BUILDING PEDAGOGICAL LEADERS

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The Collaborative Teachers Institute (CTI), a project of the Santa Fe Baby Fund, an initiative of the Santa Fe Community Foundation.

- Prepares experienced educators to advance their professional development and become pedagogical leaders in their programs and schools.
- Participating educators study children’s learning as well as their own learning through a reflective practice approach. CTI shares tools for studying “pedagogical documentation” and reflection to support best practice.
- Currently, 12 participating programs

Collaborative Teachers Institute, Santa Fe NM

Monthly Meetings

- Prepares experienced educators to advance PD and become pedagogical leaders in their programs.
- Educators come together to reflect on their work with children by sharing classroom experiences and documentation of children’s work and words.
- Meetings follow a structured protocol to support teachers move from reflection to action and back to reflection again.
- Lets teachers think with the colleagues about what is working, interesting or even challenging in the classroom.
- Reflection enriches both teacher’s and children’s learning.

Sound Child Care Solutions
Seattle WA

- Alliance includes 6 centers, 26 classrooms in diverse neighborhoods (12 dual-language) & over 100 staff from 18 countries.
- Shared Functions include financial/admin tasks (e.g. payroll, benefits, billing, purchasing, reporting, HR etc.) as well as:
  - Staff recruitment and substitute pool
  - Pedagogical Leadership and professional development (cross-site learning communities; internal coaches)
  - Structure for collaborative decision-making and leadership
  - Directors’ time freed up to focus on teacher supervision, family relationships, quality early learning
- Curricula varies among centers all focus on working from a sense of meaning & shared core values.

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Documentation Protocol

- Presenter (teacher, administrator, Consultant) shares documentation without interruption
- Group discusses (not plans): what is interesting, what are you curious about, what stands out for you, etc
- Group provides ideas and makes plans
- Group hypothesizes what we think will happen
- Each group member makes statement regarding what he/she learned: children, teachers, professional development, families, facilitators, etc
- Presenter takes planning ideas back to program and integrates into his/her work.

Building Pedagogical Leadership Through Pedagogical Documentation

- Helps educators find meaning in children’s experiences and perspectives;
- Makes children’s learning visible – for parents, administrators, community
- A Way for educators to study and learn about their own practices in the classroom.

SCCS Approach to Pedagogical Leadership

- Cross-center Pedagogical Leadership which SCCS call the Community of Reflection and Practice (CORP)
  - Teachers apply to be pedagogical leaders
  - Leaders study together in structured learning communities
- Cross-center Directors Leadership Team
  - Directors at each site meet monthly

SCCS Approach to Pedagogical Leadership

- Mentors - SCCS has three mentor roles:
  - Coaches From City Universal Preschool
  - Site specific Mentors
  - Mentors who lead the CORP
    - Shared across many classrooms in consortium
    - Conduct Side-by-side mentoring
- Relief Squad available to all sites
  - Provides staff support to all sites, using shared floaters and a shared substitute pool
Emerging evidence from early years researchers is showing that effective and knowledgeable leaders who put pedagogy at the heart of the delivery of their early years services make all the difference between a high quality performing setting and one which is less successful.

Pedagogical Leaders: Expand the Role of a Mentor

- Pedagogical leadership for reflective teaching
- Expanded view of quality with SCCS
- Career & degree pathways that keep teachers in the classroom
- Directors in alliance with each other
- Growing new org culture with a child centered focus
- Accountable to each other to create access and overcome divides
- Intellectual rigor for children and adults
- Nurturing families as community leaders
- Pedagogical leadership for reflective teaching
- Creating time and space for growth
- Environment s that foster a sense of belonging

Source: June O'Sullivan, Westminster Children's Society, Glasgow