

**cece**

college of  
early childhood  
educators

# Transformational Leadership in Early Childhood Education in Ontario

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**13<sup>th</sup> Summer Institute on ECE**

June 3, 2106

Melanie Dixon RECE, College of ECE

Kristine Parsons RECE, Owl Child Care Services

Tonya Millsap RECE, Simcoe County

# Regulatory Context: College of Early Childhood Educators

## Statutory duty

- to serve and protect the public interest (2007)

## Relevant objects to support the public interest (2007):

- Establish and enforce ethical and professional standards
- Provide for ongoing education of members
- Promote high standards and quality assurance

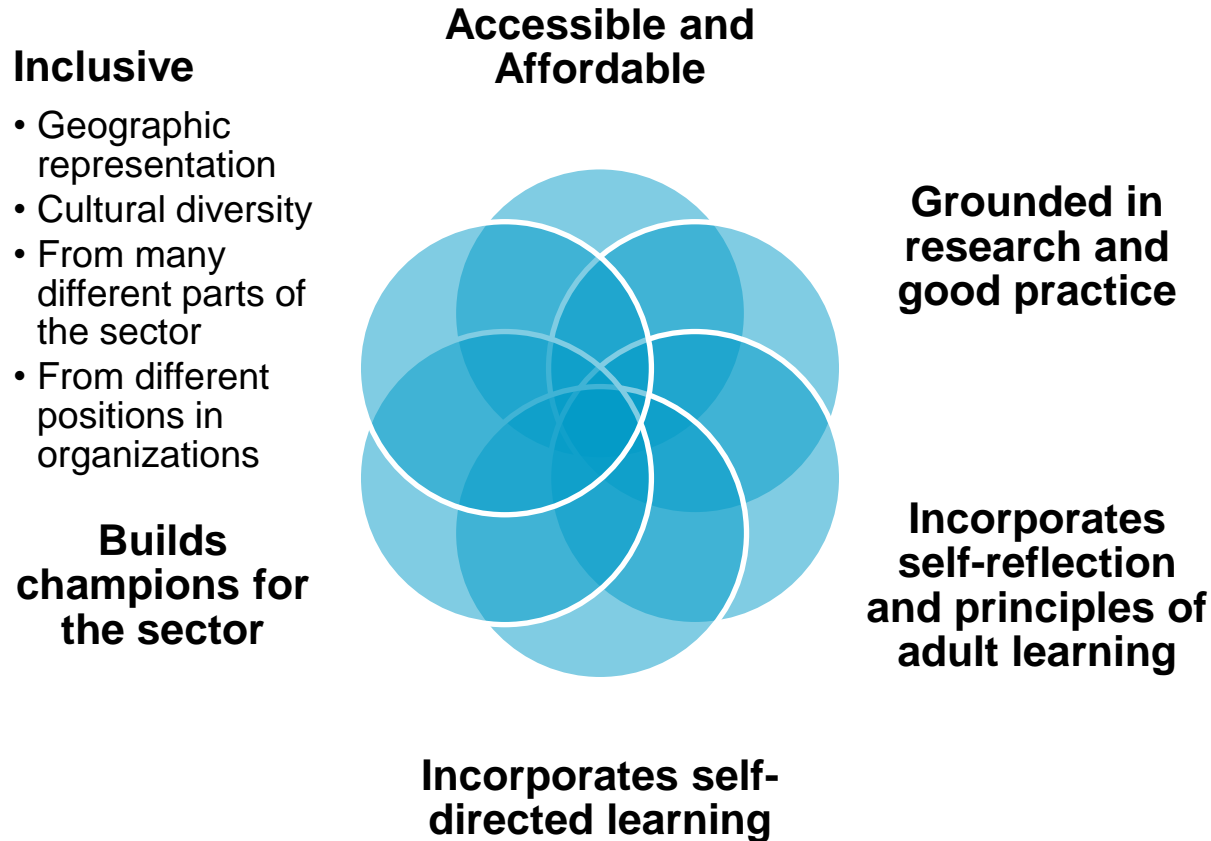
# The Links



# Building Momentum: Leadership Pilot (LP)

- The tasks of the Leadership Pilot as an advance guard for continuous professional learning were multiple:
  - To link continuous professional learning with **professionalism and ethical and professional standards**
  - To **build a passion and an expectation** for continuous professional learning
  - To promote **self-reflective practice**
  - To develop **tools and resources** for continuous professional learning
  - To respond to a practical need for **leadership curriculum** given massive structural change in the sector
  - To build a **community of practice**

# Guiding Principles of Development and Program Design



# Leadership Pilot for Registered Early Childhood Educators

**25 candidates and  
6 mentors  
with wide-ranging  
backgrounds**

**80-hour professional  
learning program**

**Use of continuous  
professional learning  
framework and self-  
reflection tools**

**Supporting both  
positional and  
distributed leadership  
aspirations**

**Theory and practice in areas  
of pedagogical and  
administrative leadership;  
expectations for practice;  
action research**

# Eighty-Hour Leadership Pilot Framework

15 hours of core modules directed by College

21 hours of self-directed learning based on College criteria

18 hours for opening leadership pilot retreat including Leadership Symposium

14 hours for closing Leadership Pilot retreat

12 hours of practicum experience

# Findings and Longer Term Impacts

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# Closing Retreat: participant feedback through SOAR

## • Strengths

- **Language and tools** – Code and Standards assist in defining profession and understanding individual role in ECE and leadership
- **Inclusion, sense of belonging** – everyone can play a leadership role
- **Networking and mentoring** – reinforced professionalism through voice, listening, participation, dialogue
- **Ownership of learning** – growth-focused, build confidence, take risks

## • Opportunities

- Allowed for **engagement of others** in workplace and communities
- Provided with **leadership roles and opportunities** – validation of profession and individual ideas, opinions and capabilities
- Even the **'nay-sayers' and skeptics bring a viewpoint** that needs to be heard/understood in order to respond to it

# Closing Retreat: participant feedback through SOAR (cont.)

- **Aspirations**

- Greater **understanding of and valuing standards** and embracing expectations of the profession by RECEs and recognition by the public
- **Enhanced reflective practice** and increased inquiry
- Discovering and **showcasing leadership skills and abilities** in others; focusing on strengths that are unique to the individual
- Stepping into responsibilities and **being accountable**, standing up for interests of self and others, and **advocating for the profession**

- **Results**

- **Shift in thinking** about leadership role; continuing education; move to new settings and roles of increased responsibilities; community recognition
- **Seeing beyond the traditional view** of 'professional development' toward 'professional learning' and the impact on professionalism
- **Empowering others**; mentors feeling that they learned more than mentees
- **Standards** discussed in workplace and embedded in policies
- **Increased pride, skills and knowledge**; 'we've only just begun'

# A Sample of Findings

97% indicated strong agreement that	the case studies and practice examples provided a context for legislation, ethical and practice standards governing the profession
95% indicated strong agreement that	the overall design of the Leadership Pilot project facilitated both mentor and mentee professional learning
	the knowledge and skills that they acquired will be useful in their professional practice
94% indicated strong agreement that	they were able to link their self-directed learning experience to the <i>Code of Ethics and Standards of Practice</i>

# A Sample of Findings (continued)

- The Leadership Pilot modelled **risk-taking**, **innovation** and **change** for participants, other RECEs, College Council and staff
- Participants “**feel protected by the Code of Ethics and the governing body behind it**”
- 100% of mentors indicated they would be able to use some of the resources in their practice setting
- 95% agreed that the knowledge and skills they acquired will be **useful in their professional practice**
- A review of the practicum activities illustrated how **participants were able to apply new knowledge and skills in the workplace**
- Demonstrable **increase in all ten leadership dimensions** when comparing pre-test and post-test

# Long-Term Impacts

- Several participants have changed jobs, taken on increased responsibility, or gone on to further education during or after LP
- **Participants have gained profile** through invitations to conferences, to present their practicums at meetings, to represent their organizations
- **Employers have increased their support of participants**
- Funding programs have begun to recognize and build in funding for leadership capacity enhancement

LP1 Program Evaluation Executive Summary available at [college-ece.ca](http://college-ece.ca)

LP1 impact study being conducted ~ Stay tuned in 2017!

# Leaders Transformed!



# Continuing the Momentum: Leadership Pilot 2

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# Continuing the Momentum: Leadership Pilot 2

- **Leadership Pilot 1** – focus on leadership in context of development and implementation of CPL program and resources
- **Leadership Pilot 2** – focus on supervisors in licensed child care and extending learning community
  - Support from **Consolidated Municipal Services Managers/District Social Services Administration Boards (CMSMs/DSSABs)** from across province:
    - to engage municipal sector in active support for leadership initiatives and continuous professional learning with RECEs
    - to develop relationship with the College of Early Childhood Educators as employers, administrators and influencers
    - expectation for RECE to **link to ECE community** with support of CMSM/DSSAB to share learning (e.g. networks, professional learning or quality assurance initiatives)



# 24 CMSMs/DSSABs & 3 First Nations

Chippewas of the Thames First Nation	County of Simcoe
City of Cornwall	District of Cochrane
City of Hamilton	District of Muskoka
City of Kingston	District of Timiskaming
City of London	Greater Sudbury/Manitoulin-Sudbury
City of Ottawa	Municipality of Chatham-Kent
City of Sault Ste. Marie	Municipality of Durham
City of Toronto	Municipality of Halton
County of Bruce	Municipality of Niagara
County of Grey	Municipality of Waterloo
County of Hastings	Prince Edward-Lennox and Addington
County of Northumberland	Six Nations of the Grand River First Nation
County of Oxford	Wkwemikong First Nation

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## Role of CMSMs and DSSABs

Circulate application information to registered early childhood educators (RECEs) in supervisory roles in care of licensed child care operators by April 15, 2015

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Assign a Community Liaison, preferably an RECE, to assist the selected RECE(s) (1-3 per CMSM/DSSAB) in creating linkages in the broader early learning and child care community through existing networks, professional learning committees and/or quality assurance programs during the eight-month program from September 2015 to May 2016

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Attend the Symposium on Leadership in Early Childhood Education in the Public Interest on September 25, 2015

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# Tonya Millsap RECE, County of Simcoe

## CMSM Community Liaison



### CMSM Role

- Consolidated Municipal Service Manager
- Linkages
- Coach

### LP2 Practicum

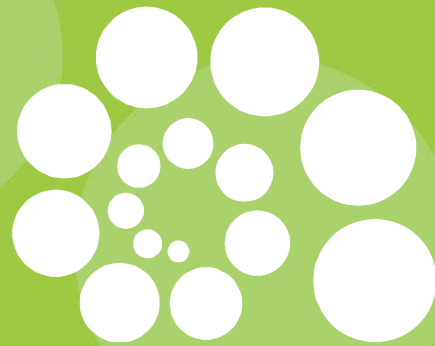
- Monthly study of Early Years Pedagogy

### Results

- Systemic awareness
- Knowledgeable, reflective educators
- Increased engagement in CPL
- Partnerships

# Kristine Parsons RECE, Owl Child Care LP2 Participant

- **Building a champion for the sector!**
  - enhance the commitment to regulatory body with the sector (specific to RECE leaders)
- **Introduction to advocacy**
  - for regulatory body
  - for profession
- **Strengthened community connections**
  - work with school board(s)
- **Commitment doesn't stop here**
  - Continue to promote professionalism within the sector



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438 University Avenue, Suite 1900  
Toronto ON M5G 2K8 Canada  
Tel: 416 961-8558 • Fax: 416 961-8772 • Toll-free: 1 888 961-8558

[www.college-ece.ca](http://www.college-ece.ca)