Sue and Elaine

Our Backgrounds
Elaine’s view of professionalism

It is not just about being told that you are a professional. It is also about viewing yourself from a professional perspective.
Winick 2013 research:

Interested in what was occurring in the sector, from a leadership perspective

Top three themes that early years champions felt needed attention: leadership; professionalization of sector; intellectualization of sector
Winick states:

Professional status does not only come from a postsecondary piece of paper, a credential or even a regulatory body. It must come from the individuals who work within the scope of practice in that particular profession and from the various representatives and agencies interconnected to the workings of the profession (p. 163).
Professionalization of the sector

The following subtopics surfaced:

- Leadership
- Terminology
- Perceptions, attitudes, and expectations
- Mentorship
- Issues of equality and validation
The role of the regulator in professionalism
The Links

Ongoing Learning

Leadership Accountability Professionalism

Self-Reflective Practice

High Performing ELCC Services

Quality Outcomes
RECEs have a defined scope of practice: enshrined in legislation. They are the only ones allowed to use the designated titles outlined in the ECE Act. They face disciplinary action if they violate the standards of the profession, and professional misconduct criteria are spelled out in the regulations. They serve on the governing council of the College in order to give back to their community. They have a Code of Ethics & Standards of Practice. They are identified on a public register as meeting the professional standards.

What it means to be a professional
Professionalism and Accountability

Two important things to know and understand:

1) The College’s **Professional Misconduct Regulation** – 28 acts of professional misconduct

2) The **Code of Ethics & Standards of Practice** – a by-law that sets out the ethical and professional standards for members
Leadership in Early Learning and Child Care

A profession develops and matures through its leaders

Leaders manifest themselves as mentors, role models, advocates, catalysts, pedagogical leaders, researchers

Leaders establish networks, innovate, path find, push intellectual boundaries, motivate high performance

Leaders nurture and invest in future leaders to realize the full promise of early learning and care

Unique Character is infused in daily practice, participatory, distributed
CECE: Leadership Pilot Graduates
Leaders Transformed!
So we ask you:

• Does the existence of a regulatory body make the member a professional?

OR

• Does having professional status assume professionalism?
And we also ask:

• Where do we **need** to go next, versus where are we **going** next? Or are they the same leg of the journey?
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