

Leadership and advocacy as an early career teacher: building capacities through mentoring

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Acknowledgement

Today we acknowledge and pay our respects to the First Peoples, past, present and emerging, the traditional custodians of the lands and waterways.



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Overview of presentation

- ▶ A brief history of the Early Careers
- ▶ Building capacities through mentoring
- ▶ The importance of networking
- ▶ Where to next?



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ECA as an Advocacy Group



Professional responsibilities

- ▶ Take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society.
- ▶ Mentor new graduates by supporting their induction into the profession.
- ▶ Advocate for my profession and the provision of quality education and care.

(Early Childhood Australia, 2016)



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The vision and early stages

ECA Qld Branch President and committee saw the need for the implementation of a sustainable community to empower beginning educators to advocate for the provision of quality outcomes for children and families.



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A (brief) history of the Early Carers Sub-Committee



Who are the Early Careers?

- ▶ Early career teachers and preservice teachers from various Queensland universities and institutions
- ▶ A subcommittee of the ECA QLD Branch.
- ▶ Early Career Educators Engaging Educators (ECEEE).

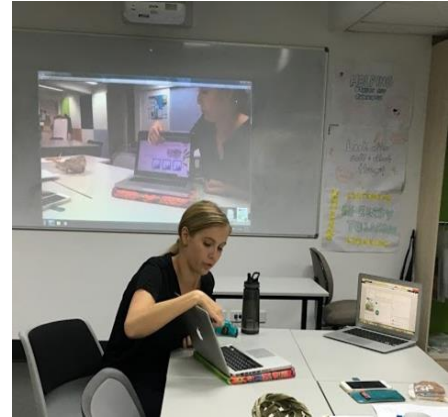


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Two years ago

- ▶ Establishment and sustainability of the group.
- ▶ Working with mentors from the ECA QLD Branch.
- ▶ Utilising technology to build our knowledge, capabilities and confidence.



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Future Aspirations; Broadening the Scope

- ▶ Reaching out to regional and rural early career educators
- ▶ Use the 'Hangouts' app to remotely engage educators in meetings, allowing them 'to have a voice' in decision-making groups
- ▶ Establish a blog to engage casual members and to broaden the scope of the early career network



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Building capacities through mentoring

What is mentoring?

Mentoring can be an effective strategy for succession planning, safeguarding against the sudden loss of expertise and ensuring the continuation of strong and effective leadership and advocacy within the sector.

(Waniganayake, et al., 2012)



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What is mentoring?

Research has shown that mentoring experiences “boost teachers’ professional confidence, identity and their willingness to participate in professional learning”.

(Wong & Waniganayake, 2013, p.164)



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What did this look like for us?

- ▶ gradual model of release
- ▶ two-way benefit
- ▶ sharing diverse expertise
- ▶ building knowledge and skills
- ▶ networking opportunities
- ▶ career pathways.



ECEEE in Action



Our first networking event

- ▶ Play Pedagogies in Prep.
- ▶ Griffith University, October 2017
- ▶ >80 people in attendance including preservice teachers, practicing teachers and educators, researchers and department representatives.



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Networking in 2018

- ▶ Preservice teacher networking event
- ▶ ACU Brisbane, August 2018.
- ▶ >100 people in attendance.
- ▶ Guest speakers included Alex @whattheteacherwears and Tara @missmcdonaldhadaaclass.



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Upcoming event

- ▶ To be held in October 2018.
- ▶ Details TBA – follow us on instagram to stay in the loop! @ecaqld.earlycareers

Expanding reach



Expanding reach

- ▶ Utilising technology, including Facebook live and Google Hangout to reach a broader audience.
- ▶ Hosting networking events outside of Brisbane.



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Early Career perspectives

As a final year QUT early childhood student I have found being a part of ECEEE super empowering. I have really felt part of something important. Being in this group has provided me with many opportunities to network and meet with early childhood professionals and mentors... Without this group I do not think I would feel as prepared to take on the challenges that lay ahead as an ECT. I know that I will always have colleagues around me who are open and willing to give me advice and guidance when needed.

Jessica Martin, ECEEE Member

As a mature student embarking on a second career, I have found the ECEEE a motivational and professional group to be associated with. It has given me renewed confidence in the profession, inspired me to reflect on my practice and provided opportunities to meet with dedicated early childhood professionals who engage in professional conversations. The group has a strong focus on engaging and supporting pre-service and beginning teachers. To date, our events have done just this. I look forward to building our small membership to a larger, sustainable sub-committee working beside the ECA Qld Branch.

Christine Carroll, ECEEE Member

Q&A

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References

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