

# YOUR ROLE AS A KINDERGARTEN ECE

INFORMATION FROM A VARIETY OF SOURCES ABOUT YOUR ROLE AS A KINDERGARTEN EDUCATOR (OTHER INFORMATION MAY BE INCLUDED IN YOUR COLLECTIVE AGREEMENT)

## THE KINDERGARTEN PROGRAM, 2016

Within the **Kindergarten Program, 2016** Registered Early Childhood Educators have the role of collaborating and working in partnership with an Ontario Certified Teacher. "Teachers and early childhood educators work together to plan and implement the program and to maintain a healthy physical, emotional, and social learning environment."

## MINISTRY OF EDUCATION: FULL-DAY KINDERGARTEN, COMPLEMENTARY SKILLS, 2019

The **Ministry of Education** believes that ECEs bring to the kindergarten program, "knowledge of early childhood development, observation skills and assessment skills" and "a focus on age-appropriate program planning that promotes each child's physical, cognitive, language, emotional, social and creative development and well-being."

## THE EARLY CHILDHOOD EDUCATORS ACT, 2007

**The Early Childhood Educators Act, 2007** defines the practice of early childhood education as, "the planning and delivery of inclusive play-based learning and care programs for children in order to promote the well-being and holistic development of children, and includes,

- (a) the delivery of programs to children 12 years or younger;
- (b) the assessment of the programs and of the progress of children in the programs;
- (c) communication with parents or persons with legal custody of the children in the programs in order to improve the development of the children; and
- (d) such other services or activities as may be prescribed by the regulations".

## THE EDUCATION ACT, 2007

Section 264.1 of **The Education Act, 2007** states that "teachers, temporary teachers, designated early childhood educators, and those who are working in the position of ECE through a letter of permission must co-operate and coordinate planning for and providing education of children, as well as observing, monitoring and assessing kindergarten children's development, maintaining a healthy physical, social, and emotional environment, communication with families, and other duties as assigned."

## CODE OF ETHICS & STANDARDS OF PRACTICE, COLLEGE OF ECE

**The College of ECE Code of Ethics & Standards of Practice** "Sets out the professional knowledge, skills, values and expectations applicable to all RECEs regardless of role and the setting in which they may practise."

All RECEs uphold responsibilities to children, families, colleagues, their profession, the community, and the public. They "make the well-being, learning and care of children their foremost responsibility" and build relationships through collaboration, trust, respect, and integrity.

## GROWING SUCCESS THE KINDERGARTEN ADDENDUM: ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS, 2016

"Teachers and early childhood educators will collaborate in observing, monitoring, and assessing the development of the children in kindergarten and in communicating with families..."



## YOUR ROLE AS A KINDERGARTEN ECE

Examples of how you might use the information contained in the various acts, regulations, and reports to advocate for yourself.



**Issue: Lack of access to class lists or other information and materials**

**Documents to support advocacy - with particular reference to communication with families:**

**Section 264.1 of The Education Act, 2007**  
“maintaining a healthy physical, social, and emotional environment, **communication with families**, and other duties as assigned.”

**The Early Childhood Educators Act, 2007**  
“(c) **communication with parents or persons with legal custody of the children in the programs** in order to improve the development of the children;”

**Issue: Lack of understanding of ECE Role from administration or other school staff:**

**Documents to support advocacy - with particular reference to partnerships and ECE knowledge**

**Ministry of Education, Full Day Kindergarten, Complimentary Skills, 2019**

“ECEs have **knowledge of early childhood development, observation skills and assessment skills**. They bring a focus on **age-appropriate program planning** that promotes each child’s physical, cognitive, language, emotional, social and creative development and well-being.”

**Section 264.1 of The Education Act, 2007**  
“(ECEs) must co-operate and coordinate **planning for and providing education of children**”

**Issue: Administration or others not identifying the class by both educators names or not including both educators in whole-school communications:**

**Documents to support advocacy - with particular reference to joint responsibility and collaboration**

**The Kindergarten Program, 2016**  
“**Teachers and early childhood educators work together** to plan and implement the program “

**The Education Act, 2007**  
“(ECEs and OCTs) **must co-operate and coordinate** planning for and providing education of children”

**Growing Success: The Kindergarten Addendum, 2016**  
“**Teachers and early childhood educators will collaborate** in observing, monitoring, and assessing the development of the children in Kindergarten”

If you are unsure of any information contained in this document you may contact the AECEO at [info@aeceo.ca](mailto:info@aeceo.ca). You may also find additional information in your collective agreement, and can speak to your union representative(s) for clarification