



Leading with mind, heart and soul: ...

pedagogical leadership



Find an item that represents your ideas of leadership

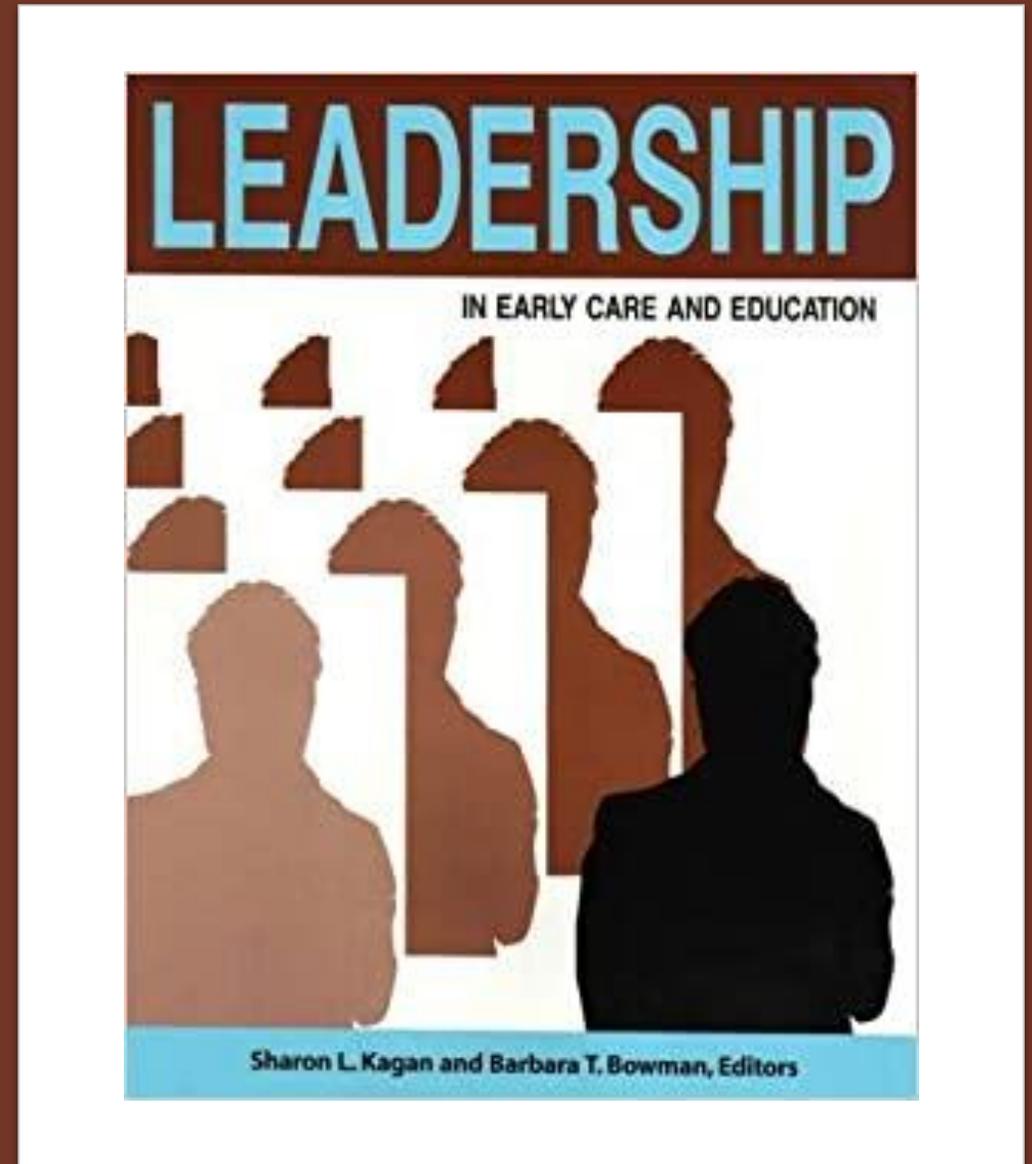
"True leaders do not create
followers..... they create more
leaders."

Tom Peters

The Nova Scotia Early Learning Curriculum Framework

‘...has been developed for directors, pedagogical leaders and educators involved with early childhood education programs in the province. It focuses on programs for children from infancy to eight years old and its implementation depends on a solid understanding of child development, and strong pedagogical leadership.’

THE FIVE FACES OF LEADERSHIP



Kagan, S. L., Bowman, B. T. (Eds.). (1997). Leadership in early care and education. Washington, DC: National Association for the Education of Young Children.

Leadership in Early Childhood Education

Administrative
Leadership

Community
Leadership

Conceptual
Leadership

Advocacy
Leadership

Pedagogical
Leadership

What is pedagogy?

‘The term pedagogy is a fairly new term to educators across Nova Scotia...

The term pedagogy stems from the Greek terms país (child) and ágō (to lead, to guide).’

What is pedagogy?

‘Pedagogy refers to the holistic nature of an educator’s professional practice, especially those aspects that involve building and nurturing relationships.’

Early childhood pedagogy is different than a program plan, or defined activities intended to produce a defined outcome.

It encourages educators to ask questions – about what they do, and why – and what impact their decisions have on how children learn.’

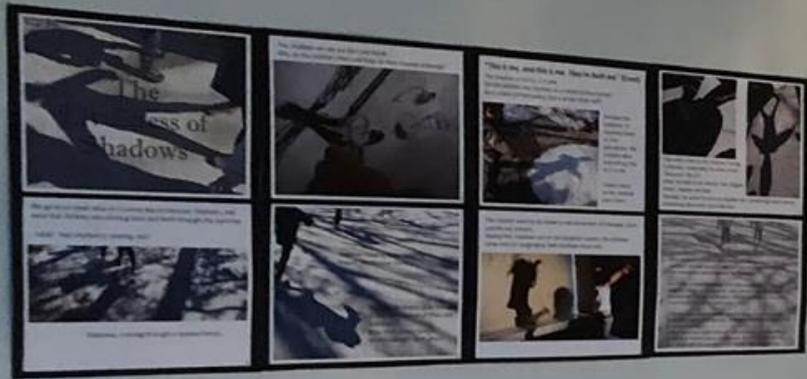
What is pedagogy?

‘Pedagogy informs curriculum decision-making, and facilitation of learning in a rich and inviting child- centered environment ‘

“A good way of exploring pedagogy is as a process of accompanying learners; caring for and about them; and bringing learning to life.”







A pedagogical leader is someone who:

‘Recognizes that the core of early learning is to ensure quality of the day-to-day lives of the participating children and to support and enhance their growth, development and learning...

...Keeps abreast of current trends and issues in early learning and disseminates this information to staff.’

Pedagogical leadership is linked to:

- **How you believe children learn best**

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- **How adults learn best**

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- How adults learn best
- **Your program philosophy, goals and everyday practices**

Pedagogical leadership is linked to:

- How you believe children learn best
- How adults learn best
- Your program philosophy, goals and everyday practices
- **How you lead reflects your underlying philosophy. A belief that children learn best when there is collaboration, exchange of ideas and is respectful which is mirrored as leader works with early childhood educators**

What is Philosophy?

Philosophy statements outline the fundamental beliefs, values and ideals that are important to individuals.

In early childhood education philosophy includes ideas about how children learn and how early childhood educators teach.

How can we ensure our philosophy statements are current and valid?

How can we support other educators/colleagues in knowing and being able to articulate the centre philosophy?

What is Curriculum?

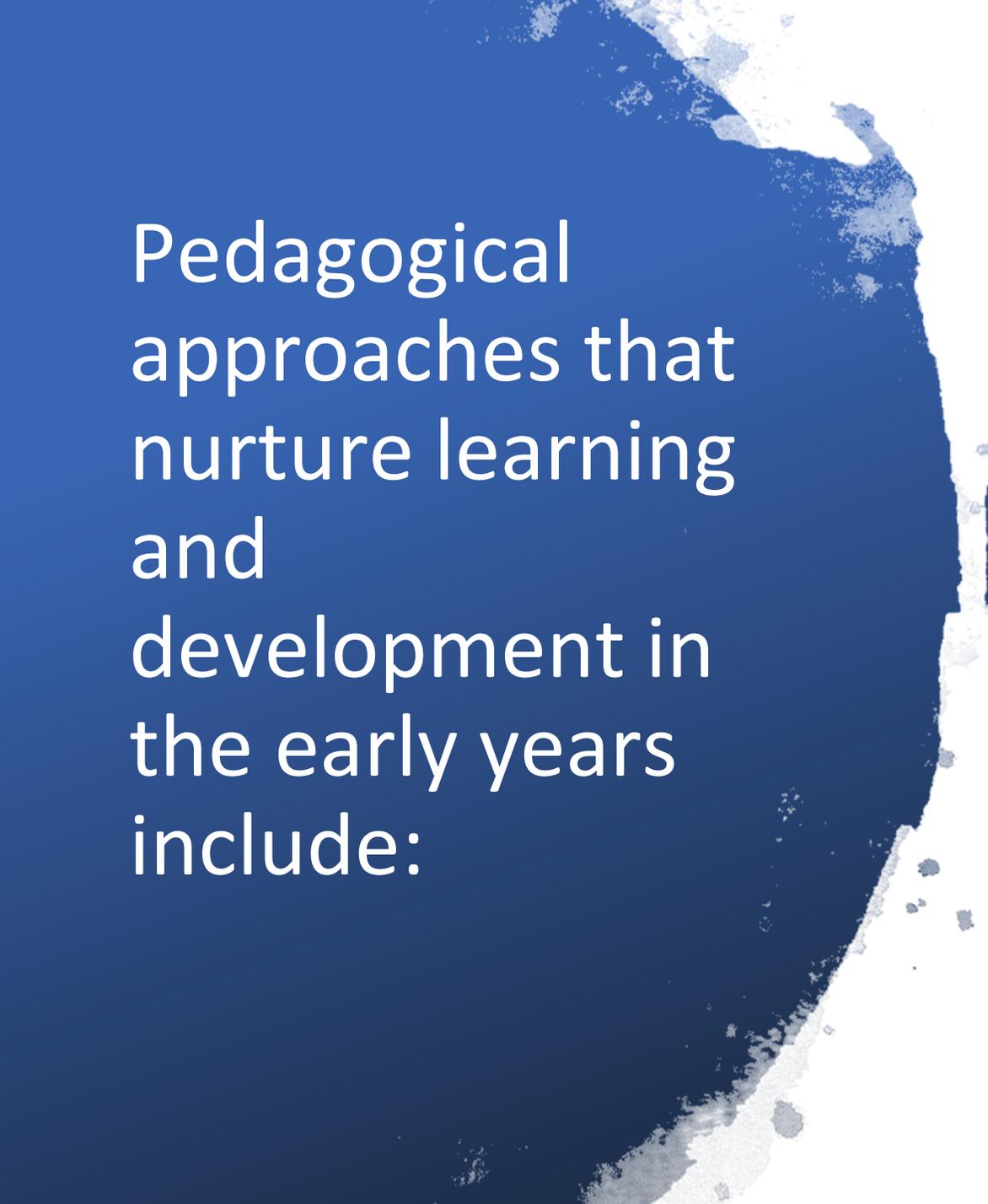
‘ In early childhood education settings “curriculum” means the sum of experiences, activities and events which occur within an inclusive environment designed to foster children's well-being, learning and development. This implies collaboration between educators, children and parents.’

Philosophy Reflection:

- What curriculum model do you use at your program?
- Can you articulate your curriculum perspective? How do you describe this to your families or colleagues?
- Is your program curriculum perspective articulated in your philosophy statement?

Pedagogical approaches that nurture learning and development in the early years include:

- establishing positive, responsive adult-child relationships;



Pedagogical approaches that nurture learning and development in the early years include:

- providing inclusive learning environments and experiences that encourage exploration, play, and inquiry;

Pedagogical approaches that nurture learning and development in the early years include:

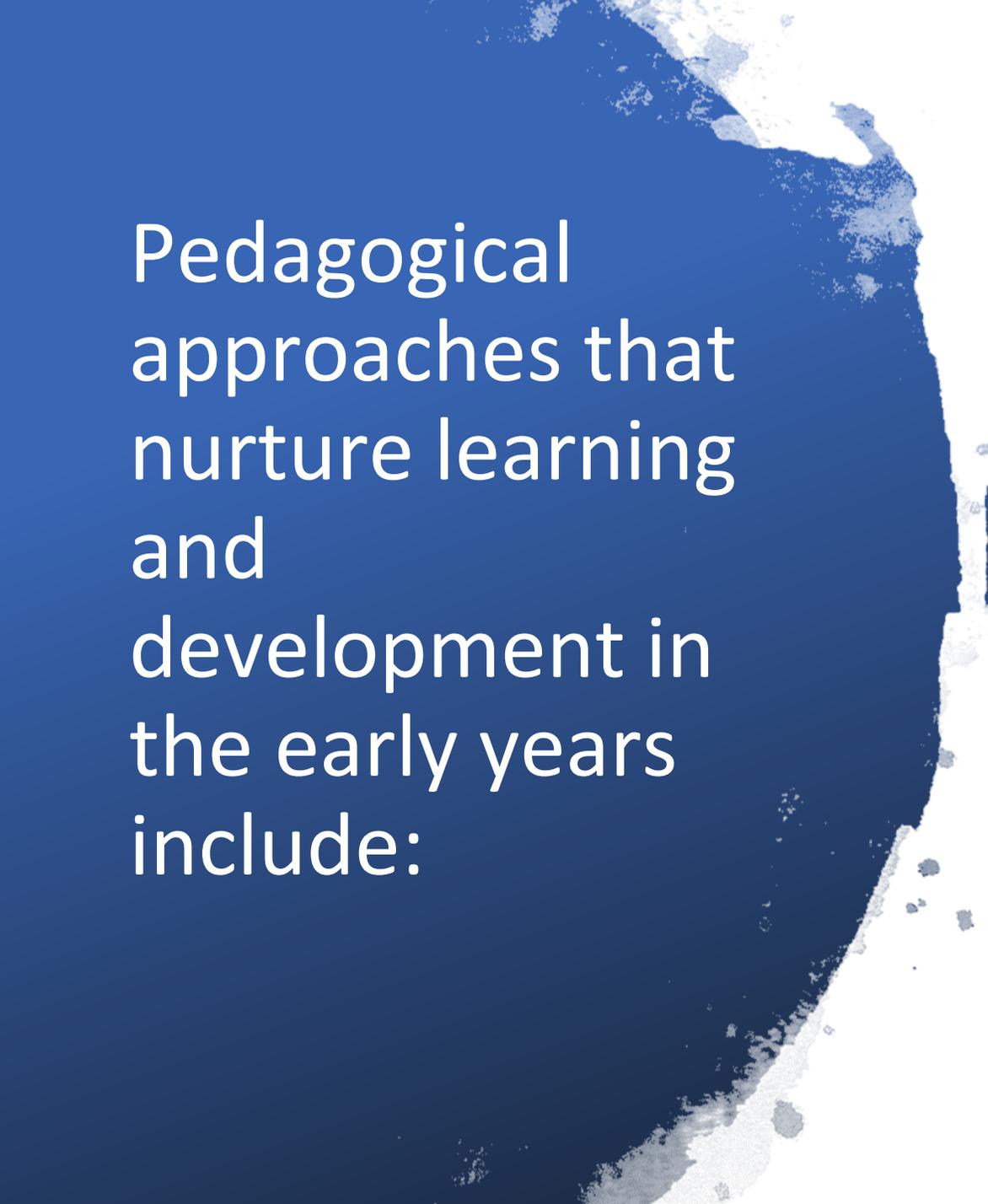
- engaging as co-learners with children, families / caregivers, and others;

Pedagogical approaches that nurture learning and development in the early years include:

- planning and creating environments as a “third teacher”;

Pedagogical approaches that nurture learning and development in the early years include:

- using pedagogical documentation as a means to value, discuss, and make learning visible;

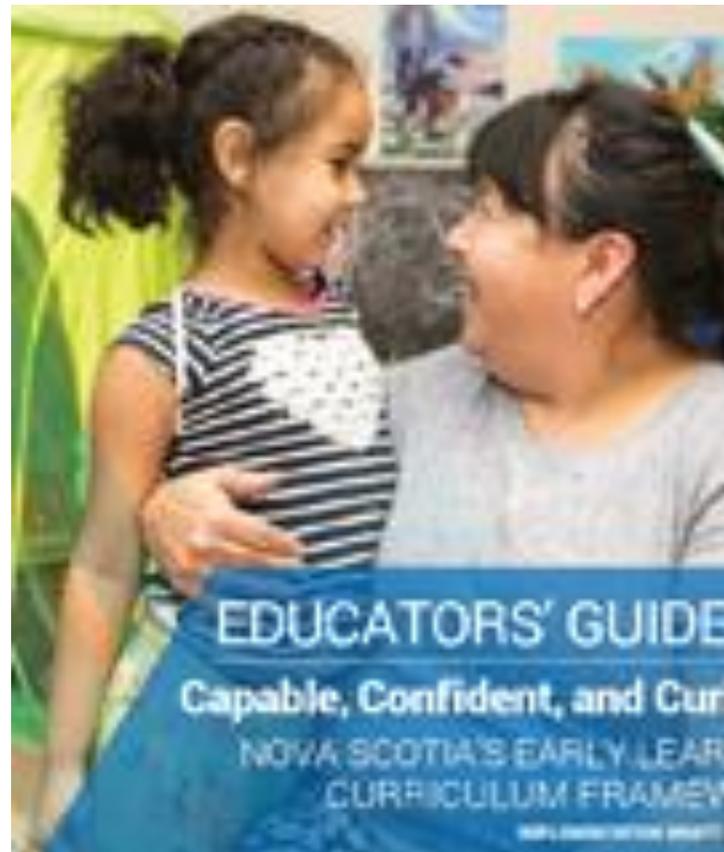
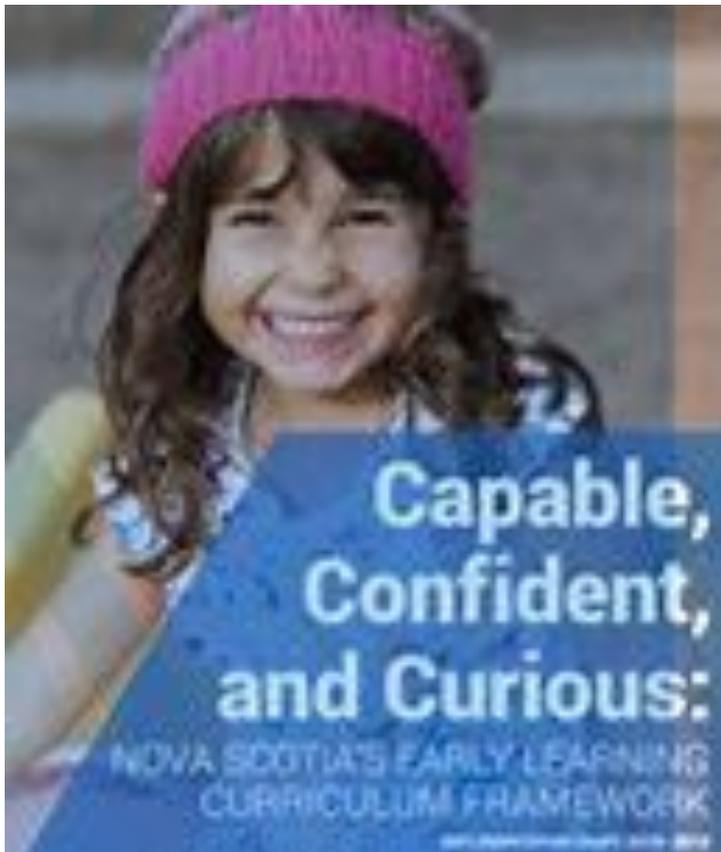


Pedagogical approaches that nurture learning and development in the early years include:

- participating in ongoing reflective practice and collaborative inquiry with others.

‘Emerging evidence from early years researchers is showing that effective and knowledgeable leaders who put pedagogy at the heart of the delivery of their early years services make all the difference between a high quality performing setting and one which is less successful.’

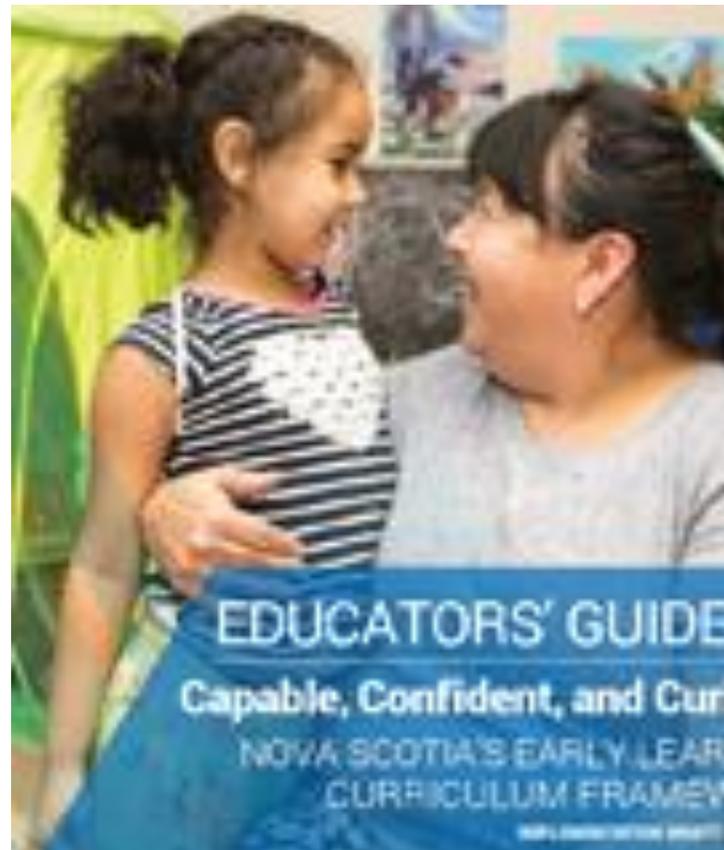
As educators working with the NS ELCF, we need to be:



- reflective and thoughtful about what we do;



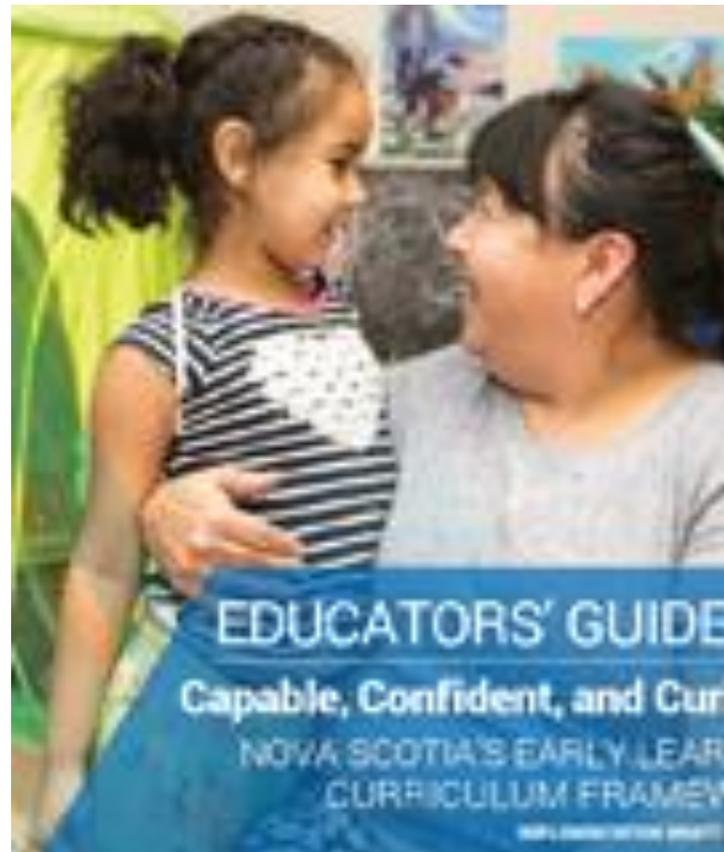
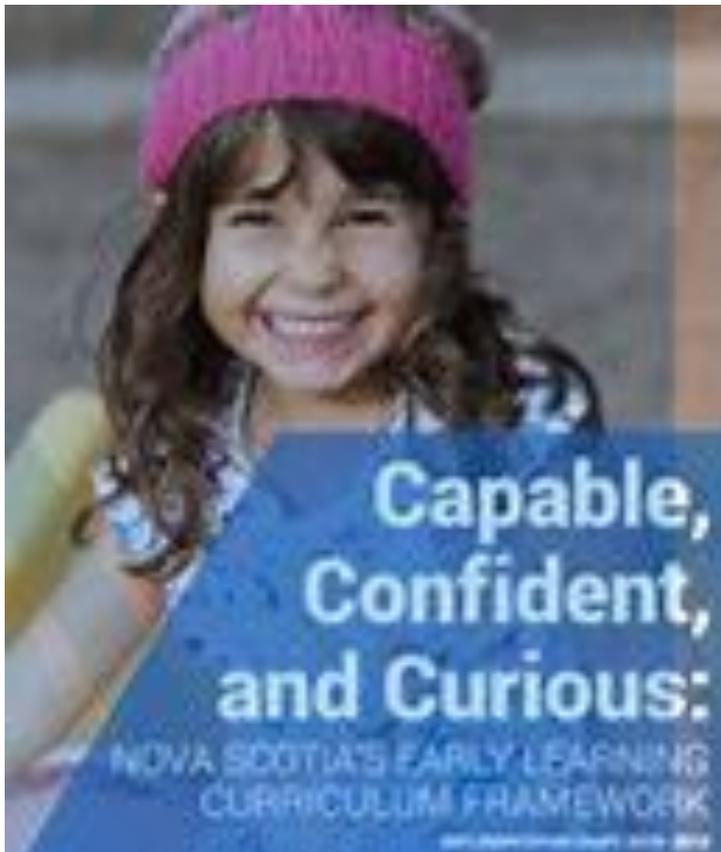
As educators working with the NS ELCF, we need to be:



- responsive and flexible in how we do it;



As educators working with the NS ELCF, we need to be:



- And...committed to continually developing our own knowledge and ways of working.



In making professional judgements, educators weave together their:

professional knowledge of child development, children's learning, and skills to guide children's learning in an intentionally planned play-based environment

knowledge of children, families and communities, and cultural traditions

awareness of how their beliefs, values, and Image of the Child impact children's learning



The Nova Scotia Early Learning Curriculum Framework provides a lens and a structure through which educators are:

- planning and preparing early learning environments that reflect and respond to the children's interests, abilities, and curiosities



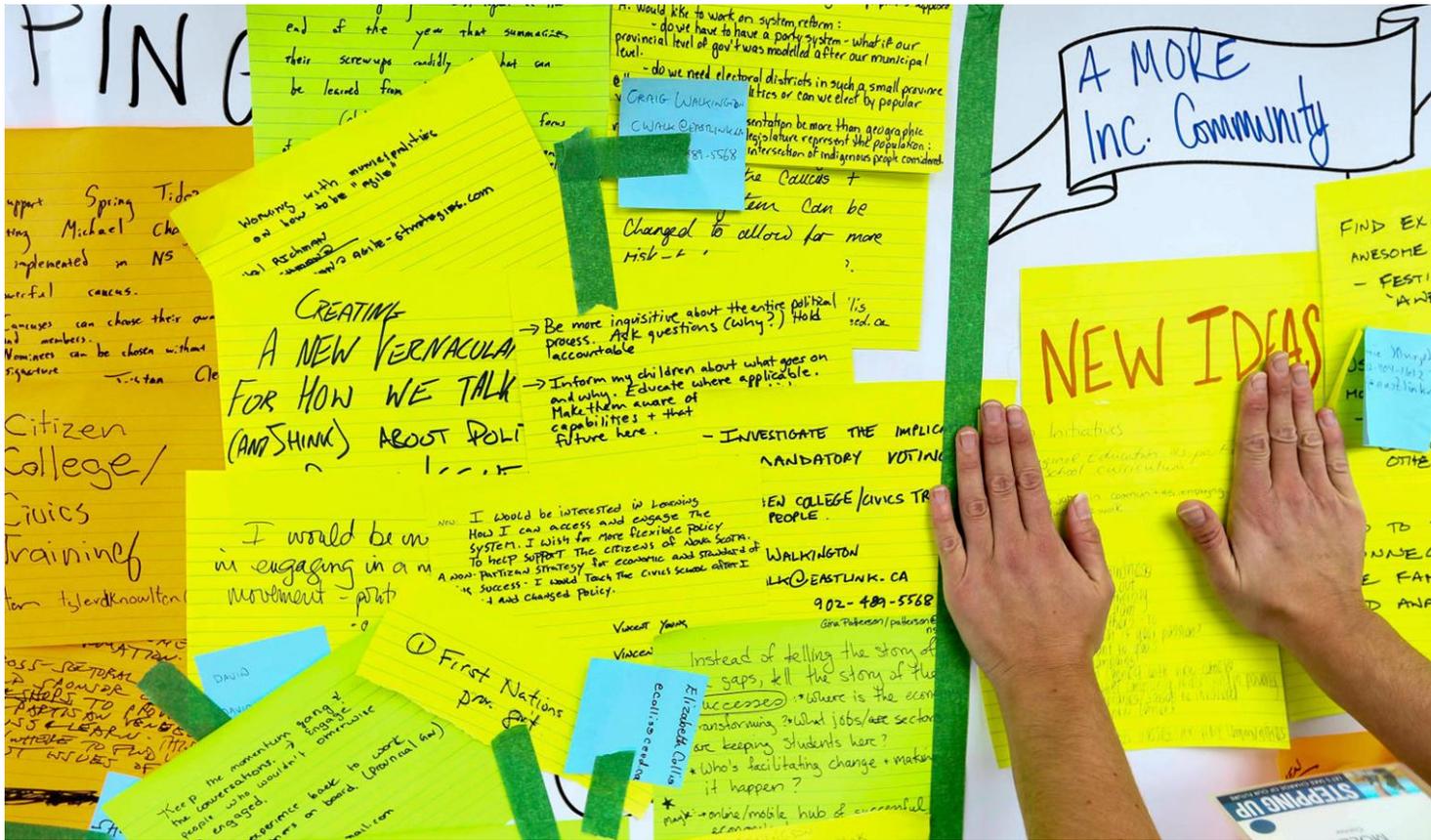
The Nova Scotia Early Learning Curriculum Framework provides a lens and a structure through which educators are:

- planning and preparing early learning environments that reflect the communities where children live, their familial and cultural backgrounds, and the language(s) they speak

The Nova Scotia
Early Learning
Curriculum
Framework provides
a lens and a
structure through
which educators
are:



- scaffolding children's knowledge with new experiences and extending their learning



- reflectively and critically examining their practice in consultation and professional collaboration with colleagues

The Nova Scotia Early Learning Curriculum Framework provides a lens and a structure through which educators are:



The Nova Scotia Early Learning Curriculum Framework provides a lens and a structure through which educators are:

- documenting children's learning and using authentic assessment to measure a child's progress



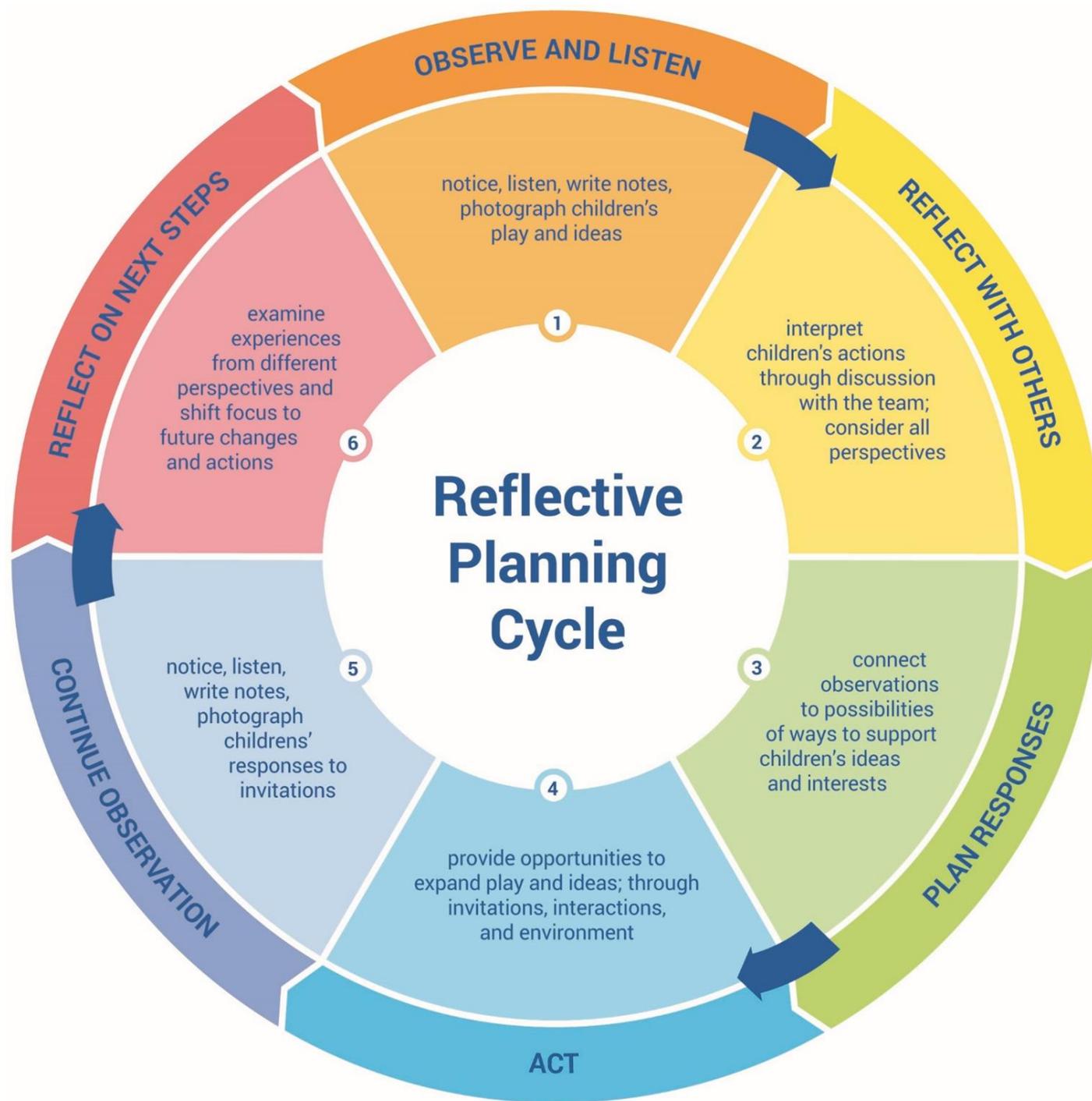
The Nova Scotia Early Learning Curriculum Framework provides a lens and a structure through which educators are:

- communicating with parents, guardians, and other professionals



The Nova Scotia Early Learning Curriculum Framework provides a lens and a structure through which educators are:

- identifying and pursuing ongoing professional development opportunities.



What characteristics would a pedagogical leader have?



Characteristics of a pedagogical leader include...

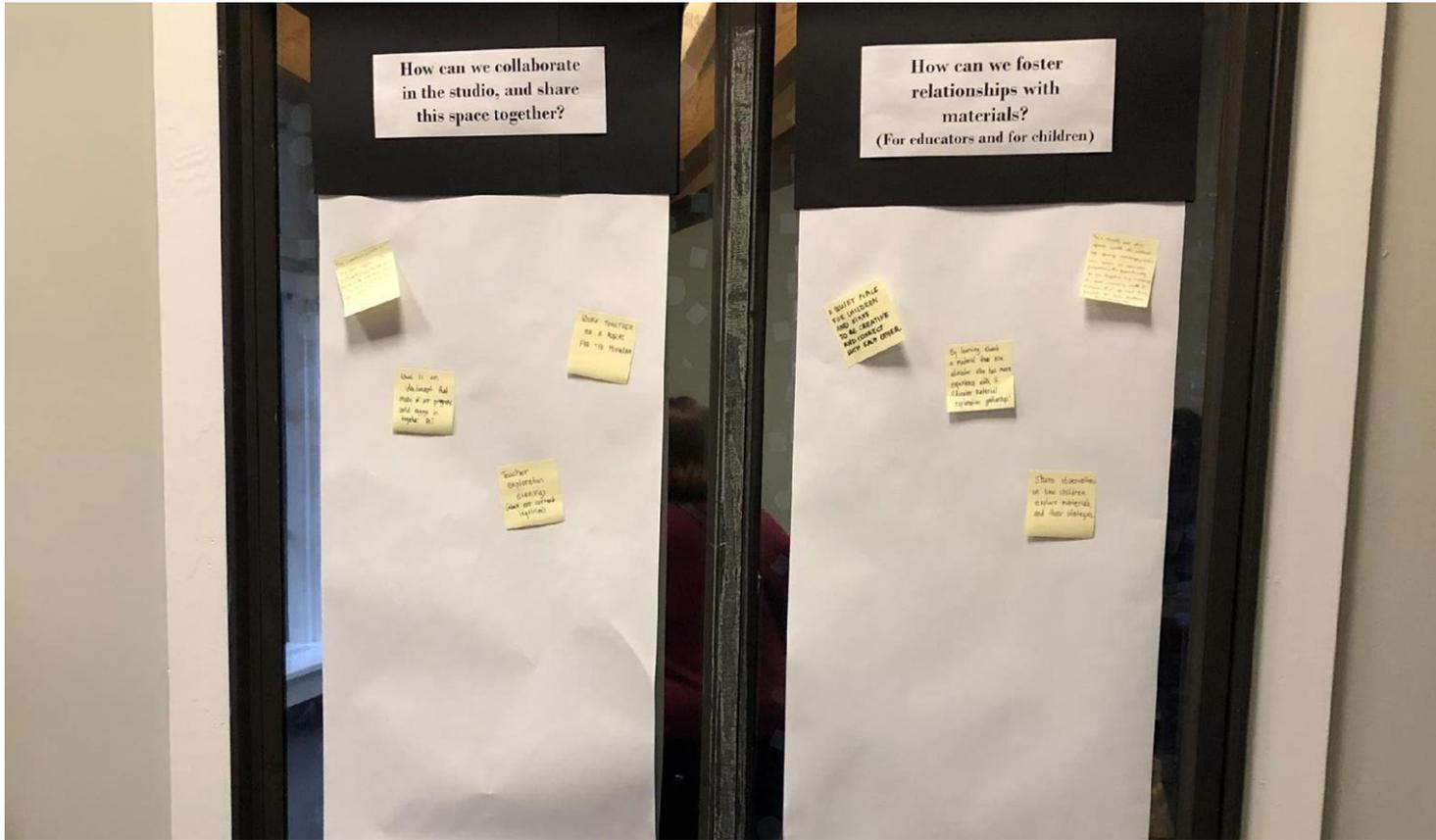


- Knowledge about child development and teaching strategies;
- A clear vision that includes purpose, philosophy, and goals;



Characteristics of a
pedagogical leader
include...

- The ability to establish good working relationships; communicates
- Responsiveness to parents' needs and the ability to communicate with them



Characteristics of a pedagogical leader include...

- Directors define pedagogy in early child development programs; and
- The necessary administrative skills to keep the program's infrastructure operating

“All mankind is divided into three classes: those that are immovable, those that are movable, and those that move.”

Benjamin Franklin.

"Change is hard because people overestimate the value of what they have— and underestimate the value of what they may gain by giving that up."

James Belasco and Ralph Stayer *Flight of the Buffalo* (1994)



Try This...

Cross your arms



Try This...

- Now cross your arms with the other arm on top



Try This...

- How does that feel?



Change is difficult – why?

- People do what they know how to do, and most of the time they believe in what they do.

“Do the best you can until you know better. Then when you know better, do better.”

-Maya Angelou

Change is
difficult –
why?

- In a child care setting, the individual's actions and desires are meshed with the actions of others.

Change is difficult – why?

- Change takes time.
 - time away from children
 - time to sustain change



**We're in the midst of an
evolution, not a revolution.**

James Levine

The nature of change



- Change is a process, not an event
- What works well in one setting may not in another
- Success depends on the felt need for change
- All change isn't necessarily good
- Change has a ripple effect

Some more things to consider...

- Change evokes mixed emotions
- Change creates discomfort
- Change happens best slowly with opportunities for input given to those most clearly affected
- Change ideally engages global thinking and flexibility
- Change provides opportunity for understanding not only where you are going, but where you have been



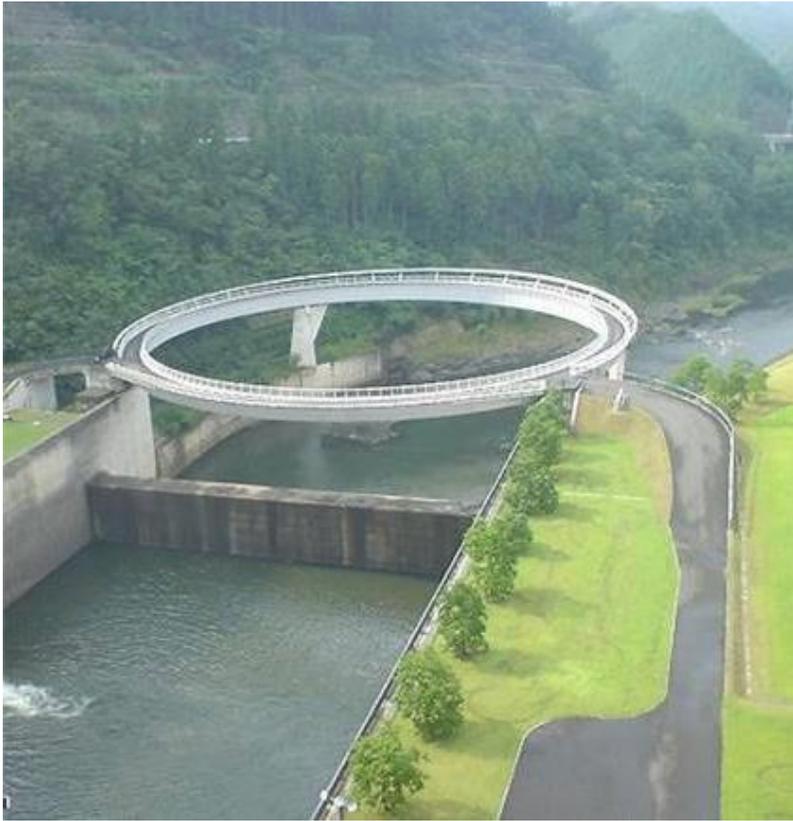


In order to move, we need

Vision - where are we going the why we do the things we do

Values – the way in which we travel ...the what are we going to use to make decisions

Systems – our travel plan ... the how, the details of how we begin moving



To start you must have a vision ... Know where you want to go

...



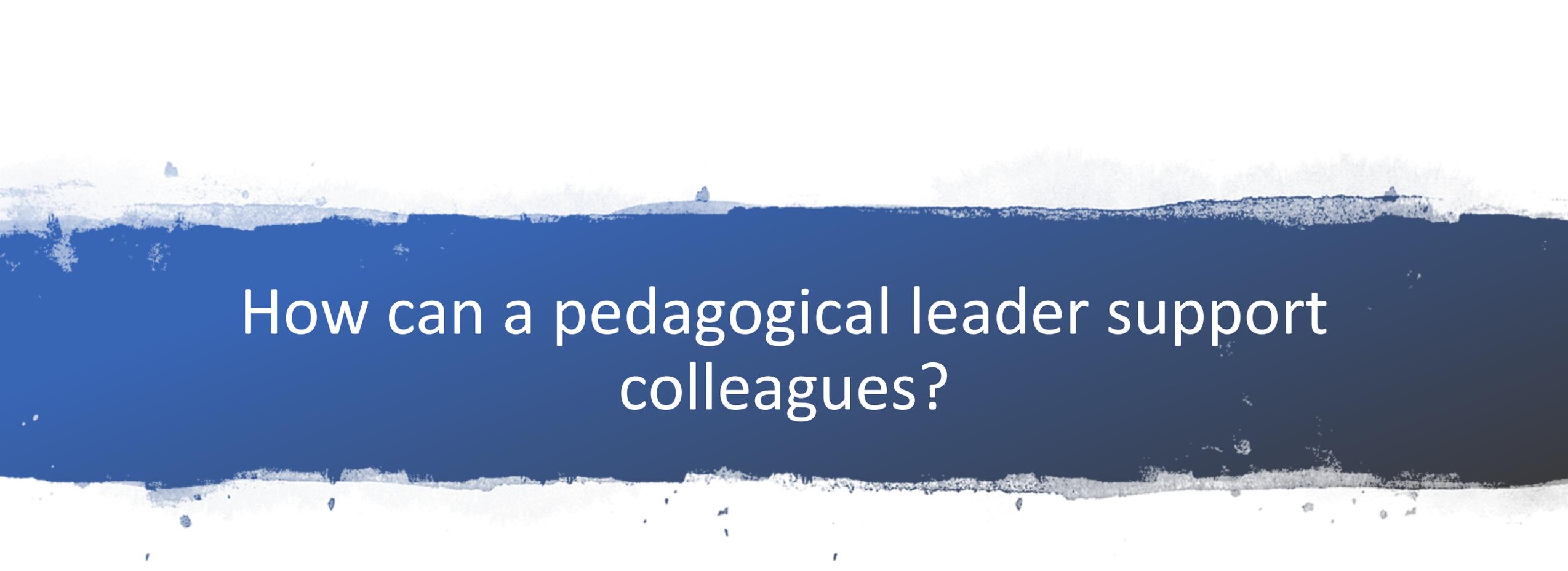


*Sometimes, The Best Road
Is The One You Make.*



Managing Change Matrix

Vision	Skills	Incentives	Resources	Action Plan	Change
	Skills	Incentives	Resources	Action Plan	Confusion
Vision		Incentives	Resources	Action Plan	Anxiety
Vision	Skills		Resources	Action Plan	Resistance
Vision	Skills	Incentives		Action Plan	Frustration
Vision	Skills	Incentives	Resources		False Starts



How can a pedagogical leader support
colleagues?

A young girl in a purple sweater is reaching out to touch a cluster of blackberries on a bush. A boy in a blue hoodie is looking on. The background is filled with green foliage.

Questions to reflect on...

How do we give children the best and only childhood they have?



Questions to reflect on...

What tools can we offer teachers to achieve this and grow themselves?



Questions to reflect on...

How do we take into account the hopes and dreams of Families for their children?

Strategies for supporting and working with colleagues



Involve and engage team members in building the vision



Ask team members how they can contribute to accomplishing the centre's/programs vision



Regularly revisit the vision and connect it to the work the team is doing



Recognize individual team members for contributions they are making

Strategies for supporting and working with colleagues



Think in different terms. Leaders work on strategic ideas that fuel growth in the future.



Don't spend the bulk of your time putting out today's fires!



Develop a point of view and build a consensus for it.



Use negative or disappointing feedback as fodder for future leadership growth and strategic idea generation.

Strategies for supporting and working with colleagues

- ❖ Make it happen by communicating, communicating, and communicating.

In *Pedagogical Leadership*, Coughlin and Baird present the following four principles to help pedagogical leaders “build an intentional culture where reflection and inquiry form the foundation for transforming practice”:

- 1. Use a Protocol to Support Reflective Thinking and Inquiry:** Protocols support a disciplined approach to reflection and inquiry

2. Set Up Professional Learning Communities: A strategy to shift the focus from teaching to learning

3. Allow Time: Sustainable change requires time to reflect and collaborate

4. Paralleling Practice: Leaders creating the same types of learning experiences we want for children

Resources that may help:

- Department of Education and Early Childhood Development:
 - Quality Matters
 - NS Early Learning Curriculum Framework, plus guide
 - ✓ Consultants
 - ✓ Facilitators
 - ✓ Early Years Community Dev. Centres

Resources that may help:

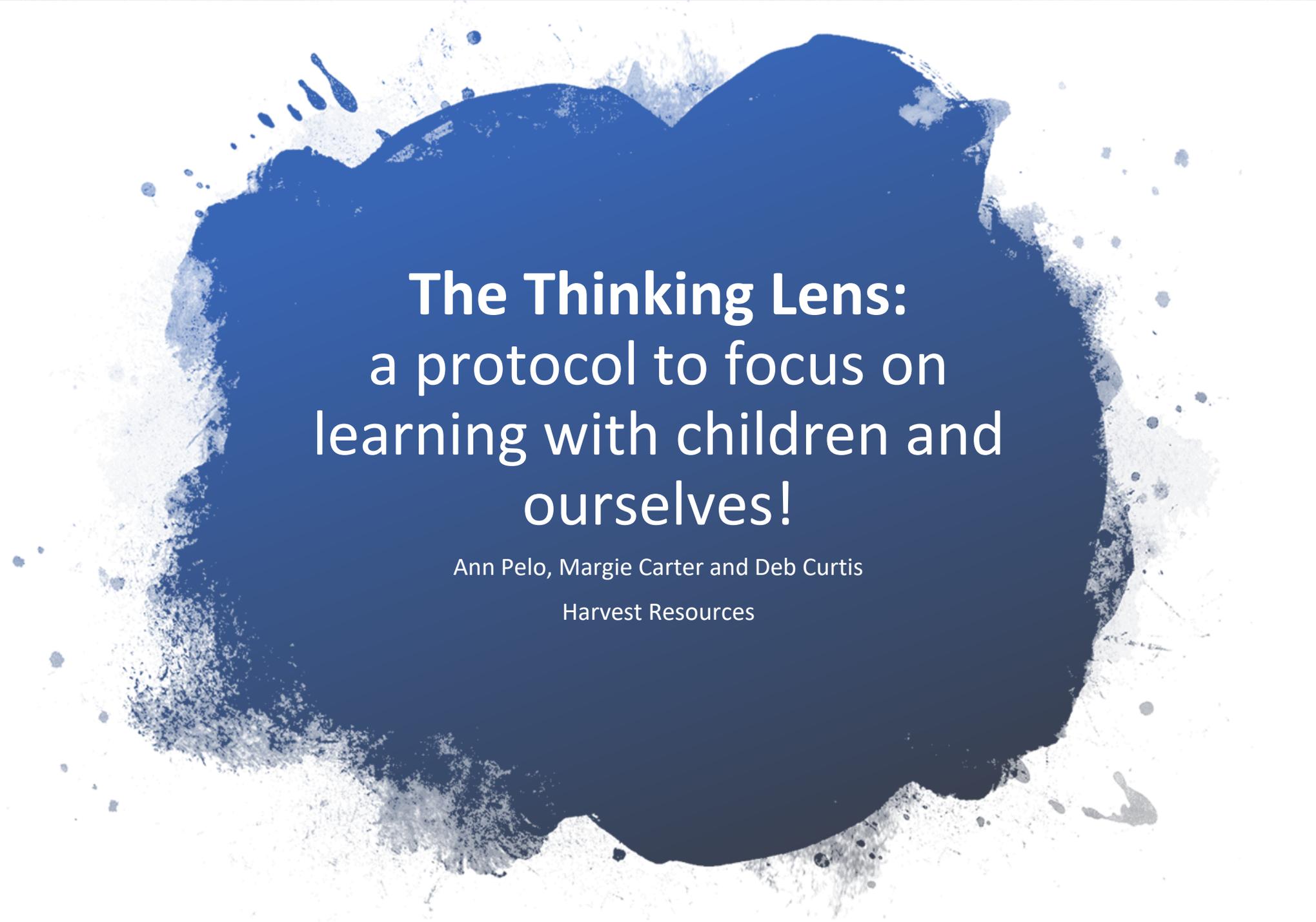
- Early childhood Environmental Rating Scale –3rd edition ECERS 3, Infant Toddler Environmental Rating Scale- 3rd edition (ITERS-3), School Age Care Environmental Rating Scales (SACERS) Family Child Care Environmental Rating Scales(FCCERS)
- Inclusion scales (Practice and Principles)
- Interaction Scales (Arnett)

Resources that may help:

- Directors/recognized experienced educators – within Centre or from other Centres
- Outside consultants/mentors/coaching
- Professional Development
- Examine and reflect on various documentations within Centre
- Establish Communities of Practice within centre
- Other? e.g. Visit other recognized centres of excellence, develop communities of practice with other ECE's.....

“...Pedagogical leaders challenge others to see themselves as researchers in the teaching and learning process. In turn, this practice builds a culture of reflective teaching that helps us to sort through the complexities of our work.”

– Anne Marie Coughlin and Lorrie Baird



The Thinking Lens: a protocol to focus on learning with children and ourselves!

Ann Pelo, Margie Carter and Deb Curtis

Harvest Resources

A Thinking Lens for Reflection and Inquiry



- **Know yourself.
Open your heart to
this moment.**

A Thinking Lens for Reflection and Inquiry

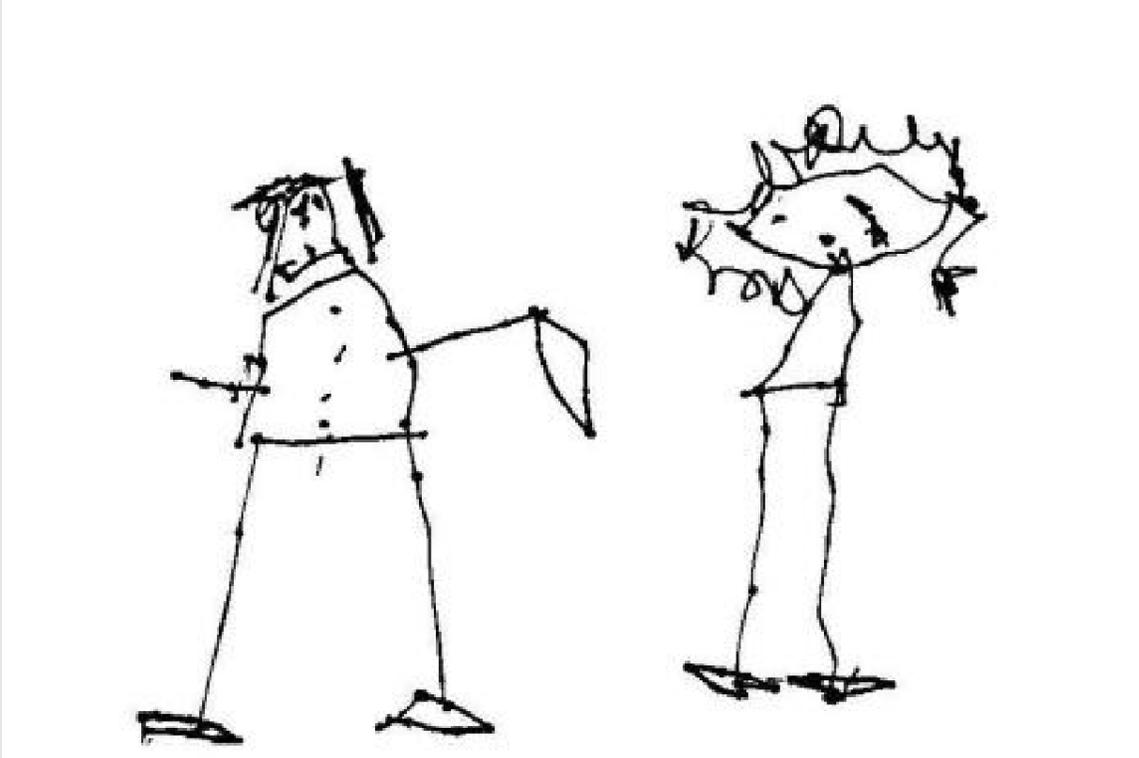


- Take the children's point of view.



A Thinking Lens for Reflection and Inquiry

- Collaborate with others to expand perspectives.



A Thinking Lens for Reflection and Inquiry

- Reflect and take action.



pedagogical leaders...

Know the difference between their centers' philosophy, curriculum, and pedagogy

Know the difference between a pedagogical leader and an operational leader

Are aware of their own pedagogical leadership characteristics



pedagogical leaders...

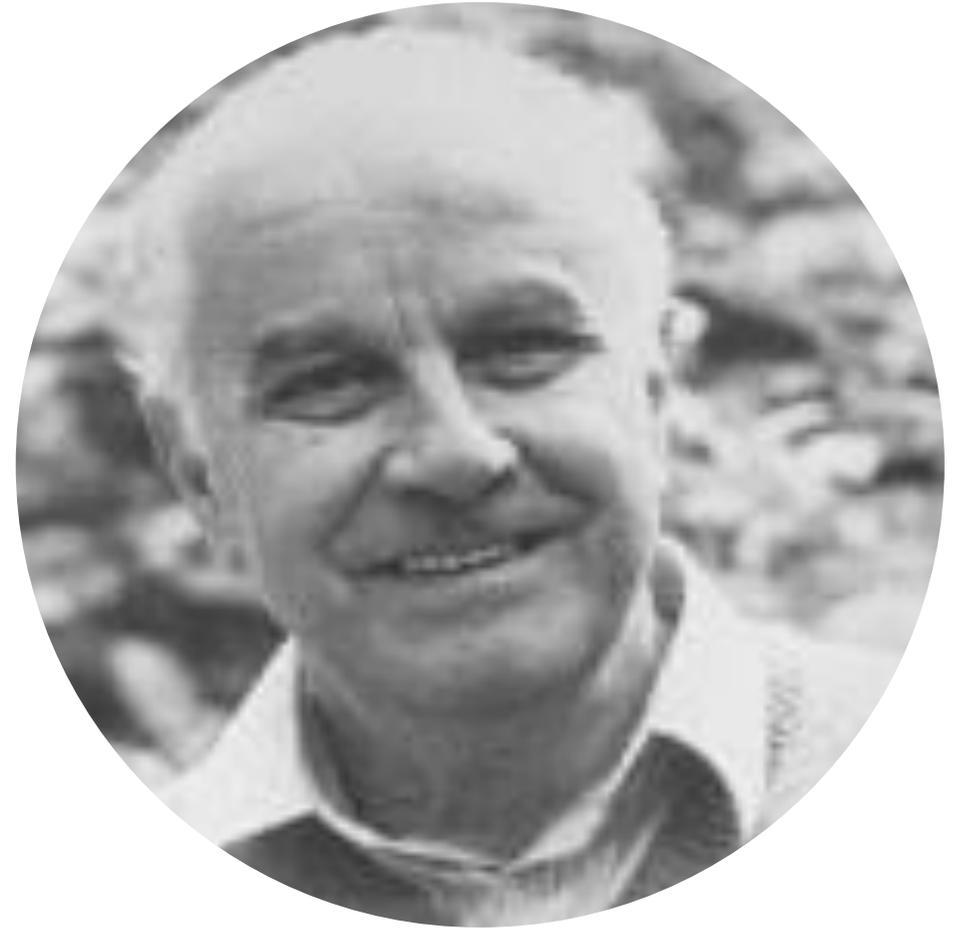
Are cognizant of how they can, and need to, create a responsive environment

Make conscious changes within their own actions, in order to role model a strong professional persona

Seek out and participate in collaborations with others within and outside of their Centre

- “If we give all children dignity and richness, everything changes on the administrative and political level”

- Loris Malaguzzi



Turning to one another

Ask “What’s possible?” not “What’s wrong?” Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don’t know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

*Invite in everybody who cares to work on what's possible.
Acknowledge that everyone is an expert about something.
Know that creative solutions come from new connections.*

*Remember, you don't fear people whose story you know.
Real listening always brings people closer together.*

Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together.