

December 11, 2017

Honourable Deb Matthews  
Minister of Advanced Education and Skills Development  
900 Bay St., 3<sup>rd</sup> Floor Mowat Block  
Toronto, Ontario  
M7A 1L2

**Re: Consultation on the standards for the early childhood education cluster of college programs in Ontario**

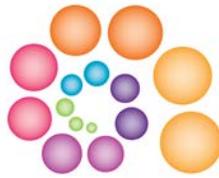
The College of Early Childhood Educators (the College) appreciates the opportunity to contribute to the Ministry of Advanced Education and Skills Development's (the Ministry's) review of standards for the early childhood education cluster of college programs. We thank Ministry staff for including the College in this process and seeking our input. We look forward to continuing to collaborate with the government on this important initiative.

Under the authority of the *Early Childhood Educators Act, 2007* (the Act), the College serves and protects the public interest by regulating the profession of early childhood education and governing more than 52,000 registered early childhood educators (RECEs) across Ontario. This mandate involves establishing and maintaining qualifications for registration, which include an education requirement. Currently, the primary way of meeting the education requirement is graduation from a diploma program in early childhood education offered by an Ontario College of Applied Arts and Technology. This means that graduates of these diploma programs automatically meet the education requirement for registration with the College.

In this regulatory context, the program standards represent the level of knowledge, skills, attitudes, and behaviours that is necessary for safe, competent, and professional practice in the early childhood education sector.

Given this important role of the program standards, the College has prepared a report with eight recommendations, summarized below, for the new edition of standards being developed. The report is attached and will be posted on the College's website.

1. Establish a mandatory practicum requirement
2. Emphasize and embed the regulatory perspective throughout the program standard
3. Enhance the importance of professional and ethical conduct
4. Emphasize leadership
5. Enhance the importance of professional learning and ongoing development
6. Reflect the full breadth of stakeholders RECEs engage with and emphasize communication and collaboration skills
7. Clarify and distinguish vocational learning outcomes and related elements of performance



8. Update references to legislation, the *Code of Ethics and Standards of Practice*, and other documents

Much has changed in the early years sector since the current program standards in early childhood education were implemented in 2012. As work environments become increasingly complex and dynamic, demands on RECEs' knowledge and practice continue to rise. The College's recommendations are designed to update the program standards so they remain relevant and adequately prepare students for safe, competent, and professional practice that serves the existing and emergent needs and interests of children and families of today, tomorrow, and beyond.

In light of the dynamic shifts occurring in the sector, the College is undertaking a Practice Readiness Initiative, which considers what changes to the College's registration requirements may be necessary. Specifically, the College is exploring the question of "What does it mean to be ready to practise as an early childhood educator?" through the lenses of safety, competence, and professionalism. The answers to these questions may mean that the College will be coming forward with proposals to amend the Registration Regulation under the Act.<sup>1</sup>

We look forward to continuing to engage with the Ministry on this initiative and seeing our recommendations integrated into the new program standards for college programs in the early childhood education sector. We would be pleased to discuss our recommendations and to arrange further meetings, please contact Heidi Barnett, Project Manager and Executive Coordinator, at 416-961-8558 extension 339 or at [heidib@college-ece.ca](mailto:heidib@college-ece.ca).

Sincerely,

Beth Deazeley  
Registrar & CEO  
College of Early Childhood Educators

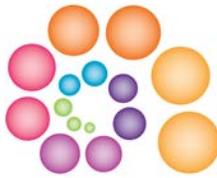
c.c. Honourable Mitzie Hunter  
Minister of Education

Honourable Indira Naidoo-Harris  
Minister Responsible for Early Years and Child Care

Greg Orencsak  
Deputy Minister  
Ministry of Advanced Education and Skills Development

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<sup>1</sup> More information about the Practice Readiness Initiative is available on the College's website at <https://www.college-ece.ca/en/public/news/news/Practice%20Readiness%20Initiative>.



Bruce Rodrigues  
Deputy Minister of Education and Deputy Minister Responsible for Early Years and Child  
Care

Glenn Craney  
Assistant Deputy Minister  
Postsecondary Education Division  
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Shannon Fuller  
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Early Years and Child Care Division  
Ministry of Education



# Report

College of Early Childhood Educators

Recommendations for the new edition of  
standards for Ontario college programs in the  
early childhood education cluster

December 11, 2017

## Introduction

In the fall of 2017, the Ontario Ministry of Advanced Education and Skills Development (the Ministry) launched a review of the standards for the following college programs in the early childhood education cluster.

- Early Childhood Assistant certificate program
- Early Childhood Education diploma program
- Early Childhood Education – Resource Consulting graduate certificate program
- Early Childhood Education – Special Needs graduate certificate program
- Early Childhood Education – Administration graduate certificate program

To inform the review, the College of Early Childhood Educators (the College) prepared this report with recommendations for the new edition of standards being developed.

### **About the College**

Under the authority of the *Early Childhood Educators Act, 2007* (the Act), the College serves and protects the public interest by regulating the profession of early childhood education and governing more than 52,000 registered early childhood educators (RECEs) across Ontario.

The College issues Certificates of Registration to qualified individuals, maintains a public register of current and former members, sets standards of practice for the profession, receives and investigates complaints and reports about members' conduct, and supports quality assurance through the development and administration of a Continuous Professional Learning (CPL) program.

### **Why the program standards matter to the College: A role in registration requirements**

The College's mandate includes developing, establishing, and maintaining requirements for registration as an RECE.

A core requirement for registration is education. The Registration Regulation<sup>1</sup> currently sets the standard for the education requirement as a diploma from a program in early childhood education offered by an Ontario College of Applied Arts and Technology (OCAAT). This means that graduates of these diploma programs automatically meet the education requirement for registration with the College. In this context, the *Early Childhood Education Program Standard* represents the education and training that is needed, at minimum, in order to practise the profession safely, competently, and professionally in the interests of children and families.

There are other ways to meet the education requirement and the Registration Regulation frames them in terms of equivalency to a diploma from a program in early childhood education offered by an OCAAT. For these purposes, the College uses the *Early Childhood Education Program Standard* (2012) to assess equivalency.

Thus, the *Early Childhood Education Program Standard* has a critical role in determining a person's eligibility for entry into the profession. It is a statement of what knowledge, skills,

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<sup>1</sup> The Registration Regulation is O. Reg. 221/08 under the Act.

behaviours, and attitudes a person must possess, at minimum, to be issued a Certificate of Registration to practise as an RECE in Ontario.

### **The changing landscape of the early learning and child care sector in Ontario**

Since 2012, when the current program standard was implemented, much has changed in the early learning and child care sector across Ontario. For example, legislation for the licensing and regulation of child care centres was overhauled and the provincial government introduced *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (2014), a new framework for pedagogy and program development in early years settings. More broadly, wider social reform continues (e.g., in relation to child welfare, special needs, mental health, truth and reconciliation processes with Indigenous peoples, etc.). These broader reforms impact the work of RECEs and continue to raise expectations for their knowledge and practice.

Similarly, the College's regulation of the early childhood education profession has evolved and changed since 2012. Highlights include the:

- Publication of a new *Code of Ethics and Standards of Practice* in 2017, which replaced the original that was established in 2011.
- Launch of the Continuous Professional Learning (CPL) program, which is now mandatory for all members.
- Introduction of new mandatory employer reporting requirements.

Given the critical role the program standard has in the College's determination of whether a person has the requisite education and training in order to practise as an RECE, it is imperative that the program standard be updated to be current and relevant so that students are adequately prepared to practise as RECEs for existing and emergent needs and interests of children and families of Ontario.

## Recommendations for the new program standards

The College has eight overarching recommendations. They are described below with a summary list in Appendix A. Detailed suggested revisions and additions for the *Early Childhood Education Program Standard* are provided in Appendix B. While all recommendations are for the *Early Childhood Education Program Standard*, they are also relevant to the other program standards being reviewed by the Ministry as listed in the Introduction.

Among the eight recommendations, the first recommendation – namely, to establish a requirement for all programs to have a mandatory practicum component – is of utmost importance for the new program standards. Adequate preparation for practice cannot be achieved through the acquisition of theory alone. Students must have opportunities to apply knowledge and develop skills through direct practice with children and families. Indeed, the significant role and value of practicum in the education and training experience is reinforced in most of the other recommendations.

### **1. Establish a mandatory practicum requirement**

*Recommendation:* *That the program standard explicitly require that programs have mandatory practicum with the following components:*

- *Direct interaction with children and families.*

- *Direct interaction with children across the age spectrum of 0-12 years, including infants/toddlers, pre-school, and school-age children.*
- *Practise in a range of settings that are outside of the post-secondary classroom, including traditional and non-traditional settings.*
- *Progressive responsibilities building up to the full scope of practice for the profession of early childhood education.<sup>2</sup>*
- *Supervision of students by RECEs (i.e., members of the College).*

Students must acquire solid knowledge and understanding of core concepts related to child development, pedagogy, play-based learning, early learning curriculum, child health and well-being, etc. However, such theoretical knowledge is insufficient on its own.

To promote positive child development outcomes, theory must be acted upon and translated into practice. Students need to apply their theoretical knowledge using critical thinking, ethical decision-making and judgement, problem solving, interpersonal collaboration, communication, conflict resolution, and other skills. Development and demonstration of these skills in a meaningful manner can only come through direct practice. Given this important link between theory and practice, practicum placements should be structured so that students are supervised by RECEs (i.e., members of the College).

The College is concerned that graduates are not well-prepared for practice. In feedback from focus groups and surveys of post-secondary institutions, employers, and RECEs, concerns that consistently emerge are that:

- The practicum component is being eroded in terms of quantity (e.g., number of hours) and quality (e.g., limited opportunity to participate in and contribute to interactions with families, lack of exposure to the full scope of practice for RECEs, limited supervision by faculty members, etc.).
- New graduates struggle to apply knowledge of concepts and theories in their practice with children, families, colleagues, other professionals, and broader community service providers.
- New graduates do not have sufficient practical experience to develop and apply skills as described above.
- There is insufficient experience with the application of laws and regulations in practice.
- There is inconsistency across the province in how college programs approach practicum (e.g., number of hours, types of settings, practice with children across the age spectrum, arrangements for supervision, methods of evaluation, multiple practicum placements at certain stages throughout the program versus one practicum placement at the end of the program, etc.).

A strong message from all stakeholder groups is that the inconsistent approach to practicum is problematic because graduates enter the profession with wide variation in experiences and standards for practice. While some are able to practice as RECEs independently, the feedback is that many graduates are unable to undertake the full range of core responsibilities of RECEs at the proficiency level expected (e.g., develop programming, engage in meaningful interactions with families about children's development, navigate and manage challenging situations, etc.).

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<sup>2</sup> The scope of practice for the profession is set out in s. 2 of the Act.

Families' and society's confidence in the whole early years sector is undermined when RECEs are ill-prepared to apply knowledge and theory for safe, competent, and professional practice. A mandatory practicum component must be added to the program standard as a first step towards addressing the inconsistencies and gaps described above. However, a mandatory practicum component cannot come at the expense of expectations for acquisition of theory.

## **2. Emphasize and embed the regulatory perspective throughout the program standard**

*Recommendation: That the regulatory perspective be integrated throughout the program standard, in addition to forming a stand-alone vocational learning outcome. Examples of key concepts to emphasize include:*

- *Early childhood education as a regulated profession with a protected title and legislated scope of practice.*
- *Governance, accountability, and public interest and protection.*
- *The many obligations of regulated professionals (as further detailed below).*

With the coming into force of the *Early Childhood Educators Act, 2007* and the establishment of the College, regulation became a mandatory dimension of RECEs' practice.

As with other regulated professionals in Ontario, RECEs have a number of obligations in service of the public interest. Obligations include maintaining current competence to practise the profession, participating in ongoing professional development, complying with responsibilities to the College to maintain their Certificate of Registration, addressing concerns about conduct, and reporting different types of information to various authorities (e.g., the College, government ministries, Children's Aid Societies, law enforcement, etc.).

Each vocational learning outcome in the existing program standard relates to one or more of these obligations. The elements of performance, however, do not explicitly include the regulatory perspective, or do not capture the full scope of the regulatory perspective for the particular vocational learning outcome. This shortcoming makes it seem that regulation can be singled out from other aspects of practice. In actuality, however, regulation is an inherent part of practice that cannot be singled out from other aspects of practice.

There are potential risks to children and families if graduates do not develop solid knowledge of the regulatory framework and understand how it forms the foundation for their practice. Quality in practice is also undermined.

Therefore, the regulatory perspective needs to be concretely integrated in the elements of performance under each vocational learning outcome. The elements of performance must reflect and reinforce the reality that all aspects of RECEs' practice must be grounded in relevant laws and regulations, the *Code of Ethics and Standards of Practice* set by the College, and their obligations as regulated professionals to serve the public interest.

## **3. Enhance the importance of professional and ethical conduct**

*Recommendation: That the importance of professional and ethical conduct be reinforced throughout the program standard and strengthened with expectations related to the knowledge, skills, and judgement needed to handle complex and dynamic work environments and challenging situations.*

The College's complaints and discipline processes provide insights about professional and ethical conduct issues in the practice of early childhood education. Programs should help students develop the skills to act professionally and effectively manage situations where such issues may arise. Approximately 75% of the College's complaints and discipline cases relate to at least one of the following three most common areas of concern about members' knowledge, skills, and judgement.

- *Inadequate supervision*, such as leaving children behind during transitions and leaving children unattended during staff shift changes.
- *Unacceptable or prohibited practices in interactions with children*, such as inappropriate behaviour management, impatience with children, particularly those with high needs or exceptionalities, and use of excessive force.
- *Lack of professionalism*, particularly in relation to communications with families and colleagues.

Graduates need to be prepared with the knowledge, skills, judgement, and strategic and tactical approaches to adapt to any given situation and take appropriate action. Programs should adequately prepare graduates to be able to:

- Identify and implement practical strategies to mitigate heightened risks related to supervision during periods of transition.
- Be self-aware and understand sources of stress and utilize strategies to cope with or eliminate stressors in the environment.
- Identify, use, and maintain appropriate communication tools.
- Exhibit a sincere attitude that reflects an understanding of what it means to be accountable as a regulated professional.

To reinforce the importance of professional and ethical conduct, the elements of performance under each vocational learning outcome must include expectations (such as those listed above) that show how knowledge, skills, and attitudes are applied in practice. These expectations also underscore the College's earlier recommendation that practicum be established in the program standards as a mandatory component of college programs.

#### 4. Emphasize leadership

*Recommendation:* That the program standard emphasize the expectation that all graduates demonstrate:

- *an understanding of the value and role of leadership in the practice of early childhood education, and*
- *leadership in their practice regardless of role, position, or workplace.*<sup>3</sup>

Children look up to RECEs as leaders. Families and colleagues also view RECEs as leaders. A key addition to the College's new *Code of Ethics and Standards of Practice* (2017) is an explicit standard for leadership.<sup>4</sup> **All RECEs are expected to demonstrate leadership regardless of**

<sup>3</sup> In this recommendation, the College does not mean leadership in terms of an administrative or management position in a workplace setting. Rather, the College means the possession and demonstration of leadership attributes as an individual practitioner regardless of role, position, or workplace.

<sup>4</sup> In that document, "leadership" is defined as the "practice of engaging with colleagues to draw on collective knowledge and experiences to solve problems, create solutions and improve outcomes. Leadership involves taking

**their role, position, or workplace setting.** RECEs care for and educate the children entrusted to their supervision.

As reflected in the *Code of Ethics and Standards of Practice* (2017), leadership is integrally tied to professionalism. It involves a commitment to quality practice in accordance with legislation and the standards set for the profession. It involves RECEs making informed decisions in all that they do and being able to articulate why their actions and decisions are appropriate.

For these reasons, the program standard needs to be updated to capture the College's expectations related to leadership and professionalism.

## **5. Enhance the importance of professional learning and ongoing development**

*Recommendation:* That the program standard enhance the expectation that graduates demonstrate:

- *an understanding of the need for ongoing professional development, and*
- *the ability to develop their own learning goals and plans, and integrate them as natural parts of their practice.*

Ongoing professional learning is an integral component of professionalism and leadership. It is a core value of the profession and important for quality practice. Remaining up-to-date in knowledge and skills is critical for practising in the interests of children and families of Ontario, especially in a time of dynamic change in the early learning and child care sector.

As a regulatory body, the College is mandated to establish a program for ongoing learning by members. Launched on September 1, 2016, all RECEs are required to participate in the College's Continuous Professional Learning (CPL) program, which consists of completing an Expectations for Practice Module and participating in a two-year, self-directed portfolio cycle where a member completes a self-assessment, develops and implements their own learning plan with learning goals, and reflects on integrating learning into their practice.<sup>5</sup> The CPL program is one way the College promotes high standards and quality assurance among RECEs.

The College expects post-secondary programs to instil a culture where life-long learning and ongoing professional development are valued and pursued. Programs should teach students to develop their own learning goals and professional development plans, and integrate learning activities and self-reflection seamlessly into their practice. The program standard must reinforce these expectations.

## **6. Reflect the full breadth of stakeholders RECEs engage with and emphasize communication and collaboration skills**

*Recommendation:* That the program standard reflect the full breadth of stakeholders that RECEs engage with and reinforce the importance of communication and collaboration skills throughout RECEs' practice. Specific areas to enhance include the:

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and encouraging collective responsibility, contributing to an inclusive and collaborative working environment and, creating, coordinating and directing change through vision, inspiration, commitment and contribution". See:

College of Early Childhood Educators. (2017). *Code of Ethics and Standards of Practice*. Toronto: Author. p. 24. [https://www.college-ece.ca/en/Documents/Code\\_and\\_Standards\\_2017.pdf](https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf).

<sup>5</sup> More information about the CPL program is available on the College's website at <https://www.college-ece.ca/en/Members/CPL-Program>.

- *Importance of communication and collaboration **with families** in the learning and care provided.*
- *Role of communication and collaboration in keeping children safe and people accountable for their practice.*
- *Distinction between expectations related to general communication skills as a professional (e.g., attentive and active listening) versus expectations related to technical communication (e.g., discussions about pedagogy and programming, completing and submitting incident reports to the appropriate authorities, etc.).*
- *Need to be proficient in listening, reading, writing, and speaking English or French for communicating with families, colleagues, etc. and for supporting children in their language development.*

Communication and collaboration are critical for RECE practice and occur for a variety of reasons (e.g., programming, reporting, accessing special needs supports), in different ways (e.g., orally, in writing), with a wide range of stakeholders, and in every practice setting (e.g., licensed child care centres, kindergarten classes, EarlyONs, etc.).

Of particular importance is the ability to communicate and collaborate with families in relation to the learning and care provided. A range of stakeholders have emphasized with the College that programs do not provide students with adequate and appropriate opportunities to engage with families as part of practicum placements. As a consequence, students are insufficiently prepared to engage in the conversations and interactions with families that are typical in RECEs' practice.

Also important is the ability to communicate with colleagues and employers (i.e., intra-professional communication), as well as with professionals outside of the immediate team that have a supportive role with families and children (i.e., inter-professional communication). Expectations related to these crucial skills need to be enhanced throughout the program standard.

RECEs provide services to children and families. They work with fellow RECEs, other practitioners in the early years sector (e.g., early childhood assistants), other regulated professionals (e.g., teachers, speech-language pathologists, social workers, etc.), a range of authorities (e.g., Children's Aid Societies, the Ministry of Education for licensed child care programs, schools and school boards, municipal administration, law enforcement, etc.), and a wide range of service providers in the broader community. The program standard should explicitly recognize the full breadth of stakeholders.

Finally, all of these expectations rely on students being proficient in their ability to listen, read, write, and speak English or French. It is a requirement for registration with the College that they be able to do so. The program standard should reinforce this expectation.

## **7. Clarify and distinguish vocational learning outcomes and related elements of performance**

***Recommendation:** That the vocational learning outcomes and elements of performance be clarified in order to eliminate unnecessary areas of overlap, repetition of content, and over-use of "professional jargon".*

Some vocational learning outcomes seem to have unnecessary areas of overlap. Some elements of performance are unnecessarily repetitive amongst the vocational learning outcomes and some may be more applicable under different vocational learning outcomes than currently set out. “Professional jargon” is heavily used in the elements of performance, which can be a distraction to core content.

When revising the program standard to streamline content, the essence of each of the existing vocational learning outcomes must remain in the new program standard as each is still relevant for the practice of early childhood education in Ontario. To support greater consistency amongst programs, however, the program standard should clarify the level and quality of performance necessary to meet the requirements of each vocational learning outcome.

## **8. Update references to legislation and other documents**

***Recommendation:** That references to legislation and other documents, including the College’s Code of Ethics and Standards of Practice, be updated throughout the program standard.*

Legislation, government policy, and College standards have changed since the existing program standard was published. Notably, the program standard refers to the College’s *Code of Ethics and Standards of Practice* as published in 2011; however, the College introduced a new and revised edition in 2017. Students are not being appropriately prepared for practice as RECEs if curriculum is designed based on amended or revoked legislation and out-dated standards. References to legislation and other documents must be framed in a more general way so that post-secondary programs are accountable for updating curriculum when these key documents change over time and new legislation and College standards are introduced.

## Appendix A. List of recommendations

This appendix lists the College's eight recommendations presented in this report.

### **1. Establish a mandatory practicum requirement**

*That the program standard explicitly require that programs have mandatory practicum with the following components:*

- *Direct interaction with children and families.*
- *Direct interaction with children across the age spectrum of 0-12 years, including infants/toddlers, pre-school, and school-age children.*
- *Practise in a range of settings that are outside of the post-secondary classroom, including traditional settings and non-traditional settings.*
- *Progressive responsibilities building up to the full scope of practice for the profession of early childhood education.<sup>6</sup>*
- *Supervision of students by RECEs (i.e., members of the College).*

### **2. Emphasize and embed the regulatory perspective throughout the program standard**

*That the regulatory perspective be integrated throughout the program standard, in addition to forming a stand-alone vocational learning outcome. Examples of key concepts to emphasize include:*

- *Early childhood education as a regulated profession with a protected title and legislated scope of practice.*
- *Governance, accountability, and public interest and protection.*
- *The many obligations of regulated professionals.*

### **3. Enhance the importance of professional and ethical conduct**

*That the importance of professional and ethical conduct be reinforced throughout the program standard and strengthened with expectations related to the knowledge, skills, and judgement needed to handle complex and dynamic work environments and challenging situations.*

### **4. Emphasize leadership**

*That the program standard emphasize the expectation that all graduates demonstrate:*

- *an understanding of the value and role of leadership in the practice of early childhood education, and*
- *leadership in their practice regardless of role, position, or workplace.<sup>7</sup>*

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<sup>6</sup> The scope of practice for the profession is set out in s. 2 of the Act.

<sup>7</sup> In this recommendation, the College does not mean leadership in terms of an administrative or management position in a workplace setting. Rather, the College means the possession and demonstration of leadership attributes as an individual practitioner regardless of role, position, or workplace.

## **5. Enhance the importance of professional learning and ongoing development**

*That the program standard enhance the expectation that graduates demonstrate:*

- *an understanding of the need for ongoing professional development, and*
- *the ability to develop their own learning goals and plans, and integrate them as natural parts of their practice.*

## **6. Reflect the full breadth of stakeholders RECEs engage with and emphasize communication and collaboration skills**

*That the program standard reflect the full breadth of stakeholders that RECEs engage with and reinforce the importance of communication and collaboration skills throughout RECEs' practice. Specific areas to enhance include the:*

- *Importance of communication and collaboration **with families** in the learning and care provided.*
- *Role of communication and collaboration in keeping children safe and people accountable for their practice.*
- *Distinction between expectations related to general communication skills as a professional (e.g., attentive and active listening) versus expectations related to technical communication (e.g., discussions about pedagogy and programming, completing and submitting incident reports to the appropriate authorities, etc.).*
- *Need to be proficient in listening, reading, writing, and speaking English or French for communicating with families, colleagues, etc. and for supporting children in their language development.*

## **7. Clarify and distinguish vocational learning outcomes and related elements of performance**

*That the vocational learning outcomes and elements of performance be clarified in order to eliminate unnecessary areas of overlap, repetition of content, and over-use of "professional jargon".*

## **8. Update references to legislation and other documents**

*That references to legislation and other documents, including the College's Code of Ethics and Standards of Practice, be updated throughout the program standard.*

## Appendix B. Detailed feedback on the *Early Childhood Education Program Standard (2012)*

This appendix provides detailed feedback on the vocational learning outcomes (VLOs) and glossary of the existing program standard for early childhood education diploma program (i.e., the *Early Childhood Education Program Standard (2012)*). Suggestions for additional VLOs and terms to include in the glossary are also provided.

### Feedback about vocational learning outcomes

VLO	Suggested revisions and additions
1	<ul style="list-style-type: none"> <li>• Add “inquiry-based” to “inclusive and play-based”.</li> </ul>
1, 2	<ul style="list-style-type: none"> <li>• Clarify how these VLOs are different from each other.</li> </ul>
3	<ul style="list-style-type: none"> <li>• “Observation” needs to be understood broadly so that it captures the broad range of purposes for which it is conducted. Importantly, students need to demonstrate that they can use observation strategies in order to identify circumstances where a child may need additional support or community resources.</li> <li>• Critical thinking is an important skill for demonstrating this VLO. For example, documentation needs to be completed in a thoughtful manner that demonstrates an understanding of how the information will be interpreted and used.</li> </ul>
4	<ul style="list-style-type: none"> <li>• In addition to children, groups of children, and families, add colleagues and practitioners in the broader children’s services sector.</li> </ul>
5	<ul style="list-style-type: none"> <li>• <i>The College does not have any suggested revisions or additions to VLO 5.</i></li> </ul>
6	<ul style="list-style-type: none"> <li>• Replace “working” with “interacting and collaborating”.</li> <li>• Add “the College and other authorities and agencies (e.g., children’s aid societies)” to the list.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Replace “Standards of Practice and Code of Ethics” with “Code of Ethics and Standards of Practice”.</li> <li>• Modify the statement to capture the fact that legislation, regulations, standards of practice, policies, and practice guidelines impact the <b>practitioner’s own practice</b> in addition to the learning environment.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Integrate the concept of accountability for practice.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Clarify what is meant by “early learning team” as this is the only place in the program standard where the term is used.</li> </ul>
10	<ul style="list-style-type: none"> <li>• Revise “professional development plan” to “professional learning plan” in order to be consistent with language used in the College’s CPL program.</li> <li>• Add the ability to document learning.</li> <li>• Broaden this VLO to capture an understanding of the value of lifelong learning and its</li> </ul>

VLO	Suggested revisions and additions
	role in contributing to safe, competent, professional practice.
11	<ul style="list-style-type: none"> <li>• Replace “Aboriginal” with “Indigenous”.</li> <li>• Add “colleagues” (which is defined in the College’s <i>Code of Ethics and Standards of Practice</i> (2017)).</li> </ul>

### Suggestions for additional VLOs

The College recommends that a VLO be added with respect to responsibilities for child welfare, including the identification of actual or potential incidents of abuse or neglect and the duty to report such circumstances.<sup>8</sup> Suggested wording is:

- The graduate has reliably demonstrated the ability to know when, why, and how to identify, report, and document when a child is at risk for abuse or neglect and may be in need of protection, and take appropriate action to report these incidents in accordance with applicable legislation, practice standards, policies, and procedures. The graduate also understands that as a result of their professional knowledge and role, they are in a unique position to recognize possible signs of child abuse, neglect and family violence, and have a particular duty to report their suspicions.

### Feedback about the glossary

The following table provides detailed feedback on terms currently defined in the glossary.

Term	Suggested revisions and additions
Culture	<ul style="list-style-type: none"> <li>• “Total” may be misleading. Consider simplifying the definition to align with the approach used to define the term in the College’s <i>Code of Ethics and Standards of Practice</i> (2017).</li> </ul>
Diverse/Diversity	<ul style="list-style-type: none"> <li>• The definition is individual-focused, however, most uses of the term in the program standard are in the context of groups of individuals. Consider whether the definition needs to be amended to capture broad range of difference.</li> </ul>
Early learning environments	<ul style="list-style-type: none"> <li>• Specify that “physical environment” includes indoor and outdoor environments. See the definition of “learning environment” in the glossary of the College’s <i>Code of Ethics and Standards of Practice</i> (2017).</li> </ul>
Positive guidance techniques	<ul style="list-style-type: none"> <li>• Change “positive guidance techniques” to “positive interactions” so that the language is aligned with that used in the College’s <i>Code of Ethics and Standards of Practice</i> (2017).</li> </ul>
Respond with sensitivity	<ul style="list-style-type: none"> <li>• Consider integrating this concept with the term “responsive relationships”.</li> </ul>

<sup>8</sup> The expectations of RECEs in this regard are further described in the College’s *Professional Advisory on the Duty to Report*, which is available at <https://www.college-cee.ca/en/Documents/Professional%20Advisory%20Duty%20to%20Report%202015.pdf>.

The College recommends that the following terms, which are used in relation to VLO 7, be included in the glossary.

Term	Proposed definition
Continuous professional learning	<ul style="list-style-type: none"> <li>Any formal and/or informal activities undertaken by an individual to improve their knowledge, skills, and judgement to practice a profession and assure quality professional practice throughout their careers.</li> </ul>
Certificate of Registration	<ul style="list-style-type: none"> <li>The document issued by a regulatory body that authorizes the person to whom it is issued to practice as an RECE in the jurisdiction in which the regulatory body is located, subject to any terms, conditions, or limitations specified on the licence/certificate.</li> </ul>
Reflective practice	<ul style="list-style-type: none"> <li>The ability of a person to reflect on their professional practice and performance in order to learn from it and improve.</li> </ul>
Regulatory body (regulator)	<ul style="list-style-type: none"> <li>The organization or institution established with a mandate to regulate a profession(s) in a certain jurisdiction in the service and protection of the public interest. Common components of a regulator's mandate are to establish requirements for entry into the profession, establish and maintain a code of ethics and standards of practice for the profession, promote ongoing professional learning, develop and administer a quality assurance program, and receive and address complaints and mandatory reports about a member's conduct or competence.</li> </ul>