



Early Childhood Care & Development

Women's Global Connection

Continuous Professional Development

Teacher Training Institute

Preschool Director's

Leadership Workshop

Acknowledgement

In October 2008, this workshop was created for the preschool directors of the Western Province, Zambia. The first day was designed to present the directors with the foundation of the Women's Global Connection Preschool Teacher's Training Institute. Basic information about the field of early childhood education and the objectives of the 4 week institute attended by classroom preschool teachers of the western province was presented with activities.

The second day was designed by Women's Global Connection volunteer Martha L. Garcia of Pearson Education in San Antonio, Texas. The day focused on discussing and identifying the types of style leaders in organizations display as they conduct their day and decision making.

Women's Global Connection is grateful for the enthusiastic attendance and participation of the 26 preschool directors in the two day workshop, taking time from their work in the best interest of the young children of the Western Province, Zambia

Director's Leadership Workshop
Early Childhood Program Director's Training

Day One

Title of Session: Director's Leadership Workshop

Content Areas: Communication
Providing Feedback
Rewards and Recognition

Timeline of lesson: 3-4 hours

Materials needed: Flip chart, marker and handouts

Introductions

Introduction of trainer

Round the table, each participant states their name, the age of and number of children in their program.

Take this opportunity to have participants fill out any forms or lunch orders necessary.

Focus Activity

Why do we do what we do? For the child.

Ask participants to get in small groups and brainstorm a list of the top responsibilities/roles of the

Parent

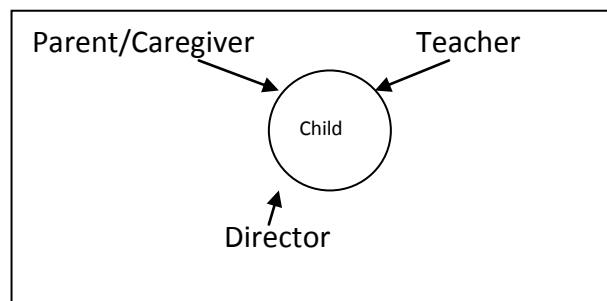
Teacher

Director

--to the child.

Ask them to narrow down their response to the top three responses.

Have a spokesperson from each group report the roles of each and write on large flip chart using the sample diagram. *(20minutes)*



Objective: To share with the directors the goals of a quality early childhood program. Directors will work together to develop communication expectations, and ongoing feedback to their staff and student's families.

Talking Points

Basic understandings about early childhood programs (Handouts)

Myths of Early Childhood Care for Development

Source: Judith Evans, Robert Myers with Ellen Ilfeld @2000 World Bank Institute/Consultative Group.

Myth #1:

The brain is fully developed by birth.

The brain is not fully developed by birth.

Most of the brain's development happens in the early years.

Most of the development of intelligence occurs before the age of seven. Most of it occurs during the first two years of life.

Development is affected by a child's nutritional and health status and the types of interaction a child develops with people and objects in the environment.

During the early years, adequate nutrition, stimulation and care establish the key brain pathways for lifelong capabilities.

Myth #2:

Early Childhood Care and Development programs are synonymous with "preschool".

ECCD programs are comprehensive programs for children and their families.

A program consists of all the essential supports a young child needs to survive and thrive in life, as well as the supports a family and community need to promote children's healthy development.

This includes integrating health, nutrition, and intellectual stimulation, providing the opportunities for exploration and active learning, as well as providing the social and emotional care and nurturing a child's needs in order to realize her/his human potential.

While one outcome of ECCD programs is that they can help children to be more successful in school, the early years are a crucial phase of human development and NOT merely preparation for later years.

Myth #3:

There is a model of ECCD programming that can be applied in any setting.

There is not a model of ECCD programming that can be applied in every setting.

ECCD is not just a package that can be delivered to people—it is a process of activating the talents, participation, and resources of parents, communities and nations on behalf of their young children.

Healthy child development can be stimulated in a variety of ways, and is dependant in part on the local cultural, social, and economic conditions.

Different models may be appropriate for different settings; however in all settings the care and education provided for young children and their caregivers needs to be tailored to the local situation and cultures.

Myth #4:

Good parenting is a natural phenomenon and cannot be taught.

Good parenting is not a natural phenomenon and it can be taught.

Parenting and child-rearing practices differ from culture to culture, and are in fact taught from one generation to the next. This becomes problematic when cultural contexts have been disrupted and when, parents who used to learn from their extended family members no longer have access to those supports and “teachers”.

There is no single “right way” to parent, but children do need to be parented skillfully, and all the child’s caregivers need to be supported in developing the skills necessary to support a child’s healthy and holistic development, in ways that are culturally respectful but also respectful of a child’s rights.

Child Development

How young children develop

Children 3 to 5 years old develop with the ability to –

Have a longer attention span

Act silly, boisterous

Talk a lot, ask many questions

Want real adult things

Keep art projects

Test physical skills and courage with caution

Like to play with friends

Share and take turns sometimes

To develop, children 3 to 5 years old require:

Opportunities to develop fine motor skills

Encouragement of language comprehension and expression

Opportunities to learn cooperation, helping, sharing

Experimentation with pre-writing and pre-reading

Opportunities for taking responsibility making choices

Encouragement to develop self-control, cooperation, persistence in completing projects

Support for their sense of self-worth and pride in accomplishments

Music of all kinds

Children 6 to 8 years old develop with the ability to –

Show an increasing interest in numbers, letters, reading and writing

Become more interested in final products

Gain confidence in physical ability

Use words to express feeling and to cope

Like grown-up activities

Become more outgoing, play cooperatively

Develop theories about how things work

To develop, children 6 to 8 years old require -

Support in acquiring additional motor, language, thinking skills

Additional opportunities to develop independence
Opportunities to become self-reliant in terms of personal care
Support for the further development of language through talking, reading, singing
Activities which will further develop a positive sense of mastery
Opportunities to learn cooperation, helping, and teamwork

Children's whose growth is faltering, at any age:

Do not respond to stimulation and attention
Have difficulty focusing – are easily distracted
Are listless and lack curiosity
Seem to be well behind peers in terms of physical, social and/or emotional development
Lack ability to respond emotionally or respond in appropriately

Children's whose growth is faltering, at any age require:

Caregivers who know when to seek help/support
Time from caregivers - playing and talking, and massaging the child's body
Language stimulation
Music and chances to move body rhythmically
Encouragement to play and interact with others

Gender Differences in Children's Development

This information was collected by the cross-cultural research of UNICEF

Source: UNICEF resource pack support material 3.2a

Research Tells Us:

Overall there are only small differences between boy's and girl's process of development. *For example:*

- Girls are more verbally oriented than boys through out life. They start talking 1-2 month
- earlier than boys, but boys have as much language by age 4-5 years.
- Girls remain somewhat better in spelling and language usage in elementary school.
- Some boys do better at visual-spatial skills than do girls.

Research tells us:

While there are differences overall on some skills between boys and girls, there is also a great deal of overlap. *For example:*

Many boys are better than many girls at language and many girls are better than many boys at visual-spatial abilities.

Role of Culture:

Culture has a strong influence on the development of abilities. *For Example:*

Parents in all societies begin to treat boys and girls differently at birth. They have different expectations for boys and girls.

In many cultures, girls are at the same level as boys through the first grade of school, but a proportion of girls fall behind after puberty.

What observations have you made of how culture influences the treatment of genders in the community?

Children and Play

Play has at least two potential links to the development of literacy for very young children.

- as a **symbolic activity**, pretend play allows children to develop and refine their capacities to use symbols, to represent experience, and to construct imaginary worlds, capacities they will draw on when they begin to write and read.
- as an **approach to experience**, play can make the various roles and activities of people who read and write more meaningful and hence more accessible to young children.

Through play,

children may come to feel that they are writers and readers long before they actually have the necessary skills and knowledge to write and read.

Through play children create a foundation for their growth and development

To learn language and literacy

Memory games

Lotto games

Sequence games

Storytelling

Conversation

To learn self expression, social and emotional development

Puppets

Dolls

Pretend play costumes and props

Singing, action games, movement play

To promote physical health and large and small motor development

Objects for stringing

Objects for writing

Active play outdoors

To learn logic and reasoning, problem-solving:

Sorting

Puzzles

Wooden or cardboard Blocks

Approaches toward Learning

Through play, children acquire a love for learning and to follow their instincts to observe and explore. In support of this exploration use:

Art material

Collage materials

Things to build constructions

Musical instruments

It is possible to observe a child's development while they play.

To assess through observation:

- how play is initiated
- predominant themes of imaginative play
- amount of time spent engaged in play activities
- evidence of creativity and the imagination
- use of language
- physical abilities
- social skills
- attitude toward play

*****Tea Break*** (20 minutes)**

Talking Points

As directors, not only do you have to manage a program but you also work with parents and teachers. As we interact with our staff we are always considering ways to best create a working environment which is also beneficial to our children. In this workshop we will have three areas of focus.

1. Communicating expectations
2. Provide ongoing feedback
3. Rewarding and recognizing your staff

Focus One

Communicating expectation

The WGC Teacher Training institute has 6 goals in mind when creating our training for teachers. Give out handout (Handout #1)

ECCD Goals

The goals establish a framework by which teachers plan and carry out activities in the classroom. The areas of comprehension describe the topics taught to teachers and caregivers to carry out the goals.

Goal I.

To establish and maintain a safe, healthy learning environment

Areas of comprehension

1. Health and Safety
2. Learning environment

Goal II.

To advance physical and intellectual competence

- Areas of comprehension
- 3. Physical development
- 4. Cognitive development

Goal III.

To support social and emotional development and to provide positive guidance

- Areas of comprehension
- 5. Self
- 6. Psychosocial
- 7. Guidance

Goal IV.

To establish positive and productive relationships with families

- Areas of comprehension
- 8. Families and Community

Goal V.

To ensure a well-run, purposeful program responsive to participant needs

- Area of comprehension
- 9. ECCD Program management

Goal VI.

To maintain a commitment to professionalism

- Area of comprehension
- 10. Professionalism

Goal #__
List Actions/Behaviors
*
*
*

Activity Two

Prepared on large flipchart sheets each goal is passed out to the small groups. Then groups identify actions or behaviors that are associated with the goal assigned to their group. (*30 minutes*)

After 30 minutes, have each group pass their large piece of paper with their goal to the right and add a few ideas that are not already listed. (10 minutes)

Reporting Ideas

Ask for a spokesperson, have each report to the group and post on the wall

Focus Two

Rewards and Recognitions

Talking Points

You can tell your colleagues, coworkers and employees how much you value them and their contribution any day of the year. Trust me. No occasion is necessary. In fact, small surprises and tokens of your appreciation spread throughout the year help the people in your work life feel valued all year long. "Non-monetary" rewards include formal and informal acknowledgement, assignment of more enjoyable job duties, opportunities for training, and an increased role in decision-making. Rewards and recognition should be:

1. connected to specific behaviors
2. meaningful

Activity Three

Point out the behaviors expected developed in the first activity. Ask small groups to brainstorm a list of ways to reward and recognize. List should include items that are do-able and not a large expense. Participants should tell about recognition activities they have actually done and how they did it. *(20 minutes)*

Groups write their ideas on flip chart paper and post on the wall. When all the ideas are posted, participants review all the lists and each chooses one idea, they think they can do their next day at work.

Expectations to meet ECCD Objectives of the WGC Teacher Training Institute
 Directors WGC-TTI workshop
 October 2008

Objective	
Goal 1	To establish and maintain a safe healthy learning environment
	Sensitize children to safe play, for example, don't play with fire, watch for broken glass and sharp plastic
	Avoid sharp objects
	Teach basic hygiene, for example wash hands, body, brush teeth, cut nails, sharing 1 ice block.
	Teach how to cross the road
	Sweep the school surroundings and classrooms
	Open windows for good ventilation
	Teach about caring for learning materials
	Pick up litter
	Level ditches/holes
	Create pit latrines and rubbish pits
	Teach how to use pit latrine
	Teach where trash should be contained, rubbish pit
	Keep sharp objects locked away
	Teach safe indoor behavior, no running, no climbing on furniture

Objective	
Goal 2	To advance physical and intellectual competence
	Develop and implement activities to develop fine motor fine motor skills in children, such as, drawing, tracing, molding, threading, plaiting, scissor cutting.
	Develop and implement activities to develop gross motor skills in children, such as, running, jumping, skipping, dancing, and throwing.
	Teach and play games with children such as football, volleyball, kickball, jump rope.
	Develop and implement activities which develop cognitive skills in children, such as, problem solving, numeracy and literacy

Objective	
Goal 3	To support social and emotional development and to provide positive guidance to children
	Teach about the self and self-appreciation
	Let teacher appreciate the children
	Tell children the truth, even when it may be painful, for example, death.
	Teach psychosocial using drama, games, poems and dancing
	Guidance: teacher should guide children, regarding hygiene, mannerism/behavior, communication, care for property

Objective	
Goal 4	To establish positive and productive relationships with family
	Plan agenda related to positive participation by families to school related issues and call meetings for parents/guardians
	Conduct home visitations
	Plan workshops or sessions by the director to teach families their roles in children's education
	Set up Parent & Teacher Association (PTA) communities
	Call school public meetings
	Give a sense of ownership by the community through imparted skills by the school director

Objective	
Goal 5	To ensure a well-run purposeful program responsive to participant's needs
	Provide necessary accommodations in school and classrooms
	Acquire professional expertise as teachers
	Build relationship with stakeholders, the community, parents and the Ministry of Education
	Develop the learner wholly, physically, emotionally, socially, spiritually with stakeholders
	Integrate life skills in the child's development
	Acquire appropriate teaching learning materials
	Allow a system of monitoring and evaluation to take place of teacher's work and progress
	Contribute to the development of the nation in "Educating our future"

Objective	
Goal 6	To maintain a commitment to professionalism
	Attend workshops in related fields
	Preschool teachers must aim to be trained
	Maintain staff library, capturing professional literature
	Be up to date with professional development
	Put into practice professional acquired knowledge and skill in order to improve the quality of education being offered to children
	Be members of a professional organization
	Seek opportunities to write professional papers which inform the public on the development in the field
	Be ready to share professional knowledge with others formally or informally
	Teachers should prepare their lesson plans and follow syllabus
	Teachers should show love and care
	Teachers should maintain time management
	Teachers should manage classroom properly
	Teaches should dress appropriately
	Teachers should be conversant in language of instructions.

Handouts

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Through play,

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Dolls
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Objects for stringing
Objects for writing
Active play outdoors

To learn logic and reasoning, problem-solving:

Sorting
Puzzles
Wooden or cardboard Blocks

Approaches toward Learning

Through play, children acquire a love for learning and to follow their instincts to observe and explore. In support of this exploration use:

Art material
Collage materials
Things to build constructions
Musical instruments

Director's Leadership Workshop Early Childhood Program Director's Training

Day Two

Title of Session: Director's Leadership Workshop

Content Areas: Leadership Styles

Timeline of lesson: 3-4 hours

Materials needed: Flip chart, marker and handouts, small ball to toss, Profile factors listed on flip chart to post for activity

Focus Activity

Review yesterday's focus. Toss the ball to a person and have them state something significant they remembered from yesterday then toss it to another participant and so on...

Objective: To identify their own style of leadership based on their energy focus, way of sorting information, decision making style and the way they live in the world.

Talking Points

It is important to understand your way of working within the world. Once you recognize it in yourself you will be able to determine when it is not working to manage your program or staff. You and then decide on changes you may need to make to communicate or when you might need further information about a situation.

It's up to you to develop your own style. The challenge is to be yourself but with more skill. What's needed will vary from situation to situation. It's up to you to develop and refine your intuition and sensors, find ways to be different, selectively reveal your flaws and empathize while remaining steadfast. This activity will begin to give you an idea about your personal style.

Activity One

Give each a handout "What's your style?". Instruct participant to circle the words that apply to them most. Then instruct them to circle one word in bold from the section which describes them most. For example: extrovert or introverted (only one can apply).

Using the Facets (flipcharts) discuss the description of each area. Identify the letters belonging to each description so that the participant can describe their style in 4 letters.

Have participants complete the second page of the handout. In small groups discuss how stressors and contributions create the environment in which we work.

Closure

Gather all in a large group, a standing circle. Trainer begins with a ball to toss. He/she says something they learned or information they found useful, then tosses the ball to another participant. Each participant takes a turn to express their learning.

Close by thanking participants for their time and efforts. Remembering that we all do what we do in the best interest of children.

HANDOUTS

Handout

Area	Circle the words that apply to you from each column.	
Energy Focus My style is _____ _____	Extroverted Outward Talkative Intrepid Outgoing Participate Action & noise Generalists	Introverted Inward Quiet Reserved intimate Reflective peace & solitude Specialists
Information Source My style is _____ _____	Sensing Senses Facts & details Concrete Practical Conventional Conservative	Intuitive Inductive Present & past Sixth sense Hunch abstract Innovative Visionary Trend setting deductive Future
Decision Making Style My style is _____ _____	Thinking Objective Principles Rational Autonomous Analytical Competitive Task Head	Feeling Values Empathetic Compassionate Warm Nurturing Relationship Heart
Life Style My style is _____ _____	Organizing Planned Reliable Deliberate Conforming Orderly Work is work Early starters rules	Adapting Open-ended Casual Spontaneous Non-conforming Flexible Work is play Late starters exceptions
The letters of my style are:		

Stressors of my style

Describe what stress situations stress you out at work

Contributions of my style

Describe what contributions you bring to work based on your style

In small groups discuss how stressors and contributions create the environment in which we work.

Slide 1

What's Your Style?

Director Workshop
Presented by Martha Garcia
October 2008

Each of these slides should be recreated on a flip chart for use in the workshop

Slide 2

Energy Focus

Extroverting	Introverting
• Outward	• Inward
• Talkative	• Quiet
• Intrepid	• Reserved intimate
• Outgoing	• Reflective peace & solitude
• Participate	• Specialists
• Action & noise	
• Generalists	

Slide 3

Information Source

Sensing	Intuiting
• Senses	• Sixth sense
• Facts & details	• Hunch abstract
• Concrete	• Innovative
• Practical	• Visionary
• Conventional	• Trend setting deductive
• Conservative	• Future
• Inductive	
• Present & past	

Slide 4

Decision Making Style

Thinking	Feeling
• Objective	• Values
• Principles	• Empathetic
• Rational	• Compassionate
• Autonomous	• Warm
• Analytical	• Nurturing
• Competitive	• Relationship
• Task	• Heart
• Head	

Slide 5

Life Style

Organizing	Adapting
• Planned	• Open-ended
• Reliable	• Casual
• Deliberate	• Spontaneous
• Conforming	• Non-conforming
• Orderly	• Flexible
• Work is work	• Work is play
• Early starters	• Late starters exceptions
• rules	

Slide 6

Extroverting vs. Introverting

- Talkative vs. Quiet
- Intrepid vs. Reserved
- Outgoing vs. Intimate
- Participative vs. Reserved

Energy Facets

Slide 7

Sensing vs. Intuitive

- Concrete vs. Abstract
- Practical vs. Innovative
- Intrepid vs. Reserved
- Conventional vs. Visionary
- Conservative vs. Trend Setting

Information Source Facets

Slide 8

Thinking vs. Feeling

- Rational vs. Empathetic
- Autonomous vs. Compassionate
- Analytic vs. Warm
- Competitive vs. Nurturing

Decision Making Facets

Slide 9

Organizing vs. Adapting Facets

- Planned vs. Open-ended
- Reliable vs. Casual
- Deliberate vs. Spontaneous
- Conforming vs. Non-Conforming

Life Style Facets

Slide 10

Temperament

- iNtuitive – Thinker (NT)
- iNtuitive – Feeler (NF)
- Sensing – Adaptive (SA)
- Sensing – Organized (SZ)

Ask participants to identify their temperament. Use this to lead into the discussion about stressors and contributions.

Slide 11

The NT at Work

Competent and Visionary
ENTA, ENTZ, INTA, INTZ

Slide 12

The NF at Work

Imaginative and Innovative
ENFA, ENFZ, INFA, INFZ

Slide 13



Slide 14

