



THIRD ANNUAL MEETING OF MEMBERS

On Monday, January 9, 2012 the College of Early Childhood Educators held its third annual meeting of members at the Metropolitan Hotel in Toronto, Ontario. Over 30 members of the College, along with special guests from the Ministry of Education and other stakeholders in the early learning and care sector, were in attendance.

The purpose of the annual meeting of members was to inform members of the activities of the College during the third fiscal year, which ended June 30, 2011.

The meeting was chaired by College President, Lois Mahon, RECE, who brought the meeting to order and provided opening remarks. Newly appointed Minister of Education, Honourable Laurel Broten, brought greetings on behalf of the Ministry of Education. The College wishes to extend sincere thanks to the Minister and her team at the Ministry of Education for their continued recognition of early childhood educators and the important work they do.

Following the Minister's remarks, Lois Mahon, RECE, presented a report on behalf of the College's Council. Linda Cottes, RECE, Chair of the Complaints Committee, shared an overview of the College's complaints process then reported on the work of the College's Complaints Committee. For further information about the complaints process, please see Page 4 of this newsletter.

The College's auditor, Desmond Levin from Soberman LLP, Chartered Accountants, provided members with a report on the College's financial position for the third fiscal year and declared that the College remains financially sound. The official business of the meeting finished with a question and answer period.

The evening concluded with a special presentation from the College's Registrar and CEO, Sue Corke, about what it means to be a professional.

If you were unable to attend, the meeting was video recorded and is now available on the College's website, www.collegeofece.on.ca. If you have a question after watching this video recording, please contact the College at communications@collegeofece.on.ca or call 1 888 961-8558, extension 251.



To view the College's 2010 – 2011 Annual Report: *Reaching New Heights* and a video recording of the meeting, visit the College's website at www.collegeofece.on.ca.

IN THIS ISSUE...

- | | | |
|--|--|------------------------------------|
| 2 Messages from the President & Registrar | 5 Discipline Committee Profile & Decision | 9 Early Years Study 3 |
| 3 Professional Standards, One Year Later | 6 What it Means to be a Professional | 10 Prime Minister's Awards |
| 4 The Complaints Process | 8 Regulation & Advocacy | 12 Updates from the College |

PRESIDENT'S MESSAGE



The College held its third annual meeting of members on January 9, 2012 in Toronto, Ontario. On behalf of the College Council I would like to thank all members who attended this year's meeting.

For those of you who were unable to join us, the College has made a video recording of the meeting available on our website in both English and French. I encourage you to watch the video, including a special presentation from our Registrar and CEO, Sue Corke, on what it means to be a professional. If you have questions after watching the video, I hope that you will contact us.

I would also encourage all members to read the *2010 - 2011 Annual Report* published in December 2011. The Annual Report provides members with information on the College's work over the last fiscal year, including financial statements and an outlook for 2011-2012.

In spring 2012, the College will publish a Professional Advisory on the use of the protected titles "early childhood educator" (ECE), "registered early childhood educator" (RECE) and their French equivalents.

This publication is intended to assist members of the College, and the public, with the identification of the legal, ethical and professional parameters that inform members' judgment when using the professional title. It is also intended to prevent misuse of title.

Please watch for more information about the College's first Professional Advisory on our website.

I wish all of you a happy and productive New Year.

Cheers!

A handwritten signature in black ink that reads "Lois Mahon RECE".

LOIS MAHON, RECE
PRESIDENT

REGISTRAR'S MESSAGE



At the end of 2011, the College held its first discipline hearing. A Panel of the Discipline Committee ordered that a summary of its decision be published in this newsletter, and you will find it on Page 5. The full decision is available on our website.

In January 2012, the Office of the Fairness Commissioner (OFC) assessed the College's registration practices to ensure that they are fair and continue to improve.

The College was recognized for several commendable practices and implemented the majority of recommendations from the OFC before its assessment was published. A summary of the Registration Practices Assessment Report is available on the OFC website at www.fairnesscommissioner.ca.

In the same month, College Council participated in a risk assessment exercise in preparation for a strategic planning

session in April 2012, through which Council will develop five strategic priorities for 2012-2015.

In January and February, College staff held roundtables with members and stakeholders around the province to find out what priorities are important to them. We thank all those who participated and offered their feedback.

Please watch for a report on these activities in the Spring/Summer '12 Member Newsletter and visit our website regularly for news about the College's work.

The number of members registered with the College has now reached over 36,000 and membership continues to grow.

I wish all of you a happy and healthy 2012.

Sincerely,

A handwritten signature in black ink that reads "Sue Corke".

SUE CORKE,
REGISTRAR & CEO

THE CODE OF ETHICS AND STANDARDS OF PRACTICE, ONE YEAR LATER

It has been over a year since the first edition of the *Code of Ethics and Standards of Practice* came into effect as a by-law of the College of Early Childhood Educators. All members were mailed a copy in February 2011 and new members are sent a copy when they receive confirmation of their registration with the College.

Have you read your copy yet?

Members of the College are required to practise in accordance with the ethical and professional standards of the profession, as set out in the *Code of Ethics and Standards of Practice* and are accountable to abide by these ethical responsibilities and professional standards. Thus, it is very important that members read their copy of the *Code of Ethics and Standards of Practice* and use it to guide them in their daily practice, decision-making and conduct.

How members are held accountable

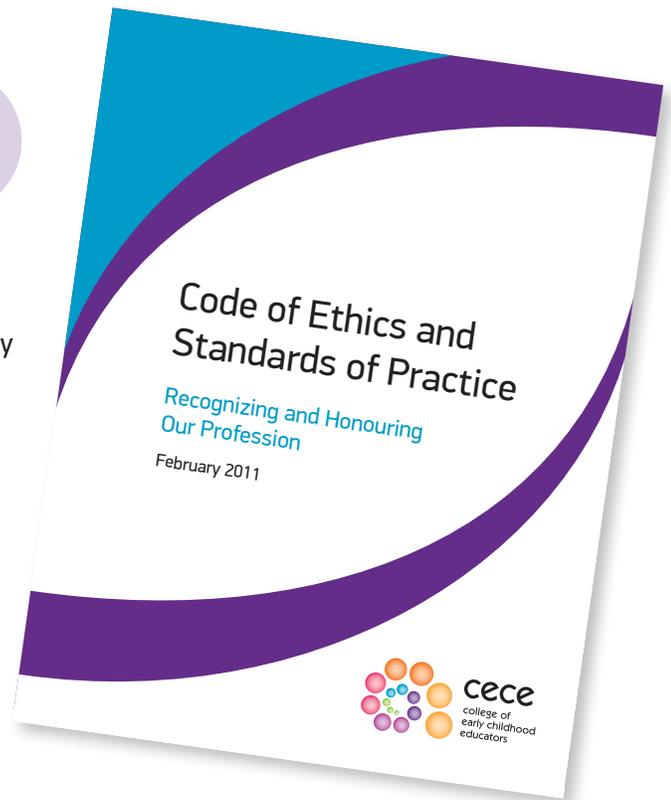
The *Code of Ethics and Standards of Practice*, along with the Professional Misconduct Regulation, serve as the basis on which members of the College are held accountable for professional practice and responsibilities. Members of the College are guided in their decisions by the Code of Ethics, the Standards of Practice, and legislation applicable to early childhood educators, and use their professional judgment to make decisions. These standards are used by the College to assess the professional practice of members of the College and to determine and adjudicate issues of professional conduct.

Responsibility of employers

Employers and members should be aware that if there is a conflict between the *Code of Ethics and Standards of Practice* and a member's work environment and/or the policies and procedures of his or her employer, members of the College have an obligation to comply with the College's *Code of Ethics and Standards of Practice*. Because of this, many organizations that employ registered early childhood educators (RECEs) have already begun to review their policies in relation to the College's *Code of Ethics and Standards of Practice*. The College also mailed posters to over 5,000 employers across the province, requesting they display the poster in a highly visible location for parents/guardians, staff and colleagues.

Getting the word out

Over the last year, representatives from the College have completed presentations around the province in an effort to educate members, students and employers about the *Code of Ethics and Standards of Practice*. This publication is available for print in PDF format on the College's website, www.collegeofece.on.ca, and is also available for purchase. Free posters about the *Code of Ethics and Standards of Practice* are available as well. To request a presentation for your organization or to obtain any of the materials mentioned above, please contact the College at communications@collegeofece.on.ca or call 1 888 961-8558, extension 311.



Responsibility for Child Care Licensing Transferred
As of January 1, 2012, responsibility for child care licensing was transferred from the Ministry of Children and Youth Services to the Ministry of Education, which marks the last phase of the child care transfer. For more information about the Ministry of Education, visit www.edu.gov.on.ca/ or call 1-800-387-5514.

Have a practice issue question?
Contact the Professional Practice Department of the College at communications@collegeofece.on.ca or call 1 888 961-8558, extension 252.

PROTECTING THE PUBLIC: THE COMPLAINTS PROCESS

As the self-regulatory body for early childhood educators (ECEs) in Ontario, the College of Early Childhood Educators' duty is to work in the public interest. A part of this duty requires the College to have a complaints process to handle concerns from anyone about the conduct or actions of its members. A complaints process is necessary because it lets the public know that the College holds its members accountable for their practice and conduct as professionals.

What is a complaint?

A complaint expresses concern(s) about a member's conduct or actions relating to professional misconduct, incompetence or incapacity.

Who can make a complaint?

Anyone can make a complaint - a member of the public, a parent, an employer, another member of the College or the Registrar of the College. When making a complaint, it is important to remember that it must be given to the College in writing, signed by the individual making the complaint and addressed to the Registrar of the College. A Complaint Intake Form is available on the College's website, www.collegeofece.on.ca under "Public" --> "Complaints & Discipline". The Complaint Intake Form can also be sent to anyone who requests it.

Who is required to make a complaint?

Employers must report to the College, under section 49 of the *Early Childhood Educators Act, 2007*, when an ECE on their staff is charged or convicted of an offence involving sexual conduct and minors or that, in the employer's opinion, indicates that a child may be at risk of harm or injury.

In addition, district school boards are required to report to the College, under section 277.50 of the *Education Act*, when an ECE has their employment with the school board terminated or has restrictions placed on their duties for reasons of professional misconduct. They must report to the College if an ECE resigns before the school board can terminate employment or before restrictions can be placed on their duties for reasons of professional misconduct. The school board must also report if the ECE resigns while the school board is investigating allegations that, if proven,

would have resulted in termination or restrictions being placed on their duties for reasons of professional misconduct.

While employers are obligated to report under these circumstances, employers may also notify the College of any concerns they have about a member that they feel should be placed before a committee of the College.

Complaints and the Code of Ethics and Standards of Practice

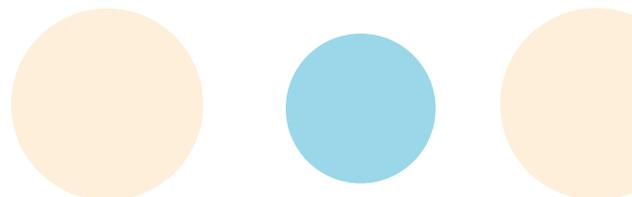
There are two documents every member of the College should know and understand: the Professional Misconduct Regulation (Ontario Regulation 223/08) and the *Code of Ethics and Standards of Practice*.

The Professional Misconduct Regulation and the *Code of Ethics and Standards of Practice* state the professional responsibilities of registered early childhood educators (RECEs). All members of the College are required to uphold the ethical and professional values as defined in the *Code of Ethics and Standards of Practice*.

A complaint can be filed against any member who fails to uphold the standards of the profession. These standards are made explicit in the College's *Code of Ethics and Standards of Practice* and in the Professional Misconduct Regulation.

Further Information

For more information about complaints, including types of complaints, the complaints process and FAQs, please visit the College's website, www.collegeofece.on.ca, "Members" --> "Complaints & Discipline". If you have further questions, please contact the Complaints and Discipline Department of the College at discipline@collegeofece.on.ca or call 1 888 961-8558, extension 309.



CENTRE STAGE – COMMITTEE PROFILE



Discipline Committee

The role of the College of Early Childhood Educators' Discipline Committee is to hear and determine matters directed or referred to it by the Complaints Committee, Registrar, Council or Executive Committee regarding the conduct or actions of members of the College.

The Discipline Committee is made up of nine members: four elected Council members, three publicly appointed Council members and two non-Council committee members. Members of the Discipline Committee may not also serve on the Complaints Committee due to the importance of hearing matters without bias when they have been referred to the Discipline Committee by the Complaints Committee.

The Discipline Committee holds hearings and, after a hearing, makes findings to determine whether or not a member is guilty of professional misconduct or is incompetent. The Discipline Committee then makes orders directing the Registrar as to what actions are to be taken, if any, with regard to the member's registration status.

Decision-making is the responsibility of the Discipline Committee members and is made in a respectful and open manner. The decision of a Panel will be that of the Discipline Committee.

Panel decisions are provided in writing to the Registrar and member, and include reasons for the decision. If the matter was referred to the Discipline Committee by the Complaints Committee, the decision and reasons will be provided to the individual who filed the complaint, unless the hearing was closed, in which case the Discipline Committee may then use its discretion to withhold the reasons.

Meetings are not open to the public but hearings are open to the public, subject to any order of the Discipline Committee.

Below is the composition of the Discipline Committee up to and including February 29, 2012:

Chair: Valerie Sterling, RECE

Elected Council Members: Barbara Brown, RECE
Vera Niculena (Nici) Cole, RECE
Sophia Tate, RECE

Publicly Appointed Members: Rosemary Sadlier
2 vacant positions

Non-Council Committee Members: Ann Hutchings, RECE
Rosanne Marinaro, RECE

DISCIPLINE DECISION SUMMARY

Jeffrey Joseph **Certificate Registration Number: 00769** **Revocation**

A Panel of the Discipline Committee of the College of Early Childhood Educators found Jeffrey Joseph guilty of professional misconduct and directed that his Certificate of Registration with the College be revoked.

Joseph, a member of the College from December 2008 to April 2010, did not attend the hearing on November 29, 2011 and was not represented by legal counsel.

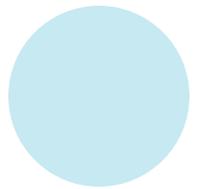
The Panel heard evidence that in March 2011, Joseph pleaded guilty in court to charges of possessing and making child pornography, sexual interference, and fraudulently obtaining a computer service. He was convicted by the Ontario Court of Justice and sentenced to imprisonment for a term of four-and-a-half years, given a section 161 order for life (prohibition from volunteering in or attending

certain public places where children under the age of 16 may attend or communicating with them using a computer), and given a weapons prohibition for life. Having considered the evidence, the Discipline Committee Panel found Joseph guilty of professional misconduct and directed the Registrar of the College to revoke his Certificate of Registration.

"The Member has brought the profession into disrepute," the Panel said, referring to Joseph. "The fact that he engaged in possessing and making child pornography, and sexual interference requires that he receive the maximum penalty, revocation of his Certificate of Registration... Anyone who possesses or makes any child pornography perpetuates the abuse of children and must be dealt with severely," the Panel indicated.

The full written decision of the Discipline Committee is available on the College's website, and a notation appears on the former member's Certificate of Registration on the College's public register at www.collegeofece.on.ca.

WHAT IT MEANS TO BE A PROFESSIONAL



By Sue Corke, Registrar and CEO

The Early Childhood Educators Act, 2007 (the ECE Act), established the College and made early childhood education a distinct profession. All members of the College are now recognized by the Ontario government and the public as professionals who are accountable to the public.

Members of the College are known today as registered early childhood educators (RECEs), but in the past, individuals who cared for and educated young children worked under titles like child care or day care workers and babysitters, and before that, nannies and nursery maids.

Recognition of early childhood education as a profession has gone hand-in-hand with an explosion in child development science over the last 10 years. Parents, educators and policy makers are more aware than ever of the life-long influence early learning and care has on health, well-being, future learning and behaviour.

BEING PART OF A PROFESSION

A profession is based on the mastery of a complex body of knowledge and skill. It is a vocation in which knowledge of some department of science or learning is used in the service of others.

Key concepts in professionalism are:

- Judgment
- Quality
- Accountability for behaviour
- Ongoing competency
- Putting service above personal gain

PROFESSIONAL SELF-REGULATION

When a piece of legislation is created that forms a body of professionals who are entrusted to govern themselves in the public interest, that profession becomes self-regulated. In exchange for being able to govern itself, a profession must provide the public with the assurance that its members are qualified and competent.

A profession's members are governed by **professional and ethical standards**



Society grants them a **monopoly over their scope of practice and an autonomy in their practice** – the privilege of self regulation

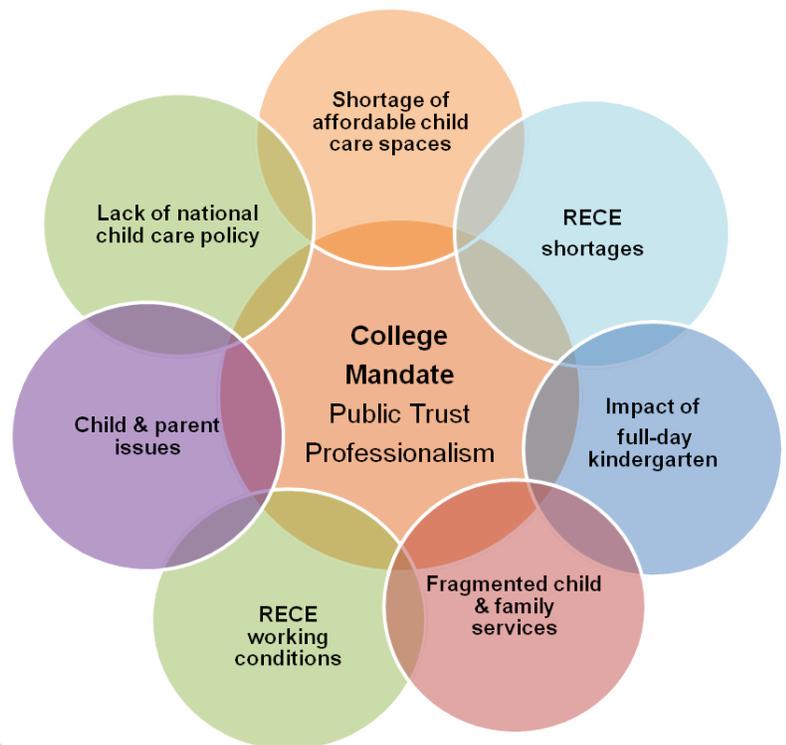
The self regulatory body is **dedicated to protection of the public interest** – not advocacy for its members

A **profession must guarantee** to the public the **trustworthiness of its practitioners** and a stamp of approval on services they deliver

UNDERSTANDING THE COLLEGE'S MANDATE

The College has a clear and focused mandate, which is to protect the public interest through self-regulation of the profession. Advocating on behalf of members for professional recognition in the form of higher wages and improved working conditions is not part of the College's mandate.

The diagram below outlines issues in the early learning and care sector right now and how the work of the College connects to those issues.



CONTINUED ON PAGE 7...

What It Means To Be A Professional continued...

THE PROFESSION OF EARLY CHILDHOOD EDUCATION

The practice of early childhood education is the planning and delivery of inclusive, play-based learning and care programs in order to promote the well-being and holistic development of children. This defined scope of practice is enshrined in legislation through the ECE Act.

Self-regulation reinforces professionalism in early childhood education by:

- Granting RECEs exclusive use of the protected titles “early childhood educator” (ECE) and “registered early childhood educator” (RECE)
- Identifying RECEs on the College’s public register
- Having a code of ethics and standards of practice
- Giving RECEs the opportunity to serve on the governing Council and/or committees of the College in order to contribute to their community and the profession
- Enforcing a discipline process for professionals who violate the standards and expectations of the profession

PROFESSIONAL AND ETHICAL STANDARDS

The College’s *Code of Ethics and Standards of Practice* is one of the key planks in the self-regulation framework. These ethical and professional standards reinforce the professionalism expected of the sector and were developed over 18 months through a highly consultative process.

They reflect a core set of beliefs and values of care, respect, trust and integrity which underpin the profession. These beliefs and values are fundamental to members of the profession and should guide their practice, decision-making and behaviour.

BEHAVING LIKE A PROFESSIONAL

When you are a professional, you never really take your hat off. Being a member of a regulated profession governs how you behave, not just in your work setting but in your community.

Behaving like a professional means:

- Having a strong work ethic
- Maintaining a strong moral compass
- Keeping a positive attitude
- Being reflective and open to continuous, professional learning

When a member is not behaving like a professional, anyone from an RECE, to a parent, employer or member of the public can contact the College. The reputation of the whole profession is at stake when a member violates the professional misconduct criteria or does not uphold the standards of practice.

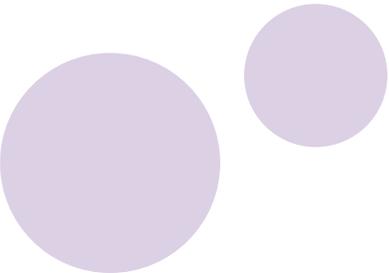
Serious concerns are put in writing by complainants and investigated by the College’s Complaints Committee, which can refer allegations of professional misconduct or incompetency to the Discipline Committee. In the case of incapacity, complaints can be referred to the Fitness to Practise Committee.

Under legislation, employers need to report to the College in writing if an RECE has been charged or convicted of certain criminal offenses. Under the *Education Act*, school board employers need to report to the College if an RECE has been terminated or would have been terminated had they not resigned instead.

THE ROAD AHEAD

While funding concerns and the absence of a national child care policy continue to create challenges for early childhood education, there still has never been a more exciting time to be an ECE.

Demand for ECEs is high and the Ontario government has made a policy commitment to continue the evolution of the profession. ECEs are finding a wide range of employment settings and work continues on the vision of a seamless day and a modernized children’s services framework.



To watch Sue Corke speak about professionalism at the College’s third annual meeting of members, visit the College’s website, www.collegeofece.on.ca.

REGULATION & ADVOCACY

Understanding the College's mandate and how it differs from organizations that advocate for early childhood educators

The College is a self-regulatory body for early childhood educators (ECEs) which exists to govern the profession and its members in the public interest.

In order to better understand what the College does and does not do as part of its mandate, the chart below compares the purpose and work of the College to that of advocacy organizations, like a professional association.

| | Regulation The College of Early Childhood Educators | Advocacy Professional associations, non-profit organizations that advocate for specific causes (e.g. AECEO, Aféseo) |
|--------------------------------|--|--|
| Primary mandate | Protecting the public | Promoting and supporting the economic and professional interests of the profession's members |
| How the mandate is implemented | <p><i>The Early Childhood Educators Act, 2007</i>, sets out how the College regulates the profession in the public interest. The College must:</p> <ul style="list-style-type: none"> • develop, establish and maintain qualifications for membership • issue Certificates of Registration to members and renew, amend, suspend, cancel, revoke and reinstate those certificates • establish an appeal mechanism for registration decisions • establish and enforce ethical and professional standards standards that are applicable to members • receive and investigate complaints against members and deal with issues of discipline, professional misconduct, incompetency and incapacity • promote high standards and quality assurance with respect to ECEs and communicate with the public on behalf of the members | <p>Professional associations and advocacy groups promote the interests of the profession's members by:</p> <ul style="list-style-type: none"> • raising awareness about the role of its members and the value of their work • advocating to government and policy makers on behalf of the profession • advocating on behalf of members on professional issues such as wages and working conditions • providing members with professional services • disseminating research, educational resources and topical information about early learning and care to members, the public, governments and other related professionals |
| Funding | The work of the College is funded by its members through annual membership fees. | The work of professional organizations and other advocacy and public awareness groups is funded by members and through other sources such as project funding and grants. |
| What members receive | <p>Only members of the College are legally permitted to work as ECEs in Ontario, with limited exceptions. Members have exclusive use of the protected titles "ECE", "RECE", "EPE" and "EPEI".</p> <p>Registered members receive a membership card and wall certificate, and their name on the College's public register verifies their registrations status.</p> <p>Members also receive a copy of the <i>Code of Ethics and Standards of Practice</i>, various other communications and the opportunity to run for election or sit on a committee.</p> | <p>Membership in a professional association or advocacy group supports work to promote public awareness of and respect for the profession.</p> <p>Members receive professional development, networking and leadership opportunities and are kept abreast of information about the issues and policies impacting the profession.</p> |

Although their mandates are different, the College and the profession's advocacy bodies all conduct their work with the interests of the public at heart. Both regulation of the profession and support of registered early childhood educators (RECEs) further the development of the delivery of safe, ethical and professional services from RECEs who are accountable to the public.

EMPLOYERS

While the College regulates the professional, it does not have jurisdiction over employment related issues. Workplaces may be regulated by the *Day Nurseries Act*, the *Education Act*, and other legislation such as Ontario employment laws.

EARLY YEARS STUDY 3: MAKING DECISIONS, TAKING ACTION

On November 22, 2011, the *Early Years Study 3: Making Decisions, Taking Action* was released to the public. The study was written by the late Dr. Fraser Mustard, Hon. Margaret Norrie McCain and Kerry McCuaig, Senior Policy Fellow at the Atkinson Centre, OISE, University of Toronto.

The *Early Years Study 3* (EYS3) documents the social, economic and scientific rationale for increased investments in early childhood education. It also introduces the Early Childhood Education Index to monitor the funding, policy, access and quality of early education programming.

HIGHLIGHTS

The overall goal of this third edition of the study is to “bolster the network of scientists, educators and parents, and of policy makers, administrators and community activists, providing them with a heightened capacity to make decisions and take action,” the report says. “We hope to spark the best thinking on public policy innovation, service delivery design, family and community engagement and public accountability. We need the best messaging and the most effective means of delivering it. And we must identify and reach those who do not know about the science of early human development and need to.” (EYS3, pg. 3)

Similar to the visions expressed in Dr. Charles Pascal’s report to Premier Dalton McGuinty in 2007, *With Our Best Future in Mind*, the EYS3 sees schools as the logical centre for all family supports and advocates extending parental leave to 18 months to bridge the gap between home and school.

The study outlines the three main ‘service silos’ – regulated child care, kindergarten and parenting supports. The overarching goal is to build a single, accessible and universal early childhood program across Canada that incorporates all three.

In the EYS3, the authors build a case for publically-funded preschool for all two to five-year-olds that is affordable, top quality and voluntary.

Dr. Fraser Mustard notes that “equity in early human development requires others to support mothers and their young children.”

THE EYS3 AND EARLY CHILDHOOD EDUCATORS

According to the report, “early childhood educators now receive more professional recognition and have seen modest salary improvements, but training requirements have not kept pace with the growing demands of the profession.” (EYS3, pg. 102)

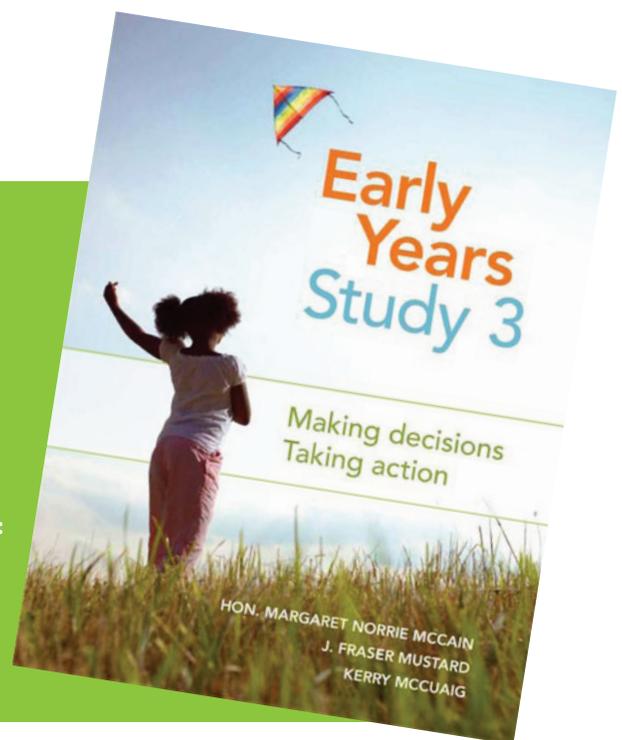
The report asserts that professional development for early childhood educators (ECEs) is critical in order to incorporate emerging scientific knowledge on early human development, and to ensure high quality programming that is critical to the success of an integrated early childhood system.

To read the full report, visit www.earlyyearsstudy.ca.

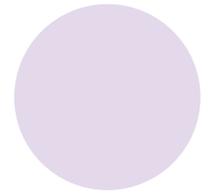
Other publications of interest:

Best Start: On Track – Supporting Healthy Child Development and Early Identification in the Early Years: A Reference Guide for Professionals in Ontario. To view this resource, visit: www.beststart.org/OnTrack_English/

Organisation for Economic Co-operation and Development (OECD): *Starting Strong III – A Quality Toolbox for Early Childhood Education and Care*. To read the executive summary of this document, visit: www.oecd.org/document/0/0,3746,en_2649_39263231_49317504_1_1_1_1,00.html



PRIME MINISTER HONOURS REGISTERED EARLY CHILDHOOD EDUCATORS



From teddy bear adventures to Diwali celebrations, the 2010-2011 recipients of the Prime Minister's Awards for Excellence in Early Childhood Education prove once again why registered early childhood educators (RECEs) deserve to be recognized as the innovative and resourceful professionals that they are.

During a ceremony in Ottawa on October 5, 2011, College members Teresa Burke, RECE (Nursery Two Childcare, Peterborough), Frederick Simpson, RECE (Sivummut Head Start, Ottawa), Kimberly Speer, RECE (Oakville Academy for the Arts, Oakville) and Denise Squizzato, RECE (Silver Creek Pre-School, Etobicoke) received Certificates of Excellence and were honoured by Prime Minister Stephen Harper for their contribution to early learning and development.

Every year, the Prime Minister's Awards for Excellence in Early Childhood Education recognize outstanding early childhood educators (ECEs) whose dedication and skill have had a positive impact on the children in their care. Nominations are made by parents, colleagues, supervisors and any other community members who have direct knowledge of an educator's contribution.

A selection committee made up of early childhood education practitioners and stakeholders from across the country then chooses award recipients, presenting Certificates of Excellence to the 10 top-ranked nominees and Certificates of Achievement to the next 15 top-ranked nominees. Winners are selected based on their innovative approaches, efforts to engage family and community, ability to support development and overall commitment to children.

The early learning strategies of the 2010-2011 Ontario recipients show that they excel in all four of these areas - particularly in the area of family and community involvement. A prime example is Teresa Burke, RECE, who showed just how dedicated she was to equal-opportunity early learning and care when she secured the funds for a van that would provide all families with access to child care services.

Teresa also introduced teddy bear adventures, a program in which children and parents work together to scrapbook real and imaginary adventures with a stuffed bear.

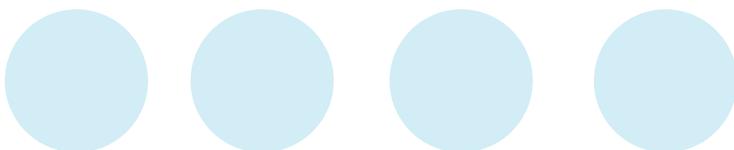
Denise Squizzato, RECE, displays a similar commitment to bridging home and school lives with her implementation of Parent-Child Interaction groups, which allow parents to witness firsthand how their children spend the day. Take-home reports documenting daily activities and lessons are another method she uses to keep parents in the loop.

The recipients also have an awareness of the cultural diversity of the families and communities they serve. Kimberly Speer, RECE, encourages parents to visit her kindergarten class to share information about their religious and cultural traditions. Her openness has led to one mother coming in to dress the children in saris and another visiting the class to decorate them with henna.

At the Inuit cultural centre where he works, Frederick Simpson, RECE, teaches the children about the world in which their ancestors lived and uses the outdoors as a means for inquisitive learning. He also uses Inuktitut words for numbers, animal names and songs.

Ontario's Certificate of Achievement recipients play their part in promoting cultural and linguistic diversity as well. Gillian Eyre, RECE (Tender Years Co-operative School, Mississauga), has organized a myriad of multicultural activities for the children at her school, including a Japanese tea ceremony, a Diwali party and a Mount Fuji volcano experiment.

Jacqueline Ellis, RECE, and Debbie Fiume, RECE, (Niigaan-Naabiwig Child Care Centre, Georgina Island) are particularly dedicated to literacy—in both English and Ojibwe. To achieve this goal, they have designed and implemented their own Junior Kindergarten Transition Program for children entering full-day kindergarten as a way to boost literacy results. They have also arranged



CONTINUED ON PAGE 11...

Prime Minister Honours Registered Early Childhood Educators continued...

for an Elder from the community to regularly visit the centre to teach the children stories and songs in Ojibwe.

Paulette Young, RECE (Riverside Park Nursery School, Ottawa), is another strong proponent of bilingualism. She played an important role in the implementation of the French Language program at her centre and teaches the Canadian language to children at an earlier age than most of the schools in the area.

These RECEs will now have additional resources to build on the quality care and education that they are providing. The recipients were given financial awards, which they can use towards professional development, equipment, materials or other tools to improve developmental programming and children's experiences related to their work as educators. They were also presented with program pins and letters signed by the Prime Minister.

As any dedicated RECE knows, this profession is often more about giving than receiving. During their stay in Ottawa, Certificate of Excellence recipients gave back by sharing their thoughts, experiences and innovative strategies during Best Practice sessions. Their methods and stories will be made available in an online publication called *Exemplary Practices*.

Please join the College of Early Childhood Educators in congratulating these members on their outstanding achievement!

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

ONTARIO'S PREMIER HONOURS RECES TOO!

At the College's third annual meeting of members in January, Honourable Laurel Broten, Minister of Education, announced new provincial recognition awards for RECEs. The Premier's Awards for Teaching Excellence will now include the categories Early Childhood Educator of the Year and Full-Day Kindergarten Team of the Year. The Minister said that these awards were created to acknowledge the "unique role that registered early childhood educators play in supporting children and families."

Award recipients will be recognized at a special awards ceremony during Education Week in May.

For more information about the program, please visit the Premier's Awards website, www.edu.gov.on.ca/teachingawards/.



Receiving their Certificates of Excellence from Prime Minister Stephen Harper: Teresa Burke, RECE; Frederick Simpson, RECE; Kimberly Speer, RECE; and Denise Squizzato, RECE.

UPDATES FROM THE COLLEGE

Council Strategic Planning

In April 2012, the College Council will hold its first strategic planning session following a series of roundtables seeking input from members, employers and other key stakeholders. Outcomes of this strategic planning session will be the College's vision, mission, values and strategic priorities for 2012 – 2015. Watch for these key items to be published this summer.

Annual Meeting of Members Video Online

The video of the College's third annual meeting of members is now available on our website, www.collegeofece.on.ca.

If you have a question after watching this video recording, please contact the College by e-mail at communications@collegeofece.on.ca or call 1 888 961-8558, extension 251.

Coming Soon...

Wall Certificates of Registration are being mailed to current members when they renew their membership for 2012. For FAQs about Wall Certificates of Registration, please visit the "Members" section of the College's website, www.collegeofece.on.ca.

A Professional Advisory about the use of the protected titles "early childhood educator" (ECE) and "registered early childhood educator" (RECE), and their French equivalents, will be sent to all members in the spring of 2012.

.....

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 College by e-mail at communications@collegeofece.on.ca or call 1 888 961-8558, extension 251.

CONTACT US...

College of Early Childhood Educators
438 University Avenue, Suite 1900
Toronto ON M5G 2K8

Telephone: 416 961-8558
Toll-free: 1 888 961-8558
Fax: 416 961-8772

e-mail: info@collegeofece.on.ca | website: www.collegeofece.on.ca