

CECE: Standards of Practice

Version 6

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Standards of Practice

The *Code of Ethics and Standards of Practice* provides the foundation of practice for all Registered Early Childhood Educators (RECEs).

Below are the standards and the expectations for Seneca ECE Field Placement students.



Standard I: Caring and Responsive Relationships

- Establishes eye contact with children and adults
- Supervises according to child's developmental level
- Identifies self to parents
- Greets children, staff and families daily
- Engages in meaningful play
- Supports and responds to children's inquiries
- Acknowledges and responds to children's emotions
- Recognizes and responds to children's verbal and non-verbal cues
- Uses predictable and appropriate positive affect (e.g. Smiles, open body language)
- Models and facilitates empathy
- Helps children identify and express feelings



Standard II: Curriculum and Pedagogy

- Observes interests, abilities and development

- Uses observations to provide learning experiences, both planned and spontaneous, that are developmentally appropriate
- Plans and facilitates learning experiences, both planned and spontaneous, in all developmental domains
- Shares observations with mentor prior to implementation and applies suggestions if offered
- Plans opportunities that reflect/incorporate diversity and social justice
- Considers the environment as the third teacher and maintains a positive learning environment
- Uses a tone of voice that demonstrate respect towards others



Standard III: Safety, Health and Well-Being

- Follows and encourages children to use proper hygiene practices
- Supports children to develop overall safety awareness by explaining potential dangers
- Models safety practices
- Scans frequently to maintain awareness of space and group dynamics both indoors and outdoors
- Positions self to view nearby area of room while engaging with small group or individual child Responds to conflicts to keep children safe
- Recognizes when redirection and intervention is required
- Shows awareness of classroom ratios
- Supports children and educators during transitions
- Supports child's emerging independence while being aware of elements of risks
- Ensures all learning opportunities and materials are safe and hazard free



Standard IV: Professionalism and Leadership

- Adheres to centre's policies and procedures as well as policies of Seneca Polytechnic
- Performs professionally
- Communicates with mentor regarding responsibilities, assignments and due dates
- Attends as scheduled and respects times of shifts and breaks

- Takes initiative in daily routines and supports mentor when needed
- Follows through on timelines, plans and contributions



Standard V: Professional Boundaries, Dual Relationships and Conflicts of Interest

- Maintains confidentiality
- Uses consent forms where needed for assignments and observations
- Reads, understands, signs and adheres to centre confidentiality policies
- Respects and maintains confidentiality with children, families and colleagues
- Respects rights of the child



Standard VI: Confidentiality, Release of Information and Duty to Report

- Maintains professional boundaries
- Maintains professional and positive relationship with children, families and colleagues
- Uses professional judgement to maintain professional boundaries and avoid dual relationships and conflict of interests
- **Seneca's Reporting Concerns of Child Maltreatment in ECE Field Placement Settings**

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