

Advocacy / Mentoring / Board Nominations



LINK

Spring 2014



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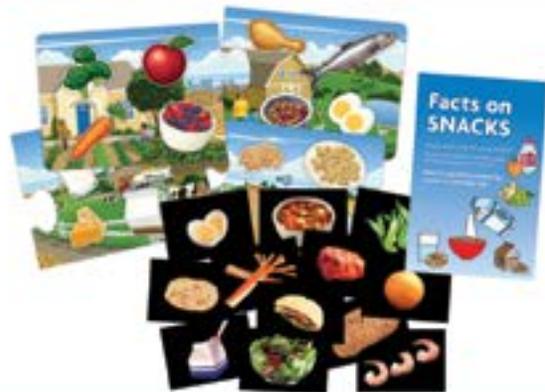
The course offers you the tools to:

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RENEWAL TIME?



DON'T FORGET TO RENEW YOUR MEMBERSHIP!

As a member of the AECEO you are part of a community that takes the ECE profession to the next level. Being a member is the best way to stay involved and connect with others who share your passion.

Renewing your membership helps to ensure that we are able to continue to promote the profession, keep you informed, support your professional growth and advocate on your behalf.

Simply put, belonging to your professional association makes good professional sense.

Keep Informed, Stay Connected!

As the professional association for ECEs in Ontario, the AECEO provides members with vital, up-to-date information about early learning and care.

Keep informed and stay connected by notifying us of changes to your contact information, particularly your email address. Please contact membership@aeceo.ca to confirm or update your current contact information.

WE OFFER SEVERAL WAYS FOR YOU TO STAY INFORMED:



Our frequent e-bulletins are filled with up to date information, resources and professional development opportunities. Not receiving them? Contact us to get yourself in the loop.



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Are you on Facebook? We are! Find us at www.facebook.com/aeceo and click "like" to join our online community. We will post upcoming event info, news and announcements on this page.

TABLE OF CONTENTS



Spring '14

- 6 FINDING A PATH TO ADVOCACY
- 9 OPEN LETTER TO EDUCATION MINISTER
THE HONOURABLE LIZ SANDALS
- 13 FOUNDATIONS FOR REECE PRACTICE IN FULL DAY
KINDERGARTEN
- 16 AECEO RESPONSE TO THE PROPOSAL TO AMEND
REGULATION 262
- 18 THE VALUE OF REGISTERED EARLY CHILDHOOD
EDUCATORS AND LICENCED CHILD CARE
A new joint project
- 19 A REMEMBRANCE OF JEANNE MARIE MCGARRY
- 20 MENTORING PAIRS FOR CHILD CARE
- 22 AECEO BOARD NOMINATIONS SLATE
- 25 NEW MEMBERS AND RECENT DONORS
- 26 AECEO.C : *Your next professional step*

AD INDEX

ABC Recreation Limited	Page 15
Dairy Farmers of Canada	Inside FrontCover
Food for Tots	Inside Back Cover
Johnson Insurance	Page 12
North American Montessori Centre	Page 18
Sentient Human Resources	Page 17
Wintergreen Learning Materials	Back Cover

COVER:

AECEO, OCBCC, CRRU, APCP and members of CUPE Local 2484 Toronto Child Care Workers celebrate International Women's Day, March 8, 2014

ABOVE PHOTO:

International Women's Day march, Toronto

PHOTO CREDIT: Thanks to Teresa Yeh, Canadian Union of Public Employees Local 2484 Toronto Child Care Workers

THE AECEO WOULD LIKE TO ACKNOWLEDGE & THANK THE FOLLOWING CONTRIBUTORS:

Lorrey Arial-Bonilla, Shani Halfon, Lyndsay Macdonald, Teresa Yeh

Finding a path to advocacy:

Advocacy in early childhood education and child care can take many forms and be done in many ways. Often it is integrated into our everyday work; when we have to explain what we do to someone who questions our profession, or when we actively seek opportunities to enhance our work with children and families. At other times we may engage in direct actions such as marching in the streets, engaging in discussions and consultation with the broader community, or participating in research initiatives in our field.

From our experience, ECEs are often expected to advocate within their own programs but are not always considered advocates in the broader research and policy community. Conflicting understandings of advocacy are sometimes at odds with our ideas of professionalism. Advocacy is not always about being loud and visible in an aggressive or antagonistic way, but rather it is the everyday awareness that

Advocates for Progressive Childcare Policy



Shani Halfon
RECE, BA, MA ECS

influences your work and actions. It is about being a part of something meaningful that connects your daily work to the broader ECEC sector.



Lyndsay Macdonald
BA Early Childhood Education,
MA ECS

Although it can be challenging to find time and space to engage in advocacy, we know that there are multiple paths to advocacy and multiple ways to advocate. Ongoing advocacy can be used to enhance your work and build opportunities for your career. For us, advocacy has been a crucial tool for building our professional identity and giving us the knowledge to be confident professionals who can defend our work.

In this article we want to describe some of the benefits we have experienced from being engaged in advocacy throughout our ECE training and work, and introduce a new advocacy project that we are proud to be a part of.

Advocacy as a tool for continued learning

Advocacy has been a crucial strategy to strengthen our knowledge and understanding of the ECE field. Being engaged inspires us to learn about the broader issues in the field and allows us to make connections to our experience as ECEs. Understanding why, for example, our wages may be lower than we know they should be supports us to find meaningful ways to address the issue. Having a deeper understanding also allows us to cope with the everyday challenges of our work in a positive way.

Advocacy as a way to build professional identity

Engaging in advocacy continues to remind us of the importance of our work and the role that early childhood education and child care plays in society. Coming together to advocate allows us to connect with other ECEs and community members in a shared space that nurtures our collective identity. These opportunities take us outside of our day to day environments and remind us that we do not operate in isolation. Rather, we get to see that we are part of a larger community that is there to support our work and values our contribution as ECEs.

Advocacy as a way to build professional power

Advocating puts you in a position to be a leader in the field and in your immediate work environment. Our advocacy work has continuously led us to new and exciting career opportunities. Actively seeking and sharing information with your colleagues and communities makes you visible as a knowledgeable professional. ECEs have on the ground experience and crucial perspectives of what it takes to run great programs for children and families. Bringing the ECE perspective to conversations in the broader ECEC sector is extremely important and valuable.

Advocates for Progressive Childcare Policy (APCP) Our latest project

The experiences and learning that we have gained through advocacy has shaped our participation in the establishment of a new grassroots collective, Advocates for Progressive Childcare Policy (APCP). As a result of our continued learning, professional identity and professional power we have gained the ability to organize our efforts collectively.

The group developed after one of our mentors, Rachel Langford, brought together a number of Ryerson graduates who had expressed a passion for child care advocacy. Rachel had recognized our leadership and our desire to work together to effect change in the field and initiated our first meeting. We quickly realized that this was an opportunity for us to grow our autonomy as advocates in an already vibrant child care advocacy community.

APCP has evolved to become an informal collective of ECEs, representing the diverse areas of the Ontario childcare sector. Some of us work as front-line RECEs, as DECEs in full-day kindergarten, in policy research, as college and university instructors, and some of us are continuing to study. At the core of our work is our shared identity as early childhood educators.

Our name was inspired by our shared belief that policy plays a central role in determining how child care is organized and delivered which further has a profound impact on the quality of ECEC programs and the working conditions for ECEs and child care staff. One of our main goals is to make policy a central focus of our projects and build ECEs' understanding and awareness of how policy impacts their work.

After analyzing the existing advocacy infrastructure, we decided that we would work toward creating more opportunities for ECEs to engage in various forms of advocacy. Recognizing that advocacy takes many different forms, we have focused our energies on three main projects.



Our first project was the development of a guide to implement discussion groups for ECEs. The purpose of this project is to bring together small groups of ECEs to "facilitate connections and dialogue, to learn more about what matters to early childhood educators, what they need to support their work, what would make a meaningful difference to their daily experiences, and to nurture their professional and collective identities". The guide outlines multiple sessions that build from ECEs' lived experiences to connect their work to larger issues in the field and then find meaningful ways to take action.

We have implemented one pilot circle to help enhance and refine the guide. The pilot circle was a great success for both the facilitators and the participants. Now that the guide is finalized, we plan on making the guide available online for anyone to use. We will also continue to seek out partners and resources to facilitate discussion circles in our own communities.

Our second project focuses on providing public events to address current issues in the ECEC field. Early childhood education and child care is constantly changing as new policies, programs and societal shifts impact the services and the broader field that we work in. APCP's public events aim to be free and open to everyone. The purpose of these events is to provide spaces to discuss current issues and their implications from diverse perspectives in the field. Our first event in Toronto addressed the recent proposals to change child care regulations in Ontario. We are currently planning a second event for late spring 2014 that will focus on child care workforce issues.



Our final project is the APCP website. The website will be a space to document and share the ongoing projects mentioned above, as well as we hope that it will serve as a venue for further information sharing and discussion. The website will have a blog with contributions from the collective and other guests. We hope to use the website to explore topics and issues that may not always have a space in mainstream conversations and institutions, but are critical to broadening and deepening our understandings of ECEC policy and practice.

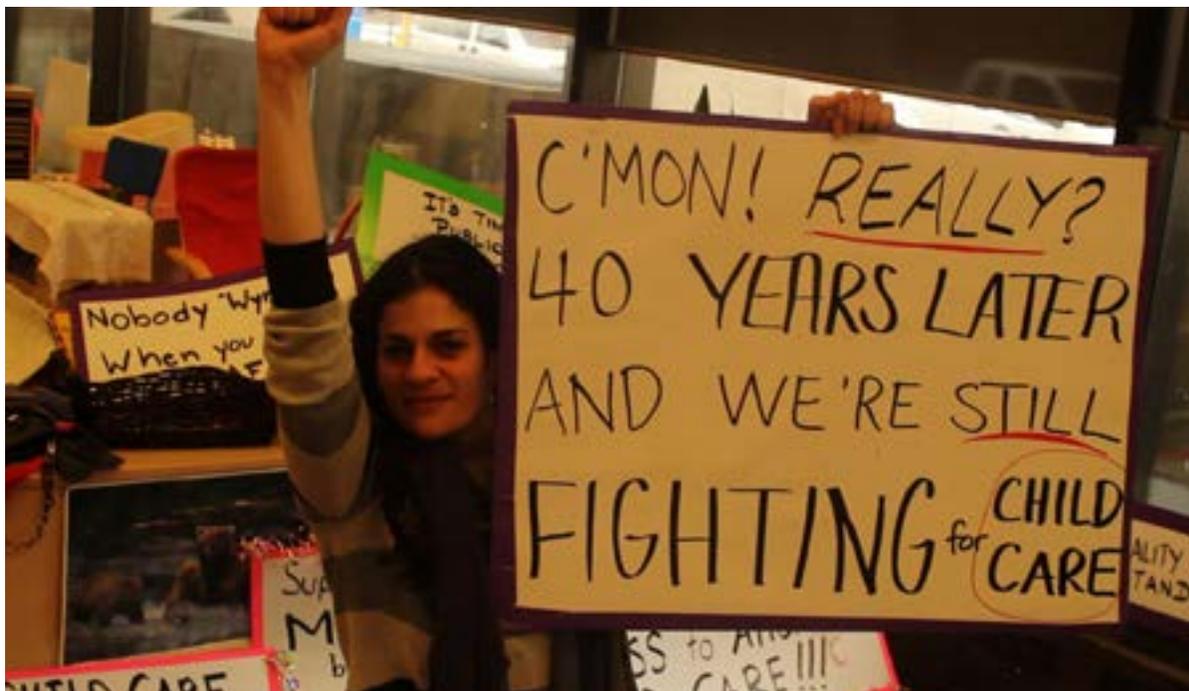
Through these projects APCP hopes to provide multiple paths and strategies to advocacy for ECEs and anyone else wishing to participate. Our work is grounded in the belief that everyone has something to contribute in their own way and that every voice matters.

Let's stay in touch!

Advocacy has played such an important role in our professional lives and we are committed to finding ways to support other ECEs to get involved and benefit from a strong and active community.

Advocacy can enhance professional practice while contributing to the broader goal of improving and sustaining ECEC programs for children, families and communities. Advocating for the profession is advocating for children and families, as we know that improved status and working conditions for ECEs means improved quality in the programs that we work in.

We invite you to connect with Advocates for Progressive Childcare Policy and share your thoughts and ideas. We hope to work closely with the AECEO to support ECEs and contribute to the AECEO's work building a strong and united profession that can have a powerful voice in Ontario.



OPEN LETTER TO ONTARIO EDUCATION MINISTER THE HONOURABLE LIZ SANDALS

Dear Minister Sandals:

We are writing to communicate our concerns about the changes proposed to Ontario's child care regulations. Specifically, we are concerned about the proposed reductions to adult: child ratios and increase in group sizes achieved by altering age groupings. We believe that these proposals are inconsistent with the Modernization paper's Guiding Principle: "**Commitment to quality programs for all children. Program quality must be a priority across service settings**" and not in the best interests of children—or, indeed, any of us.

The response to your government's Bill 143 has been quite positive. The early childhood community and the broader child care movement have been enthusiastic about its proposals to limit unregulated child care and to most of the other changes it contains.

However, we are concerned about the content and process of some of the proposed regulation changes. Research shows that the proposed ratios/group size regulations for the youngest children (1 – 2 years) are below even minimum recommended quality standards. This means that the most vulnerable children—for whom ratios and group sizes make the most difference—would be cared for by too few adults in too-large groups. We also believe that the number of young children proposed for regulated family child care —six two year olds in a private home with one caregiver—to be too high to constitute "quality" or even safety.

Staff and provider educational preparation requirements are strikingly absent from the proposals, which again contradict the Ontario government's commitment to the Guiding Principle of high quality. Research clearly indicates the strong links between professionally educated staff or training for home child care providers and high quality. The current proposals will actually work to reduce the proportion of professional staff working in programs serving the youngest children.

The child care workforce, earning low wages and benefits, is already struggling in an environment offering little support. Research has shown the negative impact of poorer ratios and group sizes on staff morale, retention, working conditions and interactions with young children—factors that are at the heart of any quality child care program. A further decrease in working conditions will exacerbate service providers' ongoing challenge to recruit and retain professionally educated early childhood educators in child care programs for younger children.

Further, the proposals fail to consider other key issues that would be negatively impacted by poorer ratios and group sizes. These include the inclusion of children with special needs and provision of high quality care for children and families in need of extra support, such as newcomers to Canada and low income families with limited resources.

One of our overarching concerns is the absence of a holistic approach to policy development, which we had hoped was signaled by the Modernization paper and the substantial new legislation. We suggest that changes to ratios and group size must be considered within the context of other policy elements — early childhood training, pedagogy, facility considerations, safety and financing—that is, within a full policy process with a goal of real transformation.

Ratios and group sizes have not changed in Ontario since 1983. At that time, there was a full consultation process including significant review and presentation of research, data and fact-gathering, dialogue and debate between Ministry officials and the child care community. We believe that to do justice to this important issue, a similarly robust process of reflection and consultation that is more than a one-way response to the proposed regulation changes is warranted.

Minister Sandals, we urge you to take more time to engage in a fuller consultation and policy development process. We will work with you to ensure the passage of Bill 143 and engage with you in a full policy process. We believe that this needs to include not only alternatives to the significant ratio reductions and group size increases now proposed but other key policy elements that will "build [the] comprehensive early learning and care system, including the successful extension of full-day kindergarten and child care" committed to by Premier Wynne in her Throne Speech last year. Only thus will child care be transformed into the accessible high quality early learning program envisioned in your ministry's Modernization paper that can come to benefit all children and families in Ontario.

Thus, we the undersigned organizations, early childhood leaders, and child care service providers urge you to initiate without further delay a full policy process that may include regulation changes.

Thank you.

The following organizations and individuals are Open Letter signatories:

ORGANIZATIONS

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 Association of Early Childhood Educators Ontario
 Campaign 2000 – Ontario
 Canadian Federation of University Women
 (CFUW) Guelph Chapter
 Canadian Union of Postal Workers, 2nd National
 Vice President Cindi Foreman
 Canadian Union of Public Employees Local 2204
 Child Care Workers of Eastern Ontario
 Canadian Union of Public Employees Local 2484
 Toronto child care workers
 Canadian Union of Public Employees Local 4400
 Canadian Union of Public Employees Ontario,
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 Childcare Resource and Research Unit
 Children's Aid Society of Toronto
 Community Living Toronto
 Early Childhood Resource Teachers Network
 Ontario
 Family Service Toronto
 Family Supports Institute Ontario
 Ontario Coalition for Better Child Care
 Ontario Federation of Labour, President Sid Ryan
 Ottawa Child Care Association (OCCA)
 Registered Nurses' Association of Ontario , CEO,
 Doris Grinspun, RN, MSN, PHD LLD (HON), O.ONT.
 Toronto Coalition for Better Child Care
 Toronto Women's City Alliance
 YWCA Hamilton
 YWCA Toronto

CHILD CARE SERVICE PROVIDERS

Andrew Fleck Child Care Services, Ottawa
 Blue Wave Child Care Centre, North York
 Canadian Mothercraft Society
 Capital Day Care Centre, Ottawa
 Centretown Parents' Cooperative Daycare,
 Ottawa
 Child & Community Resources / Ressources pour
 l'Enfance et la Communauté, Sudbury
 Children and Family Centre, Confederation
 College, Thunder Bay
 Children's Rehabilitation Centre – Algoma
 Dalhousie Parents Daycare Centre, Ottawa
 Dian Childcare Centre, Scarborough
 East Toronto Village Children's Centre, Toronto
 Ferncliff Daycare and Afterschool Group, Toronto
 Friendly Little Campus 2, Scarborough
 Friendly Little Campus Daycare, Scarborough
 Glebe Parent's Day Care (Ottawa)

Harmony Childcare Centre, Toronto
 Hawthorne Meadows Nursery School, Inc, Ottawa
 Heritage Home Childcare (multi-service
 provider), Toronto
 Jackman Community Daycare, Toronto
 Kid's Zone Lakeside, Kenora
 Kid's Zone SMB, Kenora
 Macaulay Child Development Centre, Toronto
 Matthew John Day Care Centre of Toronto
 McMurrich Sprouts Daycare, Toronto
 McNicoll Ave Child Care Program, North York
 Mount Hamilton Baptist Day Care, Hamilton
 NYAD Community Inc (Not Your Average
 Daycare), Toronto
 Playhouse Childcare Centre Inc, Toronto
 Pleasant Child Care, North York
 Red Apple Day Care, Toronto
 REKSAP Centres For Early Learning, Ottawa
 Ryerson Early Learning Centre, Toronto
 St. Mark's Day Care, North York
 South Riverdale Child-Parent Centre
 Teddy Bear Day Care, Garson
 Topcliff Community Child Care, Toronto
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 West Ridge Early Education Centre, Orillia
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Tracy Petersen	Natalie Cummins	Gloria Lancz	Miranda MacPherson	Johanna Lopez (parent)
Laura Del Zotto	Amy Adams, RECE	Debbie Wilson	Jessica Scallen	Laura Glassgow (parent)
Alessandra Del Vecchio	Christine Rose, RECE	Vaina Chantal	Anna Mazur (parent)	Daniele Cordeiro (parent)
Anita Price	Jennifer Wagenaar, RECE	Athy Mellos	Colleen Kjellman	Ana Lazo (parent)
	Cindy Goda, RECE	Vengkham	Anna Guilbault	Sherine Thompson (parent)
	Jennifer Gilbert	Khammongkhoun	Lucie Lankimaki	Debbere Houghton (parent)
	Carolyn Young	Bernadette Summers, MA.ECS	Kim Figliomeni	Julia Golaub (parent)
	Isobel Young	Carly Bravo	Gord Mackenzie	Shanda Williams (parent)
	Hugh Bain	Elise Larsen	Karin Mackenzie	Sophia Wu (parent)
	Michelle Boerger	Sheron Smith	Lisa Schut	Jagoda Kusiba (parent)
	Gwen Pitteway RECE	Cathy Turalinski	Kristin Dutil	Binta Barrie (parent)
		Marisa Policelli, RECE	Tatum Blanchette	Jennifer Naula (parent)

EARLY CHILDHOOD EDUCATION CHAMPIONS

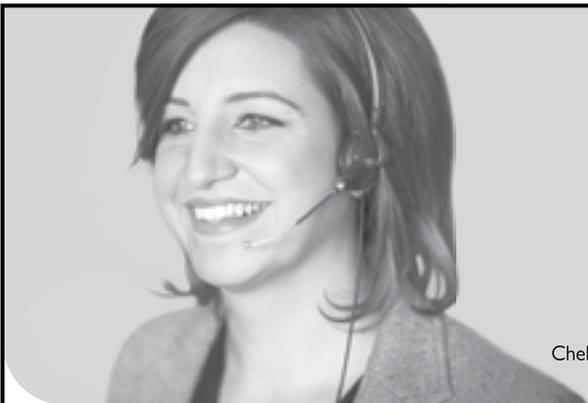
Erica Ravaneli (parent)
 Naburan Sarma (parent)
 Hilina Woya (parent)
 Elyssa Marks
 Helen Izumi
 Donna Bennett RECE
 Brandon Boyko
 Erika Halder
 Kyle Boyko
 Diane Dobusz
 Albert Sly
 Cristine Vergara
 Joy Vergara
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 Chester Pon

Nafis Akhtar
 Melina Laverty
 Wendy Sookrah
 Elyssa Elton
 Ravi Menezes
 Linh Nguyen
 Laura Clunie
 Gavin Alexander
 Leonard Boyko
 Cory McPherson
 Chris Klesch (parent)
 Krista Klesch (parent)
 Aaron Kelly (parent)
 Evadne Kelly (parent)
 Tara Cotter (parent)
 Chris Cotter (parent)
 Elaine Stoner (parent)
 Grant Anderson
 Christine Maina
 Paul St. Pierre
 Lynise Reedy
 Rebecca Masters
 Ryan Robb Teoxon
 Amber Austin
 John Walker
 Rebecca Noronha
 Simone Reid
 Felicia McCabe
 Wendy Fong
 Marcus Rodrigues
 Monica McSheim
 Alex Vamos
 Jen Woodill

Lyn Lynch
 Charlene Annette
 Jamie Steer-Welbourn
 Bonny Walker
 Sian Gordon
 Nenita Manabat
 Dante Javelosa
 Tom Dedes
 Kumari Sivasanmugam
 Michelle Gallway
 Francine Samadi
 Ellada Alier
 Denise Strong
 Charmaine Cousins
 Lori Wattie (parent)
 Craig Wattie (parent)
 Nayiris Castillo (parent)
 Meagan Sinclair
 Frank Sinclair
 Marisa Jin
 Laura Breau, M.A., CCLS
 Leigh Brown (parent)
 Hillel Heinstein
 Carolyn Davidson (parent)
 Diane Policicchio
 Nick Policicchio
 Nadine O'Neill
 Angelene Mitchell (parent)
 Lisa Erickson RECE
 Gerry Gill
 Christina Marie Psocka (parent)
 Evon Reynolds (parent)
 Peta-Gaye Ebanks

Kath Gradwell, BAA, M.Ed., ECEC, RECE
 Sarah Fisher
 Laura Williams (parent)
 Janet Clayton RECE
 Daya Lye
 Charlyn Monahan RECE, AECEO.C
 Pat Costello
 Sarah Tsang
 Lynda Regan-Boriska
 Chrissy Giannoulis
 Stephen Elliot Lye (parent)
 Andrea Blonde (parent)
 Geoff Brown
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 Carmen Dominguez-Brauer
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Foundations for RECE practice in Full Day Kindergarten

The AECEO has developed a three part webinar series aimed at RECEs who work, or who wish to work, in the Full Day Kindergarten program.

The series consists of three specific but related webinars that all connect to focus on Full Day Kindergarten. We begin by examining the six principles that lay the foundation for children's learning in the early years. These principles were originally developed by the Early Learning Expert Panel and modified in the 2013 document *Early Years Policy Framework* published by the Early Years Branch of the Ministry of Education. These same principles are embedded in the Full Day Kindergarten Program 2010/11 and form the basis of the pedagogy that informs the way young children in Ontario's Kindergarten programs are taught. It is not enough for the Early Childhood Educator to have an awareness of these principles. It is not until educators apply the principles as they plan for meaningful learning opportunities in the classroom and develop culturally appropriate learning environments, that it is clear that the principles are being implemented.



All documents have been written to connect, to inform and to be applicable in all early years' settings. Because of this, the webinar series is divided into three aspects of early learning: ECE Principles, the Learning Community, and the Learning Approaches in the Early Learning Kindergarten Program.

Webinar 1: ECE Principles in Full Day Kindergarten

In this webinar the focus is on the six principles that inform the early learning programs in Ontario. Each of these principles is examined separately and in detail with the purpose of both understanding the principles and demonstrating why and how they can become a part of an educator's planning. It is the application of the principles that is the key to effective Kindergarten classrooms. Video clips provide opportunities to hear and see why these principles are foundational to early years education.

The accompanying manual/workbook provides opportunities for participants to reflect on what they are hearing and learning and to therefore make some plans for implementing new ideas into their planning. It will also serve as a record of the presentation slides.

Webinar 2: The Learning Community in Full Day Kindergarten

This webinar begins with a review of how the 6 ECE principles are integrated into Full Day Kindergarten classrooms by concentrating on the adapted version found in the 2013 document *Ontario Early Years Policy Framework* and the partners who would help to ensure that this principle is being met. The learning community must begin with the child as learner in the centre of the community. Other members must develop their role in accordance with the support needed by the learner. The webinar focuses on a broad community of support from the educators, the local community and school administrators. The child is not only supported by this broad community but is molded by the beliefs and principles of this community so all members must work together to support the students.

Webinar 3: Learning Approaches in Full Day Kindergarten

The final webinar in this set focuses on play as the vehicle for learning for the young child. The application of inquiry based learning in order to meet the learning expectations found in the *Full Day Early Learning Kindergarten Program* is clearly laid out. It provides a guide to educators on how to plan your guided learning; starting with being mindful, that learning be "Memorable" and not "Memorized" and explores the importance of a deep understanding of the program expectations along with a developmental lens to respond to, extend and challenge thinking and learning. Videos are shared within the webinar that show how problem solving is involved when children are creating an environment for learning.

The webinars were launched in three well received live broadcasts and will be made available on April 15 in webcast format. The accompanying workbooks, which will guide participants during the webcasts, include "take back and share" resources that can be used as an ongoing guide for FDK teams. The series is free to AECEO members and the web link for registration will be sent out soon in a membership E-bulletin.

FOUNDATIONS FOR REECE PRACTICE IN FDK: A three part webinar series



Webinar 1: ECE Principles in Full Day Kindergarten

This webinar discusses the 6 ECE principles articulated in the Ontario Early Years Policy Framework. For each principle, participants find out how these principles inform decision making in the early years setting. Participants are encouraged to reflect what these principles mean to them and connect them with their current practice.

Webinar 2: The Learning Community in Full Day Kindergarten

Early Childhood Educators help each other establish a strong foundation for learning the early years. This webinar introduces participants to what is involved in building a learning community that supports young children and their learning. This webinar identifies significant members in this community as articulated in the Full Day Kindergarten program and discuss the roles they play in building a consistent learning environment for young children.

Webinar 3: Learning Approaches in Full Day Kindergarten

When children's learning is meaningful and authentic, their learning is memorable. This webinar explores how the Full Day Kindergarten program captivates children's natural curiosity and fascination by offering opportunities for exploration and investigation through the inquiry approach.

This series of webinars explores principles and learning approaches articulated in ELECT (also referred to as the Early Learning Framework) and how these underpin the Full Day Kindergarten program.

Participants will use an accompanying workbook/manual to listen, reflect and connect their current practice.

"I will be walking away from the series with a deeper understanding of and appreciation for the important job that DECEs are tasked with in full-day kindergarten."

"The webinars were extremely informative and I enjoyed hearing from other participants."

"These webinars were great! I look forward to taking this back to our classroom team!"

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**A Response to the Ministry of Education
Proposal to Amend Regulation 262 under the Day Nurseries Act
Child Care Modernization Document
February 28, 2014**

Dear Minister Sandals,

The AECEO is the professional association for early childhood educators in Ontario. As it is our mission to act on behalf of Ontario's registered early childhood educators (RECEs) our response to your request for feedback on the Proposal to Amend Regulation 262 will therefore focus on issues of particular concern to RECE professionals.

It is our recommendation that a full, comprehensive and holistic policy development process, one which encompasses the workforce, be undertaken before any regulation changes are decided on or implemented. The revision process must include community engagement and research based decision making.

That said; there are specific concerns around quality and safety that have emerged for RECEs.

Changes to Adult: Child Ratios

The current proposals work to reduce the proportion of professional staff working in programs serving the youngest children and we believe, at the very least, will lead to institutionalized care for children with no educational component.

Additionally, RECEs across Ontario are very concerned about the capacity of staff to keep children safe under the new ratios. The changes may save money, but this should not, and must not, be allowed to trump safety and at the very least what must be in place is for Ontario to guarantee the safety of Ontario's children.

A new DNA must reflect a policy of "quality early childhood learning and care" supported by adequate public funding as opposed to a policy of minimum standards operating within a market approach to child care services. Ontario's early childhood educators are committed to providing high quality learning and care environments for young children.

We suggest that changes to ratios and group size must be considered within the context of other policy elements — early childhood professional education, pedagogy, facility considerations, safety and financing—that is, within a full policy process with a goal of real transformation.

Human Resources Strategy

The 2007 report of the Ontario Ministry of Children and Youth Services Expert Panel on Quality and Human Resources identified the following four critical "building blocks" for creating a province-wide system of quality child care service:

1. Effective policies, sustained funding and appropriate infrastructure
2. Properly paid, registered and committed educators
3. Evidence-informed age appropriate programs and practices
4. Parents who are partners in their children's early learning (p.8)

The AECEO maintains that without adequate staffing by well-trained registered early childhood educators, a quality early childhood system cannot be built and stabilized in Ontario. A coordinated human resources plan with well-articulated short, mid and long term goals will ensure that Ontario has a knowledgeable and appropriately compensated ECE workforce necessary to support the development of quality programs. The implementation of a human resources plan as part of a modernized child care system will attract and retain trained and committed professionals and significantly improve program quality.

Reducing the number of RECEs in the ratio setting disregards decades of research and evidence on brain development and the need to have individuals with very specific knowledge and training who can translate this research into practice. It is an omission to not recognize educational qualifications as an aspect of quality.

Furthermore, the implications of having fewer *qualified* staff members, who are required by their regulatory body to adhere to professional standards, will put RECEs in a conflict with their employers and with the *Code of Ethics and Standards of Practice*

You cannot have quality early childhood education without a registered early childhood educator staff team. From an AECEO perspective, all staff in the room should be registered early childhood educators.

Over the last 60 plus years, AECEO's members have worked with the provincial government, municipalities, service managers, and families to build a child care system in Ontario. These professionals have adapted and innovated to meet the growing child care needs of families and children and to respond to new research and ideas in early childhood education. Early childhood educators in Ontario remain today a committed workforce who want a modernized child care system and who want to work with the Ministry of Education on its implementation.

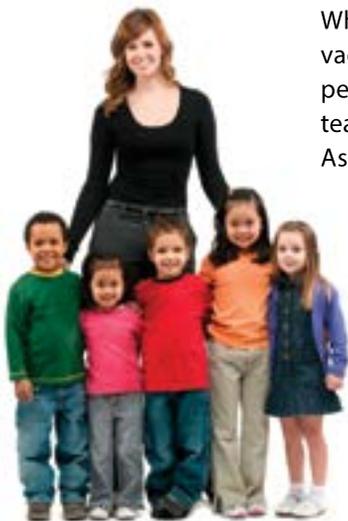
Indeed, modernization of child care in Ontario will be driven on the ground by dedicated early childhood educators

Only through a full and complete policy development process will early learning and child care be transformed into the accessible high quality program envisioned in your ministry's Modernization paper.

Board of Directors

Association of Early Childhood Educators Ontario

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The Value of Registered Early Childhood Educators and Licenced Child Care



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We are pleased to announce that the AECEO and OCBCC joint proposal for a three year initiative to promote the value of licenced child care and the importance of Registered Early Childhood Educators to the delivery of a high quality program has been funded by the Ontario Trillium Foundation.

Long term underfunding has resulted in a shortage of child care spaces and the majority of families in this province cannot afford to access licensed child care. RECE professionals are subsidizing the system by earning less than any other regulated profession in Ontario. Recognition for the contribution RECEs bring to ELCC has been overshadowed by the lack of financial support from government.

“Promoting the value of licensed child care” will bring our sector together around a positive message that the work we do transforms the lives of children, helps working parents and contributes to our community. Our project will focus on critical civic engagement with municipal and school board leaders, inclusion of parents, collaboration with other organizations in our sector and innovative community capacity building by bringing together people from the ELCC sector and the broader community for regional leading and planning. Our project will work with the sector and build new relationships with new partners.

The initiative will:

Build capacity in the ELCC community through the development and distribution of educational materials and presentations on the value of licensed early learning and care to society providing them with the educational resources they need to work collectively in civic engagement.

Enhance public perception around the value of trained RECEs in the delivery of quality ELCC programs and the issue of adequate compensation.

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Address the issue of recruitment of RECE professionals through the development of promotional materials emphasizing the specialized education, skills, and experience required to work with children in early learning and care programs.

Educate and outreach to candidates for municipal, regional and school board trustees to ensure awareness of the new and larger role played in system planning and the implementation of Ontario's new funding formula for ELCC.

Conduct outreach and engage community agencies serving families in discussions around the importance of civic engagement in supporting the need for universally accessible licensed child care as a benefit to children, families, and the local economy.

Enhance networking and capacity building strategies in the sector through regional conferences and a provincial conference focusing on the importance of civic engagement and collaboration.

The following capacity building activities will enable the AECEO to further promote the importance of RECEs to quality licenced child care:

Year 1

AECEO will develop promotional posters emphasizing the unique skills and knowledge RECEs bring to ELCC programs. These materials will be distributed province-wide and used during community presentations and as part of an education kit for municipal / regional council candidates and school board trustees.

Year 2

The AECEO will lead six regional conferences, bringing together a diverse group from sectors including child care, family resource, education sector, parents and community groups to focus on the importance of licenced early learning and child care and the importance of Registered ECEs to quality programs.

Year 3

A joint AECEO/OCBCC provincial conference will be held to bring together community groups and agencies to share their strategies and plan next steps for continued civic engagement in the sector.

This project marks the first time the AECEO and the OCBCC have successfully obtained funding to work together on a two-pronged approach to promoting quality child care in Ontario; quality child care that is licensed and delivered by Registered Early Childhood Educators.

A REMEMBRANCE OF JEANNE MARIE "REA" MCGARRY MAY 20, 1933 - JULY 6, 2013

Professor Emerita from Ryerson University in early childhood education, graduate of University of Toronto and Dr. Blatz Institute of Child Study. Rea leaves a legacy of caring about the education and welfare of children and parents.

Rea was a long time member of the AECEO and an active advocate for her profession.

She worked at the hospital for Sick Children early in her career, Victoria Day Nursery, Mooredale House and was a long term board member of Discoveries.

Rea lived life joyfully to the fullest, always rooting for her Blue Jays, enjoying theatre, arts and her wonderful Alpha Phi sisters.

Rea is missed by her beloved best friend Maurice O'Connor, her sister Margaret Fraser (John) and her cherished nieces and nephews.



Mentoring Pairs for Child Care

Continues to Enhance Supervisors' Leadership Skills

Lorrey Arial-Bonilla, Interim Executive Director
Early Childhood Community Development Centre
(ECCDC)



The Early Childhood Community Development Centre (ECCDC) is a not-for-profit charitable organization dedicated to providing early learning and child care professionals with affordable access to the specialized resources, training and supports they require to create high quality experiences for children and families. In 2009, with funding through the Ministry of Children and Youth Services, the ECCDC launched Mentoring Pairs for Child Care. Mentoring Pairs for Child Care was a pilot project aimed at helping supervisors in licensed child care settings enhance their leadership skills and become reflective practitioners, while increasing their professional knowledge and developing strategies for building strong relationships.

Mentoring Pairs for Child Care matched experienced supervisors (mentors) with new supervisors (mentees) in twenty five communities across Ontario resulting in the participation of over five hundred supervisors. The mentoring pairs attended various formal learning opportunities together and followed up with visits to each other's programs. For mentors, it was a chance to share what they've learned and gain a new perspective on their professional practice. For mentees, it was a chance to learn from another's gain proficiency in their role as supervisor at a much faster rate than they otherwise would.

Knowing that Mentoring Pairs for Child Care was a pilot project

and that major changes were in store for Ontario's licensed child care sector, the ECCDC took a number of steps to build sustainability into the program. The ECCDC created a variety of affordable tools and materials available to facilitate mentoring in the child care sector and made them readily accessible for purchasing online. It also created a secure, web-based data infrastructure and communications system that would keep mentors and mentees connected after the program's conclusion and help support communities that wished to continue the process on their own.



Since the initial Mentoring Pairs for Child Care project's conclusion in December of 2010, several communities have continued the mentoring momentum. In Waterloo, a local mentoring project continues to meet more than three years later due to the ongoing leadership of the initial participants. Now in year 4, co-facilitators Joanne Neeb of Owl Child Care Services and Krista Schott of Inspiring Minds Early Learning Centre have brought together a brand new group of mentors and mentees to learn from each other and share in the Mentoring Pairs experience. Together they continue to work through the Child Care Sector Council's Occupational Standards for Administrators, expanding their knowledge and understanding. Additionally, they continue to participate in many hours of professional learning exploring topics such as team building; ethics; reflective practice; board governance; and employment law. Lastly, through the support of their local College, a member's only website was created where Power Point presentations, materials from the initial Mentoring Pairs for Child Care initiative and other tools are available.

In Peel, the momentum has continued through ongoing leadership provided by Velma Doran of the Sheridan College ECE Program and Gayle Ballard of Raising the Bar in Peel. Sheridan College continues to offer the ECE Supervision and Administration Program in an online delivery format for those individuals

Five Tips for Developing a Mentoring Culture

1. Offer support and recognition to your team members and partners
2. Encourage a culture of reflective practice
3. Create an environment that helps everyone reach their full potential through the practice of professionalism, excellence and ethics.
4. Provide opportunities for staff to feel safe and speak freely without negative impact, as this develops their sense of self-acceptance and security
5. Foster a sense of belonging by creating opportunities for networking and engaging in professional group activities.

mentoring pairs for child care

looking for academic credentials focused on management and supervising. The program grants exemption credit for the Field Placement Course to those applicants who have completed the mentoring pairs program within their college in the past. Interest and enrollment has been positive with candidates participating from all over Ontario including; Manitoulin Island, Thunder Bay, Ottawa, North Bath, Sarnia, Markham, Toronto and Niagara. The Continuing the Momentum group has continued to assist with training at Raising the Bar in Peel meetings, focusing on the Occupational Standards for Administrators as well as the College of Early Childhood Educator's Code of Ethics and Standards of Practice.

In North Bay, Kelli Couroux of West Ferris Day Nursery has supported her community in implementing Mentoring Pairs for Child Care components into their Save the Day for Play Program. Additionally, great mentoring work continues in Scarborough, Sault St. Marie, Belleville and Dryden. Carmen Kellr shares that the mentoring momentum continues in Dryden through having discussions on various topics at supervisor's meeting and monthly Childcare Advisory Meetings. Her community continues to use Mentoring Pairs for Child Care's matching program and online resources.

In Niagara, where the ECCDC receives funding from Niagara Region Children's Services to offer a variety of professional learning opportunities and program consultation services to area's licensed child care programs, a community supervisor's network and other committees have continued to facilitate informal mentoring. The supervisor's network has used the *Occupational Standards for Child Care Administrators (2013)* as well as the accompanying *Self Assessment and Reflective Practice Checklist for Child Care Administrators* to support ongoing planning for staff performance evaluation, and professional development planning, while the Niagara Child Care Sector Executive Committee have used the foundational pieces as criteria for a Leadership Award

More information about mentoring in the child care sector is available from the ECCDC, as are the tools and materials referenced in this article. To start a mentoring initiative in your community, please visit www.eccdc.org for ideas and support.

Continuing the Momentum in Waterloo



Slate of Nominations for the 2014-2015 Provincial Board of Directors

BOARD PROFILES

Profile of the nominees for the 2014-2015 Provincial Board of Directors



PRESIDENT **Rachel Langford RECE**

Dr. Rachel Langford is the director of the School of the Early Childhood Education, Ryerson University. Prior to this, Rachel taught a variety of Continuing Education ECE courses at Mohawk College and Seneca College and was a full time professor and program coordinator in the Centre of Early Childhood Development at George Brown College. She has taught courses on critical thinking, sociology, infant and child development, curriculum theory and practice, creative expression, early childhood policy and children with special needs. She has extensive experience in supporting students in their field practice. Rachel has many years of experience working with different ages in a variety of early childhood settings including parent cooperative, preschool, and child care. She worked for several years for the Vancouver School Board teaching Kindergarten and Grades 1 and 2 in a multi-age setting and mentoring teachers as a Primary Program Development Associate. She has extensive experience supporting children with special needs in both integrated and specialized settings. Rachel is a co-author of the textbook, *Inclusion in Early Childhood Programs: Children with Exceptionalities* (Thomson: Nelson, 2010) and the editor of the *Checklist for Quality Inclusive Education: A Self-Assessment Tool and Manual*. Her research and publications focus on early learning curriculum frameworks, professional preparation and the Canadian child care movement. She believes that major issues for the AECEO in the coming years are opening up and increasing membership, partnering with other organizations to enhance research and professional learning, enhancing the public profile of Early Childhood Educators as professionals. In addition, she believes that the AECEO can take a lead in advocating for a comprehensive system of high quality early childhood development and care services in Ontario.



TREASURER / PRESIDENT ELECT **Noreen McChesney RECE**

Noreen has been involved with children and families for over 20 years and has been on the AECEO Board of Directors for two years. After receiving her B.A. in Psychology from the University of Windsor and her Early Childhood Education Diploma from Cambrian College she began practice directly with young children and their families as an Educator. Noreen has worked in varying capacities in the Early Learning sector, including supervisory roles in child care, special needs resourcing, parent education and support in CAPC/CPNP programs and Child Care Program Quality Coordinator for the municipality. She has served on a Child Care Board of Directors, local system planning tables, Best Start Networks and specialized services committees. Her current position at Child & Community Resources is Best Start Manager, with oversight of seven Best Start Hubs in local schools, and co-chairing the Building Early Years Success committee of Sudbury's Best Start Network. Also, she has extensive experience as part-time faculty in the ECE program at Cambrian College, and this work in particular, has solidified her commitment to understanding best and promising practice in the field of Early Learning. Noreen believes that the benefits of membership to the AECEO cannot be emphasized enough to Registered Early Childhood Educators. She would like to see the membership grow this year, through the valuable work of local branches. This will be increasingly important to RECEs as the College of Early Childhood Educators introduces the Continuous Professional Learning program this year. The AECEO embodies the principals of high quality professional learning and the building of leadership capacity within the Early Childhood profession. Noreen looks forward to continuing the remarkable work of the AECEO in advocacy, organizational partnerships and professional recognition of the integral work of RECEs in all areas of early learning.

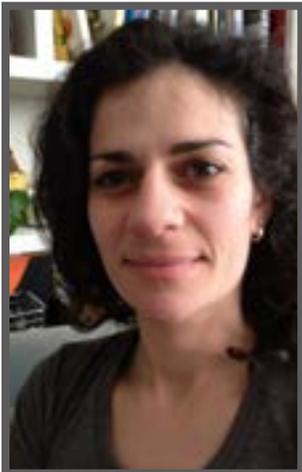
SECRETARY **Goranka Vukelich RECE**

Goranka has been in the field for over 25 years and is a registered Early Childhood Educator. After graduating from Ryerson with a BAA Early Childhood Education, she pursued her passion for learning at the High/Scope Educational Research Foundation in Michigan and Pacific Oaks College in Pasadena where she completed a Masters in Child Growth and Development. She is currently a PhD candidate at Concordia University in Montreal. Throughout her career Goranka has worked as educator, college professor, consultant and provincial government administrator. While her life path has taken her many places in Canada and the US, including Ontario, Nova Scotia and Quebec, Goranka has always been involved in work opportunities that have supported children, families and advanced the early childhood profession. Currently, Goranka is Chair of Child, Youth & Community Development at Conestoga College in Kitchener. She is excited to be back in Ontario during this exciting time for our profession and firmly believes that the AECEO can play a leadership role as we work together to create a comprehensive system of high quality early learning and care services.



MEMBER-AT-LARGE
Chanequa Cameron RECE

Chanequa is a registered Early Childhood Educator who has been working in the sector for 10 years. Chanequa holds a Bachelors Degree from Seneca College in Child Development and is glad to have been a graduate in this groundbreaking program. Chanequa has also taken courses and received training in child care management, resiliency, teaching art through nature, the importance of sign language and the Hanen Centre's Learning Language and Loving It Program. In her past Chanequa has worked in a multitude of early learning and adolescent settings which includes Extend-A-Family, East Scarborough Boys and Girls Club, Bob Rumbell Centre for the Deaf, numerous City of Toronto specialty camps and a number of high quality child cares. In these settings Chanequa has provided 1:1 support for children with Autism, Hearing and visual impairments, physical disabilities, Down Syndrome, cognitive delays and behavior difficulties. Chanequa has also collaborated with families and a wide array of program staff to implement inclusive and anti-bias principles. Currently Chanequa is working as a Kindergarten educator and After School Program Supervisor. Chanequa is a key founder of the AECEO's first Student Chapter, which was created to build capacity and support networking opportunities within the ECE community at Seneca's King campus. In the near future Chanequa aspires to enroll in a Masters program and eventually complete a Doctoral Degree. She is passionate about writing and is actively developing a series of children's books. Chanequa is driven by her work with the AECEO and is excited about working on the board of directors for a second term, and hopes to continue her work with the AECEO through advocacy initiatives, research and writing. Finally, Chanequa is determined to be a predominant party in the Current ECE battle for better wages and equal recognition as education professionals. Ultimately Chanequa would like to see every ECE earning what they deserve, actively engaging in quality in-service training, while being constantly praised for the crucial role we play in our community.



MEMBER-AT-LARGE
Shani Halfon RECE

Shani Halfon has a degree in early childhood education and a Masters of Arts in Early Childhood Studies. She is currently working as a policy researcher at the Childcare Resource and Research Unit in Toronto and teaches part time in the School of Early Childhood at George Brown College. Shani identified an interest in policy early on in her training and has worked through various venues to make policy a larger focus in the field of ECEC and among early childhood educators. Her main research interests are around workforce issues including professionalism, organization and reconceptualization. She has a variety of experience organizing and facilitating groups and events for the child care community and is a founding member of the recently established Advocates for Progressive Childcare Policy. She is a passionate advocate for ECEs and the larger child care workforce, and is dedicated to finding ways to put ECEs at the centre of discussions around ECEC policy, research and practice. Shani believes that the AECEO plays an integral role in uniting and representing ECEs and she is committed to finding meaningful ways to promote the respect, recognition, support and remuneration of everyone involved in caring for young children in Ontario.



MEMBER-AT-LARGE
Joan Littleford

Joan Littleford has recently retired from the Elementary Teachers' Federation of Ontario (ETFO) where she held the portfolio of Early Childhood Education. She was a member of the provincial panel on early years curriculum whose report Early Learning For Every Child Today has lead the provincial policies on care and education for young children in Ontario. Her work as one of the special advisors on curriculum to Charles Pascal, Early Learning Advisor, has led to a revised play-based curriculum for Kindergarten classrooms. As an author of many teacher resources she has always advocated for opportunities for children to be active participants in play-based educational settings. Joan's work has recently extended to an intense project with early childhood educators in West Africa.

Joan brings extensive experience in the development and delivery of professional development and training for educators to the AECEO and will assist in the Association's Professional Learning Framework project efforts.



MEMBER-AT-LARGE

Monica Lysack RECE

Monica is passionate about child care policy. As an educator who holds a Bachelor of Education and a Masters of Education from the University of Regina, she has devoted most of her professional life to the development of public policy affecting children and families. She has been a national spokesperson for child care advocacy as the Executive Director for the Child Care Advocacy Association of Canada. As a member of the Federal-Provincial Early Childhood Development Working Group she helped to negotiate federal-provincial agreements for early learning and child care. Monica was a member of the national steering committee for Canada's participation in the OECD's international review of ECEC (Starting Strong II) and chaired Saskatchewan's participation in the review. Monica is actively involved in politics and as past national executive member of Equal Voice, is a strong advocate for the election of women at all levels of government. Monica is currently a faculty member of Sheridan College, School of Education teaching ECE and is excited about the prospect of contributing to the important work of the AECEO.



MEMBER-AT-LARGE

Elaine Winick RECE

Dr. Elaine Winick is proud to be a full time faculty member in the George Brown College Early Childhood Education Department, teaching in both the diploma and degree programs. She is also an ECE honours graduate, eventually returning to earn a post-graduate certificate in Early Intervention. Throughout her career, Elaine has worked in many different venues within the early learning field, including child care, preschool and nursery schools, parent and child programs, employee advocacy programs, consulting firms, private schools, storytelling, family education programs, fathers' support programs, Early Literacy Specialist with York Region Ontario Early Years, and over 23 years of post-secondary education teaching experience. Each of these experiences also brought with them a myriad of training certificates. Elaine has her undergraduate degree from York University, her Masters of Education degree from Brock University, and most recently she successfully defended her PhD dissertation examining ECE leadership in Ontario. She belongs to a number of professional early years groups: including, the AECEO, NAEYC, Early Years Educators of Ontario, and a Joint Advisory Group focusing on collaborative practice symposiums. Elaine represents the AECEO at the Ontario Coalition for Better Child Care. During the past year, Elaine has been part of the College of Early Childhood Educator's Pilot Project: as a mentor, twice as a learning module facilitator, and as one of the participants of the CECE Leadership video. As a strong advocate for ongoing professional learning, Elaine has presented at a large number of local, provincial, national, and international conferences. At each opportunity she shares her expertise in such areas as child development, literacy, working with families, arts-based pedagogy, leadership and advocacy, and sharing components of various current research studies. Ultimately, Elaine feels that both mentoring and high quality ongoing professional learning should be acknowledged as required and necessary components of professional practice.

AECEO Annual Meeting 2014

Information about the Annual Members' Meeting and electronic voting will be posted on our website and distributed via email – and by regular mail for members without email.

NEW MEMBERS & RECENT DONORS

The AECEO welcomes our newest members

Aamna Nazar	Corey Helm	Jebaranji Satkunam	Maya Chivi	Simona Balca
Abbie Osborn	Crystal Sylvester	Jenna Hornibrook	Meimei Huang	Stella Osorio
Abisa Tharmarajah	Daisy Brown	Jennifer Bruchkowski	Michelle Ricci	Stephanie Kints
Alfredo DiMinno	Dan He	Jennifer Pereira	Miranda Raman	Stephanie Marshall
Alilson Pacia	Deana Milanov	Jessica Smith	Monica Fajardo	Subing Chen
Alison Baroudi	Denise Cobb-Donahue	Jia Yi Jiang	Munisa Kadodia	Susan Roloson
Allanna Turner	Dimetra Lazaridis	Jinhee Park	Nancy Turner	Suyeon Lee
Alyssa Razey	Dionne Hingston	Joelle Wolkin	Nancy Kondrat	Sylvia Nguyen
Amanda Rector	Dorin-Suganthini	Joy Sarcilla	Nasima Rahman	Ta-Hath Martin
Amena Manji	Benedict-Rajaratnam	Juliana Pinto	Natasha Alexander	Terry Willemsvandyk
Amina Khan	Elena Valdevieso	Junghyun Lee	Nicker Emmanuel	Tharshiny Selvakumar
Amy King	Elizabeth Van Wart	Kaaren Stevens	Nicole Munoz-Rojo	Theevijah
Amy Gatto	Elizabeth Mazur	Karen Chaplin	Ofelia Y Catignas	Ganeshanathan
Andrea Ferguson	Elizabeth Marquez	Karly Duffin	Olena Korolenko	Thipika Nageswaran
Angele Poulin-Couvillon	Elizabeth Brikman	Katrina Barrington	Pamela Mallorca	Tiffany Turgeon
Anita Szlivon	Ellen Banbury	Katrina Chan	Payal Papat	Tiffany Chan
Anjana Christopherson	Ellie Tran	Kazeeka Lyons	Pei Shan Ye	Tong Zhai
Aqeela Maredia	Elmen Chu	Kelvin Wong	Poonam Nehra	Tracey Singh
Arti Shivdasani	Emily Butt	Khalil Sabayle	Qi Ying Wang	Ulziikhishig Bat Ulzii
Ashley Rand	Emmy Suparmin	Khuloodagha Khan	Rachael Meany	Valerie Vallieres
Bethany Grady	Erica Di Fonzo	Kimberly Im	Raquel Torres	Vas Patel
Blanca Bobadilla	Esther Tutu	Kristy Simons	Ratneswary	Vasiliki-Ioanna Micha
Bobbie-Jo Stemmler	Esther Unji Kwon	Laila Hifawi	Jeyachandran	Verjenia Aziz
Brett Wasser	Eva Hruskova	Lan Chi Nguyen	Rhonda Petrella	Vilma Sarai Serrano
Brooke Richardson	Fatema Taz Jahura	Laurie Ann Mendez	Ricardo Thomas	Wai Man Chan
Bushra Firdous	Gabriela Molina	Leana Feldman	Rodelle Calubayan	Wajiha Qazi
Cam Duong	Vasquez	Letesche Cox	Roxanne Williams	Wanyi Hu
Cara Deline	Gulsen Yagliyurt	Leticia Johnson	Sadia Awais	Wing Yan Wong
Carissa Bruyere	Hagan Turan	Li Jun Mo	Samantha Beati	Yanshan Jiang
Carlin Buller	Hang Bui	Lindsey Taruffi	Sarah Assinewe	Yanzhen Zhong
Carolyn Walker	Harmandeep Kaur	Linshan Wei	Sarah English	Yeajin Kim
Carrie Tan	Simmak	Lisa Zhen	Sarina Sardone	Ying Ying Sybel Hui
Cassandra Trivino	Harsimran Gill	Lisa Adams	Sheri Chaput	Zahra Hosseini
Chanelle Greffe	Hasiba Muhammad	Lisa Green	Shobiha Chandranesan	Zameena Rustom
Chia Hui Lee	Aisaaq	Margarita Serrano	Shopikaa	
Chrissovalanta Pappas	Hilda Munoz	Marlene Hamill	Sundaralingam	
Claudia Longo	Hyelim Choi	Marley Davila	Sihua Cao	
Connie Sze Yin Yeung	Jamica Forrester	Maryam Katozian	Silun Chen	

OCAATs Support ECE Students

As a member of a professional association, a student becomes a part of a specialized community, opening up opportunities to meet and network with professionals and leaders in the field. Making connections and building relationships is one of the most effective methods of finding mentors and opening up future career opportunities.

The AECEO has been fortunate to have the support of OCAAT ECE Programs many of whom have encouraged students to not only learn more about their professional association but to join as well. We commend these schools for their strong commitment to the further professionalization of future ECE professionals.

This year George Brown College took a step forward and became the first College in Ontario to partner with the AECEO to ensure student awareness and readiness for practice by facilitating 2nd year ECE students' membership in their professional association.

We congratulate George Brown College on this initiative — it exemplifies their continued commitment to our profession.

NEW MEMBERS & RECENT DONORS cont.

Thank You to our Recent Donors...

Your support makes great things possible:

Arruda, Joan
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AECEO.C

Your Next Professional Step

Becoming a Certified member of the AECEO Supports Professionalism

With the establishment of the College of ECE (CECE) our field became recognized as a profession and therefore subject to adhering to a set of standards and a code of ethics. Beginning Fall (2014) the CECE will launch its Continuous Professional Learning program (CPL) "...making ongoing education an important part of being a registered early childhood educator (RECE)".

The AECEO Certification Process will support RECEs with this requirement through participation in ongoing professional learning and the development of an e-portfolio. The Certification Process increases reflective practice, improves professional skills, and reinforces the values and beliefs that led to this work. Building an e-portfolio allows RECEs to demonstrate that they remain current, can respond to personal and professional challenges, and continue to learn.

Registration Opens April 2014

For more information email us at membership@aeceo.ca

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