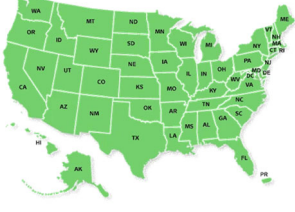



## Introductions

While you are waiting for the webinar to begin you can:

1. Introduce yourself in the Q&A box (your name, current role, location)
2. Download resources from the resource widget

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June 22, 2021

## 5Rs for Early Learning Leaders: Embedding Reflective Dialogues

<p><b>Host</b> Gail Joseph NCECDTL</p>	<p><b>Host</b> Vanessa Maanao-French NCECDTL</p>
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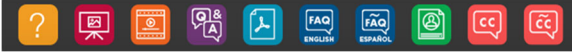
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## Webinar Features

Slide Deck
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### Learning Objectives

- Promoting a culture of continuous quality improvement
- Involving staff and families in data-informed reflective dialogues about children's learning

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### Overview of NCECDTL's 5Rs for Learning Leaders



**Purpose:** to identify effective practices of learning leaders

**Approach:** research and interviews of learning leaders from the field

**Findings:** The 5Rs for effective learning leaders

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### Overview of NCECDTL's 5Rs for Learning Leaders

Responsive Relationships		Reflective Dialogues	
Reason		Recognition	
Resources			

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### Overview of NCECDTL's 5Rs for Learning Leaders

- Responsive Relationships 
- Reason 
- Resources 
- Reflective Dialogues 
- Recognition 

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### What are common perceptions of "data" for you and your staff?

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### Data is...

- Informative
- Powerful for advancing equity
- Intimidating
- Time consuming to collect and use
- Overwhelming
- Improvement Driven
- Not used in real time
- Compliance-driven
- Not linked to goals or outcomes



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### Findings from 2015 Study on Data in ECE

Data is not always used for decisions	Difficult to combine multiple sources of data
Data is collected and used infrequently	Data conversations not linked to outcome
Data is not used in real time	Data is often used for compliance and not for improvement

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Zweigg, J., Irwin, C. W., Kook, J. F., & Cox, J. (2015).

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PAST: Data is...	FUTURE: Data is...
<ul style="list-style-type: none"> <li>• Intimidating</li> <li>• Compliance-driven</li> <li>• Not used in real time</li> <li>• Not to be trusted</li> <li>• Not linked to goals</li> <li>• Not meaningful to plan for individual children</li> </ul>	<ul style="list-style-type: none"> <li>• Powerful for decision making</li> <li>• Improvement driven</li> <li>• Used in real time</li> <li>• High-quality and can be trusted</li> <li>• Linked to goals</li> <li>• Meaningful, disaggregated to understand equity</li> </ul>

**Reflective Dialogues** →

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*“Data are just summaries of thousands of stories: tell a few of those stories to help make the data meaningful.”*

- Chip & Dan Heath (2007)

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## Reflective Dialogue



**Reflective dialogues** center around child data, equity, and staff and child wellbeing

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### Why do we collect data?

To measure child progress and well-being

To inform teaching and home visiting practices

To support continuous quality improvement (CQI)



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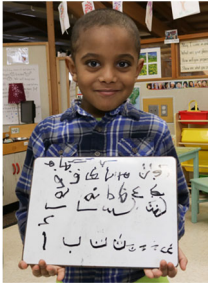
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### Why do we collect data?

To measure child progress and well-being

To inform teaching and home visiting practices

To support continuous quality improvement (CQI)



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### Why do we collect data?

- To measure child progress and well-being
- To inform teaching and home visiting practices
- To support continuous quality improvement (CQI)



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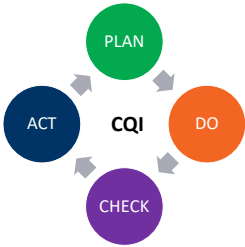
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### Why do we collect data?

- To measure child progress and well-being
- To inform teaching and home visiting practices
- To support continuous quality improvement (CQI)



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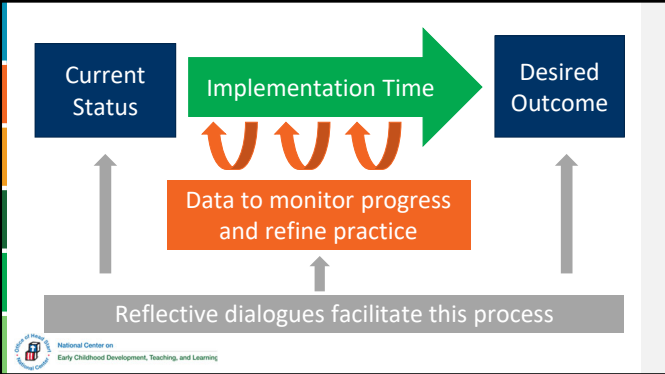
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Reflection



What are your routines in formal and informal check-in conversations to discuss children's growth and development?

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Formal and Informal Check-ins



Reflective dialogues facilitate use of data to discuss children's growth, teaching or home visiting practices, and planning.

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Formal and Informal Check-ins

Education Leaders use formal and informal reflective dialogues to:

- Revisit prior practices to encourage new tools and strategies
- Create a safe space to try new strategies
- Support staff to self-reflect about their biases
- Have honest discussions about any injustice the staff observes

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Reflection



What **types of data** do you collect to understand children's growth and plan for staff practices?

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### Making Meaning of Different Types of Data



Education leaders support the collection and use of multiple sources of data.

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### Making Meaning of Different Types of Data

Education Leaders use formal and informal reflective dialogues to:

- Understand children's or staff's perspectives
- Integrate data into planning
- Conduct deep review of summative or qualitative evidence and examine its meaning
- Elevate the value in data for informing practice and children's learning

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Reflection



How have you collaborated with staff and families to make sense of data about children's learning and development?

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Collaborating with Staff and Families



**Power of Data:**  
Inspiring educators and parents to accomplish a shared goal

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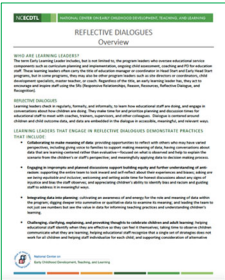
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Resources and Next Steps



- How will you embed reflective dialogues in your interactions with staff and families?
- What will you continue to do?
- What will you do differently?

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**Question & Answer Time**




Gail Joseph      Vanessa Maanao-French



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**Thank You**

**Next Education Managers webinar: 5Rs for Early Learning Leaders on Recognition**  
**Date:** August 24, 2021

**MyPeers:** Continue the conversation on responsive relationships [www.mypeers.org](http://www.mypeers.org)



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