Pedagogical Leadership in Action: Lessons from the Field

National Shared Services Conference
June 3, 2015

Moderator:
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Opportunities Exchange
Panelists

Gigi Yu, Collaborative Teachers Institute, NM
Laura McAlister, Sound Child Care Solutions, WA
Danielle Martinez, Early Connections Learning Centers, CO
Becky Mercatoris, Pittsburgh AEYC
Collaborative Teachers Institute
Santa Fe, NM

• Incubated by the Sante Fe Community Foundation’s Baby Fund
• 7 ECE programs currently participating
• Programs & staff must commit to: participate for at least one year, identify a lead facilitator who will attend monthly trainings, participate in on-line dialogue and work with teachers
• Community Foundation will provide substitutes
Structure of the Collaborative Teachers Institute

1. **Monthly Facilitators Training Meetings**

   - Each participating program selects a “Facilitator” – the Center Director or an interested teacher
   - Facilitators are trained to support teacher inquiries and team collaboration
   - Facilitators learn to strengthen the connection between teachers’ learning and children’s learning

2. **Onsite Collaborative Teacher Meetings**

   - Regular, structured meetings for all teachers at a particular child care center.
   - Meetings follow a protocol to support learning.
   - Documentation of children’s interests is shared and collaboratively interpreted.
   - Teachers learn to deepen the children’s learning as well as their own.

3. **Shared Substitute Teacher Pool**

   Centers have access to a vetted pool of substitute teachers. Substitutes are made available during the Collaborative Teacher meetings.
CTI: Reflective Planning Cycle: What happens on site

Teacher Documents What She Observes → Teacher Makes Decisions About Documents to Bring to Weekly Meeting

Teacher Implements the Plan → Teachers Collaboratively Hypothesize

Teachers Collaboratively Plan Based on Documentation → Teachers Collaboratively Study and Interpret
CTI: Reflective Practice Planning Cycle: What Happens In Monthly Meetings

- Collaboratively Plan (at monthly meeting)
- Collaboratively Study and Interpret (at monthly meeting)
- Collaboratively hypothesize (at monthly meeting)
- Collaboratively plan
- Study and make decisions (at program)
- Observe, collect, document (at program)
- Implement plan (at program)
CTI Documentation Protocol:
(This is what will occur during the Collaboratively study, plan, and hypothesize areas of the cycle)

• Presenter 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.
Project Objectives/Guiding Principles:

• Teachers require time and support to help children deepen their interests and capabilities.
• Teachers require time to collaboratively plan and learn from each other.
• Programs benefit by supporting teachers’ collaborative and reflective work by including the role of a trained facilitator.
• The facilitator requires time to reflect on his/her work.
• Families are childrens first teachers.
• Children benefit when their families know what is happening in the classroom. Families are invited to participate in the life of the classroom.
Sound Child Care Solutions
Seattle, WA

• Alliance includes 8 centers; 27 classroom in neighborhoods throughout city (11 classrooms are dual language)
• Monthly communities of practice in each center
• Cross-site Pedagogical Leaders Group (teachers volunteer to participate)
• Staff co-create their professional development plan with center director and mentor teacher
Sound Child Care Solutions – a shared services consortium

Expanded view of quality with SCCS

- Directors in alliance with each other
- Growing new organizational 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
- Environments that foster a sense of belonging
- Creating time and space for growth

130 staff represent more than 15 different countries and speak over 10 languages
DEGREE ATTAINMENT

Since joining SCCS, 133 teachers and directors pursued degrees in early education and attained:

CDA = 10  Associates = 14  Bachelors = 34  Masters = 11

The remaining teachers were already qualified per NAEYC guidelines.
Become a member of our team of high quality and engaging Early Childhood Education professionals and make a positive impact on the lives of Seattle’s children!
How the Relief Squad works

1. Directors call Karen to request RS

2. If you’re available, Karen sends you in to save the day.

3. Afterwards, we ask you to rate your experience. Directors also rate your performance. Feedback shared.

4.

5. Comments are used for continued quality improvement, addressing concerns and ongoing relief.
Relief Squad Membership Benefits

• Goals & Expectations
  • We recruit, support and mentor a small team of high quality, caring and engaged individuals to all for seamless transitions in classrooms when requested. Consider this to be a paid internship opportunity that works around your schedule on an on-call basis.

• Personal & Professional Development
  • Through your experience and evaluations, we will help you become the best ECE professional you can be. You also have opportunities to take part in our esteemed culturally and linguistically anti-bias PD trainings on ECE topics.
Early Connections Learning Centers
Colorado Springs CO

• Center directors responsible for: classroom observations, coaching teachers, monitor GOLD; supervise teachers in classroom and home visits
• Center directors meet together every 2 weeks, supported by Alliance-wide Curriculum Coordinator and VP of Center Operations
• Cross-center teacher learning communities, by age group (e.g. toddler teachers learn together)
• Teacher Representative meeting, agency-wide
• Homewood Child Care Alliance (HCCA)
  • Providers come to The Early Learning Hub (which has 2 model classrooms) for weekly professional development sessions with the children they serve.

• Center-based Nonprofit ECE Alliance (6 centers) focuses on higher-level PD. Each practitioner has a ‘buddy’ from another center.

• Everyday Interactions Matter – using videos to record teaching and share practice with others.
Pittsburgh AEYC
The Early Learning Hub
Discussion

• Who serves as the pedagogical leader in your sites? Are there multiple leaders?
• What organizational changes occurred to free up time and space for pedagogical leadership & reflective supervision?
• What process/structure do you currently use to guide pedagogical leadership?
• How can we most effectively partner with other traditional and non-traditional professional development organizations?
• Lessons learned?