

Professionalism

Module Overview

Topic Areas

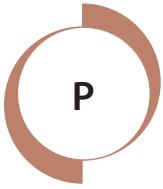
- Professional Development
- Work/Life Balance
- Professional Conduct and Behaviors

Activities

- Professionalism Pre-Training Reflection
- What is Professionalism?
- My Influence
- Getting to Know You
- Professional Planning
- Rocking Chair Reflections
- Letter to Self
- Know Thyself
- Map of the Heart
- My Plate
- Poetry
- Ethical Dilemmas in FCC
- Confidentiality with Social Media and Technology
- Professionalism Post-training Reflection

Handouts

1. Professionalism Pre-Training Reflection
2. Getting to Know You
3. Metacognition to Support Your Professional Development
4. Professional Development Planning Form
5. Rocking Chair Reflections
6. Map of the Heart
7. Reflecting on Work, Life and Needs
8. My Plate food images
9. Words and Images
10. NAEYC Code of Ethical Conduct and Statement of Commitment
11. What would you do? Ethical Dilemmas in FCC
12. Confidentiality While Using Social Media and Technology
13. Professionalism Post-Training Reflection



Professionalism

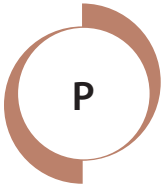
Learning Objectives

Family child care providers will:

- Explain why providers are role models for children and families
- Articulate the professional benefits of having a role model, mentor or coach
- Engage in reflective practice to understand professional development goals
- Know that professional development is vital for ECE professionals to engage in
- Engage with concept of work-life balance
- Identify signs of stress and burnout
- Explore the development of individual stress relief strategies that they can use
- Understand that their family child care programs and businesses need to be operated in an ethical and professional manner

FCC Provider Dispositions

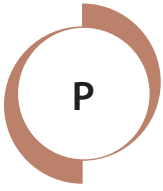
- See themselves as Early Care and Education (ECE) professionals
- Value opportunities to learn about and put into practice the specialized body of knowledge that grounds their role as ECE professionals
- Is committed to learning, both professionally and personally



Professionalism

Key Points

- FCC home providers are caring, knowledgeable, and skilled individuals who are committed ECE professionals
- Effective FCC providers are reflective about their work and strive to keep learning by engaging in professional development
- Participating in professional development opportunities is a valuable way to keep learning and growing
- Working effectively with coaches and colleagues is an important aspect of being a competent ECE professional
- Work–life balance is a concept regarding how work (professional activities) and other aspects of life (personal health, self-care, relationships with family and friends, leisure, household responsibilities, community involvement and for some, spiritual development) can be prioritized for an individual’s best possible wellbeing
- Finding meaning in work is important as work is a significant part of life. It enables us to provide for ourselves and/or our families and is also a fulfilling way to contribute to society
- Stress is something that everyone experiences and can be found in all aspects of our lives. If we are unable to handle stressors encountered in our work, they can become burdens that carry over into our personal lives and vice versa
- Stress reduction and management are essential parts of self-care.
- Understanding high ethical standards is essential to FCC providers as professionals



Professionalism

Resources

All of the **California Early Childhood Educator Competencies** involve professionalism in some way; the Professionalism competency area is intended to describe in greater detail ethical standards and professional guidelines, professional development and reflective practice, advocacy, and collaborative partnerships. <http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

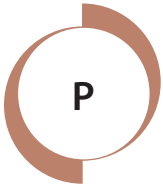
CompSAT provides ECE professionals with practical self-reflection and assessment tools to help providers assess their knowledge, skills, and dispositions in the 12 California Early Childhood Educator Competencies. <http://ececompsat.org/competencies/cdl/cdl.html>

The **California Early Learning Career Lattice** defines a progression of roles and the training and education necessary to demonstrate competence in a wide variety of positions in early learning. It identifies a common framework through which professionals can evaluate their progress on career goals. To learn more about the Career Lattice please read the California Early Learning Career Lattice Guide at <https://www.cde.ca.gov/sp/cd/ce/documents/caelcareerlatticeguide.docx>

NAEYC Focus on Ethics is a resource of the National Association for the Education of Young Children (NAEYC) that describes scenarios for ECE professionals to consider when deciding about the right course of action to take in our work. <https://www.naeyc.org/resources/topics/focus-ethics>

The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. http://www.naeyc.org/positionstatements/ethical_conduct

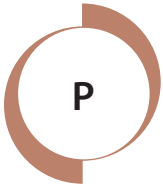
The **Three Building Blocks of Reflective Supervision**—reflection, collaboration, and regularity— are discussed in this Zero to Three article. <https://www.zerotothree.org/resources/412-three-building-blocks-of-reflective-supervision>



Professionalism

Workshop Overview for Trainer (example)

Activity	Approx Time
<i>Welcome</i> Professionalism Pre-Training Reflection sheet	10 mins
Review Agenda	5 mins
Topic 1: Professional Development <ul style="list-style-type: none"> • What is Professionalism? • My Influence • Getting to Know You • Professional Planning • Rocking Chair Reflections • Letter to Self 	10-20 mins 20-30 mins 20-30 mins 25-35 mins 20-30 mins 25-35 mins
Topic 2: Work/Life Balance <ul style="list-style-type: none"> • Map of the Heart • My Plate Topic 3: Professional Conduct and Behaviors <ul style="list-style-type: none"> • Poetry • Ethical Dilemmas in FCC • Ethics in FCC: Using Social Media and Technology Responsibly 	20-30 mins 20-30 mins 30-35 mins 20-30 mins 20-30 mins
Professionalism Post-Training Reflection Closing thoughts	10 mins 10 mins
Approximate Total amount of time (minimum-maximum)	4.5hrs - 6hrs



ACTIVITY

Professionalism Pre-Training Reflection

Learning Outcome:

Participants will reflect on their current knowledge and understanding of professionalism.

Format:

Individual written reflection

Instructions:

1. Distribute Handout 1 - Professionalism Pre-Training Reflection along with pencils or pens and give the participants enough time to complete the reflection individually.
2. Collect the reflections after they have been completed and review the responses. Consider asking participants who have experience/knowledge/comfort with the subject to help explain concepts during the workshop.

Materials

Pencils or pens

Handout

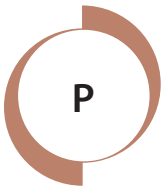
1. Professionalism Pre-Training Reflection

Time Estimate

10 minutes

Key to Reflection





ACTIVITY

What is Professionalism?

Learning Outcome

Participants will identify and describe two to four words related to professionalism.

Format

Icebreaker

Instructions

1. As Participants enter the room, have sticky notes and pens available. The following should be on chart paper or dry erase board to respond to:
What do you know about PROFESSIONALISM?
 - Think of a word (or two)
 - Write it on a sticky note
 - Place it on the chart paper or dry erase board
2. After all the participants have had a chance to respond, the trainer should collect the sticky notes.
3. Later, during another training activity, when the participants are engaged in individual or small group work, the trainer can use a laptop with internet connection to type up the words from the sticky notes shared by the participants at the beginning of the workshop to create a "Word Cloud." There are many word cloud generators such as this: <https://worditout.com/>
Trainer tip: enter any two-word submissions without a space, like this: SpecializedKnowledge, otherwise the words will not appear together.
4. After further training activities on professionalism, display the "Word Cloud" using the projector, so that the large group can see and discuss their collective thoughts. Ask if there are any new words they might add after they have had a chance to explore the subject of professionalism more thoroughly.

Materials

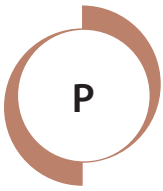
- Sticky notes
- Pens
- Chart paper or dry erase board
- Markers
- Laptop
- Projector and screen
- Internet connection

Time Estimate

10-20 minutes

Key to Inquiry





ACTIVITY

My Influence

Learning Outcome

Participants will identify two or more ways they can serve as role models to others in their professional life.

Format

Personal reflection

Instructions

1. Before the activity, explain that a role model has an influential impact on your personal and professional life. Understanding the characteristics of an inspirational person serves as a useful guide when deciding what a role model looks like for them. Providers should also recognize how they are role models to the families they serve.
2. Invite participants to close their eyes and visualize the most positive influential person in their life. Ask the following questions and then pause to allow for reflection:
 - What inspires you most about this person?
 - What are the characteristics of this person?
3. Ask participants to open their eyes and share with a partner who the influential person is and why.
4. Ask participants to look in a hand mirror at their own reflection. If you do not use hand mirrors, participants can reflect and write notes instead.
5. Once the room is quiet and everyone is focused on the mirrors, ask the following questions and then pause to allow time for reflection:
 - What are your personal characteristics?
 - How are you an inspiration to children?
 - How are you an inspiration to families?
 - How are you an inspiration to your colleagues/other providers?
6. Invite participants write a short affirmation such as:
 - "I have many great talents and skills to share with others"
 - "I enjoy growing as a person and professional"
 - "I inspire families and children and impact the larger community with my work and services"
7. Ask participants to share in pairs:
 - How they felt about this experience?

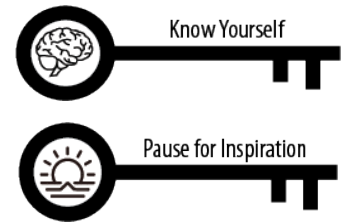
Materials

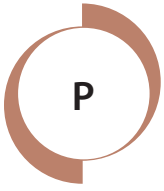
- Hand mirrors for each participant (optional)
- Pens or pencils
- Paper for taking notes

Time Estimate

20-30 minutes

Keys to Reflection

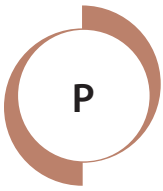




ACTIVITY

My Influence (continued)

- Why is seeing yourself as an inspiration to others, just as important as finding people who inspire you?
 - What are the benefits of affirmation?
8. Ask for a few volunteers to share what they discussed with the larger group



ACTIVITY

Getting to Know You

Learning Outcome

Participants will identify four areas of their professional strength.
Participants will identify two professional development needs going forward.

Format

Personal reflection
Pair-share
Large group discussion

Instructions

1. Distribute Handout 2 - Getting to Know You, and Handout 3 - Metacognition to Support Your Professional Development.
2. Give participants time to read both handouts.
3. Ask participants to creatively complete the human figure on their handouts with words or drawings.
 - The head represents what they know as a professional in the field
 - The heart holds the things they are most passionate about; why they engage in the work
 - The hands are for the skills and talents they possess.
 - The feet are their future plans; where they see themselves going professionally, in the future
4. Invite participants to share their creations with a partner.
5. Ask participants to share with the larger group:
 - How does this process support reflection on your strengths as a professional?
 - How does this process support you in understanding your needs as a learner?

Materials

- Colored pencils, crayons and/or fine point markers

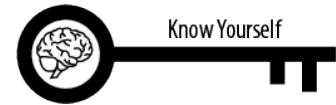
Handout

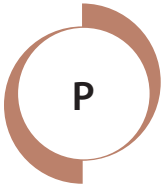
2. Getting to Know You
3. Metacognition to Support Your Professional Development

Time Estimate

20-30 minutes

Key to Reflection





ACTIVITY

Professional Planning

Learning Outcome

Participants will identify and plan at least one professional development goal.

Format

Individual planning
Large group discussion

Instructions

1. Distribute Handout 4 - Professional Development Planning Form
2. Explain: This activity is to give participants ideas on how to make and plan their professional goals. It uses bite-size steps, supports, and rewards for you to clarify what you would like to accomplish professionally.
3. Walk participants through the completed example on Handout 4 - Professional Development Planning Form
4. Ask participants to plan at least one goal during the session.
5. Ask for volunteers to share back:
 - Would anyone like to share a goal?
 - Are there any more ideas or considerations you would need to add to help you with your goals?

Materials

- Pens or pencils

Handout

4. Professional Development Planning Form

Time Estimate

25-35 minutes

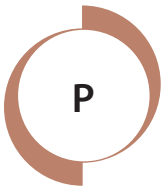
Keys to Inquiry



Seek Multiple Perspectives



Turn Questions Into Action



ACTIVITY

Rocking Chair Reflections

Learning Outcome

Participants will reflect on three to five questions about their professional future and consider professional development goals.

Format

Individual activity

Pair-share

Instructions

1. Distribute Handout 5 - Rocking Chair Reflections and pens or pencils.
2. Ask the group to: "Imagine you have just retired as a FCC provider. You are sitting in a rocking chair reflecting on the work you have done over the course of your lifetime. Now reflect on how you might answer the following questions" (on the handout):
 - Did you choose a job(s) and a field(s) that you found fulfilling?
 - If so, how did that happen?
 - If not, why not?
 - What were your professional successes?
 - Which aspects of your work did you enjoy?
 - Which work activities didn't you engage in that you wish you had?
 - What held you back?
 - Is that something you could have changed?
 - If you had your career to do over again, what would you do differently?
 - What would you have kept the same?
 - What things did you choose to do professionally that made you happy?
 - Could you have done more of them?
 - What do you need to do now, and going forward, to realize your professional dreams and aspirations?
 - What specific professional development activities do you need to participate in, so that when you are looking back at your work years, you'll feel they were worthwhile/ interesting/ challenging/meaningful?
3. Give participants some time to think about and answer the questions and then have them pair up to share some of their reflections with each other.

Materials

- Pencils or pens
- Note taking paper

Handout

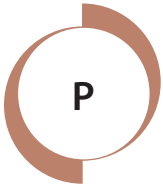
- 5. Rocking Chair Reflections

Time Estimate

- 20-30 minutes

Key to Reflection

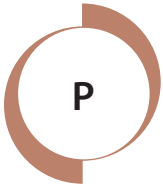




Professionalism

Rocking Chair Reflections (continued)

Trainer Note: Rocking Chair Reflections can be paired with Activity - Letter to Self; particularly using responses to the last bullet, "What specific professional development activities do you need to participate in, so that when you are looking back at your work years, you'll feel they were worthwhile/interesting/challenging/meaningful?"



ACTIVITY

Letter to Self

Learning Outcome

Participants will identify two to three professional development aspirations.

Format

Individual reflection

Instructions

1. Invite participants to choose a coloring sheet or postcard and colored pencils or markers to enhance the images on them during the workshop. Another option is for participants to use seed embedded paper.
2. During this activity, participants will be asked to write themselves a letter or postcard answering the question, "What is needed to nurture the seeds of my professional dreams?"
3. The trainer will explain that the letter or postcard will be mailed to the participant at the address they provide (facilitators can choose and communicate the timing of when postcards will be sent). If using seed embedded paper, explain that participants may plant their sheet after they receive it in the mail. Here are some sample directions to share: <https://www.botanicalpaperworks.com/blog/read/article/157/seed-paper-planting-instructions#>

Trainer note: The training agency will need to cover the cost of postage, should you choose to use this activity.

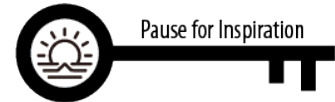
Materials

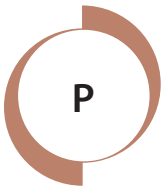
- Adult coloring sheets/ postcards or plantable seed embedded paper
- Envelopes, if participants use sheets or paper rather than postcards
- Colored pencils
- Pens

Time Estimate

10-20 minutes

Key to Reflection





ACTIVITY

Map of the Heart

Learning Outcome

Participants will identify four priorities that inform their work-life balance.

Format

Individual reflection

Pair-share

Instructions

1. Prepare by writing these prompts on chart paper or dry erase board
 - Who do you prioritize the most in your life (Including YOU)?
 - What activities mean the most to you?
 - What are you passionate about?
 - Is there something that you want in your life that you are working toward?
2. Distribute Handout 6 – Map of the Heart
3. Explain: The process of developing a “map of the heart” expands our thinking and helps us to reflect on what really matters to us. We can’t strive for effective work-life balance until we are clear about and can prioritize what matters to us professionally and personally. A map of the heart is a visual reminder of all that a person loves and cares about. Participants can be as creative as they want in designing the heart.
4. Ask participants to take a few minutes to reflect on the prompts you wrote out in step 1:
 - Who do you prioritize the most in your life (Including YOU)?
 - What activities mean the most to you?
 - What are you passionate about?
 - Is there something that you want in your life that you are working toward?
5. When you are ready to create the map of your heart, remember to fill the entire space (unless there are parts in your heart that you are looking forward to filling) and include as many words, symbols and/or drawings as you can think of.
6. Have participants pair share their heart with a partner.

Materials

- Pencils or pens
- Colored markers

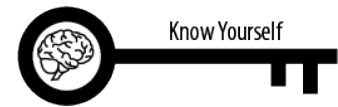
Handout

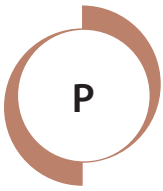
6. Map of the Heart

Time Estimate

20-30 minutes

Key to Inquiry





ACTIVITY

My Plate

Learning Outcome

Participants will identify what their responsibilities are, then reflect on what is possible in creating work/life balance.

Format

Individual reflection
Small groups
Large group discussion

Instructions

1. Distribute Handout 7 - Reflecting on Work, Life and Needs
2. Ask participants to read and mark the table at the beginning of Handout 7 - Reflecting on Work, Life and Needs with their estimates on how much time they spend in these areas
 - **Work** (caring for children, preparation of the learning environment, FCC business responsibilities, professional growth activities, involvement in professional organizations)
 - **Self-Care** (rest and relaxation, having fun, hobbies, exercise, eating well, sleep)
 - **Time with Friends and Family**
 - **Household** (cleaning, shopping, preparing meals, caring for own children or loved ones, driving etc.)
 - **Spiritual/Religious** practices, if applicable
3. Give each participant a paper plate and one or more copies of Handout 8 – My Plate food images.
4. Have participants cut out and label the pictures of food with the list you've provided (i.e., work, self-care, time with friends and family, responsibilities, spiritual/religious practice) in the quantities they feel are relative to the actual amount of time they give to that area, the aim is to create a visual representation of what's on "My Plate." Participants can also draw their own food items.
5. Ask participants to take turns talking and listening in small groups
 - How they work at balancing their commitments
 - How they would like use their time and energy
 - What they need to support them in their work and life
6. Use Handout 7 - Reflecting on Work, Life and Needs to guide a reflective discussion about what the participants need in order for their "plates" to be as balanced as possible.

Trainer note: An additional handout on self-care for ECE providers can be found at <https://cssp.org/wp-content/uploads/2018/08/Self-Care-for-ECE-Providers.pdf>

Materials

- Paper plates
- Scissors
- Pens or pencils
- Markers
- Glue sticks
- Chart paper or dry erase board

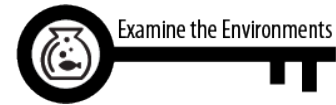
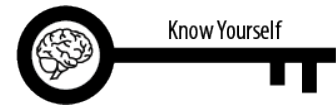
Handout

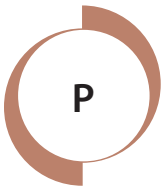
7. Reflecting on Work, Life and Needs
8. My Plate food images

Time Estimate

20-30 minutes

Keys to Reflection & Inquiry





ACTIVITY

Poetry

Learning Outcome

Participants will identify three strategies for collaborating with another professional.

Format

Pair-share
Large group discussion

Instructions

1. Prepare by assessing the number of expected participants. Print and cut out two copies of Handout 9 - Words and Images per participant.
2. Distribute Handout 9 - Words and Images and pieces of chart paper or poster board.
3. Ask pairs to cut out the words and images to create a poem about working in family child care. The goal is to work together by using only the available words and pictures. Once the pairs decide on how they want their poem to look and sound they can glue them to the chart paper or poster board.
4. Share the poems with the entire group or post along the perimeter of the room for a walk-about viewing
5. Ask for groups to share back on these questions:
 - What were some strategies you used to work together, such as listening, sharing ideas, compromising etc.?
 - What were some challenges and how did you overcome those challenges?
 - How does this activity relate to collaborating with other professionals in the ECE field (mentors, assistants, colleagues etc.)?

Materials

- Chart paper or poster board
- Masking Tape
- Markers

Handout

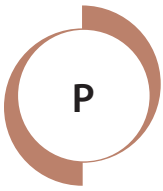
9. Words and Images

Time Estimate

30-35 minutes

Key to Inquiry





ACTIVITY

Ethical Dilemmas in FCC

Learning Outcome

Participants will apply portions of the NAEYC Code of Ethical Conduct and Statement of Commitment to one ethical dilemma.

Format

Small groups

Large group discussion

Instructions

1. Prepare by visiting <https://www.naeyc.org/resources/position-statements/ethical-conduct> read through and print copies of the NAEYC Code of Ethical Conduct and Statement of Commitment (one copy per participant)
2. Explain: A part of being a family child care professional is understanding how to handle scenarios where ethics come into play. In this activity participants are going to work with some scenarios that provide the chance to focus on the importance of nurturing two-way communication between family child care providers and families that values consistency between children's homes and family child care programs.
3. Distribute Handout 10 - Code of Ethical Conduct and Statement of Commitment (print from the web) and Handout 11 - What would you do? Ethical Dilemmas in Family Child Care.
4. Ask participants to read Section 1 (Ethical Responsibilities to Children) and Section 2 (Ethical Responsibilities to Families). Gauge the room for how long they need for reading.
5. Ask participants to form small groups, choose an ethical dilemma and discuss appropriate resolutions.
6. Ask participants to share what they discussed in their scenarios.
7. Ask participants if they have encountered a similar situation about how to welcome and accept all families while maintaining program policies that are designed to promote children's health and well-being.

Materials

- Pens or pencils

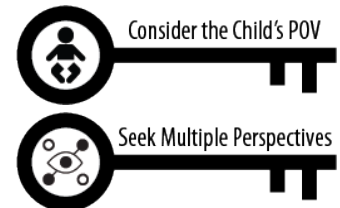
Handout

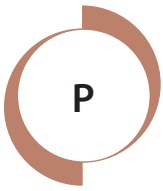
10. Code of Ethical Conduct and Statement of Commitment (print most recent version from <https://www.naeyc.org/resources/position-statements/ethical-conduct>) *NAEYC Position Statements are available to print free of charge
11. What would you do? Ethical Dilemmas in Family Child Care

Time Estimate

20-30 minutes

Keys to Inquiry





ACTIVITY

Confidentiality While Using Social Media and Technology

Learning Outcome

Participants will identify three ethical issues related to confidentiality and the use of social media and electronic devices in the FCC setting.

Format

Pair-share
Large group discussion

Instructions

1. Large Group: introduce the activity by asking the following questions (notes in parentheses are for the trainer), and record responses on the board:
 - Can you think of some examples regarding ethical responsibilities and dilemmas we may face as FCC professionals relating to the use of social media?
 - How about taking and posting photos of children? (Generally not recommended; but definitely don't do this without written permission from parents.)
 - What about including photos and or the names of enrolled children or parents on the website a FCC provider has developed? (It's probably best not to do this, but at a minimum, written permission from parents or guardians is necessary).
 - Can you think of a safe way to use social media, so families can enjoy it as a form of sharing? (Such as closed/permission only groups, and moderating users)
 - Are you able to ensure your electronic files are protected and secure, including email? (do you have password protection for your phone and computer, files kept on a professional computer for staff only, cloud back-up is private to you only/photos are deleted regularly?)
2. Pair-share: pass out Handout 12 – Ethics in FCC: Using Social Media and Technology Responsibly.
3. Ask participants to review the questions and then choose one or two questions to discuss together. Each pair should also decide on a note taker.
4. Large group: go through each question and ask for volunteers to share what they talked about, charting unique responses as they are brought up.

Materials

- Pens or pencils
- Dry erase board or chart paper and markers

Handout

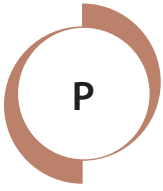
12. Confidentiality While Using Social Media and Technology

Time Estimate

20-30 minutes

Keys to Inquiry





ACTIVITY

Professionalism Post-Training Reflection

Learning Outcome

Participants will identify their current knowledge and understanding of professionalism

Format

Individual written reflection
Large group discussion

Instructions

1. Distribute Handout 13 - Professionalism Post-Training Reflection and give participants time to complete it on their own.
2. Ask if there are any outstanding questions about professionalism.
3. If time allows, discuss how participant's ideas about professionalism have changed as a result of this training. Take notes so you can reference areas of growth and areas participants would like to learn more to help you plan future trainings and/or technical assistance.

Materials

- Pens or pencils

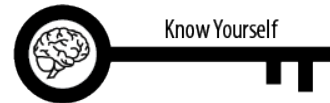
Handout

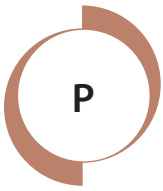
13. Professionalism Post-Training Reflection

Time Estimate

10 minutes

Key to Inquiry





Professionalism

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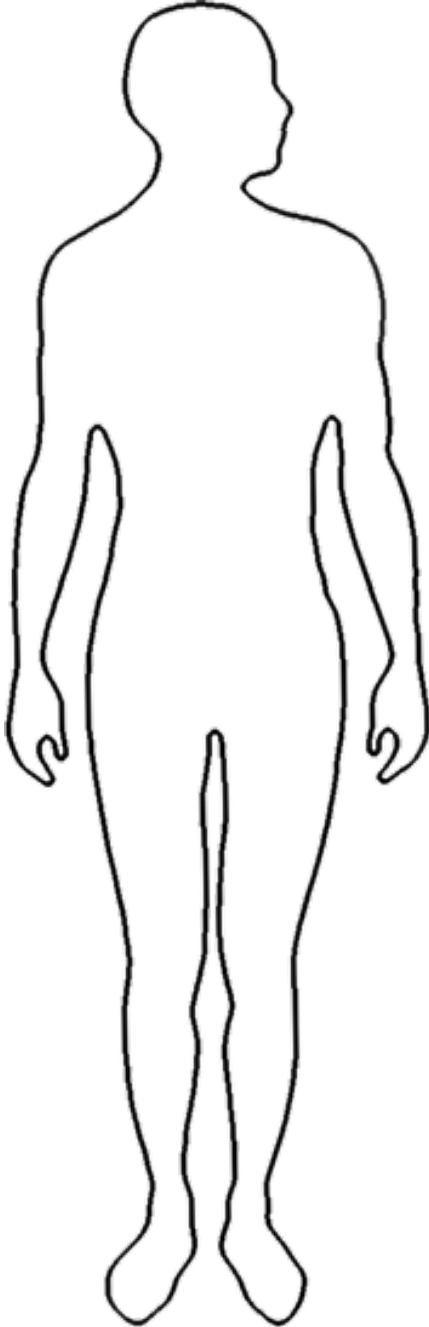
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Name: _____

Date: _____

Use an X to mark the box that answers each statement best for you	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I feel confident serving as a role model through my family child care practice					
I can communicate clearly in a coaching scenario					
I am aware of my professional strengths					
I am aware of my professional development needs					
I know how to plan professional development goals					
I reflect on my future as a professional in early childhood care and education					
I can name characteristics of professionalism					
I understand how to prioritize professional and personal responsibilities for work-life balance					
I can work effectively with fellow professionals					
What do you hope to learn from this training?					



Head: What do I know?

Heart: What are my passions?

Hands: What are my skills?

Feet: Where am I going?

Metacognitive thinking is awareness and understanding of one's thinking and cognitive processes; it's *thinking about thinking*. Metacognitive skills enable you to become a student of your own learning process. The more you can connect to your needs as a learner the more effective your growth and development as a professional can be. Here are a few strategies to help develop metacognitive behaviors:

Be clear on “what you know” and “what you want to know.”

This will allow you to identify a clear starting point and helps you identify what you already have to build upon.

Talk it out, Write it down.

Talking things through and/or writing things down allows for additional processing of information. You may find recurring thought patterns or realize missing information.

Make a Plan and Stick to It.

Take action on your learning, set some goals with clear and measurable outcomes. Be diligent and stay focused on achieved your desired outcomes.

Self-Reflect and Repeat.

Were you successful? What went very well? What adjustments can be made? Now start the process again for continued growth and development.



Professional Development Planning Form

Goals What you want to accomplish	Short-term objectives Steps to meeting goals	Reward Treat you will enjoy after reaching a short-term objective or goal	Supports Colleague, friend, mentor, coach	Support check-in Date	Deadline Completion dates
1. Become familiar with the Family Child Care Environment Rating Scales (FCCERS-R)	a.) Take an introductory class at local CCR&R or online b.) Observe a reliable rater administering the FCCERS	a.) After completing the class I can begin making a new quilt. b.) I will go out with my friend for ice cream after the observation.	Maria, coach Janna, BFF	Monthly check-ins with coach; 1st Tuesdays BFF check-in on 5/14/2015	a.) 6/15/2015 b.) 6/24/2014

Professional Development Planning Form

Instructions: Fill the chart in on your own and then discussing it with a mentor or coach, colleague and/or friend is recommended. Be as specific as possible.

Goals What you want to accomplish	Short-term objectives Steps to meeting your goals	Reward How you will treat yourself after reaching a short-term objective or goal	Supports Colleague, friend mentor, coach names	Support check-in Date	Deadline Completion dates
1.					
2.					
3.					

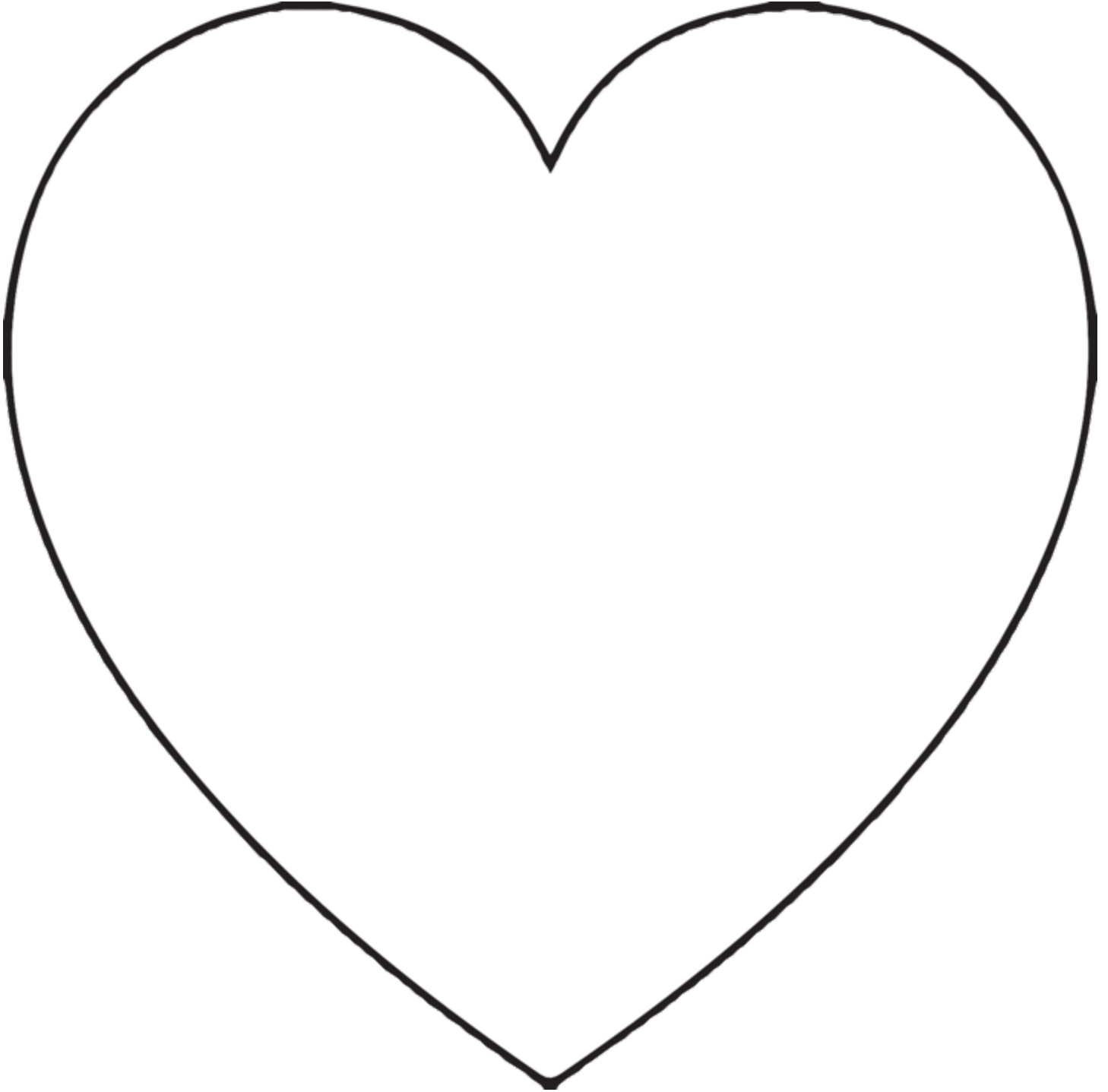
This exercise is meant to get you thinking about your professional future and about professional development opportunities that you may want to pursue.

Imagine you have just retired. You are sitting in a rocking chair reflecting on the work you have done over a lifetime. Now reflect on the answers to the following questions:

- Did you choose a job(s) and a field(s) that you found fulfilling?
 - » If so, how did that happen?
 - » If not, why not?
- What were your professional successes?
- Which aspects of your work did you enjoy?
- Which work activities didn't you engage in that you wish you had?
 - » What held you back?
- If you had your career to do over again what would you do differently?
- What would you have kept the same?
- What things did you choose to do professionally that made you happy?
- Could you have done more of them?
 - » Why didn't you?
- What do you need to do now and going forward, to realize your professional dreams and aspirations?
- What specific professional development activities do you need to participate in, that when you are looking back at your work years, you'll feel they were worthwhile/interesting/challenging/meaningful?



Thinking through your answers while in this rocking chair can be a powerful experience. Looking ahead to what you think your work life will be like can help you to take more control of your professional life today.



Estimate how many hours per week you spend on these different parts of your life (fun fact, there are 168hrs in a week!). Are there areas where you would like to spend more, or less time, or change how you engage?

Work (caring for children, preparation of the learning environment, FCC business responsibilities, professional growth activities, involvement in professional organizations)	Household (cleaning, shopping, preparing meals, driving, caring for dependents)
Self-care (rest and relaxation, having fun, hobbies, exercise, eating well, sleep)	Community involvement
Time with friends and family	Spiritual/Religious practice , if applicable

What are the particular challenges to work-life balance faced by family child care providers?

- You live where you work: it can be challenging to feel your home and personal space are not entirely your own, but shared regularly with enrolled children, their families and prospective clients when they visit.
- It may disrupt the comfort of the other family or household members.
- Making sure you keep your business money separate from other sources of income, and making sure you get paid is important.
- You may have children who are also part of the FCC; boundaries need to be maintained so that you are fair to your own children and enrolled children.
- It's easy to work too much, FCC providers often find themselves thinking about or doing something for their work, even during non-designated work time.

What are some signs of stress and burnout?

- Frustration, irritability
- Anxiety about work
- Lack of motivation
- Feeling tired, fatigued
- Loss of patience
- Stress related physical pain and illness (e.g. headache, backache, stomachache)
- Depression
- Isolation
- Feeling helpless to change things

Strategies to to take care of YOU - creating an intentional, personal plan

- Focus on your needs. Ask yourself what do I really need?
- Who can help you with what you need (breaks, finances, stress and carrying the load)?
- Can you gain a sense of control by advocating for larger policy and systems changes?
- When possible, take mini-breaks (with appropriate supervision in place for children)
- Rotate toys/materials and change the environment
- Create program policies and hold families to it
- Get out of the house as often as you can
- Set vacation goals, include vacation pay when you set your rates; open a savings account; include time off in your policies
- Develop a strategy for dealing with families that are challenging to work with and recognize when things are not working
- Practice good eating and exercise habits
- Involve yourself in activities or hobbies that you really enjoy
- Avoid social isolation: schedule regular times to meet with supportive friends and family. Connect with other ECE professionals who can provide you with support. Laughter is good medicine.



OPEN	ART	IS	
EFFORT	THE	FROM	
IMAGINE	TRUST	START	
UNIQUE	CARE	COULD	
DRAMA	FEEL	PASS	
<small>BLANK CARD:</small>	<small>BLANK CARD:</small>	<small>BLANK CARD:</small>	

Words and Images



Instructions:

Consider the ethical dilemmas below. Choose one dilemma and use the NAEYC Code of Ethical Conduct and Statement of Commitment to guide a conversation about what you would do to balance the needs of the child with the wishes of families. Highlight the parts of the code you refer to in your discussion.

A boy in your program enjoys wearing dresses and skirts from the dramatic play area, but his parents don't want him to play with dresses. They ask you not to let him wear "girl's clothes."

Your policy says that no outside food can be brought to your program without a prior plan, but a child's grandmother, who doesn't know the policy, brings mini-cupcakes during snack time for her grandchild's birthday.

Your program encourages messy play, but the mother of a child with an intricate braided hairstyle complained about the child getting sand in their hair. The mother asks you not to let the child play in the sand since she spends a lot of time maintaining the child's hair.

Social media use is common and popular. Since social media and technology are an integral part of our daily lives, it is important to understand the ways early educators need to navigate how to use them safely.

Discussion Questions

1. What are ways that smartphones or tablets can both enhance and hurt learning, safety, and well-being of children and families?
 - a. What are your thoughts about smartphones and electronic devices as distractions in the family child care environment?
 - b. Do you think there are ways to use devices in your program that can help your program (i.e. communicate with families and assistants, play music, set boundaries on what type of calls/texts to respond to)?
2. Do you have a policy on the use of cameras in your FCC program?
 - a. What might happen if parents or FCC providers take pictures of children during their time in FCC and post them on social media or share, without written permission?
 - b. What are possible risks if children's names are included in social media posts?
3. Can you see issues developing if parents ask to "friend" or "follow" their children's FCC provider on social media?
 - a. How could this blur the line between professional and personal relationships in ways that cause problems? What about creating closed/moderated groups on social media just for your program?
4. What consequences might result from FCC providers or parents/family members posting inappropriate or critical comments about FCC providers, enrolled children or their family members on social media sites?
5. Are you able to ensure your electronic files are protected and secure, including email? (do you have password protection for your phone and computer, files kept on a professional computer for staff only, cloud back-up is private to you only/photos are deleted regularly?)

Name: _____

Date: _____

Use an X to mark the box that answers each statement best for you	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I feel confident serving as a role model through my family child care practice					
I can communicate clearly in a coaching scenario					
I am aware of my professional strengths					
I am aware of my professional development needs					
I know how to plan professional development goals					
I reflect on my future as a professional in early childhood care and education					
I can name characteristics of professionalism					
I understand how to prioritize professional and personal responsibilities for work-life balance					
I can work effectively with fellow professionals					
<p>What is the main thing you got out of this training?</p> <p>Describe at least one thing you would like to do differently in your FCC program:</p> 					