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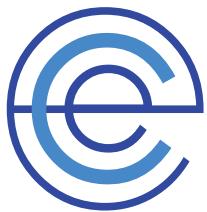
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ABOUT THE COVER & ABOVE PHOTO:

About the Cover:
The joy of children!

About the above photo:
Trent University

AECEO STRATEGIC PLANNING INITIATIVE - UPDATE

As reported in the fall issue of the *eceLINK*, the AECEO has undertaken a strategic planning process to renew the organization and ensure that we will continue to play an important role for ECEs and the early learning sector.

Through this process we are assessing and adjusting the AECEO's direction by evaluating our vision, values, mission, goals and objectives as a structured way to make fundamental decisions and determine actions that will shape and guide the "who, what and why" of the AECEO into the future.

THE PROCESS

The plan was developed in four phases:

1. Board of Directors and staff identify the best strategic option for AECEO.
2. Obtain feedback and input from a broad group of members, non-members and key stakeholders on the proposed strategic scenario.
3. Revise the proposed strategy based on the feedback and create the new strategic plan.
4. Develop a one year operating plan.

PROGRESS TO DATE

Phase one of this work took place September 23 and 24, 2010. The Board of Directors and staff gathered to identify the best strategic option for AECEO.

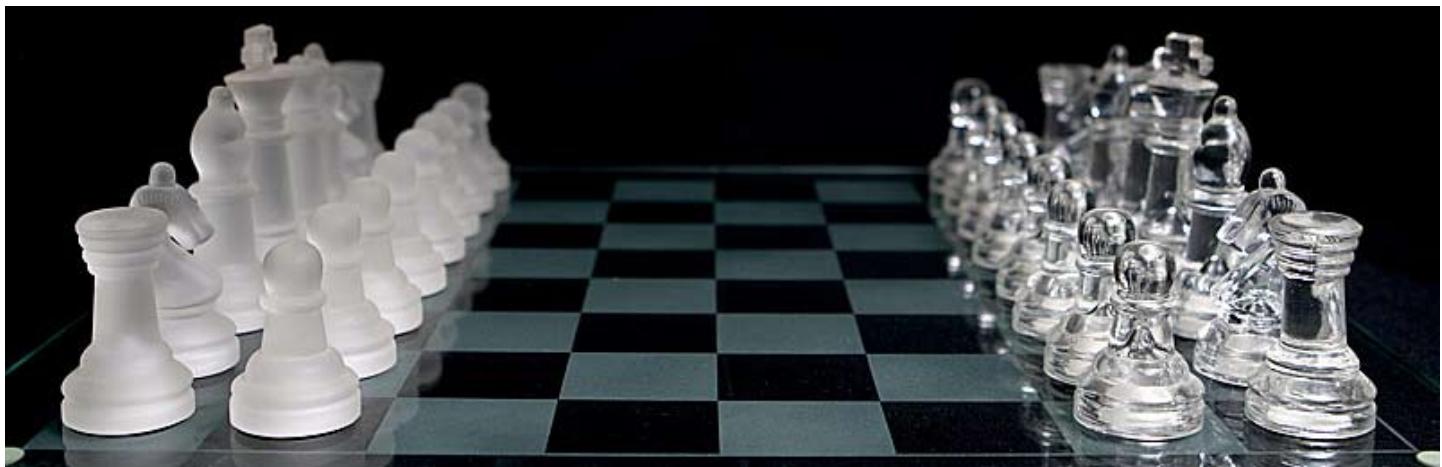
The second phase began on October 25, 2010 with the launch of the AECEO's Strategic Options Survey. The survey closed on November 19, 2010 and the feedback, along with interviews with some key informants, was a key input to the development of a strategic plan.

Phase three was completed in December 2010. The Board and senior staff used the input to develop a strategic plan which has been drafted and is pending Board approval.

The fourth phase was completed in January 2011 when AECEO staff members met to operationalize the proposed strategic plan.

NEXT STEPS

The strategic plan will be communicated to all members following Board consideration in March 2011.



REPORT ON SURVEY RESULTS

The following report is a summary of some of the key findings of the survey. Percentages have been rounded to the nearest whole number.

RESPONSES:

977 respondents
63% AECEO members
87% RECEs

KEY CONCLUSIONS:

- there is broad agreement with the core elements of the AECEO's proposed strategy among both members and non-members
- advocacy is considered the most important thing AECEO can do; followed by help in navigating the changing landscape, providing professional development and providing an information clearinghouse
- there is significant confusion about AECEO and CECE (College of Early Childhood Educators); some respondents did not make a distinction between the two organizations

SURVEY QUESTION:

Please tell us the extent to which you agree with the following core elements of our strategy:

CORE ELEMENT	STRONGLY AGREE	STRONGLY AGREE & AGREE
No barriers to membership	47%	77%
Membership driven organization	46%	85%
Voice for early childhood professionals	66%	91%
Advocacy	66%	91%
Vehicle for consultation	52%	85%
Strong partnerships	59%	87%

CONCLUSION: There is broad agreement with the core elements but only voice and advocacy have 2/3 of respondents who strongly agree.

COMMENTS:

- focus was on fees, unions, voice/advocacy, wages
- clearly confusion of AECEO with CECE
- support for low/lower membership fees; but several comments on the need for a fee to show commitment
- support for voice/advocacy
- some concern that partnerships will compromise an independent voice
- some concern that AECEO not forget ECEs working outside of schools

CONTINUED ON PAGE 8...

SURVEY QUESTION:

Please tell us how important it is that AECEO does the following:

ACTIVITY/FUNCTION	VERY IMPORTANT	VERY IMPORTANT & IMPORTANT
Prov & local PD opportunities	69%	91%
Web based professional development	58%	87%
Help you navigate the changing landscape	72%	93%
Employment information	52%	80%
Annual provincial conference	51%	82%
Automatic membership for members of other organizations.	44%	71%
Strong advocate	91%	98%
Local branch	54%	84%
Capacity to develop new services	60%	94%
Discounts on products & services	46%	74%
Information clearinghouse	69%	94%

CONCLUSION: Being a strong advocate for early childhood professionals and early childhood education is very important to over 90% of respondents.

- Professional development, information clearinghouse and navigation help were considered very important by 2/3 or more of the respondents

COMMENTS:

- focus on geographic accessibility of services and professional development; access to information
- comments on costs of supplies, etc from own pocket and attraction of some discount program
- comments on fees and confusion with the CECE
- concerns about duplication of services between AECEO and other players

In addition to the statistical results, a large number of comments were received and reviewed by the Provincial Board and staff.

We thank all who participated for being engaged enough to spend time and effort on this survey and for all of the informative and enlightening feedback provided.

ADVOCACY ALERT: Ontario Can't Work Without Child Care!

By the Ontario Coalition for Better Child Care

This is a critical time for Ontario's child care programs. Year after year, parent fees keep rising. Despite high fees for parents, many early childhood educators and other child care staff continue to be underpaid and undervalued. Years of underfunding means our programs are financially fragile. And many centres are starting to see financial impacts from Ontario's full-day learning program for 4 and 5 year olds – meaning our programs are more vulnerable than ever.

Without stabilization funding in the 2011 Ontario budget to mitigate the impacts of full-day learning, we face the loss of staff from our programs, higher and higher parent fees, and closures of much-needed child care centres in many communities. That's why the Ontario Coalition for Better Child Care will be launching a campaign for funding in the 2011 Provincial Budget -

"Ontario Can't Work Without Child Care".

Impacts on parents of lack of funding: Moving 4 and 5 year olds into full-day learning means child care centres will need to specialize in caring for younger children. Many child care centres have to increase fees because the ratios for younger children require more staff. Child care is already too expensive for many middle-class families and the lack of subsidies means that many low income families can't access high quality child care. We need a new funding model that does not rely on ever-increasing parent fees. We need base funding to limit fee increases for parents.

Impacts on staff of lack of funding: Early childhood educators are specialists in educating and caring for young children. Unfortunately, many skilled and dedicated staff leave the profession because of low wages and benefits. Many centres have difficulty hiring and retaining qualified staff. We need base funding to increase wages for early learning and child care staff so we can continue to provide high quality programs.

Impacts on child care centres of lack of funding: If parent fees continue to rise and centres can't attract and retain staff, the viability of our programs is at risk. Parents need to be able to afford child care. Staff need decent wages and benefits to stay in the field. Many child care centres are already feeling the impacts of full-day learning on our programs. Those impacts will grow exponentially in 2012 when half of 4's and 5's are out of child care programs and in full-day learning. Without funding to limit fee increases and support child care staff, our programs are at risk of closing.

In advance of the Provincial Election, the Ontario Coalition for Better Child Care will be holding community meetings across the Province, attending supervisor meetings, encouraging parents and staff to sign a postcard to the Premier, and distributing kits with fast and easy ways to make a difference.

We will be using results from our Financial Impact Survey to show that we need stabilization funding in our sector. To complete this survey online and tell your story, please visit: <http://www.surveymonkey.com/s/financialpressuresurvey> Le sondage est aussi disponible en français. Pour le faire en ligne, visitez: <http://www.surveymonkey.com/s/SondageDesPressionsFinancieres>, www.childcareontario.org

We need your voices and stories as evidence of the struggles our sector is facing and of the need to invest in our programs.

If you are looking for information on the impacts of full-day learning as well as planning resources, download our Early learning Program Impacts Kit at www.childcaremanagement.ca

Get involved! Together, we worked to ensure funding in last year's budget that prevented cuts to early learning and child care that would have devastated our programs. We can do it again. Ontario's 2011 budget is expected in March or April of 2011.

Ontario will also have a Provincial Election on October 6, 2011. Let's make sure that ensuring a stable and sustainable, high quality early learning and child care sector is on the agenda.

AFTER ALL, ONTARIO CAN'T WORK WITHOUT CHILD CARE!

Ontario Coalition for Better Child Care – www.childcareontario.org

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All bridging candidates currently enrolled in the Access Bridging program will be awarded an AECEO Letter of Equivalency Certificate upon successful completion of requirements. This certificate is recognized by the College of Early Childhood Educators as meeting the educational qualification component of the application process for membership in the College. Registration with the College of Early Childhood Educators will give the individual the right to use the title of Registered Early Childhood Educator (RECE) in Ontario and thus obtain positions as an Early Childhood Educator.

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UPDATE ON CHILD & FAMILY CENTRES

The 90-minute tour at the Bruce WoodGreen Early Learning Centre in Toronto is in full swing with a delegation of school board and municipal staff from Peterborough. They are here to see the program that inspired the central recommendation in the report to the Premier on early learning -- the creation of Child and Family Centres, housed within community schools. At Bruce School child care, education and family supports are linked to create seamless programming overseen by the school principal and early years manager.

"It makes me believe it's possible," says one visitor commenting on the family-friendly environment that envelops babies to sixth graders. Another is impressed by the collegial relationships between teachers, ECEs and family support staff: "There doesn't seem to be a hierarchy. Everyone is so articulate about their work." A city administrator dispenses with the compliments to drill her host on how the centre overcame the dozens of policy and regulatory differences to create the integrated program.

"We don't claim to be integrated," the tour leader corrects. "We are a partnership between the school and the community agency. Integration requires the legislative and policy changes described in the Premier's report to dispense with the gaps, differences and overlaps."

We are still waiting for that," she adds.

Five hours north-east of Toronto, Kim Hiscott isn't waiting. Her agency, Andrew Fleck, is actively restructuring the services it offers to focus on younger children.

A longtime executive director, Hiscott doesn't foresee benefits in the recent provincial amendment allowing school boards to appoint child care operators to provide

extended day care for four and five year olds. Although half of Andrew Fleck's 194 spaces now serve kindergarten and school-aged children, "contracting with school boards to provide before and after school care is not a viable option for our agency," she says.

Staffing is the primary reason. Recruiting and retaining early childhood educators to work split shifts will become increasingly difficult as jobs open up in full day kindergarten classrooms, Hiscott predicts.

Quality is another consideration. While she acknowledges many examples of good collaboration between kindergarten and child care staff, Hiscott believes there are many more where there is no communication. "It's hard for staff to program when they don't know what the children are doing during their school hours."

Zeenat Janmohamed, director of the Atkinson Centre at the Ontario Institute for Studies in Education, says larger agencies like Andrew Fleck are better positioned to respond to the revenue losses that will result from children moving to full day kindergarten. "Stand alone and smaller agencies lack the flexibility to move staff or to adjust programming," she observes. Even at Andrew Fleck, flexibility is constrained by the demands of multiple funders.

Other providers are looking to amalgamation. Parent-run co-ops in Ottawa are examining the benefits of moving from 10 individual centres to an amalgamated agency, allowing them to share staff and administration and to revamp scheduling.

Hiscott, who also leads Ottawa's Child Care Council, worries about ad hoc initiatives. Programs need to

CONTINUED ON PAGE 12...

develop their own business plans in light of the pending changes, but in the absence of a strategy operators are acting unilaterally, closing rooms and even shutting down entirely. "Changes in operators should not result in a loss of service. CFCs were designed to expand options for families, not reduce it," she says.

The Children's Services Division in Toronto is heading off shotgun solutions by initiating community consultations to build a consensus around CFCs. "We are developing an Outcomes Framework this year that will enable communities to determine the right mix of services and evaluate the effectiveness of CFCs," says children's services director, Karen Gray. Because Toronto is large and complex, the city is using its own programs to model the development of CFCs.

Bringing together all the stakeholders is essential, says Hiscott. The Child Care Council is hosting a session with city staff, child care operators, principals and trustees to kick start a joint planning process.

The need is pressing. A new school is under construction in her community without any capacity for a child and family centre or other community programming despite the great demand for such services. "Why didn't you tell us?" a trustee complained to Hiscott. This sums up the problem, she says. "Whose responsibility is it to know these things? Whose responsibility is it to respond?"

Annie Kidder of People for Education says the province has dropped the ball. School boards and municipalities serve the same children but there is no requirement for them to collaborate, and if they do, there are few resources to fulfill their plans.

"Ontario talks a good line about community schools but provides no policy or funding support," says Kidder. This is quite different than PEI, New Brunswick, Saskatchewan and even BC that have structures within government that resource schools to be neighbourhood hubs.

"If schools are to be part of the community eco system, leadership is required at all levels but the province needs to set the tone, not send a message that it is optional," Kidder states.

A recent open letter initiated by Early Years Study author Margaret McCain and former Toronto mayor David Crombie outlined the solutions to "Ontario's children's services mess". Backed by the signatures of hundreds of frontline leaders it called on the Premier to provide: authority and resources for municipalities to work with

school boards and the community to create child and family centres, adequate funding to help child care adjust to the mass movement of 4 and 5 year olds into kindergarten and, support for boards to transform schools into community hubs.

"It would be disappointing if Ontario's early learning revolution stalled at full day kindergarten when just a little more leadership from the province and little more cohesion among stakeholders could make all the difference for children and families," says Janmohamed.

WHAT IS A CHILD & FAMILY CENTRE?

Described as the foundation for a system of learning, care and family supports for children from the prenatal period through to adolescence, Child and Family Centres (CFCs) were proposed in *With Our Best Future in Mind: The report to the Premier of Ontario on early learning* (June 2009).

CFCs were to roll out in tandem with full day kindergarten. As school boards assume learning and care for children 4 to 12 years old, child care and family support agencies including Ontario Early Years Centers, Parenting and Family Literacy and family resource programs would consolidate into CFCs, refocusing their efforts on the under four age group, their parents and caregivers.

CFCs would also be a platform to deliver public health and special needs services. Together they would create a 'one-stop' community-based resource.

HOW WOULD THEY OPERATE?

Community agencies, school boards, municipalities and post-secondary institutions could operate CFCs. To best use public assets and promote stress-free transitions for children, the preferred location for CFCs is schools. Municipalities would retain responsibility for community planning, funding oversight and program supports. Provincial leadership would

reside within the Early Learning Division of the Ministry of Education.

Funding to establish CFCs would come from redirecting child care operating grants that now support programming for children 4-12 years, to the under fours. The province estimates the amount at \$50-million annually. Municipalities calculate a figure closer to \$130-million.

WHAT IS THE STATUS OF CHILD & FAMILY CENTRES?

Child care is being transferred to the Ministry of Education from the Ministry of Children and Youth Services (MCYS). Development of a provincial plan for CFCs remains with MCYS. An advisory group has been named headed by Charles Pascal, the

early learning advisor. Community consultations announced for Fall 2010 did not take place.

Funding:

- \$63.5-million announced as part of the cancelled federal child care plan is maintained.
- \$51 million to be phased-in over 5 years to offset losses for child care operators as kindergarten-aged children attend full time school.
- \$12 million over 5 years to help non-profit child care centres retrofit to serve younger children.

The recent decision allowing school boards to contract out after school programs for four and five year olds reduces the funding available for CFCs.

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SCHOOLS AS COMMUNITY HUBS: SUPPORTING THE DAILY LIVES OF FAMILIES WITH YOUNG CHILDREN

BY TOMOKO N. ARIMURA

Service Integration in Early Childhood. In Canada, several provinces, including Ontario, are moving towards policies based on early childhood service integration. In Ontario, some of this movement came from the Toronto First Duty (TFD) project, which demonstrated how kindergarten, child care, and family support programs can be combined in a seamless integrated early childhood program based in public schools. The goal of TFD is to develop a universal, accessible service that promotes the healthy development of children from conception through primary school and that supports parents' work or study and offers support to their parenting role. Universal access, combined with outreach from the neighbourhood school hub, was designed to reduce social inequities in service uptake and outcomes.

What does service integration look like in TFD? One core element of the TFD strategy is an integrated staff team buying into the model and delivering an integrated curriculum during a seamless day for children, and connecting to other services such as parent-child drop-in literacy centres. Full day learning and care is provided for four- and five-year-olds. Briefer programs are available for younger children and for their parents, and at some school hubs on-site child care for younger children is also available. The staff team works across these programs to foster continuity and to improve quality. The team combines complementary expertise and professional backgrounds in teaching, early childhood education, and family support. A second core element of the TFD strategy is support and engagement of parents. Parents are involved and welcomed into the services that traditionally focus on the child (i.e., child care and kindergarten). Parents themselves are supported by child care in their needs to work and study and through parenting support programs, which include parent education in areas such as family literacy and behaviour management.

How was service integration achieved? As integration of staff teams proceeded, all professional groups grew in the feeling that they were benefiting professionally as they worked to improve programming. Increasing professional satisfaction energized collaborative work. Staff also utilized feedback from measures of classroom quality, service integration, and children's readiness. Focusing on results and indicators allows staff teams to monitor progress and improve. The process evaluation showed some other

important success factors in growing teamwork; common professional development and regular time to meet to discuss programming were key as professional differences were overcome and staff focused on what is best for the child and family. Leadership from the principal and collaborating local agencies was crucial, as would be expected in any school reform effort.

What does the research say about the benefits of TFD? The results of the TFD demonstration study showed that embedding early childhood services in a school-as-hub model can be successfully implemented with positive effects. By merging child care, kindergarten and other support services at school sites, the evidence suggests that disruptive transitions were reduced, both during the child's day and across developmental time. However, it is likely that the success of the model was not due simply to greater continuity in children's days or across time. Research evidence suggests that integration also improved the quality of the child's experience in both the school and home settings. And in parallel, the experiences of parents and professionals improved in communities where the integrated model was implemented.

Does service integration enhance the daily lives of parents with young children? One aspect of the research explored how integrated services can reach into and support everyday family life. We systematically compared the daily experiences of parents and children accessing integrated TFD services versus families using traditional, disconnected forms of kindergarten and child care services. Parents with a child enrolled in kindergarten and child care completed questionnaires and semi-structured interviews regarding daily routines, parenting daily hassles, social support networks, and views about early childhood services.

Findings showed that integrated school-as-hub services were associated with lower levels of daily parenting hassles. Specifically, we found that parents experienced distress in aspects of their daily life when important parenting needs were not met by the early childhood service community. Both groups of parents indicated that they expected regular and open forms of communication and access to pertinent information relevant to parenting a young child. When these processes were disrupted (i.e., parents experienced difficulty

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maintaining contact with the kindergarten teacher or obtaining information about how to manage child behaviours or help the child learn), higher levels of stress were reported.

The challenges experienced by parents accessing non-integrated services were thought to be associated with several barriers inherent in the delivery of early childhood services. First, the provision of kindergarten and child care programs in separate locations was an obvious barrier for parent-teacher communication. Because the majority of parents dropped-off and picked-up their children from the child care site, many parents had not been present at the child's school for extended periods of time. Although several parents reported having arranged special meetings with the kindergarten teacher, the majority of parents had limited face-to-face contact with the teacher. In contrast, parents who accessed integrated services had regular opportunities to interact with the school staff and rely on them for social support.

Second, the lack of regular dialogue between the school and child care centres may have further contributed to parents' struggle to obtain up-to-date information about their child's day to day experiences and progress at school. At non-integrated sites, there was minimal communication between the school and child care centres. Conversely, at the integrated TFD sites, daily communication took place by members of the integrated staff team. In this context, par-

ents were able to approach any members of the staff team to discuss concerns relating to their child without having to make special arrangements to meet with the teacher.

Third, the lack of opportunity to visit the classroom may have been associated with parents' perceived difficulty in maintaining contact with the school. A 'closed door' policy enforced at the non-integrated school sites required parents to make prior arrangements to visit the child's classroom. In contrast, parents at the integrated TFD sites were encouraged to informally visit the classrooms at any point during the day. Parents were able to participate in activities, observe their children play, and/or discuss pertinent issues with the integrated staff team. Many parents reported that they took advantage of these opportunities to gain familiarity with the school curriculum and discuss any developmental concerns that they had about their child.

In addition, it is important to note that service integration at TFD was associated with better developed social networks for parents. In TFD sites, parents named both kindergarten teachers and early childhood educators as part of their social support network. In comparison sites, only early childhood educators were named.

What are the implications? Overall, a system that promotes continuity and better relationships across home and program settings may promote better outcomes for children and better quality of experiences for adults as well. Elements of integration such as the proximity of programs, working relationships between teachers and early childhood educators, and school policies relating to parent involvement impact the ways in which parents engage with the school, and these experiences in turn influence the levels of hassles/stress and social support experienced by parents.

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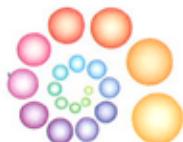
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Tomoko Arimura, M. A., is a Ph.D. candidate in the School and Clinical Child Psychology Program at the Ontario Institute of Studies in Education. She has a long standing interest in understanding family and parenting processes, particularly in relation to community-based programs and initiatives. Under the supervision of Dr. Carl Corter, Tomoko's research examines the impact of integrated early childhood services on the day-to-day wellbeing of parents with kindergarten-aged children. Her master's thesis explored the benefits of integrated services on parents' perceived levels of daily hassles and social support as part of the Toronto First Duty project. Building on this work, her dissertation examines the 'active ingredients' of integrated services that lead to meaningful benefits for parents with respect to their wellbeing. She hopes to contribute to the development of a theory-of-change that will identify aspects of services integration that are associated with positive benefits for parents.



COLLEGE OF
EARLY CHILDHOOD
EDUCATORS

ORDRE DES ÉDUCATRICES
ET DES ÉDUCATEURS
DE LA PETITE ENFANCE

438 University Avenue, Suite 1900
Toronto, ON M5G 2K8
Tel/Tél: 416-961-8558
Toll free/Sans frais:
1-888-961-8558
info@collegeofece.on.ca
www.collegeofece.on.ca
www.ordredesepe.on.ca

September 30, 2010

Diane Kashin, President
Association of Early Childhood Educators Ontario
40 Orchard View Boulevard, Suite 211
Toronto, Ontario
M4R 1B9

Dear Diane Kashin:

Thank you for your letter of August 26, 2010, and your kind words of celebration for the College of Early Childhood Educators development of the Draft Code of Ethics and Standards of Practice for Registered Early Childhood Educators in Ontario.

We truly appreciate the Association of Early Childhood Educators Ontario's participation and your feedback regarding the draft standards for early childhood educators. The Standards of Practice Committee (SPC) is currently reviewing the responses given to the College from members and other key stakeholders throughout the validation phase, between April and August, 2010.

Feedback was collected through various methods such as roundtable discussions, focus groups, interviews and questionnaires. Stakeholders included members, employers, postsecondary institutions, the public education community, provincial Ministries with responsibilities in the area of early childhood education and representatives of provincial and Pan Canadian organizations with an interest in early childhood education. Overall, the responses were very positive.

The SPC has also consulted other sector specific and regulatory body publications throughout the process. With the consultations complete and the validation phase nearing completion, the SPC is now taking the time to edit and refine the document, as well as develop additional supporting text while keeping the duties of the College, the purpose and impact of the standards foremost in mind. With a Council approved revised timeline, a recommended Code of Ethics and Standards of Practice document is targeted to be brought to Council for their consideration and potential approval in December 2010.

Diane Kashin
Page 2
September 30, 2010

As the professional self-regulatory body for early childhood educators, the College of Early Childhood Educators was established to protect the public interest and focuses on quality and standards in the practice of early childhood education. In accordance with the *Early Childhood Education Act, 2007*, the Code of Ethics and Standards of Practice will communicate to others the scope and nature of the early childhood education profession. They will also convey the expectations that can be reasonably held by members and express ideals and aspirations for early childhood educators.

The standards will evolve over time and will be reviewed as the profession adapts to and applies them. To aid in the interpretation of the standards, a glossary and additional supporting materials will be developed by the College as required, to accompany an approved publication of the standards.

The Standards of Practice Committee assures you that your feedback will be taken into consideration and will also assist us in shaping the final document. The College will keep you informed of the development process and we look forward to engaging your expertise and commitment to supporting professionals through this transition and implementation.

Thank you for the time you have taken to deliver your recommendations and offer of support, as your input is highly appreciated. Should you require further information or have any questions, please contact Melanie Dixon, Director of Professional Practice at (416) 961-8558 x 228 or by email at melanied@collegefce.on.ca

Sincerely,



Roxanne Lambert
Chair, Standards of Practice Committee

c.c.: Lois Mahon, President

Honourable Minister Leona Dombrowsky
Ministry of Education



61ST ANNUAL PROVINCIAL CONFERENCE

JUNE 9TH - 11TH, 2011

LEADERSHIP & TEAM BUILDING CAMP

This unique initiative will be of interest whether you are a seasoned educator looking to re-awaken your passion or just starting out on your career path. The "camp" will help you focus on you and the potential in all of us to lead change, in all aspects of our lives. It will inspire you, empower you, support you and teach you the skills you need to thrive and prosper in our ever evolving world.



TRENT UNIVERSITY
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www.aecko.ca

LEADERSHIP IN CHANGING TIMES

PRESIDENT'S MESSAGE

Leadership is not the private reserve of a few charismatic men and women. It is a process ordinary people use when they are bringing forth the best from themselves and others.”—Unknown

Today, our sector and our profession are in the midst of significant transition. So significant are the changes that they demand each and every one of us take notice and respond. We can no longer sit back and wait for answers or direction as to what will come next. Individually and collectively we must take charge and lead the current tide of change.

We must also explore new ways of working together to get the job done. The changes that are happening around us demand a complete re-think of how we have done things in the past. Going forward collaboration and teamwork will not only ensure we are meeting the needs of children and families but that no one is left behind.

At the AECEO we see our sector coming together to create a community built on respect, support and leadership. We want to encourage those in our profession to broaden their understanding of what is happening around them by listening, learning and appreciating the different perspectives that exist. At the same time we need to begin to advance a fuller view of our roles and responsibilities. We are educators, nurturers, partners, teammates and leaders. We work in a variety of settings and in collaboration with countless other professions.

To help you navigate this new reality, we invite you to take your personal and professional development to the next level at our first ever ***Leadership and Team Building Camp***. Using the AECEO 61st Annual Conference as a backdrop, this event is for anyone who wants to explore the next phase of their personal and professional growth.

This unique initiative will be of interest whether you are a seasoned educator looking to re-awaken your passion or just starting out on your career path. The “camp” will help *you* focus on *you* and the potential in all of us to lead change, in all aspects of our lives. It will inspire you, empower you, support you and teach you the skills you need to thrive and prosper in our ever evolving world.

The program has been designed to encourage learning in a variety of ways: physical, intellectual, spiritual and emotional, with a focus on wellness and growth. Trent University offers the perfect setting to create the camp-like atmosphere that will facilitate our learning.

The AECEO sees this, our 61st Annual Conference, as the best vehicle to introduce a leadership and team building program to the sector. We hope to continue to offer the camp on an annual basis and are committed to finding ways to make it accessible to everyone.

Begin your journey of self discovery. Don’t delay; register early to ensure your spot at the AECEO’s inaugural leadership and team building camp.



AGENDA AT A GLANCE

Agenda subject to change

THURSDAY JUNE 9, 2011

Time	Event
12:00pm	Camp Registration Opens
12:00pm – 4:00pm	AECEO Provincial Board Meeting
12:00pm – 4:00pm	Centre Program Tours
5:00pm – 6:00 pm	AECEO Annual General Meeting
7:00pm – 9:00 pm	Camp Welcome BBQ & Campfire

FRIDAY JUNE 10, 2011

7:00am	Conference Registration Opens
7:00am – 9:00am	Breakfast
9:00am- 12:00pm	Outdoor Camp Activities Team Building & Leadership
12:00pm – 2:00pm	Lunch
12:00pm – 2:00pm	Exhibitor Fair
2:00pm – 5:00pm	Outdoor Camp Activities Team Building & Leadership
5:00pm – 6:00pm	Refreshments with Exhibitors
7:30pm – 10:00pm	Picnic Dinner with activities

SATURDAY JUNE 11, 2011

7:00am	Conference Registration Opens
7:00am - 9:00am	Breakfast
9:00am – 11:00am	Morning Workshops (2 hours)
11:00am – 1:00 pm	Lunch
11:00am – 1:00 pm	Exhibitor Fair
1:00 pm – 3:00 pm	Afternoon Workshops (2 hours)

CAMP AECEO

CENTRE PROGRAM TOURS

THURSDAY JUNE 9TH, 2011

All program tours require pre-registration and are being offered on a first come first serve basis.

TOUR A

Kawartha Pine Ridge District School Board

Full Day Early Learning Classroom

The Kawartha Pine Ridge District School Board serves the Municipality of Clarington, Northumberland County and Peterborough County. We educate our students to excel in learning, to succeed in life and to enrich our communities.

Limit 30

TOUR B

Curve Lake Child Care

Information not available at time of print

Limit 30

TOUR C

Peterborough Family Resource Centre

The Peterborough Family Resource Centre is a registered, charitable, non-profit organization that provides information and support to expectant parents, families with children from birth to age 6, and child care providers living in the County and City of Peterborough, Ontario.

Limit 30

TOUR D

Nursery Two

Information not available at time of print

Kawartha Child Care Services

Kawartha Child Care Services is a dynamic non-profit organization dedicated to excellence in early learning and care for children

Limit 30



TEAM BUILDING AND LEADERSHIP ACTIVITIES

FRIDAY JUNE 10TH, 2011

Delegates will participate in team-based activities that will encourage the development of interpersonal and intrapersonal relationships, and inspire you to view challenges as opportunities for learning and growth.

The following is just a sample of some of the activities delegates can take part in.

activities are subject to change

Initiatives Game

Gentle Yoga

Scavenger Hunt

Totally Ultimate Challenge

Amazing Race

Canoeing

Low Ropes

Tai Chi

Nature Walk

Mine Field

*Please be advised that most activities will be held outdoor.
Delegates should dress accordingly.*

Campers List:

Running Shoes

Rain Jacket

Sunglasses

Sun Block

Hat

Delegates will receive a FREE CAMP AECEO T-Shirt with their registration.



WORKSHOPS

Please note this is only a preliminary listing of confirmed workshops. Check our website periodically for updates and a complete schedule at www.aecko.ca. All workshops are open and based on a first come first serve basis.

FAMILY ENGAGEMENT: CREATING A DIALOGIC RELATIONSHIP BETWEEN ECE'S AND FAMILIES IN THEIR COMMUNITIES

Patricia Hunt, Family Support Institutes Ontario

CAREER OPTIONS IN ECE

Dr. Rachel Langford, Ryerson University

PROFESSIONAL PRACTICE

Laurie Landy, Seneca College

DIALOGUE AND CONVERSATIONS THAT HAVE CREATED STRONG AND HEALTHY COMMUNITIES

Sharron Richards, Childrens Aid Society

ADVOCACY AT THE GRASS ROOTS LEVEL

Tracy Saarikoski, President, Ontario Coalition for Better Child Care

TRANSFORMING THE ENVIRONMENT THROUGH THE MOSAIC APPROACH

Dr. Diane Kashin, Louise Jupp, Bachelor of Child Development Program, Seneca College

RECONCEPTUALISING PROFESSIONALISM IN EARLY LEARNING

Dr. Diane Kashin, Bachelor of Child Development Program, Seneca College

UNDERSTANDING PERSONAL BIAS

Patricia Hunt, Family Support Institutes Ontario

NURTURING PASSION IN YOURSELF AND YOUR STAFF

Goranka Vukelich, Conestoga College

COMMUNICATION AND TEAM BUILDING IN EARLY LEARNING AND CHILD CARE SETTINGS

Jennifer Havens, Early Childhood Community Development Centre

ECE'S WORKING IN PUBLIC EDUCATION

Elementary Teachers Federation of Ontario

CONFIDENTIALITY MATTERS: HOW TO MANAGE CONFIDENTIALITY IN A WORLD OF INSTANT MESSAGING

Joy Lerman, TJ Solutions

EMPLOYEE ENGAGEMENT

Dana Elliott, London Children's Connection (OEYC-London West)

WORKING AS A TEAM: THE DYNAMICS OF FULL DAY EARLY LEARNING TEAMS IN SCHOOLS

TBA

EARLY CHILDHOOD EDUCATORS AS AGENTS OF CHANGE

Valerie Kenny, Parenting and Family Literacy Centres, Peel Catholic District School Board

CONFERENCE ACCOMMODATIONS

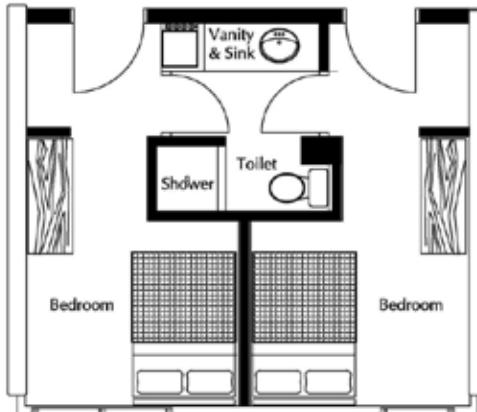


Gzowski College
Trent University Campus
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www.trentu.ca

Surrounded by stunning natural scenery, in an idyllic setting overlooking Otonabee River Trent University's Gzowski College will exceed your expectations



The newest building on Trent's main campus is the striking Gzowski College named after famous CBC broadcaster and former Trent Chancellor Peter Gzowski



GZOWSKI COLLEGE RESIDENCE
TYPICAL BEDROOM LAYOUT

RESERVATIONS

Rate: \$110.00 for the duration of the conference (2 nights)

All rooms are single occupancy with a double bed and a shared washroom* between two rooms. Each single bedroom is climate controlled with a desk, chair and closet. A common area is available on all floors with a TV.

Reservations should be made on your conference registration form.

*Private washroom facilities are available for an additional fee – please see registration form.

PARKING

Included in conference registration

RECREATION FACILITIES

Trent's brand new athletic building, nestled by the Otonabee River, provides facilities for a diversified athletic and recreational program. These include a gymnasium, 25-metre pool, squash courts, exercise room, saunas, multi-purpose room, a climbing wall and locker facilities.

Nearby on campus is a full-sized, flood-lit playing field, a 400-metre all-weather track and tennis courts. And of course, our beautiful 580-hectare (1,400-acre) main campus and nature area provide a wealth of opportunities for walking, running, cycling, bird-watching or simply quiet meditation.

REGISTRATION INFORMATION

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY BEFORE COMPLETING YOUR REGISTRATION FORM:

- Deadline for registration forms and payment is **May 31, 2011**. After this date only on-site registration will be accepted.
- Each registrant must complete a registration form. There will be no sharing of Conference packages allowed.
- Faxed registrations will **ONLY** be accepted if payment is made by credit card.

Registrations received without payment will not be processed.

- To qualify for the early bird discount fee, you must be a current member of the AECEO or apply for membership at time of registration.
- Payment for early bird registration must be postmarked no later than **April 15, 2011**.
- To qualify for early bird discounts, members **must** include their membership number on the Conference Registration Form.
- Centre Affiliate Members will be entitled to send up to 5 non-member staff at the member rate. Centre Affiliate Membership # must accompany each registration form.
- Membership is non-transferable. All AECEO members must present their current membership card upon registration at the Conference site.
- Cancellations will be accepted upon receipt of a written request postmarked no later than **April 30, 2011**. A processing fee of \$50.00 will be deducted from each registration qualifying for a refund. No refunds will be issued after this date.
- All workshops are available on a first come first served basis. Delegates will be allowed into workshop sessions until the room is full. Once the session is filled, doors will be closed.
- Non attendance does not constitute cancellation.

CAMP PACKAGES INCLUDE

FULL Package (Thursday/Friday/Saturday)

- Centre Program Tours
- AECEO Welcome Camp BBQ (Thursday)
- Leadership and Team Building Activities
- Unlimited Workshops
- All Special Presentations
- Exhibitor Showcase
- 2 Breakfasts and 2 Lunches (Fri/Sat)
- Picnic Dinner (Friday)

One Day Package (Saturday ONLY)

- Unlimited Workshops*
- Special Presentations *
- Breakfast and Lunch*
- Exhibitor Showcase*
- Any Special Presentations

*Limited to events held on day of registration

Package Prices	Early Bird** Before April 15, 2011	Regular Rate after April 15, 2011
AECEO Members Full	\$250.00	\$300.00
AECEO Professional Certified Members (ECE.C)		\$250.00
AECEO Members One Day	\$150.00	\$175.00
Non-Members Full	N/A	\$500.00
Non-Members One Day	N/A	\$300.00
Full Conference + New Membership*		
*price reflects professional EMP membership . Must meet AECEO professional criteria. Please include a copy of your ECE diploma or AECEO letter of equivalency.	\$320.00 (\$250 + \$70 membership fee)	\$370.00 (\$300 + \$70 membership fee)



61st Annual Provincial Conference Registration Form

PLEASE PRINT

NAME:			AECEO Member #:	
First Name		Last Name		
MAILING ADDRESS: (home)				City: Postal Code:
PHONE NUMBER:		EMAIL ADDRESS:		
*Email address must be provided to receive confirmation of registration prior to the conference.				
AECEO CENTRE AFFILIATE #		NAME OF CENTRE:		

Category <i>Please circle package of choice</i>	Early Bird Before 4/15/2011	Regular Rate After 4/15/2011
AECEO MEMBERS		
Full Package	\$250	\$300
Saturday ONLY	\$150	\$175
NON MEMBERS		
Full Package	Not Available	\$500
Saturday ONLY	Not Available	\$300
Full Conference + New AECEO Member	\$320	\$370
ACCOMMODATIONS		
2 nights accommodations	\$110	
For a personal washroom	Add \$20	
TOTAL		

For accommodation purposes please indicate approximate time of arrival on Thursday:-

Centre Tour Registration
(limited space)

Tour Choice _____

Camp AECEO T-Shirt

Choose Size _____

(men's sizing—S, M, L, XL)

Receipts will be made available upon arrival at the conference. Confirmation of registration will be emailed only. **Registrations will not be processed without payment.** All new members must submit a membership application form and documentation with their conference registration.

Method of Payment

Cheque /Money order: payable to Association of Early Childhood Educators Ontario VISA Master Card

Credit Card # Expiry date: ____/____

Cardholder's Name: _____ Signature: _____

MAIL OR FAX YOUR FORM TO:

Association of Early Childhood Educators Ontario

40 Orchard View Blvd. Suite 211 Toronto ON M4R 1B9

Ontario Toll Free: 1-866-932-3236



The Association of Early Childhood Educators Ontario (AECEO) is your professional association. Membership supports a strong, united voice for ECEs in our province. Joining is affordable and offers many benefits.

The introduction of a regulatory body and the implementation of the Early Learning Program represent significant change for our profession. The voice of Early Childhood Educators needs to be heard during the Early Learning Program consultation and implementation phases. Become an AECEO member today. Together we can achieve great things.

Strong Voice. Strong Profession.

Membership Benefits

- A strong, professional voice representing the ECE sector on key issues, including legislation, policy, funding and quality assurance
- *E-Bulletins* provide news and updates on important topics including the Early Learning Program, policy issues, government announcements, and current research
- Quarterly *eceLINK* publication provides information and opinions on a wide range of ECE issues
- Special rates for Professional Development events
- Opportunities for personal and professional growth through networking with other professionals, and becoming involved in local branch and Provincial committees and special events
- Access to the members only area of website. Includes presentation materials from past events, valuable resources about the ECE sector, and career development tools and information
- Access to the AECEO job board and PD events calendar
- Optional Canadian Child Care Federation (CCCF) Affiliate special rate membership offer
- Home and Auto Insurance group rate from Johnson Insurance Incorporated
- Discounted admission at major attractions



To learn more about membership fees, descriptions, requirements, rights and privileges, including voting privileges, view the [Membership Application Form](#) or visit the AECEO Membership pages online

Discounts available on professional memberships to staff of centres/programs holding AECEO affiliate status

Joining the AECEO makes good professional sense

For more information, visit www.ae CEO.ca



aeceo

Association of Early Childhood Educators Ontario

Provincial Annual General Meeting

Thursday, June 9, 2011
5:00 p.m.



Peter Gzowski College

Peter Gzowski College
Room GCS114
Trent University
Peterborough
Ontario

*Call For
Article
Submissions*

The eceLINK, the AECEO's quarterly publication is seeking original article contributions on an ongoing basis. We welcome articles embracing any aspect of the early childhood education sector that would be of interest to our members.

Submissions for our Spring 2011 issue should be received by
MARCH 15, 2011

For submission guidelines and other information, please contact us at info@aeceo.ca



2011-2012 AECEO Provincial Board Nominations

The AECEO is in the process of recruiting officers for its Provincial Board of Directors 2011-2012 term. Recruitment is an ongoing task of the Nominations Committee. Suggestions from the branches are welcomed at any time. Branches should forward nominations of potential members to the Nominations Committee c/o AECEO Provincial Office.

Provincial Board members are elected for a one-year term of office with a limit of six consecutive years for any individual on the Board. It is understood that this will be a working board and all board members will be expected to lend their expertise and skills to Ad Hoc Committees as required.

Nomination forms must be accompanied by a one paragraph profile of nominee, what she/he sees as the major issues of the AECEO, and a photo for inclusion in the AECEO ECE LINK and posting on the website. Nominations Deadline Date: **April 8, 2011**

Nomination:

We nominate _____,
(please print)

Membership # _____ an AECEO Professional member in good standing, to stand for a Provincial Board Position at the 2011 AGM (Peterborough, June 9, 2011).

Nominators: (Two nominators required)

Name: _____ Member #: _____

Signature: _____

Name: _____ Member #: _____

Signature: _____

Nominee Consent:

I, _____, am a member in good standing and consent to stand for a position with the AECEO Provincial Board.

Signature: _____

Nominations must be submitted by April 8, 2011 to:

AECEO Nominations Committee

c/o AECEO Provincial Office

40 Orchard View Blvd. Ste. 211, Toronto ON M4R 1B9

Email: info@aeceo.ca Fax: (416) 487-3758



Member's Motion Guidelines

The accompanying form provides you, an AECEO member, with the opportunity to propose a motion for presentation at the 2011 AECEO Provincial Annual General Meeting on:

**Thursday, June 9, 2011
Room GCS114
Peter Gzowski College, Trent University
Peterborough, Ontario**

As per AECEO By-laws (see below), deadline date for submission for **voting** consideration at the 2011 AGM is:

April 8, 2011

All motions received after the above date will be presented at the 2011 AGM as information only and for voting consideration at the next year's AGM.

AECEO By-laws: Section 5F

- 1) Any Member may present a Member's Motion that is consistent with the Mission and Objects of the Association for consideration by the membership. It must be received in writing in the manner prescribed by the Provincial Office no less than 60 days prior to the AGM. The Member's Motion will be circulated to the full membership and voted upon at the upcoming AGM.
- 2) If the Member's Motion is received less than 60 days prior to the AGM, it may be presented as information to the members at the Annual General Meeting and will subsequently be circulated to the full membership and brought to a vote at the Annual General Meeting the following year.

(AECEO Constitution and By-Laws are posted in its entirety in the Member's Only Area of our website)

Send completed forms by April 8, 2011 to:
AECEO Provincial Office 40 Orchard View Blvd. Ste. 211, Toronto ON M4R 1B9
Fax (416) 487-3758 Email: info@aeceo.ca



Member's Motion Form

(Use separate page as required)

Motion:

Background:

Rationale:

Presentation of the Member's Motion at the AGM

Please check one:

I will be attending the AGM I will not be attending the AGM

Please check one:

I will present the Member's Motion
 I will designate a member from my Branch to present the Member's motion at the AGM
 I would like a Provincial Board Member to present the Member's Motion at the AGM

Submitted by (Name of Member): _____

Branch: _____ Member #: _____

Date: _____ Signature: _____

Send completed forms by April 8, 2011 to:
AECEO Provincial Office 40 Orchard View Blvd. Ste. 211, Toronto ON M4R 1B9
Fax (416) 487-3758 Email: info@aeceo.ca

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Our costumes are **MACHINE WASHABLE, DURABLE AND EXCITING!**
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Are you ready to advance your qualifications and expand your career? With rapid expansion in Early Childhood Education (ECE) and a move to professionalize the field, the demand for highly qualified ECEs who will take on leadership roles is growing.

Why study Early Childhood Education at Ryerson University's Chang School?

For More Information
Please visit www.ryerson.ca/ce/ece
or contact Jo Blay, Academic Coordinator,
Early Childhood Education.
E-mail: jblay@ryerson.ca
Phone: 416.979.5000, ext. 7636

Part-time Degree in ECE

Ryerson University's part-time direct-entry program may lead to a Bachelor of Arts in Early Childhood Education (ECE). The School of Early Childhood Education offers a long established and highly regarded program taught by experts currently working in the field or undertaking relevant research.

Program Design

The program offers advanced and in depth courses, with significant content in a variety of specialized areas.

Field Placements

Field placements provide exciting opportunities to expand students' current knowledge in a wide range of authentic workplace settings.

Flexible Programming

Classes are delivered in a variety of delivery modes, including some online courses through distance education.

Certification Process

Begin your journey towards the ECE.C designation!

WHY become Certified?

- Earn a certificate of achievement to display with pride
- Peer recognition
- Become a leader in your field and a role model to others
- A sense of achievement
- Completion of a Professional Portfolio that follows current standards of PLAR
- Network with other professionals pursuing Certification.
- Opportunities for further involvement with the AECEO.

To be eligible to enter the process you must:

- ✓ Be a current Professional member of the AECEO
- ✓ Hold an AECEO recognized ECE diploma/degree or AECEO Letter of Equivalency
- ✓ Be working in the early learning and child care field as a practitioner, administrator or trainer/faculty.

Components of Certification:

Competency Essay Questions

This submission answers a series of essay questions designed to demonstrate professional competency beyond entry level practice and based on the principles and values of the AECEO Code of Ethics.

Professional Portfolio

Candidates will create of a binder that contains documents, diary entries, photos resumes, reference letters, reflections and other materials that are carefully organized, sorted, and labeled to demonstrate how each item matches the given benchmarks.



Certification Categories:

The AECEO recognizes three broad categories of relevant practice in the field of ELCC:

Practitioners: Professionals who offer front-line services to children. They may have gained their experience and learning in a variety of settings including licensed childcare.

Administrators: Professionals who are involved in Supervising practitioners (as above) or those involved in child care policy, ministry responsibility, or other indirect work associated with young children and families.

Faculty: Professionals who deliver programs to Early Childhood Education students through Colleges and Universities in Ontario.

How do I apply?

Submit the attached Certification registration form and the \$25 administration payment to the AECEO. Applications will be accepted during specified Registration dates only.

What is the cost of Certification?

Registration Administrative Fee	\$25.00
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Assessment Fee / Credential Assessment Cost	\$225.00
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(First Instalment \$100/Second Instalment \$125)

AECEO Certification Process the next logical step in Professional Development!

For more information visit www.aecko.ca



Certification Process

Application Form

Applications only accepted during March & September

Contact Information

First Name:	
Last Name:	
Street Address:	
City:	
Postal Code:	
Phone Number:	
Email Address:	

Membership Information

Membership Number:	
Membership Branch:	

*Membership is required for eligibility. You may apply for Certification and Membership at the same time. Please contact our office if you are not yet an AECEO Professional member.

Please indicate which AECEO Certification Package you will need:

	Practitioners
	Administrators
	Faculty

Choose only one package

\$25.00 Payment:

Cheque /Money order: payable to Association of Early Childhood Educators Ontario
 VISA Master Card

Credit Card # Expiry date: /

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MAIL OR FAX YOUR APPLICATION TO:

Association of Early Childhood Educators Ontario

40 Orchard View Blvd. Suite 211 Toronto ON M4R 1B9

Ontario Toll Free: 1-866-932-3236

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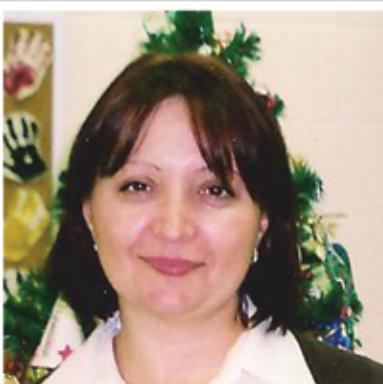
RA'ANA ASAD, HALTON BRANCH

"Certification is an incredible feat. After being in the field for so long it seemed the most logical step. I particularly enjoyed the portfolio part of the process... it brought back memories of all the children (and adults) who touched my life and helped me become an Early Childhood Educator with a positive outlook."



ROSETTE YLAGAN, YORK BRANCH

"I am very excited to have completed the Certification Process. Putting together my portfolio has allowed me to discover what a vital role we play in the early development of young children."



ZOYA STOYANOVA, TORONTO BRANCH

"The Certification was very important recognition of my achievements and professional growth in the field of Early Childhood Education. More than ever I feel proud to be an ECE, giving children the best start to reach their potential. Being certified empowers me to do my best and use my skills and experience for the well-being of children and their families. There is no better way to invest in Canada's future!"



NICOLA FINDLAY, GREY BRUCE BRANCH

"Certification was an important step for me as it helped me grow both personally and professionally. It was very nostalgic to reflect over the last twenty years and to see where I started and where I am today and to see everything I have learned over that period. It also helped me to look to the future to see where I want to go!!"



KATHY BAIRD, YORK BRANCH

"I graduated with my ECE in 1992 from Durham College. My ECE diploma has provided great opportunities for me. I have lived and worked in Australia and China. Completing the certification process was a great way to reflect on my life in the field of early childhood and celebrate all my accomplishments. It will also become a great tool for me in the future!"



CHARLENE SASYNIUK, THUNDER BAY BRANCH

"Looking back through all of my past accumulations was a real eye opener for me to discover just how much I have accomplished over my career. It really made it worth toting all of my documents, photos, etc. with me the past 12 years as I had all I needed to complete certification in my treasure box. Looking back made me laugh and remember past times and also bring some of my past ideas to life again as I saw what worked and what didn't work. Through all the hard work I put into my portfolio, I realized just how dedicated to children and their families I am and always will be. This is not my career but my passion."

WE WOULD ALSO LIKE TO CONGRATULATE THE FOLLOWING INDIVIDUALS WHO HAVE ALSO RECENTLY COMPLETED THEIR CERTIFICATION:

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AECEO: 60TH ANNIVERSARY



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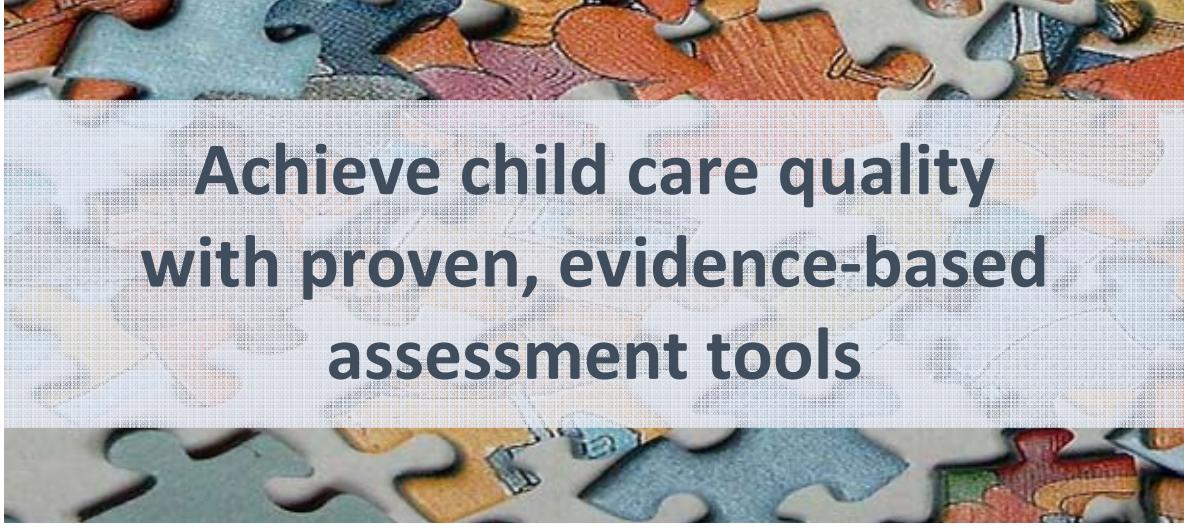
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Achieve child care quality with proven, evidence-based assessment tools

Research has demonstrated the importance of quality in early years settings. One call to the Early Childhood Community Development Centre (ECCDC) is all it takes to put your early learning program or even your entire child care community on a path to excellence. The ECCDC brings together assessment expertise, training, resources, and ongoing monitoring and support to take the guesswork out of measuring and enhancing your early learning and care services. Whether your program is already outstanding or you've just started to take a more formal approach to quality enhancement, the ECCDC can help you deepen your understanding of quality, set goals, and get real results.

Measure & Enhance Quality

As a first step, the ECCDC will work with your team to ensure that members are trained to use one or more of a variety of standardized assessment tools, including:

- The Classroom Assessment Scoring System
- Program Administration Scale
- Caregiver Interaction Scale
- Environmental Rating Scales (ECERS-R • ITERS-R • FCCERS-R • SACERS)

In addition to developing your team's confidence and competence in conducting these assessments, you'll learn how to achieve inter-rater reliability, so that assessments conducted by your organization are consistent from one staff member to another. You'll also gain a host of new ideas for using these assessments both formally and informally as development and planning tools.

Connect With Early Learning for Every Child Today (ELECT) and the Full-Day Early Learning-Kindergarten Program

The ECCDC's resource and support teams make the process of meeting Provincial expectations for early learning easy to understand. We specialize in helping you link your program's assessment results, curriculum plans, and environmental design to Early Learning for Every Child Today (ELECT) and the Full-Day Early Learning-Kindergarten Program, so that you can set priorities and achieve identified goals.

Track Your Program's Progress Toward Established Goals

When you choose the ECCDC as your partner for quality assessment and training, you have the option of using our specialized online data entry and reporting system to help you monitor your team's progress, generate reports, and communicate your accomplishments.

If you've ever felt overwhelmed by the sheer volume of information about what quality looks like in an early years setting and how to achieve it, don't wait, contact the ECCDC today and ask us about taking your early learning program to the next level. Building on your program's existing strengths and the skill sets your team already has, we'll help you develop a plan for assessing the quality of your program and a strategy to address anything that may need improvement, and then work with you to monitor progress and achieve results. Our flexible plans can be customized to meet your needs and budget, so that you can go at a pace that is comfortable for you and your team. Call us at **905.646.7311** or email eccdc@eccdc.org.



Measuring and Enhancing Quality in your Early Learning Classroom

While there are many paths to achieving quality within your early learning environment, regularly assessing your program's achievements using standardized measurement tools is one of the best ways to ensure that your program continues to improve its services to families over time. Here are some of the tools you'll learn to use when you choose the ECCDC as your quality enhancement partner.

The Classroom Assessment Scoring System™

The Classroom Assessment Scoring System (CLASS) is a system for observing and assessing the quality of interactions between ECEs and teachers and their students. It measures instructional and social interactions proven to contribute to academic achievement and social competency in three broad domains of quality: Emotional Support; Classroom Organization; and Instructional Support.

Caregiver Interaction Scale

The Caregiver Interaction Scale (CIS) developed by Jeffery Arnett, is a valid and reliable measure of the interactions between child care providers and the children they care for. The CIS measures three specific dimensions of educator behaviour: sensitivity; harshness; and detachment. The CIS offers caregivers new insights into both their strengths and the areas where they can improve, and can be used with children in various age groups, and in both centre-based and home child care settings.

Program Administration Scale

The McCormick Center for Early Childhood Leadership scholars, Teri Talan and Paula Jorde Bloom, developed the Program Administration Scale (PAS) to provide a reliable and easy-to-administer tool for measuring the overall quality of leadership and administrative practices of centre-based early care and education programs. The PAS assesses quality in ten areas: human resources development; personnel cost and allocation; center operations; child assessment; fiscal management; program planning and evaluation; family partnerships; marketing and public relations; technology; and staff qualifications. Designed for early childhood program administrators, researchers, monitoring personnel, and quality enhancement facilitators, the PAS was constructed to complement the widely used environment rating scales designed by Harms, Clifford, and Cryer.

Environment Rating Scales

ECERS-R • ITERS-R • FCCERS-R • SACERS

These scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment. There are four scales: **ECERS-R** which is designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age; **ITERS-R** designed to assess group programs for children from birth to 2½ years of age; **FCCERS-R** designed to assess family child care programs conducted in a provider's home; and **SACERS** which is designed to assess before and after school group care programs for school-age children, 5 to 12 years of age.

To learn more about these or other assessment tools, please contact the ECCDC at 905.646.7311 or eccdc@eccdc.org.

new members & recent donors

The AECEO welcome's our newest members:

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