

Mentorship and Professional Growth

15th Annual Summer Institute

Atkinson Centre & George Brown College, School of Early Childhood
Waterfront Campus, George Brown College

June 1st, 2018



AGENDA

- ▶ Introducing the team
- ▶ Research study premise and components
- ▶ Team perspectives on the topic
- ▶ Moving forward
- ▶ Questions/input



Our Team

- ▶ Dr. Elaine Winick, RECE. GBC School of Early Childhood
- ▶ Dr. Elaine Levy, RECE. WoodGreen Community Services
- ▶ Patti Rowland, RECE. Toronto Children's Services, Quality and Capacity Building Unit
- ▶ Amanda Munday. HiMama, Marketing Manager
- ▶ Jaylin Chan, GBC BECL Intern, Research Team
- ▶ Samantha Lui, GBC BECL Intern, Research Team
- ▶ Sara Reilly, GBC BECL Intern, QCBU
- ▶ Alexandra Louis, GBC BECL Intern, HiMama



Mentoring and Professional Growth 2018

- ▶ GBC Internship program
- ▶ Participants
- ▶ Data collection components
- ▶ Why a 2-yr research project?



Background

- ▶ Grounded in the GBC Bachelor of Early Childhood Leadership program internship experience.
- ▶ The community has embraced this experience, and have found themselves reflecting on the impact of the mentorship experience on their own scope of practice.
- ▶ Mentoring, when self-driven, and yet, supported from management, creates a ripple effect of positive professional growth (Monkeviciene and Autikeviciene, 2015; Winick, 2013; Furlong and Maynard, 1995).
- ▶ It is the research team's intent to formally observe and document:
 - ▶ Impact and influences of mentorship on quality of scope of practice throughout the sector.
 - ▶ How learnings from CPL are reflected in practice.
 - ▶ Usage of the online discussion tool - timing, frequency, quality of submissions and quality of discussion.
 - ▶ Journaling as a means of self-reflection.



elaine's Perspective

- ▶ Background of understanding current changes in early childhood education from an early childhood education leadership perspective.
- ▶ Transformational change, using a constructivist lens at the forefront of her work. The theory of educational leadership has been, and continues to be, explored both theoretically and practically.
- ▶ Exploring impacts of self-identity on professionalism and professional scope of practice.

Patti's Perspective

- ▶ Toronto Children's Services Assessment for Quality Improvement (AQI) scores: pre-study, mid-study, post-study. This annual, unscheduled assessment measures quality in Purchase of Service child care centres within the City of Toronto through a snapshot observation and inquiry by trained Quality Assurance Analysts (QAA). This is a validated Canadian measure that supports ongoing quality improvement and provides quantitative data through scores.
- ▶ Patti's intent is to bring a reconceptualization lens to the subject matter of mentoring-and-quality. Quality, at this time, is being defined as AQI scores for child care centres, and agency and/or self-accountability for those participants not in a child care settings.

Amanda's Perspective

- ▶ HiMama is a certified social enterprise.
- ▶ Agency goal to ensure quality resources are made available that are informed by best practices in early education.
- ▶ Exploring how online technologies like HiMama can inform and enhance mentorship in the field.
 - ▶ Utilizing a unique (currently being developed) online platform for participant discussions.
 - ▶ Participants can have discussions with each other. Researchers can provide articles and/or provocative questions for participants to explore and discuss. As well, participants can use platform to provide their own inquiries (questions, ponderings, issues, documentation, photos, etc.)

Elaine's Perspective

- ▶ WoodGreen Community Services operates a range of programs and services for children and families.
- ▶ External collaborator, who supports the mentorship model, and believes that RECEs can act as leaders and provide positive and enriching experiences for interns while simultaneously turning a self-reflective lens on their own practice.
- ▶ RECEs in child care centres may participate through one or more of the following activities:
 - ▶ Act as mentors to project interns
 - ▶ Workshop attendance
 - ▶ Using the online tool

Jaylin, Samantha, Alexandra, Sara: GBC BECL Interns

Jaylin & Samantha

- ▶ Provides an opportunity for us to reflect and better understand a leadership perspective reflected through the quality of work within the early years' sector.
- ▶ Provides an opportunity to analyze and nurture leadership awareness of professionals, an essential skill.

Alexandra

- ▶ Provides the ability to learn and share with others in the sector.
- ▶ Feels will empower and support educators to collaborate and create conversation through interactive discussion and reflection.
- ▶ Working at HiMama as an intern has given me a chance to work on the technology side and build the prototype educators will use, which will provide ongoing and continuous mentoring.

Sara

- ▶ Through this study we will be able to observe how mentoring impacts the quality of children's learning.
- ▶ Educators will have the opportunity to connect and collaborate with each other as they strive towards a shared goal of supporting high-quality learning experiences for children and care for families (City of Toronto, 2018).



Moving forward

- ▶ Recruitment: GBC BECL Internship supervisors
- ▶ Initial workshops, study components, and expectations
- ▶ Online platform and onboarding of participants
- ▶ Data collection
 - ▶ Online discussions
 - ▶ Self-reflection journals
 - ▶ Focus groups with participants
- ▶ Ongoing analysis

Your input

▶ What questions do you have for us?

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