“Leadership and Professionalism – Supporting & Sustaining Change”
“Leadership and Professionalism– Supporting & Sustaining Change”

Goal: Participants will gain an understanding how leadership skills will support and sustain quality programs for teachers, children and families.

Objectives: Participants will be able to…
- Identify knowledge, skills, and dispositions of an ECE professional.
- Identify and explore how core values define who we are.
- Identify difference between managing and leading.
- Explore challenges of supporting and sustaining leadership skills.
Why Did You Choose This Career?

• Love Kids
• Needed a job
• Wanted to do something positive
• I used to babysit my brother, sister or a relative
• Looked like an easy major in school
• Working with children and families is important
• I can make a positive impact in my community
• I want to be advocate for children and families
Why Do You Stay?

At some point in your career...you made a difference in some ones life!!
What does the quote have to do with today's topic?

“We teachers must be able to catch the ball that children throw us and toss it back to them in such a way that will continue the game, perhaps developing other games as we go along”. (Filippini 1990 as cited in Edwards, Gandini and Formam 1993, 15)
Core Value Exercise

Small group Individual work – Consider the following:

What are your expectations for your program?

How do you believe people of any age learn the best?

What do you expect of families?

What do you expect of yourself?
Supporting Our Values

<table>
<thead>
<tr>
<th>Purity</th>
<th>Thankfulness</th>
<th>Mercy</th>
<th>Patience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Discipline</td>
<td>Self-Love</td>
<td>Reverence</td>
<td>Peacefulness</td>
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<tr>
<td>Tact</td>
<td>Purposefulness</td>
<td>Integrity</td>
<td>Grace</td>
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<td>Gratitude</td>
<td>Humility</td>
<td>Forgiveness</td>
<td>Responsibility</td>
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<tr>
<td>Contentment</td>
<td>Righteousness</td>
<td>Enthusiasm</td>
<td>Truthfulness</td>
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<td>Faith</td>
<td>Challenging</td>
<td>Confidence</td>
<td>Honour</td>
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<tr>
<td>Stedfastness</td>
<td>Idealism</td>
<td>Consideration</td>
<td>Beauty</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>Wisdom</td>
<td>Service</td>
<td>Trustworthiness</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Obedience</td>
<td>Wonder</td>
<td>Caring</td>
</tr>
<tr>
<td>Balance</td>
<td>Orderliness</td>
<td>Diligence</td>
<td>Generosity</td>
</tr>
<tr>
<td>Peace</td>
<td>Creativity</td>
<td>Faithfulness</td>
<td>Devotion</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Commitment</td>
<td>Joyfulness</td>
<td>Moderation</td>
</tr>
<tr>
<td>Courage</td>
<td>Trust</td>
<td>Respect</td>
<td>Friendliness</td>
</tr>
<tr>
<td>Piety</td>
<td>Humour</td>
<td>Gentleness</td>
<td>Recognition</td>
</tr>
<tr>
<td>Loyalty</td>
<td>Love</td>
<td>Honesty</td>
<td>Justice</td>
</tr>
<tr>
<td>Modesty</td>
<td>Tolerance</td>
<td>Detachment</td>
<td>Compassion</td>
</tr>
<tr>
<td>Determination</td>
<td>Cleanliness</td>
<td>Acceptance</td>
<td>Prayerfulness</td>
</tr>
<tr>
<td>Reliability</td>
<td>Assertiveness</td>
<td>Discernment</td>
<td>Sacrifice</td>
</tr>
<tr>
<td>Kindness</td>
<td>Understanding</td>
<td>Self-Acceptance</td>
<td>Accomplishment</td>
</tr>
<tr>
<td>Family</td>
<td>Practicality</td>
<td>Accountability</td>
<td>Fidelity</td>
</tr>
<tr>
<td>Preservation</td>
<td>Accuracy</td>
<td>Wealth</td>
<td>Privacy</td>
</tr>
<tr>
<td>Adventure</td>
<td>Fitness</td>
<td>Problem Solving</td>
<td>Flair</td>
</tr>
<tr>
<td>Progress</td>
<td>Calm</td>
<td>Freedom</td>
<td>Prosperity</td>
</tr>
<tr>
<td>Challenge</td>
<td>Friendship</td>
<td>Punctuality</td>
<td>Change</td>
</tr>
<tr>
<td>Fun</td>
<td>Quality</td>
<td>Giving</td>
<td>Resourcefulness</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Good Will</td>
<td>Respect</td>
<td>Goodness</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>Communication</td>
<td>Results-oriented</td>
<td>Competence</td>
</tr>
<tr>
<td>Concern for others</td>
<td>Happiness</td>
<td>Safety</td>
<td>Connection</td>
</tr>
<tr>
<td>Harmony</td>
<td>Helpfulness</td>
<td>Self-Reliance</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Innovation</td>
<td>Spirituality</td>
<td>Leadership</td>
<td>Strength</td>
</tr>
<tr>
<td>Tranquility</td>
<td>Empathy</td>
<td>Endurance</td>
<td>Unity</td>
</tr>
<tr>
<td>Power</td>
<td>Wisdom</td>
<td>Discovery</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

During your discussion did you use any of these words to express your thoughts?
OHS PFCE Framework

What are the Challenges?
Are We A Profession?

• Specialized body of knowledge and expertise
• Prolonged training
• Rigorous requirements for entry to training and eligibility to practice
• Standards of practice
• Commitment to serving a significant social value
• Autonomy
• Code of ethics

Stephanie Feeny “Professionalism in Early Childhood Education”
Improving current practice, why is it difficult?

- “The thousand of hours that perspective teachers spend as pupils in the classroom shape their belief.”

- Teacher do have strong beliefs about the role that education can play.

- Teacher’s beliefs are used to evaluate new ideas about how to teach.

- Those teachings that square with their beliefs are recognized and characterized as "what's new?" Teachings that challenge their beliefs are dismissed as theoretical, unworkable, or even simply wrong.

  James Raths, Teachers’ Beliefs and Teaching Beliefs, 2001
What Pushes Your Button as a Professional

In small groups…

• list staff behaviors that push your buttons.

• discuss how that makes you feel.

What is the Result?
STRESS

External
* Unexpected change
* People telling you what to do
* Dealing with irritations
* Difficult to cope with all that is going on

Internal
* Feelings of being out of control
* Not sure of your abilities
* Feeling nervous, not keeping up with others
* Get angry when things do not go your way
* Problems keep piling up

Inspired by Helpguide.org. All rights reserved. Helpguide.org is an ad-free non-profit resource for supporting better mental health and lifestyle choices for adults and children.
As a Professional-How do You Handle Stress?

Small group discuss how stress impact your work and how you deal with Stress?

http://www.youtube.com/watch?v=l6402QJp52M

After watching the video discuss.
Levels of Stress

• Positive – Brief increase in heart rate, mild elevation of hormones.

• Tolerable – Serious temporary stress buffered by supportive interactions.

• Toxic - is the strong, unrelieved activation of the body’s stress management system in the absence of protective adult support
  • [Website](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress)
“...socioemotional well-being is so important for the quality of their professional practice, however, care and education professionals experience higher rates of stress than those in many other fields, and this is a primary reason why many people leave the field (Friedman-Krauss et al., 2013).”


- Links between adversity, stress, and poor emotional-behavioral self-regulation are documented not only for children, but also for teachers, with consequences for teachers’ own physical and mental health, and thus their capacity to support the learning and behavioral growth of young children—perhaps especially those who are more difficult to manage or prone to being fearful in groups, and who are thus in greatest need of sensitive and responsive care.17
Impact of Stress on ECE Professional

Stress can weaken our ability to...

Provide emotional support to children, families and colleagues.

Provide classroom organization and management/leadership skills.

Provide instructional skill that support learning for adults.
Challenges of a Leader

Changes in the ECE profession can represent:
- distraction
- misfortune
- depression
- loss of hope

https://www.youtube.com/watch?v=16hxCB1Dvd4

Who became stressed out????
Why Leadership in ECE Field

 Millions of children and families are interacting with the ECE field on a daily basis in this country. For each child (& family), the teachers are crucial. Every word, action, priorities, perspectives (and many other elements) provide children with models about what they can become and what they should learn. Another way to think about this is to consider the field as Knowledge Work.

Learning to Lead – Debra Ren-Etta Sullivan
Leadership: Truth or Myth?

Leadership is a rare skill?

Leaders are born, not made?

Leaders must be charismatic?

Leadership exist only at the top of the organization?

Leaders control, prod and manipulate?

Leadership is the same as managers and supervisors?

"Being a leader is like being a lady, if you have to go around telling people you are one, you aren't."
Professionals can find balance between Managing and Leading

**Manager:**
A Good Manager does things right

**Leader:**
A leader does the right things
Terms used to describe leadership that ARE NOT leadership:

Power

Authority

Status

Management
We must Lead rather than Manage people through change!
Small group: What is the difference in Leading and Managing?

<table>
<thead>
<tr>
<th>Management</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides consistency &amp; order</td>
<td>Produces forward movement in an organization</td>
</tr>
<tr>
<td>Keeps an operation on time and on budget over the long haul</td>
<td>Creates significant change</td>
</tr>
<tr>
<td>Provides focus on the day-to-day tasks that must be completed for objectives to be met</td>
<td>Facilitates growth, change, and innovation</td>
</tr>
<tr>
<td>Provides efficiency in climbing the ladder of success</td>
<td>Determines whether the ladder is leaning against the right wall</td>
</tr>
</tbody>
</table>
Leadership or Management?
• Leaders are *agents of change*
• Leaders are *defined by what they do*
• Leaders are *developed*
• Leaders *empower other*
• Leaders are *visionaries*
Considerations for Developmentally Appropriate Leadership

• Acknowledge and support adult learning principals that support and strengthen the potential of adult learning.

• Acknowledge and support the individual characteristics that are needed to create change in the adult learner.

• Acknowledge and support job cultures within Early Childhood Education settings.
Adult Learning Principals

Small group activity: Think of something that you want to learn (ex. Painting, riding a horse etc.) How would you want to be treated? List the do and don’ts.

Malcolm Knowles 6 principals:

• Adults are internally motivated and self-directed
• Adults bring life experiences and knowledge to learning experiences
• Adults are goal oriented
• Adults are relevancy oriented
• Adults are practical
• Adult learners like to be respected

Acknowledge and support the individual characteristics...

Reaction to Change

Small group activity – What are the implication of change in the work place? Define resilience, how can this help to individualize?

“The ability to recover from or adjust easily to misfortune or change” Webster Collegiate 9th Edition (1983)

Adult Resiliency Checklist activity:
# Strengthening Dispositions

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>DISPOSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How and what to observe is difficult.</td>
<td>1. I struggle with writing down information about a child.</td>
<td>1. Writing observations takes away my opportunity to work with children.</td>
</tr>
<tr>
<td>2. I understand the concept of having an objective focused observation.</td>
<td>2. I question my ability to focus on children and write an observation.</td>
<td>2. I write down observations because that is what I am mandated to do.</td>
</tr>
<tr>
<td>3. I can use my knowledge of Child Development to assist me in observing</td>
<td>3. When observing, I am not sure if what I am writing down is correct.</td>
<td>3. Writing observations can be useful when working with challenging children.</td>
</tr>
<tr>
<td>4. I am familiar with different types of observations</td>
<td>4. When I read my observation they are focused and objectively written.</td>
<td>4. Observations help me to know each child and complete the DRDP-10.</td>
</tr>
<tr>
<td>5. I am competent in using the DRDP-10 in guiding my observations.</td>
<td>5. My observations are rich in detail and cover more than one area of</td>
<td>5. Observations are one of the essential resources and evidence I use to plan for individuals and the class.</td>
</tr>
<tr>
<td></td>
<td>the DRDP-10</td>
<td></td>
</tr>
<tr>
<td>1. This is the first time I have worked with children.</td>
<td>1. I am better doing tasks in the classroom than working directly with</td>
<td>1. It is the career teacher’s job to assist children, I will be there to do what they tell me.</td>
</tr>
<tr>
<td>2. Child Development is new to me but I have babysat children.</td>
<td>children.</td>
<td>2. Keeping children busy and safe are important roles for student teachers.</td>
</tr>
<tr>
<td>3. I have 12 units in Child Development and have volunteered in a program.</td>
<td>2. When children are behaving I can do my best teaching.</td>
<td>3. Career teachers will be the only teachers who will work with challenging children.</td>
</tr>
<tr>
<td>4. I have over 12 units in Child Development and have worked at least one year as paid staff.</td>
<td>3. I teach best when I am working with small groups.</td>
<td>4. I enjoy working with all ages of children and hope I will do well.</td>
</tr>
<tr>
<td>5. I have 24 units in Child Development, a teacher’s permit and have worked with a variety of ages and abilities of children.</td>
<td>4. I enjoy working with guiding children in large and small groups.</td>
<td>5. I will play an important role is assisting career staff to provide many learning opportunities for children at the ASCDL</td>
</tr>
<tr>
<td></td>
<td>5. Following developmentally appropriate practice, I am capable of guiding children’s behavior and learning.</td>
<td></td>
</tr>
<tr>
<td>1. I have not taken an assessment class at this time.</td>
<td>1. I never had an opportunity to assess children.</td>
<td>1. Children are too young to be assessed.</td>
</tr>
<tr>
<td>2. I have had some information on assessment but only in a class.</td>
<td>2. I have completed observation but never did anything with the</td>
<td>2. Assessment is mandated paperwork that is not needed or appropriate.</td>
</tr>
<tr>
<td>3. I have had an opportunity to use several assessments during class</td>
<td>information.</td>
<td>3. I do assessments because I’m told too.</td>
</tr>
<tr>
<td>assignments.</td>
<td>3. While using an observation booth I have collected observations that</td>
<td>4. Assessing children allows me to get to know the children.</td>
</tr>
<tr>
<td>4. I have had overview training on the ECERS-R/ITERS-R and the DRDP-10.</td>
<td>have been used to complete the DRDP-10.</td>
<td>5. Assessment is a vital part of responding and planning with group and individual children.</td>
</tr>
<tr>
<td>5. I have extensive assessment training for children and classroom</td>
<td>4. I have observed and used the DRDP-10 to reflect upon my observations.</td>
<td></td>
</tr>
<tr>
<td>environments.</td>
<td>5. I have worked in programs that collected children’s work, completed observation and actually filled out the assessment the program was using.</td>
<td></td>
</tr>
</tbody>
</table>
Acknowledge and cultures within early childhood education settings.

Small group
Discuss the cultural difference of the people in your program.
Discuss the different job cultures within in your organization.
What are the implications as leader you must take in consideration when planning trainings or other organizational events?
Looking at the BIG PICTURE
Compassion, Critical Thinking
Courage

http://ececompsat.org/competencies/lead/lead.html