

LEADERSHIP MEETS RESEARCH IN EARLY CHILDHOOD

Early Childhood Leadership Research Symposium

Sharing Knowledge and Expertise

Sheridan College

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TODAY'S TALK

- It's all about you (well, maybe not “all”)
- Views on Leadership
- Views on Research in EC
- Our research on integrated care & education: does it help us understand “leadership”?
- Conclusion

LEADERSHIP: VIEWS FROM LEADERS

Margaret Thatcher,
Kathleen Wynne, &
Jim Grieve

on leadership.....

- “I won’t be doing this alone”
- “If you want something said, ask a man. If you want something done, ask a woman”
- “It’s both management & understanding”

LEADERSHIP: A VIEW FROM EC RESEARCH

Learning to be Leaders: Perceptions of Early Childhood Professionals about Leadership Roles and Responsibilities

Jillian Rodd, Senior Lecturer, Faculty of Arts and Education, University of Plymouth

Only a few said that a leader's main role was to 'attend to the physical, social and emotional welfare of the children and to generate the right kind of atmosphere and environment for learning' and 'organising and planning the nursery curriculum'.

Some mentioned additional roles, including "reading" and "awareness" of research.

A VIEW FROM RESEARCH; JILLIAN RODD (1997) *CONT...*

Many more reported a leader's main role was:

- managing & supervising staff (34.2%);
- contact with parents & agencies (22.4%);
- staff support & development (15.8%);
- managing the budget (10.6%); &
- co-ordinating centre events (10.8%).

LEADERSHIP: VIEWS FROM EC PRACTICE

Adults with Kids:

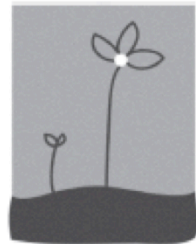
- **Leading from behind (kids)/
Following their lead**
- **Leading from the front (of kids or
classrooms)**
- **Leading with (interactions that turn
kids into leaders).**

VIEWS ON RESEARCH FOR EARLY CHILDHOOD

- Practitioners and policy makers as consumers
 - For “understanding”
 - For “evidence-based” practice & programs
- Informing Communities of Practice/Learning
- Action Research
- The Practitioner-Researcher model

LEADERSHIP: VIEWS FROM OUR RESEARCH

Integrated Care, Education, & Family Supports in TFD: “Toronto First Duty”



TORONTO
FIRST
DUTY

Phase 3 Report

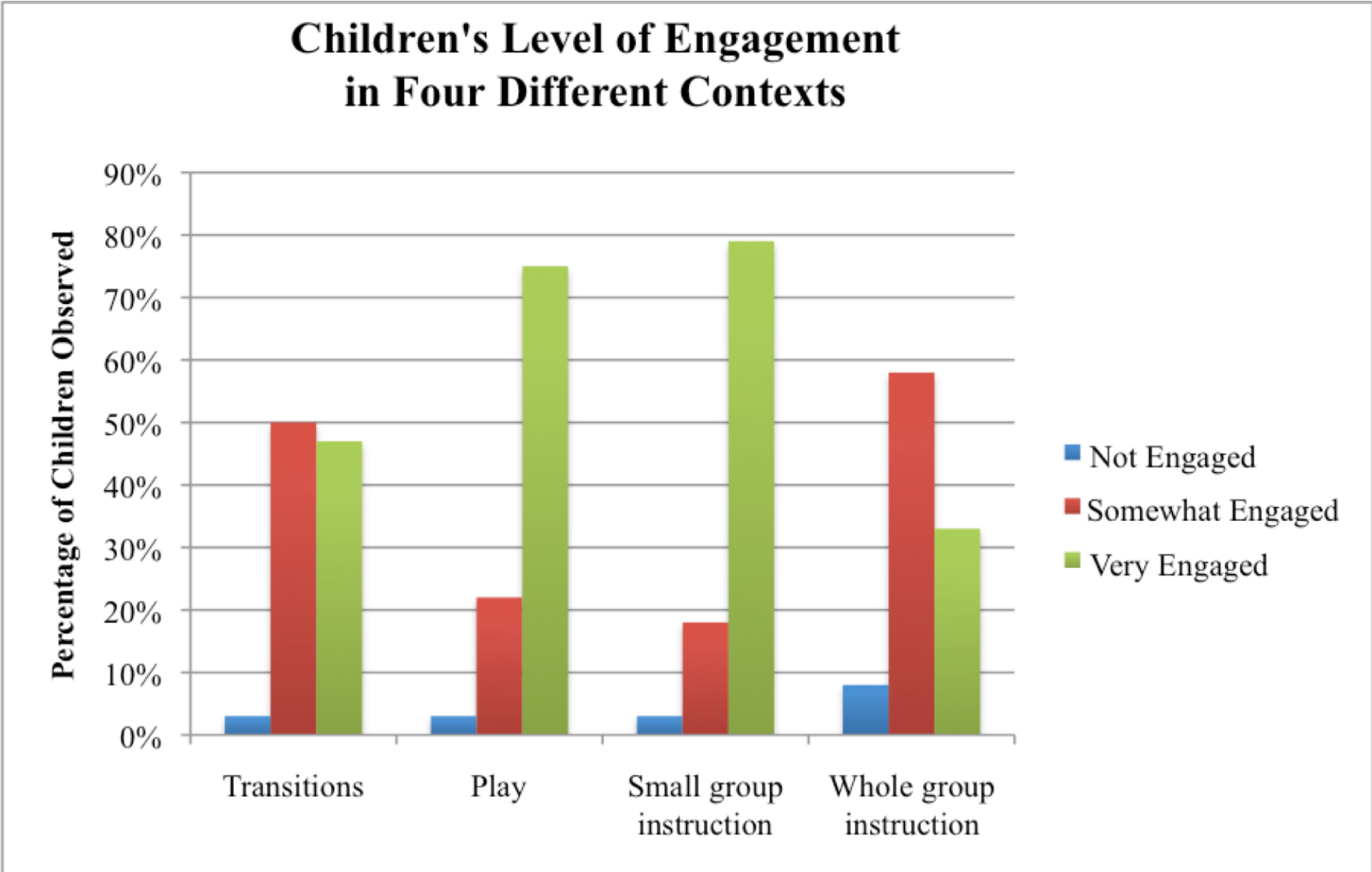
Carl Corter
Zeenat Janmohamed
Janette Pelletier

LEADERSHIP: VIEWS FROM OUR RESEARCH

What do children's experiences and interactions with adults look like inside full-day, play-based programs in TFD & FDELK? How do our findings connect to leadership?

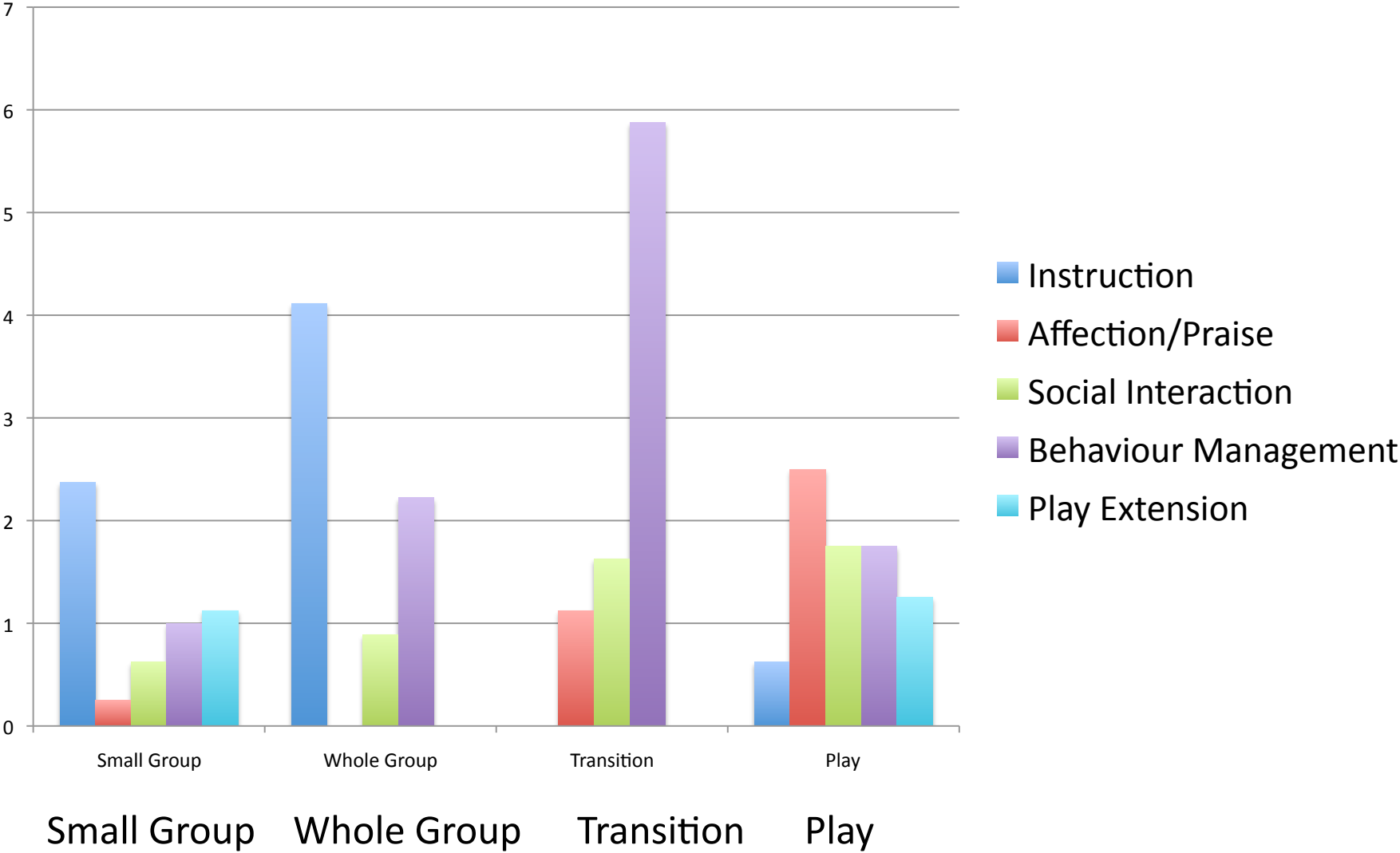
- **Method is direct observation**
- **Systematic sampling and analysis**
- **Interactions may tell us about leadership**

Children's experiences vary by context:



What educators do varies by context.....

Average Frequency of Interaction Type per Context



LEADERSHIP: OTHER VIEWS FROM OUR RESEARCH

What makes TFD & FDELK effective?

- **Cohesive staff teams with a focus on results**
- **Parent support and engagement**
- **Great Leadership with a focus on kids, quality, teamwork, community engagement, and knowledge building**

CONCLUSION

- **You can be a leader in many different ways**
- **You don't need the title to lead**
- **Distributed leadership and empowered communities include children**
- **Research with shared ideas and analysis can be powerful**

CONCLUSION

Merging leadership and research

- **Facilitating communities of practice/
learning**
- **The Practitioner-Researcher-Leader**
- **Life long learning**

Enjoy your day!

Thanks!