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The Hand Holders
A Tribute to Childcare Providers



There is no job more important than ours,
no job anywhere else in the land.
We are the keepers of the future;
we hold the smallest hands.

Into our care we are trusted
to nurture and care for the young,
and for all of our everyday heroics,
our talents and skills go unsung.

We wipe tears from the eyes of the injured.
We rock babies brand new in our arms.
We encourage the shy and unsure child.
We make sure they are safe from all harm.

We foster the bonds of friendships,
letting no child go away mad.
We respect and we honor their emotions.
We give hugs to each child when they're sad.

We have more impact than does a professor,
a child's mind is molded by four,
so whatever we lay on the table
is whatever that child will explore.

Give each child the tools for adventure,
let them be artists and writers and more;
let them fly in the wind and dance on the stars
and build castles of sand on the shore.

It is true that we don't make much money
and we don't get a whole lot of praise,
but when one small child says, "I Love You,"
we're reminded of how this job pays.

~author unknown~

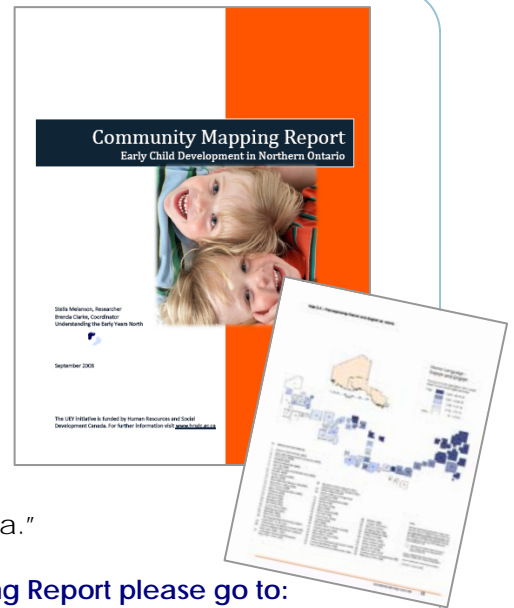
The Community Mapping Report

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Stella Melanson

Coordinator:
Brenda Clarke

Understanding the
Early Years North

"This community mapping report presents a visual summary of the social and economic environment across Northern Ontario with several demographic variables from the 2001 Canadian Census. It describes school readiness to learn results as obtained from the Early Development Instrument (EDI). Results of each EDI domain are examined in relation to the factors most significantly correlated to them. Information was also extracted from the Community Services Inventory (CSI) provided by each riding to identify some of the types of children's programs and the number of service hours available across the area."



To view the entire Community Mapping Report please go to:
<http://www.earlyyearsnorth.ca/reports.html>

"Only those who
will risk going too
far can possibly
find out how
far they can go."

– T.S. Eliot

Encyclopedia of Language and Literacy Development

"This web-based resource is being developed by the **Canadian Language and Literacy Research Network** to help provide answers to questions about children's language and literacy – answers that are based on relevant and up-to-date research presented in an easily accessible format."



<http://literacyencyclopedia.ca/>

"So many dreams
at first seem
impossible. And
then they seem
improbable. And
then, when we
summon the will,
they soon become
inevitable."

– Christopher
Reeve

Childcare Resource and Research Unit

"The **Childcare Resource and Research Unit (CRRU)** focuses on research and policy resources in the context of a high quality system of early childhood education and child care in Canada."

www.childcarecanada.org





Fighting for dignity on the job [CA]

<i>Author(s)</i>	Monsebraaten, Laurie
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<i>Related links</i>	

EXCERPTS

The [Atkinson Charitable Foundation] spent more than \$3.1 million on charitable activities in 2008 and supported more than 30 groups and initiatives.

The Atkinson Foundation had a hand in Ontario's decision to introduce full-day school-based learning for 4- and 5-year-olds starting next year.

In 2007, Premier Dalton McGuinty appointed the foundation's executive director, Charles Pascal, to plan the initiative.

And Pascal's report, released last month, relied on several Atkinson-funded initiatives, including the Atkinson Centre for Society and Child Development, for key background support and research.

The centre's groundbreaking research on the benefits of linking child care to kindergarten and parenting centres through the First Duty pilot project at Bruce Junior Public School played a crucial role, says Pascal.

"It's all about improving programs for kids and families and to have leading-edge researchers like the folks at the (Atkinson) centre is really key," he says. The centre, which operates out of the University of Toronto's Ontario Institute for Studies in Education (OISE), was created by an Atkinson endowment in 1999. It received \$45,000 last year for ongoing research on the First Duty project.

The centre's main purpose is to link OISE research to early childhood education training at George Brown College and to programs for kids and families in the community, says centre coordinator Zeenat Janmohamed.

As a faculty member of George Brown College's school of early childhood for the past 14 years, Janmohamed's role is to foster that link. "The centre is the bridge to everything that is going on in the early years field – linking it to the research and academics more broadly," she says.

The centre's current research, to be released this fall, looks at integrating teachers and early childhood educators in the classroom.

"If the focus is on kids and families, what we have found is that it's better to pull together teacher education and early childhood education," Janmohamed says. It will, no doubt, provide an important counterpoint to teachers' unions that argue only teachers should deliver the new program, she adds.

- reprinted from the Toronto Star

article

Posting date: 15 Jul 09



Child Care in the News...

Article can be found on the Childcare Resource and Research Unit Website.

"Nothing happens until you decide. Make a decision and watch your life move forward."

– Oprah Winfrey

"One of the main weaknesses of mankind is the average person's familiarity with the word 'impossible.' He knows all the rules that will not work. He knows all the things that cannot be done."

– Napoleon Hill

The AECEO and the College of ECE

Below are answers to some of the most frequently asked questions about the AECEO and the College of ECE. Scroll down for more resources on the College of ECE and its website.

Q: Are the AECEO and the College of Early Childhood Educators the same organization?

A: No. The AECEO is a professional organization and the College of ECE is a regulatory body. They are two separate organizations.

Q: Now that there is a College of ECE, why should I be a member of the AECEO?

A: The College of ECE is accountable to the public, not you as an ECE. The AECEO is your professional organization – we speak on behalf of the professional. Membership in the AECEO ensures that you will be kept abreast of current issues, gives you professional development and networking opportunities, and information on upcoming PD events, jobs specific to ECE, and assistance from our staff. You also have access to a members-only area of our website with forums and other resources specific to your needs.

Q: Do I have to be a member of the AECEO to maintain my Certification?

A: Yes. Currently only the AECEO can grant this professional designation.

Q: How can I afford to join the AECEO and register with the College of ECE?

A: In recognition of the financial burden ECEs are facing, the AECEO has launched an Electronic Membership Program (EMP) that costs as little as 16 cents a day. For \$60-70 a year, depending on your membership type, you get all the benefits of membership with the AECEO for a greatly reduced fee. Payment can also be made in two installments.

Q: What was the significance of the February 14, 2009 date?

A: According to the College of ECE and the Ministry of Children and Youth Services notices, the rest of the ECE Act will be proclaimed by February 14, 2009. Once the rest of the Early Childhood Educators Act, 2007 is proclaimed by legislature, it means that it will become illegal for anyone not registered with the College of Early Childhood Educators (CECE) to use the title early childhood educator or registered early childhood educator. According to the CECE website, anyone practicing within the scope of practice (with some exceptions) must also become members of the College.

Q: Who will enforce this legislation and how?

A: After the rest of the act is proclaimed, any person (general public, colleague, student, parent, etc) can make a call to the College of ECE to inquire about the membership status of an individual. If the individual is not a registered member of the College and is using the protected title above or practicing within the scope of practice as defined by the College, the College of ECE may decide to take legal action and fine the individual (up to \$5000 fine).

The Ministry of Children and Youth Services has also issued a communique to all licensed child care programs and home child care agencies informing them that within 10 days after February 14, 2009, all early childhood educators employed in licensed programs will be required to show proof of registration with the College of ECE otherwise a "terms and conditions" notation will be placed on the program's license. All programs were also asked to submit to MCYS, as part of reporting requirements, a form indicating if ECE staff have either submitted their application forms to the College of ECE or are already registered members.

Q: I do not currently have the qualifications to become a member of the College of ECE and have been redirected to AECEO to obtain a "Letter of Equivalency Certificate". How long does it take for me to obtain a Letter of Equivalency?

A: There is no definite answer to this question. The AECEO Equivalency process is a process whereby an individual's credentials, work experience and documents are validated and assessed against current program standards and practice. Should the assessment identify gaps in training, an individual may be required to successfully complete Early Childhood Education courses from a recognized training institution to obtain their letters of equivalency. For more information check our website at www.aeceo.ca or contact 416-487-3157 ext. 21 to speak to an intake coordinator.

Have something to share?

Please contact Tanya at
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