

## FIRST ANNUAL MEETING OF MEMBERS

On Monday, May 3, 2010 the College hosted its first ever annual meeting of members at the Metropolitan Hotel in Toronto. Approximately 150 members were in attendance and were given the exciting opportunity to hear special presentations from the Honourable Leona Dombrowsky, Minister of Education; Charles Pascal, the Premier's Special Advisor on Early Learning; and Jim Grieve, Assistant Deputy Minister, Early Learning Division, Ministry of Education.

The purpose of the meeting was to inform the membership of the activities of the Council and College for the fiscal year ended June 30, 2009. Unlike other non-profit organizations, members do not put forward motions or take votes as part of a self-regulatory body's annual meeting. However, reports are presented to the membership and a question and answer period takes place.

The College's first annual meeting began with opening remarks from Lois Mahon, President of the College. Christine Forsyth, Chair of the transitional Council that operationalized the College over an 18-month period, gave a report on the work of the transitional Council from July 1, 2008 to February 13, 2009. Lois Mahon then presented a report on behalf of the first elected and appointed Council, which related to the period from February to the end of the fiscal year (June 30, 2009). The final two reports presented at

the meeting were from the College's auditor and Roxanne Lambert, Chair of the Standards of Practice Committee.

In future, as provided in the College's by-laws, there will be a presentation from the President of the College, one or more committees of the Council, and the College's auditor. Annual meetings of the College will continue to conclude with a question and answer period, as did our first annual meeting on May 3, 2010.

Knowing our members would come with many questions about the College, we provided those in attendance with an opportunity to fill in a question form, and we responded to all questions within a short period of time following the annual meeting. You can read about the questions we received and our answers on our website, [www.collegeofece.on.ca](http://www.collegeofece.on.ca), in the "What's New" section.

Content of the reports provided at our first annual meeting can be found in the College's 2008-2009 Annual Report, available on our website in the "Resources & Publications" section. If you were not able to attend or did not have your question answered at the meeting, please contact the College at [communications@collegeofece.on.ca](mailto:communications@collegeofece.on.ca) or call 1-888-961-8558.

In future, the College will hold the annual meeting on a date that is closer to the end of its fiscal year. The next annual meeting will be scheduled for the Fall of 2010, with details to be announced soon.



LEFT TO RIGHT: Charles Pascal, Premier's Special Advisor on Early Learning; Honourable Leona Dombrowsky, Minister of Education; Lois Mahon, RECE, President of the College of Early Childhood Educators; and Jim Grieve, Assistant Deputy Minister, Early Learning Division, Ministry of Education.

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# REGISTRAR'S REPORT

Dear Members,

The College received a great response to our request in the last newsletter that you provide us with your e-mail address! Thank you to all those members who have taken the time to inform us of new e-mail addresses and changes to the e-mail addresses we have on file.

E-mail continues to be an efficient and economical way for the College to communicate with members. If you did not receive a notice by e-mail about the College's first Annual Report and annual meeting, we may not have a valid e-mail address for you. I encourage you to e-mail us at [info@collegeofece.on.ca](mailto:info@collegeofece.on.ca) with your contact information.

In case you missed it, we have published our very first Annual Report, which is available to members and the public on our website. Go to [www.collegeofece.on.ca](http://www.collegeofece.on.ca) and you'll find it under "Resources & Publications". You can also find previous issues of this newsletter in this section.

Over 240 members registered for the College's first annual meeting, held May 3, 2010. We were privileged to provide members with the opportunity to hear from the Honourable Leona Dombrowsky, Minister of Education, and Jim Grieve, Assistant Deputy Minister, Early Learning Division of the Ministry

of Education. Dr. Charles Pascal, who is the Premier's Special Advisor on Early Learning, also attended the meeting and offered greetings to members.

While these three special guests delayed the formal start of our first Annual Meeting, we felt this unscheduled opportunity was an invaluable one for members in attendance. It is not often we get to hear from some of the province's most influential people involved in the new Early Learning Program. To those members who were not able to stay for the duration of the evening, we apologize for the delayed start to the official meeting.

I would like to take this opportunity to advise you that beginning with the next member newsletter due out this Fall, those members who have provided an e-mail address will receive this publication by e-mail rather than by mail. This is one way in which the College strives to be both environmentally conscious by reducing paper usage and transport emissions that result from printing the publication, and also mindful of the costs associated with communicating with 27,000 members.

The College is committed to finding cost-effective ways of communicating with members on a regular basis. Please visit the "What's New" section of our website for monthly updates on the work of the College. In this section you will find an interim update from me published April 16, 2010.

We are committed to keeping you, our members, informed of the important work being undertaken by the College.

*Sincerely,*



DAINORA JUOZAPAVICIUS | REGISTRAR & CEO



## NEW! | MONTHLY PRESIDENT'S REPORT

Beginning July 2010, you can read a monthly report from Lois Mahon, RECE, President of the College Council. You'll find the report in the "What's New" section of our website,

[www.collegeofece.on.ca](http://www.collegeofece.on.ca).

# CENTRE STAGE – COMMITTEE PROFILE

## REGISTRATION APPEALS COMMITTEE OF THE COLLEGE

Under the *Early Childhood Educators Act 2007*, there are provisions for reviews of decisions related to registration. If the Registrar of the College has proposed to refuse to issue a certificate of registration, or has proposed to impose terms, conditions or limitations (not consented to by the applicant) on a certificate of registration, the applicant can request a review by the Registration Appeals Committee by filing a request for review within a 60 day period.

The Registration Appeals Committee is one of the College's five statutory committees. Members of this committee have been trained by individuals who have extensive expertise in and understanding of registration appeals processes of self-regulatory bodies.

If a review is requested within the required timeframe, or an applicant is granted an extension by the Committee, staff of the College compiles a copy of all documents related to the application, which include the application, other relevant documents, the Registrar's proposal and the applicant's request for review (the Review

File). The applicant is provided with a copy of the Review File and notice that he or she may make written submissions within a period of 35 days.

The Registration Appeals Committee considers the request for review, the written submissions made by the applicant and any document the Committee considers relevant. It then makes a decision. The Committee may make an order doing one or more of the following:

- a) Directing the Registrar to issue a certificate of registration.
- b) Directing the Registrar to issue the certificate of registration and to make it subject to specified terms, conditions or limitations.
- c) Directing the Registrar to vary specified terms, conditions or limitations in the Registrar's proposal.
- d) Directing the Registrar to refuse to issue a certificate of registration.

The Committee provides its decision in writing, with reasons for the decision, to the Registrar and the applicant. If an applicant

is dissatisfied with the decision of the Registration Appeals Committee, he or she can appeal to the Divisional Court, a branch of the Superior Court of Justice of Ontario, in accordance with the rules of the court.

To date, the College's Registration Appeals Committee has received 1 request for review by an applicant to the College.

### COMMITTEE MEMBERS:

Chair (Elected Council Member):

*Darlene Edgar, RECE*

Vice Chair (Elected Council Member):

*Marian Archer, RECE*

Public Appointee: *Christine Forsyth*

Public Appointee: *Nerene Virgin*

### NON-COUNCIL MEMBERS:

*Nicola Findlay, RECE*

*Judith Litvak, RECE*

### STAFF SUPPORT:

*Laura Sheehan, Director of Registration*

*Melanie Dixon, RECE, Director of*

*Professional Practice*

## THE LOIS MAHON EXCELLENCE IN EARLY CHILDHOOD EDUCATION AWARD

What an honour! The Board of Directors of Child Care Resources in the Sudbury/Manitoulin District of Northern Ontario has created an award in the name of our College Council President, Lois Mahon, RECE. *The Lois Mahon Excellence in Early Childhood Education Award* is presented by Child Care Resources, an agency of which Mahon is the Executive Director.

For over 35 years, Mahon has been making contributions to the field of child care and her leadership role has been felt in her community and throughout the province. Because of this, the Board of Directors saw this as a great opportunity to recognize students who are following Mahon's path.

"It is an honour to be recognized for the opportunities that I have had to contribute to child care over my career, and especially to be able to present students with an award for excellence in such an important area as early childhood education," Mahon said of the recognition. "Through the presentation of this award our board is once again emphasizing the importance of leadership and advocacy in the support of a good quality of life for children."

One student graduating from each of the Early Childhood Education programs at Cambrian College and Collège Boréal are to be granted the award each year. These are students who possess advocacy and leadership skills as well as demonstrate excellence in the early childhood education field. The recipients of the award

in its inaugural 2010 year were Cortney Desormeaux of Cambrian College and Josée Soucy from Collège Boréal.

*Child Care Resources is a charitable community agency which provides many services and supports to parents, children and professionals to enhance and support a good quality of life for children in the early years and those with special needs.*



Lois Mahon (centre) with this year's award recipients Josée Soucy from Collège Boréal (left) and Cortney Desormeaux from Cambrian College (right).

# THE WORK OF THE COLLEGE

For many people working in early learning and care, the College of Early Childhood Educators is a very new and sometimes misunderstood organization. The idea of a professional self-regulatory body for early childhood educators (ECEs) is a difficult one for practitioners to grasp at first, understandably. For over 60 years the profession of early childhood education was not regulated and now a law exists that says in order to practise the profession of early childhood education, people must be registered with the College of Early Childhood Educators (the College). Why is a diploma no longer all a person needs to work in the field? What is the purpose of the College and what does the College do? This article aims to help answer those important questions.

## BACKGROUND: HOW THE COLLEGE CAME TO BE

For more than 20 years, organizations working in early learning and care lobbied the Government of Ontario to get legislative recognition for ECEs. A group that included the Association of Early Childhood Educators Ontario (AECEO), L'association francophone à l'éducation des services à l'enfance de l'Ontario (AFÉSEO), Canadian Mothercraft Society, Canadian Union of Public Employees (CUPE), Home Child Care Association of Ontario, and ECE Coordinators for Ontario Colleges of Applied Arts and Technology, among others, believed that the profession of early childhood education should be recognized by law, similar to professions like teaching, nursing, medicine, dentistry and social work.

In the mid-1990s, these groups formed a 'Working Committee for Legislative Recognition of Early Childhood Educators' and made recommendations to the provincial government for self-regulation of the profession. Self-regulation of a profession means that the regulatory body sets entry to practise requirements to become members of the College. It also means that measures are put in place so that only those who meet the

### COLLEGE OF EARLY CHILDHOOD EDUCATORS

- Regulates profession
- Sets standards for professional practice
- Serves and protects public interest
- Mandatory membership

### ASSOCIATION OF EARLY CHILDHOOD EDUCATORS (AECEO)

- Advocates for profession
- Professional development
- Voluntary membership

### MINISTRY OF CHILDREN AND YOUTH SERVICES (LICENSING)

- Licenses child care centres
- Ensures centres are meeting regulation (DNA)

## EARLY CHILDHOOD EDUCATOR

qualifications and requirements are legally permitted to practise the profession.

Finally, in 2007, the Government of Ontario passed a piece of legislation called the *Early Childhood Educators Act, 2007*. This law established the College of Early

Childhood Educators, which so many groups had fought long and hard for. A transitional Council was formed, with nine people appointed by the government to do the work necessary to set up the College and begin to register ECEs as members.

## PURPOSE: WHAT THE COLLEGE DOES

The College of Early Childhood Educators is a self-regulatory body. The provincial government, through the *Early Childhood Educators Act, 2007* (the Act), has given the profession of early childhood education the privilege and responsibility of regulating itself in the public interest. The College, by law, is authorized to set qualifications and requirements for those who wish to work as ECEs and register those who meet them.

Members of the College are held accountable to practise in accordance with the Act, regulations and by-laws. The by-laws will prescribe a set of professional and ethical standards, which the College is currently developing in consultation

with its members and stakeholders. These standards will be called the Code of Ethics and Standards of Practice for members of the College. This provides the public with confidence that individuals practising the profession of early childhood education are qualified and do so competently and ethically. The College maintains a public register of its members, so that at any time an employer, parent or member of the general public can look up a person working as an early childhood educator to confirm he or she is registered with the College. If a member has a term, condition or limitation placed on his or her certificate of registration, that information is available on the public register.

In the event that the competence or

professional conduct of a member of the College is called into question, the College has a fair legal process by which it investigates the complaint and, if necessary, refers the matter for a discipline hearing.

All of these roles of the College exist to protect the public interest. The existence of a self-regulatory body for ECEs ensures accountability in the profession and provides for safe, ethical and professional practice of early childhood educators across Ontario.

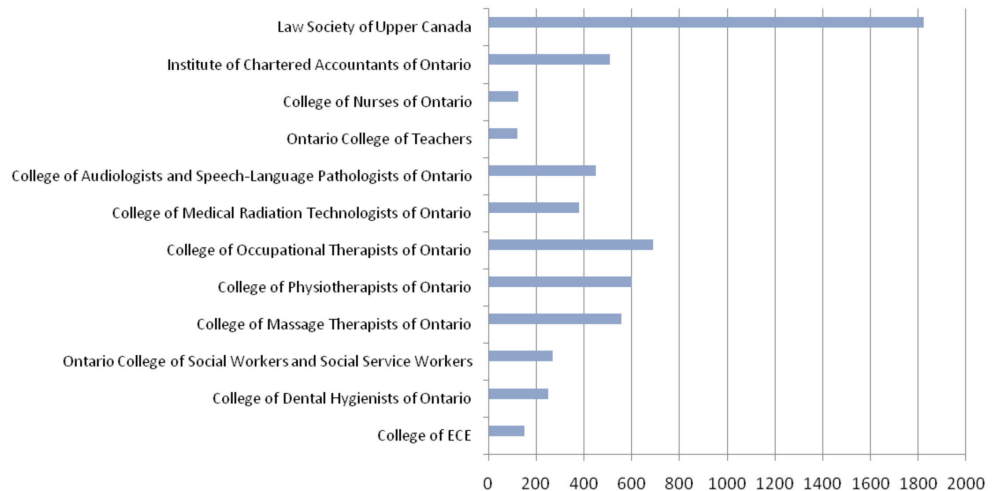
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# THE WORK OF THE COLLEGE, PG 2

## MEMBERSHIP FEES: HOW THE COLLEGE CARRIES OUT ITS WORK

The \$150 membership fee for the College was set by the transitional Council that established the College. It is based on the number of projected members of the College and the costs of operating the College.

While the fee may seem high, it is in fact the third lowest fee of all the professional self-regulatory bodies in Ontario, and there are more than 34 of them. The two Colleges with lower fees have a much larger membership – the Ontario College of Teachers is the largest self-regulatory body in the province with over 220,000 members.



## WHERE THE MONEY GOES

The College has the responsibility to regulate the practice of early childhood education and govern early childhood educators. This means the College is tasked with drafting laws (regulations and by-laws), enforcing the Act, regulations and by-laws, operating a transparent, object, impartial and fair registration process, and operating a fair and impartial complaints and discipline process. Certain decisions of committees of the College may be appealed to the Divisional Court, a branch of the Superior Court of Justice of Ontario.

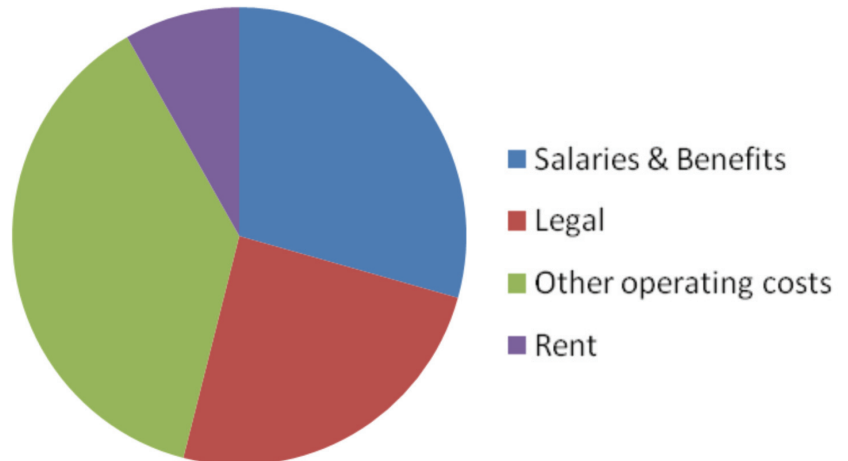
## SALARIES

The work of College staff is different from the work of early childhood educators. The College employs a staff with specific skill sets and background to carry out the roles of a self-regulatory body. This includes professionals with specific qualifications in such areas as accounting, human resources, policy development, office administration and communications.

Salaries for College staff cannot be based on the average salary of the College's members, but rather on comparable salaries for staff at other self-regulatory bodies in Ontario who do similar types of work. Salaries need to be competitive so that the College attracts the experts it needs and is able to keep them.

## RENT

The College's office needs to be an accessible, professional and functional space. The College's office also needs to present the image of professionalism upheld by early childhood educators for everyone who visits the College including members, potential



members, government officials, and the public.

When the transitional Council looked for office space, it considered the factors mentioned above and several other key criteria as follows:

- Available at reasonable cost
- Easy to find and easily accessible
- In close proximity to GO Transit, TTC and hotels
- Close to Queen's Park
- An office space that is secure after hours, given that the profession is a female-dominated profession
- A space that could grow with the College, preferably all on the same floor of a building
- In a building with good property management to ensure the health and safety of employees

The transitional Council found a location that matched the factors and criteria set out above.

**CONTINUED ON PAGE 6...**

# THE WORK OF THE COLLEGE, PG 3

## OTHER OPERATING COSTS

Membership fees fund the work of the College. As a self-regulatory body, the College requires legal services in connection with the drafting of laws (regulations and by-laws), and policies, the enforcement of the Act, regulations and by-laws, and the reviews and hearings held by committees of the College. It also operates a 24-member Council, of which 14 members are elected by the membership. A large number of meetings also have to be organized and held for Council and committees.

New legislation such as the *Ontario Labour Mobility Act*, *Fair Access to Regulated Professions Act*, and the *Full Day Early Learning Statute Law Amendment Act* require the College to review its regulations, by-laws and policies and, at times, make changes to them. This means intense research as well as background policy and legal review.

The College is also preparing to conduct its second election of Council members in

the Spring of next year. Extensive work is required to conduct an election process across the province that is transparent and reliable. In order to conduct elections, staff of the College must also prepare and distribute information to its membership.

Other tasks:

- Registration of over 27,000 members since September 2008
- Set up of computer software to manage a database of over 27,000 members
- Setting up a process to provide an individual assessment of educational credentials for those who wish to apply to the College for registration
- Regular communication with members through the College's website, newsletters, e-blasts, and Annual Report
- Informative presentations to practising ECEs about the College offered around the province as requested

## UP TO MAY 31, 2010 THERE HAVE BEEN:

6 Council meetings (2 days each)  
17 Executive Committee Meetings  
34 Committee meetings

*57 Meetings in total organized by staff of the College since the first elected and appointed Council met on February 24-25, 2009.*

The work required to set up a fully operational self-regulatory body is far-reaching. A good example of the types of labour intensive tasks the College has to carry out at this early stage is the development of Code of Ethics and Standards of Practice for the profession. Here is an outline of how this development process was created and implemented:

<b>MAY 2009</b>	Council approved a four-phase plan that will take approximately 18 months to complete	
<b>SUMMER AND FALL 2009</b>	Plan was put into action by collecting very detailed feedback from focus groups held all over Ontario and by posting a questionnaire available to the College's membership, stakeholders, parents and the public	<ul style="list-style-type: none"> <li>• 23 focus groups were held around the province</li> <li>• Over 4000 questionnaire responses were received</li> </ul>
<b>JANUARY 2010</b>	Professional Practice Department and Standards of Practice Committee spent several months compiling and analyzing the feedback and used it to create Draft Principles for the Code of Ethics and Standards of Practice	Responses were received from the four corners of the province, from Hawkesbury in the east, Kejick in the west, north from Attiwapistat, and south from Leamington, Ontario
<b>MARCH 2010</b>	Council approved a validation process so that the College could take the Draft Principles back to its members and the public for more comments through another questionnaire and roundtable discussions across the province	Draft Principles and Survey were designed in a bilingual booklet form and printed for distribution at roundtables and publication on the College's website
<b>MAY 2010</b>	Survey responses were collected and roundtables held around the province	<ul style="list-style-type: none"> <li>• 11 roundtables were held around the province</li> <li>• Over 300 survey responses were received</li> </ul>
<b>GOING FORWARD</b>	<p>This second round of feedback will also be compiled and analyzed in order to guide the further development of the Code of Ethics and Standards of Practice. As a second step to the validation process, members of the College and stakeholders will be invited to provide comments on the draft Code of Ethics and Standards of Practice before their approval as a by-law of the College</p> <p>Once the Code of Ethics and Standards of Practice are approved by the Council, these documents will be printed and distributed to all of the College's 27,000 members</p>	<p>To date, the College's 10-member Standards of Practice Committee has met 11 times over a 15-month period in order to undertake the work required in this development process</p> <p><b>CONTINUED ON PAGE 7...</b></p>

# THE WORK OF THE COLLEGE, PG 4

## WORKING WITH GOVERNMENT

Since the College was established, Council members and senior staff at the College have spent a significant amount of time building relationships with both the Ministry of Children and Youth Services and the Ministry of Education. The Government of Ontario announced on April 27, 2010 that child care would be transferred, in phases, to the Ministry of Education. As part of this transfer, the College now reports to the Ministry of Education.

Prior to this change, in February 2010 the College hosted a discussion with the Minister of Children and Youth Services and a group of 12 RECEs from around the province. Minister Broten asked the RECEs to share what they felt were the most important issues facing front-line ECEs at that time. Key issues that were raised included the proposed changes to the regulations made under the *Day Nurseries Act* (DNA), the staffing partnership between teachers

and ECEs in the Early Learning Program, and recruitment and retention of qualified ECEs around the province.

In March 2010, the College submitted a formal letter to the Minister of Children and Youth Services regarding proposed amendments to the regulations made under the DNA, outlining the College's concerns regarding some of the proposed amendments. This letter, and a response from the Minister, is available on the College's website in the "What's New" section.

The College has also recently attended meetings with MPPs to share information on the professional practice of early childhood educators and the role of the College as a professional self-regulatory body.

**"EARLY CHILDHOOD EDUCATORS PLAY A CRITICALLY IMPORTANT ROLE IN SUPPORTING OUR YOUNGEST ONTARIANS. THE CONTRIBUTION OF ECES TO THE EARLY LEARNING AND DEVELOPMENT OF OUR CHILDREN HELPS PREPARE THEM FOR SUCCESS IN SCHOOL AND THROUGHOUT LIFE."**

**~ HON. LAUREL BROTEN, MINISTER OF CHILDREN AND YOUTH SERVICES**

**"I WAS VERY IMPRESSED WITH THE EXTENSIVE KNOWLEDGE AND PROFESSIONALISM OF THE ECES I MET WITH DURING MY VISIT TO THE COLLEGE. THEIR DEDICATION AND COMMITMENT TO OUR CHILDREN WAS REFLECTED IN THE INPUT THEY PROVIDED."**

**~ HON. LAUREL BROTEN, MINISTER OF CHILDREN AND YOUTH SERVICES**

**FOR INFORMATION ON THE COLLEGE'S WORK AROUND THE NEW EARLY LEARNING PROGRAM, PLEASE SEE PAGE 8 OF THIS NEWSLETTER.**

# EARLY LEARNING PROGRAM: WHAT HAS THE COLLEGE DONE?

The College of Early Childhood Educators (the College) has been involved in the consultations regarding the development of the province's new Early Learning Program.

Since the government's announcement on October 27, 2009 that teachers and early childhood educators (ECEs) would work in partnership in the new Early Learning Program, the College has worked hard to build an understanding that ECEs are regulated professionals who work within a scope of practice defined by the *Early Childhood Educators Act, 2007* (the Act).

The College has engaged in discussions with policy makers so that ECEs would be permitted to practice in the Early Learning Program to the full extent of the scope of practice defined by our Act. Since October 2009, the College has had consistent meetings with the Ministry of Education and the Ministry of Children and Youth Services so that only registered early childhood educators (RECEs), accountable to the College, would be able to work, in partnership with teachers, in this program for four- and five-year-olds.

These efforts were reflected in Bill 242, which specified that only members of the College would work in the new Early Learning Program (subject to limited exceptions) and that, in partnership with teachers, they would work within their full scope of practice.

In March 2010, the College made a written and oral submission to the Standing Committee on Social Policy regarding Bill 242: Full Day Early Learning Statute Law Amendment Act, 2010, which is available to members on our website in the "What's New" section. The submission made some recommendations the College believed would strengthen the Bill in accomplishing its objectives and also recommended some technical amendments to support the College in meeting certain requirements under the *Education Act*.

Both the College's Council and its members are being engaged in the process of rolling out the new program. In January and April of this year the College put forth names of its members for

participation in the Ministry of Education's consultations on the Early Learning Program that are being conducted around the province.

Lois Mahon, the College's President, sits on the Early Learning Implementation Advisory Group, which provides an opportunity for stakeholders from various sectors to come together for the purpose of providing support and problem-solving on the implementation of Year One full-day early learning for four and five-year-olds. Through this advisory group, best practices are shared and a vehicle has been created for communication across various sectors involved in the program.

Roxanne Lambert, a member of the College's Council and Chair of our Standards of Practice Committee, sits on the Extended Day Reference Group established by the Early Learning Policy Division of the Ministry of Education. This group will serve as a collaborative problem-solving forum for the implementation of the extended day component of full-day learning for four- and five-year-olds.

College staff has also communicated with school boards as they become employers of RECEs, and provided them with information about this newly regulated profession and the role of the College. Information packages and presentations to various school boards and representatives have helped to get the word out about the College and its membership.

Although much of the current focus on the Early Learning Program is around full-day learning for four- and five-year-olds, the College fully appreciates that its membership is made up of professionals who work with a wide range of children from birth to age 12. The Ministry of Children and Youth Services, with the assistance of Dr. Charles Pascal, is now beginning to work on the development of integrated services for parents of infants and young children. The College will be active in consultations regarding this initiative and will keep members informed as information becomes available.



# PARTNERSHIPS IN ACTION

In February 2010, staff at the College had the opportunity to visit two public schools in London, Ontario where pilot programs that feature partnerships between child care centres and kindergarten classes are already in full swing. Ashley Oaks Public School along with Ashley Oaks Children's Centre, and Wilfrid Jury Public School along with Whitehills Childcare, are two early learning teams that have partnered on pilot programs to create a seamless day for children who are attending before- and after-school care in the elementary school where they're enrolled in kindergarten.

These programs are not run exactly the way the province's new Early Learning Program will roll out, but the lessons learned by educators about how to work together and provide students with a seamless day will be invaluable as that program begins in September.

Here are examples of how two sets of elementary schools and child care centres have made a seamless day work for educators, children and families.

## THE ASHLEY OAKS MODEL

At Ashley Oaks, the kindergarten class is part of a pilot initiative for the Early Learning Program through the Thames Valley District School Board. The classroom shares a common area with the children's centre, and the two programs are located within close proximity of each other. From 9:05 – 11:35 a.m. the kindergarten teacher, Tracy Kuiack, is responsible for the kindergarten program. The child care centre is Reggio-based and focused on emergent curriculum and Tracy is open to new approaches and is always exploring ways to combine the content of her kindergarten curriculum with the principles of Early Learning for Every Child Today (ELECT). By team-teaching with Jennifer Adams, RECE, children are taught the kindergarten curriculum through inquiry-based learning.

When Tracy concludes her activities at 11:35 a.m., an additional RECE, Sarah Jackson, arrives at the kindergarten classroom and she and Jennifer are then responsible for the afternoon program, along with Child Care Assistant, Lori Jones-Morello. The afternoon program expands on what was learned in the morning.

While not everything came easily and certain aspects had to be repeatedly examined, the educators have found a way to work together. When Tracy concludes at 11:35 a.m., she and Jennifer meet to review their morning and plan ideas for the next day. Tracy will also occasionally drop in during the afternoon to see if there are any significant pieces happening that may be relevant to further planning for the following day. In the past, Tracy needed to fit all of her programming into two and a half hours but in the full-day program she is able to pass off programming to be continued in the afternoon since communication between the educators continues through journals and informal charts. As a result, the children are able to spend more time exploring learning areas and experience fewer transitions.

Responsibilities between the educators are very much shared in this program. While Tracy is responsible for writing report cards, the RECEs are invited to provide input and they also maintain an individual portfolio of each child based on the ELECT outcomes that Tracy also uses when writing her report cards. Parent meetings are held as a team, which parents are very receptive to because of the detailed

progress reports they get from all the educators working with their child. "The full-day, all day program at Ashley Oaks has provided my child with a foundation for learning that exceeds basic curriculum expectations," says Michele Waite, a parent of a child in the program. "It allows him to experience all levels of higher order thinking skills and allows him to be creative. The program has sparked a love for learning that grows within him every day."

This successful pilot program that began in September 2009 will continue through the summer with the two RECEs and will resume in its current form in September, having clearly demonstrated the advantages of a seamless day for children. "Our program has seen nothing but positive results," says Tam Mifsud, RECE, Program Coordinator at Ashley Oaks Children's Centre who has been involved since the beginning of the program. She assists the educators with implementing the theory of emergent curriculum in a kindergarten setting, creating relationships with other educators, and during meetings with parents.

"There have been increases in the children's overall development and learning achievements. There have been increased opportunities for parent engagement, especially in relationship to the kindergarten teacher. There have been significant opportunities for increased collaboration with other school personnel," she says, citing collaboration between the school's principal, literacy support consultant and Grade One teacher.

"Deb Farquhar [Principal at Ashley Oaks] has been very open to any suggestions and ideas that our RECEs have had," adds Mifsud. She also described the opportunity her team has had to participate in a Ministry of Education JK/SK Grade One Collaborative Inquiry Project since January, which led to an expansion of their partnership to include a Grade One teacher, who they have introduced to the emergent curriculum philosophy.

"Overall, our program has allowed for many developing relationships between the child care field and education, relationships that are beneficial to all children and families within our programs," Mifsud affirms. *(Continued on page 10...)*



# PARTNERSHIPS IN ACTION CONTINUED...

## THE WILFRID JURY & WHITEHILLS MODEL

Proposed four years ago, the program at Wilfrid Jury Public School in conjunction with Whitehills Childcare was on hold for two years, waiting for the right timing. Educators involved say it's a program that was worth the wait. Since September 2008, after only four weeks to get the rooms set up, this program has been running with great success. The kindergarten classroom is located in the kindergarten pod of Wilfrid Jury, with Whitehills Childcare located just down the hall of the same building. Like the program at Ashley Oaks, a kindergarten teacher (called the Early Years teacher at Wilfrid Jury), Erin Porter, and Stephanie Howard, RECE, team up to teach from 9:00 – 11:30 a.m. using the kindergarten curriculum and the ELECT framework.

Sheila Ryan, RECE, then arrives to take over for Erin and she and Stephanie continue to work with children on concepts from the morning curriculum. The approach to teaching is also based on an emergent philosophy rather than a theme-based approach, which they moved away from once they saw the benefits for the children.

The emergent curriculum allows the children to explore and all concepts required for the kindergarten curriculum are met through play and investigation at the various centres in the room.

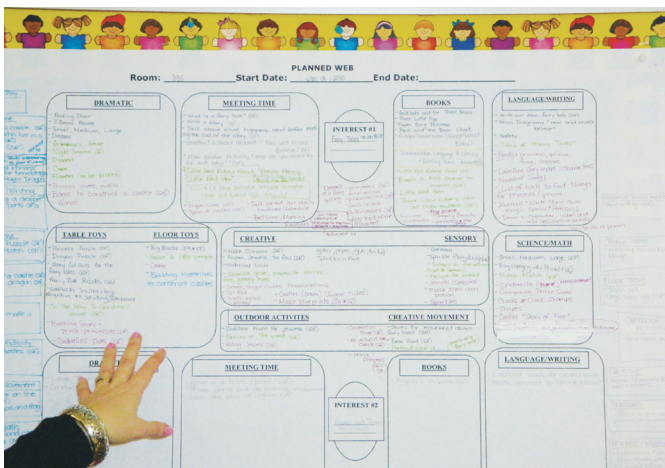
Because the RECEs and Early Years teacher prep together every other morning for 40 minutes, it didn't take very long for the three to mesh and work together for the benefit of the children and families. As they say in this program, they "leave their egos at the door" and have taken the opportunity to listen to one another. Stephanie feels she has learned so much about the kindergarten expectations and Erin now sees how important incorporating the heart and mind together is rather than strictly focusing on the children's minds and getting them ready for Grade One. While Erin is responsible for writing the children's report cards, the RECEs give input into them and all three educators are present for parent interviews.

It is definitely a collaborative work environment that is even noticeable to the parents. As Megan Cornwell, a parent of a child who has been part of this program for two years says, "I believe having a teacher

and early childhood educator working together has been very beneficial because they have very compatible skills. This has been an amazing program for my son because he knows what to expect. It is the same teachers who will be dealing with him all day long, which has given him more opportunities to grow in his class."

The educators have measured the success of their program based on the phonological awareness scores of the senior kindergarten children, which are taken in the Fall and Spring. The results have been astonishing, going from below the board average to way above the board average. "Within the first year the scores improved by 75 per cent," explains Lori Wilson, RECE, Program Supervisor at Whitehills Childcare, the Wilfrid Jury Early Learning Centre. But, as she says, "It's not just about these scores, the play is so valuable."

This pilot program is not a model of the province's Early Learning Program, but educators believe it has provided them with a valuable opportunity to implement a full-day curriculum for four- and five-year-olds that fosters teamwork between an Early Years teacher and a team of RECEs.



## AN UPDATE ON FULL-DAY LEARNING

On April 27, 2010 the Government of Ontario passed the *Full Day Early Learning Statute Law Amendment Act, 2010*. The Act was proclaimed in force on June 3, 2010 (except for certain sections). Subject to regulations, policies and guidelines, the Act requires school boards to offer full-day learning to four- and five-year-olds, including the integrated before- and after-school programs. School boards may enter into agreements with third-party providers for before- and after-school care and programs for six to 12-year-olds.

A regulation made under the Act allows third-party providers currently providing programs in phase one schools to continue, on a time-limited basis and subject to certain conditions, to offer before- and after-school programs to four- and five-year-olds during the regular school year.

**IF YOU HAVE A FULL-DAY  
LEARNING SUCCESS STORY,  
PLEASE SHARE IT WITH US!  
SEND YOUR STORY TO:**

[communications@collegeofece.on.ca](mailto:communications@collegeofece.on.ca)

# WHAT'S AHEAD FOR THE COLLEGE

WE OFTEN HEAR FROM MEMBERS WHO ARE INTERESTED TO KNOW MORE ABOUT WHAT'S HAPPENING AT THE COLLEGE. WE ARE EXCITED TO INFORM YOU, OUR MEMBERS, ABOUT A NUMBER OF UPCOMING ACTIVITIES. HERE'S WHAT WE'RE WORKING ON RIGHT NOW:

## WEBSITE ENHANCEMENTS & ONLINE MEMBER SERVICES

We are currently working on a remodeling of our website to make it more user-friendly. Our enhanced site will feature more information about the College and what you as a member need to know. In the Fall of 2010, the College will launch a members' section of its website. This new section will include:

- Online renewals
- Online services, such as the ability to change your contact information
- Online voting for elections of Council members

This new online members' area will help us serve our members better, and provide you with a more convenient way of doing business with the College.

## ELECTIONS

The College's second election of Council members is less than a year away. Don't miss out on your chance to participate in the governance of the College. In December 2010, you will be sent information on the College's 2011 election of Council members, including what you need to know about how to run as a candidate in your electoral district for a Council position and the date of the election. Elections will take place in the Spring of 2011. Please ensure the College has a current e-mail address on file for you so that you will receive updates and have the opportunity to vote online.

## CODE OF ETHICS AND STANDARDS OF PRACTICE

After roundtables with over 200 participants in eight cities across the province and over 300 feedback questionnaires filled out online or in paper format, Phase Three of our Standards Development process, the Validation Phase, is almost complete. Thank you so much to all of you who participated in this meaningful process. Many of you also took the time to express how much you enjoyed the opportunity to provide input and speak with other RECEs and parents in the community.

We are now currently working to analyze all of the feedback we received in order to guide the further development of the Code of Ethics and Standards of Practice. As a second step to the validation process, members of the College and stakeholders will be invited to provide comments on the draft Code of Ethics and Standards of Practice. Once the Code of Ethics and Standards of Practice are approved by the Council as a by-law of the College, Phase Four, the Distribution and Publication Phase, will take place. Look for your copy in the mail coming late Fall 2010.

## DO WE HAVE YOUR E-MAIL ADDRESS?

The College regularly updates members about important news and information via e-mail. If you have not been receiving e-mails from the College, but have submitted your e-mail address, please contact us again to ensure we have your correct e-mail address on file. If you haven't been receiving e-mails from the College, please take a moment to send us your e-mail address.

You can provide your e-mail address to the College at [info@collegeofece.on.ca](mailto:info@collegeofece.on.ca). Please also provide your full name and registration number at the time of contact.

# COLLEGE WEBSITE: RECENT UPDATES AND WHERE TO FIND THEM

THE FOLLOWING PROVIDES YOU WITH RECENT UPDATES TO OUR WEBSITE, BY SECTION.  
PLEASE CHECK THE COLLEGE'S WEBSITE REGULARLY FOR MORE FREQUENT UPDATES.

## ABOUT THE COLLEGE

This tab on the website now includes a new section on Complaints and Discipline and one on Career Opportunities, where job openings at the College are posted.

## REGISTRATION

Have you checked out the College's online public register yet? You'll find information about it and a link to the search page under this tab. We have also added FAQs about the College's application process and renewal process. If you have a question, please turn to this section for assistance.

## WHAT'S NEW

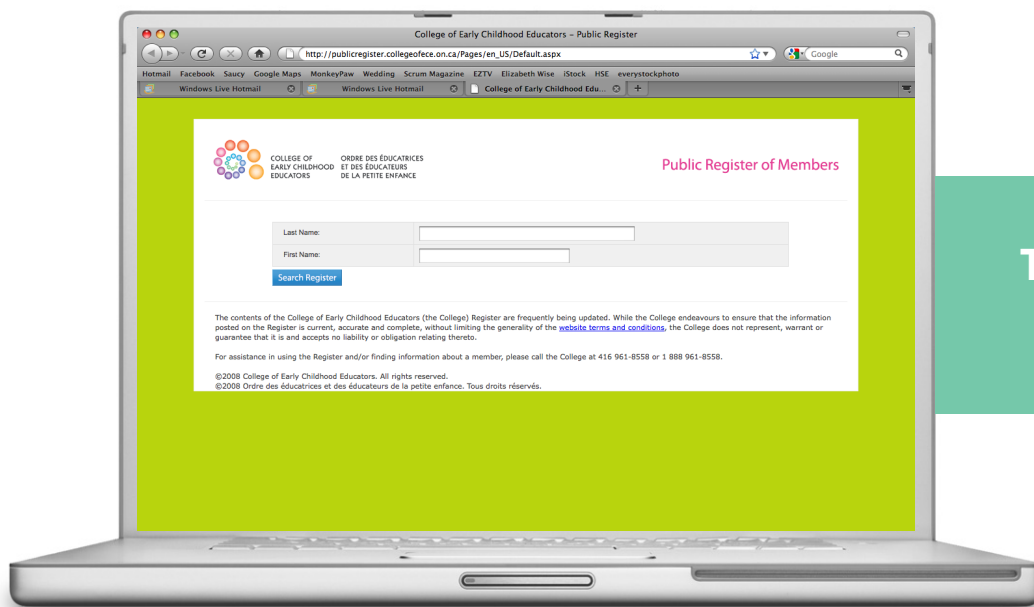
This section of our website is the most frequently updated area and you may wish to check it regularly. In April 2010 we posted an Update from the Registrar, which gives members information on the work of the College during the period between our Winter and Summer 2010 newsletters.

Several letters that were sent to, and received from, the Minister of Children and Youth Services and Minister of Education have also been posted here. They include:

- A joint letter from the Minister of Children and Youth Services, Laurel Broten, and the Minister of Education, Leona Dombrowsky, on the passing of Ontario's Full-Day Learning Act
- A submission to Minister Broten on proposed regulatory amendments to the DNA, and her response
- A letter from Minister Broten on supporting early learning and child care
- A letter to Minister Dombrowsky regarding Bill 242

## RESOURCES AND PUBLICATIONS

In this section you can find and download copies of the College's publications, including newsletters and Annual Reports. We have also published the College's submission to the Standing Committee on Social Policy regarding Bill 242 here.



## THE NEW PUBLIC REGISTER PAGE

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