PEDAGOGICAL LEADERSHIP

What is it and How does Shared Services Help?

Debbie Lickey, Executive Director St. James Children’s Center
Sharon Easterling, Opportunities Exchange

Agenda

- What is Pedagogical Leadership
- How does a Shared Services help?
- Examples from the Field
- Key Issues
- Discussion
Shared Services in a Nutshell

From: Working Independently  
To: Sharing staff and resources

With Shared Services, programs can be **big** where big matters and **small** where small matters

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**Shared Services: Our Core Values**

- **Every director** deserves an administrative team.

- **Every teacher** deserves strong leadership.

- **Every child** deserves a reflective teacher.
Shared Services in Action:
New Approach to Staffing and Leadership

Pedagogical Leadership

Job-Embedded Professional Development:
- Site-based pedagogical leader Classroom observation
- Ongoing reflective supervision
- Child/family supports

Business Leadership

Reflective administration:
- Data-driven leadership
- Automate data and info
- Track ‘Iron Triangle data
- Identify trends
- Respond quickly to challenges

High Quality ECE

Pedagogical Leaders

- Guide teaching and learning.
- Help colleagues to see themselves as researchers in the teaching and learning process.
- Support teachers in attaining professional credentials and completing educational degrees.
- Transform teacher professional development system
Pedagogical Leadership: Transforming Professional Development

FROM  TO

Passive recipients of training
- Internally driven
- Program- and job-embedded

Goals and expectations established by others
- Collaborative
- Continuous professional learning and Improvement

Compliance orientation
- Ownership of professional learning
- Co-construction of goals for growth and practice

Pedagogical Leadership: How Shared Services Helps

- Site Directors freed up from multiple administrative tasks; time and energy to coach teachers in classrooms or plan and participate in home visits or family engagement

- Shared, embedded quality improvement staff to support teachers
Pedagogical Leadership: How Shared Services Helps

- Teacher time ‘off the floor’ to think and plan; opportunities to reflect on their work in professional learning communities

- Teachers have opportunities to grow in their jobs, gain degrees/credentials, deepen teaching skills, and more.

Pedagogical Leadership on the Ground

- Collaborative Teachers Institute, Santa Fe, New Mexico – *Reflective Communities of Practice*

- Sound Child Care Solutions, Seattle, Washington – *System wide, values-based focus on teaching and learning*

- Early Connections Learning Centers, Colorado Springs, CO – *Directors as Pedagogical Leaders in their programs*

- Liberty City Early Learning Alliance, Miami, Florida -- *Support for site based Pedagogical Leader*
Collaborative Teachers Institute

- CTI fosters pedagogical leaders through the study of children’s interests.
- Monthly meetings of educators
  - Reflect on their work with children by sharing classroom experiences and documentation of children’s work and words.
  - Meetings follow a structured protocol that allows time and space for educators to learn from each other’s experiences.
- Shared sub pool gives classroom teachers release time for planning and professional development.
- Funded by Santa Fe Baby Fund, of the Santa Fe Community Foundation.

CTI: Reflective Practice Planning Cycle: What Happens In Monthly Meetings
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.

Sound Child Care Solutions

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
- Substitute Pool (Relief Squad) to cover teacher time off the floor
SCCS – Authentic Assessment

Getting to Know Each Child home-made books for each child serve several objectives:

• Promoting careful observation skills in teachers to get to know key aspects of each child.
• Fostering an identity for each child as a competent learner.
• Strengthening relationships and collaboration with each child’s family.
• Offering a concrete tool each family can take to their child’s next teacher

SCCS – Authentic Assessment

• Questions to guide observation and documentation collection:
  • Who is this child as a member of a family/culture/community?
  • What curiosities, interest, enjoyment does this child have?
  • How does this child try to become a friend and what friendships are emerging for this child?
  • How does this child approach learning something new?
  • What example can you offer of how this child pursued an investigation or inquiry? Grew in a particular area? How is this child developing an identity as a learner?
  • Why are you delighted to have this child in your group?
Early Connections Learning Centers

Center directors are responsible for:

- Classroom observations
- Coaching teachers
- Monitoring GOLD
- Supervising 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
Liberty City Early Learning Alliance

MCI, the Alliance Hub, is a community-based non-profit. Alliance member centers are all tax-paying, independently owned child care businesses. Pedagogical supports that includes:

• Site-based pedagogical leaders from each participating center
• Organize professional development opportunities including site visits to centers of excellence
• Help identify tools and resources pedagogical leaders can use to support effective practice in classrooms
• Coordinate data collection and trend analysis
• Work with business leader to help identify the resources (human and financial) needed to ensure that pedagogical leaders and teachers have paid time, off-the-floor, to engage in reflective practice.
Key Questions for Pedagogical Leadership Planning/Implementation

- **System Issues** – What are the system (local, state, federal) policies and practices that help or hinder the implementation of a Shared Services Alliance model for PL?

- **Pedagogical Content** – What are the core values that drive this work and how will our approach support this vision?

- **Organizational Structure** – How do we organize staff and resources to create a system that supports our vision?

- **Evaluation** – What do we want to measure and how will we know the impact of our work?
System Issue Examples

- What is considered credit-bearing for PD system in your state; how can staff receive credit for Job-embedded PD?
- Substitute pools – criminal records/fingerprinting; release time, funding, recruiting subs
- Full-time director vs. shared director
- How do we influence what is expected from children entering K by the larger systems – like school districts?

Pedagogical Content

- What are the Core Values that inform our work with children and families?
- What do we want our teachers know/need to understand about child development? How do we know that they have this knowledge/skill set?
- How we support Pedagogical Leaders in their work as coaches/mentors? Job descriptions?
- Protocols for leading Reflective Practice (how do we move from socializing to deep reflection in CoP’s)
Organizational Structure

- What are the expectations for teaching and support staff?
- Roles and responsibilities of staff related to Pedagogical Leadership
- Are some positions changing duties? How will this transition work?
- Are new positions being created? How will this be communicated and rolled out to staff?
- What resources are needed for implementation and what is my plan for sustainability?
  - Time – teacher time off the floor?
  - Money – for substitutes, new positions?

Evaluation Questions

- How are we assessing our progress?
  - How do we measure growth in teachers
  - How do we measure growth in children
  - How do we connect these strategies to “required” assessment tools
- How do we demonstrate to funders/public sector that we are successful?
  - CLASS (feedback about what teachers are thinking/doing)
  - ECERS (good snapshot of the environment)
  - Portfolio development is a good way to assess what teachers understand about the development of child…why did you put this in? how does this demonstrate the skill development/knowledge
- What do funders consider to be relevant/applicable to show success?
Discussion

• Questions?
• Comments?
• Ideas?