

Continuous Professional Learning and the Changing Landscape of the Early Childhood Profession

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Today's Presentation



Role of the College and the
AECEO



Professionalism and Accountability



Continuous Professional Learning
(CPL) Program



Professional Learning Resources

Regulation vs. Advocacy



The College

Protects the public interest by regulating the profession

Raising the standards of the profession and sees ECEs as professionals

The AECEO

Advocate on behalf of ECEs

Promote and support ECEs

Sector Context

- Over **50,000 current CECE members**
- Over 5,000 employers of licensed childcare
- Up to **25% of members work as RECEs in DECE positions** at over 70 school boards
- If you are qualified and work in the **scope of practice** you must be **registered with the College**

Scope of practice: legislated, play-based pedagogy, knowledge of early childhood development

Sector Context

- Despite professional regulation, longstanding workforce issues around wages and working conditions persist
- 24% of RECEs working in child care earn less than \$15/hr and 45% earn between \$15-\$20/hr > hourly wages in FDK are higher but annual salaries still work out to be close to the same > RECEs working in OEYCs have not seen a raise for over a decade
- Access to benefits and professional working conditions and professional supports inconsistent across programs and communities
- The 'professionalization gap' refers to the rapid increase in the expectations and responsibilities of ECEs with very little improvement to wages and working conditions – this is the focus of the AECEO's current work

Professionalism and Accountability

Protected Title and Professional Designation



Titles restricted to members of the College

- early childhood educator / ECE
- registered early childhood educator / RECE
- French equivalents

Use of professional designations

- RECE / ECE used by members only

Examples of use of designation*:

Dominique Hassan RECE

Dominique Hassan, RECE

Dominique Hassan, RECE, OCT

**fictional name used as example only*

Ethical and Professional Standards



- Obligation to practise according to standards
- Guide members in expectations for professional practice
- Scope of the profession
- Formal judgements and decisions

Standards highlight

- professional knowledge
- practice
- ethical values
- responsibilities

Professionalism and Accountability

Français

Early Childhood Educators Act, 2007

ONTARIO REGULATION 223/08
PROFESSIONAL MISCONDUCT

Consolidation Period: From February 14, 2009 to the [e-Laws currency date](#).

No amendments.

This is the English version of a bill.

Definitions

1. In this Regulation,
“child” means a person under the age of 18;
“guardian” includes a person, child or youth in the custody of whom a child resides;
“member” means a member of the College.

child;

Code of Ethics and Standards of Practice

Recognizing and Honouring
Our Profession

February 2011



cece
college of
early childhood
educators

Two important documents to know and understand:

Code of Ethics & Standards of Practice

Professional Misconduct Regulation –
28 acts of professional misconduct

Professionalism and Accountability

Ontario's *Early Years Policy Framework* (2013) highlights that high quality programs and services require that, "early years professionals must be knowledgeable, responsive, and reflective, and continuous professional learning opportunities should be encouraged" (p.7).

How Does Learning Happen? (2014) describes Ontario educators as "knowledgeable, caring, reflective and resourceful professionals" (p.7) who will use the document as a professional resource guide or curriculum framework rather than a prescribed curriculum.

Discussion Question: How will ECEs in Ontario be supported by various levels of government to meet increasing levels of accountability?

Continuous Professional Learning Program: Portfolio Cycle

Continuous Professional Learning

Early childhood educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice.

ECEs access current evidence-based research and transfer this knowledge to their practice in order to support children and families.

~Excerpts from the Code of Ethics and Standards of Practice





Continuous Professional Learning

The **systematic** and **intentional** maintenance and **expansion** of the **knowledge, skills, and ethical values and behaviours** necessary to ensure ongoing quality professional practice throughout an RECEs career.

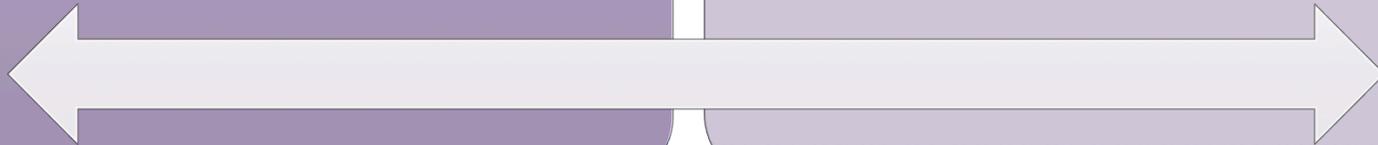
Foundation of the CPL Program



Self-Reflective



Self-Directed
Learning



Continuous Professional Learning Portfolio

Members participate in a **two-year CPL Portfolio Cycle**



Self-Assessment Tool

- Reflection and **self-assessment** based on the *Code of Ethics and Standards of Practice*



Professional Learning Plan

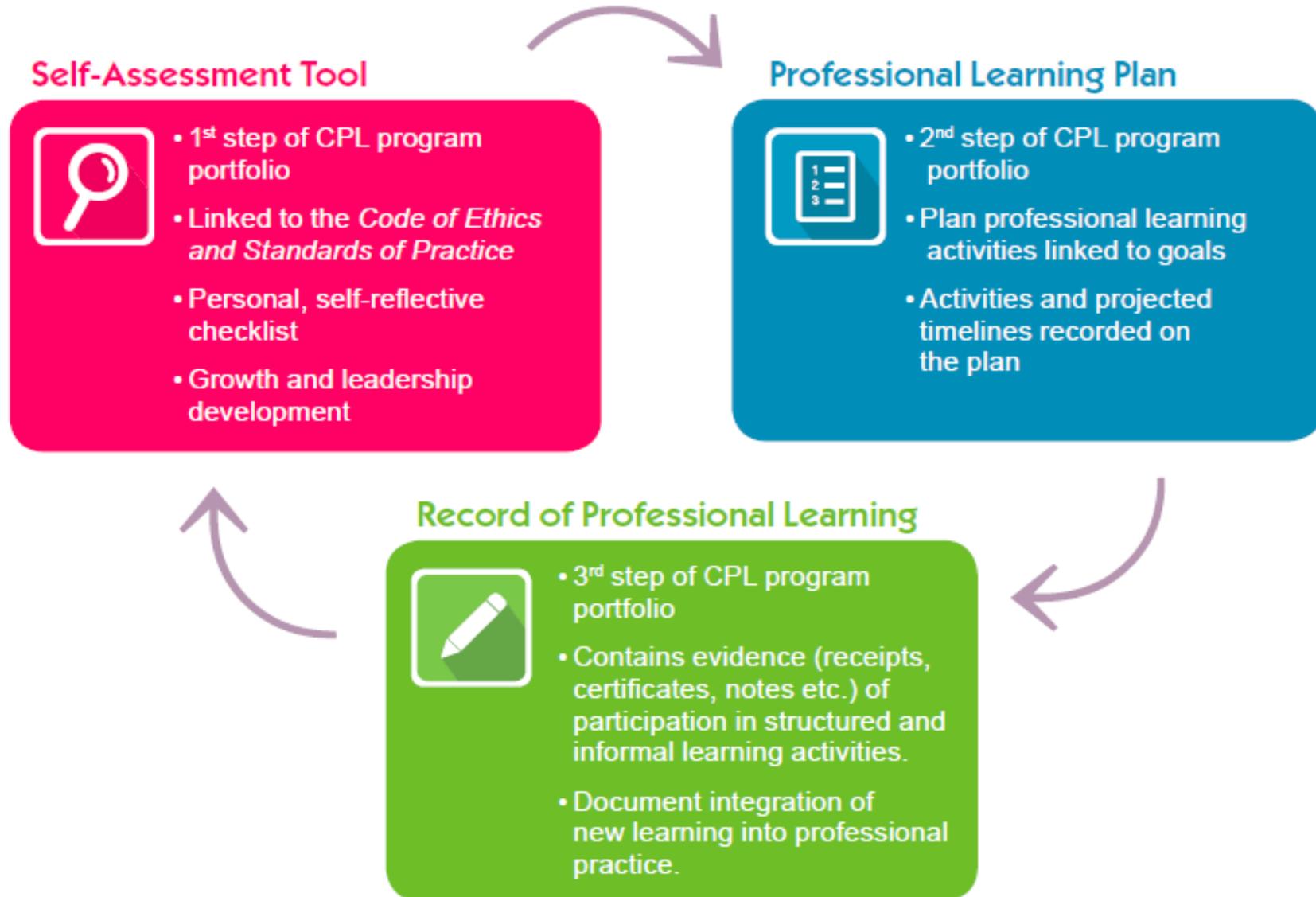
- Development of a personalized **professional learning plan**



Record of Professional Learning

- Maintenance of a **record of professional learning**

CPL Portfolio Flowchart





CPL Learning Options Web

Put it into Practice



Think about the issues and challenges you face in the sector or your workplace.



How could you use the CPL portfolio components to support or address these challenges?



Consider Standard IV – Can you identify a standard that relates? What role do you play?



Brainstorm goals and learning activities that support you to address and overcome these challenges.

Shape the Sector

The Continuous Professional Learning program is an opportunity to use your knowledge and expertise as an RECE to inform government and policy.

Standard IV: Professional Knowledge and Competence

IV: A.2: Early Childhood Educators know, understand and abide by the legislation, policies and procedures that are relevant to their professional practice and to the care and learning of children under their professional supervision.

Empowerment and Advocacy

The Continuous Professional Learning program is an opportunity to empower RECEs to integrate advocacy into our current understandings of professionalism

Ethic D: Responsibilities to the Community and to Society

Early childhood educators value and engage in collaboration with community agencies, schools and other professionals.

Early childhood educators recognize that they contribute to community and society by advocating for and promoting an appreciation of the profession.

Collective Voice

The Continuous Professional Learning program is an opportunity to unite RECEs, to break down silos within the early learning sector and to amplify our collective voice as professionals.

Standard IV: Professional Knowledge and Competence

IV: C.2: Early childhood educators build a climate of trust, honesty and respect in the workplace. They respect the privacy of colleagues and handle information with an appropriate level of confidentiality. Early childhood educators support experienced colleagues, those who are new to the profession and those students aspiring to the profession.

Code and Standards Review

Review Process for the Code of Ethics & Standards of Practice

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



October 2015

Council approved a review of the *Code of Ethics and Standards of Practice*

November 2015 –
January 2016

Planning process for the review of the *Code of Ethics and Standards of Practice*

October 2016
– January 2017

Gather feedback from members and the public on the revised draft of the *Code of Ethics and Standards of Practice*

May 2016 – October 2016

Analyze data and write revised draft of the *Code of Ethics and Standards of Practice*

February 2016
– May 2016

Gathering data from members and stakeholders through focus groups, stakeholder surveys and interviews

April 2017

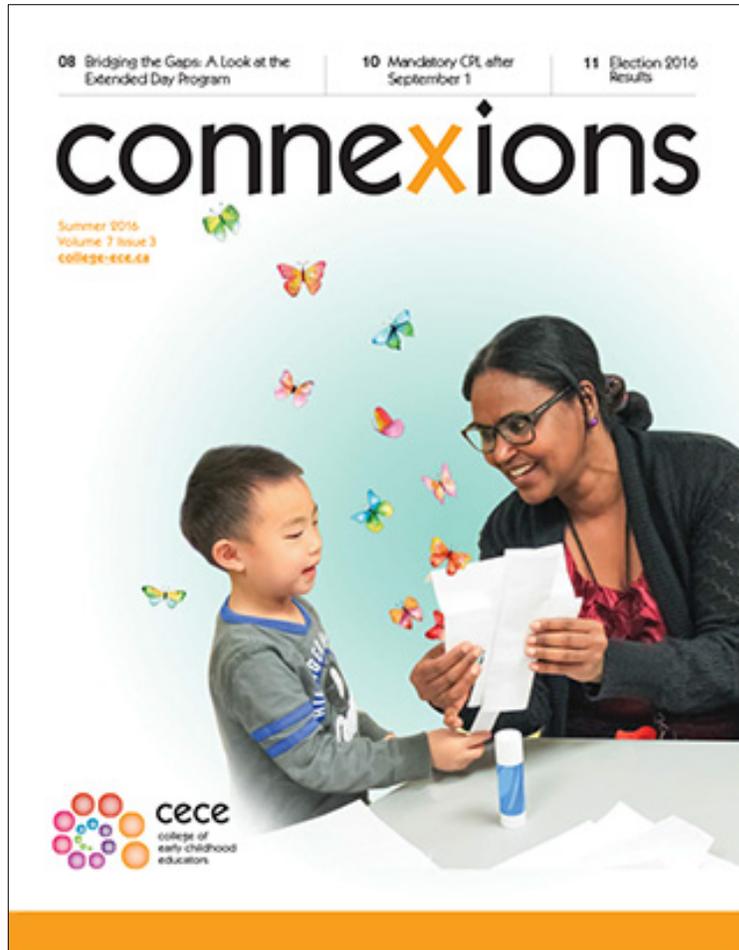
College Council to review and approve the revised *Code of Ethics and Standards of Practice*

June 2017

Publish the new *Code of Ethics and Standards of Practice* for members

Professional Learning Resources

College Resources: *Connexions*, YouTube, Twitter, Website



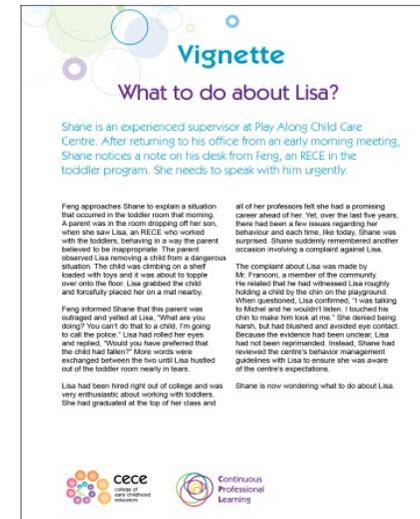
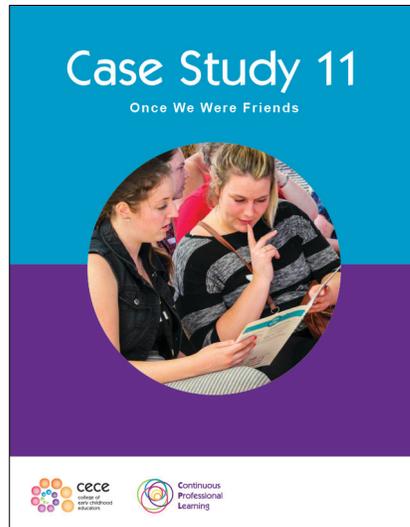
The College's website is now mobile friendly!

Stay Connected

college-ece.ca
@CECE_OEPE
youtube.com/collegeofece

College Resources: Case Studies and Vignettes

- 11 case studies
 - Developed with College members
 - Highlight a variety of practice issues
 - Includes reflection questions
 - **Coming soon!** Facilitator guide
- 3 vignettes
 - Short scenario describing a practice issue
 - Includes reflection questions



AECEO Resources

The AECEO website is FULL of materials, resources, videos and tools that RECEs can access while setting and following through on professional learning goals.

- Access the **Professional Pay for Professional Work Video Series** (discussion guide handout) http://www.aeceo.ca/video_series
- **AECEO's Regional Wage Scale Discussion Paper**
http://www.aeceo.ca/regional_wages_scales_for_reces
- **How Does Learning Happen? Inspirational pedagogy in everyday practice depends on a well-supported ECE workforce**
https://d3n8a8pro7vhmx.cloudfront.net/aeceo/pages/916/attachments/original/1467747947/HowDoesLearningHappen_eceLINKSum16.pdf?1467747947
- Visit the **AECEO's professional learning page** to for a list of PL opportunities
http://www.aeceo.ca/professional_learning_for_eces
- **AECEO membership supports a strong and united voice for ECEs.**

Thank you!