Foothill Early Childhood Shared Services

2017 National Shared Services Technical Conference

Foothill Mission

Foothill Early Childhood Shared Services mission: to enable ECE providers to become stronger, more accountable, more financially sound and efficient, and better equipped to offer affordable, high-quality programs. To attain this goal, the members of Foothill Early Childhood Shared Services work together to share costs and information, and to deliver services in a more streamlined and efficient way.

Foothill Membership and Governance

- **Members**: membership in Foothill is held by the organization rather than by individuals from the organization. Members have the right to attend all meetings, the right to see all information about Foothill’s status and operations, and the right to vote on all decisions. Current members:
  - Altadena Children's Center
  - B'nai Simcha Jewish Community Preschool
  - The Children's Center at Caltech
  - Child Educational Center
  - Options for Learning
  - Pacific Oaks Children's School

- **Associate members**: associate membership in Foothill is also held by the organization rather than by individuals from the organization. Associate members have the right to attend meetings, but do not have the right to vote. Current associate members:
  - The Frostig Center

Shared Services Plan Overview

- Mission and Vision
- Membership and Governance
- Shared Services
  - Anti-bias education: vision and implementation
  - Professional development
  - Joint purchasing
  - Fundraising
  - Budget
Foothill Member Locations

Shared Services
- Foothill Members will share the following services:
  - Anti-bias education: vision and implementation
  - Professional development
  - Joint purchasing
  - Fund development

Anti-Bias Education
- The Foothill members have committed to working together to promote anti-bias education as a core component of their centers' culture and practice. This includes:
  - Developing a vision for how their centers will look and feel when anti-bias education is suffused throughout the organization
  - Articulating a clear set of goals for anti-bias education in their centers
  - Engaging themselves and staff in the challenging work of looking at how implicit assumptions and biases get in the way of anti-bias education
  - Revising policies and procedures so that they more explicitly support the goals of anti-bias education
  - Providing staff with training and support to incorporate anti-bias education into their daily practice

Professional Development
- Working together has enabled the Foothill members to raise funding for and to support the implementation of professional development (PD) activities
  - Customized PD in-person workshops
  - In-service PD that draws on the expertise of the directors, and includes both in-person and video-conferencing elements
Our Story at Sound Child Care Solutions

Shared Professional Development Across Our Consortium

By: Luz Casio

Who is SCCS?

• Centers from different neighborhoods join together to be part of a shared early education organization;
• Many administrative functions moved to centralized office to shift on-site director focus from paper work to developing people;
• Shared services and management for accounting and human resources services, purchasing, fundraising and professional development.

For more information on shared services
www.soundchildcare.org
www.opportunities-exchange.org

Overview

1. Who is SCCS?
2. My role in our Community of Reflective Practice
3. The benefits of Shared Services
Quality with SCCS

Pedagogical leadership for reflective teaching

Creating time and space for growth

Environments that foster a sense of belonging

Intellectual rigor for children and adults

Accountable to each other to create access and overcome divides

A Community of Seekers

We want to know what the children think, feel and wonder. We believe that the children will have things to tell each other and us that we have never heard before. We are always listening for a surprise and the birth of a new meaning. Together we can become a community of seekers.

Louise Boyd Cadwell

My Role in our Community of Reflective Practice - CORP

- The role of the Mentor.
- What is a Community of Reflective Practice?
- What we mean when we say a side by side session.
- What is reflective practice?
- Using a protocol.
- The Thinking Lens
- Documentation
- A Month in Review.

The Role of the Mentor

Pedagogical leaders study and guide the teaching and learning process in their program. They keep everyone focused on the remarkable children in their midst and how teachers can learn from them when they carefully observe, listen, and study their documentation together. These leaders question, provoke and support possibilities for children and teachers to engage in relationships and investigations that bring joy and new learning for both of them. Pedagogical leaders challenge teachers to see themselves as researchers in the teaching and learning process and challenge our field to go beyond current definitions of quality.

Margie Carter and Deb Curtis, Harvest Resources Associates
What is the Role of Community of Reflective Practice

- A group of people with ongoing relationships who share their passions and struggles about the learning process that children and their educators are engaged in.

Side by Side Session

- We believe this is a journey that we take together. A parallel learning process where we learn through each other. We ask questions to bring provocation, and make ourselves open to new perspectives. We invite people who do the same work to come and be a guest in our classrooms, to share in our learning process, to study children's competencies and work together to focus on the details by studying photos and documenting our learning.

What is reflective practice?

- Being curious about children’s play and take seriously what children do. Examine your own reactions to children and their actions to understand where they are coming from.
- Document details of children’s competencies, conversations and activities as a teacher-researcher.
- Taking time to study notes and photos to puzzle out what seems most significant.
- Show children photos and stories of themselves to hear their views.
- Change the environment and materials to encourage new play and possibilities.
- Ask co-workers and children’s families for their insights about the children.
- Eagerly share stories about children’s learning with families and co-workers.
- Read professional literature to learn more.
- Use rating scales and standards as tools for reflection rather than rules to follow.

Using a Protocol

- The kind of talking needed to educate ourselves cannot arise spontaneously and unaided from just talking. It needs to be carefully planned and scaffolded.

Use the Thinking Lens® to study with others

Documentation

- Intentionally choose what you want to write as a learning story.
- Make your thinking visible in your story.
- Invite children’s families to share their thinking.

A Month in Review

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Side by Side</td>
<td></td>
<td>Collaborate with other Mentor: Reflect on previous meeting</td>
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<tr>
<td>Side by Side</td>
<td></td>
<td>Collaborate with other Mentor: Plan next large group meeting</td>
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<tr>
<td>Side by Side</td>
<td>Send all pre-readings to Professional Development Coordinator</td>
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<td>CMP Meeting</td>
<td>AM: Site Group PM: Leadership Group</td>
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The Benefits of Shared Services

- For Directors:
  - When you work under typical conditions as a director, you rarely find time to dream, to imagine a program that goes beyond current definitions of quality.
  - Shared services means you have an administrative team to share the work and expand the vision of what is possible.
  - Cross pollinate centers share resources, build capacity and competency.
  - Be a part of a greater community.
For Teachers

- Seeing children’s strengths and competencies.
- Having new sense of curiosity and purpose in their role as teacher.
- Gaining confidence in using observations and writing learning stories.
- Finding their own voice and leadership style.
- Enjoying their work and imagining an ECE career.
- Becoming an advocate.

For Children and Families

- Growing in trust and confidence from being in a culturally safe, joyful place.
- Being curious and loving to learn.
- Developing a strong identity as a learner, a member of a culture and community.
- Going to Kindergarten with a photo book about their strengths, and “funds of knowledge” so they are seen and known right away by their new teachers.

EVERY DIRECTOR DESERVES AN ADMINISTRATIVE TEAM.

EVERY TEACHER DESERVES PEDAGOGICAL LEADERSHIP.

EVERY CHILD DESERVES A REFLECTIVE TEACHER.