

AGENDA

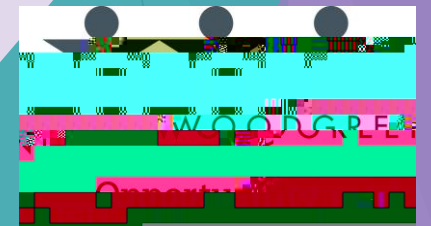
Introducing the team

Research study premise and components

Team perspectives on the topic

Moving forward

Questions/input





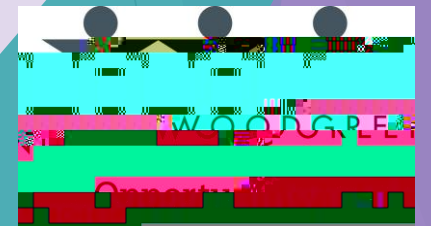
Mentoring and Professional Growth 2018

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.





Patti's Perspective



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:

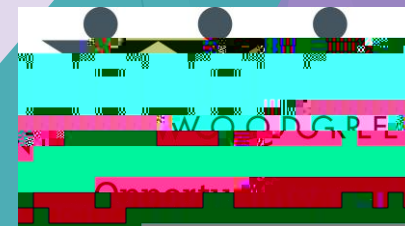
- Act as mentors to project interns
- Workshop attendance
- Using the online tool



Your input

What questions do you have for us?

ewinick@georgebrown.ca



References

Child Care Apps for Superstar Centers. (2013). Retrieved from <https://www.himama.com/>

City of Toronto. (2018). Retrieved from <https://www.toronto.ca/city-government/accountability-operations-customer-service/city-administration/staff-directory-divisions-and-customer-service/childrens-services/>

Hammond, S., Powell, S., & Smith, K. (2015). Towards mentoring as feminist praxis in early childhood education and care in England. *Journal of Curriculum Studies*, 35(2), 139-153.

doi:10.1080/09575146.2015.1025370

Monkeviciene, O., & Autukeviciene, B. (2015). The competences of educative mentor, fostering change in the early childhood education. *Journal of Curriculum Studies*, 197 (7th World Conference on Educational Sciences), 885-891.

doi:10.1016/j.sbspro.2015.07.268

Winick, E. (2013).

Toronto, ON: OISE/UT.

Winick, E., Levy, E, Venditti, D., & Morrison, N. (2016).

Toronto, ON: GBC

WoodGreen. (2010). Retrieved from <https://woodgreen.org/>

