

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Policy regarding Assessment of Educational Qualifications of Applicants under Section 7.1.iv. of Registration Regulation

(Approved May 25, 2010 as amended March 1, 2011 and June 15, 2016)

Background:

Under the *Early Childhood Educators Act, 2007* (the "Act") and Ontario Regulation 221/08 made under the Act (the "Registration Regulation"), the Registrar of the College of Early Childhood Educators (the "College") may issue a general certificate of registration to an applicant who possesses a diploma or degree from a post secondary institution or a combination of a diploma or degree from a post secondary institution and experience which is equivalent to a diploma from a program in early childhood education offered by an Ontario College of Applied Arts and Technology and demonstrated by the successful completion of an assessment process approved by the College or a committee of the College (Ontario Regulation 221/08, s. 7.1.iv.).

Programs in early childhood education offered by Ontario Colleges of Applied Arts and Technology meet the current approved program standard for four-semester Early Childhood Education Programs approved by the Ontario Ministry of Training, Colleges and Universities. This policy is based on the current Early Childhood Education Program Standard approved by the Ontario Ministry of Training, Colleges and Universities.

The purpose of this policy is to set out the criteria and assessment process, approved by the College, to be used by the College in order to determine whether an applicant meets the requirements of section 7.1.iv. of the Registration Regulation.

POLICY

Definitions:

In this policy, the following words and phrases have the meanings set out below:

"academic program" means the diploma or degree program described in sections 1 and 2.

"children" means all children from birth to age twelve within the context of their individual family, social, economic, cultural, linguistic, spiritual, and developmental diversities.¹

"curriculum" means an organized framework that delineates the learning opportunities provided to children, the processes through which children achieve the identified curricular goals, the practices which educators employ to help children achieve these goals, and the context in which educating and learning occur. Child-directed curriculum defines curriculum in its broadest sense, encompassing prevailing theories, approaches and models while following children's

¹ This definition is copied from the Early Childhood Education Program Standard approved by the Ontario Ministry of Training, Colleges and Universities published by that Ministry (PDF version 2012; ISBN 978-1-4606-0353-6 (PDF)).

developmental and interest cues and developed in collaboration with early childhood educators and families.²

"practice of early childhood education" means the planning and delivery of inclusive play-based learning and care programs for children in order to promote the well-being and holistic development of children, and includes,

- (a) the delivery of programs to children 12 years or younger;
- (b) the assessment of the programs and of the progress of children in the programs;
- (c) communication with the parents or persons with legal custody of the children in the programs in order to improve the development of the children; and
- (d) such other services or activities as may be prescribed by the regulations made under the Act.

A. CRITERIA

Set out below in sections 1 to 10 inclusive are the criteria to be used by the College, subject to section 19, in order to determine whether an applicant possesses a diploma or degree from a post secondary institution or a combination of diploma or degree from a post secondary institution and experience which is equivalent to a diploma from a program in early childhood education offered by an Ontario College of Applied Arts and Technology.³

Diploma or Degree from a Post Secondary Institution:

1. An applicant must possess a diploma or degree granted by a post secondary institution. Possession of a degree or diploma granted by a post secondary institution is a mandatory requirement under section 7.1.iv. of the Registration Regulation. Applicants who do not hold a post secondary diploma or degree are not eligible for registration under section 7.1.iv. of the Registration Regulation.
2. An applicant's diploma or degree granted by a post secondary institution must:
 - (a) relate to the practice of early childhood education;
 - (b) be from a program of at least four semesters in length; and
 - (c) be granted by a post secondary institution recognized and authorized to grant diplomas or degrees in its own jurisdiction and, for institutions outside Canada, evaluated by World Education Services as recognized in Canada.

² Ibid.

³ Please note that this policy uses the term "College" in a generic manner for the sake of simplicity and ease of reference. The Act and regulations made under the Act refer to the duties and powers of the Registrar and Registration Appeals Committee with respect to registration decisions. This policy is not intended to vary from the provisions set out in the Act or regulations, which prevail.

Ten Vocational Learning Outcomes ⁴:

3. The academic program completed by the applicant, together with any other courses from post secondary institutions submitted by the applicant, must provide satisfactory evidence of course content that demonstrates the applicant's achievement of the following ten vocational learning outcomes related to the practice of early childhood education:

- (a) Ability to design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.
- (b) Ability to establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
- (c) Ability to select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.
- (d) Ability to establish and maintain responsive relationships with individual children, groups of children and families.
- (e) Ability to assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
- (f) Ability to prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
- (g) Ability to identify, select and apply relevant legislation, regulations, the College's Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
- (h) Ability to apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
- (i) Ability to advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
- (j) Ability to engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields. ⁵

⁴ Graduates of Native or Aboriginal Early Childhood Education programs achieve the ten vocational learning outcomes set out in section 3 and an additional vocational learning outcome specific to Aboriginal Early Childhood Education programs.

General Education Requirement:

4. The academic program completed by the applicant, together with any other courses from post secondary institutions submitted by the applicant, should provide satisfactory evidence of course content that demonstrates the applicant's achievement of the general education requirement through courses that are designed to address one or more of the following goals:

- (a) Arts in Society: understand the importance of visual and creative arts in human affairs.
- (b) Civic Life: understand the meaning of freedoms, rights, and participation in community and public life.
- (c) Social and Cultural Understanding: understand the impact of cultural, social, ethnic, or linguistic characteristics.
- (d) Personal Understanding: understanding of the individual: his or her evolution, situation, relationship with others, place in the environment and universe, achievements and problems, meaning and purpose.
- (e) Science and Technology: understand scientific inquiry and dealing with basic or fundamental questions of science, and understand the role and functions of computers.⁶

5. There should be a minimum of 3 courses of approximately 45 instructional hours each in order for the applicant to demonstrate the general education requirement.

6. The course credits in the applicant's academic program which demonstrate the general education requirement cannot also be used to demonstrate the applicant's achievement of the vocational learning outcomes set out in section 3.

Essential Employability Skills:

7. The academic program completed by the applicant, together with any other courses from post secondary institutions submitted by the applicant, and the applicant's experience should provide satisfactory evidence of achieving essential employability skills in the areas of:

- (a) Communication: reading, writing, speaking, listening, presenting, visual literacy.
- (b) Numeracy: understanding and applying mathematical concepts and reasoning, analyzing and using numerical data, conceptualizing.
- (c) Critical Thinking & Problem Solving: analyzing, synthesizing, evaluating, decision making, creative and innovative thinking.

⁵ The ten vocational learning outcomes are copied from the Early Childhood Education Program Standard approved by the Ontario Ministry of Training, Colleges and Universities published by that Ministry (PDF version 2012; ISBN 978-1-4606-0353-6 (PDF)).

⁶ The five goals related to general education are copied from the Early Childhood Education Program Standard approved by the Ontario Ministry of Training, Colleges and Universities published by that Ministry (PDF version 2012; ISBN 978-1-4606-0353-6 (PDF)).

- (d) Information Management: gathering and managing information, selecting and using appropriate tools and technology for a task or a project, computer literacy, internet skills.
- (e) Interpersonal: team work, relationship management, conflict resolution, leadership, networking.
- (f) Personal: managing self, managing change and being flexible and adaptable, engaging in reflective practices, demonstrating personal responsibility.⁷

Experience related to the Practice of Early Childhood Education:

8. An applicant must demonstrate that he or she has satisfactory experience in the practice of early childhood education through work experience, internship experience or practicum experience. It may not be demonstrated through volunteer work.

9. The applicant's experience in the practice of early childhood education must relate to at least two of the following three age groupings: infant/toddler (0 - 30 months), preschool (30 months - 6 years) and school age (44 months – 13 years), provided that the applicant's experience combined with the course content of his or her academic program relates to all three age groupings.

10. The nature, content and length of the applicant's experience in the practice of early childhood education must be equivalent to the field placement requirement of a four-semester diploma program in early childhood education offered at an Ontario College of Applied Arts and Technology. Without limiting the generality of the foregoing, the applicant's experience must be:

- (a) a minimum of 476 hours, and
- (b) under the supervision of a qualified educator,
- (c) and the scope of duties of the applicant must relate to and be consistent with the practice of early childhood education.

B. ASSESSMENT PROCESS

11. An applicant must submit a completed application form, in the form provided by the College, and the required documentation, together with the applicable fees.

12. In addition to the academic program completed by the applicant, the applicant may submit other courses from post secondary institutions completed by the applicant for the purpose of the College's assessment of the applicant's educational qualifications and experience.

⁷ The six skill categories and skill areas are copied from the Early Childhood Education Program Standard approved by the Ontario Ministry of Training, Colleges and Universities published by that Ministry (PDF version 2012; ISBN 978-1-4606-0353-6 (PDF)).

13. An applicant must submit the following documentation, in a form acceptable to the College:

- (a) an official transcript of the applicant's academic program and of any other courses from post secondary institutions submitted by the applicant:
 - i. Transcripts from post secondary institutions in Canada must be submitted directly to the College by the educational institution. The official transcript must indicate the courses studied, the grades earned, and the hours of study for each course.
 - ii. Transcripts from post secondary institutions outside Canada must be verified by World Education Services and submitted directly to the College by World Education Services, accompanied by an International Credential Advantage Package (ICAP) academic credential evaluation report. Transcripts must indicate the courses studied, the grades earned, and the hours of study for each course. The academic credential evaluation report (and any opinion expressed by World Education Services) will be taken into account by the College but is not binding on the College.⁸
- (b) an official course outline, course description or syllabus of the applicant's academic program and of any other courses from post secondary institutions submitted by the applicant. The official course outline, course description or syllabus must describe both the academic courses and practicum or internship, where applicable.
- (c) evidence of practicum experience, internship experience or work experience:
 - i. in the case of practicum or internship experience, the practicum or internship must be indicated on the official transcript or the academic credential evaluation report from World Education Services. Additionally, applicants must submit confirmation of the details of the practicum or internship by way of evaluation reports or letters from faculty indicating:
 - a. the total number of hours of the practicum or internship;
 - b. the age groupings the applicant worked with (infant/toddler, preschool, school age);
 - c. the number of hours the applicant worked with each age grouping; and
 - d. that the practicum or internship was successfully completed.
 - ii. in the case of work experience, the applicant must submit confirmation in writing from the employer which specifies:
 - a. the applicant's job title, duties and responsibilities;

⁸ The College may designate another third party assessment agency as acceptable to the College, in which case any references in this policy to the World Education Services shall be deemed to be a reference to that other third party assessment agency.

- b. the length of employment;
- c. the age groupings the applicant worked with (infant/toddler, preschool, school age);
- d. the number of hours the applicant worked with each age grouping;
- e. the applicant's successful performance;
- f. the name of the applicant's mentor, supervisor, director or equivalent.

(d) such other documentation as may be requested by the College.

14. With respect to the assessment of the vocational learning outcome set out in section 3(g), an applicant's proof of successful completion of the College's Expectations for Practice module will be considered by the College in connection with whether the applicant has achieved the vocational learning outcome set out in section 3(g).

15. Applicants are responsible for paying any fees required in order to obtain transcripts, credential evaluations, confirmation of work, internship or practicum experience, or any other documentation requested by the College.

16. Applicants are responsible for providing any necessary authorizations to allow post secondary institutions, World Education Services, employers and other persons to provide documents and information to the College.

17. All documents submitted by an applicant to the College must be in English or French or translated into English or French. The College will accept documents translated into English or French provided that the translation is an original, has been done by an organization or person acceptable to the College, and bears the seal and contact information of the organization or person who has done the translation. The applicant is responsible to pay any fees associated with translation of documents.

18. If an applicant cannot obtain the required documentation for reasons beyond his or her control, alternatives to the required documentation may be accepted by the College in accordance with the College's policy regarding unavailable documents.

19. Based on the application and documentation submitted by an applicant, the College will consider whether it is appropriate to apply the criteria set out in sections 1 to 10 to assess the applicant's educational qualifications and experience and, if so, whether the applicant's educational qualifications and experience meet those criteria. The College has discretion, in the appropriate circumstances, to vary from those criteria in the assessment of an applicant's educational qualifications and experience.