

## Bella Bella Binder

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### Communities of Leadership Innovation – 2011 Call for Proposals

In 2011, ECEBC will support ten Communities of Leadership Innovation.

ECEBC and the Leadership Initiative Advisory Committee will select the ten Communities of Leadership Innovation based on the following criteria:

1. Diverse geographic and cultural communities are involved.
2. The Project builds the leadership capacity of ECEs to raise the profile of their work and value.
3. Two or three **licensed-to-practice ECEs** are actively involved in the development of the proposal, are able to attend all three Leadership Institutes and understand they will play a leadership role in implementing the project.
4. The sponsoring society is a non-profit society AND holds charitable tax status.

**In order to be considered, complete this Call for Proposals and submit it to ECEBC by April 15, 2011 BY NOON. (EXTENDED!)**

**Proposals must be FAXED to ECEBC at (604)709-6077 - Attention: Maria L. Mejia**

Communities will be informed as to whether or not they have been selected April 30, 2011. Project work plans and budgets will be developed at the first Leadership Institute in early June 2011. Projects will report out at subsequent Leadership Institute (Nov. 2011 and May, 2012). Final project reports will be due August 31, 2012.

If you have questions about completing this Call for Proposal, please email the ECEBC Leadership Administrator Maria L. Mejia at [leadership@ecebc.ca](mailto:leadership@ecebc.ca)

**Key Proposal Contact Person**

Name CARLA A. HEES ecc.  
 Position/Organization MANAGER QAQUAILAS / EXEC-DIRECTOR HTC SOCIAL DEVELOPMENT  
 Phone number (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_  
 Email \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 City Bella Bella Province BC Postal Code \_\_\_\_\_

The Key contact person should be one of the ECE's participating in the community project.

2774 East Broadway,  
P 604 709 6063

Vancouver BC  
F 604 709 6077  
[www.ecebc.ca](http://www.ecebc.ca)

V5M 1Y8  
TF 1 800 797 5602

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**Sponsoring Charitable Society**

The Leadership Initiative will also provide each selected Community of Leadership Innovation with up to \$10,000 to support your project in your community. You need to identify a non-profit society, with charitable tax status to receive and administer the funds.

Please provide the following information about your sponsoring society

Organization Name HEILTSUK TRIBAL COUNCIL

Charitable Tax Number \_\_\_\_\_

Mailing Address \_\_\_\_\_

City Bella Bella Province BC Postal Code \_\_\_\_\_

Contact Person Name \_\_\_\_\_

Position EXEC. DIR HTC SOCIAL DEVELOPMENT  
Email \_\_\_\_\_

Contact Person Phone Number \_\_\_\_\_

Contact Person signature \_\_\_\_\_

**Leadership Capacity**

Please think about the abilities that will help your team find and nurture your leadership gifts. Here are a few ideas to get you started but please add your own.

- |  |  |
|--|--|
| <input type="checkbox"/> Personal confidence & assertiveness building,       | <input type="checkbox"/> Public speaking                     |
| <input type="checkbox"/> Framing the Message                                 | <input type="checkbox"/> Marketing/Communications            |
| <input type="checkbox"/> Defining professional identity                      | <input type="checkbox"/> Addressing invisibility of the work |
| <input type="checkbox"/> Gendered perceptions of the field                   | <input type="checkbox"/> Policy, legislation context         |
| <input type="checkbox"/> The value of childhood (international perspectives) | <input type="checkbox"/> Community-based Research            |
| <input type="checkbox"/> The economic impact of child care                   | <input type="checkbox"/> Advocacy plans, strategies & tools  |

Other things you would like to learn about...

PUBLIC RELATIONS, TEAM BUILDING, SALARY & WAGES,  
MENTORING, DEVELOPING VOLUNTEER PROGRAM,  
CULTURE PROGRAM

If you have questions or want to talk about your proposal, please contact Maria L. Mejia, our Leadership Initiative Administrator at [leadership@cebc.ca](mailto:leadership@cebc.ca)  
**Complete and submit this form by FAX to (604)709-6077**  
**by March 31, 2011(EXTENDED TO APRIL 15, 2011 BY NOON)**

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V5M 1Y8  
TP 1 R00 797 5602

15 <sup>3</sup>/<sub>11</sub>

### ECE Project Leadership Team

Each proposal needs to be developed and submitted by a Project Leadership Team of two or three licensed to practice ECEs. We encourage communities to choose 'emerging leaders' who may not have lots of experience in a leadership role but are ready, willing and able to be part of the next generation of ECE leaders. All members of the Project Leadership Team will be expected to attend the 3 Leadership Institutes and to play a leadership role in implementing their project within their community. The Team can and is encouraged to work with a larger community group that includes other ECEs and/or community members who care about young children.

Identify the licensed to practice ECEs who are your Project Leadership Team

**Participant #1**

Name CARLA HEES ece Phone number \_\_\_\_\_  
 Address \_\_\_\_\_ City Bella Bella Postal Code \_\_\_\_\_  
 E-mail address \_\_\_\_\_ ECE License Number \_\_\_\_\_

**Participant #2**

Name DONNA GERMYN ece Phone number \_\_\_\_\_  
 Address \_\_\_\_\_ City Bella Bella Postal Code \_\_\_\_\_  
 E-mail address \_\_\_\_\_ ECE License Number \_\_\_\_\_

**Participant #3**

Name \_\_\_\_\_ Phone number \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Postal Code \_\_\_\_\_  
 E-mail address \_\_\_\_\_ ECE License Number \_\_\_\_\_

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**Community of Leadership Innovation Project**

Each Community of Leadership Innovation will undertake a project to raise the profile and understanding of the value of the work ECEs do in building healthy communities. Your idea doesn't have to be all figured out. The Leadership Initiative will help you develop your plan.

*Please briefly describe your project. How will it build ECE leadership capacity? How will it help increase public understanding of ECEs work? What community groups will you work with or reach out to? What outcome or change do you hope to achieve? (Please use a separate sheet of paper if necessary)*

**ECE Culture of Leadership**

The Leadership Initiative is about supporting an ECE culture of leadership and building ECE's leadership capacity, confidence and ability to take our ways of knowing and doing out the door of our practice to the larger community

*Please share your Project Leadership Team's motivation for being involved in this leadership program. How have you been involved in developing this proposal? Why do you want to develop your leadership capacity? How will you play a leadership role in implementing this proposal? (Please use a separate sheet of paper if necessary)*

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11Community of Leadership Project

Our project has various avenues that will embrace **Outreach and Education**. Through various planned outreach opportunities, individuals from the community will have the opportunity to attend and experience different aspects in respect to the roles of Early Childhood Educators in the lives of children and their families. These planned activities will ultimately educate potential individuals in the capacity of understanding Early Childhood Education and the role that Early Childhood Educators have in the community.

We plan to reach out and collaborate with the local Community High School, Hailika'as Helitsuk Health Centre, Kaxla Child and Family Services. Both the Health center and Kaxla Child and Family Services have services for children under the age of 6. This project will help to lessen the fragmentation that takes place among all the services and focus on successful collaborations!

One of the featured outcomes is to educate and potential draw interest to having men involved in ECE. It is known and documented that men bring a different depth to the interactions with children.

***"Supporting male involvement in ECE requires substantial changes in the established paradigm: Not only must men embrace their roles as nurturers, caregivers, and teachers of young children, women must examine their own attitudes and beliefs toward men in these roles.***

***(UNICEF, 1995; UNDAW, 2004; Neugebauer, 2005).***

***Nondiscriminatory practices are at the heart of responsible behaviour in ECE. When young children are used to seeing images of nurturing males on classroom walls and in their picture books, to hearing stories on the diverse roles of men, and to being cared for and nurtured by fathers, fathering figures, and male early childhood educators, they come to expect nurturing, caregiving, and teaching as typical male behaviours. When the field of ECE sets in earnest to eliminate the biases, scrutiny, and commonly held assumptions about men embedded in its workplace culture, then nurturing fathers, fathering figures, and men who teach will sense their school communities as places where their contributions are valued and the number of involved men will multiply."***

These various activities are and not limited to:

Open Houses series of 3—INFORMATION TABLES/ SMALL INTERACTIVE Question and Answer Session

Family Focussed Fun /Craft Nights series of 3

Children's Festival with the help of High School Students

Speak to High school students in Planning 10 classes

Develop a small informational video that can be shown at community events and meetings in the community.

Come and shadow an ECE for a day—once monthly for a year. Offered to community, high school students, college, work initiatives programs

Invite males to an evening that will promote their involvement in ECE.

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11**ECE CULTURE of LEADERSHIP**

This proposal has been a culmination of many observations and preparations over the past 3 years. We have come to a point where we feel extremely comfortable and professionally experienced to take part in the ECE Leadership Initiative.

As a team we have observed the real need to share and inform those potential individuals who are interested in ECE and to inform those community members who are misinformed about the importance of ECE.

Over the many years, we have heard from various people, "I want to be an Early Childhood Educator", "I want to work with young children", "I like young children," and so on. This is the perfect opportunity to use the framework within the ECE leadership Initiative to educate and inform community members who are leaning towards working with young children as Early Childhood Educators.

We wish to expand our leadership capacity because it is important to remember that as seasoned professionals we need to help mentor and make a difference for those Early Childhood Educators who are developing as professionals. We can work hand in hand along those who are just entering the field. As Elders pass on their amazing knowledge to the young people of the community we can pass on our experiences and knowledge to educators whom are new and excited about the career.

Furthermore, as stated earlier, many community members do not understand the importance of Early Learning. Or for that matter, the dramatic affect that the strong knowledge of Early Childhood Educators make in the lives of the children and their families. There are many misconceptions as to the education, experience and what Early Childhood Educators do as a profession. It is still seen, as glorified babysitting.

Our strong relationships with children and their families in **QUALITY** early learning environments will also dramatically affect the future leadership of the community. This must be focussed on throughout the many activities we have planned.

As a strong leadership team (35+ years combined) we will work together and collaborate with other community partners to provide informative, interesting and inspiring activities which will help those community members who are interested in Early Childhood Education.

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**Community of Leadership Innovation**

It's up to you to each Leadership Team to define the community in which you will undertake your project. It can be a large or small geographic community, a community of practice, an Aboriginal community, a cultural community or a self-defined community. The important thing is to reach outside the doors of your program to the broader community so they understand and value the work of ECEs.

*Please name and briefly describe the community you will involve in this project. (Please use a separate sheet of paper if necessary)*

**Leadership Institutes**

All members of your Project Leadership Team will be expected to attend three Leadership Institutes in Vancouver. The Institutes are intensive and fun experiences where the group and individual learning builds on what came before. 'Parachuting' someone into the process part way through won't work. To quote one participant, the Institutes was "Amazingly, wonderful, memorable, rewarding, exhilarating, emotional, reflective experience." ECEBC will cover all cost of travel, hotel, meals and replacing you on the floor for the three Institutes.

*Please have each Project Leadership Team indicate that they understand they will be participating in the following Leadership Institutes.*

Event	CONFIRMED DATES Leadership Institute # 1	TENTATIVE DATES Leadership Institute # 2	TENTATIVE DATES Leadership Institute # 3
Dates	Tuesday, May 31 to Saturday June 4, 2011	Late November 2011	To coincide with the ECEBC 2012 Conference in late May
Description	<ul style="list-style-type: none"> <li>Participants will travel to Vancouver on Monday May 30 for a Tuesday morning institute start. They will return home Saturday late afternoon or early evening.</li> </ul>	<ul style="list-style-type: none"> <li>Participants will travel to Vancouver for a Sunday evening institute start and will return home Wednesday evening or Thursday morning.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership participants will meet on the Wed and Thursdays prior to conference, as well as be part of conference</li> </ul>

Yes, I will attend all three Leadership Institutes (Please have each participant initial below)

Team Member #1     *AS*          Team Member #2     *AS*          Team Member #3                     

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## Community of Leadership Innovation

Bella Bella, is a small but vibrant coastal community in the beautiful and remote area of the Central Coast in the heart of the Great Bear Rainforest. Bella Bella is the home of the Heiltsuk First Nation.

The community has approximately 1,200 residents and there are deep roots in the local history, culture, and environment.

Despite the location on the famed Inside Passage, Bella Bella is extremely remote and isolated. Because of the distance to all major urban centres - and even from other villages on the coast - Bella Bella is very independent and self-contained. Travel is possible on scheduled daily flights to and from Vancouver and via ferry from the BC Ferries terminal.



Bella Bella has a number of community business ventures, including a grocery store, fuel services, a restaurant, RCMP detachment, and community library.

The medical services in the village include a hospital, clinic, dentist, and pharmacy. Our independent community school serves K-12 students while the Heiltsuk College offers a variety of courses for students upgrading their high school credits, pursuing short trades courses, or preparing for post-secondary education away from the community. In addition, Heiltsuk business ventures are now evolving to include activities like sustainable ecotourism.

However, like many First Nations communities, Bella Bella is faced with serious challenges that threaten the prosperity, our culture, and our way of life. The collapse of the salmon fishery has undermined one of the oldest occupations in Heiltsuk history. Heavy industry like logging and mining no longer seems profitable or sustainable. Consequently, unemployment is high and attendant social problems are ongoing concerns.

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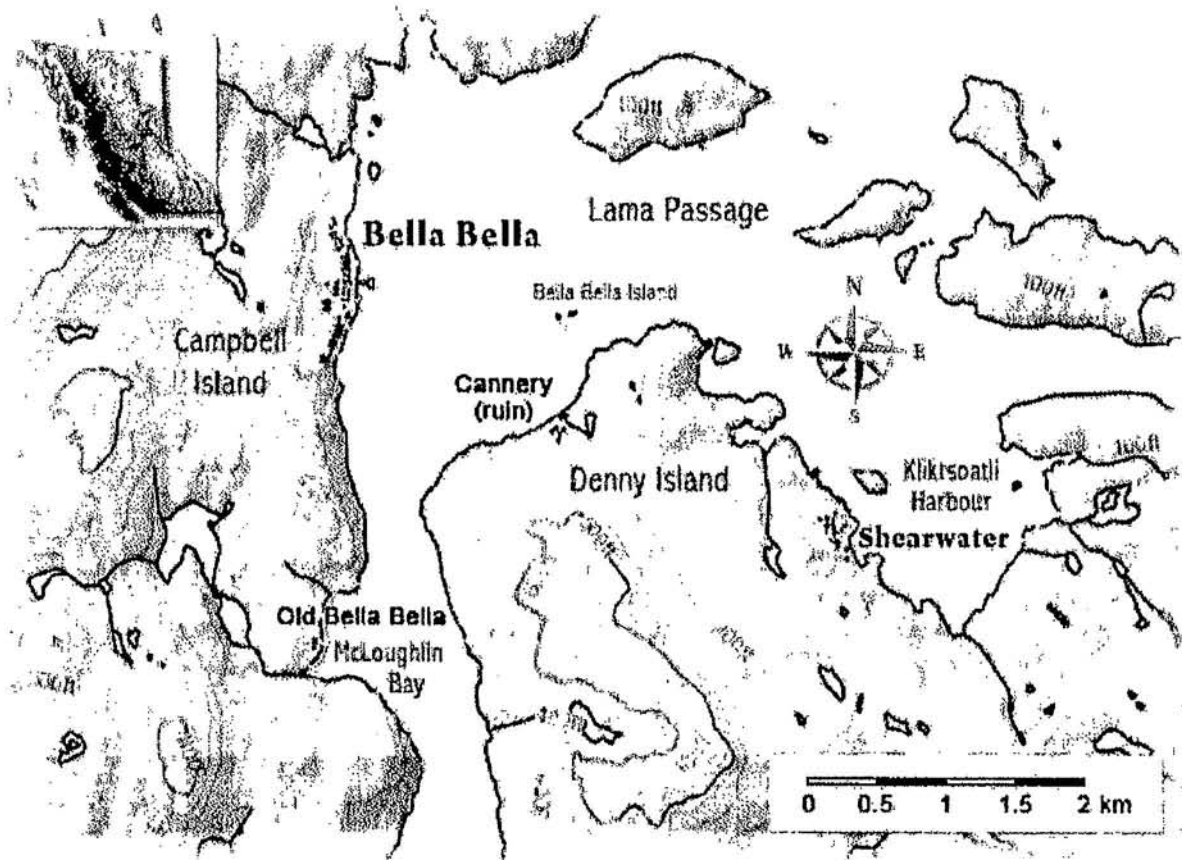
The Heiltsuk community has engaged itself in a dynamic and energetic cultural revival. We are swiftly repairing the lapse in our traditional knowledge, language, and cultural activities. Cultural revival projects in Bella Bella include the building of a community bighouse, regular singing and drumming experiences, a growing collection of traditional canoes, a language nest for young children (QAQUAILAS) and a strong cultural program in the local school.

As a modern First Nations community, we strive to exist positively in two worlds. We seek to take advantage of regular transportation, a broad range of educational opportunities, and emerging job sectors while upholding traditional values and the cultural legacy that has kept our nation strong.



15<sup>10</sup>/<sub>11</sub>

**MAP OF BELLA BELLA**



RECEIVED JUN 7 1 2011

# ECEBC Leadership Initiative

Community Project Work Plan #1 - June - November, 2011



**ECEBC** | early childhood educators of BC

Sponsoring Society's Name HEILTSUK TRIBAL COUNCIL • EARLY CHILDHOOD EDUCATORS  
Community Name BELLA BELLA WE ARE THE DIFFERENCE

Key Contact (From Sponsoring Society) \_\_\_\_\_  
Name \_\_\_\_\_ Position HEILTSUK EXEC. DIRECTOR SOCIAL DEVELOPMENT

E-mail \_\_\_\_\_ Phone \_\_\_\_\_  
Mailing address \_\_\_\_\_ City BELLA BELLA Postal Code \_\_\_\_\_

Name of Lead ECE's  
1. DONNA GERMYN 2. CARLA HEES 3. \_\_\_\_\_

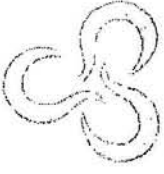
Project Description (1 paragraph that updates or refines the short project description you initially submitted)

A project to build leadership capacity of ECEs by educating the community of Bella Bella on the important role of early childhood educators and to empower males to join the journey in the early care and learning career field  
Three domains of change this project seeks to make are:

1. EDUCATE COMMUNITY ON IMPORTANCE OF EARLY CHILDHOOD EDUCATORS
2. EMPOWER MALES TO JOIN EARLY CARE AND LEARNING
3. INCREASE COLLABORATION BETWEEN D-L COMMUNITY PROGRAMS
4. RAISE THE OVERALL PROFILE OF EARLY CARE AND LEARNING IN THE COMMUNITY.

# ECEBC Leadership Initiative

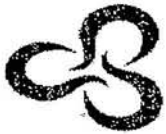
## Community Project Work Plan #1 – June – November, 2011



**ECEBC** | early childhood  
educators of BC

The 3 or 4 key activities we will focus on from June to November 2011 are

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
1. Submit Work Plan #1 ✓ and Project Budget	Community ECE Team and Rep from Sponsoring Society (budget)	June 30, 2011	Leadership Capacity	Project Development and Management Skills
2. Prepare display for November Showcase	Community Team	Materials ready for Nov. Leadership Institute	Raising Profile of ECE work Leadership Capacity	Public education material development Public presentation skills



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# ECEBC Leadership Initiative Community Project Report #1

April - November 2011

Sponsoring Society's Name Healthout Tribal Council

Community Name Bella Bella

Name of Project Early Childhood Educators  
We Are The Difference

Key Contact (From Sponsoring Society) \_\_\_\_\_

Position Exec. Director HTC Social  
Development

Name \_\_\_\_\_

E-mail \_\_\_\_\_

Phone \_\_\_\_\_

Mailing address \_\_\_\_\_

City Bella Bella Postal Code \_\_\_\_\_

Names of participating ECE's

- Carla Heyman
- Carla Heo
- 

Project Description (repeat of update the short description you are using to describe your project)

A project to build leadership capacity of ECEs by hosting and organizing community events to educate the community about the role of ECE's. The project will reach out to those considering the field of ECE as a profession with a focus on attracting Key domains of change your project focuses on more males.

- Advocacy / Outreach

- Education

- Attracting males to the field of ECE.



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# ECEBC Leadership Initiative Community Project Report #1 April – November 2011

## Key project activities Update

List and comment on 3 key project activities & events from April – November 2011. Include key activities from Work Plan #1 and any new ones. In the last column, comment on the leadership capacities you used and developed through this activity.

Key Activity/Event	Completed (or if not, why not)	Leadership Capacities Developed
INFORMATIONAL FAIR	YES!!	<ul style="list-style-type: none"> <li>• COMMUNICATION</li> <li>• ORGANIZATION</li> <li>• STAYING ON TASK</li> <li>• DELEGATION</li> <li>• THINKING ON FEET</li> </ul>
COMMUNITY NEWSLETTER	YES!!	<ul style="list-style-type: none"> <li>• TELLING A STORY WITH PICTURES</li> <li>• DRAW AUDIENCE IN</li> <li>• KNOWING THE TARGET AUDIENCE</li> </ul>
* AGM - COMMUNITY WIDE	YES!!	<ul style="list-style-type: none"> <li>• SHORT NOTICE PLANNING!</li> <li>• ADAPTABILITY</li> <li>• DEVELOPED PROMOTIONAL MATERIALS</li> <li>• STEPPING OUTSIDE THE BOX - IE THINKING OUTSIDE OF THE BOX</li> </ul>

JAT



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## ECEBC Leadership Initiative Community Project Report #1 April - November 2011

### Most Significant Change Story

From amongst the changes you are experiencing through the leadership project, share your most significant change story...

In a general sense the community truly is aware of the importance of Early Childhood Educators.

Our message has reached even the Elders of the community who spoke so passionately and from the heart at the Stand Opening / Informational Fair.

Never before have the publicly declared that our role impacts the lives of children so dramatically!

The question that started this project "Exactly what do you do?" has certainly been answered in a clear, concise and positive way!





LEADERSHIP INSTITUTE  
NOV, 2011  
Project Updates

From your Community Project Report #1, be prepared to share with the group

- 1 key activity that went well. Tell us how this experience helped develop your leadership capacity.

Networking within our communities has been an excellent experience that has developed our leadership capacity greatly by reinforcing our voice as educators within our communities and allowing us to enforce and focus on our ultimate goal of creating a project to support our youth.

- 1 key activity that didn't go well. Tell us how this experience helped develop your leadership capacity

One activity that has posed a challenge has been in our planning stage. Our vision for our junior leadership conference was to include a motivational guest speaker. They have exceeded our budgeted allowance, which has given us opportunity to adapt and find success in a new direction of a more local speaker.

- Share your Most Significant Change Story

Our cohesive significant change story is our ability as a team to embrace and acknowledge all of our unique individual strengths as educators.

We are committed, connected and united to create and develop a junior leadership program for our community



LEADERSHIP INSTITUTE  
NOV, 2011  
Project Updates

From your Community Project Report #1, be prepared to share with the group

- 1 key activity that went well. Tell us how this experience helped develop your leadership capacity.

Lots of Educators From a range of job roles showed up at our book study, all were respectful and had a turn sharing their thoughts on books. We stayed in charge of study and kept on topic. Each of us has had a

- 1 key activity that didn't go well. Tell us how this experience helped develop your leadership capacity

turn leading the review. Co-ordinating working with organizations. It took longer than we planned. and we had to adapt our time line and carry on.

- Share your Most Significant Change Story

We have built confidence to express ourselves as Early Childhood Educators. We know our own voice carries our knowledge and has value. Our skills in community planning and development are growing as we continue our Project.



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# ECEBC Leadership Initiative

## Community Project Work Plan #2 – Dec 2011 – May 2012

Sponsoring Society's Name Abittsuk Tribal Council      Early Childhood Educators  
 Community Name Bella Bella      We See The Difference

Name of Project

Key Contact (From Sponsoring Society)

Name \_\_\_\_\_  
 Position Exec. Director ATC  
Social Development  
 Phone \_\_\_\_\_

E-mail \_\_\_\_\_  
 City Bella Bella      Postal Code \_\_\_\_\_

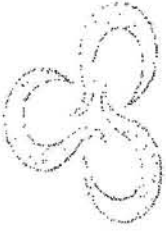
Mailing address \_\_\_\_\_

Name of Lead ECE's      1. Carla Kees      2. \_\_\_\_\_      3. \_\_\_\_\_

Project Description (1 paragraph that updates or refines the short project description you initially submitted)

A project to build leadership capacity of ECEs by hosting community events to educate  
the community of Bella Bella as to the important role of  
ECE's. The project will advocate to those who are  
responsible of roles and responsibilities of ECE and focus  
on encouraging males to join the ECE career field.  
Three domains of change this project focused on are:

1. Education / Outreach
2. Education
3. Informing males of career choices
4. Community involvement



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# ECEBC Leadership Initiative

Community Project Work Plan #2 – Dec 2011 – May 2012

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
4. Public Display	Donna Carla	Feb 2012	<ul style="list-style-type: none"> <li>Education</li> <li>Advocating roles of ECE</li> </ul>	<ul style="list-style-type: none"> <li>Time management</li> <li>Communication / PR experience</li> </ul>
5. TV AD	Donna Carla	Feb 2012	<ul style="list-style-type: none"> <li>Leadership skills</li> <li>Working with media</li> </ul>	<ul style="list-style-type: none"> <li>Preparing the message</li> <li>writing skills</li> <li>Advocacy</li> </ul>
6. Career Fair	Donna & Carla	Mar 2012	<ul style="list-style-type: none"> <li>Reaching High school students</li> <li>Education</li> </ul>	<ul style="list-style-type: none"> <li>presentation skills</li> </ul>
7. Madaw Br ECE	Donna	Mar 2012	<ul style="list-style-type: none"> <li>Leadership Skills</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Advocacy</li> </ul>

8. Open House Donna & Carla Mon  
2012. Leadership Skills

9. Chamber Commitment - Pinellas Carla April  
2012. Advocacy Leadership Skills

10. at UTR

# ECEBC Leadership Initiative

## FINAL PROJECT REPORT

May 2012



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educators of BC

Sponsoring Society's Name HEILTSUK TRIBAL COUNCIL

Community Name Bella Bella Name of Project EARLY CHILDHOOD EDUCATORS  
WE ARE THE DIFFERENCE

We have submitted a written request and plan to carry over unspent funds until Oct. 31, 2012 Yes  No

### Key Contact (From Sponsoring Society)

Name \_\_\_\_\_ Position Social Development EXEC. DIRECTOR

E-mail \_\_\_\_\_ Phone \_\_\_\_\_

Mailing address \_\_\_\_\_

City Bella Bella Province BC Postal Code \_\_\_\_\_

### Names of participating ECE's

1. CARLA HEES
2. DONNA GERMYN
3. \_\_\_\_\_

Initial Project Description (the paragraph that you used to describe your project)

# ECEBC Leadership Initiative

## FINAL PROJECT REPORT

May 2012

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### Most Significant Change Story

From among all the significant changes you experienced during this leadership project, what was the most significant change of all?

ATTACHED

### Sharing your Leadership Capacity

At the May 2012 Leadership Institute participants agreed to continue sharing their leadership gifts in their communities and beyond. Please share your plans for maintaining the momentum of your project and your leadership capacity.

Activity	Date/Timeline	Responsibility (who will do what?)	Hoped for outcome
<p>THE PROJECT WILL CONTINUE TO MOVE FORWARD IN THE COMMUNITY. THE DISPLAY AND PROMOTIONAL MATERIALS WILL BECOME A DISPLAY THAT WILL BE AT ALL COMMUNITY EVENTS, HEALTH FAIRS, AGM'S ETC. OUR STORY WILL CONTINUE TO BE SPREAD.</p>			

BOTH DONNA GEMMYN CARLA HEEB WILL MAINTAIN THE DISPLAY. CARLA HEEB WILL CONTINUE TO MOVE THE PROJECT FORWARD PROVINCIAALLY AND INTERNATIONALLY. <sup>3</sup>

P. A. Innes

# ECEBC Leadership Initiative

## FINAL PROJECT REPORT

May 2012



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### Key project activities and events

Provide a summary of key project activities and events in each of the following 2 time periods.  
Include comments about any significant differences between project plans and what actually happened.

March - December 2011

1. INFORMATIONAL FAIR - COMPLETED
2. COMMUNITY NEWSLETTER - COMPLETED
3. AGM / COMMUNITY WIDE PRESENTATION - COMPLETED

3. VERY SHORT NOTICE!! DISPLAY WAS AT COMMUNITY WIDE EVENT!

January - June 2012

1. PUBLIC DISPLAY
2. TV AD
3. CAREER FAIR
4. SHADOW AN ECE
5. OPEN HOUSE
6. CHAMBER COUNCIL DISPLAY
7. SOCIAL DEVELOPMENT DISPLAY
8. INTERNATIONAL CONFERENCE

### ***Most Significant Change Story/ Summary***

It became increasingly clear that our project made a huge impact on the community as a whole but then it spread to connections provincially, nationally and internationally!

Individuals from the community spent the time to take the opportunity to listen and then publically acknowledge that what we do as early Childhood Educators is so important. The most memorable event was the informational fair/ community event that an Elder of the community spoke both in the traditional language and then in English to share how the true love in our hearts shine through in the little ones we care for.

Then provincially we were able to share with other provincial partners, BCACCS, The Governor General how our project was working towards the male influence on Early Care and Learning.

Then next huge step was building those bridges with National and International partners. To really bring forth the acknowledgment that indeed that Early Childhood Educators- We ARE The Difference.

It was crucial to evaluate each activity to ensure we were getting the message out to the audience. Then the next step was at the midway point to evaluate the project to reflect on the goals and objectives as whole. Evaluations were not included formally in the plan and that should be included.

Most importantly, the project really did grow in leaps and bounds. We were able to be flexible adding additional activities to the original goals of the project.

Submitted with deepest respect,

*Donna Gernmyx ece and Carla Hees ece*

**Early Childhood Educators**

**We ARE The Difference**



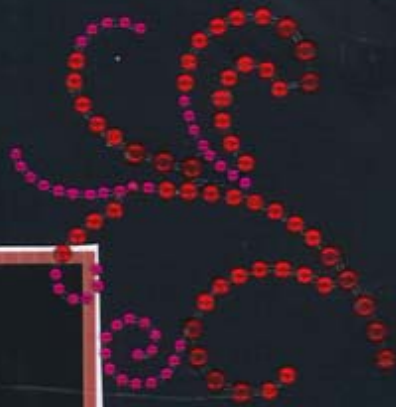
*EARLY CHILDHOOD EDUCATORS*


*WE ARE THE DIFFERENCE*

ECEBC LEADERSHIP INITIATIVE

BELLA BELLA

2011-2012





**The Early Learning and child care sector play a significant role in children's development, in community building and in effecting social change.**

**Leadership is necessary in order to build community and sector capacity, to move the early care and learning agenda forward and to improve quality and accessibility of services.**

Leading in a Changing World

A Reflection on the Research on Leadership

Diana M. Smith





This book is a collection of reflections of 2011-2012 Leadership Initiative Project from Bella Bella

## Early Childhood Educators

**WE ARE THE DIFFERENCE**

The Heiltsuk Tribal Council, Donna Germyn and Carla Hees wish to express acknowledge and deepest thanks to ECEBC and the Leadership Initiative Advisory Committee for selecting the project to be part of the 2011-2012 Communities of Leadership Innovation.

This book of reflections takes you on a journey that supports the leadership capacity of ECEs by hosting and organizing community events to educate the community about the role of ECE's.

The project will reach out to inform those who are considering ECE as a profession – with a focus on attracting more males to the field.



**ECEBC** | early childhood  
educators of BC

The project leaders greatly acknowledge the funding for the leadership initiative project from  
**Vancity** Community Foundation

**WE ARE BUILDING THE FUTURE TOGETHER**

**WE ARE THE DIFFERENCE**



*If your actions inspire others to dream more, learn more,  
do more and become more, you are a leader*

*"Leadership is the Capacity to translate vision into reality."*





The Heiltsuk community has engaged itself in a dynamic and energetic cultural revival. We are swiftly repairing the lapse in our traditional knowledge, language, and cultural activities. Cultural revival projects in Bella Bella include the building of a community bighouse, regular singing and drumming experiences, a growing collection of traditional canoes. There is a small highly successful Language Nest program (QAQAUAILAS) housed in the only provincially licensed community Early Care and Learning Center.

As a modern First Nations community, the community tries to exist positively in two worlds. The community seeks to take advantage of regular transportation, a large range of educational opportunities, and emerging job sectors while upholding traditional values and the cultural legacy that has kept our nation strong.



**ECEBC Leadership Initiative**  
**Community Project Report #1**  
**April – November 2011**



**ECEBC** | early childhood  
educators of BC

**Most Significant Change Story**

*From amongst the changes you are experiencing through the leadership project, share your most significant change story...*

*In a general sense the community truly is aware of the importance of Early Childhood Educators.*

*Our message has reached even the Elders of the community who spoke so passionately and from the heart at the Grand Opening / Informational Fair.*

*Never before have they publicly declared that our role impacts the lives of children so dramatically!*

*The question that started this project "Exactly what do you do?" has certainly been answered in a clear, concise and positive way!*





LANGUAGE NEST TEACHER VISITS THE DISPLAY IN COMMUNITY HALL



T-SHIRTS WERE WORN TO HELP SPREAD THE MESSAGE

*Journey*



*Wrap*





# EARLY CHILDHOOD EDUCATORS WE ARE THE DIFFERENCE



WE BELIEVE IN QUALITY  
CARE FOR ALL CHILDREN

## DID YOU KNOW?

### EARLY CHILDHOOD EDUCATORS....

- Promote health and well being of children
- Use developmentally appropriate practices when working with all children
- Demonstrate caring in all areas of caring
- Work in partnerships with parents supporting them in meeting their responsibilities to their children
- Work in partnerships with other colleagues and other service providers in the community to support the wellbeing of families
- Work in ways that support human dignity
- Pursue on an ongoing basis the knowledge, skills and self awareness needed to be professionally competent
- Demonstrate integrity in all of their professional relationships



Taken from **ECEBC CODE OF ETHICS**

"Children who participate in (High-Quality Early Childhood Education) programs are more likely to have the necessary skills-such as abstract reasoning, problem solving and communication-to meet the demands of the future..."

## MEN WORKING IN EARLY CARE AND LEARNING? **YES!**

*"For some, a male teacher is one of the most significant male role models a child will have contact with."*

**"All early childhood education is about nurturing the individual - that's not gender specific."**

'Empathy' and 'sensitivity' can sound like feminine terms but I find children of both sexes respond well - you just talk to them normally. From speaking to parents, having male role models is something that comes up a lot.

Male staff want to work in a place with good benefits, good working conditions, and a professional approach to child care. Fundamentally, fathers want to be viewed as important people in the lives and education of their children, while male staff want to feel like they belong in the profession and the program.



COMMUNITY NEWSLETTER



# QAQAUAILAS HOUSE OF LEARNING

**Qaqauailas Heiltsuk House of Learning** offers positive play and learning experiences to help promote a child's balanced growth and optimal development.

The children's experiences are enhanced by including traditional teachings and cultural experiences within the component of the daily program.

**Qaqauailas Heiltsuk House of Learning** also ensures that the daily program will help to strengthen personality, encourage the development of empathy, further creativity, joy of living and advance learning.

## CONTACT THE STAFF AT:

250-957-2222  
PO BOX # 880  
BELLA BELLA, BC V0T 1Z0

[www.qaqauailas.com](http://www.qaqauailas.com)



## WHO ARE WE?

We are a program under the Heiltsuk Tribal Council Social Development Department in Bella Bella, BC. Our program has proudly offered early care and learning experiences for children since 1980.

Currently, the program is licensed for 20 children and we offer a traditional language program throughout the daily curriculum.

## QAQAUAILAS LANGUAGE NEST

We gratefully acknowledge funding from First Peoples' Heritage, Language Culture Council as they continue to sponsor our Language Nest since **2005!**

We proudly offer age appropriate Heiltsuk experiences and Language **EVERYDAY** through the program for the children who attend **QAQAUAILAS**.

## *EARLY CHILDHOOD EDUCATORS ARE...*

The world's unsung hero's ! They do an extraordinary amount of work and good for our world as our children are any country's greatest asset. We are building the future together...

# EARLY CHILDHOOD EDUCATORS

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### MEN WORKING IN EARLY CARE AND LEARNING?

## YES!!

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A Leadership Initiative Project in Partnership with ECEBC  
and Heiltsuk Tribal Council Social Development Department / QAQAUAILAS



Funded by Vancity Community Foundation through ECEBC

Vancity Community Foundation

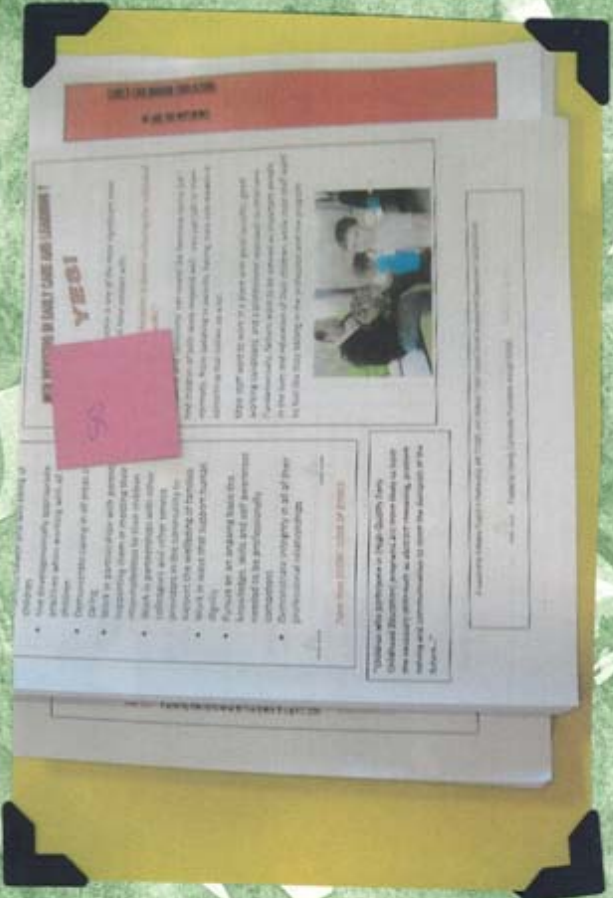
READY TO GO



FROM  NEWSLETTER!

**EARLY CHILDHOOD EDUCATORS ARE...**

*The world's unsung hero's!  
They do an extraordinary amount of work and good for our world  
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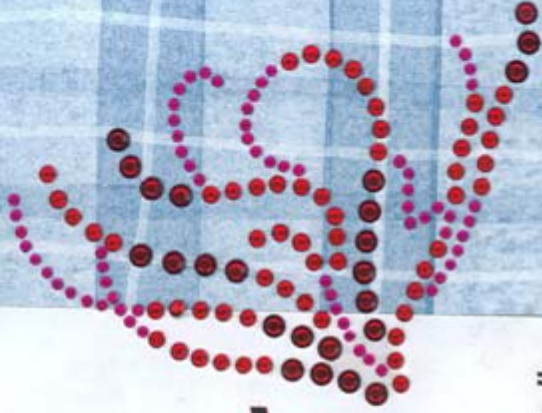


THE NEWSLETTER WAS DISTRIBUTED TO OVER 1300 HOMES IN THE COMMUNITY OF BELLA BELLA.  
 WE SPREAD OUR MESSAGE ABOUT THE IMPORTANT WORK THAT EARLY CHILDHOOD EDUCATORS DO  
 AND THE DIFFERENCE WE MAKE IN THE LIVES OF CHILDREN.  
 THE MESSAGE OF MEN IN ECE WAS STRONG AND CLEAR IN THE NEWSLETTER.



# DID YOU KNOW ?

## EARLY CHILDHOOD EDUCATORS...

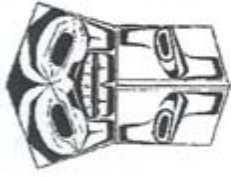


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INSPIRE

nuture

KIND



January 20, 2012

Heiltsuk  
Tribal Council

Inside this  
issue:

- 1 Qaqaailas Daycare/ Notice from the S.D.
- 2 H.I.R.M.D. Lands Manager Report
- 3 Wawiskas Community Hall
- 4-5 Housing Department
- 6 S.E.P. & BB Pentecostal Church Notice
- 7-8 Capital Department & Notice to Dog Owners
- 9 Barton Insurance
- 10 G.I.S. Technician
- 11 Social Development

### Special points of interest:

- Announcements from Advocate pg. 1
- Job Posting for the Community Hall pg. 3
- Letters of Interest being accepted pg. 5

Announcements from HTC

## Qaqaailas Daycare - Donna Germyn

### LEADERSHIP UPDATE

Donna Germyn and Carla Hees continue to move forward with the Leadership project from ECEBC.



ECEBC and the Leadership Initiative Advisory Committee selected the 2011/12 Communities of Leadership Innovation based on the following criteria:

1. Diverse geographic and cultural communities are involved.
2. The Project builds the leadership capacity of ECEs to raise the profile of their work and value.

Licensed-to-practice ECEs are actively involved in the development of the proposal, are able to attend all three Leadership Institutes and understand they will play a leadership role in implementing the project.

The project representing Bella Bella- EARLY CHILDHOOD EDUCATORS- WE ARE THE DIFFERENCE supports the leadership capacity of ECEs by hosting and organizing community events to educate the community about the role of ECE's. The project will reach out to inform those who are considering ECE as a

profession - with a focus on attracting more males to the field. Our project will be featured in the BC Aboriginal Child Care Society newsletter that is distributed province wide in the near future!

### A Notice from the Social Development Advocate

Shannon Humchitt - Interim Community Advocate (April 2011 - April 2012)

December (06, 07 & 08<sup>th</sup>) Service Canada came to Bella Bella. They can assist with questions, concern's or issues you have information

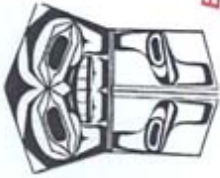
Service Canada will be back **March 06 - 07<sup>th</sup>, 2012**

if you require an appointment next time they are here, you can contact Heiltsuk Social Development 250-0957-2244 and ask for extension 227.

If you are needing help filling out **Employment Insurance, Old age pension, Guaranteed Income Supplements, Canada Pension Plan's** or if you have questions on other matters, feel free to drop by and see Shannon Humchitt or call (250) 957-2244 ext: 227

The leadership project was featured on the front page of the Heiltsuk Tribal Council Community Newsletter! This newsletter was given to every household in the community of Bella Bella





## EARLY CHILDHOOD EDUCATORS

We ARE The Difference

WE DEVELOPED A MEDIA RELEASE FORM AS WE BELIEVED IN TELLING OUR LEADERSHIP JOURNEY THROUGH PICTURES

Dear Parents/ Guardians,

We are hosting several activities that surround our Early Childhood Educators of BC Leadership Initiative Project- Early Childhood Educators We ARE The Difference.

We would like to take photographs and videos of the activities and your child (children) maybe in the photos and videos. The photographs will portray high quality environments and experiences for children. These photos will explain the importance of Early Care and Learning and the impact that Early Childhood Educators have in the lives of children.

If you have any questions regarding this consent please contact Donna Germyn or Carla Hees

Please indicate your consent by signing next to each statement you agree to

\_\_\_\_\_ I give permission for my child's photograph to be displayed in newsletters, website brochures etc.

\_\_\_\_\_ I give permission for video of my child to be used during special activities, presentations and website for the purpose of the project



ECEBC | early childhood educators of bc

Vancity Community Foundation



Heiltsuk Tribal Council/QAQAUILAS







# OUR WEBSITE

<http://wearethedifference.homestead.com>

# OUR SURVEY

<http://www.surveymonkey.com/s/JXC28C8>



WEBSITE AND SURVEY

## We ARE The Difference—Men In Early Care and Learning

### 1. What is your role in Early Care and Learning?

- Licensed Early Childhood Educator
- Assistant Early Childhood Educator
- Early Childhood Educator Supervisor
- Administrator/Director
- Other (please specify)

### 2. Do you feel men require extra support for them as professionals to stay in the Early Care and Learning Field?

- YES
- NO

Comments

### 3. What are the ways can males be supported in the Early Care and Learning Field?

### 4. How do you think that the Early Care and Learning field benefits from having males employed as Early Childhood Educators?

### 5. What do you think are some of the reasons that so few males are currently working in the Early Care and Learning Field?

**1. What is your role in Early Care and Learning?**

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Assistant Early Childhood Educator

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Other (please specify)

**2. Do you feel men require extra support for them as professionals to stay in the Early Care and Learning Field?**

YES

NO

Comments

**3. What are the ways can males be supported in the Early Care and Learning Field?**

**4. How do you think that the Early Care and Learning field benefits from having males employed as Early Childhood Educators?**

**5. What do you think are some of the reasons that so few males are currently working in the Early Care and Learning Field?**



**6. Within the next 4 years, how likely is there a chance that there will be an increase in the number of males in the Early Care and Learning Field?**

- Very likely
- Moderately likely
- Slightly likely
- Not at all

**7. How likely would you say males who are ECE professionals will remain in the field for at least five(5) years?**

- Extremely likely
- Very likely
- Moderately likely
- Slightly likely
- Not at all

Prev

Next

Powered by **SurveyMonkey**  
Create your own [free online survey](#) now!

**8. How many years experience do you have in the Early Care and Learning Field?**

1-6 years

7-10 years

11-15 years

16+ years

**9. What is your gender?**

MALE

FEMALE

**10. Do you have any additional comments?**

**SPREAD THE MESSAGE...**

ON MARCH 21, 2012 WE HAD THE HONOR OF SHARING OUR LEADERSHIP INITIATIVE PROJECT MESSAGE WITH BC'S LIEUTENANT GOVERNOR HIS HONOR, THE HONOURABLE STEVEN POINT. QAQAUILAS.

DURING HIS VISIT WE HAD THE OPPORTUNITY TO SHARE WITH HIM FOR 45 MINUTES THE IMPORTANCE OF THE WORK WE DO AS EARLY CHILDHOOD EDUCATORS.

HIS HONOR AND HIS WIFE ENJOYED OUR LEADERSHIP INITIATIVE PROJECT AND ASKED MANY QUESTIONS AS TO WHY NOT MANY MEN WORK IN THE EARLY CARE AND LEARNING FIELD.

DURING HIS VISIT HE WAS ALSO PRESENTED WITH A COPY OF THE AND WE SHARED WHAT THE PLAN WAS ABOUT. PERFECT OPPORTUNITY TO **SPREAD**

**THE MESSAGE...**



TAKE EVERY OPPORTUNITY TO SPREAD YOUR MESSAGE...





**HIS HONOR PAINTING  
WITH A CHILD FROM QAQAUILAS**



**DONNA GERMYN EXPLAINING THE ECEBC LEADERSHIP  
INITIATIVE PROJECT TO HIS HONOR'S WIFE.**







*Donna Germyn and Carla Hees 2011-2012 ECEBC*

*Bella Bella Leadership Participants*

*With His Honor BC's Lt. Governor General Steven Point*







The staff who work in Early Care and Learning programs have a major influence on children's learning and development. This is because the ways in which staff interact with children – such as whether they focus on children's learning, challenge children to explore activities, extend and are responsive to children's thinking, provide meaningful activities, and are responsive to children – are critically important.



hope

Wish

Work

dream

**SHADOW AN ACE**

WHAT AN EARLY CHILDHOOD EDUCATOR DOES. CURRENTLY, THERE ARE TWO STAFF MEMBERS WHO ARE WORKING IN THE CENTER. THEY ARE PROCEEDING WITH THEIR FORMER TRAINING EVERYDAY. THEY SHADOWN MICH I IN THE MORNIG INTO THROUGHOUT THE DAILY ROUTINE GAINING MORE INSIGHT INTO

IN THE PROVINCIAL NEWSLETTER  
BACS FEATURED THE LEADERSHIP PROJECT



**MENTEACH**



**REACHOUT ...**

ITS IMPORTANT TO REMEMBER TO THINK OUTSIDE THE BOX  
**WHO CAN YOU REACH WITH YOUR MESSAGE?**

!morning





A Leadership Initiative Project in Partnership with ECEBC  
and the Heiltsuk Tribal Council Social Development  
Agency



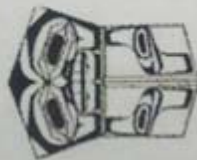
Funded by Vancity Community Foundation through ECEBC

Vancity Community Foundation

## Early Childhood Educators

WE ARE THE DIFFERENCE

Donna Germyn  
Carla Hees



250.957.2222  
PO Box # 880  
Bella Bella, BC V0T 1Z0  
bellabella.leadership@gmail.com  
www.gaqauilas.com



WE DEVELOPED IMPORTANT MATERIALS PEOPLE COULD TAKE  
WITH THEM DURING OUR COMMUNITY PRESENTATIONS!  
WE MADE BUSINESS CARDS, WORE OUR SPECIAL T-SHIRTS, PEOPLE WERE  
GIVEN PENS AND INFORMATION SHEETS.



**Early Childhood Educators**  
WE ARE THE DIFFERENCE





Donna Germyn  
Carla Hees

250.957.2222  
PO Box # 800  
Delta Delta, BC V1T 1Z0  
bellabella.leadership@gmail.com  
www.germynhees.com

**EARLY CHILDHOOD EDUCATORS**

*DID YOU KNOW?*  
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**ECEBC CODE OF ETHICS**



**EARLY CHILDHOOD EDUCATORS**  
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**Donna Germyn**  
**Carla Hees**

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**SURVEY**  
<http://www.surveymonkey.com/s/JXC28CB>



**ECEBC** | early childhood educators of BC

**EARLY CHILDHOOD EDUCATORS**  
*We Are The Difference*

A Leadership Initiative Project in Partnership with ECEBC and  
Haltsauk Tribal Council Social Development Department




**ECEBC** | *we are the difference*

Funded by Vancity Community Foundation through ECEBC

**Vancity** Community Foundation

**EARLY CHILDHOOD EDUCATORS**



**We Are The Difference**

**Donna Germyn**  
**Carla Hees**

**BELLA BELLA**  
**ECEBC Leadership Initiative Project**  
2011-2012



## MEN IN EARLY CARE AND LEARNING?

### **MEN WORKING IN EARLY CARE AND LEARNING**

# YES!

*"For some, a male teacher is one of the most significant male role models a child will have contact with."*

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### **EARLY CHILDHOOD EDUCATORS**

#### **WE ARE THE DIFFERENCE**

Qualified and supported early childhood educators are central to implementing the quality programs and learning outcomes!

It is widely acknowledged that stronger early childhood programs require quality inputs- and most importantly staff who can plan learning programs based on each child's social and cognitive needs and informed by contemporary knowledge about children's family and community context, development and learning.

In early childhood settings, competent educators' interactions with children and their expertise and active roles in curriculum planning and implementation turn children's activity and play into learning opportunities. Evidence abounds that purposeful, intentional, shared and sustained interactions between children and teachers scaffold concept formation and understanding, thinking and problem solving and skill development pedagogies.

"Rather than confining our efforts to changing men, it is apparent that our profession must make some significant changes to the culture of teaching to recruit men and help them enter and remain in the field"  
- PAUL SARGENT

### **EARLY CHILDHOOD EDUCATORS**

#### **We Are The Difference**

The staff who work in early childhood education services have a major influence on children's learning and development. This is because the ways in which staff interact with children- such as whether they focus on children's learning, encourage children to explore activities, extend and challenge children's thinking, provide meaningful activities, and are responsive to children - are critically important.

They learn to work with children and families to develop the key learning habits and competencies of reciprocity, resilience and imagination that will set them on a life-long learning journey.

Funded by Varsity Community Foundation through ECIBC



A Leadership Initiative Project in Partnership with ECIBC and the First Nations Tribal Council Social Development Agency



11.2.21

believe

OUR PROJECT FOCUSED ON PROMOTING MEN'S INVOLVEMENT IN ECE. FOR THIS WE HAD A YOUTH LINK SKILLS WORKER WITH US FOR 6 MONTHS. HE WORKED IN VARIOUS ROLES THROUGHOUT THE CENTER.

**"Rather than confining our efforts to changing men, it is apparent that our profession must make some significant changes to the culture of teaching to recruit men and help them enter and remain in the field"**

**~ PAUL SARGENT**

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Five Major REASONS WHY...

## EARLY CHILDHOOD EDUCATORS

**WE ARE THE DIFFERENCE**

1. Qualified and supported early childhood educators are central to implementing the quality programs and learning outcomes
2. It is widely acknowledged that stronger early childhood programs require quality inputs- and most importantly staff who can plan learning programs based on each child's social and cognitive needs and informed by contemporary knowledge about children's family and community context, development and learning.
3. In early childhood settings, competent educators' interactions with children and their expertise and active roles in curriculum planning and implementation turn children's activity and play into learning opportunities. Evidence abounds that purposeful, intentional, shared and sustained interactions between children and teachers scaffold concept formation and understanding, thinking and problem solving and skill development. Implementing the new quality initiatives and especially the *Early Years Learning Framework* requires competent staff able to enact intentional, structured and focused pedagogies.
4. The staff who work in early childhood education services have a major influence on children's learning and development. This is because the ways in which staff interact with children- such as whether they focus on children's learning, encourage children to explore activities, extend and challenge children's thinking, provide meaningful activities, and are responsive to children - are critically important.
5. They learn to work with children and families to develop the key learning habits and competencies of reciprocity, resilience and imagination that will set them on a life-long learning journey.

A Leadership Initiative Project in Partnership with ECEBC and Heiltsuk Tribal Council Social Development Department / QAOUMAILAS



Funded by Vancity Community Foundation through ECEBC

Vancity Community Foundation





OAKVILLE GRANT OPENING

Do not follow where the path may lead.  
Go instead where there is no path and leave a trail.

SOCIAL DEVELOPMENT PUBLIC COMMONS

THE COMMUNITY SCHOOL



THE HEALTH FAIR



THE COMMUNITY AGM



OUR DISPLAY TRAVELED THE COMMUNITY...

wonder



treasure



miracle

SPECIAL

A 2011-2012 LEADERSHIP INITIATIVE PROJECT IN PARTNERSHIP WITH  
 ECEBC AND THE HEILTSUK TRIBAL COUNCIL  
 FUNDED BY VANCITY COMMUNITY FOUNDATION THROUGH ECEBC

Always  
 remember  
 love

*ALWAYS! REMEMBER TO THANK AND  
 ACKNOWLEDGE YOUR SPONSORS AND FUNDERS  
 IN EVERYTHING YOU DO! ♡♡*

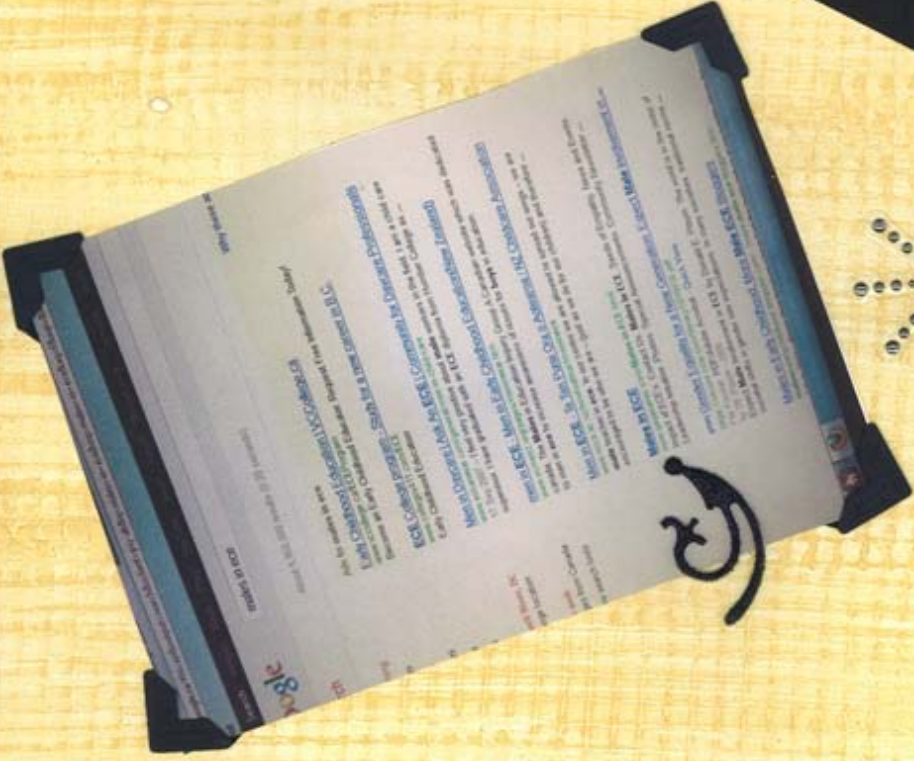
*Thanka*

wonder

listen



**WE GOOGLED MEN IN ECE...  
WE FOUND OURSELVES  
WE DO HAVE A VOICE!**



# THE EARLY CHILDHOOD EDUCATOR



TOP: ECEBC's 2011/2012 Leadership Initiative participants  
LEFT: Chantel, Sandra and Doreen, Fall, 2011/2012  
Leadership Initiative participants from Kinross  
Nancy, Julia, Orlinda and Development Team  
2011/2012 Leadership Initiative participants with  
Marion and Cathy, Perseus from  
Stump's Play Ambassadors Project

## Leadership in ECE

ECEBC'S 2012 CONFERENCE CALL  
FOR PRESENTATIONS ON PAGE 9

THE JOURNAL OF EARLY CHILDHOOD EDUCATORS OF BRITISH COLUMBIA

Fall 2011  
Vol. 26, No. 3





COLLABORATIVE FORMS OF LEADERSHIP ARE BUILT ON CREATIVITY AND INNOVATION, THE  
 COURAGE TO CONFRONT THE UNWORKABLE, THE DETERMINATION TO STAY THE COURSE,  
 AND THE ABILITY TO SEE THE LIGHT OF POSSIBILITY THROUGH THE FOG. COLLABORATIVE  
 LEADERS RECOGNIZE INTERCONNECTEDNES AND THE POWER OF WORKING TOGETHER.....





## *PLANS TO KEEP SPREADING THE MESSAGE...*

- \* *TWO OPEN HOUSES SCHEDULED FOR MAY 2012*
- \* *TV AD ON THE LOCAL BELLA BELLA AD CHANNEL*
- \* *DISPLAY KEEPS VISITING THE COMMUNITY PROGRAMS. THE COUNCIL CHAMBERS WILL HAVE THE DISPLAY IN JUNE*
- \* *SUMMER MALE STUDENT TO BE HIRED*
- \* *CONTINUED PARTNERSHIP WITH SOCIAL DEVELOPMENT WITH YOUTH LINK SKILLS EMPLOYMENT PROGRAM- FOCUS ON MALE IN PROGRAM*
- \* *CONTINUING THE MESSAGE IN THE LOCAL HEILTSUK TRIBAL COUNCIL COMMUNITY NEWSLETTER*



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## Leadership Is . . .

Leadership is not about speed, ideas, efficiency, or power . . .

It is about knowing your own limitations and celebrating the gifts of others.


It is growing in wisdom, understanding the number of our days, and seeking to understand rather than be understood.

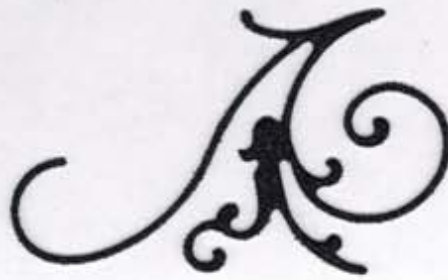
It is caring for people, always hoping for, and expecting the best.

It is being brave enough to be vulnerable in front of others.

It is seeing the big picture of where things are, and building a road to the future with limited casualties.

It is helping each person to sing their song from the heart, and leading the band in praise of their accomplishments





**A 2011-2012 ECEBC LEADERSHIP INITIATIVE PROJECT IN PARTNERSHIP**

**WITH ECEBC AND THE HEILTSUL TRIBAL COUNCIL**

**FUNDED BY VANCITY COMMUNITY FOUNDATION THROUGH ECEBC**



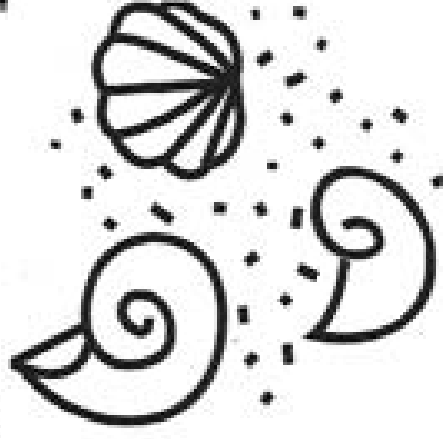
**Vancity** Community Foundation



## **What Does Being an Early Childhood Educator Mean to Me?**

It means that I am truly making a positive and dramatic difference in the lives of all children. It means role modelling for the world around me that *ALL CHILDREN* should be treated with the utmost respect and *ALL CHILDREN* should be treated with equality! As a professional in the Early Care and Learning field, *All CHILDREN* should have their culture and linguistic diversity embraced and respectfully acknowledged!

Carla Hees

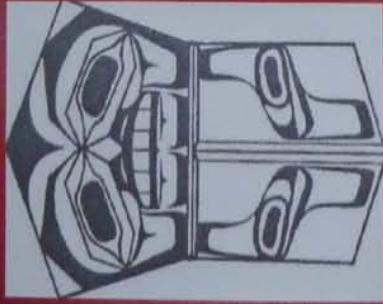


## **What I gained from the Leadership Initiative**

*The Leadership Initiative gave me the opportunity to fine tune my leadership skills! It also provided me with the opportunity to connect with other leaders in the Early Care and Learning field and really find my confidence as a leader and mentor...*







# Early Childhood Educators

WE ARE THE DIFFERENCE

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250.957.2222

EXIT

**Early Childhood Educators**

WE ARE THE DIFFERENCE



...and the difference we make is the difference between a child who is just a child and a child who is a citizen.

Early Childhood Educators  
WE ARE THE DIFFERENCE



**Early Childhood Educators**  
WE ARE THE DIFFERENCE

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**WE ARE DIFFE**



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A Leadership Forum Focused on Partnership with Families and the British Columbia Development System



Presented by Vancity Community Foundation

**Vancity Community Foundation**

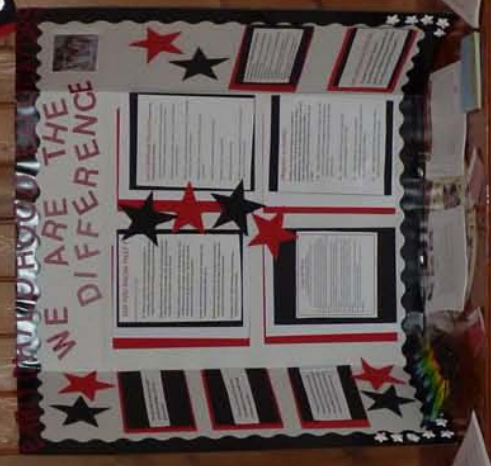
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DEENNA GERMAIN & CARLA HILLS

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# Early Childhood Educators



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A Leadership Initiative Program  
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and the Halibut Tribal Social  
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