



New member Orientation



Fall 2025



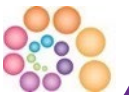
Today's presentation

Presented by
Deborah Gores RECE and
Safrá Najeemudeen RECE

- 1 Role of the College
- 2 Professionalism & leadership
- 3 CPL, practice guidance & maintaining registration
- 4 Website tour / Q & A



Role of the College



Early Childhood Educators Act, 2007



Passed by the provincial government, the Act **created the College** and its outlines its **duties**.



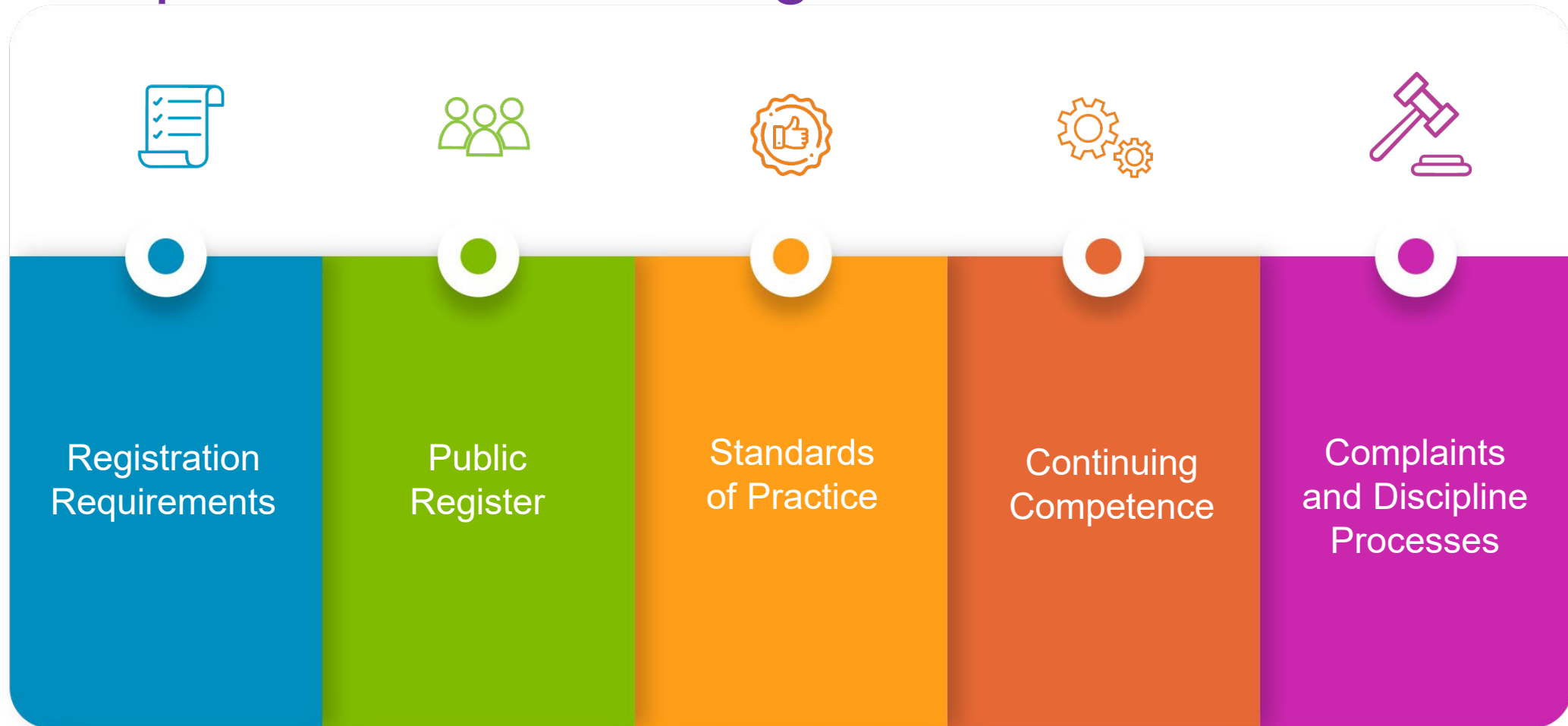
The College's primary duty is to "**serve and protect the public interest**."



Ontario is the only jurisdiction in North America where early childhood educators are recognized in law as a distinct profession with the authority to regulate their practice.



The College regulates and governs Ontario's RECEs in the public interest through:



Regulation and advocacy: A strong profession needs both

The College

- Regulates the profession in the public interest.
- Supports the profession by promoting practice excellence and building a sustainable profession by developing resources and communicating with government on issues facing the sector.



Professional associations

- Advocates on behalf of RECEs for change in areas such as wages or working conditions.
- Brings RECEs together to influence positive changes that not only benefit RECEs, but also children, their families and communities.

Although our mandates **are different**, the College and the professional associations **work collaboratively** in recognizing and supporting RECEs as professionals and leaders and supporting continued high standards in the profession.



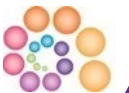
2024–2025 Stats

6,288

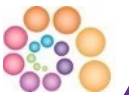
Registered and
welcomed new
members to the
profession

65,973

RECEs
in Ontario

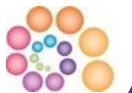


Professionalism and Leadership



Pause and Reflect

- What does it mean to be a professional?
- How is professionalism demonstrated?



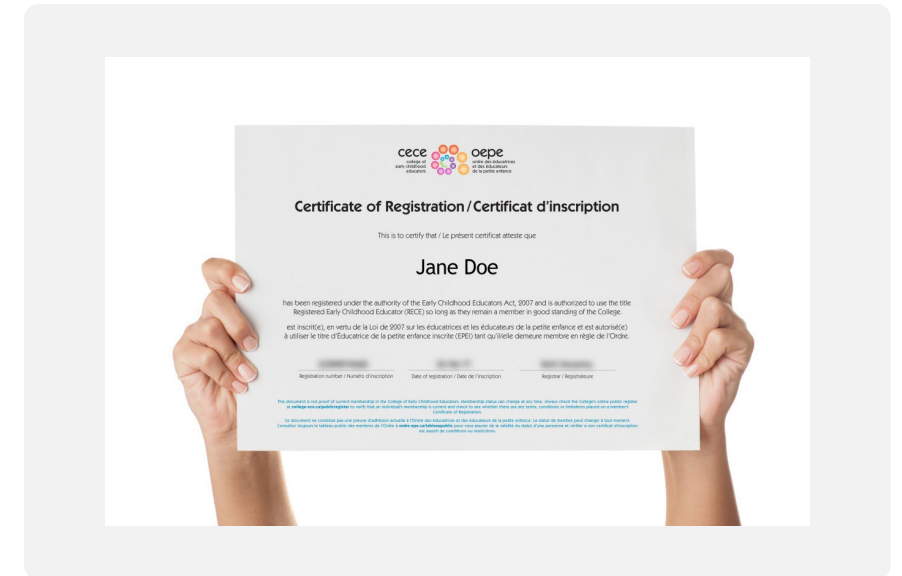
Protected Title and Professional Designation

Titles and designations restricted to members only

- Early Childhood Educator / ECE
- Registered Early Childhood Educator / RECE
- French equivalents

RECEs use the title “*in connection with their practice*” and “*use the designation in documentation used in connection with their practice.*” ~ Standard IV, C.10

[Professional Advisory: Use of Professional Titles and Designation](#)



Examples of use of designation*:

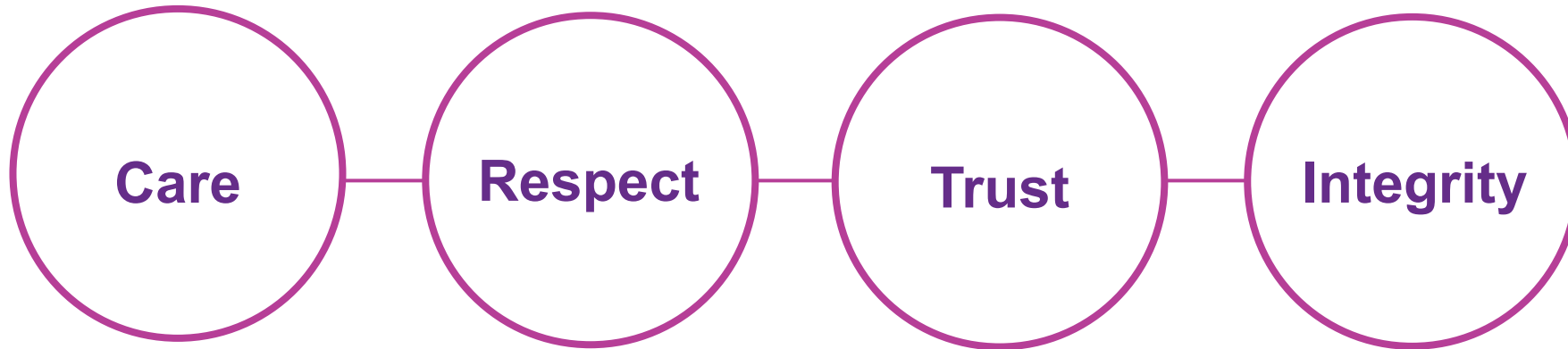
Dominique Hassan RECE
Dominique Hassan, RECE
Dominique Hassan, RECE, OCT

**fictional name used as example only*



Ethical Values

The profession's core set of beliefs and values:



1. Inform and guide the practice and conduct as professional.
2. Influence the communication and collaboration with others.
3. Contribute to shaping the professional identity as part of a professional community of RECEs.

[Practice Note on Beliefs and Biases](#)

| [Reflection Guide on Beliefs and Biases](#)



Applying Your Skills and Knowledge

The **Standards of Practice** are:



I. Caring and Responsive Relationships



IV. Professionalism and Leadership



II. Curriculum and Pedagogy



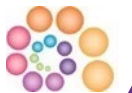
V. Professional Boundaries, Dual Relationships and Conflicts of Interest



III. Safety, Health and Well-being in the Learning Environment



VI. Confidentiality, Release of Information and Duty to Report



Decision-Making and Using Professional Judgment

RECEs:

- are not technicians
- make complex, ethical decisions every day
- navigate “messy” and uncertain situations or work contexts is the work of professionals



[Practice Note on Professional Judgment](#) | [Practice Note on Ethical Decision-Making](#)



Accountability and Collective Responsibility



- Personal responsibility for practice decisions, actions and interactions with others
- Collective responsibility to support the accountability of colleagues
- Behaviours in personal life may reflect upon RECES as professionals and impact the profession



Leadership

- Participate in the self-governance of the profession
- Establish caring, trusting relationships; engage in communication and collaboration
- Engage in continuous professional learning
- Engage in professional communities (associations, networks) and build connections
- Advocate in the interest of children, families, RECEs and the early years sector
- Seek and offer support and guidance; ask questions



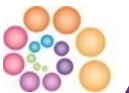
All RECEs are leaders regardless of position or title.”

Standard IV

What are other examples of demonstrating leadership?

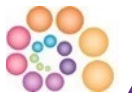


Continuous Professional Learning (CPL) Program



Pause and Reflect

- What are benefits of ongoing professional learning?
- Why is ongoing learning important to you as a professional?



RECEs value lifelong learning

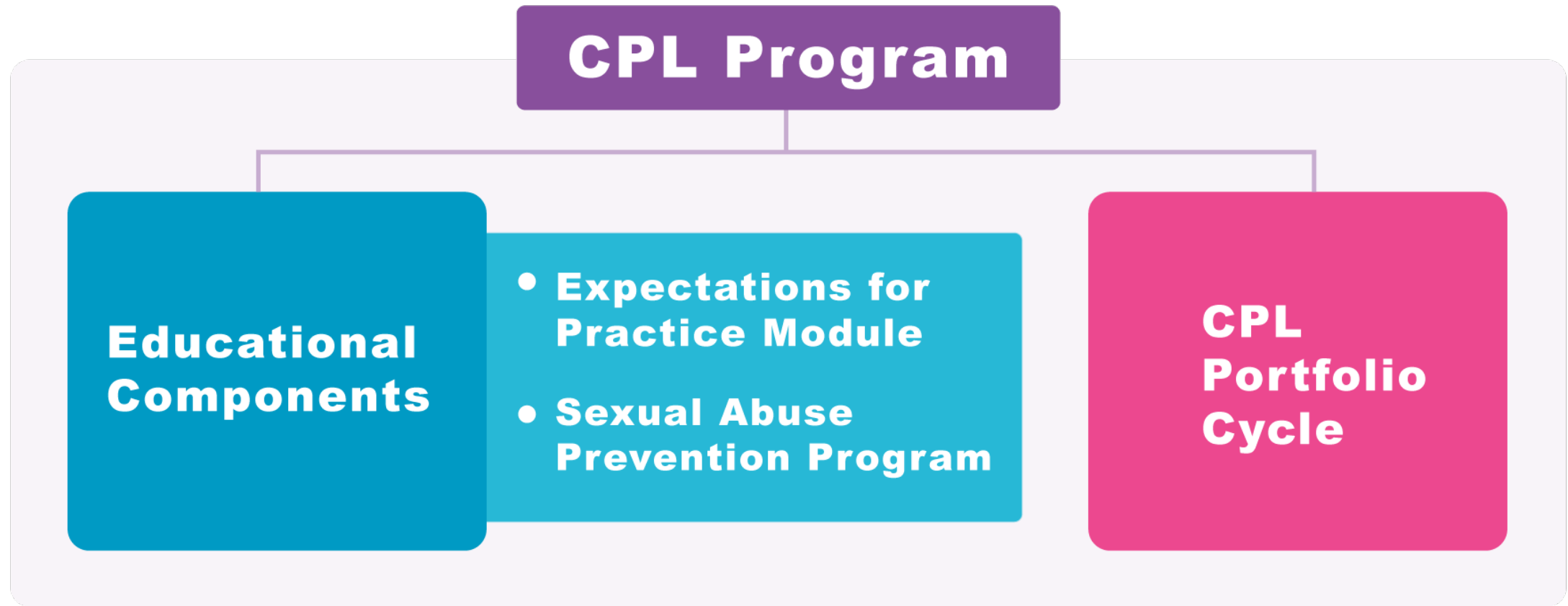
Reflective and intentional professional learners and leaders:

- contribute to improving quality in ECE for children, families and communities
- adapt to changes in early learning and child care sector
- apply research, theories and practices
- collaborate to create inclusive and equitable environments
- support advancement of the profession in workplaces and communities

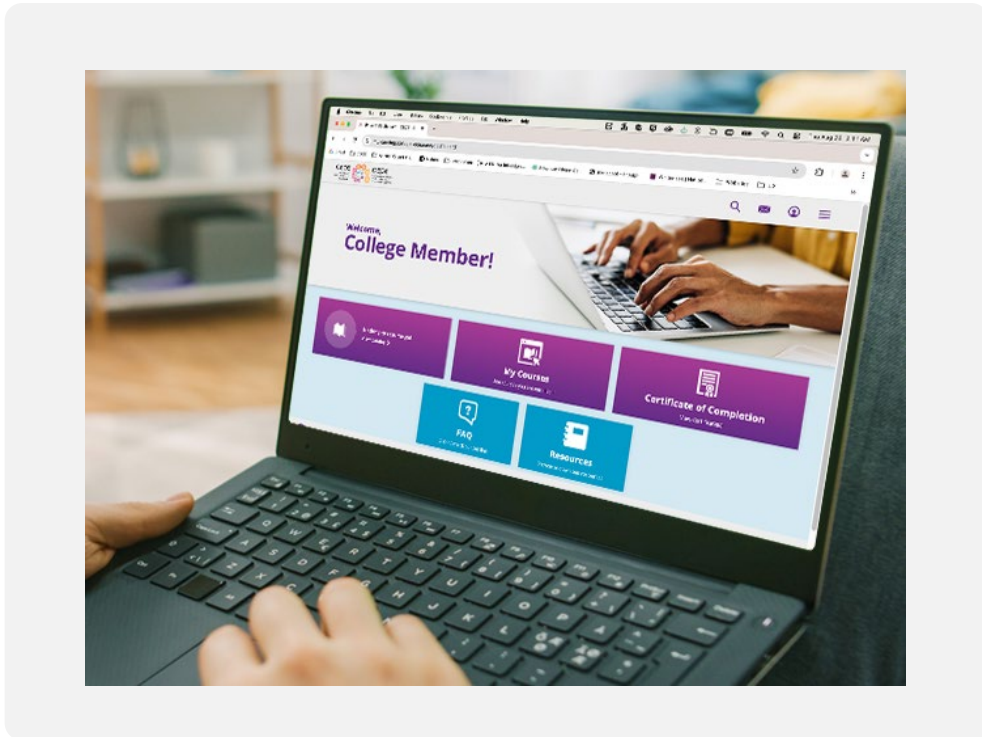


**Curious,
competent and
rich in potential!**





What's the Expectations for Practice Module?



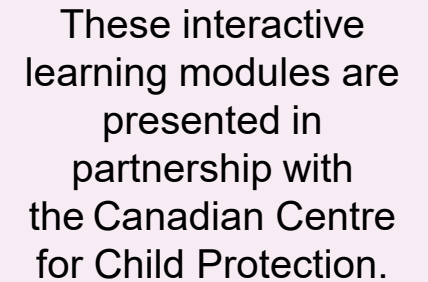
- Free, interactive, online module, available to new members.
- Explains an RECE's professional responsibilities and information about:
 - key concepts of being a regulated professional;
 - professional misconduct, incompetence and incapacity; and
 - fundamental practice areas in early childhood education
- Download and save certificate of completion.



What's the Sexual Abuse Prevention Program?

Three required elements

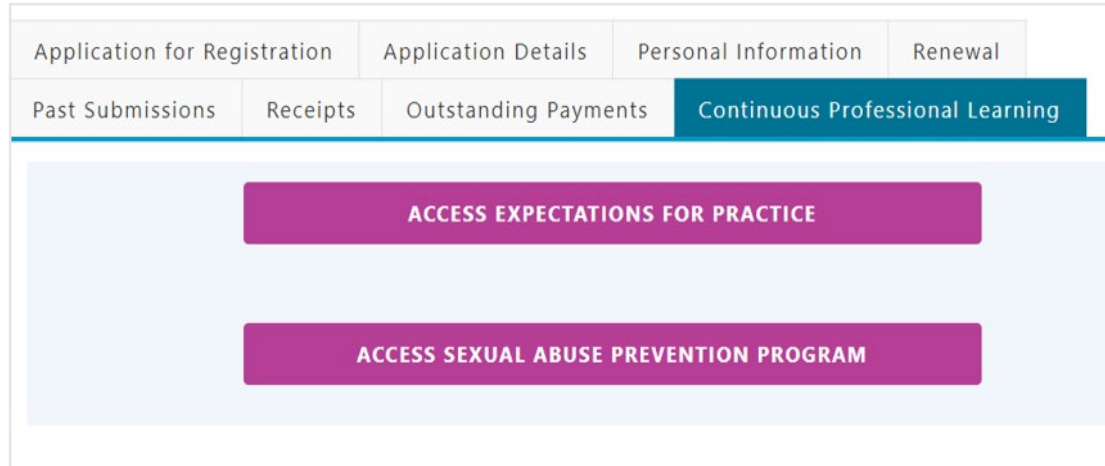
- 1. Commit to Kids – Child Sexual Abuse Prevention Training**
 - 8 modules and knowledge validation test with 20 questions
- 2. Teatree Tells – Put into Practice**
 - Short video and a quiz with 4 questions
- 3. College resources to review**
 - Professional Advisory: Duty to Report
 - Racism and Bias in Reporting to Child Welfare
 - Scenarios



These interactive learning modules are presented in partnership with the Canadian Centre for Child Protection.



Accessing the Educational Components



1. Log into My College Account.
2. Click on the “Continuous Professional Learning” tab.
3. Click on each educational component to be connected to the appropriate platform.

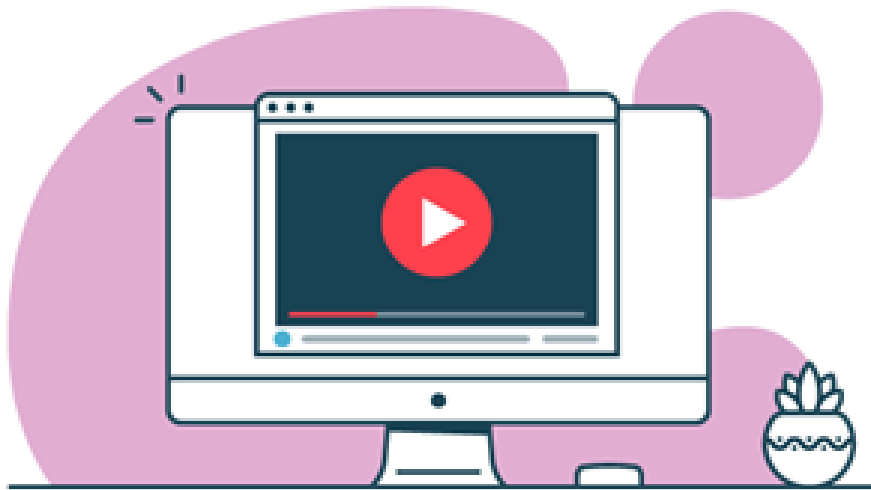


[Video](#): Access Expectations for Practice Module

[Video](#): Access Sexual Abuse Prevention Program



Accessing More Information



- Notice of Continuous Professional Learning Program Requirements
- **CPL for New RECEs** webinar
- CPL webpages at college-ece.ca
- CPL video resources on [College's YouTube](#)
- Access **Expectations for Practice Module** and **Sexual Abuse Prevention Program** from your profile on [My College Account](#)

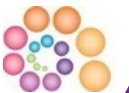
Still have questions or need help?

Contact the Professional Practice department

- Call 1 888 961-8558, select 2
- Email cpl@college-ece.ca



Guidance for Transition to Practice



The transition to be an RECE is an exciting step!



Engage in self-reflection

- What are your strengths and skills in practice?
- How have your unique circumstances helped you to prepare to enter professional practice?
- How might you share your strengths and experiences with your employer?

Identify areas of further development

- Which areas of practice have you had less experience with (e.g., practicum experiences)?
- What areas of practice do you want to develop further?



Some other ideas

- **Share your strengths and experiences** with your employer and colleagues.
- **Participate in a community of practice** with a professional association (AECEO / AFÉSEO), colleagues or other RECE communities.
- **Find and engage in professional learning:** webinars, podcasts, readings, College Talk blog, professional associations.



Professional relationships and connections

- Consider finding and forming connections with:
 - An RECE practice companion, mentor or professional friend
 - Your workplace or community
 - Your region, municipality, county or district for professional learning opportunities and networks
- Maintain professional relationships with instructors, classmates, practicum connections

- How are you building and maintaining professional relationships and connections?
- What strategies have you used for applying to jobs?

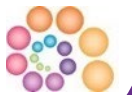
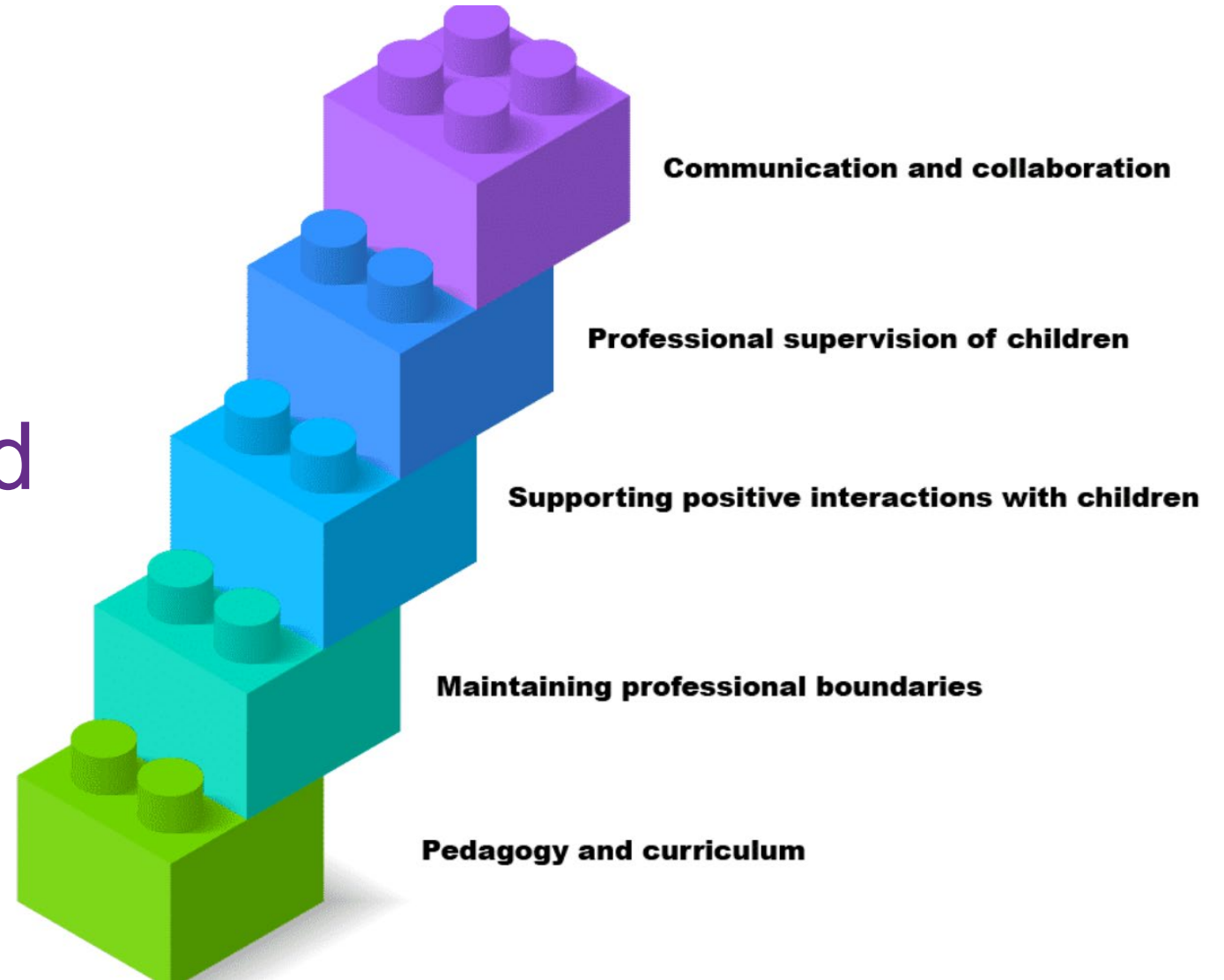


Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs”

Standard I



A care and relationship-based practice



Most common concerns

33%

Inappropriate supervision

Typically seen during transitions from one area or activity to another, and often caused by lack of communication during staffing changes and lack of situational awareness on the part of members.

31%

Inappropriate guidance

Typically seen in RECEs not knowing how to deal with difficult behaviours, exhibiting frustration and forcefully redirecting children's behaviour.

17%

Unprofessionalism

Typically involves failing to maintain confidentiality, practising while suspended and engaging in inappropriate interactions with children, parents, and colleagues, and occasional pending criminal charges.



Celebrating 15 Years of Public Protection and Practice Excellence



Annual Report
2023 – 2024

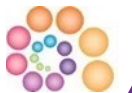
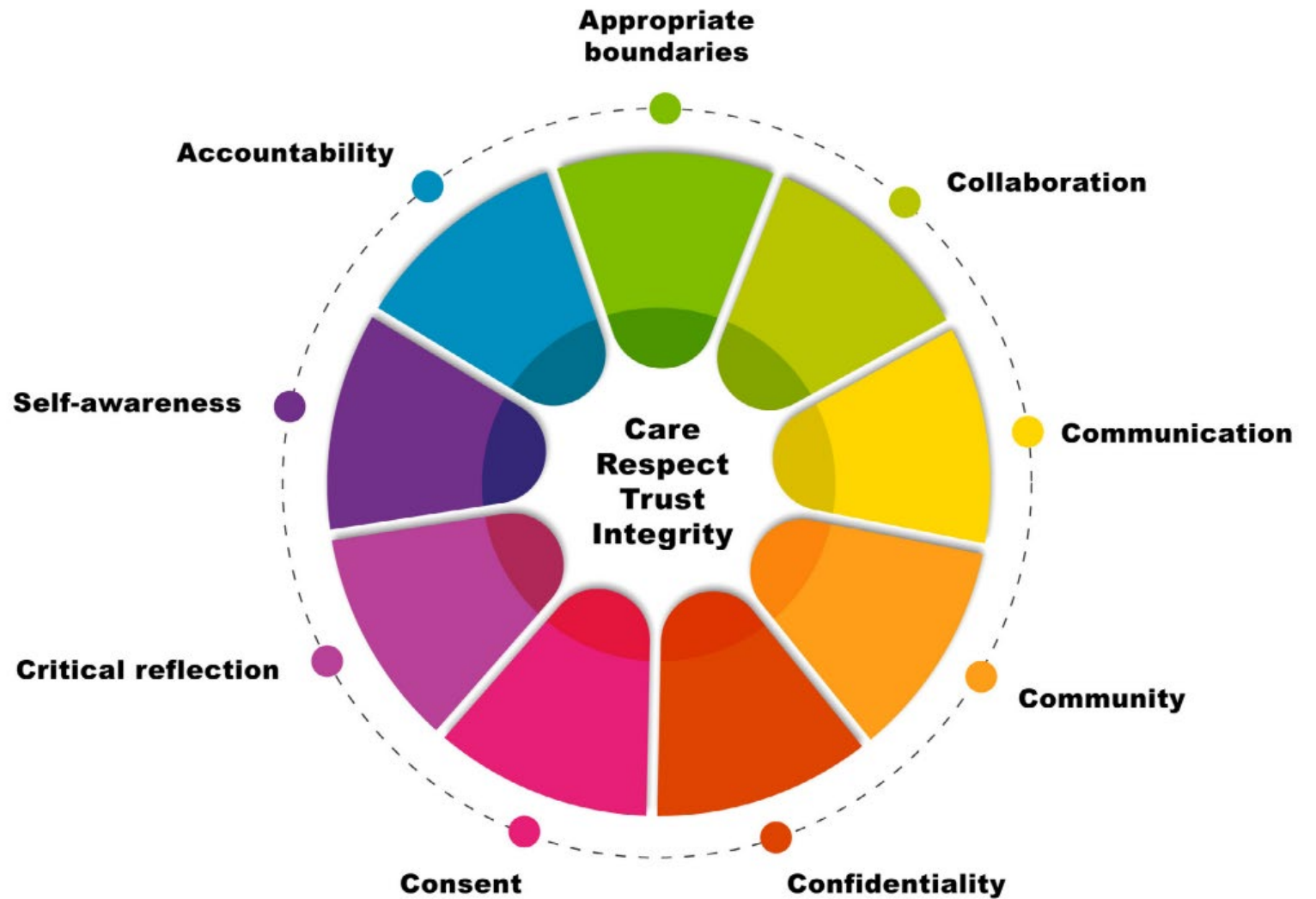


[Annual Report: Celebrating 15 Years of Public Protection and Practice Excellence](#)



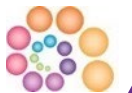
Key elements of professional relationships

[Practice Note: Professional Relationships](#)

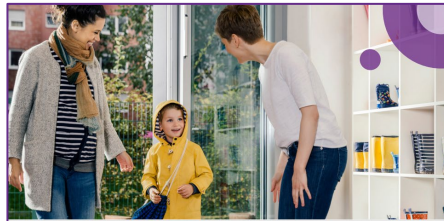


Pause and Reflect

- Where can you seek support/guidance with practice?
- How might you approach your supervisor for support with your professional practice?



Practice Resources



Practice Guideline: Professional Boundaries



Practice Note



Beliefs and Biases

Practice Notes support Registered Early Childhood Educators (RECEs) in understanding and applying the Code of Ethics and Standards of Practice by examining a specific topic and providing practice guidance.

Standard 11 says that RECEs understand the value of reflective practice and leadership development and how continuous professional learning supports their professional growth and contributes to improving the quality of early childhood education for children, families and communities (B.3).



RECEs have an ethical responsibility to be equitable, inclusive and respectful of diversity. To uphold their responsibilities to children, families, colleagues and the profession, RECEs need to critically reflect on how their beliefs and biases influence their professional practice. This practice note is designed to support you in the ongoing process of identifying and addressing your beliefs and biases. This process can help you make subtle or significant changes that improve your practice and the experiences of children, families and colleagues.

It is critical to learn about the beliefs and biases that underpin:

- your thoughts, behaviours and actions;
- your decision-making processes;
- your professional judgment;
- how you communicate, collaborate and socialize with others who hold their own beliefs and biases;
- the pedagogical observations and documentation that inform curriculum; and,
- how you develop and implement policies, programs and services for children and families with your colleagues.

College of Early Childhood Educators | Beliefs and Biases | March 2022

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Professional Advisory: Duty to Report

Professional advisories are developed for Registered Early Childhood Educators (RECEs). They communicate the important legal requirements that RECEs must know and understand. Developing this resource is part of the College of Early Childhood Educators' (College) ongoing commitment to advise RECEs on their roles and responsibilities set out through legislation.

This professional advisory communicates the requirement to report child abuse and neglect, the suspicions of harm or the risk of harm to children, under section 152 of the *Child, Youth and Family Services Act, 2017* (CYFSA). RECEs have a responsibility to protect children from harm. It is essential that they are knowledgeable about their duty to report to a Children's Aid Society (CAS) under the CYFSA.

This professional advisory is designed to:

- Explain the duty to report section of the CYFSA; and
- Emphasize the responsibilities of early childhood educators, outlined in the CYFSA and the *Code of Ethics and Standards of Practice* (Code and Standards).

It is not intended to provide specific legal advice.

College of Early Childhood Educators | Professional Advisory: Duty to Report | July 2023

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CONNEXIONS / OFFICE OF THE REGISTRAR / SPECIAL ANNIVERSARY EDITION

15 Years, 15 Milestones

SEPTEMBER 27, 2023



September 2023 marks 15 years since the College of Early Childhood Educators (the College) began to take in applications from individuals in Ontario, to become Registered Early Childhood Educators (RECEs) - the only early learning professionals in Canada recognized as part of...

#StandardsinPractice



To find additional resources go to college-ece.ca/resources



New Member Resources Page

Find resources designed to help you understand the role of the College and support you as you begin your journey in the early years sector.

The screenshot shows the website's navigation menu with categories: ABOUT US, PUBLIC, EMPLOYERS, MEMBERS, and APPLICANTS. The breadcrumb trail is Home / Members / New Member Resources. A sidebar on the left lists various resource links: Members, Renew Now, Code and Standards, Standards in Practice, CPL Program, Sexual Abuse Prevention Program, Resources, New Member Resources, Wellness Resources, Public Register, Professional Regulation, Election, Annual Meeting of Members, Beyond the College, Forms, and New Member Resources. The main content area is titled 'New Member Resources' and features a banner with the text 'Welcome to the Profession New Member Resources' and an image of three women. Below the banner, there is introductory text about becoming a Registered Early Childhood Educator (RECE) and a section for an orientation webinar for new members, including a list of topics to be covered and information about live webinars and recordings.

ABOUT US ▾ PUBLIC ▾ EMPLOYERS ▾ MEMBERS ▾ APPLICANTS ▾

Home / Members / New Member Resources

Members

- [Renew Now](#)
- [Code and Standards](#)
- [Standards in Practice](#)
- [CPL Program](#)
- [Sexual Abuse Prevention Program](#)
- [Resources](#)
- [New Member Resources](#)
- [Wellness Resources](#)
- [Public Register](#)
- [Professional Regulation](#)
- [Election](#)
- [Annual Meeting of Members](#)
- [Beyond the College](#)
- [Forms](#)
- [New Member Resources](#)

New Member Resources

Welcome to the Profession
New Member Resources

Becoming a Registered Early Childhood Educator (RECE) is an exciting step. As an RECE, you play a vital role in supporting children's early learning experiences and their well-being.

As you transition into practice, the College is here to help. On this page, you'll find resources designed to help you understand the role of the College and support you as you begin your journey in the early years sector.

Orientation webinar for new members

Are you in your first year of membership at the College? We offer a new member orientation webinar to help you:

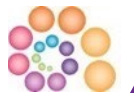
- learn about the role of the College and professionalism;
- get practice guidance and resources; and
- understand your Continuous Professional Learning (CPL) Program requirements.

Information about upcoming live webinars is provided below. Not able to join us on the available dates? We also have a recording available. Additionally, you can download the presentation slides from the webinar [here](#).

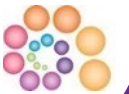
New member orientation webinar. October 2023

Recognized as a Profession

- Have a defined scope of practice in the *Early Childhood Educators Act (ECE Act)*
- Are the only ones allowed to use the designated title of the *ECE Act*
- Are identified by the Registrar as meeting the profession's requirements
- Have a *Code of Ethics & Standards of Practice*



Maintaining Registration



My College Account

Key features:

- Continuous Professional Learning tab
 - Access educational requirements
 - View your CPL Program details
 - Submit a deferral request
- Renew your membership, find your renewal status and due date
- Download and print your receipts
- Update your personal contact information

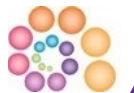
The screenshot displays the 'Continuous Professional Learning' tab in a web application. At the top, there are navigation tabs: 'Application for Registration', 'Application Details', 'Personal Information', 'Renewal', 'Past Submissions', 'Receipts', 'Outstanding Payments', and 'Continuous Professional Learning'. Below these are two buttons: 'ACCESS EXPECTATIONS FOR PRACTICE' and 'ACCESS SEXUAL ABUSE PREVENTION PROGRAM'. A sub-section titled 'Details' (with 'Audit' and 'Submissions' tabs) contains a link to 'Cycle Details' and a table with the following data:

END DATE	MODULE	COMPLETE	DECLARATION
11/1/2024	Expectations for Practice Module		
11/1/2024	Sexual Abuse Prevention Program		

Below this is the 'Educational Requirements' section with an 'EXPORT' button and a table:

COMPLETION DATE	MODULE
9/3/2024 4:30:59 PM	Expectations for Practice
7/5/2024 1:12:26 PM	Commit to Kids
7/5/2024 1:38:37 PM	Teatree Tells

At the bottom, the 'Deferrals' section features a 'START CPL DEFERRAL REQUEST' button.



Annual Renewal

All RECEs have the yearly responsibility to renew their membership **before or during** the month in which their Certificate of Registration was issued.

- Update personal and employment information
- Confirm CPL compliance
- Identify issues potentially affecting practice
- Pay membership renewal fee

2 MONTHS before
your renewal is due

Look for an email reminder from the College that it's time to renew.



Confirming CPL Compliance at Renewal

CPL Continuous Professional Learning (CPL)

Continuous Professional Learning (CPL) is mandatory.

I confirm that I have complied with the CPL Program requirements for this past membership year, as outlined in the [Notice of CPL Program Requirements](#).

Expectations for Practice Complete *

Yes

No

Sexual Abuse Prevention Program Complete *

Yes

No

- You'll confirm completion of the educational requirements.
- “Yes”, if you have complied / completed them. “No”, if you have not.
- Responding “No” will not prevent your renewal from being processed if all other renewal criteria has been met.
- Making a false declaration could be considered professional misconduct.

Reminder:

- The College receives notification when each requirement is complete.
- You can also check completion dates in My College Account.



Practice Information and Support



- Check the Members tab for practice resources and CPL Program details at college-ece.ca
- Review your emails from the College for important info about your membership and CPL requirements, College updates and our newsletter titled, *Connexions*

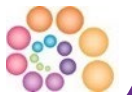
Still have questions or need practice guidance?

Contact the Professional Practice department

- Call 1 888 961-8558, select 2
- Email practice@college-ece.ca



Q&A





Thank You

Be a part of the RECE community year-round!



college-ece.ca