

*Welcome*

# Niagara Child Care Sector Community Forum

January 14, 2014



Niagara Child Care Sector

# Niagara Child Care Sector Executive

- Lorrey Arial -Bonilla
- Judy Bonsignore
- Christina Clark
- Kim Cole
- Patricia Couroux
- Debra Harwood
- Jackie Kerry
- Lindsay Milligan
- Sandra Noel
- Helene Randle
- Mary LouiseVanderlee



Niagara Child Care Sector

# Community Forum Agenda

- Visual Schedules Workshop Overview
- Child Advocacy Centre Niagara Presentation
- Draft Niagara Child Care Sector Survey
- College of ECE Leadership Pilot Project
- Niagara Child Care Sector Executive Work Plan
- Supervisors Network Reminder



# Visual Schedule Overview

- Linda Bell, Speech Services Niagara



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# Niagara Child Care Advocacy Centre Presentation

- Susanne McCarroll



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# Draft Niagara Child Care Sector Survey

- Lindsay Milligan, Niagara Child Care Sector Executive



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# College of ECE Leadership Pilot Project

- Kim Cole, Mentor College of ECE Leadership Project



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# Niagara Child Care Sector Executive Work Plan

- Kim Cole, Chair Niagara Child Care Sector Executive



Niagara Child Care Sector



# College of ECE Leadership Pilot Project & Continuous Professional Learning

Jan 14, 2014



# Leadership Pilot for Registered Early Childhood Educators

25 candidates  
and  
6 mentors  
with wide  
ranging  
backgrounds

80-hour  
professional  
learning program

Five Modules of Study on  
Leadership : Participatory;  
Pedagogical; Facility  
Management; HR and  
Labour Relations; Fiscal  
Responsibility and  
Governance

Use of continuous  
professional  
learning  
framework and  
self-reflection  
tools

Supporting both  
positional and  
distributed  
leadership  
aspirations

Theory and practice in  
areas of pedagogical and  
administrative leadership;  
expectations for practice;  
action research

# Leadership Pilot Project

15 hours of core modules directed by College

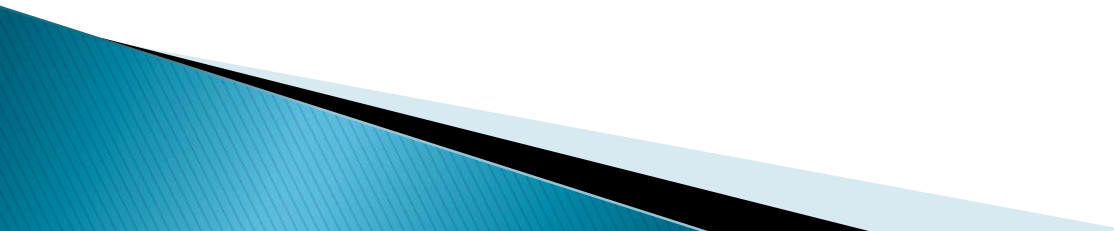
21 hours of self-directed learning based on College criteria

18 hours for opening leadership pilot retreat including International Symposium


14 hours for closing Leadership Pilot retreat

12 hours of practicum experience


# Mentor Eligibility

- ▶ Current member of the CECE in good standing
  - ▶ Min 5 years experience as a leader
  - ▶ Available to participate from Sept 2013– May2014
  - ▶ Travel to Toronto for set dates for retreats etc.
  - ▶ Willing to commit the time and effort to support Mentees
  - ▶ Regular access to internet
  - ▶ Willing to enthusiastically and fully support and engage in ongoing Leadership Pilot project program evaluation
  - ▶ Assist candidates in completing program activities
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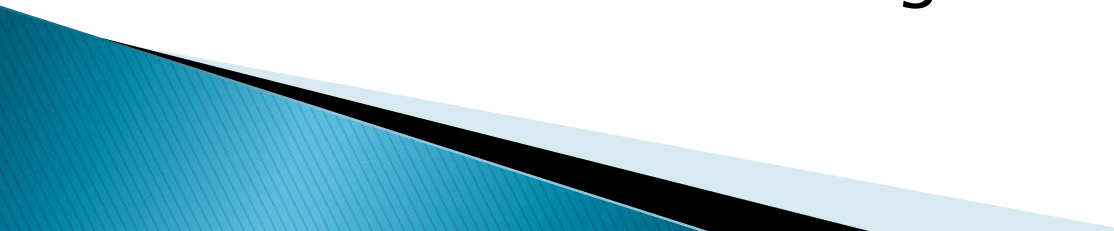
# Mentee Eligibility

- ▶ Be a current member of the College of Early Childhood Educators in good standing.
  - ▶ Have a minimum of two years experience working in the early childhood profession.
  - ▶ Be available to participate in the program from September 2013 to May 2014.
  - ▶ Be willing to commit the time and effort required to participate in and complete the program activities, including the opening retreat and symposium, the closing retreat, five modules, self-directed learning activities and a self-directed practicum experience based on College guidelines and with support offered through the Leadership Pilot project mentors.
  - ▶ Regular access to internet
  - ▶ Willing to enthusiastically and fully support and engage in ongoing Leadership Pilot project program evaluation
- 

# Mentor/ Mentee selection

- ▶ 25 Mentee's were selected – 125 applications received – 65 disqualified on the basis of an incomplete application
  - ▶ 6 Mentors were selected – 71 applications were received – 35 disqualified on the basis of an incomplete application
  - ▶ Mentors and Mentees from all over Ontario
  - ▶ Mentees– Mix of: length of experience, variety of work settings, working directly with children and/or Supervisory/ Administrative roles, 2 Francophone candidates, 1 First Nations candidate
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# Leadership Pilot Project

- ▶ Each district was represented
  - ▶ 2 Niagara Mentees– Patricia Couroux from Niagara Nursery School and Laura Rasmussen from Children's Services – Niagara Region
  - ▶ 1 Mentor– Kim Cole– A Child's World
  - ▶ Met for a 3 day opening retreat in September 2014.
  - ▶ Ongoing program evaluation and alignment with the development of the CPL– Continuous Professional Learning
- 





## Leadership Pilot Participants at Launch >>

The Leadership Pilot project officially launched with the [opening retreat](#) on September 26, 2013. All 25 participants and six mentors gathered at the College for the one and a half day retreat.



# Continuous Professional Learning

## Code of Ethics\*

Early Childhood Educators value lifelong learning and commit themselves to engaging in **continuous professional learning** to enhance their practice.

## Standards of Practice\*

ECEs access current evidence-based research and are able to transfer this knowledge into practice. They are aware of the need to enhance their own learning in order to support both children and families.

\*Excerpts from the *Code of Ethics and Standards of Practice*

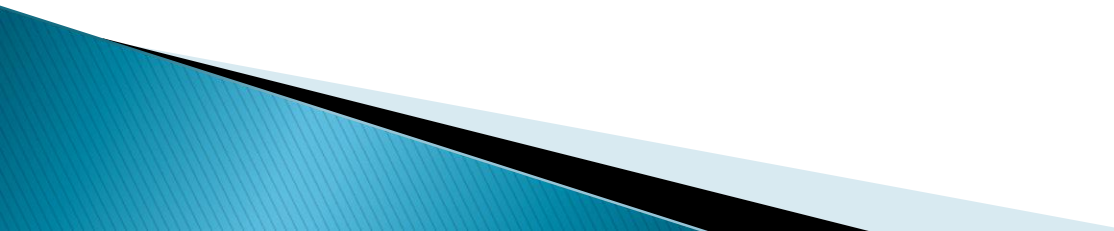
# Public Confidence in the Profession

A Continuous Professional Learning program for registered early childhood educators will:

- ▶ Demonstrate to employers, families and other professionals that ECEs are up-to-date in their practice – **knowledge, skills, professional values**
- ▶ Foster member **self-confidence** and **competence**
- ▶ Contribute to elevating the **status of the profession**
- ▶ Promote **public recognition** that becoming an **RECE** is a motivating and fulfilling **career path**

# Continuous Professional Learning

The **systematic** and **intentional maintenance** and **expansion** of the **knowledge, skills, and ethical values and behaviours** necessary to ensure ongoing quality professional practice throughout an RECEs career.



# Expectations for Practice Module



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## Members

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Project](#)

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## Expectations for Practice



Welcome to the College's Expectations for Practice Module!

This module should take approximately 1-1.5 hours to complete. You do not have to complete the entire module in one session.

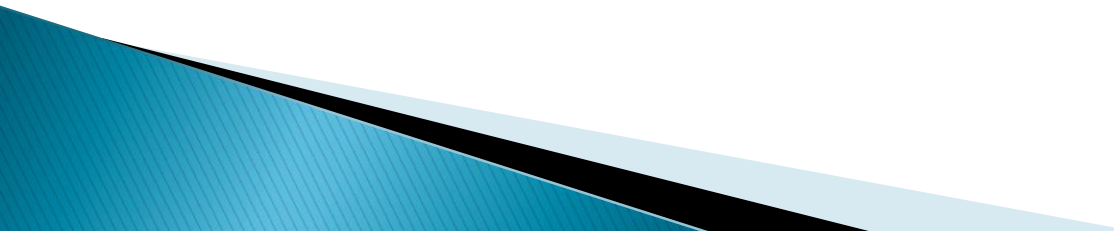
If you have trouble accessing the module, contact the College at 1 888 961-8558, ext. 252 or by e-mail to [practice@college-ece.ca](mailto:practice@college-ece.ca).

**[Click here](#) to begin.**

# Continuous Professional Learning Program

- ▶ The proposed **CPL program** design involves member participation in a **two-year** cycle which includes the following **portfolio** components:
  - Reflection and **self-assessment** based on the *Code of Ethics and Standards of Practice*
  - Development of a personalized **professional learning plan**
  - Maintenance of **a record of professional learning** demonstrates member engagement in the CPL Program.

# Self-Assessment Tool

- ▶ The first component of the CPL program portfolio.
  - ▶ Links the ethical and practice standards from the *Code of Ethics and Standards of Practice* to **professional learning**.
  - ▶ A **personal, self-reflective checklist** designed to assist RECEs in identifying areas for growth and **leadership development** in their professional practice.
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### Sample Entries for the *Self-Assessment Tool*

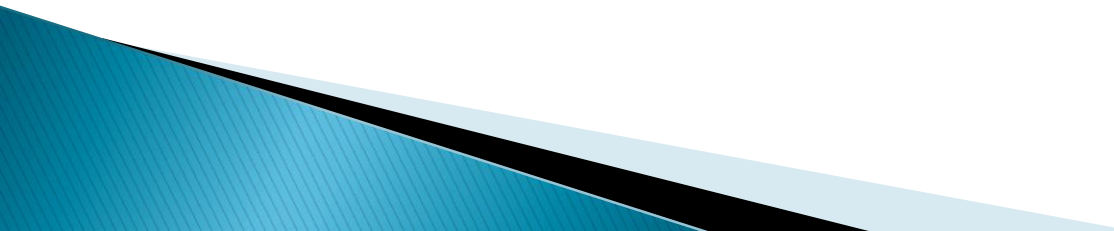
#### Standard IV: Professional Knowledge and Competence

For the full text version of Standard IV, see pages 19-21 of the *Code of Ethics and Standards of Practice* and endnotes on pages 27-28.

Early childhood educators...

A.1 Are current in their professional knowledge about the continuum of child development and the pedagogy related to early learning.		
<input checked="" type="checkbox"/> This is an area for growth or for leadership development in my practice		
<i>If this is an area for growth in your practice, complete the following table...</i>		
Priority for growth or for my leadership development	Enhancing this area of practice would require	Comments <i>Optional</i>
<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> New professional learning <input type="checkbox"/> Modifying my practice <input type="checkbox"/> Both	Learn more about designing curriculum and strategies to support RECEs and their work with children with special needs.
A.2 Know, understand and abide by the legislation, policies and procedures relevant to their professional practice.		
<input checked="" type="checkbox"/> This is an area for growth or for leadership development in my practice		
<i>If this is an area for growth in your practice, complete the following table...</i>		
Priority for growth or for my leadership development	Enhancing this area of practice would require	Comments <i>Optional</i>
<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> New professional learning <input type="checkbox"/> Modifying my practice <input type="checkbox"/> Both	I need to learn more about the Code of Ethics and Standards of Practice.

# Professional Learning Plan

- ▶ The second component of the portfolio.
  - ▶ A **chart** that supports RECEs in planning their engagement in **professional learning activities** that are directly **linked to their goals**.
  - ▶ **Learning activities, strategies and projected timelines** are recorded on the plan.
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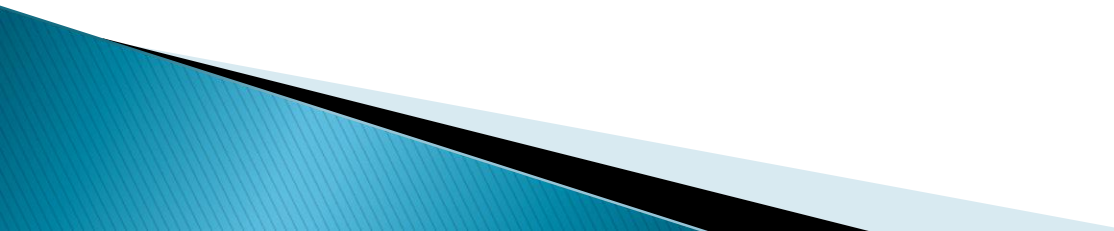
# Examples of Continuous Professional Learning Options



### Sample Entries for a Professional Learning Plan

Area for Growth or for Leadership Development (Ethical or Practice Standard)	Professional Learning Goal	Professional Learning Activities	Projected Timelines
<i>Transfer the ethical or practice standard you identified as an area for growth or for leadership development in your Self-Assessment Tool into this field.</i>	<i>Identify a goal relating to enhancing your practice in this area.</i>	<i>Determine what professional learning activities you will need to complete in order to meet your goal.</i>	<i>Estimate when you may begin to undertake professional learning activities and when you aim to reach your professional learning goal.</i>
Standard IV: A.1. ECEs are current in their knowledge about the continuum of child development and the pedagogy related to early learning, curriculum, program planning, parenting and family dynamics.	To enhance my leadership skills in order to assist other RECEs to design and implement curriculum to support children with special needs in a child care setting.	Shadow the Resource Teacher/Consultant at my place of employment.  Attend a workshop with a leadership or special needs focus.  Enroll in a Resource Teacher Certificate at a local college.	Fall 2015.  Winter 2015/ 2016.  Programs begin in September 2016 and end in January or April of 2018.
Standard IV: A.2. Know, understand and abide by relevant legislation, policies and procedures.	To gain a better understanding of the <i>Code of Ethics and Standards of Practice</i> and how it applies to real life scenarios.	Review the document and related resources describing the purpose and content.  With colleagues, read a case study about ethical decision-making available on the College website. Discuss and respond to the questions.  Read Practice Matters in <i>Connexions</i> .	Between November 1, 2015 and February 28, 2016.

# Record of Professional Learning

- ▶ The third component of the portfolio.
  - ▶ Charts that contains the **evidence** (i.e. receipts, certificates, notes etc.) of participation in **structured and informal learning activities**.
  - ▶ Offers opportunities to express the **integration of new learning** into **professional practice**.
- 

## Sample Entries for a Record of Professional Learning

### Structured Continuous Professional Learning Activities

RECEs will include information about engagement in formalized or structured activities such as workshops or webinars, courses offered by post secondary institutions, community-based organizations, provincial associations serving the early childhood education sector, local, provincial or national conferences or specific learning requirements established by the College of Early Childhood Educators.

Professional Learning Goal	Description of the Activity	Professional Learning Provider	Date Completed	Documentation of Participation	Application of Professional Learning in my Practice	Final Comments
<i>Transfer the professional learning goal from your Professional Learning Plan into this field</i>	<i>Provide a brief description of the training including the time required to complete it</i>	<i>List the name of the organization or institution offering the training.</i>	<i>Insert the date that the training was completed.</i>	<i>List the documentation of participation you will keep attached to your Record of Professional Learning.</i>	<i>Provide a brief description of how you integrated or will integrate your learning into your professional practice.</i>	<i>Reflect on your learning. Describe the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.</i>
To enhance my leadership skills in order to assist other RECEs to design and implement curriculum to support children with special needs in a child care setting.	½ day workshop: "Modeling Appropriate Interactions" that described strategies for modeling for other RECEs appropriate interactions with children with special needs.	ABC Inc.	December 1, 2015	<ul style="list-style-type: none"> <li>• Certificate of Attendance</li> <li>• My notes taken during the workshop</li> <li>• Presenter handouts</li> </ul>	<ul style="list-style-type: none"> <li>• I will give a 10 minute presentation to my colleagues at the next staff meeting regarding appropriate interactions.</li> <li>• I will continue to model the strategies I learned during the workshop and ask for feedback from my colleagues.</li> </ul>	My presentation was well received. I've been asked to present my material to staff at other centers. Several colleagues have come forward eager to contribute to the material and offer suggestions on alternate strategies and interactions.



## Informal/Other Continuous Professional Learning Activities

RECEs will record self-directed learning activities such as professional reading, planned colleague-to-colleague discussions, mentoring, project-related teamwork, video, audio, electronic communication or computer-based learning activities, profession-related research, writing and/or presentations or in-practice research that are not associated with a formal course or program. Self-directed learning activities will not typically have a professional learning provider.

Professional Learning Goal	Description of the Activity	Date Completed	Documentation of Participation	Application of Professional Learning in my Practice	Final Comments
<i>Transfer the professional learning goal from your Professional Learning Plan into this field.</i>	<i>Provide a brief description of the activity including the time required to complete the activity.</i>	<i>Insert the date that the activity was completed.</i>	<i>List the documentation of participation you will keep attached to your Record of Professional Learning.</i>	<i>Provide a brief description of how you integrated or will integrate your learning into your professional practice.</i>	<i>Reflect on your learning. Describe the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.</i>
To gain a better understanding of the <i>Code of Ethics and Standards of Practice</i> and how it applies to real life scenarios.	Organized a study group with two colleagues to review the document. Read a case study and responded to the questions as a group.  Read all previous Practice Matters articles in <i>Connexions</i> .	January 15, 2016  January 30, 2016	<ul style="list-style-type: none"> <li>• Case study questions and answers along with notes taken during our discussion.</li> <li>• Made some notes and highlighted areas of the articles that are of relevance to my practice.</li> </ul>	<p>I will analyze my professional decision making on by-annual basis to determine how my knowledge of the <i>Code of Ethics and Standards of Practice</i> is influencing my judgments. I will keep track of my thoughts in a notebook.</p> <p>I will apply some of the answers outlined in the articles to my decision making in my practice (i.e. maintaining professional boundaries with families).</p>	I find I am better able to remember the standards and address them with student ECEs. Overall, I am maintaining a more professional attitude when interacting with colleagues, students and families.

# Overview of the CPL Program

## Two–Year Cycle

### Year One

#### Months One and Two

1. Review your recent professional learning activities and other information relevant to your continuous professional learning.
2. Complete the *Self-Assessment Tool*.
3. Identify the ethical and practice standards that are of high priority for your growth or leadership development.
4. From these priority areas, identify two to four goals.
5. Complete the cover page of your *Self-Assessment Tool*.
6. Complete the *Professional Learning Plan* by recording the ethical or practice standards, goals, learning activities and timelines on your plan.
7. Complete the cover page of your *Professional Learning Plan*.

#### Months Three to Ten

1. Engage in your planned learning activities, complete the *Record of Professional Learning* and attach your documentation of participation in learning activities.
2. Complete the cover page of your *Record of Professional Learning*.

#### Months Eleven and Twelve

1. Sign and date your Membership Renewal Form, declaring that you have completed year one of the two-year cycle.
2. Submit your annual membership renewal.

# Year Two

## Month One

1. Review your *Professional Learning Plan* on the Date Reviewed indicated on the cover page of your tool.
2. Update or revise any goals, learning activities and timelines on your plan for year two of the two-year cycle.

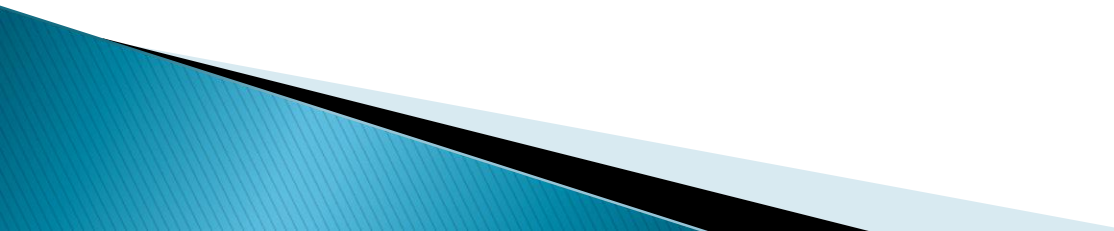
## Months Two to Ten

1. Continue to engage in your planned learning activities.
2. Continue to complete your *Record of Professional Learning* and attach your documentation of participation in learning activities.
3. Review your *Professional Learning Plan* and your *Record of Professional Learning*.
4. Record comments on your *Record of Professional Learning* with regard to your successes, challenges or unexpected outcomes.

## Months Eleven and Twelve

1. Ensure all three portfolio components are completed and that you have attached documentation of participation in learning activities.
2. Sign and date your Membership Renewal Form, declaring that you have completed year two of the two-year cycle.
3. Submit your annual membership renewal.
4. Plan to start another CPL program two-year cycle the following month. Some goals and activities may be carried forward.

# Compliance with the CPL Program

- ▶ Members would be required to declare, upon renewal, that they have completed the required components of the program.
  - ▶ The College would conduct random audits of member portfolios, or specific audits where a compliance concern exists.
  - ▶ Records relating to the CPL program portfolio would be kept for a period of six years.
- 



# Leadership Pilot Project

- ▶ Mentors/ Mentees completing the 2 year cycle in 8 months
- ▶ Meet again in May 2014 for closing retreat

# We are here to help

- ▶ Child Care Sector,
- ▶ ECCDC,
- ▶ Niagara Region, Children's Services
- ▶ College of Early Childhood Educators

are here to support and assist with the new Continuous Learning Program.

- ▶ Questions?
- 

# Niagara Child Care Sector Executive Committee Draft Work Plan

- Work plan has three Directions
- Each direction has **Strategies, Planned Actions, Steps, Timelines, Who** is going to work on the direction, what the **Outcome** is and a completed **Date**.



# Niagara Child Care Sector Executive Committee Draft Work Plan

## Three Directions

- Towards Developing a Visible and Distinct Profile
- Towards Increased Child Care Sector Engagement
- Towards Becoming Recognized Voice for Child Care in Niagara



Niagara Child Care Sector

# Niagara Child Care Sector Executive Committee Draft Work Plan

## Towards Developing a Visible and Distinct Profile

### Strategies

- Defining who we are and what we do
- Establish linkages with community committees
- Establish and implement effective communication and marketing plan



Niagara Child Care Sector

# Niagara Child Care Sector Executive Committee Draft Work Plan

## Towards Increased Child Care Sector Engagement

### Strategies

- Review Child Care Sector structure to ensure inclusivity and increased participation of Child Care Community
- Increase participation at Child Care Sector activities
- Increase Network Opportunities for Niagara's Licensed Child Care Community



Niagara Child Care Sector

# Niagara Child Care Sector Executive Committee Draft Work Plan

## Towards Becoming Recognized Voice for Child Care in Niagara

### Strategies

- Establish Child Care Sector to be an Information Access Point on Trends, Issues and Initiatives Relevant to Child Care in Niagara
- Increase understanding of the needs and issues of Child Care in Niagara
- Increase advocacy efforts on behalf of Niagara's Early Learning and child care community



Niagara Child Care Sector

# Supervisor's Network

- Jodi Lacasse and Patricia Couroux





# THANK YOU FOR JOINING US

- Next community Forum
- Please visit Niagara Child Care Sector Executive Committee's Website at **[www.eccdc.org/NCCS](http://www.eccdc.org/NCCS)**



Niagara Child Care Sector