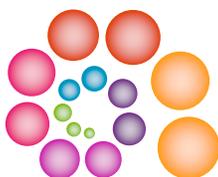


connexions

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This PDF contains links to the College's website. Click on the icon throughout the publication to view the links.

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About this Publication

The College of Early Childhood Educators regulates the profession of early childhood education in the public interest and works towards its vision of a profession in which all members accept responsibility for practice excellence. Published three times a year in Toronto, ON, *Connexions* provides members and the public with College and sector news along with regular features on the early childhood education profession.

Publication Coordinator: Sharon Ho
Design: Giuliana Tarini
Cover: Deka Abdillahi RECE

Elected Council Members

Lois Mahon RECE, President–District 1
Eugema Ings RECE–District 1
Lisa Lamarre RECE–District 2
Susan Quaiff RECE–District 3
Stacey Lepine RECE–District 4
Susan Joy Scoffin RECE–District 4
Karen Guthrie RECE–District 5
Nancy Roscoe RECE–District 5
Richard (Dick) Winters RECE–District 5
Anna Baas-Anderson RECE–District 6
Sophia Tate RECE–District 6
Susan (Darlene) Edgar RECE, Vice-President–District 7
Barbara Brown RECE–District 8
Vera Niculena (Nici) Cole RECE–District 8

Publicly Appointed Council Members

François Bertrand, Hawkesbury
Madeleine L. Champagne, Ottawa
Karen Damley, Mississauga
Rosemary Fontaine, Toronto
Christine Forsyth, Toronto
Larry O'Connor, Brock
Jason Powell, Oakville
Ann Robichaud-Gagné, Ottawa
Nerene Virgin, Hamilton

College Administration

Registrar and CEO: Beth Deazeley
Director of Registration and Member Services: Cynthia Abel RECE
Director of Corporate Services: James Cha
Director of Professional Practice: Melanie Dixon RECE
Director of Professional Regulation: Marc Spector



Lois Mahon RECE
President

We recently held an election in District 5 – Toronto Region and District 7 – Hamilton/Niagara. Thank you to members who either ran or voted in the election. Your participation was greatly appreciated. I would like to welcome the four elected members to Council. I look forward to working with you! I want to express my gratitude to the members of Council who will not be returning. The College appreciated your dedication and invaluable work.

In June, Council elected me as President, Susan (Darlene) Edgar as Vice-President and four other members of Council to the Executive Committee. I'd like to thank all the RECEs who applied to serve on a committee. We received 23 applications this year for the non-Council committee member positions. This demonstrates your leadership and commitment to our profession in the protection of the public interest.

Thank you for giving me the opportunity to serve as President for another term. I look forward to working with Council to help ensure the College protects the public interest.

Thank you to the RECEs and stakeholders who participated in our online survey about the *Code of Ethics and Standards of Practice* this past spring. Thanks also to those who participated in the focus groups throughout the province for your feedback on the document. The College is now analyzing the data from the review. Please see page six for more information.

I was fortunate enough to attend the closing retreat for the second Leadership Pilot (LP2) in May. It was inspiring to hear about the participants' experiences with the College's Continuous Professional Learning (CPL) program and how they plan to support others in learning and leadership.

My own CPL adventure has been moving in a new and exciting direction. I recently began a reciprocal mentorship with an executive director of a child care centre. She is helping me fulfill my goal this year of staying connected to RECEs who work directly with children. I'm enjoying the experience of seeing the early learning and care sector through her eyes.

This past winter I worked with a group of mentors in Sudbury who were focused on skill development. Overall I've learned a lot about the benefits of mentoring.

I look forward to all RECEs joining me on the CPL journey as of this September!

Best wishes,

Lois Mahon RECE



Beth Deazeley
Registrar & CEO

On July 1, 2016, the College begins a new fiscal year. We have taken this opportunity to review and refresh our strategic priorities in light of the College's accomplishments over the past year and the current landscape of the early childhood education sector and professional self-regulation generally.

Most importantly, Council has approved a new strategic priority focused on achieving excellence in the execution of the College's authorities to regulate in the public interest. Changes to the legislation which governs the College began with the passage of the *Child Care Modernization Act* in 2015 and continued with the introduction of the *Protecting Students Act, 2016*. A major focus of these changes has been to enhance the College's ability to protect the public through information sharing, the complaints and discipline process and continuous professional learning.

Key areas of focus for the College over the next few years in this regard include:

- A review of registration and entry to practise requirements to ensure that those entering the ECE profession are equipped with the necessary knowledge, skills, training and experience.
- Supporting ECEs in taking responsibility for achieving excellence in their professional practice by implementing mandatory continuous professional learning.
- Ensuring the efficiency and transparency of the College's processes for addressing public complaints and mandatory employer reports related to professional misconduct.

This strategic priority is deeply integrated with the others, particularly the review of the *Code of Ethics and Standards of Practice* and the engagement of the College's stakeholders.

To help us deliver on those key objectives, we are delighted to welcome two new members to the College's leadership team. Cynthia Abel RECE joined the College in June as the Director of Registration and Member Services. Cynthia is a respected member of the profession and has been a supporter of the College since its inception. Marc Spector, LL.B., one of Ontario's leading lawyers in the field of professional regulation, joined the College in June as the Director of Professional Regulation. These new perspectives complement the deep expertise and strong sector connections of long serving members of the leadership team Melanie Dixon RECE, Director of Professional Practice and James Cha, Director of Corporate Services.

As Registrar, I am thrilled to be working with this team towards such critically important objectives.

Best wishes,

A handwritten signature in black ink that reads "B. Deazeley".

In June 2016, the College's Council approved the following update to the strategic priorities:

1



Achieve excellence in the implementation of the College's authorities to regulate the profession in the public interest.

2



Review and update the Code of Ethics and Standards of Practice and develop related documents in the context of the new Continuous Professional Learning program.

3



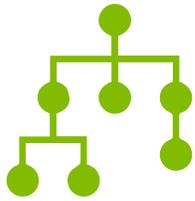
Develop and implement an information technology strategy to support the College's regulatory mandate.

4



Develop member services that build on a deep knowledge of the membership's diversity.

5



Build and enhance the profile of the College as a professional regulatory body and relationships with government and policy makers.

Prime Minister's Awards for Excellence in Early Childhood Education

The Prime Minister's Awards for Excellence in Early Childhood Education recognize outstanding work in child development, innovation, involvement with parents, families and the community and commitment and leadership in the field. Certificates of Excellence and Certificates of Achievement are awarded annually at the national and regional levels.

The 2015 recipients were announced in May. Two members of the College, Lori Benn RECE and Laurel (Laurie) Higgins RECE, were among the recipients!

 Visit college-ece.ca for more information about the award.

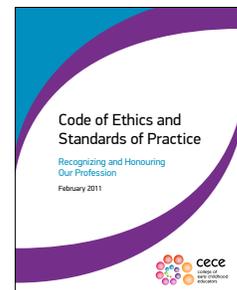
Review of the Code of Ethics & Standards of Practice

The College concluded the data collection phase of the review in April 2016. Over 3,000 RECEs responded to an online survey that was available from March 7 to April 11 and the College received close to 400 responses from early learning and child care sector stakeholders.

As part of its data collection, the College hosted 14 focus groups with 140 participants across the province in all eight electoral districts.

The next phase of the review is an analysis of the data collected in the spring and the drafting of a revised version of the document. In fall 2016 the College will seek feedback from members and stakeholders on a draft of the *Code of Ethics and Standards of Practice*.

A revised version of *Code of Ethics and Standards of Practice* will be presented to the College Council in April 2017 for approval. The new *Code of Ethics & Standards of Practice* will be published in June 2017.



This summer the College of Early Childhood Educators will publish *Registration and Member Services 2015 Survey: Early Childhood Educator Entry to Practise and Early Career Transition*. The survey was sent to College members who graduated in 2015 from approved early childhood education programs in Ontario. Participants came from various geographic regions across the province and were employed in different settings.

The College conducted the survey to learn more about the graduates' experiences with applying for membership, finding employment in the sector and levels of professional satisfaction. Of the 3,174 people surveyed, the College received 550 English responses and 43 French responses.

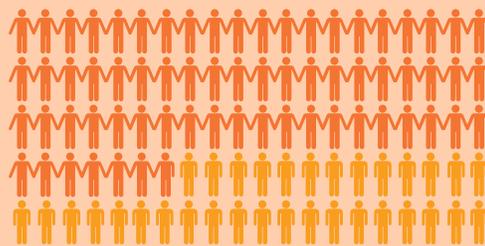
Stay tuned to college-ecce.ca for more information on when the survey will be published.

Highlights of the survey included:

English-speaking respondents



50% work **full-time as an ECE.**



67% **are being mentored.**

84%

said their **employers provided ongoing professional development.**



13% work in **full-day kindergarten.**

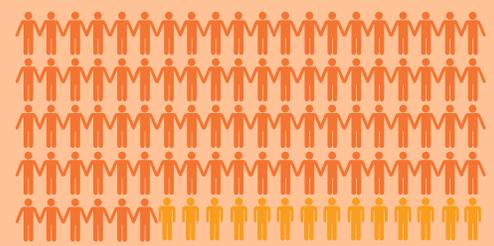


Almost 29% said they have an advanced level of knowledge of the **Code of Ethics and Standards of Practice.**

French-speaking respondents



72% work **full-time as an ECE.**



86% **are being mentored.**

82%

said their **employers provided ongoing professional development.**



39% work in **full-day kindergarten.**



Approximately 41% said they have an advanced level of knowledge of the **Code of Ethics and Standards of Practice.**



Bridging the Gaps: A Look at the Extended Day Program

Two years ago, **l'École élémentaire publique Michaëlle-Jean** in Ottawa, ON introduced an extended day program. The school introduced the program in order to reduce the number of transitions children experience during the day, as well as to facilitate the children's adjustment to kindergarten, according to Marie-Anne Saucier RECE and Early Childhood Services Coordinator for the **Conseil des écoles publiques de l'Est de l'Ontario (CEPEO)**.

Michaëlle-Jean is one of 13 CEPEO schools to offer such a program. The extended day program complements Ontario's full-day kindergarten program (FDK) launched in 2010. An extended day program means that a school offers child care before and after school. The program is led by a team of two registered early childhood educators (RECEs) and designed to provide continuity in learning and a coherent day for children, including those with special needs.

With fewer transitions and fewer educators to adjust to during the day, children enjoy a more stable environment and build solid relationships of trust with the pedagogical team. Activities are no longer interrupted by the departure of the first educator and can continue after the arrival of the second educator.

"Each RECE looks at what the RECE before her wrote down and proceeds from there. For the children, it's like having a single ECE from 7 a.m. to 5:45 p.m.," explained Deka Abdillahi, an RECE and team leader at the school.

In addition to improved staff retention, the extended day program has facilitated the integration of ECEs into the school team and has enhanced the school board's profile. "Because we work with the teacher, we are part of the professional team," explained Abdillahi.

Text: Zakiyya Nazroo

Photography: Giuliana Tarini

Left page: Deka Abdillahi RECE at Michaëlle-Jean school Right page: Nadia Mzaouakk RECE at Michaëlle-Jean school.

"I'm the link between the school and the early childhood team. What I learn in my training I bring back to my ECE team," adds Abdillahi.

Visit college-ecce.ca to read the *Exploring Interprofessional Collaboration and Ethical Leadership* resource booklet. This resource helps Ontario Certified Teachers and RECEs explore interprofessional collaboration and ethical leadership.

This arrangement facilitates cooperation between members of the pedagogical teams by allowing them to take the time they need to plan their work together. RECEs have more opportunities to apply their knowledge and skills in the areas of early learning and development. This integration enables them to take greater advantage of the continuing education programs provided by the CEPEO in order to enrich their knowledge and skills. In her role, Abdillahi supports educators in their efforts to implement the program

and assists them with programming as well.

The extended day program also promotes communication between parents and educators.

"Parents can find out about their children's day," explained Abdillahi. "There's always someone there to answer their questions."

She also notes that parents are playing a more active role. The school provides opportunities for parents to get involved in their children's education, for example by coming in to talk to the children about the jobs they do or by taking part in Grandparents Day.

"The parents are very involved," said Abdillahi "They provide regular feedback on our activities. They also help out."

This involvement is also reflected within the school's administration staff, whose members have an open-minded attitude and are good listeners, said Abdillahi. Each month the vice-principal attends the meetings of the early childhood team. Abdillahi and the principal also meet on a regular basis.

According to Marie-Anne Saucier RECE, there are ongoing efforts to strengthen the professional relationships among the early childhood teams.

"There is more communication, more understanding and more sharing," confirmed Abdillahi. ■



Participating in the CPL program after September 1

The College of Early Childhood Educators will begin to enforce the Continuous Professional Learning (CPL) regulation as of September 1, 2016. This regulation makes continuous professional learning mandatory for all College members. The CPL program was developed to complement and formalize the ongoing professional learning many registered early childhood educators (RECEs) already do. Participating in CPL demonstrates to employers, families, colleagues and the public that RECEs are current in their skills, knowledge and practice.

Members who renew their membership on or after September 1 will begin participating in the CPL program by completing the Expectations for Practice Module 2016, available for free on the College’s website. The module has been updated so all members must complete the new version. RECEs will have one year from their renewal date to complete the module.

In the following year, RECEs will begin their CPL Portfolio. RECEs can review the following chart to find out when they need to begin their CPL portfolio.

RECEs will be required to declare that they have participated in the CPL program and have met the requirements for that year when they renew their

membership. RECEs will not need to send their module completion certificate or portfolio components to the College, but will be required to keep copies of their records for six years in the event that the College requests them.

RECEs can begin reading the CPL Portfolio Handbook to become familiar with the two year portfolio cycle, and read examples of how to complete the three portfolio components.

These components are as follows:

1. Self-Assessment Tool
2. Professional Learning Plan
3. Record of Professional Learning

The CPL program has been designed to facilitate self-reflection while making connections to ethical and professional responsibilities outlined in the *Code of Ethics and Standards of Practice*. It also supports RECEs to direct their own learning. Self-directed learning is a process in which RECEs decide what they need and want to learn, what their goals are and what actions they need to take to achieve those goals. This process provides RECEs with full control and ownership over their learning experiences. ■

Find your next renewal date on or after September 1, 2016	You will begin CPL with Expectations for Practice	You will begin CPL Portfolio Year 1	You will begin CPL Portfolio Year 2
September 2016	September 2016	September 2017	September 2018
October 2016	October 2016	October 2017	October 2018
November 2016	November 2016	November 2017	November 2018
December 2016	December 2016	December 2017	December 2018
January 2017	January 2017	January 2018	January 2019
February 2017	February 2017	February 2018	February 2019
March 2017	March 2017	March 2018	March 2019
April 2017	April 2017	April 2018	April 2019
May 2017	May 2017	May 2018	May 2019
June 2017	June 2017	June 2018	June 2019
July 2017	July 2017	July 2018	July 2019
August 2017	August 2017	August 2018	August 2019

Visit college-ecce.ca/CPL to find out more information about the tools and resources in the CPL program.



The results of the election in District 5 – Toronto Region and District 7 – Hamilton/Niagara are in! Congratulations to the following four elected Council members.

District 5 – Toronto Region

Karen Guthrie RECE

Karen is a Children’s Services Consultant with the City of Toronto. She has worked for more than 30 years as an early childhood educator in urban and rural communities, in child care centres and home child care. She has also served in supervisory and administrative roles in non-profit agencies and for the government.

Nancy Roscoe RECE

Nancy has worked as an early childhood educator for more than 30 years initially at Humber College and then as a supervisor of a child care centre. She is currently the program manager at the City of Toronto with the lead

for curriculum, program development and staff training and development for more than 800 staff.

Richard (Dick) Winters RECE

Dick has served as a member of the College’s Council for the last seven years. He has served on the following committees: Standards of Practice, Nominations, Executive and Registration. He is a retired early childhood educator and is still involved in the profession through the College, the Early Childhood Resource Teacher Network and the Special Education Advisory Committee for the Toronto District School Board.

District 7 – Hamilton/Niagara Region

Susan (Darlene) Edgar RECE

Darlene is currently the Director of Children’s Services with Niagara Region. She is responsible for the systems management of child care and related services in Niagara. Darlene previously worked at and managed child care centres, home child cares and Ontario Early Years Centres. At the June 2016 Council meeting, Darlene was re-elected as Vice-President. She has also served on the Registration Appeals and Complaints Committees.

What’s Next?

Future elections of Council members are shown in the table below. More information will be available for members in the months leading up to the election.

Year	Districts	Number of Council members to be elected
2017	1 – North and North East Region	2
	2 – East Region	1
	6 – Central West Region	2
2018	3 – South East Region	1
	4 – Central East Region	2
	8 – South West Region	2

For more information about College elections and how you can get involved, visit college-ecce.ca/election.

Incorporating the College's CPL program at work

Growth and lifelong learning are two things Tanya Taylor values. Since being hired as a registered early childhood educator (RECE) at Teddy Bear Day Care in Sudbury, ON, Taylor has used continuous professional learning to stay current in her profession and ultimately grow as an educator and as a person.

Teddy Bear Day Care employs 38 RECEs across four locations. According to Executive Director Tracy Saarikoski RECE, the organization values professional learning because it helps to build leaders and supports lifelong learning. Teddy Bear Day Care asks its RECEs to use professional learning portfolios to record their annual learning and tries to incorporate opportunities for professional learning in all of their work.

"We've always valued reflective practice work through a portfolio," said Saarikoski. "The professional portfolios are part of our job description. They show that we value professional learning very deeply. We offer a lot of opportunities for external and independent learning opportunities."

Teddy Bear Day Care also now incorporates the College of Early Childhood Educators' Continuous Professional Learning (CPL) program into its portfolios. This includes using the College's learning web and encouraging their staff to build CPL goals from any of the learning opportunities in the web. The RECEs also receive coaching letters

during the year in their portfolios. These letters can provide suggestions or celebrate achievements.

"I thought it was odd that we would have a Teddy Bear portfolio and then the College's CPL program," said Saarikoski. "We sat down as a team and said we would like to support you in building your professional goals and the goals of the CPL program in one portfolio."

Most of the RECEs, including Taylor, are currently participating in the College's CPL program. Taylor's goals are to strengthen her relationships with her colleagues and improve her communication skills.

"We've always valued reflective practice work through a portfolio," said Saarikoski.



Text: Sharon Ho

Photo: Tina Madore RECE (right) and Tracy Saarikoski RECE (left) look at their CPL portfolios at Teddy Bear Day Care.



Visit college-ecce.ca/cpl to view the learning web and download the CPL handbook.

For the first goal she participated in a workshop about team building and read a management book that taught her how to create more supportive relationships with colleagues and children.

Taylor is a member of a community of practice at work where she has focused on strengthening her communication skills in order to improve her relationships with her colleagues and the families that use Teddy Bear. She also belongs to a community of practice in Sudbury that meets monthly to learn, discuss and collaborate.

“We give each other a safe environment to try something new,” said Taylor, referring to the community of practice in Sudbury. “Each year we read a book related to the field. We discuss the book and try practices related to the book.”

As a result of her professional learning, Taylor reflects regularly on her work. She also collaborates more with her colleagues and the children in her school age program. Taylor believes ongoing learning has motivated her colleagues to be more forward-thinking at Teddy Bear.

“If we’re all providing these rich environments and great learning opportunities for our children, families and ourselves then we will all succeed and excel,” said Taylor.

Reflective practice is an important part of Taylor's learning process. When she's completed an activity or goal, she considers what she has learned, what she still has questions about, what she needs clarification on and what the next steps are.

“It does take time,” said Taylor. “There’s the time required, but the enrichment you get after doing the time piece is far beyond the couple of hours you used to think about it.”

For RECEs who don’t have special time allocated for ongoing learning, Taylor suggests doing a little every day.

“Find five minutes a day to work on it,” said Taylor. “I understand as RECEs we have personal lives and responsibilities. It may be hard to find five minutes every day. If you can’t find the time today, there’s tomorrow. The five minutes is so worth it and will benefit your practice very much.” ■

Recognizing Resource Teachers through Membership

Text: Julia Lipman Baker
Photo: Rosario Dizon

As of August 2015, Resource teachers (RTs) who meet the educational and training requirements for registration with the College and work within the profession's defined scope of practice are required to be members of the College. These educational requirements include a diploma in early childhood education or another educational qualification approved by the College.

RTs support inclusion practices and develop program plans for children of different abilities. They work directly with families and a variety of child and health care professionals. RTs most often work as external consultants but can also be employed by licensed child care centres and licensed home child care agencies.

"Being required to register with the College gives resource teachers accountability," says Rosario Dizon RECE, president of the Early Childhood Resource Teacher Network of Ontario (ECRTNO). "It also requires us to pursue ongoing learning on a regular basis."

RTs are one group of professionals who, prior to a review of the *Early Childhood Educators Act, 2007*, were exempt from joining the College. Now individuals who meet the educational and training requirements for registration with the College and are working within the statutory scope of practice are required to become members. This can include RTs, early childhood education assistants and home child care providers.

Dizon says she is pleased that RTs are recognized as professionals who are accountable to the public and that it is one of many areas of growth for this group of early childhood educators with a particular specialization.

"Our role as RTs is expanding. We're in child care programs, but also in family support programs and recreation centres," said Dizon.

"We want to raise awareness of the importance of inclusion and how we can modify programs and make accommodations to include all children. Part of our role is to build the capacity of early childhood educators to do that."

The ECRTNO is a professional organization for RTs with a 30-year history of providing support and building networks. It offers professional development opportunities to its members and collaborates with the Ontario government on the development of programs and tools for children of all abilities.

RECEs may obtain an ECE – Resource Consulting graduate certificate that focuses on building inter-disciplinary teams of professionals, forming partnerships and working with families to support children of all abilities. The pre-requisite for entry into the program is now a diploma in early childhood education. ■



Visit college-ece.ca for more information on the registration requirements for the College.

Inspiration and Insights from Leadership Pilot 2

Text: Sharon Ho
Photography: Giuliana Tarini
Photo: Participants in the LP2

Participants in the College of Early Childhood Educators' Leadership Pilot 2 (LP2) gathered in May to share their insights and inspire each other at a closing retreat for the initiative.

One participant, Krystal Oxbro, embraced a broader definition of leadership as a result of participating in the eight-month long LP2. In collaboration with the City of Kingston, Oxbro led sessions about the development of program statements.

"The biggest thing I took away was that you don't have to have a title to be a leader," said the registered early childhood educator (RECE) and director of the Bayridge Drive and Henderson Child Care Centres in Kingston, ON. "The idea of building capacity in terms of leadership means embracing and understanding the concept that there are leaders at different levels. One of my biggest goals was to think about how I can help the educators in my centres think of themselves as leaders and build that confidence in them."

RECE supervisors from licensed child care centres across Ontario participated in LP2, which began in September 2015. The aim of the pilot was to enhance the leadership skills of RECEs and create a network

of leaders in licensed child care who were committed to integrating the *Code of Ethics and Standards of Practice* in their work with children, families, colleagues and communities. The participants completed five learning modules and used the College's Continuous Professional Learning portfolio to plan for self-directed learning.

The keynote speaker of the closing retreat, Lorrie Baird RECE, inspired participants to think about how to transform their practice through pedagogical leadership. She spoke about how pedagogical leadership includes engaging in reflective practice.

"One of the most important things we can do in our field is to grow a culture of reflection," said Baird in her presentation.

Oxbro said LP2 inspired her to engage in reflective practice regularly and taught her the importance of empowering other RECEs to grow as leaders.

"I've been inspired by the other participants," said Oxbro. "I got lots of ideas from other people to bring to my own community. I'm excited to move forward with some of the ideas I heard today." ■





Josie Taylor RECE is a supervisor at Little Start Child Care in Barrie, ON. The centre operates 24 hours, seven days a week and takes care of children from infants to school-age. The majority of parents who use the centre do shift work, such as emergency first responders and employees at an auto plant. Josie began working at Little Start in 2015 while studying at Georgian College. She then started working there full-time after graduation and was promoted to supervisor last December.

The College of Early Childhood Educators comprises unique members – each with a different background and story to tell. Conversation with an RECE features registered early childhood educators (RECEs) who are passionate about their profession and the people they serve.

📧 Nominate an RECE you'd like us to have a conversation with by sending an e-mail to communications@college-ece.ca or call 1 888 961-8558 ext. 307.

Q: What is it about working at a 24/7 child care centre that appeals to you?

A: I was intrigued by the different shifts. Little Start gave me the opportunity to work within my field of study. It was nice having the flexibility of working evenings and on weekends. The centre ended up becoming a home for me.

Q: What do you find challenging about 24/7 child care?

A: Scheduling is definitely the biggest challenge to ensure the centre runs smoothly. Sometimes we need to find staff to start working at 5 a.m. but also need staff to work until midnight and even overnight. It's a long process to ensure all the staff are happy and their needs are accommodated, but worth it in the end.

Q: How do you create a safe and caring environment for children?

A: We encourage parents and children to bring things from home that make them feel comfortable, such as a stuffed animal or blanket. Some families even bring in a small photo album with some pictures in it.

If parents have a certain routine with the children before bed, we'll try to mimic the routine so the parents and children know we're here to support them.

Q: Given that the children's schedules may vary, do you need to be more vigilant about taking care of their health?

A: We ensure a staff member asks the parents how their child's night or day was when the child is dropped off. We also have a health check on our attendance sheet which is checked off after speaking with parents. With some of our older children, we can ask them directly how they're feeling or how their day or night was.

Q: How do you help staff who do shift work take care of their health?

A: We do our best to ensure that staff get days off during the week and that there's a good balance of work hours. If they work a 12-hour shift one day then they will work a shorter five to six hour shift the next day. ■



Q: I am not currently practising as an early childhood educator, but I am a registered member of the College. Am I required to participate in the mandatory Continuous Professional Learning (CPL) program once it launches?

Practice Matters features questions regarding the College and the early childhood education profession. The College's Director of Professional Practice, Melanie Dixon RECE, and the Professional Practice team address issues that members face and apply the *Code of Ethics and Standards of Practice* to various situations.

📧 Do you have a Professional Practice question? E-mail practice@college-ece.ca for more information.

R: As regulated professionals, all registered early childhood educators (RECEs), including those who are retired, working outside the profession or currently unemployed, will be required to participate in all components of the CPL program.

Although you may not be practising as an RECE you still hold the title and designation. This means that you have committed to abide by the standards of the profession and are accountable to the children and families of Ontario. Members of the public need to be assured that all RECEs are engaging in ongoing learning related to the profession and remain

knowledgeable about the *Code of Ethics and Standards of Practice*.

On January 1, 2016 Regulation 359/15: Continuous Professional Learning came into effect under the *Early Childhood Educators Act, 2007*. The mandatory CPL program will begin on September 1, 2016. For more information on the components of the program and when you will be required to begin participating, see our CPL article on page 10 or visit college-ece.ca/CPL.

The CPL program components include the free online Expectations for Practice Module and a CPL portfolio. The Self-Assessment Tool, Professional Learning Plan and Record of Professional Learning make up the CPL portfolio.

If you are a member who is not currently practising, you may choose to focus on ways that you can stay informed and connected to the profession when

completing the Self-Assessment Tool. For example, Standard IV: A.1. states that, “early childhood educators are current in their professional knowledge about the continuum of child development and the pedagogy related to early learning, curriculum, program planning, parenting and family dynamics.”

Your professional learning goals and activities related to this standard of practice should be realistic and attainable for you while not practising. Learning activities could include reviewing applicable websites, seeking out any policy or curriculum documents, reading books or journal articles or accessing other resources that will keep your knowledge current. ■

Put it into Practice: Become familiar with the CPL portfolio. See page 17 of the [CPL Portfolio Handbook](#) for examples of continuous professional learning options. Review the Self-Assessment Tool and look for areas of interest that will help you maintain your knowledge of the early learning and child care sector. Discuss these areas with a colleague. Brainstorm a list of attainable goals and learning activities.

The College of Early Childhood Educators takes professional accountability seriously by investigating complaints about members that relate to alleged professional misconduct, incompetence or incapacity. Its Complaints Committee reviews complaints and either refers them to the Discipline Committee or Fitness to Practise Committee for a hearing or resolves the matter by other means.

Details of College investigations remain confidential until such time as a case is referred to the Discipline Committee. The Complaints Committee decisions below are published solely for educational purposes and do not identify the people involved. Some details have been changed or omitted to preserve confidentiality.

Complaint One

Failure to support colleagues.

Summary

A complaint alleged that a registered early childhood educator (RECE) had behaved unprofessionally by using her position as a chairperson of a local community network to advocate for changes in the allocation of child care funding in the community. The complainant claimed that the RECE's actions failed to support her fellow RECEs, demonstrated a lack of professionalism and created a division within the community.

The RECE acknowledged that she sent an e-mail to the network about her concerns and reminded her colleagues of their ability to request change, but she denied pressuring anyone to take action.

Relevant Sections of the *Code of Ethics and Standards of Practice*

Standard I: D. RECEs advocate with families on behalf of children.

Decision

Take no action. As an RECE, the Member is expected to collaborate with community agencies and contribute to the community by advocating for the profession, early learning and child care. The Committee was satisfied that the Member's e-mail was intended to address the current climate of change within the early learning system and did not personally attack a specific group of RECEs.

Complaint Two

Refusal to release a child to their parent.

Summary

A complaint from a mother alleged that the operator of a child care centre refused to allow her to pick up her child early for an appointment. When the mother arrived at the centre, the centre operator would not open the door and made the mother wait 20 minutes until naptime had ended.

The Member responded that she advised the mother to reschedule the appointment when the mother called to say she would be picking up her child early.

The Member said that the mother was aware that parents were not allowed to pick up their children outside of the pick-up times, as outlined in the Parent Handbook.

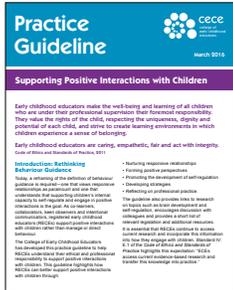
Relevant Sections of the *Code of Ethics and Standards of Practice*

Ethic B: RECEs are to strive to establish and maintain reciprocal relationships with families.

Standard I: A. RECEs are to recognize that families are of primary importance in children's development.

Decision

Advice. The Committee noted that by suggesting that the child's appointment be rescheduled, the Member failed to respect the circumstances of the family. In the absence of a court order, RECEs lack the authority to deny a parent access to their child. While RECEs are permitted to operate their centres in accordance with reasonable rules, they must make every effort to support and meet the needs of the children and families they serve. ■



Visit college-ece.ca to read this Practice Guideline.

Supporting Positive Interactions with Children

Today, a reframing of the definition of behaviour guidance is required—one that views responsive relationships as paramount and one that understands that supporting children’s internal capacity to self-regulate and engage in positive interactions is the goal. As co-learners, collaborators, keen observers and intentional communicators, registered early childhood educators (RECEs) support positive interactions with children rather than manage or direct behaviour.

The College of Early Childhood Educators has developed this practice guideline to help RECEs understand their ethical and professional responsibility to support positive interactions with children. This guideline highlights how RECEs can better support positive interactions with children through:

- Nurturing responsive relationships
- Forming positive perspectives
- Promoting the development of self-regulation
- Developing strategies
- Reflecting on professional practice.

This guideline also provides links to research on topics such as brain development and self-regulation, encourages discussion with colleagues and provides a short list of relevant legislation and additional resources.

It is essential that RECEs continue to access current research and incorporate this information into how they engage with children. Standard IV: E.1 of the *Code of Ethics and Standards of Practice* highlights this expectation: “ECEs access current evidence-based research and transfer this knowledge into practice.” ■



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