

Study Leave Support Program: Supporting Educators to Obtain Credentials while Working

New Brunswick Anglophone Team Prototype
Atlantic Canada ECE Lab Round 1



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Introduction

In Round 1 of the ECE lab, the NB Anglophone Team focused on reducing one stressor for ECEs: pursuing training for credentials while working. Working ECEs have a wealth of experience and knowledge and are often the cornerstone of the ELCCs. There are many barriers that deter these seasoned practitioners from pursuing training for credentials. Those who study while working can increase their risk of burnout due to the increased emotional, physical, and cognitive demands.

We understood that one of the key barriers to ELCCs providing study leave is a lack of reliable substitutes (Super Subs). This How-To Guide covers the prototype implementation from identifying participating centres to running the prototype test. It assumes the same overall structure that was used in the original prototype of: **one Super Sub** to cover **one shift per week** for **one ECE** per participating centre. However you are encouraged to adapt as you think is necessary.

A flyer for the ECE LAB Innovation Lab. At the top left is the ECE LAB logo. To its right, the text reads 'Early Childhood Education Innovation Lab'. The main headline in large blue font asks 'Interested in helping Early Childhood Educators obtain their professional credentials?'. To the right of the text is an illustration of a woman in a red cape, representing a 'Super Sub'. At the bottom left, it says 'For more info contact' followed by the email 'innovate@noulab.org' and the website 'https://noulab.org/ece'.

 Early Childhood Education
Innovation Lab

**Interested in
helping Early
Childhood
Educators obtain
their professional
credentials?**

For more info contact
innovate@noulab.org
<https://noulab.org/ece>

Visual caption: Flyer to attract participants to the Study Leave prototype.



When to use this prototype

Use this prototype to:

- Learn how to cultivate a high quality sub list
- Understand how to ensure a good fit between individual ELCCs and subs
- Reduce the burden of pursuing credentials while working for practicing ECEs
- Maintain quality of service within an ELCC while an existing ECE is pursuing their credentials

How To Prototype a Study Leave Program in Your Centre

Step 0 Read the Short Report about this prototype in the ECE Lab

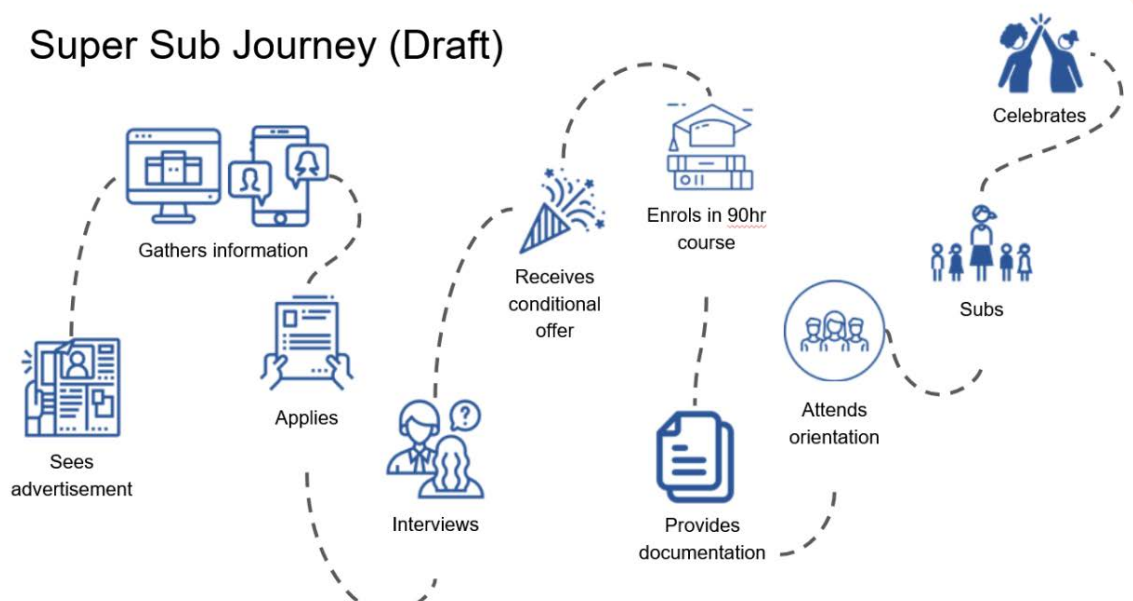
[Read the Short Report ↗](#)

Step 1 Review & Customise Study Leave Support Process

- Walk through the Study Leave Support process with team (who are running the prototype test), to make sure everyone is on the same page and adapt the process to fit in your context as needed
- Confirm roles and responsibilities of participating centres, super subs, ECEs, and prototype team

[Study Leave Program – Roles and Responsibilities ↗](#)

Super Sub Journey (Draft)



Visual caption: The Study Leave Prototype journey of an ECE who enters training with the support of a Super Sub



Step 2A

Step 2A: Identify & Recruit ELCCs/ECEs

- Create recruitment materials to attract participants

[Recruitment ↗](#)

- Share recruitment materials via email and social media
- Interview and select interested ELCCs / ECEs for availability and appropriateness for the program
 - ECEs should already be accepted into a qualified ECE training program
 - Early Learning Centres: should have the ability to onboard a new sub and commit to the arrangement for the duration of the ECE's training program

Step 2B

Recruit Super Sub

- Create Job Description

[ECE Super Sub – Job description ↗](#)

- Create recruitment materials for qualified substitute ECEs
- Share via email, social media, and physical spaces in local community
- Interview and select Super Subs

Step 3

Onboard to the new work arrangement

- Carry out baseline interviews with ELCC, ECE, and Super Sub
- Create a work schedule for both the ECE and Super Sub

Step 4

Support Sub and ECE on Study Leave to work and learn

- Check in with the ECE and Super Sub regularly
 - Celebrate ECE's achievements in their training program
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- A decorative graphic in the bottom-left corner consisting of overlapping triangles in teal, green, and yellow.



Step 5

Reflect on Experience & Learnings

- Carry out exit interviews with ELCC, ECE, and Super Sub
- Analyse findings to identify key impact areas and learnings
 - What benefits did the arrangement produce for ELCC, ECE and Super Sub?
 - What barriers or frictions arose during the test?
 - How might these barriers be addressed?

Pre and Post Interview Question Samples

Pre-interview questions:

1. Can you tell us about what life as an ECE Leader is like for you?
2. When we're thinking about the use of subs to provide study leave, what do you like about using subs for this purpose/what are the benefits for the centre?
 - a) What do you dislike/what are the disadvantages?
3. What supports do you currently provide for your educators who are training while working?
4. Is it important or unimportant to have the same sub to cover the study leave shifts over the course of the study leave?
 - a) How much so - very, moderately, or slightly?
5. How do you typically connect with educators looking to sub?
6. What do you look for in a sub?
 - a) What makes good sub? (example)
 - b) What makes a bad sub? (example)
7. How long does it take for the children to get to know a new sub?
8. What type of orientation do you provide?
9. How supported or unsupported do you feel as an operator?
 - a) What would help you feel more supported?
 - b) What is it that they do to make you feel supported?
10. Is there anything else we should have asked you?



Post-interview questions:

1. How did it go?
2. What went well?
3. What could have gone better?
4. What would you change?
5. How did the children adjust?
6. How well did the sub integrate with the team?
7. What impact, if any, did the study leave have on the remaining team?
8. What impact, if any, did the study leave have on the educator?
9. What impact, if any, do you think the study leave program will have on the desire of other ECEs to get their certification?
10. Were there other or unexpected impacts? (positive/negative)
11. Would you participate again (if appropriate)? Why/why not?
12. Would you participate again if there was a cost associated with it? Why/why not?
13. Is there anything else that we should have asked you?
14. What were you hoping would happen as a result of this experience that did happen?
15. Knowing what you know now about the prototype, would you do it again?
 - a) If there were a cost involved, would you do it again?
16. What would you like to see happen with this prototype?