

connexions

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college of
early childhood
educators



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About this Publication

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

Publication Coordinator: Sharon Ho
Design: Giuliana Tarini
Cover: Photo of Michael Agam RECE

Elected Council Members

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

Publicly Appointed Members

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

College Administration

Registrar and CEO: Beth Deazeley
Director of Corporate Services: James Cha
Director of Complaints and Discipline:
Greg Coutts
Director of Professional Practice:
Melanie Dixon RECE
Acting Director of Registration:
Laura Buburuzan



Lois Mahon RECE
President

I am pleased to introduce Beth Deazeley as the new Registrar and CEO of the College of Early Childhood Educators. Beth brings a wealth of regulatory experience to her new role. In addition to her previous leadership role at the Certified Management Accountants of Ontario, Beth has written and published on governance trends, best practices and regulatory matters and has experience as a board member in both the regulatory and non-profit sectors. The College Council and I look forward to working with Beth and hope you will join me in welcoming her to the College.

We will be starting consultations this spring on the review of the *Code of Ethics and Standards of Practice*. More information about the review can be found on page 7.

This past January, the College received the authority to make continuous professional learning (CPL) mandatory. I'm excited about this development in our commitment to CPL. Read more about it on page 10.

In January I reflected on my CPL learning to date. I now have a better understanding of how knowledge, competence and confidence have a positive effect on each other. I also realized that ongoing learning is not specific to us in Ontario but is in fact part of the profession of early childhood education globally. In my travels I was proud to see the dedication to and respect for our profession and the contributions we make to young lives.

I'm now enthusiastically continuing my CPL. This is an amazing journey that will take us to great places! I look forward to having you join me.

Members living or working in District 5 – Toronto Region can now vote in the sixth election of Council members. Be sure to vote if you are an eligible RECE in this district! Voting for the election will close April 28 at 5 p.m. ET. Stay tuned in May to find out the results. Susan (Darlene) Edgar was acclaimed as the member of Council for District 7 – Hamilton/Niagara Region. Congratulations Darlene!

Best wishes,

 RECE



Beth Deazeley
Registrar & CEO

As I write this message, I have just finished my second week as Registrar and CEO. As the dust settles at the end of the week, the two sensations I am left with are excitement and pride. The excitement is both for me and for the College because there is so much growth and many wonderful initiatives underway. The pride is for the profession, as I learn about the amazing work done by registered early childhood educators (RECEs) and see their commitment to ethics and professionalism.

I am a lawyer by training and focus exclusively on professional regulation. I've worked with a number of regulated professions and one of my favorite things about working with a new profession is learning its culture and values. I'm also the parent of two children who attended some wonderful child care centres and were part of the first cohorts of full-day kindergarten.

I believe in the important work of RECEs. For many of us, they are the first caring hands to which we entrust our children. They teach our children how to learn, grow and discover. RECEs are on the frontlines of many of the issues facing Ontarians and their work is critical to individual children, their families and to the province.

As Registrar and CEO, my priority is to serve and protect the public interest. As a regulator, that is always our primary responsibility. There are many ways in which we serve the public interest, and one of the most important is supporting RECEs in achieving excellence in all aspects of their practice.

I am committed to delivering on the strategic priorities identified by Council for 2015-2018. These include enhancing the College's relationship with government and policymakers, reviewing the *Code of Ethics and Standards of Practice* and rolling out mandatory continuous professional learning. I am delighted to see how many RECEs are already participating in the CPL program on a voluntary basis.

I am excited about the College's commitment to developing member services that build on a deep knowledge of the diversity of the ECE profession. I look forward to learning more about the College's members so we can provide the best possible services that are responsive to the diverse needs of our members.

Council adopted an excellent vision for the College, that members of the profession accept responsibility for practice excellence. I fully support that vision and look forward to working with a profession that is diverse, creative, respected, integral to the lives of Ontarians and committed to the highest ethical and practice standards.

Best wishes,

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

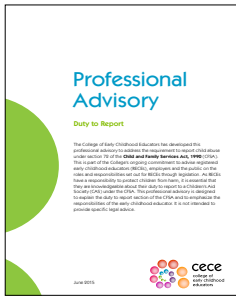
Stay tuned for more information on when the excerpts of the Annual Meeting can be seen on the College's YouTube channel, [youtube.com/collegeofece](https://www.youtube.com/channel/UCOLLEGEFECE).

Annual Meeting

The College of Early Childhood Educators held its seventh Annual Meeting on January 12, 2016, at the DoubleTree by Hilton hotel in Toronto, ON. Members of the College, special guests from the Ministry of Education and other stakeholders in the early learning and care sector attended the meeting.

The purpose of the meeting was to inform members about the College's activities from the seventh fiscal year. College President Lois Mahon RECE chaired the meeting. Susan Quaiff RECE, Chair of the Election Committee, shared information about the Committee's mandate and work to date. Desmond Levin from Crowe Soberman LLP, Chartered Accountants, reported on the College's financial position and affirmed that the College is financially sound.

A panel presentation on professionalism and interprofessional collaboration was given by Sherri Brown RECE, Melanie Dixon RECE, OCT, Holly Silenzi and Déirdre Smith OCT.



Resource and Reflection Guide for the Professional Advisory: Duty to Report

The College will publish a companion guide to the *Professional Advisory: Duty to Report* this year. The purpose of the guide is to help registered early childhood educators (RECEs) understand their duty to report by:

- Identifying the key facts and messages in the professional advisory.
- Linking the professional advisory to the *Code of Ethics and Standards of Practice*.
- Facilitating reflection about the challenges in different situations that could require a duty to report and how those situations could be handled by RECEs.
- Facilitating discussion between RECEs by sharing their experiences and knowledge.

Stay tuned for more information on when this guide will be published through college-ece.ca.

As of August 31, 2015, changes to the [Early Childhood Educators Act, 2007](#) resulted in additional requirements for employers to submit mandatory reports to the College of Early Childhood Educators.

Visit college-ece.ca for more information or e-mail discipline@college-ece.ca.

Employers are now required to report to the College if:

An employer terminates a member's employment, suspends a member or imposes restrictions on a member's duties for reasons of professional misconduct (s.49.1(1)).

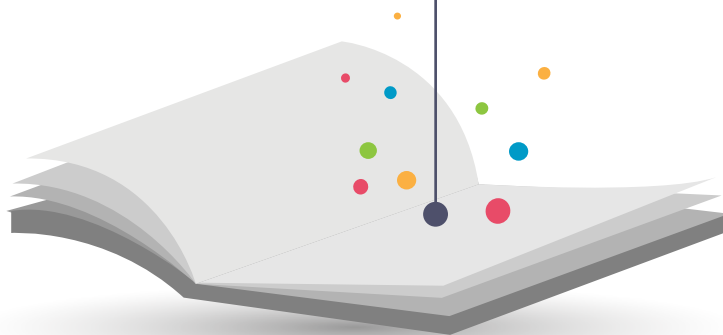
A member resigns their employment while the employer is currently engaged in an investigation into allegations of an act or omission by a member that would, if proven, have resulted in the termination of the member's employment, suspension of the member or the restriction of the member's duties for reasons of professional misconduct (s.49.1(3)).

A member who is a current or former employee 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 (s.49.2(1)(b)).

An employer intended to terminate a member's employment, to suspend a member or impose restrictions on a member's duties for reasons of professional misconduct but the employer did not because the member resigned their employment (s.49.1(2)).

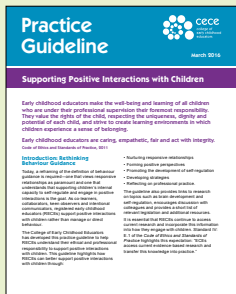
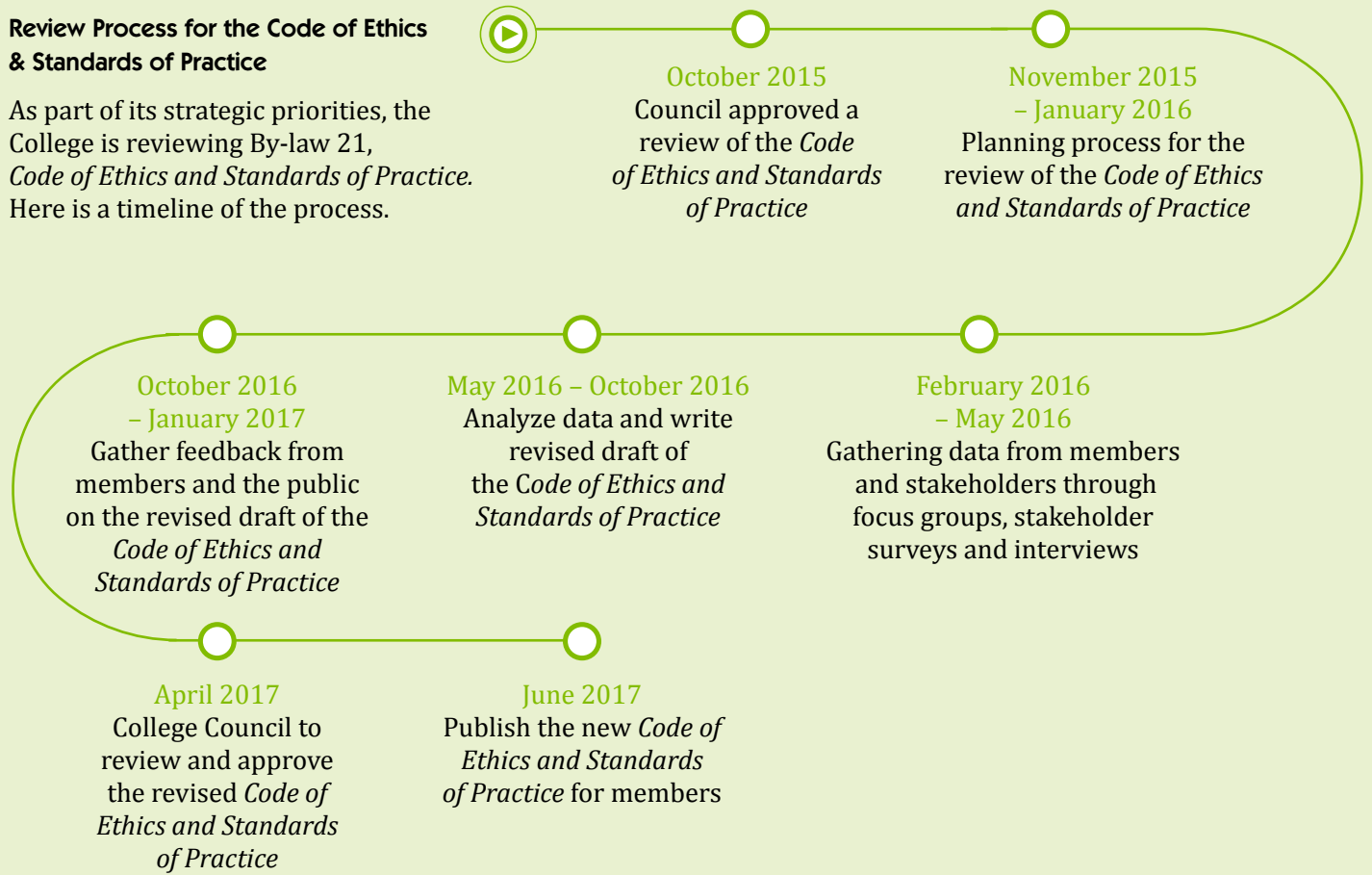
A member who is a current or former employee has been charged with or convicted of an offence under the Criminal Code (Canada) involving sexual conduct and minors (s.49.2(1)(a)).

A member who is a current or former employee has engaged in conduct or actions that in the opinion of the employer should be reviewed by a committee of the College (s.49.2(1)(c)).



Review Process for the Code of Ethics & Standards of Practice

As part of its strategic priorities, the College is reviewing By-law 21, *Code of Ethics and Standards of Practice*. Here is a timeline of the process.



Practice Guideline: Supporting Positive Interactions with Children

In March, the College published the resource *Practice Guideline: Supporting Positive Interactions with Children*. The resource is designed to help registered early childhood educators (RECEs) understand their ethical and professional responsibility to support positive interactions with children.

It will support RECEs as they:

- Foster nurturing responsive relationships
- Promote the development of self-regulation
- Develop strategies to support positive interactions
- Reflect on their professional practice.

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



Gaining a better understanding of

men

IN EARLY CHILDHOOD EDUCATION

In a profession dominated by women, Ron Blatz believes gender balance in early childhood education is good for children.

“This is about what children need and I think children need both (genders),” said Blatz, executive director of the Discovery Children’s Centre in Winnipeg, MB.

Blatz was a keynote speaker last November at the College of Early Childhood Educators’ Men in ECE roundtable. He is also a member of the World Forum Foundation group, Men in Early Care and Education.

The roundtable discussion brought together 13 male registered early childhood educators (RECEs) from throughout Ontario to discuss their working experiences in a female-dominated profession. More than 900 members of the College have

identified themselves as male, which represents about two per cent of RECEs in Ontario. The College hosted this roundtable discussion as part of its strategic priority to develop a deeper understanding of the diversity of its membership.

Blatz said that male involvement in early childhood education benefits children by providing positive role models, adding another dimension to play and teaching children to value gender diversity. Participants in the roundtable discussion learned about creating a positive touch policy to replace increasingly popular “no touch” policies. Blatz also spoke about the importance of boisterous, vigorous and very physical play that men may engage in easily.

Michael Agam was one of the male RECEs who attended the roundtable.

Agam works at PLASP Child Care Services as a relief resource to replace other RECEs at any of PLASP’s 22 locations. He graduated from Sheridan College in 2013 after a friend recommended the profession to him.

“I enjoy the nature of child care centres – working with children,





Text: Sharon Ho
 Photography: Giuliana Tarini
 Photos Left page: Top-
 Participants in the
 Men in ECE roundtable,
 Bottom-Ron Blatz
 Right page: Michael Agam

“Getting men involved in early childhood education is not an easy sell, it takes constant work and constant conversation.”

- Ron Blatz

supporting them, growing with them and watching them learn,” said Agam.

Although he doesn’t work with any other men, Agam has always felt supported as a male RECE.

“I’ve always had good relationships with the parents and staff,” said Agam. “As a male in the profession, I don’t have another male ECE to go to. But I’ve always felt comfortable going to my peers.”

After the roundtable discussion, Agam felt strongly that male RECEs need to advocate for men in the profession and for gender diversity in general.

“We’re not here to be completely different, but to show men and women working in harmony and to have that diversity in the room,” said Agam.

Participants in the roundtable also discussed ways of getting more men to join the profession. Suggestions included the following:

- Encouragement from high school guidance counsellors.
- Supporting men in female-dominated postsecondary classrooms.
- Making men feel welcome in the workplace.

Blatz believes that women in the profession have a leadership role to play by championing these ideas and supporting their male colleagues in building communities of practice and creating welcoming environments for men and fathers.

In Winnipeg, the Discovery Children’s Centre employs 14 male early childhood

educators. Blatz helped create a support group, Men in Early Childhood Education, which believes males will work as ECEs longer if they are connected to other men in the profession. In order to encourage men to practise the profession, the group has challenged employers to simply commit to interviewing at least one male for every opening.

“Getting men involved in early childhood education is not an easy sell,” said Blatz. “It takes constant work and constant conversation.” ■

As part of one of its strategic priorities, the College is undertaking several initiatives to learn about different aspects of the diversity of its membership. We are looking for members who want to work with us on these initiatives and who may be willing to share their professional experiences.

This summer the College will be seeking expressions of interest from members. Watch for a College e-blast and your chance to get involved.

For more information e-mail diversity@college-ecce.ca.

Continuous Professional Learning Becomes Mandatory

As of January 1, 2016, the College of Early Childhood Educators has the authority to make continuous professional learning (CPL) mandatory for all registered early childhood educators (RECEs). This was the result of the Ontario government passing Regulation 359/15: Continuous Professional Learning.

Beginning in September 2016 renewing and new members will be required to complete the Expectations for Practice Module before their next renewal. The requirement to start their CPL Portfolio Cycle will begin in September 2017. The renewal date is the anniversary of the date the member's current Certificate of Registration was issued.

Thousands of members are already participating in the program on a voluntary basis and those individuals are encouraged continue with their planned portfolio goals and activities.

Below is an outline of the mandatory CPL program roll-out:

Visit the College's YouTube channel, [youtube.com/collegeofece](https://www.youtube.com/collegeofece) to watch "How to Engage in Continuous Professional Learning", for a step-by-step look at participating in the CPL program.



In September 2015, the College began to collect information about member participation in the CPL program through voluntary questions on the annual renewal forms.

- About 26 per cent of those who renewed their membership from July 2015 to January 2016 have completed the Expectations for Practice Module.
- About 11 per cent of those who renewed their membership from July 2015 to January 2016 have completed the first year of the CPL Portfolio Cycle, which includes completing a Self- Assessment Tool and Professional Learning Plan.

As a starting point, visit college-ece.ca/cpl to read the CPL Portfolio Handbook and learn more about the program.

Making Time for **Continuous Professional Learning**

Text: Sharon Ho
Photography: Giuliana Tarini
Photo below: Sandra Zito

Sandra Zito RECE believes so strongly in continuous professional learning (CPL) that she sets aside two days annually for such learning in her contract with parents.

“I’m always going to different workshops, learning new information or searching for anything that would enhance my time with the children,” said Zito, a home child care provider and registered early childhood educator (RECE) in Ottawa, ON. “Anything that’s new in the field is important to me and my growth as a child care provider.”

Zito works long days as a home child care provider and doesn’t often have the time to think about her professional learning. The educator also doesn’t have an employer who provides development opportunities. As a result, Zito was inspired to plan for two professional learning days as part of her child care contract with parents. One day takes place in the fall and the other in the spring.

As part of her professional learning day last fall, Zito completed the College’s free online Expectations for Practice Module. This is the first step in the College’s CPL program. She also read articles from a Facebook group for early childhood educators in Ottawa. Zito then worked on ways of documenting her daily activities using the documents Early Learning for Every Child Today (ELECT) and *How Does Learning Happen? Ontario’s Pedagogy for the Early Years* as a basis.



“I loved my professional learning day,” said Zito. “It was so nice to spend the day on learning and planning and not have to stay up late to do it or take time away from my weekend or evenings from my family.”

She now plans to work on her CPL portfolio by completing the Self-Assessment Tool. To address the challenges of connecting with other colleagues to brainstorm and get feedback, Zito plans to reach out through the Child Care Providers’ Resource Network and a Facebook group. She sees these tools as a way for home child care providers to find other RECEs to share ideas and feedback with as they complete their portfolios.


“Professional learning will always be a big part of my job because I always want to be doing the best I can do for my children (in her child care) and to make sure they’re ready for life.” ■



Election 2016: Are you Eligible to Vote?

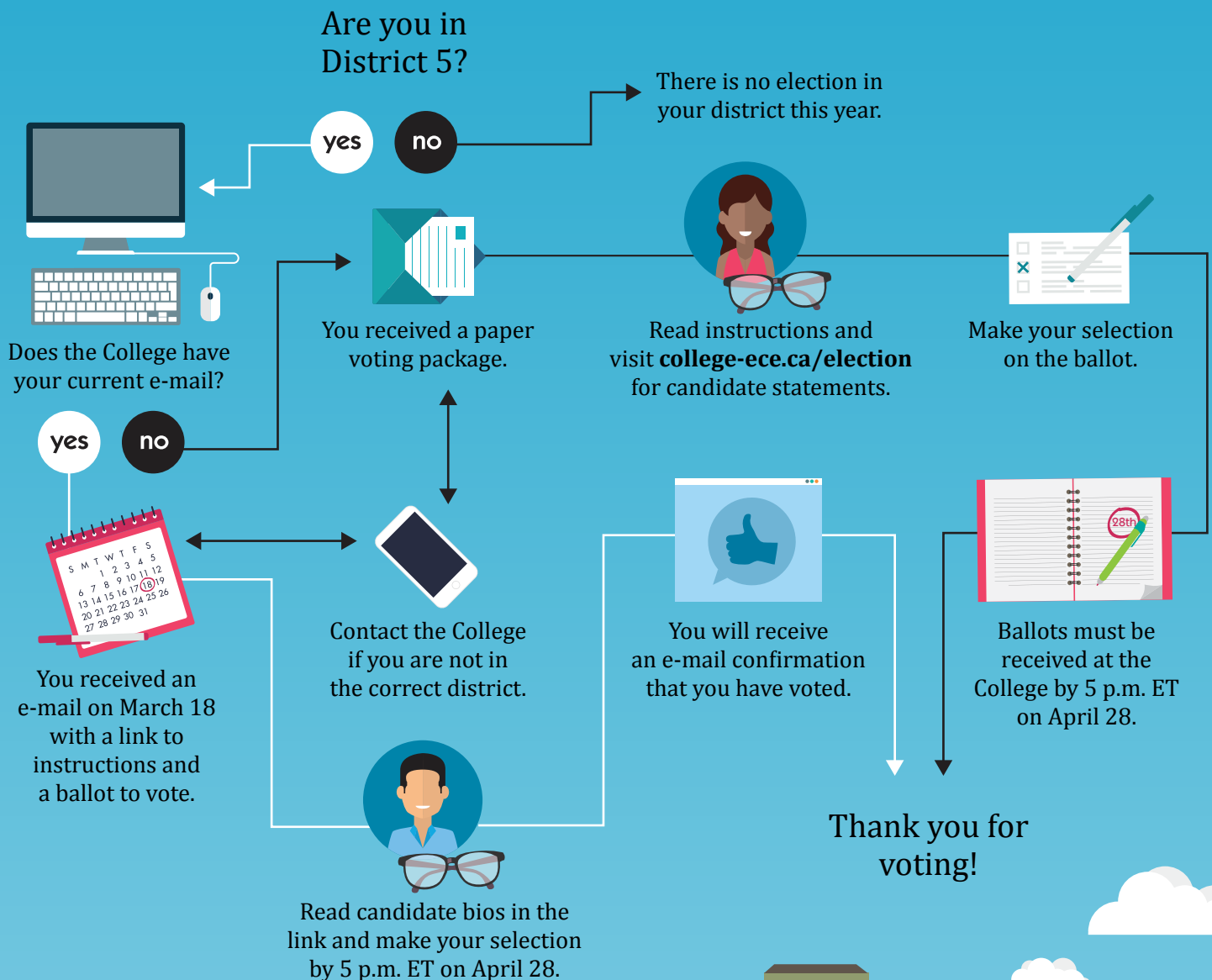
From March 18 – April 28, 2016 members of the College of Early Childhood Educators will be able to get involved in the self-regulation of their profession by participating in an election of Council members.

As the governing body of the College, Council makes significant decisions that impact the future of the early childhood education profession.

 More information can be found at college-ece.ca/election.

For additional information contact election@college-ece.ca.

The results of the election will be published in May.



Are You Interested in Serving as a Non-Council Member of a Committee?

Registered early childhood educators who are not elected members of Council will have an opportunity in May to apply for a position as a non-Council committee member. Members will be appointed by Council in June 2016. As the composition of the committees is complex, it is expected that only a small number of non-Council members will be appointed each year. More information about each committee's composition can be found in By-law 11 – Committees.

Stay tuned for more information on how to apply at college-ece.ca/election.

Committees with Non-Council Members

Complaints	Discipline	Fitness to Practise	Registration Appeals	Registration	Standards of Practice
Considers and investigates written complaints regarding the conduct or actions of members of the College and determines the appropriate action to be taken.	Hears matters, in a hearing which is generally open to the public, directed or referred to it by the Complaints Committee, Council or Executive Committee regarding allegations of professional misconduct or incompetence on the part of members of the College.	Hears matters directed or referred to it by the Complaints Committee, Council or Executive Committee regarding allegations of incapacity on the part of members of the College.	Is responsible for reviewing registration applications at the request of applicants once the Registrar has proposed to refuse to issue a Certificate of Registration.	The Registration Committee advises Council on registration policy matters such as those that relate to registration requirements and assessment of educational programs and applicants.	Advises Council on ethical and professional standards and the development of a continuous professional learning framework for College members.

= Elected Members

= Public Members

= Non-Council Members

College Participates in Global Movement for Professionalism in Early Childhood Education

As the president of the College of Early Childhood Educators, I took some time in January to reflect on my past year with the College. I reflected on my continuous professional learning opportunities and felt compelled to share an unforgettable trip I took to Scotland and the information I gained on behalf of the early childhood education profession in Ontario.

Last August I was a keynote speaker at the Festival of Early Years conference in Scotland. I was a guest of the Scottish Social Services Council (SSSC), which hosted the conference to focus on improving lives with childhood practice.

The College began our friendship with the SSSC in 2013 when we met at an international conference. Subsequently, the SSSC spoke at the College's Leadership Pilot retreat in 2014 about the process taken by early years and child care workers to become recognized as professionals in Scotland.

Through my speech in Scotland, I reflected on the challenges I've faced in being perceived as an early childhood education professional. I also spoke about how self-regulation through our College has helped ECEs become recognized as professionals and raised the status of the profession.

The conference, visits to child care centres and meeting with other educators were wonderful opportunities for me to share some of the amazing work happening within Ontario on a global stage.

I learned that early childhood education in Scotland is similar to Ontario in its pedagogy and focus on play-based learning. The trip helped me realize that Scottish educators also strive to be recognized as professionals. I also gained insight into how Scotland has successfully implemented continuous professional learning. All of Scotland's educators recently participated in training and education to enhance their skills, knowledge and practice.

I now have a broader view of the world as a result of the trip and see how educators are joining together in a global movement to be recognized as professionals. These international connections will help the College share and exchange information and resources globally.

The trip had a long lasting impact on me as I now realize we are all connected to a global community of educators. I look forward to us sharing and growing together! ■





Farah Ismail RECE is a supervisor at the Muslim Association of Canada's child care centre in Ottawa, ON. The centre provides an Islamic pre-school curriculum for toddlers and pre-school aged children. Formerly an engineer in Syria, Farah has been an RECE since 2011 and is currently a participant in the College's second Leadership Pilot (LP2).

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

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

Q: What is an Islamic pre-school curriculum?

A: We add an Islamic touch to the program, for example we teach the children a prayer before and after eating, after going to the washroom and after going outside. Our circle time may include singing Islamic songs. We also celebrate Islamic festivals like Eid and Ramadan. Everyone is included in our activities. We are open to Muslim and non-Muslim children.

Q: What does professionalism mean to you?

A: Constantly improving myself allows me to stay current as a professional. Professional means my tomorrow should be better than today and today better than yesterday. You'll lose something if you don't improve yourself continuously. I'm always looking for workshops and something to improve my practice as an educator.

Q: What are you doing for your professional learning?

A: I engage in professional learning daily. I'm reading a book by Dr. Jillian Rodd (*Leading Change in the Early Years*) and am translating it into Arabic. I will then share it with my colleagues and give a presentation in Arabic. I also plan to read the College's case studies and discuss them with staff at our meetings.

Q: What role does collaboration play in your work?

A: Collaboration allows for less conflict and allows for harmony in child care. It improves child care and my relationship with parents. One hand completes the other. I see myself at the centre where I can connect the parents with our community, the relevant legislation and the city of Ottawa.

Q: What are you hoping to learn from the Leadership Pilot 2?

A: I hope to gain a better understanding of *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. I also hope to learn more about the *Code of Ethics and Standards of Practice*. I would also like to improve my skills and language as an RECE and supervisor. ■

Q: One of my colleagues asks the children to hug her when they arrive in the morning. Is this an acceptable practice, according to our Code and Standards? What is the College's policy on RECEs hugging children?

R: While the *Code of Ethics and Standards of Practice* doesn't specifically mention hugging, several standards will help you to reflect on whether giving a child a hug is an appropriate action.

Developing quality relationships is a daily focus for RECEs working directly with children and families. Standard I: E states: "ECEs establish professional and caring relationships with children and families...ECEs are receptive listeners and offer encouragement and support by responding appropriately to the ideas, concerns and needs of children and families." Offering a hug may be an appropriate way to comfort, show support to and encourage children.

RECEs make ongoing decisions concerning children's need for support and assistance (Standard II: B.1). There are many scenarios where an RECE may observe that a child who is upset, angry or otherwise dysregulated may benefit from hugging a trusted adult. In these scenarios, an RECE may decide to ask a child if they want a hug.

According to Standard II, RECEs must recognize that children are unique. Educators adapt the learning environment and their own behaviours to respond to the needs of all children while respecting their differences.

The colleague who is asking children for hugs should reflect on whether all of the children are comfortable with the request. There are many reasons why a child may not need or want a hug on any given day, including their temperament, mood or attachment to an RECE. The best interests of the child should always be considered above the RECE's own interests.

Remember also that RECEs are in positions of power and trust over children under their professional supervision. Care must be taken to ensure that children are protected from abuse of such power (Standard V: A). Children see educators as authority figures. Therefore RECEs in this scenario should consider whether a child might be afraid to say no to them, even though a request for a hug may make them uncomfortable.

It is also important to consider the policies in place within your practice setting. RECEs must know, understand and abide by the legislation, policies and procedures relevant to their professional practice (Standard IV: A.2). If you aren't sure whether your workplace has a policy regarding touch, ask your employer for more information. ■



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

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

Put it into Practice: Reflect on how this scenario might be seen differently in infant, pre-school or school-aged settings.

Consult the College's Practice Guideline: **Supporting Positive Interactions with Children**. Reflect on the importance of building responsive relationships and supporting self-regulation in children.

The College of Early Childhood Educators takes professional accountability seriously by investigating complaints about members that relate to alleged professional misconduct, incompetence or incapacity.

The Complaints Committee reviews complaints and refers the most serious matters to the Discipline / Fitness to Practise Committee for a hearing. The Complaints Committee may also resolve matters by issuing a caution or by other means appropriate in the circumstances.

By law, details of complaints and investigations are generally confidential unless referred to the Discipline Committee for a hearing. The cases are based on facts from real cases, and are published for educational purposes. Details have been altered to respect confidentiality.

Complaint One

Submitted a falsified medical form to her employer.

Summary

An employer reported to the College that the Member submitted a falsified medical form with a fraudulent signature. The Member admitted the allegations and explained that personal and financial circumstances prevented her from being able to have the form completed.

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

Code of Ethics C. Responsibility to Colleagues and to the Profession

Standard IV: A. Professional Knowledge and Competence - Knowledge

Decision

Written caution. The Complaints Committee noted that the Member's dishonesty violated her ethical obligation to demonstrate respect, trust and integrity towards colleagues. Her disregard of workplace policies demonstrated a lack of concern for the well-being of those around her. The Committee directed the Member to review the College's *Code of Ethics and Standards of Practice* and allow them to guide her in her future practices.

Complaint Two

Failure to properly respond to concerns raised by a parent regarding safety of activities and professionalism of staff.

Summary

A parent with concerns about the safety of materials used in classroom projects felt that he did not receive a satisfactory response from the staff person in the classroom (not a member of the College) or from the Member, who was the supervisor, and so filed a complaint with the College.

The Member felt that she had appropriately addressed the safety concerns and advised that the matter was considered by herself and by the committee responsible for oversight of the centre's programming. The Member advised she had addressed the issue of effective communication with parents and with the supervisee.

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

Standard III: Safe, Healthy and Supportive Learning Environments

Standard IV: B. Professional Knowledge and Competence – Practice

Standard IV: C. Professional Knowledge and Competence – Professionalism with Colleagues and Other Professionals

Decision

Take no action. The Complaints Committee recognized that parents may have concerns about activities for which they feel their children are not ready and that those should be communicated to their child's educators. The Committee felt that the actions taken by the Member in this case were appropriate.

Complaint Three

Placing a child in a storage room.

Summary

The College received an employer notification alleging that the Member placed a three-year-old child in a storage room due to outbursts and misbehaviour. The Member admitted taking the child to the room but maintained that the child entered voluntarily, and that it was intended to help the child calm down. The Member admitted to referring to a monster in the closet. The Member's employment was terminated as a result.

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

Standard II: B. Developmentally Appropriate Care and Education - Consideration of Children's Needs

Standard IV: A. Professional Knowledge and Competence - Knowledge

Standard IV: B. Professional Knowledge and Competence - Practice

Decision

Written caution. The Complaints Committee noted that RECEs are responsible for providing opportunities for children to develop the skills needed to regulate their behaviour and make decisions. The Committee indicated that confining a child is an inappropriate and ineffective practice and that

the Member should develop new strategies for working with children who require additional support.

The Committee was dismayed at the Member's reference to a monster to intimidate the child, a behaviour guidance strategy that is inconsistent with the professional knowledge that the Member is expected to have and apply and strongly advised the Member that such behaviour is never acceptable.

Legal Assistance Project

The College of Early Childhood Educators is committed to facilitating access to justice. Registered early childhood educators (RECEs) involved in the College's Complaints and Discipline processes have the right to legal representation, but may be unable to afford it.

Visit college-ecce.ca/LAP to learn more about resources that can assist members in getting the necessary legal support to fully and effectively participate in the disciplinary process, including the College's new Legal Assistance Project and other third-party services.

At Your Service: How College Staff Helps Its Members

Marianna Calibuso

is a Registration and Member Services Associate (RMSA) at the College of Early Childhood Educators. Marianna has been an RMSA at the College for three years after previously working in customer service and marketing.



Q: What do you do at the College?

A: I help process applications by inputting applicants' information and documents as they are received. I keep track of applications that are incomplete and match documents to these applications upon receipt. I also answer phone calls and e-mails.

Q: What should people know about your work?

A: The membership application process takes four to six weeks. The applications are not just handled by one person but by a team of people in the department.

Also, if people want to communicate with the College they don't have to directly speak to someone. They can also leave a voicemail, send an e-mail or fax in their documents.

Q: What do you enjoy about your job?

A: I enjoy helping people. I'm happy to assist by answering questions and speaking to members directly. I like taking the extra step to help and I appreciate the positive feedback when I do so. ■

Jhosselyn Bustos-Cha RECE

is an international-trained registered early childhood educator. She is a Registration Member Services Lead Associate at the College and started working here in 2011. Jhosselyn is one of 12 RECEs on staff at the College.



Q: What is your experience as an internationally-trained early childhood educator?

A: I was trained as an early childhood educator in Venezuela and worked at an international school there for 10 years. I came to Canada in 2010 and was hired by the Toronto District School Board and then worked as a lunch room supervisor. I also worked part-time at three child care centres.

When I found out about the College I applied to become an RECE through the individual assessment process. I applied to be an RMSA when I saw a job posting on the College's website. I thought it would be interesting to be involved in the regulatory aspect of the profession. I became a member of the College in 2012.

Q: What do you do at the College?

A: I process membership renewal payments. I also respond to inquiries from members and people applying to become members of the College.

Q: Is there anything people should know when they apply to renew their membership?

A: Each member is responsible for renewing their membership on time to avoid any delay or penalty. It's important to read all the information that is available on the website and on the forms.

Also, your membership status can always be verified on the public register if you lose your membership card. Please call the College if you have any questions and we will gladly assist you. ■



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College of Early Childhood Educators

438 University Avenue, Suite 1900
Toronto ON M5G 2K8

Telephone: 416 961-8558

Toll-free: 1 888 961-8558

Fax: 416 961-8772

E-mail: info@college-ece.ca

Website: college-ece.ca



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