

Welcome to conversations on Leadership and Administration in Child Care

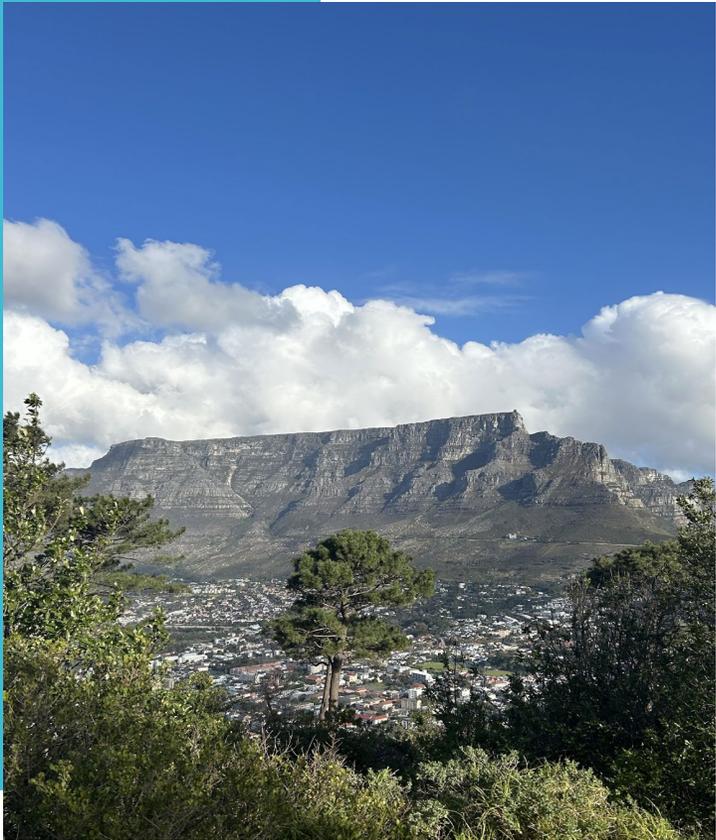


Acknowledgement of land



Hello!

This is my pepeha ... a way to say who I am





Your Pepeha

Consider your mountain, your river, your people - feel free to share in the chat or out loud.

Use this at your next staff meeting!

Gathering Intentions

- Come as you are; BE yourself and use your **voice**
- **Listen** to what is being shared and what is missing
- **Notice** where YOU find yourself pausing and want to know more.
- Be curious
- Challenge the idea not the person
- Be willing to **unlearn** and **relearn** current thinking – EVEN if you experience discomfort
- Come prepared having done the **work**, to **do the work**, to **grow**
-

The Process

- Sessions on zoom with either pre-reading or follow up readings / resources
- Your preferences for zoom – let's chat about break out rooms (1 hour goes very fast!)
- Workplace applications and resources will follow and be posted
- I am always available for dialogue

Quote

“If you want to build a ship, don’t drum up people to collect wood and don’t assign them tasks and work. Rather, teach them to long for the endless immensity of the sea.”



Antoine de Saint-Exupéry, *The Little Prince*

- Consider this quote in the context of administration and leadership.
- What is it telling us?
- How do you think it applies to child care administration and leadership?

V + V



VISION



"When we make systems-focused decisions based on values that express our vision, we stay tuned to the pedagogical process of teaching and learning rather than to regulations and assessment.

We create an integrated and integrating culture of inquiry in which curiosity and conversation, research and reflection, saturate our days and seep into all aspects of our program.

Ann Pelo "From Teaching to Thinking"

Critical VISION Questions

From Teaching to Thinking

Chapter 4

- Vision guides an intentional culture. To get at **VISION** we ask questions like:
 - What is the nature of the community we hope to be?
 - What is the role of educators in children's learning?
 - What do the children want to learn?
 - What sort of teaching and learning will best serve what we believe to be the purpose of education?
- **VISION** is a declaration of **WHAT** we care about and **WHO** we strive to be

Values are not
words or concepts.
Values are *pathways*
for action.

tobyajenkins.com



Values

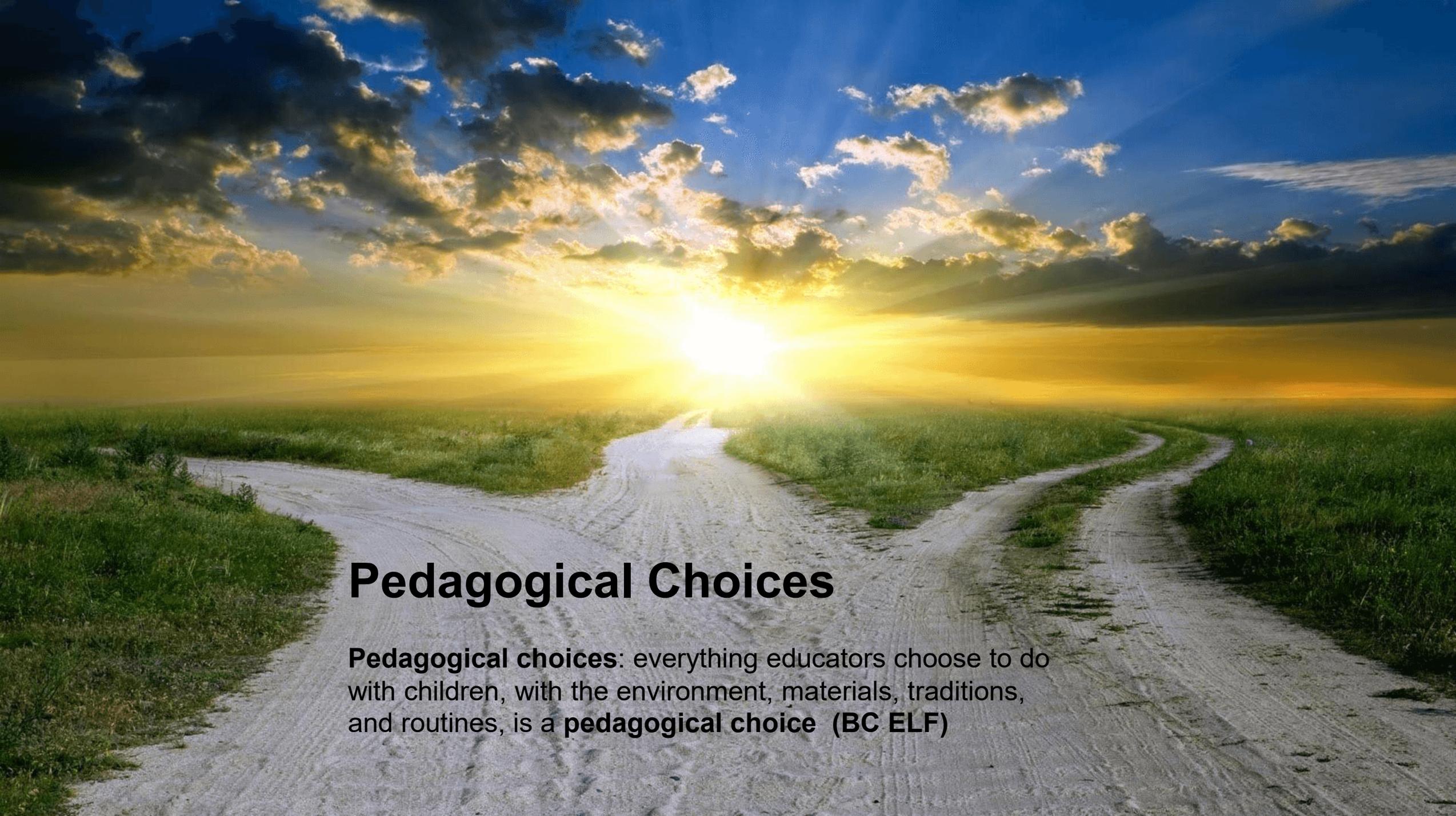
Values are like garlic – everyone should know you have them!

They guide every decision BIG and small – we call this values-based decision making. From budget allocations to interactions with co-workers and parents we can use our values to guide us.

Ask “Does this thing I am going to say / do align with my/our values?” Then act in alignment with your organisational or personal values as the case may be.

Your personal values should align with the organisational values or there will be a disconnect that will lead to discontent for both parties.



A dirt road with tire tracks leads from the foreground towards a bright sunset over a green field. The sun is low on the horizon, creating a golden glow and casting long shadows. The sky is filled with scattered clouds, some dark and some illuminated by the sun. The overall scene is peaceful and evocative of a journey or path.

Pedagogical Choices

Pedagogical choices: everything educators choose to do with children, with the environment, materials, traditions, and routines, is a **pedagogical choice (BC ELF)**

***Values and Practice
Let's talk about ART***



Values in practice:

Curriculum

Snacks

Mealtimes

Outside time

Circle time

Nap time

Bathroom / toilet training

Family interactions

Staff meetings

Hi Mama

Thinking wall

Newsletter

Free Play

Celebrations

Art

Classroom set-up

Storage rooms / spaces

Shift duties

Admin time



Breakout Rooms

- How is this conversation of vision and values landing for you?
- What work on this lies ahead for you?
- What is something you need help with?
- What's another topic that you really want to discuss?

Offerings for further thinking and reflection

- Read Chapter 4 of “From Teaching to Thinking”.
- Write a couple of paragraphs of your reflective response to what you read. Ask “What stuck with me?” “What did I underline or highlight?” “Why?”
- Listen to Brene Brown and Adam Grants podcast on Strong Ground – Spotify or apple podcasts [finding-our-strong-ground-part-1-of-6/](#)
- nbyres@richmondchildcare.org for any dialogue or resources