey participants also commented that:

...there has been an increase in the degree of responsibility that ECEs are given for the development of children, which has resulted from increased parental expectations. ECEs are now being viewed as an integral part of family life, as parents are increasingly busy with work activities.

In 2009, the CCHRSC released a Canada-wide report, *Understanding and Addressing Workforce Shortages*. This report confirmed that Ontario's early childhood education sector is experiencing a workforce shortage and provided an estimate of the economic costs of this shortage for the province. The project also confirmed that the main problems related to the sector's ability to recruit and retain qualified staff are primarily caused by staff turnover.

The November 2011 release of the *Early Years Study 3: Making Decisions, Taking Action* reaffirmed the impact that quality early childhood education programming has on young children, their families and Ontario society. The Ontario report highlights the need for increased numbers of qualified and competent early childhood educators, appropriate remuneration for these individuals and a commitment to the establishment of safe and satisfying professional workplace environments.

The most recent OECD report, *Starting Strong III – A Quality Toolbox for Early Childhood and Care*, released in 2012 identifies "improving qualifications, training and working conditions" as one of five key policy levers needed to be effective in encouraging quality in the early childhood education sector.

The report highlights common challenges that OECD participating countries face in encouraging a high quality workforce. These challenges include:

- Raising staff qualification levels
- Recruiting, retaining and diversifying a qualified workforce
- Continuously up-skilling the workforce and
- Ensuring the quality of the workforce in the private sector.

Issues related to the recruitment, career transitions and retention of early childhood educators have been magnified by the implementation of Ontario's full-day kindergarten programs staffed by a registered early childhood educator and an Ontario certified teacher. The implementation of these full-day kindergarten programs has provided new employment options for both recent ECE graduates and experienced members of the ECE profession.

As full-day kindergarten programs continue to be introduced in all Ontario schools, the demand for qualified and competent registered early childhood educators will continue to grow. Parents and other members of the public are increasingly aware of the

importance of high quality early childhood education and care. The number of qualified and available Ontario early childhood educators depends, to a large degree, on the number of new Ontario ECE graduates who choose to enter and to remain in the workforce.

3. Purpose of the Survey

The purpose of the survey *Early Childhood Educator Entry to Practise and Early Career Transition* included:

1. Continuing the ongoing efforts of the College to understand and better serve the membership of the profession and the public.
2. Illustrating the College service goals and ethics as it strives to promote an increased level of understanding and level of transparency regarding the College registration processes and issues that affect the membership, the profession and the Ontario public.
3. Obtaining feedback from the 2011 cohort of Ontario early childhood education program graduates in order to gain insight into the perceptions and challenges related to College registration, obtaining employment in the early childhood education sector, entry to practise experiences, career transitions, levels of professional confidence and satisfaction.
4. Determining the self-reported level of knowledge and understanding of members who graduated from 2011 Ontario approved early childhood education programs regarding the *Code of Ethics and Standards of Practice*.
5. Establishing a valuable baseline of information and a member cohort that may be useful for comparative purposes in future investigations about registration practices, human resource trends and member perceptions and insights in the Ontario early childhood education sector.
6. Eliciting an image of the future career aspirations of a cohort of recent graduates of Ontario's approved early childhood education programs.

The information gathered through the survey will be shared with College stakeholders such as employers, post-secondary educational institutions, government policy makers and other organizations and associations serving the early childhood education sector.

The College anticipates that this current and relevant information will inform decision-making, policy development and the design and delivery of supportive programming on the part of individuals and groups with an interest in the sector.

The following questions guided the survey design:

1. How many 2011 Ontario ECE diploma/degree early childhood education graduates were issued a Certificate of Registration between January 1, 2011 and December 31, 2011?
2. How did the 2011 Ontario graduates perceive the Certificate of Registration application process?

3. What percentage of the 2011 graduates who registered with the College obtained Ontario ECE employment prior to April 1, 2012?
4. How many weeks/months did the newly registered members of the College seek employment prior to obtaining their first job?
5. In what ECE workplace environments did these ECE graduates enter the profession?
6. What support and/or professional development was made available to newly employed early childhood educators?
7. To what extent do the 2011 graduates perceive that their ECE education programs prepared them for the realities of working in the ECE environment?
8. How confident and professionally satisfied do the 2011 graduates feel in their ECE roles?
9. To what extent are 2011 graduates aware of the *Code of Ethics and Standards of Practice*?
10. What ECE career aspirations are held by College members who have recently entered the profession?
11. What issues are identified through this study that may have an impact on ongoing career transitions and retention?

4. Implementing the Survey

The College used its registration records to identify members who received a Certificate of Registration following their graduation from an early childhood education program offered through an approved Ontario postsecondary institution between January 1, 2011 and December 31, 2011. College registration records indicated that 2,405 graduates, who indicated that their preferred language was English, and 98, who indicated that their preferred language was French, became registered members.

On April 11, 2012, a total of 2,503 English and French speaking members were notified by mailed correspondence that the College would be conducting a survey, and that they would be invited to provide feedback about their entry to practise and early career transition experiences. A copy of this correspondence is attached as Appendix A.

On April 14, 2012, information about the survey was also posted on the College website. The posting is attached as Appendix B.

The survey was distributed by e-mail to all English and French speaking 2011 program graduates who had provided the College with an e-mail address by May 1, 2012. Fifty-five hard copy versions of the survey and an envelope and return postage were previously mailed on April 27, 2012 to the 2011 graduate members who had not provided the College with an e-mail address.

The survey consisted of 16 items. Items ranged in nature and included closed-ended questions, yes/no responses, multiple choice and rating scale options as well as open-ended response options. Most questions also included opportunities for respondents to add open-ended comments.

Members with e-mail addresses received two “reminder e-mails” about returning the survey on May 24, 2012 and June 13, 2012. The 55 members who were sent hard copies of the survey did not receive any “reminder correspondence”.

The opportunity for members to complete the online survey was “closed” on June 15, 2012.

5. Collating and Reviewing the Survey Responses

The information provided by e-mail respondents was collated through the use of the online software program SurveyMonkey. College staff entered the information in the SurveyMonkey database for the 17 members who returned surveys using traditional postal service.

Comments added by respondents were tabulated by SurveyMonkey on a question-by-question basis. The responses were reviewed using qualitative data analysis techniques to identify patterns, trends and insights that expanded on the information provided through available quantitative response data.

5.1 Response Rate

In total, 559 English language and 27 French language surveys were collated using the SurveyMonkey software. The English survey response rate was 23% and the French language rate was 28%.

Question one asked respondents to answer “yes” or “no” to the following question: “Did you complete an early childhood education program at an approved post-secondary institution in Ontario between January 1, 2011 and December 31, 2011”?

If respondents answered “no” to item one, they were not able to proceed to item two and were thanked for their willingness to contribute to the survey. “Yes” responses were registered by 94.4% of the English respondents and 92.6% of the French respondents.

5.2 Geographic Distribution of Survey Respondents

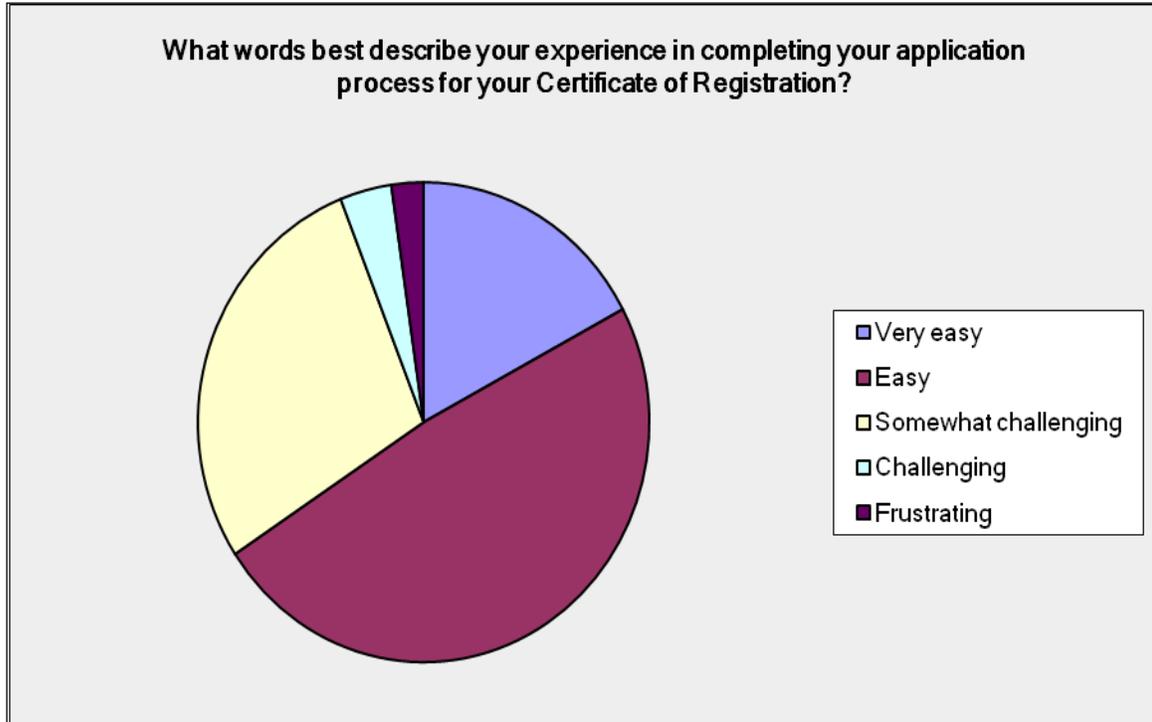
Respondents were asked to indicate the first three digits of their home postal code in order to provide a basis for determining their College provincial electoral district. This information revealed that survey responses were received from all College electoral districts. In all cases but two Districts (District 3 and 7), responses were submitted in both the English and French language.

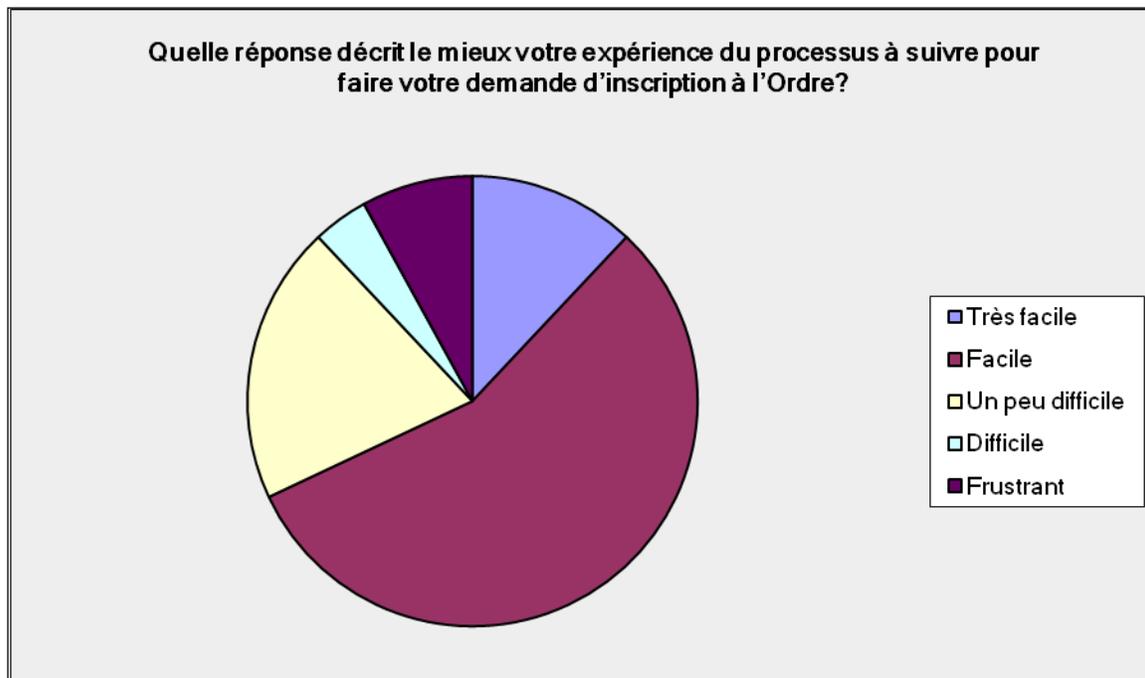
Electoral District	Number English Respondents	Percentage English Respondents	Number French Respondents	Percentage French Respondents
District 1 North and North East Region	35	6.9%	4	16.7%
District 2 East Region	30	5.9%	6	25%
District 3 South East Region	12	2.4%	0	0%
District 4 Central East Region	93	18.4%	2	8.3%
District 5 Toronto Region	133	26.3%	7	29.2%
District 6 Central West Region	93	18.4%	1	4.2%
District 7 Hamilton-Niagara Region	39	7.7%	0	0%
District 8 South West Region	66	13%	4	16.7%

Note: Five invalid postal codes were supplied by respondents.

5.3 Feedback on the College Application Process

Respondents indicated on a rating scale whether their experience in completing the College application process was “very easy, easy, somewhat challenging, challenging or frustrating”. Of the members who completed this question, approximately 66% of English respondents and 68% of French respondents indicated that they found the process “very easy” or “easy”.





Approximately 10% of the members chose to add comments to this question. A few respondents remembered that their application process had been delayed during a period of labour action by Canada Post employees.

... Because of postal service strike was not able to get RECE for a few months and was not able to work.

A few members indicated that they felt that the application process took too much time. Some of these members believed that their postsecondary institution “was very slow in forwarding my diploma [transcript] which delayed my registration”.

Les explications étaient claires. La seule incertitude était à savoir si le (name of post-secondary institution) envoyait le relevé de notes officiel automatiquement ou si je devais demander au collège de le faire.

A few had difficulty locating their change of name documentation or their Permanent Resident card had expired. Two members wondered why the application process could not be completed online.

Of the 500 plus members who answered this question, five members noted that the cost of membership was too high.

Of the 12 comments that could be described as negative, the word “confusing” was selected by some respondents to describe their membership application process.

... Found that the application process itself was very confusing ... had to call for help a few times in order to complete it.

... Some questions were confusing.

A number of respondents in this small group of members, who indicated that they had experienced difficulty, identified themselves as obtaining their qualifications through an apprenticeship program.

... There was some confusion in staff at the College of ECE in not being able to direct or answer questions concerning applications with ECE apprenticeship students.

Some respondents took the opportunity to add positive feedback about their registration experience.

I found the forms initially a little confusing, but after consulting the registration guide it was easier to follow.

*It was straight forward and easy to follow.
... Just had to go to the website ... Gave us lots of details.*

The process was surprisingly speedy!

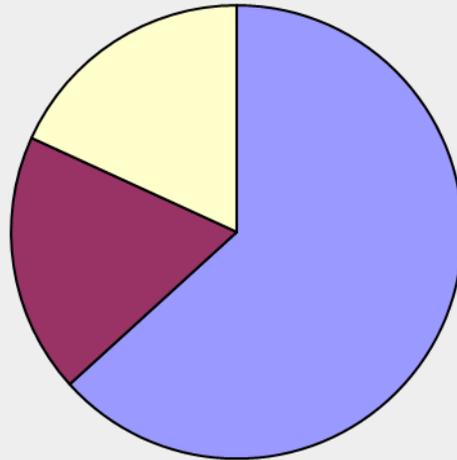
Je n'ai pas eu de problème quand j'ai demandé l'inscription à l'Ordre et on m'a envoyé la carte très vite.

5.4 Current Employment Status and Workplace Environments

The newly registered members were asked if they were currently employed as an early childhood educator. Approximately 80% of the English respondents and 88% percent of the French respondents indicated that they were employed in the sector.

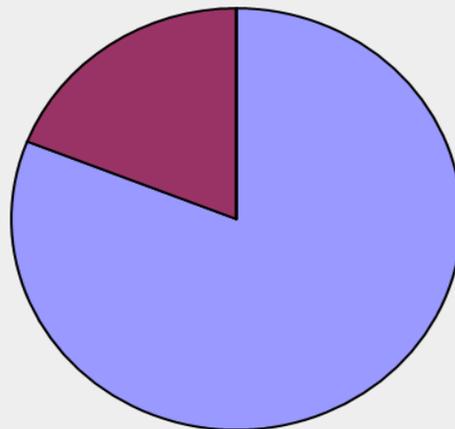
The following graphs illustrate the response rates for the distribution of full-time, part-time and casual/supply work for respondent employees in early learning and care settings.

If you answered "yes" to question 4, please indicate if you are working



■ Full-time
■ Part-time
□ On a casual/ supply basis

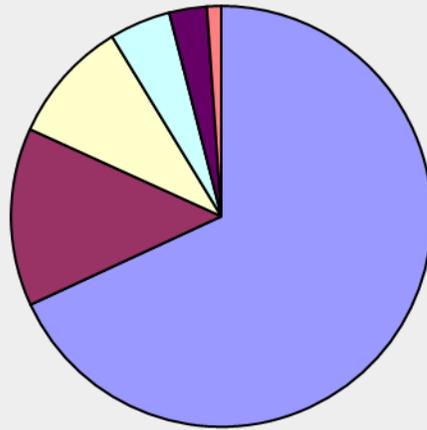
Si vous avez répondu « Oui » à la question 4, indiquez si vous occupez un poste :



■ À temps plein
■ À temps partiel
□ Occasionnel/ de suppléance

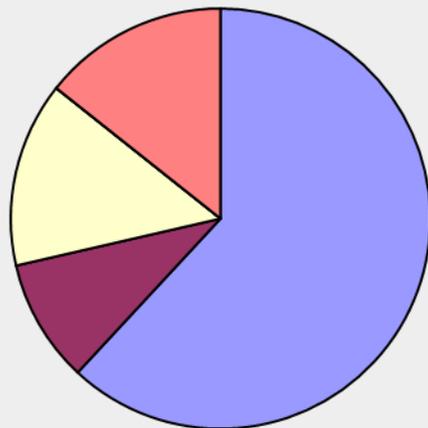
Of these employed members, approximately 82% of the English members and 71% of the French members indicated that they had been able to obtain employment in two months or less.

Once you received your Certificate of Registration, how long did you spend trying to find employment as an early childhood educator?



- Less than one month
- 1-2 months
- 3-5 months
- 6-9 months
- 9-12 months
- More than one year

Après avoir reçu votre certificat d'inscription, combien de temps vous a-t-il fallu pour trouver un emploi d'éducatrice ou d'éducateur de la petite enfance?



- Moins d'un mois
- De 1 à 2 mois
- De 3 à 5 mois
- De 6 à 9 mois
- De 9 a 12 mois
- Plus d'un an

Over 100 respondents chose to supply an additional comment for this question. Most comments explained why the members felt that they had so readily obtained employment.

The most frequent explanation was that they had previously worked in some capacity in the sector, such as an early childhood education assistant or as casual or supply

staff. Several indicated that they had been hired where they had completed their apprenticeship or field placement.

Some just wanted the College to know how happy they were to find employment so quickly!

I already had a job lined up before I finished school, as I had supplied as an assistant.

I was already employed as an assistant so I was upgraded to an ECE.

I got hired at the centre where I completed my last College placement.

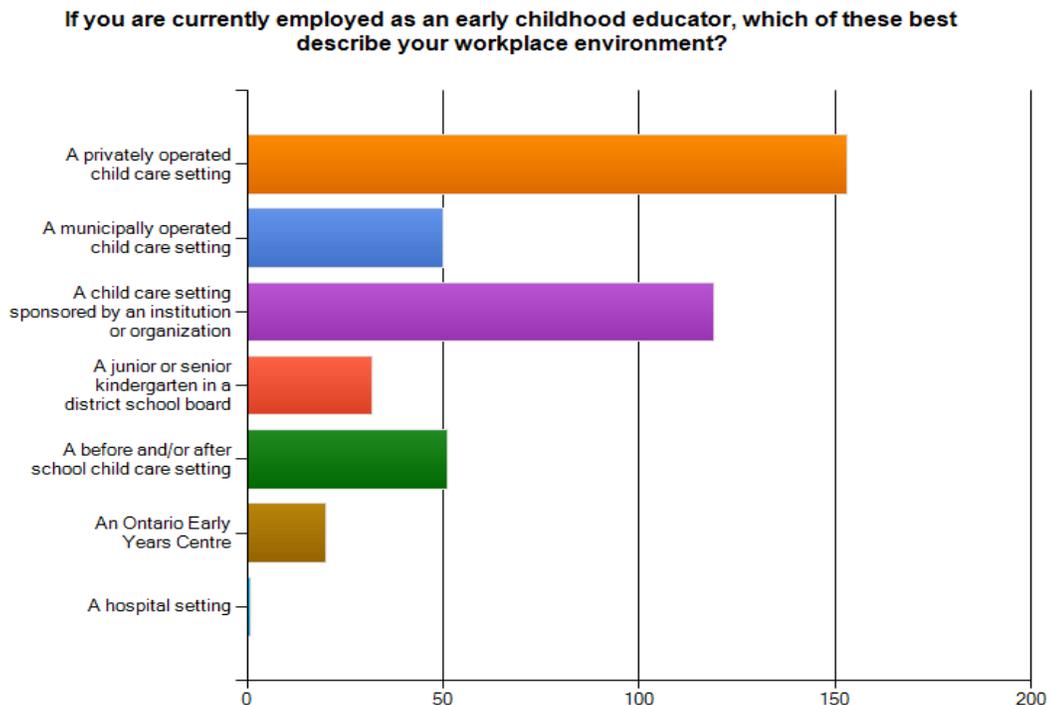
Je détenais déjà un poste temporaire. Depuis le certificat d'inscription, je suis maintenant permanente.

I was already employed as I did an apprenticeship.

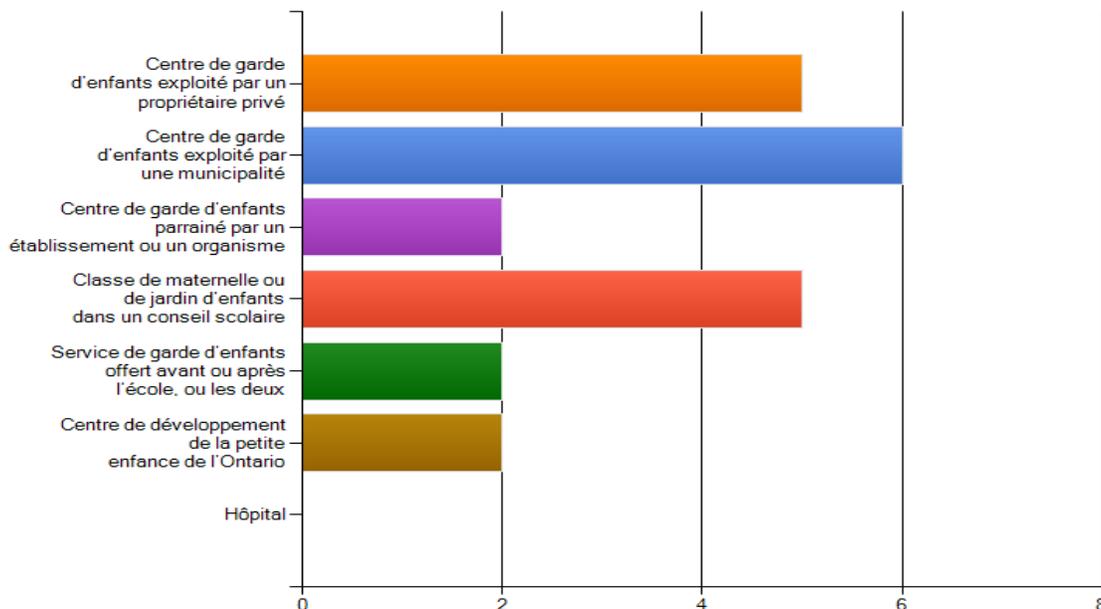
J'occupais déjà un poste dans une garderie comme une apprentie.

I graduated on Friday June 3rd and was employed Monday June 6th!

Survey respondents were employed in a range of workplace environments as shown in the following illustrations.



Si vous occupez un emploi d'éducatrice ou d'éducateur de la petite enfance, quelle réponse parmi les suivantes décrit le mieux votre milieu de travail?



In addition to the list of choices provided in the survey, over 35 alternate placements were specified by respondents. Examples of these included the *Ready to School Connect* s program for new immigrants, Extended School Day programs, Montessori child care programs, a women's shelter, YWCA and YMCA Childcare Centres, a Centre-Based Stand Alone Aboriginal Head Start program and an ECE Enhanced Staffing Agency that provides early childhood educators in workplace environments where the normal staff ratio is not sufficient to meet the needs of all children (generally due to the centre having more children with exceptionalities in the room).

5.5 Educational Program Preparation for Entry to Practise

Most respondents indicated that they believed that their early childhood education diploma or degree program prepared them well for their employment experiences. 74% of the English members and 67% of the French members felt that their program prepared them "extremely well" or "very well". In addition, approximately 18% of the English and 34% of the French members suggested that their programs prepared them "quite well".

Approximately 25 respondents added comments. Some suggested that they would have liked more emphasis on curriculum development and the infant stage of early learning and care. One member felt that the kindergarten curriculum document should be incorporated into the program now that full-day kindergarten placements and employment are options. Several responses highlighted the value of the field placements and "hands-on" experience.

More on infant development as I found that the course was most focused on toddler and up.

I think (name of post-secondary institution) should have focused more on curriculum development.

Théorie plus pratique. C'est excellent!

I feel the intensity and the variety of in and out of class work provided excellent experience to be an asset in my work environment.

Ils nous ont jamais parlé du document AJEPTA (ELECT) qui est un des documents les plus important en ce moment. De plus, il nous on presque pas parlé du curriculum emergent.

It was everything and more from profs. But I did not get an infant placement, so that's the one thing I didn't like because I need the experience

5.6 Orientation Programs, Professional Development and Mentoring Initiatives

More English language respondents (66.3%) reported being involved in a workplace orientation than French language respondents (47.6%).

Twenty respondents chose to add comments regarding their orientation experiences. Most suggested that the orientations were often limited to a “walkthrough” and introductions.

The director spoke to me and showed me around.

The orientation consisted of a tour of the centre and an introduction to the programs being offered in the various rooms.

Learn as you go! Hands on is the best way to learn, the staff was very good at helping the new person fit right in.

It was really a good introduction to what the job includes.

We are an emergent curriculum facility and new staff are required to attend approximately six workshops to help them understand what that is.

A high percentage of College members who received their Certificate of Registration in 2011 following their graduation from an Ontario approved post-secondary program indicated that their employers provided ongoing professional development opportunities (83% English and approximately 91% of the French members).

Of the approximately 30 respondents who added comments, many did acknowledge that their employers provided access to workshops and training. Some indicated that

the employer provided the sessions at no cost or at a shared cost to the employee. Some respondents named their employment setting and praised the high quality professional development provided and the importance that the employer placed on ongoing learning. A few of the respondents cited lack of funding was the reason professional development was not available.

We have lots of professional development opportunities.

I feel that (name of childcare centre) offers the best PD programs available.

(Name of childcare centre) provides ongoing professional development opportunities for staff - keeping them updated and current.

My employer holds its own workshops sometimes, and these workshops are free for employees to attend. Professional development opportunities that are run by other agencies are not paid for contract or casual staff. However, permanent staff members receive allowances for approved professional development opportunities. Information on upcoming professional development opportunities are routinely posted on staff bulletin boards.

We do attend workshops on occasion – but not as many as staff would like/need.

J'ai participé dans les 3 ateliers que mon employeur a organisés et j'ai été très contente parce que j'ai gagné beaucoup de choses.

Few respondents reported involvement in mentoring programs (17.2 % of English and 14.3% of the French language respondents).

Comments regarding mentoring initiatives were limited in number (17). A few respondents asked about what a mentoring program was. A few others indicated that they mentored ECE program students.

Two respondents identified involvement in mentoring relationships.

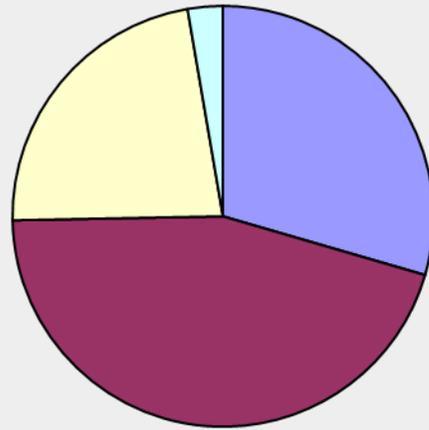
I directly mentor the co-workers under me in my setting.

... did the class mentoring program, still stay in touch with fellow ECEs, still in the program and offer help where and when I can.

5.7 Member Confidence and Satisfaction

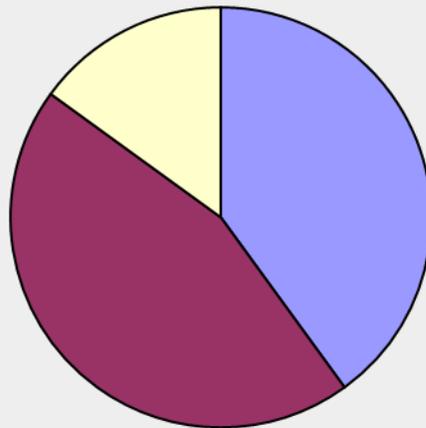
Survey respondents were invited to describe their level of confidence with regard to their ability to meet the expectations of their current ECE role. A majority of the 2011 English and French language graduates who joined the College reported feeling “extremely confident” or “very confident”.

How would you describe your level of confidence with regard to your ability to meet the expectations of your current role as an early childhood educator?



- Extremely confident
- Very confident
- Confident
- Somewhat confident
- Not confident

Vous sentez-vous confiant(e) d'avoir la capacité de satisfaire aux exigences de votre emploi d'éducatrice ou d'éducateur de la petite enfance?



- Extrêmement confiant(e)
- Très confiant(e)
- Confiant(e)
- Plus ou moins confiant(e)
- Pas du tout confiant(e)

I am a professional now and it makes me more confident.

I feel I've really grown into my position and in part that can be attributed to a supportive supervisor, good team work and dynamics with my co-workers, and my education. Still with room to grow!

Le programme de la petite enfance que j'ai fait au Collège m'aide beaucoup à être confiante dans mon travail.

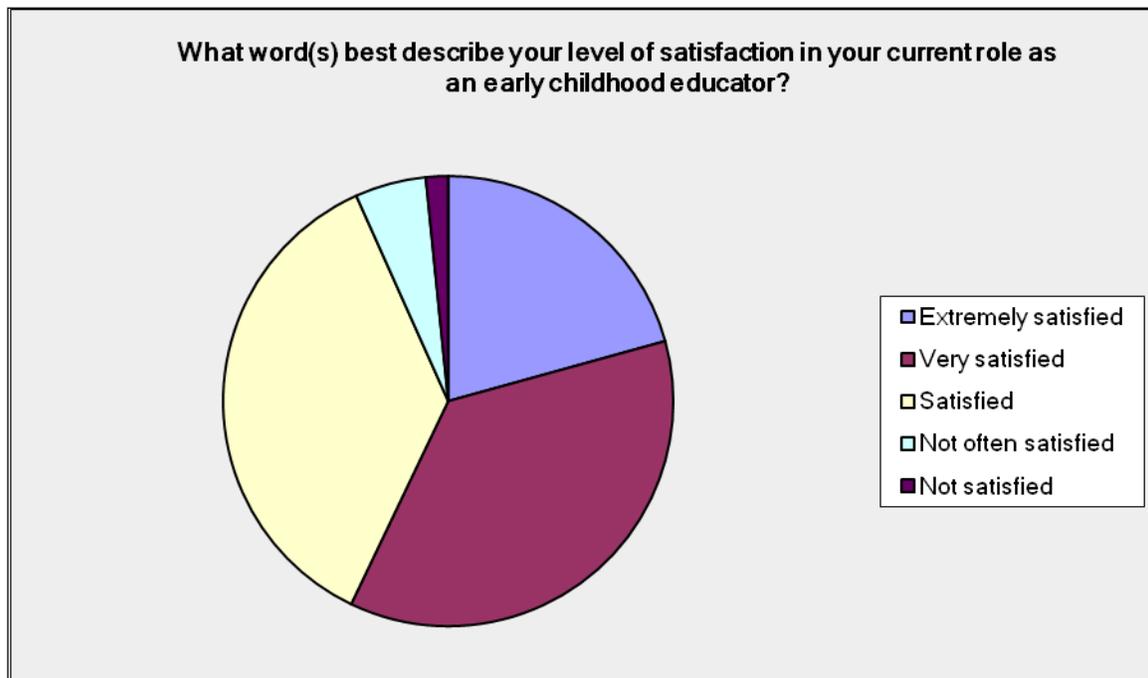
Some respondents were also prepared to share their insecurities.

Upon graduating I felt very confident, but as I began to work full-time I found that I was not prepared for the "real" situations that ECEs face daily, like dealing with families, co-workers etc. I have had to learn to face these challenges on my own and regain my confidence.

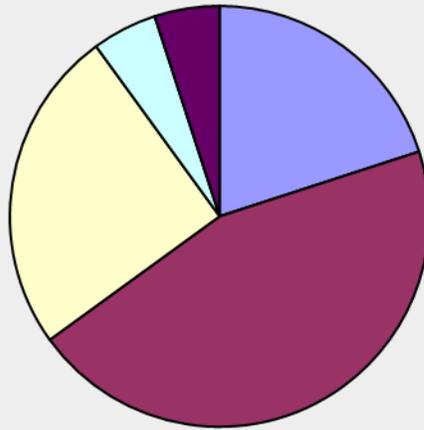
Jusqu'à maintenant je me sens confiante mais j'aimerais bien développer mes connaissances pour participer dans des ateliers.

I have less confidence in my abilities in the areas of classroom management and management of childhood illnesses. These are things that I hope to improve over time.

The response distribution regarding 2011 English and French graduate self-reported "level of satisfaction" in their current ECE role varied. More than half of the respondents in both languages indicated that they were "extremely satisfied" or "very satisfied" in their current role. In addition, 36% of the English respondents and 25% of the French respondents suggested that they were "satisfied".



Quelle réponse décrit le mieux le niveau de satisfaction que vous ressentez dans votre emploi actuel d'éducatrice ou d'éducateur de la petite enfance?



- Extrêmement satisfait(e)
- Très satisfait(e)
- Satisfait(e)
- Pas souvent satisfait(e)
- Insatisfait(e)

Of the 23 comments, several respondents highlighted that the low pay scale was an issue.

The salary received is at minimum wage.

J'adore mon emploi, malheureusement je ne fais pas assez d'argent et ma famille est la priorité. Alors je cherche un meilleur emploi.

The pay is poor except at the school boards.

Le travail d'éducatrice n'est pas du tout facile. Il y a beaucoup de responsabilité et le salaire n'est pas du tout encourageant.

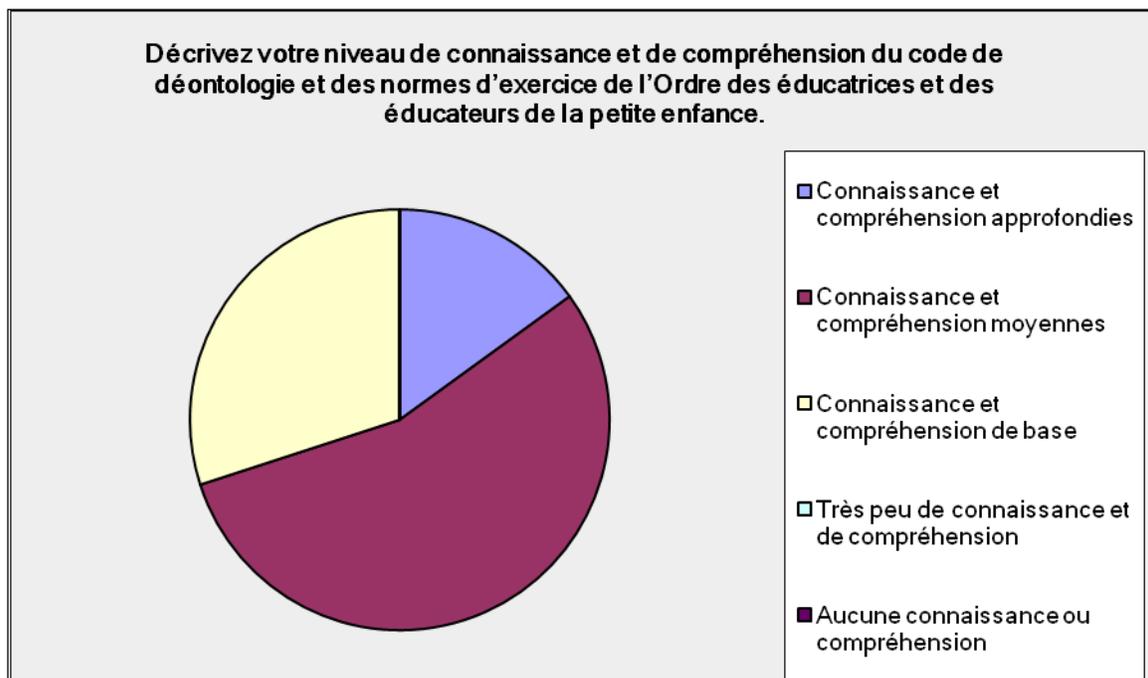
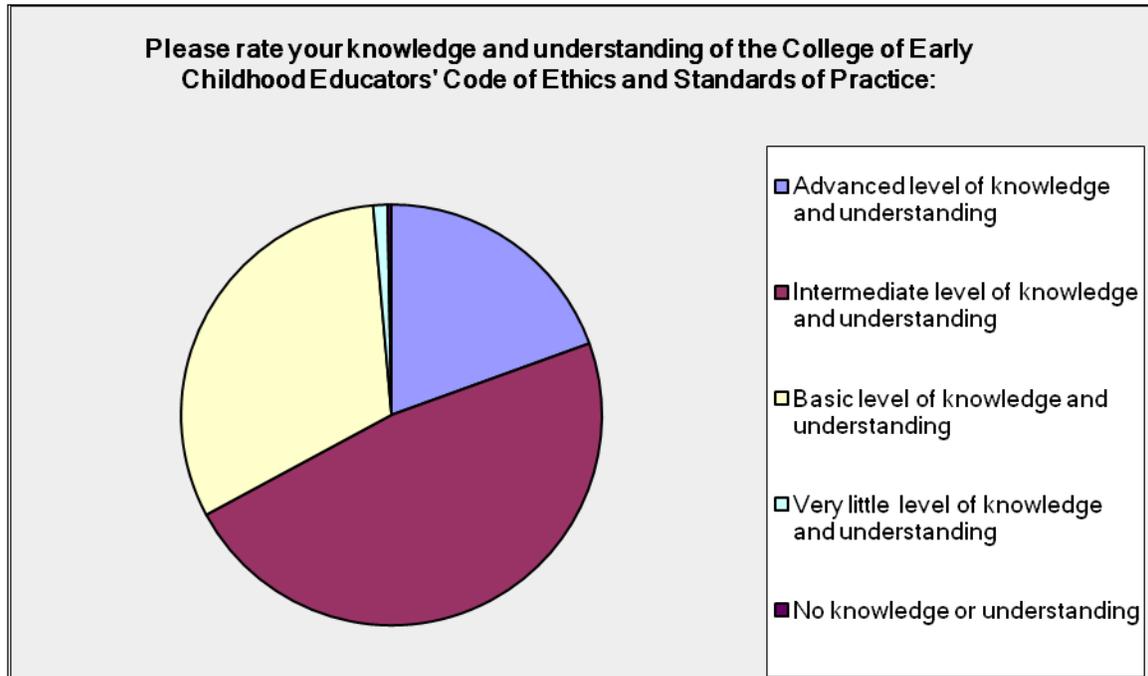
Several respondents chose to add a comment about how much they enjoyed working in the early childhood education sector.

The role of an Ontario Early Years Program Facilitator is AMAZING!!! I feel honoured to "play" this role. (Office politics do occasionally make the role less satisfying.)

I enjoy helping children and families. I especially enjoy helping children develop confidence and social skills.

5.8 Knowledge and Understanding of *Code of Ethics and Standards of Practice*

Almost all survey respondents reported some level of knowledge and understanding of the College *Code of Ethics and Standards of Practice*. Over 67% of the English respondents and 70% of the French respondents felt that they had an intermediate or advanced level of knowledge and understanding.



Only a few respondents chose to insert additional comments.

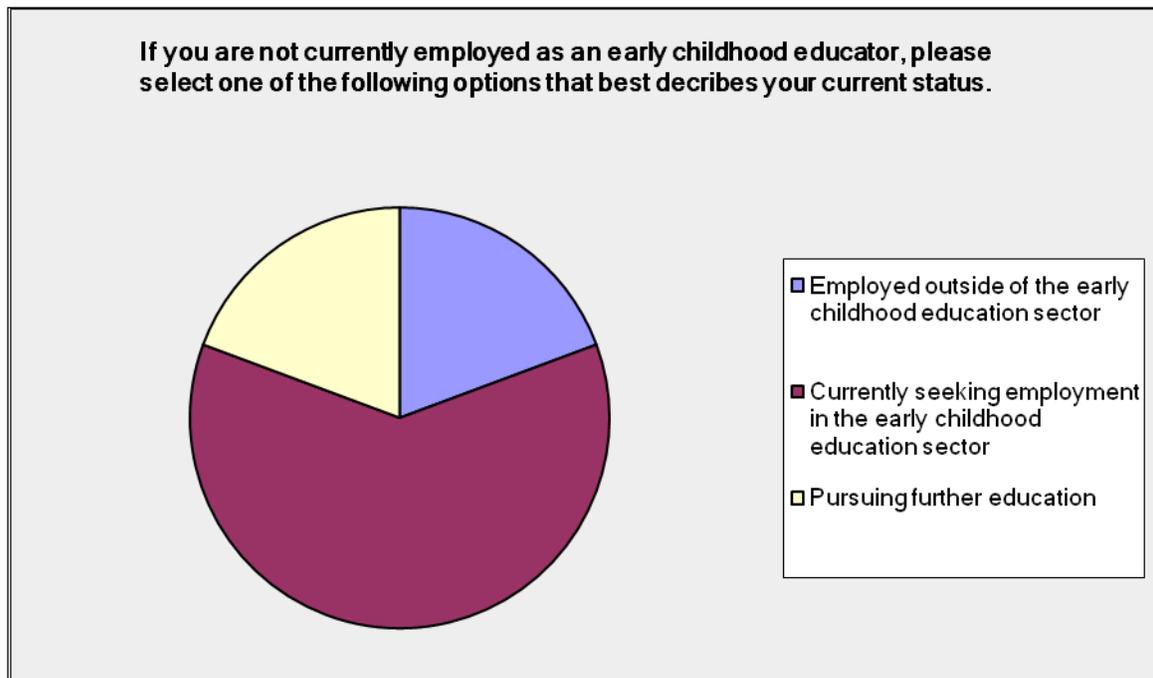
I know what it is, what it means to RECEs working in the field and can even name them from memory.

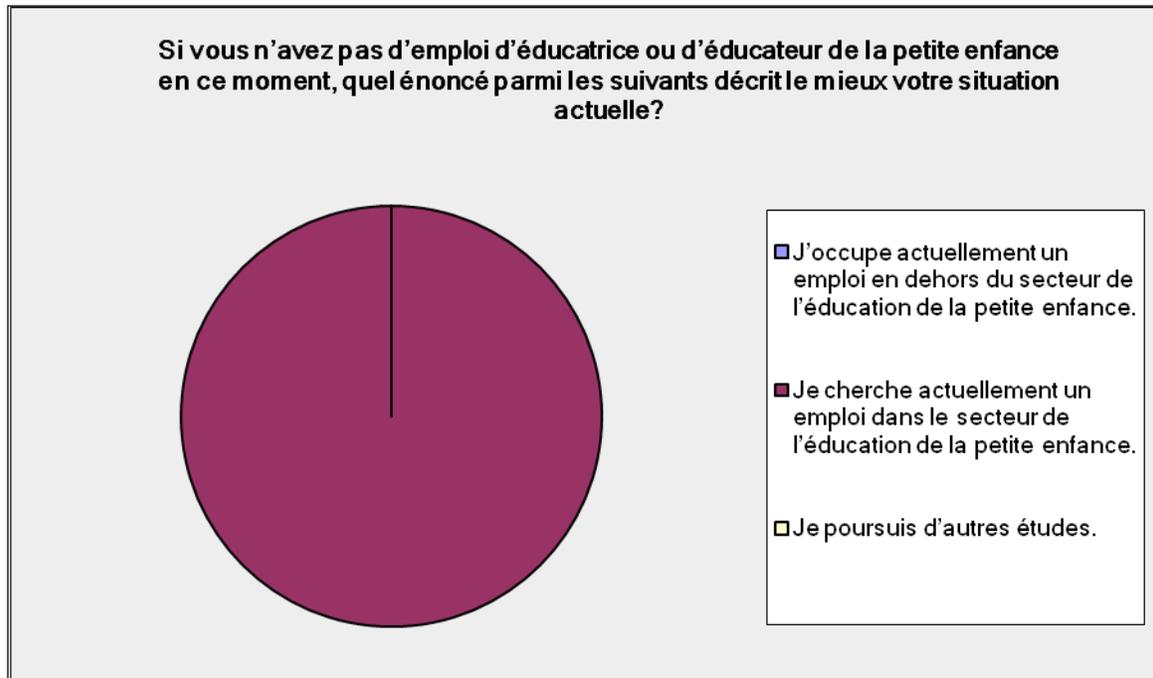
My Ethics course included reference to the new College of ECE Code of Ethics and Standards of Practice.

Je le connais à base. Je l'utilise comme référence, mais je ne suis pas capable d'en parler avec confiance.

5.9 Status of 2011 Graduates and College Members Currently Not Employed as an ECE

In total, 119 English members and three French members answered question 15. This question asked 2011 program graduates and registered members to describe their current status if they were not currently working as an early childhood educator.





Approximately 20% of the English 2011 graduates who answered this question indicated that they were employed outside the ECE sector and another 20% indicated that they were pursuing further education. Approximately 60% were currently seeking employment in the ECE sector.

Only three French language respondents answered this question and all indicated that they were currently seeking employment in the ECE sector.

The comments added by English language respondents offered some insight into graduate employment outside the sector and the nature of additional education involvement. Several respondents indicated that they were working as early childhood education assistants, one served as an Au Pair in England, and another was a full-time nanny. A few listed the service sector as their workplace while they continued to try to obtain placements as early childhood educators.

Pursuing additional education through enrolment in a Master of Education degree, the Resource Teacher certificate, the Early Childhood Leadership degree programs, educational qualifications leading to a career in pediatric nursing, occupational therapy and social work were identified as educational goals.

5.10 Future Career Plans

The final survey item, 16, invited respondents to describe their future career plan as it related to the early childhood education sector. If respondents were not planning to remain in the sector they were asked to indicate this.

Responses for item 16 were received from 491 English language members (from a possible total of 559 respondents) and 23 of the possible 27 French language respondents.

Several re-occurring themes were evident in the 514 English and French responses. The future career plan themes included:

- Continuing to work as a registered early childhood educator
- Obtaining employment in a full-day kindergarten in a school board
- Engaging in programs to enhance educational qualifications
- Establishing own child care setting and
- Seeking employment as an administrator/supervisor/director.

In addition, 17 of the respondents indicated that they were undecided about their future career plans and five stated that they did not intend to seek employment in the sector.

A review of the responses was undertaken in order to obtain information about the frequency with which respondents highlighted each of the “future career plan” themes.

Over one-third of the respondents felt that they would continue working directly with children in their current position or once they obtained an ECE role.

I am currently planning on staying in the field working full time in a toddler or pre-school classroom.

... want to work as a community based childcare worker

... working as an ECE is an extremely rewarding career and I plan to stay here regardless of how underpaid this field is. Happiness is much greater than wealth!

I would love the opportunity to stay in the field of ECE. However, I don't see this as a possibility as I feel undervalued and am so under paid. My plans are to go back to college and study resource teaching in the future.

I plan to work in this field until I retire. I don't plan to advance. I prefer to work with the children, not in an office.

I will continue to work in the same position. I love the infants.

J'espère continuer travailler auprès des enfants pour très longtemps. Je trouve cela très satisfaisant.

Approximately one-third were currently working in or seeking a full-day kindergarten position with a school board.

My goal was to be a part of the full-time kindergarten program and I was just offered a full-time position with the (name of school board). Yeah!

Hopefully eventually I will get in with the school board for full day learning or as an EA.

I plan to gain a few years of experience in a childcare setting and then hope to work in a kindergarten classroom.

As of September I will be leaving childcare and working in the school board.

Parce que je suis membre de l' OEPE, j'ai l'opportunité de pouvoir travailler dans les écoles debutant cette année pour le programme PAJE. Ceci m'a donné une belle opportunité dans ma carrière en tant que EPEI, je me sens vraiment privilégiée.

A significant number of respondents (approximately 15%) were enrolled in or planning to enrol in further education programs in the field of early childhood education or related fields such as social work, pediatric nursing or occupational therapy.

I am currently a 2013 candidate at (insert university name) MSc. Occupational Therapy program. My ambition is to still work with children in the future.

I plan to pursue a degree in education.

I plan to return to (insert name of post-secondary institution) to complete the Early Childhood Leadership degree.

In September, I will be working full-time as a Designated ECE in a kindergarten classroom at a local school and I will be upgrading my diploma into a degree part-time over correspondence through (name of post-secondary institution). I will eventually attend Teacher's College with the intention of remaining a kindergarten teacher or teaching a primary grade.

I am continuing education in a Master of Social Work program to help me work with children and their families. I'd like to build my confidence and skills in my current workplace, and at any future daycares that I may work in. Potentially work towards becoming a supervisor after working 7 to 10 years in the sector.

... wish to continue my studies in the near future, to learn more about autism.

I am presently taking ASL course, hoping to obtain a position in ECE with my new skills, when ready.

J'aimerais bien suivre des études supérieures pour améliorer ma carrière professionnelle.

A small proportion of the respondents were planning to open their own child care/early learning centre.

My plan is to own a daycare in the future.

... open and operate at least two centres.

... want to own my own centre or if that dream falls through to start another business related to children.

I plan to move back to (insert city name) in October and continue as a RECE. I am also thinking of starting my own home daycare once I have children of my own. I am also considering a supervisory role later in life.

J'aimerais ouvrir ma propre garderie.

A very limited number of respondents suggested that they were planning to work toward an administrative/supervisory/director position within the ECE sector.

... to work as a supervisor.

I would like to be a supervisor in a well-known daycare centre.

I would like to work within the school board and maybe eventually as a centre supervisor.

... continue working and go to management in the ECE field.

6. Limitations of the Survey

Although the response rate for the questionnaire was close to the rate considered “average” (30%) for an online survey, the results should not be generalized over the entire population of 2011 early childhood education program graduates.

The nature of the respondents to the online survey may be a source of bias. The survey responses may have been influenced by the fact that so many of the College members who chose to respond to the survey reported that they had already secured employment in the early childhood education sector. Their responses and perspective may, as a result, be more positive than other members of the 2011 graduating cohort who did not find employment as quickly. College members who had not obtained a job placement may also have been less inclined to respond to the College questionnaire.

Completing an online survey may also have appealed to those members who had ready access to a computer and were sufficiently computer literate to easily complete the survey in a short time period. On the other hand, some individuals in the 2011 cohort may have had concerns about web-based privacy issues and/or how their feedback might be used and, therefore, did not respond.

Some respondent comments also may have been influenced by the fact that their College application process occurred shortly after the implementation of a change in application requirements. The 2011 approved program graduates were the first cohort required to arrange for an official transcript showing successful completion of their program to be sent directly from the post-secondary institution to the College.

A few respondents to the survey indicated that their College membership application process had been delayed because of the Canada Post labour action and the resulting suspension of mail service during this period. It is possible that other members in the 2011 cohort experienced a similar delay.

7. Summarizing Respondent Feedback

Membership feedback is summarized using the framework of the stated purpose of the survey.

The stated purpose of the survey *Early Childhood Educator Entry to Practise and Early Career Transition* included:

1. Continuing the ongoing efforts of the College to understand and better serve the membership of the profession and the public.
2. Illustrating the College's service goals and ethics as it strives to promote an increased level of understanding and level of transparency regarding the College registration processes and issues that affect the membership, the profession and the Ontario public.
3. Obtaining feedback from the 2011 cohort of Ontario early childhood education program graduates in order to gain insight into their perceptions and challenges related to College registration, obtaining employment in the early childhood education sector, entry to practise experiences, career transitions, levels of professional confidence and satisfaction.
4. Determining the self-reported level of knowledge and understanding of members who graduated from 2011 Ontario approved early childhood education programs regarding the *Code of Ethics and Standards of Practice*.
5. Establishing a valuable baseline of information and a member cohort that may be useful for comparative purposes in future investigations about registration practices, human resource trends and member perceptions and insights in the Ontario early childhood education sector.
6. Eliciting an image of the future career aspirations of a cohort of recent graduates of Ontario's approved early childhood education programs.

7.1 Serving the Membership and the Public

An introductory letter and the survey instrument were distributed to a targeted member group consisting of the 2,503 new members who had indicated that they were 2011 graduates of an approved Ontario early childhood education program.

In total, 586 of these members responded to the survey. Many of these respondents not only completed the "check off" boxes associated with most questions but also added comments.

The survey response rates (23% English and 28% French) were somewhat below the average 30% response rate for online surveys. However, the English response rate for this survey was significantly higher than that of the *Membership Application Process* online survey previously distributed to members by the Registration and Membership Services Department.

The information gathered through the survey will be used to inform College decision-making specific to Registration and Membership Services policies and procedures. The College may also determine that the information should be shared with members, College stakeholder groups, policy-makers and the public using a range of College communication initiatives.

Sharing the results of the survey in this way illustrates that the College is engaged in ongoing communication with its membership and, through the follow-up reporting process, reassures members and the public that the regulatory body strives for continuous quality improvement.

7.2 Level of Understanding and Transparency

The information gathered through the survey demonstrates both member willingness to provide feedback and the College's ability and willingness to be responsive to the needs of these members. The information gathered through the survey can be shared with members, stakeholder groups and the public.

By making this information available to others interested in the early childhood education sector, the College, as the regulatory body for the early childhood education profession, proceeds to establish itself as a current and reliable source of information about the issues and challenges in the sector.

7.3 Summary of Feedback Provided by the Member Cohort Graduating from 2011 Approved Ontario ECE Programs

The majority of respondents indicated that they found the registration process "very easy" or "easy".

A significantly high percentage of respondents from this cohort reported that they were currently employed in the ECE sector.

A significantly high percentage of these employed respondents found a job in the sector in two months or less.

Most of these respondents were working full-time in the sector. Some indicated that they were working part-time or in casual/supply work.

Comments added by respondents suggested that prior work in the sector (i.e., as an ECE Assistant or supply staff), apprenticeship experience and field placements assisted them in finding work.

Respondents also added a range of employment opportunities not listed as options in the College survey (i.e., women's shelters, extended school day programs, Aboriginal Head Start programs and the programs offered to new immigrants).

The majority of respondents felt that their postsecondary early childhood education program prepared them well for their first ECE employment experience.

A few respondents added comments to indicate that they felt their ECE program should have included more work on curriculum development and, also, the characteristics and methodology related to the infant developmental stage.

About two-thirds of the English language respondents and slightly less than half of the French language respondents said that they had been involved in a workplace orientation program. However, comments added by respondents suggested that, in most cases, the orientation was very basic (i.e., tour and introductions).

A significantly high percentage of respondents indicated that their employers provided access to workshops and training.

Few respondents were engaged in mentoring relationships.

Most members of the 2011 cohort who responded to the survey reported feeling “very confident” or “confident”.

Although more than half of the respondents indicated that they felt “extremely satisfied” or “very satisfied” with their employment situation, a significant number suggested only feeling “satisfied”.

Comments suggested that the low pay scale for many respondents has an impact on their level of job satisfaction.

Of those respondents who indicated that they were not currently employed in the early childhood education sector, a majority said that they were currently still seeking employment in the sector. Approximately 20% of this respondent group indicated that they were adding to their educational qualifications and about the same percentage stated that they were employed outside the ECE sector.

7.4 Knowledge and Understanding of the *Code of Ethics and Standards of Practice*

More than two thirds of the respondents indicated that they had an advanced level or intermediate level of knowledge and understanding about the *Code of Ethics and Standards of Practice*.

7.5 Baseline Cohort

The information shared by these recently registered members of the College will provide a valuable baseline of information that may be used to assist the College and other stakeholders developing new policies and practices that will benefit Ontario’s young children, their families and Ontario society.

Sharing this information through College communication initiatives with other stakeholders in the sector, including program-leaders in post-secondary educational institutions, should provide useful data for other purposes.

Establishing this baseline data will be useful for comparative purposes in future investigations of human resource trends in the Ontario early childhood education sector.

7.6 Future Career Aspirations

The 514 responses to the invitation to describe future career plans convey a strong sense of commitment and dedication to the early childhood education profession. Almost all of these respondents see themselves as wanting to spend their careers within the early childhood education profession.

Many see themselves as wanting to increase their knowledge and skills through additional academic studies or other forms of sector specific professional learning. Some view their experience working as an RECE as providing a strong foundation for continuing education within the sector or contributing to their ability to work with young children in another profession.

A very limited number of respondents acknowledged that they hoped to eventually move into a designated administrative or supervisory role. The option of working as an RECE in a postsecondary ECE program was acknowledged by two respondents.

8. Future Considerations

Based on the feedback provided by the 2011 graduates from the Ontario approved postsecondary early childhood education programs and registered members of the College who participated in the *Early Childhood Educator Entry to Practise and Early Career Transitions* survey, the College may choose to consider the following:

1. Review Registration and Membership Services Department policies and processes.
2. Develop communications initiatives targeting members, stakeholders, policy makers and the public.
3. Proceed with the design and development of a Continuous Professional Learning program for members of the College.
4. Understand, predict and address issues related to College membership retention rates.

8.1 Review Registration and Membership Services Policy and Processes

The College may choose to consider developing strategies to:

- 8.1(a) Continue to monitor member response to the application and registration policies and processes.

- 8.1(b) Consider looking into what aspects of the registration process and survey process might have been problematic for members who obtained their qualifications through alternative routes such as apprenticeship programs, AIT, individual assessments (including international applicants).
- 8.1(c) Engage the 2011 graduate cohort in a follow-up study.
- 8.1(d) Identify other member cohort groups that may provide comparative information (i.e., internationally trained and out of province applicants).

8.2 Communication Initiatives

The College may choose to consider developing strategies to:

- 8.2(a) Highlight the existence and variety of employment opportunities in the sector for ECE graduates.
- 8.2(b) Share respondent feedback regarding Ontario early childhood education programs .
- 8.2(c) Share feedback provided by respondents regarding enhancing the professional confidence of newly graduated and hired College members.
- 8.2(d) Share respondent feedback about levels of job satisfaction with stakeholders and policy-makers.
- 8.2(e) Continue to develop communication strategies to facilitate member engagement.
- 8.2(f) Recognize and value the commitment to the early learning and care sector that was expressed by many of the respondents.

8.3 Continuous Professional Learning Program

The College may choose to consider developing strategies to:

- 8.3(a) Share respondent feedback regarding existing orientation and mentoring programs.
- 8.3(b) Share respondent perceptions about existing ongoing professional learning.
- 8.3(c) Review respondent feedback and consider the implication for the College's design and development of a Continuous Professional Learning program.

8.3(d) Acknowledge and consider the implication of the feedback that many respondents shared about their plans to enhance their educational qualifications and specialized training.

8.3(e) Recognize, value and plan to accommodate the career aspirations expressed by the majority of respondents.

8.4 Retention Rates

The College may choose to consider developing strategies to:

8.4(a) Share respondent feedback about career aspirations.

8.4(b) Work with stakeholders and policy-makers to develop strategies to address the gap between respondents' feedback about their intent to continue working in the sector and current retention rates.

9. Conclusions

The Report on the Registration and Member Services Survey: Early Childhood Educator Entry to Practise and Early Career Transition highlights valuable feedback from a cohort of members who received a Certificate of Registration following successful completion of a program in early childhood education at postsecondary institution approved by the College.

The information shared by the 586 respondents provides new member insights not only about College registration processes but also into issues such as:

- Early childhood education sector employment options
- Early childhood education post-secondary program content
- The professional development needs and opportunities available to new members
- Perceived gaps in available professional learning opportunities
- Job satisfaction levels
- Career and academic aspirations.

Aspects of the survey design and implementation process, as well as the feedback provided by the 2011 cohort, may be used by the College and other institutions and organizations for information sharing and will serve as a catalyst for ongoing communication and collaboration with regard to quality improvement in the sector.

10. Recommendations

That the College:

1. Continues to monitor Registration and Member Services policies and practices to support continuous improvement
2. Shares the 2011 cohort survey results with Ontario approved postsecondary institution program leaders, sector stakeholders and partners and the Ministry of Education
3. Links respondent feedback about continuous professional learning to the current College efforts related to the development of a Continuous Professional Learning program and the Leadership Pilot project
4. Links respondent feedback regarding career aspirations and job satisfaction to the development of strategies to enhance recruitment and retention rates in the early childhood education sector
5. Continues to seek feedback from the 2011 cohort until 2016
6. Develops processes to obtain feedback from new members who did not receive their educational qualifications from an Ontario approved post-secondary institution (i.e., AIT, individual assessments, international applicants)
7. Develops a strategy to obtain feedback from a random sample of new members in the 2011 cohort who did not respond to the survey (e.g. mail out surveys and/or telephone interviews with a select group of members).

Appendix A

Letter to 2011 Ontario ECE Graduates

College Letterhead

Date

Dear (Name of Member)

The College of Early Childhood Educators is seeking your assistance. In April 2012 the College will forward an electronic questionnaire to all 2011 graduates of Ontario Early Childhood Education diploma and degree programs who registered with the College of Early Childhood Educators. The questionnaire will be sent to the email address that you provided to the College.

The questionnaire is designed to gather feedback about the perceptions and experiences of the 2011 graduates during the College registration process, their entry to professional practice and their early career transitions into the workplace. The questionnaire will take approximately 10 minutes to complete and may be returned to the College electronically.

The College values your input as a member. The information that you, and other graduates of 2011 Ontario early childhood education programs, provide will be used to guide the development of College policies and practices. Your feedback will also assist the College and other stakeholders in the early childhood education sector to better understand the rewards and challenges that College members experience on entry to professional practice and during their early career transitions.

Please be assured that your input will be reported in a manner that does not, in any way, identify you as an individual. Your anonymity will be protected.

The College is encouraging you, and every other 2011 graduate, to complete this questionnaire. This initiative marks the first time that all Ontario graduates, who are now members of the College, have been asked to share their perceptions and experiences.

Please watch your email inbox and be prepared to share your insights - and to provide your best advice.

Sincerely,

Appendix B

Survey Information for College Website

2011 Ontario ECE Graduate Survey

The College is asking for input from all 2011 graduates of Ontario Early Childhood Education diploma and degree programs who registered with the College of Early Childhood Educators.

In April 2012 these graduates will be asked to complete a questionnaire designed to gather feedback about their perceptions and experiences during the College registration process, their entry to professional practice and their early career transitions into the workplace.

The College values its members' input and feedback. The information provided by these graduates will be used to guide the development of College policies and practices. Their feedback will also assist the College and other stakeholders in the early childhood education sector to better understand the rewards and challenges that College members experience on entry to professional practice and during their early career transitions.

The College is encouraging every 2011 graduate to complete this online questionnaire. This initiative marks the first time that all Ontario graduates, who are now members of the College, have been asked to share their perceptions and experiences.

The summary report will be made available to members, the public and College stakeholders in the fall of 2012.

References

- Best Start Expert Panel on Early Learning. (2006). *Early Learning for Every Child Today*.
- Centre for Families, Work and Well Being. (2000). *You Bet I Care*. University of Guelph.
- Child Care Human Resources Sector Council (2009). *Main Report: Supporting Employers in Canada's (ECEC) Sector*.
- Child Care Human Resources Sector Council. (2009). *Occupational Standards for Early Childhood Educators Project*.
- Child Care Human Resources Sector Council. (2009). *Provincial/Territorial Mapping of Human Resource Issues*.
- Child Care Human Resources Sector Council. (2009). *Understanding and Addressing Workplace Shortages in ECEC*.
- Expert Panel on Early Learning. (2006). *Early Learning for Every Child Today*.
- Government of Ontario. (2007). *The Early Childhood Educators Act*.
- Mccain, M.N., Mustard, J.F., & McCuaig, K. (2011). *Early Years Study 3: Making Decisions, Taking Action*. Toronto Margaret & Wallace McCain Family Foundation.
- Organization for Economic Co-operation and Development. (2003). *Thematic Review of Early Childhood and Care: Canadian Background Report*. OECD, Paris.
- Organization for Economic Co-operation and Development. (2012). *Starting Strong III – A Quality Toolbox for Early Childhood Education and Care*. OECD, Paris.
- Report of the Expert Panel on Quality and Human Resources. (2007). *Investing in Quality*.