

Site Visit #3 – Leadership Self Reflection Tool

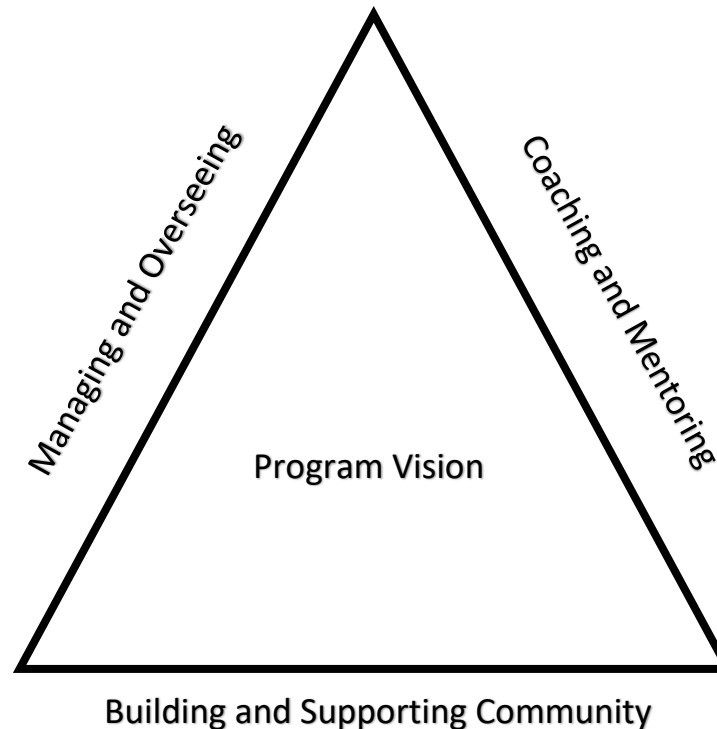
This document was based upon the work of Margie Carter, Deb Curtis and Luz Maria Casio in their 2021 book *The Visionary Director, A Handbook for Dreaming, Organizing, and Improving in Your Center 3rd ed.* St. Paul Minnesota: Redleaf Press.

“Setting out and acting on a strong image of children, families, and educators has a profound impact on what happens in early years settings. Reflecting on a shared understanding and working towards greater consistency between what we say and what we do provides a means to strengthen and transform early year’s programs across the province.”

How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014) pg. 6

Balance is critical to thinking and functioning and is certainly a key factor in staying healthy and being an effective leader.

Margie Carter, Deb Curtis and Luz Maria Casio in their book *The Visionary Director*, uses the image of an equilateral triangle as a simple framework for conceptualizing the work of a Supervisor/Director. Each side of the triangle is balanced and is of equal importance, while focused on the programs vision, with children, families, and educators at the forefront. Each side of the triangle (managing and overseeing, coaching and mentoring, and building and supporting community) is integral as a whole



This self-reflection tool will help you to think about how much time you spend on each side of this triangle and what the possibilities could be for attaining a more balanced approach to your leadership. This value is primarily in the opportunity for self-reflection and planning.

The statements below provide a starting point for reflection, personal insight and help to identify areas for development.

Time should be set aside to complete your responses and develop an intentional plan to move forward. Read the statements and determine how much time you spend on the task, Too Little, About Right or Too Much. Identify the areas you would like to work on with an asterisks in the left hand column. Use an N/A during your reflection for those statements that do not apply to the work you do. This is not a test. There is no right or wrong answer. Instead, be realistic and honest with your responses.

Although this a personal reflection, there is great value in seeking feedback from your team, your Early Years Analyst/Pedagogical Consultant, your mentor and/or a critical friend.

“A process of critical reflection, learning, and growth is the basis of high quality programs that continuously improve and create context that are meaningful for the children and families/caregivers they serve.”

How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014) pg. 20

Once complete, enter your responses using this link <https://surveys.regionofwaterloo.ca/?e=318272&h=0921E3836843157&l=en>

This important data will help to inform future Continuous Quality Improvement supports, funding and training through the Region of Waterloo and Conestoga College Professional Resource Centre.

Leadership Reflection Tool

Managing and Overseeing: When a supervisor/director is working from this side of the triangle the focus is on standards and policy. This approach lends itself to checklists and task lists. The tasks below create structures and systems to support mentoring and professional development efforts for your staff.

Area of focus *	Managing and Overseeing	Too much	About Right	Too Little
	Clarifying professional standards and expectations with staff (e.g. compliance with Child Care and Early Years Act , Code of Ethics and Standard of Practice, Program Statements, HDLH)			
	Monthly reporting obligations (e.g. enrolment, subsidy, staff attendance, payroll etc.)			
	Managing appropriate adult child ratios (e.g. your time in program)			
	Arranging staffing patterns and schedules			
	Establishing and maintaining effective communication practices			
	Organizing and leading staff meetings (e.g. reflection, training, professional learning etc.)			
	Completing paperwork (e.g. Keeping staff files, allergy lists, children's files up to date, Individual support plans, etc.)			
	Managing fiscal responsibilities (e.g. create and maintain budgets, complete funding applications, fee collection, purchasing supplies, etc.)			
	Maintaining enrolment/registration lists			
	Organizing parent meetings and conducting tours			

	Reviewing and updating policies, parent handbook etc. to meet legislative requirements			
	Managing staff teams (e.g. recruitment and orientation of staff, conducting performance reviews and evaluations)			

What are you noticing as you answer these questions?

Coaching and Mentoring: When a supervisor/director is working from this side of the triangle, ideas about pedagogy, family, life experiences and culture of origin are central. Supervisors/Directors use multifaceted strategies to meet the needs of staff strengthening each person’s power to develop.

Area of focus *	Coaching and Mentoring	Too much	About Right	Too Little
	Creating coaching methods for diverse learning styles			
	Creating coaching methods for diverse cultural dispositions			
	Offering opportunities for self assessment and goal setting and reflection			
	Allowing time to practice new skills and apply new understandings			
	Inviting educators to become researchers and co-learners with children, families and colleagues			
	Inviting staff to do professional learning and share learnings with the group			
	Creating a culture of collaborative inquiry and critical reflection (e.g. provoking new insights with questions)			
	Delivering messages that are meaningful to the needs and interests of each staff			
	Providing thoughtful and relevant feedback for growth and change			
	Fostering mentoring relationships among staff			

	Avoiding white supremacist thinking (e.g. paternalism, perfectionism, a sense of urgency etc.)			
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What are you noticing as you answer these questions?

Building and Supporting Community: When a supervisor/director is working from this side of the triangle, relationship building, offering support and recognition are central. This side of the triangle requires a commitment to collaboration and a persistence in working with conflict across different cultural perspectives.

Area of focus *	Building and Supporting Community	Too much	About Right	Too Little
	Maintaining community partnerships			
	Designing an environment that promotes a sense of belonging			
	Developing a shared vision with empowering roles for staff and families (e.g. equity, diversity and inclusion)			
	Acknowledging and respecting each individual and cultural perspective and the contribution each brings to the group			
	Learning the family contexts and cultural frameworks that shape the individual lives in your program			
	Supporting people to make connections and establish bonds with others (e.g. families to families, educators to educators, educators to child etc.)			
	Creating opportunities to share experiences that establish traditions and a sense of collective history			
	Linking the people in your program to the wider community/services around them (e.g. KW Hab, Kids Ability, SPOT, School Boards, etc.)			
	Inviting community members to contribute to and participate in the program			
	Providing opportunities for the children to participate and make meaningful contributions to the community on an ongoing basis			

What are you noticing as you answer these questions?

With this new awareness, what are you willing to do differently as of today?
