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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References


