

# Early Childhood Educators (ECE) Placements in Greater Sudbury

Summary of Consultations  
2024-2025



## Number of People Consulted



- 42 Student respondents
- 39 RECE mentor respondents
- 28 Manager/Supervisor/ED respondents

## Post Secondary ECE Programs



Cambrian College and  
Collège Boréal

## Satisfaction with ECE Placements



- |                          |     |
|--------------------------|-----|
| Students                 | 92% |
| RECE Mentors             | 74% |
| Managers/Supervisors/EDs | 79% |

*"Provide a better introduction when student comes for placement interview. My introductions have all been during super busy transitions!" –Mentor*

## Placement Statistics

### Total Placements (2024–2025)

365 (Cambrian 292/ Boréal 67)

### Placement Settings

- 319 Licensed Childcare
- 10 EarlyON Centres
- 29 Full-day Kindergarten

### Most Active Partner Agencies

- Magic Triangle: **53 placements**
- Our Children Our Future (OCOF): **47 placements**
- Jubilee Heritage: **40 placements**
- Larch St. Kids: **32 placements**
- Discovery Early Learning: **29 placements**
- Carrefour francophone: **22 placements**

*"Students need to be treated as part of the team. They come to learn, not just clean or organize storage." – Manager*

## Profile of Students Consulted

### Language of study

- 31 English
- 11 French

### Prior Experience in Early Learning

- 17 less than 1 year
- 8 1–3 years
- 9 more than 3 years

### Identity and Experience (% of those who answered)

- 91% identified as mature students
- 62% identified as new to Sudbury
- 38% other first language than English or French
- 36% follow religious practices during the work day
- 22% are parents
- 50% reported struggling to meet basic needs
- 88% rely on Sudbury Transit



## What's going well

### Students

- Strong mentorship and supportive teams
- Feeling welcomed and safe
- Building meaningful connections with children
- Growth in confidence and communication skills

### Mentors

- Organizational support and scheduled check-ins
- Inclusion in team activities
- Open communication and feedback loops

### Managers/EDs

- Collaborative mentor selection
- Training and orientation packages
- DEIB practices embedded in daily operations

### Colleges

- Hybrid model improved student readiness and retention (Cambrian)
- Practical application of classroom learning (Boréal)
- Strong agency support

## Where there are challenges

### Students

- Financial struggles and transit reliance
- Limited classroom resources
- Short breaks and long hours

### Mentors

- Lack of paid time for mentoring
- Need for clearer student expectations
- Overload due to staffing shortages

### Managers/EDs

- Scheduling conflicts
- Student unpreparedness
- Misunderstanding of professional expectations

### Colleges

- Mentor availability and placement diversity
- Enrollment caps due to placement unpredictability (Cambrian)
- Agency misunderstanding of student needs (Boréal)

## Recommendations to Improve Placement Experience

### From Students

- Inclusive environments and representation
- Constructive feedback and mentorship
- Consideration of student circumstances (e.g., financial, transportation)

### From Mentors

- Stronger communication with colleges
- Paid time for mentoring duties
- Better student orientation and introductions
- Professional development on mentoring and feedback

### From Managers/EDs

- Clearer expectations for students and mentors
- Flexible placement hours (especially for school-age programs)
- Structured weekly mentor-student meetings

### From Colleges

- Agencies/schools committing to placements each term (Cambrian)
- Stabilizing placement availability to support program growth (Cambrian)
- Local mentorship network and mentor training (Boréal)
- Collaboration with city transit for better alignment (Boréal)

*"Consider better the home address of the students when picking the placement." – Student*

