

### About Presenter

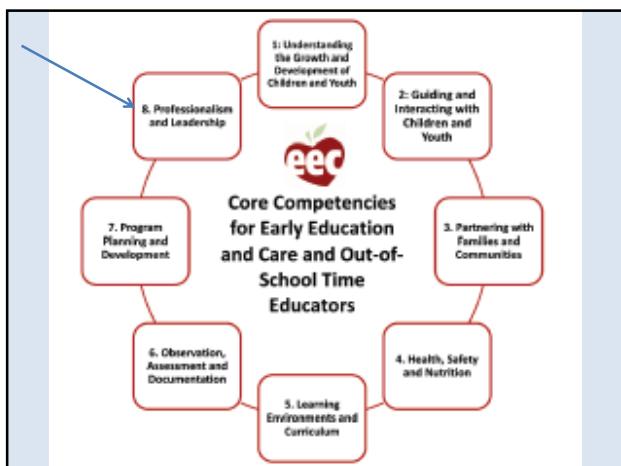
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- To read along with the spoken words, click on the **Notes tab** to the right
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## Core Competencies for Early Education and Care and Out of School Time Educators:

# # 8

## Professionalism and Leadership

Massachusetts Department of Early Education and Care



### Indicator and levels

Should know and be able to do:

Initial	Mid	Advance
Educator : • With supervision • No administrative responsibilities	Educator: • Works directly with children and youth • May have administrative or supervisory responsibilities	Educator, leader, mentor: • Administrative, supervisory, mentoring or training role

### Links with Other Professional Documents

- Licensing Sections 7.04
- [Code of Ethics](#)
- NAEYC Accreditation:
  - #6 Teachers
  - #8. Community Relationships
  - #10. Leadership and Management
- NAFCC Accreditation:
  - #5 Professional & Business Practices

### Additional Links

- Early Childhood Program Standards:
  - 6 Group Size and Ratio
- QRIS –
  - Category 5: Leadership, Management and Administration
- COA Accreditation
  - ASP – PS 13: Protecting the Rights of Children and Youth and their Families

## Area 8: Professionalism and Leadership

- Ethical guidelines and professional standards.
- Practicing continuous, collaborative learning:
  - share knowledge
  - rely on reflective practice
  - make informed decisions
  - integrates knowledge from a variety of sources
  - advocates for best practices.
- Mentoring others to develop leadership skills
- Maintaining confidentiality.

## Subcategories of

- A. Professional attitudes, behaviors, and ethical standards/professional guidelines
- B. Communication skills
- C. Relationships and team building
- D. Professional development
- E. Leadership

### A. Professional attitudes, behaviors, & ethical standards/professional guidelines

1. Behaviors:
  - Dependability, time management, good hygiene, appropriate attire, following policies
2. Symptoms of work related stress
3. Professional code of ethics
4. Personal, social and cultural contexts
5. Respects diverse backgrounds: children, families and colleagues
6. Privacy and confidentiality

## Symptoms of Stress

### Cognitive Symptoms



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### Emotional Symptoms



Image courtesy of Iamuiop  
(<http://www.flickr.com/photos/iamuiop/2589879854/>)  
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### Physical Symptoms



Image courtesy of Andrea Morisetti  
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### Behavioral Symptoms

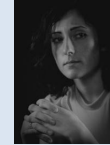


Image courtesy of U.S. Army  
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A

## Code of Ethics

- Broad guidelines for conduct
- Vehicle for accountability
- Use code of ethics:
  - Support decisions when faced with an ethical dilemma (conflicting values and choices)
  - Confront decision in conflict with professional values

A


## NAEYC Code of Ethics

- A framework to make decisions
- Above all do no harm
  - Responsibilities to children
  - Responsibilities to families
  - Responsibilities to colleagues
  - Responsibilities to communities and society
- Adopted by NAFCC

A

### NAEYC Core values


- Childhood is unique
- Base work on child development
- Support bond between child and family
- Understand children in context of culture, community and society
- Respect dignity, worth and uniqueness
- Respect diversity in children, families and colleagues
- Relationships of trust and respect



A

### Code of Ethics for School-age Care

- Positive environment and relationships
- Foster curiosity, creativity, and the love of learning
- Fostering competence in social skills
- Apply knowledge of child development
- Respect and support family
- Maintain professionalism
- Communicate effectively
- Serve families and children




A

### Beliefs


Reflect on how beliefs affect working in a team

- Individual children
- Inclusion and adapting activities
- Partners' roles and responsibilities
- Parent involvement
- Adapting to changes
- Commitment to profession



### B. Communication skills


7. Use effective oral and written and non-verbal and listening skills
8. Recognize conflict and take appropriate action



B

### Behaviors

- Speaking for oneself
- Staying focused on task
- Restating concerns or requests
- Distinguishing fact from opinion
- Listening for and synthesizing areas of agreement




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B

### Communicating around difficult issues

- Some things are required
  - EEC regulations
  - Agency policies
- Some things are preferred:
  - Organization, time, cleanliness, response to behaviors
- Some things are individual choice
  - What you say in a given situation



### C. Relationships and team building

- 9. Responsibility & work independently
- 10. Respect confidentiality
- 11. Value of team work in program & work as a collaborative team member



C

### Principles of Collaboration

- The whole is greater than the sum of its parts.
- People have a right to be involved in making decisions that affect their lives.
- People involved in making decisions have a greater stake in carrying out those decisions.

*Bloom (2000)*



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C

### Consensus means:

All team members:

- Are able to paraphrase the issue to show they understand it
- Have a chance to voice their opinions on the issue
- Share in the final decision
- Agree to take responsibility for implementing the decision



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C

### Benefits of Teaming

- Expanded pool of knowledge and skills
- Expand cultural sensitivity/diversity
- Increase time for individual attention
- Encourage professionals to work together to achieve shared goals



C

### Building an Effective Team

- Understand co-teaching
- Discuss expectations
- Establish roles/responsibilities
- Assume active instructional roles
- Work together to address individual needs
- Find time for mutual planning
- Establish procedures for handling disagreements.



### D. Professional development

- 12. Know resources and organizations
- 13. Current knowledge and ongoing professional development
- 14. Meet requirements
- 15. Supportive working relationships – mentoring, supervision and self-reflection:
  - Grow
  - Enhance skills
  - Improve practice



## PD activities

- Mentor
  - Observation and feedback
  - Demonstrating skills
  - Conferencing
  - Providing resources



D

## Early Childhood Professional Organizations

- National Family Child Care Association
- Head Start Association
- National Association for the Education of Young Children
- Council for Exceptional Children – Division of Early Childhood
- Council on Accreditation – Out of School Time



D

## Content Areas Professional Organizations

- International Reading Association
- National Association of English Teachers
- National Council for Social Studies
- National Council of Teachers of Mathematics
- National Council of Teachers of English
- National Science Teachers Association



D

## Professional Journals

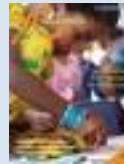


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D

## Research Links

- <http://www.researchconnections.org/>
- <http://nieer.org/>
- <http://ecrp.uiuc.edu/>
- <http://www.earlychildhoodrc.org/>



## E. Leadership

- 16. Profession
- 17. Families' role as advocates
- 18. Advocate for self and program



E

## Advocacy

- Sharing information
- Knowledge is power
- Decision makers want data and stories
- Families are the best advocates for children



## Summary: Professionalism and Leadership

- Know best practice
- Facilitate cooperative relationships
- Engage in continuous growth to enhance professional knowledge and skills
- Engage in ethical behavior
- Advocate for children and families



## Why Professionalism and Leadership Matter

- ethical standards and professional guidelines
- professional development and reflective practice
- advocacy
- collaborative partnership



## Next Steps

- Take the survey to document your current stage
- Explore the websites
- Read some articles and talk about the key concepts
- Reflect on how to enhance your skills in this competency



## Reflection of learning

Make a plan for how you will:

- Deepen your knowledge of *Professionalism and Leadership*
- Support other adults working in the field deepen their knowledge of *Professionalism and Leadership*
- Use your knowledge while developing policy, support families *Professionalism and Leadership*



## Feedback

- Additions, corrections and suggestions?

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