

## TIPS FOR RENEWING YOUR MEMBERSHIP

### *FOLLOW THIS GUIDE TO RENEW QUICKLY & AVOID LATE FEES*

Every year, members of the College of Early Childhood Educators (the College) are required to fill out a Membership Renewal Form and submit it, along with payment of the \$150 annual membership fee, to the College. Members of the College must pay their annual membership fee on or before the anniversary of the date of issuance of a certificate of registration to the member.

#### **KNOWING WHEN TO RENEW**

Members can find their anniversary date by looking on the bottom left corner of their membership card. The anniversary date is found directly underneath the membership number. Members who cannot locate their membership card are advised to contact the College by sending an e-mail to [registration@collegeofece.on.ca](mailto:registration@collegeofece.on.ca).

The College sends a Renewal Notice to all members 60 days prior to their anniversary date, and a Reminder Notice 30 days prior to the anniversary date if the renewal has not yet been received. **Members must ensure their mailing address and personal information are up to date as these Notices are sent by mail to the address on file at the College.**

#### **TIMING IS IMPORTANT**

A member's renewal package must be received at the College's office on or before the anniversary date. It is recommended that members submit the renewal package in sufficient time so that the package arrives on or before this date.

Members should also be aware of how long it takes the College to process renewal information and payments. It takes approximately four to six weeks for a member's renewal to be processed and a new membership card to be sent from the date on which the package is received by the College. Members who require their new membership card by their anniversary date to show proof of renewal must allow enough time for the renewal to be processed.

#### **AVOID THE \$20 LATE FEE**

If the College does not receive payment of the \$150 annual membership fee on or before a member's anniversary date, a late fee of \$20 is applied. Members are responsible for ensuring that payment of the annual membership fee is received by the College on or before the anniversary date in order to avoid paying the late fee.

#### **NON-PAYMENT OF FEES**

If a member does not pay the annual membership fee and late fee within 90 days after her/his anniversary date, the member's certificate of registration will be suspended for non-payment of fees.

When this happens, a notation of this suspension for non-payment of fees appears on the College's public register. A person whose certificate of registration is suspended is no longer entitled to use the protected title "early childhood educator" (ECE) or "registered early childhood educator" (RECE), the French equivalent or any abbreviation of these titles and, subject to certain exceptions, may not engage in the practice of early childhood education or hold themselves out as able to do so.

A person whose certificate of registration has been suspended may be reinstated by applying for reinstatement within three years after the suspension. The person is required to pay an \$80 reinstatement fee, in addition to the annual membership fee, and satisfy the requirements for reinstatement set out in the regulations. A Request for Membership Reinstatement Form can be accessed from our website, [www.collegeofece.on.ca](http://www.collegeofece.on.ca).

#### **RESIGNATION**

If a member does not wish to renew her or his membership, the member may resign by sending written notice of resignation to the College. When the written notice of resignation is received, the member's certificate of registration will be cancelled and the person's registration status on the College's public register will indicate "cancelled". A Request for Membership Resignation Form can be accessed from our website, [www.collegeofece.on.ca](http://www.collegeofece.on.ca).

**IMPORTANT NOTE:** Regardless of whether or not a member receives the Notices from the College, payment of the annual membership fee must be received on or before the member's anniversary date to avoid paying the late fee.

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## MESSAGE FROM THE PRESIDENT

### *Dear Members,*

As you may have read on our website, Dainora Juozapavicius decided to leave her position as the Registrar of the College of Early Childhood Educators (the College) to pursue other interests. The College accepted her resignation effective September 7, 2010.

Dainora led the College through its start-up and transition to a regulatory body; she served as the College's Transitional Registrar and as the first Registrar. The College has extended to Dainora its thanks and appreciation for her role in bringing the College through its start-up phase and we wish her every success in the future.

I am pleased to share with you the appointment of Laura Sheehan as Acting Registrar for the College. Laura has been with the College since September 2008 in the capacity of Director of Registration. Over the last two years she has successfully led all initiatives related to building a solid membership that is engaged and active in the College. She has been responsible for managing all elements of the membership initiatives while also providing support for all other College activities.

At various times during her tenure Laura has been in the role of Acting Registrar as required when the Registrar was out of the country. As such, she is able to ensure a seamless transition during this time allowing us to continue to focus on keeping all projects at the College on track.

With over 20 years of experience working in executive management roles in the regulatory compliance, public and not-for-profit sector, Laura brings extensive knowledge and a steadfast approach to managing people and projects. I hope you will join me in thanking Laura for stepping into the role of Acting Registrar.

The College's Council will now begin a search for a permanent Registrar. It is hoped that this unique position will be of interest to many in the field of early childhood education. As soon as more information regarding the search process becomes available, we will share it with you, our members, through an e-blast and our website.

In the interim, it is business as usual at the College and we will continue to deliver on our mandate for members and the public.

*Sincerely,*

LOIS MAHON, RECE  
PRESIDENT

# CENTRE STAGE – COMMITTEE PROFILE

## COMPLAINTS COMMITTEE OF THE COLLEGE

As part of its duty to serve and protect the public interest, under the *Early Childhood Educators Act, 2007 (the Act)*, the College of Early Childhood Educators (the College) is required to have a formal complaints process. Any person may submit a formal, written complaint about the conduct or actions of a College member to the College.

The Complaints Committee considers and investigates written complaints regarding the conduct or actions of College members. The role of the Complaints Committee is to act as a screening body. After an investigation of a complaint, the Committee decides the appropriate action to be taken, which may include referral of the allegations to the Discipline Committee or Fitness to Practise Committee for a hearing. The Complaints Committee does not make findings of professional misconduct, incompetence or incapacity and does not impose penalties.

If a member has a complaint filed against her or him, that member is given an opportunity to reply to the allegations. The *Act* provides that members have at least 30 days after being notified of a complaint in which to submit a written response to the Committee.

Once the Committee is satisfied that it has examined all of the information and documents that the College has that are relevant to the complaint, the Complaints Committee may:

- Dismiss the complaint;
- Refer the matter to the College's Discipline Committee or the Fitness to Practise Committee for a hearing;
- Require the member complained against to appear before the Complaints Committee to be cautioned;
- Refer the matter for alternative dispute resolution if the Complaints Committee considers it appropriate to do so and the individual who filed the complaint and the member agree, but if alternative dispute resolution fails to resolve the matter, it shall be referred back to the Committee;
- Take any action the Complaints Committee considers appropriate in the circumstances and that is not inconsistent with the *Act*, the regulations or the by-laws.

Other than the obligation referred to above to give a member at least 30 days to submit a written response, the Complaints Committee is not required to hold an oral hearing or provide any person

an opportunity to make oral or written submissions before it makes its decision.

The Committee issues its decisions in writing and, except in those cases when a referral is made to the Discipline or Fitness to Practise Committee, provides written reasons for its decisions. The Committee provides its written decision to the Registrar. The Registrar provides a copy of the written decision made by the Committee and its reasons, if any, to the member complained against and to the individual who filed the complaint. If the member is employed by a school board at the time the decision is made, the College is also required to provide a copy of the written decision to the school board.

The complaints process plays an important role in the College's duty to serve and protect the public interest by establishing a process by which the public can bring concerns about a member's practice to the College's attention.

To date, the College's Complaints Committee has reviewed 10 complaints.

*If you have any questions about the complaints process, please contact the Complaints & Discipline Department of the College at*

**1-888-961-8558**

### COMMITTEE MEMBERS:

**CHAIR:** *Linda Cottes, RECE*  
**VICE CHAIR:** *Darlene Edgar, RECE*

### PUBLIC APPOINTEES:

- *Susan Bebonang*
- *Nerene Virgin*

### NON-COUNCIL MEMBERS:

- *Elizabeth Matte, EPEI*
- *Cheryl Rogers, RECE*

### STAFF SUPPORT:

*Cathleen O'Sullivan, Case Manager*

# GREETINGS FROM ONTARIO'S MINISTER OF EDUCATION

It is my pleasure to bring greetings on behalf of the McGuinty government to Ontario's early childhood educators, who are important and valued partners in our government's ongoing efforts to build both a strong publicly funded education system and an accessible, high-quality child care sector. As you know, this past September our government was proud to launch Full Day Kindergarten for Ontario's four- and five-year-olds. This groundbreaking program – the first of its kind in North America – will give Ontario's youngest learners a strong start in school that will help them succeed in primary and secondary school and later when they enter post-secondary education and the workforce.

Early childhood educators will play an important role in full-day kindergarten classrooms, supporting our young children as they start a lifelong journey of learning. In full-day kindergarten classrooms, registered ECEs are working alongside certified teachers to help four- and five-year-olds learn, grow and play. Children benefit from a full day of play-based learning, supported by two qualified professionals. ECEs are also responsible for the integrated before- and after-school programs that are offered as part of full-day kindergarten at some schools. At full implementation, up to 20,000 new ECE positions will be created to support full-day kindergarten.

On the issue of careers in early childhood education, I am pleased to note that over the past two years nearly 700 people have returned to school to pursue careers as early childhood educators through the Second Career program. Our government is pleased to offer opportunities for people to enter this profession to meet the growing demand for ECEs.

This year the responsibility for child care was transferred from the Ministry of Children and Youth Services to the Ministry of Education. I understand that ECEs might have questions about this transfer and about the new full-day kindergarten initiative. That's why I have included a question and answer sheet in this issue of the newsletter.

I want to thank all of our province's nearly 30,000 early childhood educators for the important work you do with children on a daily basis. Your work gives children the foundation they need to grow to reach their potential and contribute to our success as a province.

*With Best Wishes,*

**LEONA DOMBROWSKY**

**MINISTER OF EDUCATION**



# FREQUENTLY ASKED QUESTIONS ABOUT EARLY CHILDHOOD EDUCATORS & THE MINISTRY OF EDUCATION

## **In the spring, responsibility for child care transferred from the Ministry of Children and Youth Services to the Ministry of Education. Why? What does that mean for the College and for ECEs in our daily work?**

We transferred child care policy and program responsibilities to the Ministry of Education in order to enhance the delivery of education and child care services. Making one ministry responsible for both services will make them more coherent, consistent and responsive to Ontario's families' needs. It's a key step towards our vision of integrating programs and services for young children and their families.

This transfer won't change the day-to-day work for any ECEs. At the Ministry of Education, we're committed to building on the relationship the College had with the Ministry of Children and Youth Services, and will continue to work closely with the College as we move forward with our vision for a more integrated child care and education system, including full-day kindergarten.

## **What is the Ministry of Education doing to stabilize child care centres that are affected by full-day kindergarten?**

The government has committed stabilization funding to address the movement of four- and five-year-olds into full-day kindergarten. This funding will be phased in over the period of implementation, growing to \$51 million annually at full implementation.

The government has also committed \$12 million in new capital funding over five years to help non-profit child care centres with retrofits and renovations to help younger children.

Stabilization funding for the first year of implementation – including \$5.67 million for stabilization and new capital funding

of \$1.04 million – has already begun to be distributed to municipalities.

## **What is the role of early childhood educators in full-day kindergarten classrooms?**

Early childhood educators bring valuable knowledge about early childhood development, observation and assessment, and a focus on age-appropriate program planning that promotes each child's physical, cognitive, language, emotional, social and creative development and well-being.

During the regular school day, ECEs will work with kindergarten teachers to plan and deliver the full-day kindergarten program and to maintain a healthy social, emotional and learning environment for all children. Alongside the teacher, they will also observe and assess children and communicate with their families.

ECEs will also be responsible for the integrated before- and after-school programs, at schools where it is offered.

For further information about the role of ECEs in FDK, please consult our Program Document at <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

## **At full implementation, there will be up to 20,000 ECE positions in full-day kindergarten. What is the government doing about the expected shortage of ECEs in Ontario?**

We know that, particularly in French and northern communities, there are not enough ECEs to fill the future demand of full-day kindergarten. We're working closely with the Ministry of Training, Colleges and Universities, Ontario colleges and the College of ECEs to identify ways to attract more individuals to early childhood education as a profession and

to help students complete their training or upgrade their skills as necessary. This will help increase the supply of qualified ECEs available to fill ECE positions in full-day kindergarten and in child care programs.

## **What kind of professional development opportunities will be available for ECEs working in full-day kindergarten?**

School boards can offer ECEs the same professional development opportunities as they currently offer teachers.

In addition, the ministry will offer some training sessions for full-day kindergarten teams, including kindergarten teachers, ECEs, Grade 1 teachers and school principals.

For further information about full-day kindergarten please visit:  
[www.ontario.ca/kindergarten](http://www.ontario.ca/kindergarten)

For further information about child care please visit:  
[www.edu.gov.on.ca/childcare/index.html](http://www.edu.gov.on.ca/childcare/index.html)

# INFORMATION FOR RECEs WORKING IN ONTARIO'S NEW FULL-DAY EARLY LEARNING KINDERGARTEN & EXTENDED DAY PROGRAMS:

*Important information on Letters of Permission & the reporting obligations of school boards*

Full-Day Early Learning Kindergarten is now underway in Ontario and the College of Early Childhood Educators (the College) has a continued commitment to keep members informed when new details of the program are announced.

On August 18, 2010, the Ministry of Education's Early Learning Division issued a memo regarding regulations and regulatory changes to support Full-Day Early Learning Kindergarten. The memo addressed Letters of Permission for early childhood educators (ECEs), urgent situations that require the appointment of a non-registered early childhood educator to an early childhood educator-designated position, and the delegation of a principal's duties related to the operation of extended day programs.

Some of these regulations and regulatory changes directly affect registered early childhood educators (RECEs) who work in Full-Day Early Learning Kindergarten and Extended Day Programs.

**HERE'S WHAT YOU NEED TO KNOW:**

## REPORTING OBLIGATIONS

Prior to the enactment of the *Full Day Early Learning Statute Law Amendment Act, 2010* (which amends the *Education Act*), employers of members of the College of Early Childhood Educators had the following reporting obligations to the College:

Under section 49 of the *Early Childhood Educators Act, 2007* (the *ECE Act*) employers of early childhood educators are required to promptly report to the College in writing when the employer becomes aware that a member of the College who is employed by the employer as an early childhood educator:

- has been charged with or convicted of an offence under the Criminal Code (Canada) involving sexual conduct and minors; or
- has been charged with or convicted of an offence under the Criminal Code (Canada) that in the opinion of the employer indicates that a child may be at risk of harm or injury.

These reporting requirements for school boards who employ early childhood educators have been expanded as a result of amendments to the *Education Act*. The new reporting requirements between school boards and the College are similar to those that exist between school boards and the Ontario College of Teachers, which are set out in the *Ontario College of Teachers Act, 1996*.

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A board is required to file a written report with the College's Registrar within 30 days if:

- A board terminated an ECE's employment or imposed restrictions on his/her duties for reasons of professional misconduct; or
- A board intended to terminate the employment of an ECE or to impose restrictions on his/her duties for reasons of professional misconduct, but did not do so because the ECE resigned; or
- A board was engaged in an investigation into allegations of an act or omission of an ECE that would, if proven, have caused the board to terminate the ECE's employment or impose restrictions on the ECE's duties for reasons of professional misconduct; however, the ECE resigned during the course of the investigation.

The College's Registrar must provide the school board with a written report on the action (if any) taken in response to the above school board reports. The College's Registrar also has an obligation to provide a board with information respecting certain decisions and orders made under *the ECE Act* if the board employed the ECE to whom the decision or order relates at the time the decision or order was made, or if the decision or order relates to an ECE about whom the board filed a report under section 49 of *the ECE Act*.

## URGENT APPOINTMENTS TO ECE-DESIGNATED POSITIONS

School boards can now appoint a non-RECE to an ECE-designated position in the Full-Day Early Learning Kindergarten and Extended Day Programs in urgent situations. Similar provisions exist for appointing persons who are not a teacher or a temporary teacher to teach. Boards can only appoint a non-RECE in urgent situations under the following circumstances:

- There is no RECE available
- The individual can only hold the position for up to 10 days
- He/she must be at least 18 years old, have an Ontario Secondary School Diploma (OSSD), a secondary school graduation diploma or the equivalent.

School boards are required to report annually to the Ministry of Education on appointments made using this provision. The Ministry has indicated that this information will be shared with the College and other stakeholders annually.

## LETTERS OF PERMISSION

*The Education Act* allows the Minister of Education to issue Letters of Permission (LOPs) authorizing a board to appoint an individual who is not an RECE to an early childhood educator-designated position. There is a regulation which governs the application and qualification for, and issuance of, LOPs for this purpose. The regulation is similar to a regulation that exists for teacher LOPs, but there are some additional requirements.

The Ministry has indicated that these additional requirements are intended to support an increase in the early childhood education labour supply and encourage the use of RECEs first.

A school board that wishes to apply for an LOP to appoint a non-RECE must ensure, among other things, that:

- Individuals are employed under the authority of an LOP for no more than four years;
- When being considered for a second or successive appointment under the authority of an LOP, the individual must be working toward becoming a member of the College subject to exemptions related to medical leaves, maternity/parental leaves etc.; and
- Beginning in the 2011 – 2012 school year, school boards must advertise early childhood educator-designated positions in additional locations, such as Ministry approved websites of post-secondary institutions that offer diploma or degree programs in early childhood education.

The Ministry of Education has indicated that it will monitor the use of Letters of Permission and will work with other Ministries and the early learning and care sector to address issues of supply and demand with respect to early childhood educators.

To view the full memo (2010: EL10) and for more information about Full-Day Early Learning Kindergarten, please visit our website, [www.collegeofece.on.ca](http://www.collegeofece.on.ca), under "What's New" or visit the Ministry of Education's Early Learning section of their website at [www.edu.gov.on.ca/earlylearning/](http://www.edu.gov.on.ca/earlylearning/).

## MEMBER PROFILE: TERRY MACIVER, RECE

*As the Executive Director of Ontario's first 24-hour, 7-day a week child care centre, The Children's Place, Terry MacIver is known as an innovator by her peers in the early learning and care sector. It started as a desire to meet the needs of working moms, but Terry's operation has grown into one that addresses the unique needs of Ontario's diverse modern families.*



“She is a true visionary. She really thinks outside the box”

“...I would not be where I am today without the help of Terry”

“If it were not for Terry MacIver's dedication to children and their families, my child would have had no after-school care”

“Terry stands out as one of the greatest champions of special needs children and their families by understanding that special needs children need to be integrated into their communities”

Above are just a few of the comments made by parents who have been involved with The Children's Place Daycare. With two locations, one in Ottawa and one in Kanata, Executive Director Terry MacIver, RECE, has truly created a unique program. Establishing the first 24/7 daycare in Ontario 29 years ago has provided her with a fair share of hurdles along the way, of course.

With a Grade 11 education and a lot of drive, Terry began planning to open her own centre. After two years and a lot of support from her mentor Evelyn Gripton, who was

also her Licensing Advisor at the time, Terry opened The Children's Place on April 1, 1981. However, she quickly found it difficult to lead early childhood educators without being one herself and wanted to better understand what her staff was going through on a daily basis.

It took some time as life threw some obstacles her way; she became pregnant while taking her courses and had to overcome some personal health challenges. However, Terry looks at any setback as an opportunity for growth and after six years she completed her early childhood

education diploma from Algonquin College in 1989.

After nearly three decades in operation, The Children's Place has evolved from a private to a non-profit centre with one location in Ottawa that is open 24 hours a day, seven days a week except for one 36 hour period from Christmas Eve to Boxing Day. A second location in Kanata provides an extended program that allows for early morning arrivals and care until midnight from Monday to Friday.

Terry's inspiration for opening a 24/7 daycare? Meeting the needs of working

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## TERRY MACIVER CONTINUED...

women. She knew many working women who were having a difficult time getting to their child's daycare by 5:30 p.m. and wanted to provide flexibility that didn't exist. While that need originally inspired her, Terry has realized the 24/7 care also meets the needs of a wide variety of families such as single parents, families headed by grandparents, foster children, blended families, shift working parents including many who work in essential services, parents who work regular hours and those with medically fragile children.

The Children's Place even works with local shelters and hospitals and will take children for short-term care if their parent/guardian requires surgery or emergency care.

### HOW IT WORKS

Due to the unconventional nature of the program, the morning programming is repeated in the evening for those children who come in later so they receive the same activities and learning experiences as the children who attend during the typical 9-5 workday.

Staff is given about three hours a week for planning and since all of the programs are theme based and child-centred, when children arrive they can come into the classroom and immediately get involved in an activity. It is this flexibility that makes the program work.

In the evenings, children are fed dinner by 6:00 p.m., after which they play circle games and have free time either in the gym or outside. At 7:00 p.m. they have a snack, at 7:30 they brush their teeth and get into their pajamas and by 8:30 p.m. all of the children are in bed. The children who are picked up throughout the night are in a separate room from those staying for the entire night so the children experience a minimal amount of disturbance through the night.

### CHALLENGES

While the advantages of this flexible schedule are great for families who need it, the staff is always aware of the challenges presented by a large 24/7 centre, most importantly maintaining an intimate and comfortable environment. However, many children have stayed on to volunteer in their teen years and some have even come back and taken employment opportunities at The Children's Place. Another way in which The Children's Place tackles its challenges is through a long-serving staff. Over half of the 84-member team has been working with The Children's Place for over five years and one quarter of them have been there between 10 and 20 years.

Preschool teacher Emily Arsenault, RECE, who has been at The Children's Place for almost seven years and Toddler teacher Nicole Meredith, RECE, who has been there for over 10 years, agree that having children being picked up and dropped off all day can be hectic, but they feel that this results in a staff that is very invested in the families they work with. It also builds strong relationships between co-workers. Staff communicates through log books, and ongoing discussion is encouraged. There are group leaders of the extended and regular day programming so, as Emily and Nicole say, "It is easy to pass on information. Our supervisors have an open-door policy and are behind us 110 per cent."

### THE CHILDREN

With the wide variety of families served at The Children's Place, the children are exposed to playmates of different ages, abilities, cultures and socioeconomic status, which helps them become more flexible and accepting - one of Terry's goals. As she puts it, "How can we teach children about acceptance without being accepting ourselves?"

Terry also exemplifies this value through the way she runs her business. "Terry

encourages us to embrace differences and similarities and to see a child for who the child is," says Joan Bell, RECE, Program Manager at The Children's Place who nominated Terry to be profiled. "When a personal aide walks in, you would never know which child that aide is for."

### WHY IT WORKS

Despite her years in the field and all of the accolades and support from parents, children and staff, Terry remains humble. "What we do doesn't make us perfect. We make mistakes here, but we learn from them."

While Terry might not be able to see it, those around her can't help but be inspired. "Terry MacIver is so innovative," says Joan. "If you've never seen it, you will see it in her lifetime."

IF YOU KNOW A  
REGISTERED EARLY  
CHILDHOOD EDUCATOR  
WHO YOU'D LIKE TO SEE  
PROFILED IN THE COLLEGE  
NEWSLETTER, PLEASE  
WRITE TO US AT  
COMMUNICATIONS@  
COLLEGE OFECE.ON.CA

# TITLE PROTECTION & RECE: YOUR PROFESSIONAL DESIGNATION

## *What title protection & a professional designation mean & when to use them*

Under the *Early Childhood Educators Act, 2007 (the Act)*, the use of the titles “early childhood educator” (ECE) and “registered early childhood educator” (RECE) and their French equivalents is restricted to members of the College of Early Childhood Educators (the College). Although members of the profession of early childhood education have identified themselves for decades as early childhood educators, now only members of the College are permitted to use the English titles “early childhood educator” (ECE) and “registered early childhood educator” (RECE) or the French titles “éducatrice de la petite enfance” (EPE), “éducateur de la petite enfance” (EPE), “éducatrice de la petite enfance inscrite” (EPEI) and “éducateur de la petite enfance inscrit” (EPEI) or an abbreviation of any of those titles to describe themselves or their profession.

### Why are the titles “early childhood educator” and “registered early childhood educator” protected by law?

Use of the protected titles “early childhood educator” and “registered early childhood educator” and their abbreviations, ECE and RECE, now signifies membership in the College, which means that only members of the College can, by law, use those protected titles to describe themselves or their profession. The use of a protected title by a person now indicates that that person has met the profession’s entry to practice requirements and is a qualified professional with a distinct body of knowledge and expertise. The use of a protected title also signals to employers, parents and the general public that the person is accountable, based on the professional and ethical standards for members of the College established by the College.

### Use of the title and professional designation

A member of the College is required to use at least one of the titles “registered early childhood educator”, “éducatrice de la petite enfance inscrite” or “éducateur de la petite enfance inscrit” in connection with her or his practice.

A member is also required to use the professional designation RECE or EPEI in documentation used in connection with her or his practice.

The professional designation “RECE” cannot be modified in any way. It must be written in all capital letters with no periods in between, and should appear after a person’s last name. If the individual has more than one professional designation (such as RECE and the professional designation OCT [Ontario Certified Teacher]), the designations should be separated by commas (“RECE, OCT”).

Using the fictional name “Jane Doe” as an example, here are examples of how to display the professional designation

appropriately in documentation used in connection with one’s practice:

Jane Doe RECE      Jane Doe, RECE      Jane Doe, RECE, OCT

### Where to use the professional designation

As indicated above, a member of the College is required to use the professional designation RECE or EPEI in documentation used in connection with her or his practice. For example, when a member of the College signs her or his name in documentation used in connection with her or his practice, the member uses her or his professional designation, RECE or EPEI. When a member has business cards or letterhead stationery, the member includes her or his professional designation, namely RECE or EPEI.

### Enforcement

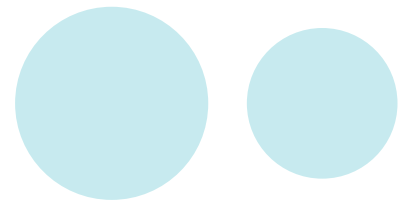
Only members of the College can use the title “early childhood educator” (ECE) or “registered early childhood educator” (RECE). A person who holds a diploma in early childhood education but who is not a member of the College cannot call herself or himself an “early childhood educator” (ECE) or a “registered early childhood educator” (RECE) to describe herself or himself or her or his profession.

A person whose certificate of registration is suspended or has been revoked for any reason, including for failure to pay fees, cannot use the title “early childhood educator” (ECE) or “registered early childhood educator” (RECE).

It is against the law for individuals who are not members of the College to use the titles “early childhood educator” (ECE) or “registered early childhood educator” (RECE) to describe themselves or their profession and to do so could result in prosecution for an offence under the *Provincial Offences Act*.



# A LETTER FROM OUR CHAIR OF THE STANDARDS OF PRACTICE COMMITTEE



## Dear Members,

As Chair of the College's Standards of Practice Committee I would like to provide you with an update on the extensive process the College of Early Childhood Educators (the College) has undertaken to develop professional and ethical standards for our profession.

Over the summer of 2010 the College entered its third of four development stages, the Validation phase (April-August 2010). This phase of development required the College to consult with members and stakeholders on drafts for a code of ethics and standards of practice.

Feedback was collected through various methods such as roundtable discussions, focus groups, interviews and questionnaires. Participants included members, employers of registered early childhood educators (RECEs), representatives from the public education sector, local unions, post secondary institutions, parents, special needs resourcing, Ontario Early Years Centres, ministry staff, and representatives of provincial and Pan-Canadian organizations. Overall, the responses were very positive.

This validation phase is now complete. At the Council meeting on September 29, 2010, Council opted to take additional time to consider the important feedback received from members and other key stakeholders.

The Standards of Practice Committee is now continuing the significant process to finalize the Code of Ethics and Standards of Practice document for Council's consideration and potential approval in December 2010. The package Council considers will include a glossary and additional supporting materials.

The Standards of Practice Committee would like to thank all the RECEs who took part in shaping this document. This is an historic event in the field of early childhood education. We are proud to be Canada's only professional self-regulatory body for ECEs and to be developing a code of ethics and standards of practice for the profession in Ontario.



Best regards,

**ROXANNE LAMBERT, RECE  
CHAIR**  
Standards of Practice Committee



# UPDATES FOR THE PROFESSION

## Some upcoming events for the profession this Fall:

### OCTOBER 27TH

Celebrates the 10th anniversary of Child Care Worker and Early Childhood Educator Appreciation Day! This day acknowledges the hard work and devotion of ECEs to children and families in their communities. (*The AFÉSEO has been celebrating the early childhood educators appreciation day on the second Wednesday of April since 1997*)

### NOVEMBER 5TH

Marks the 60th anniversary of the Association of Early Childhood Educators Ontario (AECEO), a non-profit professional association.

### NOVEMBER 20TH

Is National Child Day which was proclaimed by the Canadian Government in March of 1993 as a way to honour two significant events in history for children; the adoption of the United Nations *Declaration on the Rights of the Child* which occurred in 1959 and the United Nations implementation of the *Convention on the Rights of the Child* in 1989.

## Activities happening at the College:

### 2ND ANNUAL MEETING OF MEMBERS

Wednesday, December 1, 2010 | 7:00 - 8:30 p.m. | Metropolitan Hotel Toronto

To RSVP, send an email with your membership number to [info@collegeofece.on.ca](mailto:info@collegeofece.on.ca) or call 1-888-961-8558 by Wednesday, November 24, 2010.

### NOVEMBER

- New and improved website!
- Annual Report for 2009 – 2010 available online.

### DECEMBER

- Information about the College's 2011 election of Council members mailed to all members.

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Continue to check the College's website, [www.collegeofece.on.ca](http://www.collegeofece.on.ca) for more information about upcoming College activities.

**PLEASE NOTE:** In an effort to be environmentally and fiscally responsible, this newsletter has been e-mailed to all members with a valid e-mail address. Going forward, members who have provided the College with an e-mail address will continue to receive their copy of the newsletter electronically. If you wish to request a paper copy or to inquire about any information found in this newsletter, please contact the Communications Department of the College at [communications@collegeofece.on.ca](mailto:communications@collegeofece.on.ca) or call 1-888-961-8558.

## CONTACT US...

COLLEGE OF EARLY CHILDHOOD EDUCATORS  
438 UNIVERSITY AVENUE, SUITE 1900  
TORONTO, ON M5G 2K8

PHONE: 416.961.8558  
TOLL FREE: 1.888.961.8558  
FAX: 416.961.8772

email: [info@collegeofece.on.ca](mailto:info@collegeofece.on.ca) | website: [www.collegeofece.on.ca](http://www.collegeofece.on.ca)