

Full-day learning report hits core issues ^[1]

Author: Association of Early Childhood Educators Ontario (AECEO)

Source: Canada News Wire

Format: Press release

Publication Date: 15 Jun 2009

Press release:

The long awaited Early Learning Advisor's Report on full-day early learning recognizes the valuable role Early Childhood Educators have to play in a new vision for the province, one that would replace our patchwork services with a stronger, more accessible system of early learning and care, says the Association of Early Childhood Educators Ontario (AECEO).

"Early learning and care opportunities in this province are not always accessible to families and educators, and this report really sheds light on the challenges that exist and presents the steps necessary to move toward a stronger system," says Eduarda Sousa, Executive Director of the AECEO.

The report also acknowledges the important role Early Childhood Educators have to play in a new vision of early learning and care with their experience and specialized training in early childhood development. Emphasis on emergent curriculum and parental engagement in curriculums for children aged 0-12 outlined in the report represent core values of Early Childhood Educators.

"Choice is another core value, and this report speaks to the importance of offering parents options. Every family has different needs and this vision would put in place even-handed access to programs and resources that families could tap into as needed. This kind of flexibility and availability is exactly what diverse families today need."

Today's report represents a positive step forward for Ontario's system of early learning and care and the profession of Early Childhood Education, blending the best practices from existing education, care and health systems into a cohesive unit.

"Ontario cannot afford to ignore the findings of this report and Dr. Pascal's recommendations," urges Sousa. "The time has come to replace our patchwork services with a functioning, accessible system of programs and resources for children and families."

- reprinted from the CNW Group

Region: Ontario ^[2]

Tags: advocacy ^[3]

public opinion ^[4]

kindergarten ^[5]

full-day early learning ^[6]

Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/09/06/full-day-learning-report-hits-core-issues>
Links

[1] <https://childcarecanada.org/documents/research-policy-practice/09/06/full-day-learning-report-hits-core-issues> [2]

<https://childcarecanada.org/taxonomy/term/7856> [3] <https://childcarecanada.org/category/tags/advocacy> [4]

<https://childcarecanada.org/category/tags/public-opinion> [5] <https://childcarecanada.org/category/tags/kindergarten> [6]

<https://childcarecanada.org/taxonomy/term/8149>