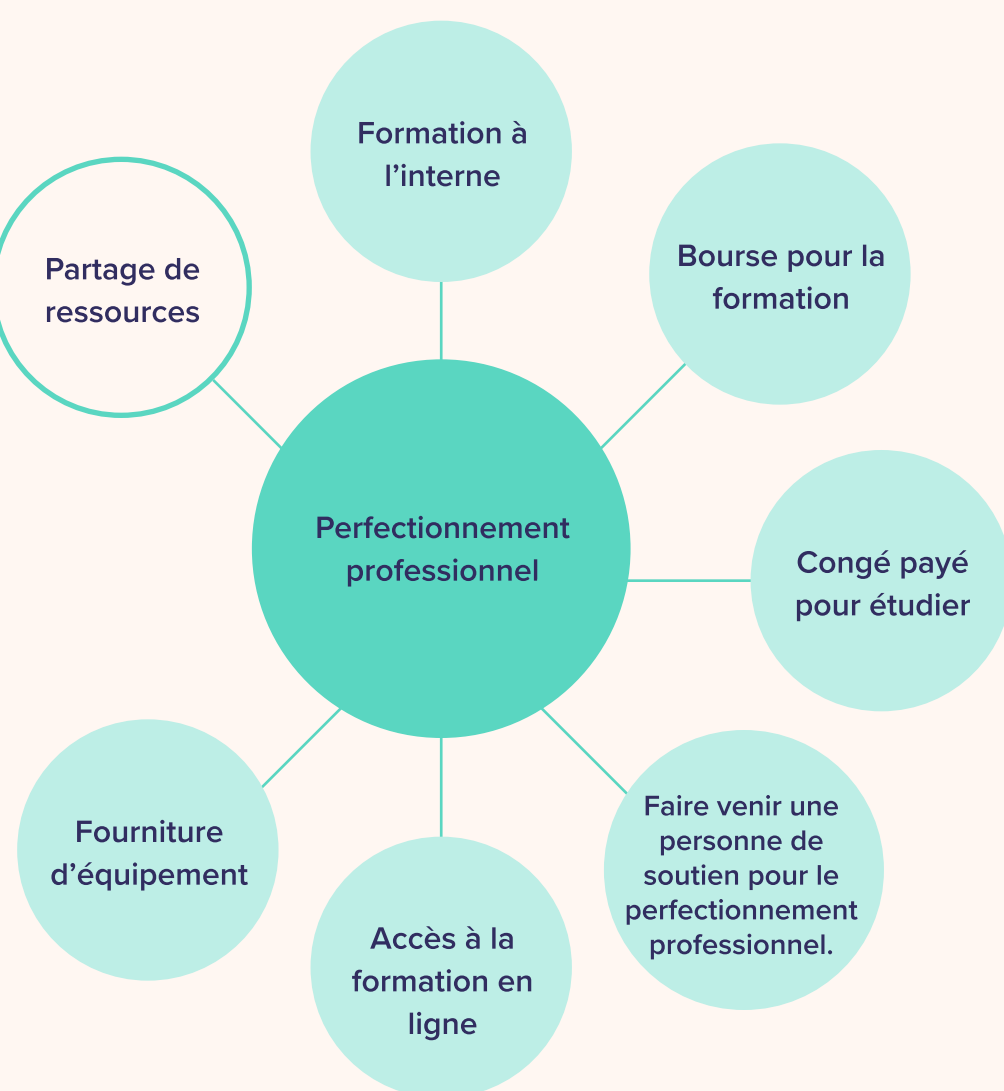


Comment les leaders soutiennent-ils leur personnel en ce qui concerne le perfectionnement professionnel?

« Je suis le leader pédagogique de mon centre. Donc, chaque fois que je suis un cours intéressant ou un type de perfectionnement professionnel, je m'assure de revenir et de partager mes documents avec le personnel pour voir s'il y a quelque chose qui les intéresse ou qu'ils souhaiteraient en savoir plus. »

Entrevue avec l'exploitant



What substitutions strategies do leaders utilize so that their staff can take time off the floor?

More stable

Full-time educators to cover more than ratio

Full-time float position

Part-time staff who can fill extra shifts

On-call sub with no guaranteed hours

Senior staff fills in

Operator fills in

4 day work week for ECEs

Sometimes referred to as pedagogical support worker

Operator fills in if more than sub can cover or no sub available

Admin and leadership work pushed into evenings & weekends

Many rural and francophone centers fall into this end of the spectrum because the available pool of substitutes is considerably smaller

More precarious

How do leaders incorporate mentorship in their leadership process?

Mentoring

Observing ECE's on the floor

Doing training sessions together

Amplifying voices of ECEs

Building trust

Partnering new staff with an ECE

Staff handbook

Peer support

Extended onboarding process

"...there is an individual meeting with the educator and I participate in that, and you know how I make sure that it is a professional environment, that the educator feels that she has a voice in what she's going to do with the kids..."

Operator interview

"The other [part of my role] is to support staff to help them get through their day. If they're having difficulty or something specific going on, [I will] either do some research or sit down and have a chat."

Operator interview