

Foundation for the 5 Core Pillars is **Membership Outreach** to foster engagement and information sharing through timely fact based communications.



COLLEGE OF  
EARLY CHILDHOOD  
EDUCATORS

ORDRE DES ÉDUCATRICES  
ET DES ÉDUCEURS  
DE LA PETITE ENFANCE

## Strategic Directions – Five Core Pillars

For Fiscal Year July 2009 to June 2010

The College of Early Childhood Educators was established to serve and protect the public interest. An important milestone for early childhood educators and the public, the self-regulatory college confirms the professional status of early childhood educators in Ontario.

In developing the requirements for its role as a regulatory body for early childhood educators, the College has taken significant steps. It has identified “**5 Core Pillars**” that must be built in order to move forward in achieving the College’s strategic imperatives within the context of public protection and strengthening of professional status. Outreach to members through proactive communication is paramount throughout this process and is the foundation for all other activities.

### THE 5 CORE PILLARS

#### Registration Process

The registration process is well under way with the College completing the initial registration of members and issuance of certificates. Next steps include revisions to the application form and guide, and launching the process for membership renewal combined with membership growth. In addition, policy development work and revisions to the registration process will be done to address the changes to the Ontario Labour Mobility Act. Initial steps for the review of the College’s list of approved post secondary programs and review of the equivalency process will also be taken. Lastly, work will proceed on the requirement for the College to develop a public register of registered members.

#### Governance

As this is the College’s first elected and appointed Council, there is a need to establish structures and initial processes to enable the College to perform its regulatory functions. Policies, procedures and by-laws will continue to be developed to support the Council in its role of governing within the legislative framework of the *Early Childhood Educators Act, 2007*, regulations and by-laws. The College is required to set up statutory committees, which include the Executive Committee, Complaints Committee, Discipline Committee, Fitness to Practise Committee and Registration Appeals Committee. To support the development of policy related to registration and the establishment of professional and ethical standards, there will be an immediate focus on setting up the Registration Committee and Standards of Practice Committee. Orientation and training is an additional critical requirement for Council and Committee members to understand their mandate, functions and responsibilities, in order to help ensure sound recommendations, decision-making and policy development.



#### **Complaints**

As a regulatory body, the College is charged with the responsibility of holding its members accountable to the legislation governing its members including the Professional Misconduct Regulation, and the professional and ethical standards for members of the College. The College must establish a formal complaints process, which sets out the procedures for dealing with the investigation of complaints including an intake process and process for appointing investigators. Accountability through compliance supports the professionalism of early childhood educators and protects the public interest.

#### **Standards of Practice & Code of Ethics**

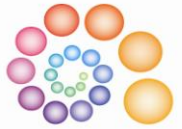
The development of standards of practice and a code of ethics for members of the College is a fundamental element of the College's mandate. Professional and ethical standards provide clarity and raise awareness related to the professional roles and responsibilities of early childhood educators. As with other regulated professions, standards of practice and a code of ethics enhance the ability of the profession to be publicly accountable.

Standards of practice are needed to describe the knowledge, skills and shared values that will guide the profession of early childhood educators in their daily practice. A code of ethics is needed to describe the principles that members of the College will be expected to adhere to in their conduct, thinking, and decision making as early childhood educators.

The College must develop and implement a process to develop standards of practice and code of ethics for early childhood educators. The Standards of Practice and Code of Ethics for early childhood educators will be developed through extensive provincial consultation with members of the College and public stakeholders.

The development process will involve four phases.

- Collect data (e.g. language, themes) from members and public stakeholders
- Analyse and synthesize the data collected to produce draft Standards of Practice and Code of Ethics
- Validate the draft Standards of Practice and Code of Ethics with members and public stakeholders
- Publish the approved Standards of Practice and Code of Ethics, distribute to members and inform key stakeholders



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### THE FOUNDATION FOR THE 5 CORE PILLARS

#### Membership Outreach

Membership outreach provides the foundation for the development and implementation of the 5 Core Pillars. Through proactive communications, the College is committed to engaging members to help build a clear understanding of the functions of a regulatory college and why membership is important and required for the profession of early childhood educators. In this regard, the College will continue to providing clear, timely, fact based information updates through various communication vehicles including the website, emails, newsletters, and meetings.