



How Do I Relate and Share Professionally?



What's In This Kit?

This training kit is designed to introduce teachers to strategies for relating, communicating, and sharing professionally. It contains:

- Expected educational outcomes
- Preparation instructions
- Training strategies and tips
- Implementation steps
- Follow-up activities for teachers
- Follow-up activities for administrators/directors
- A learning assessment
- A training evaluation/further needs assessment
- A resource list
- The article "How Do I Relate and Share Professionally?" by Rhonda Forrest and Nadine McCrea
- A training certificate to award to teachers for attendance and participation
- A certificate for the trainer and other presenters



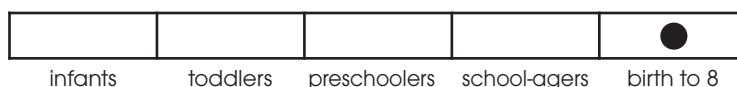
Who's the Target Audience?

The target audience for this kit is intermediate and advanced teachers working with children from birth to age 8. Teachers will explore ideas and activities for reflecting purposefully, establishing and maintaining professional relationships, engaging in professional debates, exploring team relationships, and promoting advocacy.

Teacher Skill Level



Children's Age Level





Kit Timeline:

Preparation time for this kit is estimated at 1.5 hours. Implementation time is estimated at 2.0 hours.



Training Outcomes:

1. Teachers will understand how to relate to other staff professionally.
2. Teachers will establish and maintain relationships by improving communication and listening.
3. Teachers will share professionally by advocating for policies within the political web, debating professionalisation within the professional web, and guiding practice through the scholarly web.

These training outcomes address the following American standards:

- 6.A.04, 6.A.06-09, and 6.A.12 of the NAEYC Early Childhood Program Standards and Accreditation Performance Criteria (2005), www.naeyc.org.
- Standard 5 of NAEYC Standards for Early Childhood Professional Preparation, Initial Licensure Level (2003), www.naeyc.org.
- 1304.52(e-f) and 1304.52(k)(2) of Head Start Performance Standards (Federal Register, Nov. 5, 1996, Volume 61, Number 215), www.acf.hhs.gov/programs/ohs/.
- C7 and C10 of the National Accreditation Commission for Early Care and Education Programs, National Association of Child Care Professionals (2005), www.nacccp.org.

You may want to take the time now to locate additional state and local standards that relate to this topic or requirements of other regulatory bodies specific to your program. Add those to this plan to personalize it.



Preparation:

1. Read the article "How Do I Relate and Share Professionally" by Rhonda Forrest and Nadine McRae. Locate and read any of the following resources to support an understanding of the topic:

Brooke, G. E. (1994). My Personal Journey toward Professionalism. *Young Children*, 49(6): 69-71.

Buzan, T. (1996). *The Mind Map Book*. New York: Plume Books.

Carter, M., & Curtis, D. (1996). *Spreading the News: Sharing the Stories of Early Childhood Education*. St. Paul, MN: Redleaf Press.

Feeney, S., & Freeman, N. (1998). *Ethics and the Early Childhood Educator*. Washington, DC: National Association for the Education of Young Children.

NAEYC. Code of Ethical Conduct and Statement of Commitment (brochure).

Washington, DC: National Association for the Education of Young Children.



Riley, D. (September/October 2003). Steps to a “‘Reflective Practice’ Model of Teacher Development. *Exchange*, 153, 14-17.

2. Read through the entire training kit to familiarize yourself with the kit’s design, implementation, handouts, etc.
3. Copy and distribute the article for teachers to read before the training session.
4. Collect the supplies and materials needed for this session including spiral bound notebooks for each participant; stickers, paint pens, permanent markers, and other creative materials to use to label, decorate, and individualize the notebooks; name tent cards (or card stock for making tent cards); poster board; markers; rulers or other straight edges; discarded magazines; photographs of children; rubber cement and/or spray contact cement glue; flip chart and stand.
5. Arrange the training environment to allow for classroom style seating for all the participants and 3 workstations.
6. Make the flip charts.
7. Set up Workstation 1: *Reflecting Purposefully*. Make a sign to identify this workstation using a name tent. Arrange the notebooks, writing implements, and creative materials on the table.
8. Set up Workstation 2: *Values and Beliefs about Relating and Interacting with Colleagues*. Position chairs around a flip chart stand with Flip Chart 2: *Values and Beliefs about Relating and Communicating with Colleagues* posted on it.
9. Set up Workstation 3: *Advocacy Posters*. Arrange the supplies and materials on the table. Post Flip Chart 3: *Key Design Principles for Effective Communication* and Flip Chart 4: *Advocacy: Webs of Influence* on a flip chart stand or on the wall near the table. To prepare for this workstation, you might want to make a short list of possible poster topics that are meaningful for your teachers as it may be too time consuming to identify and focus on a shared topic of interest. Some suggestions might be the importance of play, the role of the teacher in supporting children’s learning, or infrastructure issues that impact teacher turnover.
10. If your staff is larger than 12 - 15 people, you will want to duplicate workstations to keep the group sizes small enough to be workable.
11. Duplicate the learning assessment and the certificate of attendance and participation.



Training Strategy:

- Simulation

Training Tip: This training session uses a simulation. Participants will have opportunities to move among several workstations and actually practice using professional skills. Most of the work for this kind of training strategy is completed prior to the session, allowing the trainer or trainers to participate with teachers as they complete the planned activities. This format validates the participant's contribution to his or her own learning while allowing for skill practice.



Implementation:

1. Begin this session by exploring team relationships. Ask teachers to imagine that they have just arrived in the school to start work, creating a need to communicate effectively with families and other staff. Post Flip Chart 1: *Stakeholders*. Ask participants to identify and then profile each stakeholder with whom they will have to communicate effectively. Possible stakeholders might include families, parents, funding sources, children, other teachers, board or advisory members, licensing or regulatory agencies, etc. Profiles might include constituencies, goals, timelines, etc.
2. Divide participants into pairs. Ask the pairs to work together to sketch out an oral presentation to introduce themselves to one of the stakeholders on the list. Give the pairs about 15 minutes to work on the sketch. Then, reconvene the large group. Combine pairs to form small groups of 4 or 6. Ask pairs to share their draft presentations with the rest of the group. Encourage groups to discuss how introductions to different stakeholders varied and to offer suggestions, ideas, or feedback to strengthen the oral presentations.
3. Reconvene the large group. Facilitate a summary discussion of what teachers learned from their experience in varying their introductions depending on who they are addressing.
4. Briefly introduce the structure and format of the remainder of the training session by pointing out the three workstations. Teachers will be working at each station.
5. Divide into three equal groups. Send one group to each workstation.
6. Invite the group at Workstation 1: *Reflecting Purposefully* to select a notebook and individualize the cover with the collection of creative materials available. Remind teachers to put their names in their journals. Then, refer them to the article and have them individually complete activity #1, p. 2 of article — *300 Word Personal Introduction*.
7. Invite the group at Workstation 2: *Values and Beliefs about Relating and Interacting with Colleagues* to brainstorm their values and beliefs about relating and interacting



with colleagues. Use Flip Chart 2 to record their brainstorming responses. Ask teachers to then record their collective thoughts in a mind map and discuss the map as it emerges. (For more information on mind mapping, see Resources.) Complete this activity by asking teachers to reflect on how their values and beliefs have just influenced the way they related with the group. Encourage teachers to record their reflection in their journals.

8. Invite the group at Workstation 3: *Advocacy Posters* to discuss the three webs of influence discussed by Forrest and McCrae (see p. 3 of article). Ask the group to work together to design and create an advocacy poster to inform families about one of the current issues that impact young children. Use the flip charts to focus the discussion.
9. Rotate groups through the stations, allowing about 20-25 minutes at each station. If teachers want more time and you can accommodate it, extend the time allotted.
10. Reconvene the large group. Ask two or three participants to share their personal plans to continue deepening values and beliefs, reflective journaling, engaging in professional debates, and promoting advocacy.
11. Distribute the certificates of participation and attendance.



Follow-up Activities for Teachers:

1. Appoint a small group of volunteers to reflect on the team development needs of your organization. Formulate an action plan that assists in identifying and prioritizing team development needs, arranges regular time for team development, and funds team development efforts.



Follow-up Activities for Directors:

1. Appoint a small task force to work with you to identify the professional early childhood organizations available to teachers in your area. As a group, explore the ones you identify — reviewing web pages, publications, advocacy efforts, and information about cost and membership. Summarize the information you collect in a handout to distribute at the next staff meeting or training session. Make the last activity of the task force brainstorming ways to encourage all teachers to join and participate in professional organizations that support and provide resources to the early childhood community.
2. Order references related to ethics, journaling, and children's rights to add to your professional development library.



Learning Assessment

Ask teachers to complete the learning assessment to validate their understanding of the topic.



Training Evaluation/Further Needs Assessment:

Ask teachers to complete the evaluation. Use the results to evaluate the effectiveness of the training and to identify further training needs.



What's Next?

If the training evaluation and further needs assessment indicates that your staff needs further training in professionalism, take a look at the remainder of the kits in the Professionalism category of Out of the Box Early Childhood Training Kits. For a complete list, go to www.ChildCareExchange.com.



Resources:

- Brooke, G. E. (1994). My personal journey toward professionalism. *Young Children*, 49(6): 69-71.
- Buzan, T. (1996). *The Mind Map Book*. New York: Plume Books.
- Carter, M., & Curtis, D. (1996). *Spreading the News: Sharing the Stories of Early Childhood Education*. St. Paul, MN: Redleaf Press.
- Feeney, S., & Freeman, N. (1998). *Ethics and the Early Childhood Educator*. Washington, DC: National Association for the Education of Young Children.
- NAEYC. Code of ethical conduct and statement of commitment (brochure). Washington, DC: National Association for the Education of Young Children.
- Riley, D. (September/October 2003). Steps to a 'Reflective Practice' Model of Teacher Development. *Exchange*, 153, 14-17.

*You can purchase *Exchange* articles at www.ChildCareExchange.com.

Flip Charts

How Do I Relate and Share Professionally?

Flip Chart #1 <i>Stakeholders</i>		Flip Chart #2 <i>Beliefs and Values about Relating and Interacting with Colleagues</i>	
<i>Stakeholders</i>	<i>Profile</i>	<i>Beliefs</i>	<i>Values</i>
1.			
2.			
3.			
4.			
5.			
Flip Chart #3 <i>Design Principles</i>		Flip Chart #4 <i>Webs of Influence</i>	
<ul style="list-style-type: none"> • Be clear about your purpose • Incorporate clear rather than messy layouts • Limit the number of fonts used • Ensure permission is granted to use all photographs • Present children in natural and non-objectified positions • Provide plenty of white space • Break up written text with illustrations or photographs 		<p>Political Web of Influence</p> <p>Professional Web of Influence</p> <p>Scholarly Web of Influence</p>	



Learning Assessment

How Do I Relate and Share Professionally?

Name_____

Date_____

1. Our professional identity is in part founded on our evolving _____.

- a. Career choices
- b. Values and beliefs
- c. Philosophy on religion
- d. None of the above

2. As a professional, you are required to balance:

3. Name the three processes that can assist us in having the ability to relate to others effectively.

4. Match the words with their definition.

- | | |
|--------------------------|---|
| a. Technical rationality | 1. Analyzing assumptions about daily actions and deciding to act based on practicality. |
| b. Practical action | 2. Asking moral and ethical questions that lead to just and equitable social outcomes. |
| c. Critical reflection | 3. Unquestioning use of knowledge to attain defined ends. |

Learning Assessment (continued)

How Do I Relate and Share Professionally?

Name_____

Date_____

5. What are a few of the questions you should ask yourself when you question your effectiveness as a team member?

6. The article talks about ways to share our work lives in professional ways. List the ways we should share, individually or collectively.

7. In order to share our professionalism we must:

Learning Assessment Evaluation Rubric

How Do I Relate and Share Professionally?

1. Our professional identity is in part founded on our evolving _____.
 - a. Career choices
 - b. Values and beliefs**
 - c. Philosophy on religion
 - d. None of the above

2. As a professional, you are required to balance:
The interests and rights of one against the other (protecting the rights of the group when options for one child become restricted).

3. Name the three processes that can assist us in having the ability to relate to others effectively.
 - a. Developing personal philosophies**
 - b. Dealing with ethical dilemmas**
 - c. Being a reflective professional**

4. Match the words with their definition.

a. Technical rationality	X	1. Analyzing assumptions about daily actions and deciding to act based on practicality.
b. Practical action	X	2. Asking moral and ethical questions that lead to just and equitable social outcomes.
c. Critical reflection	X	3. Unquestioning use of knowledge to attain defined ends.

5. What are a few of the questions you should ask yourself when you question your effectiveness as a team member?
Am I encouraging? Supportive? Understanding? Do I alienate?

6. The article talks about ways to share our work lives in professional ways. List the ways we should share, individually or collectively.
Advocating for policies within the political web, debating professionalization within the professional web, and guiding practice through the scholarly web.

7. In order to share our professionalism we must:
Recognize that our beliefs are evolving and our global context is “discontinuously changing.”

How Do I Relate and Share Professionally?

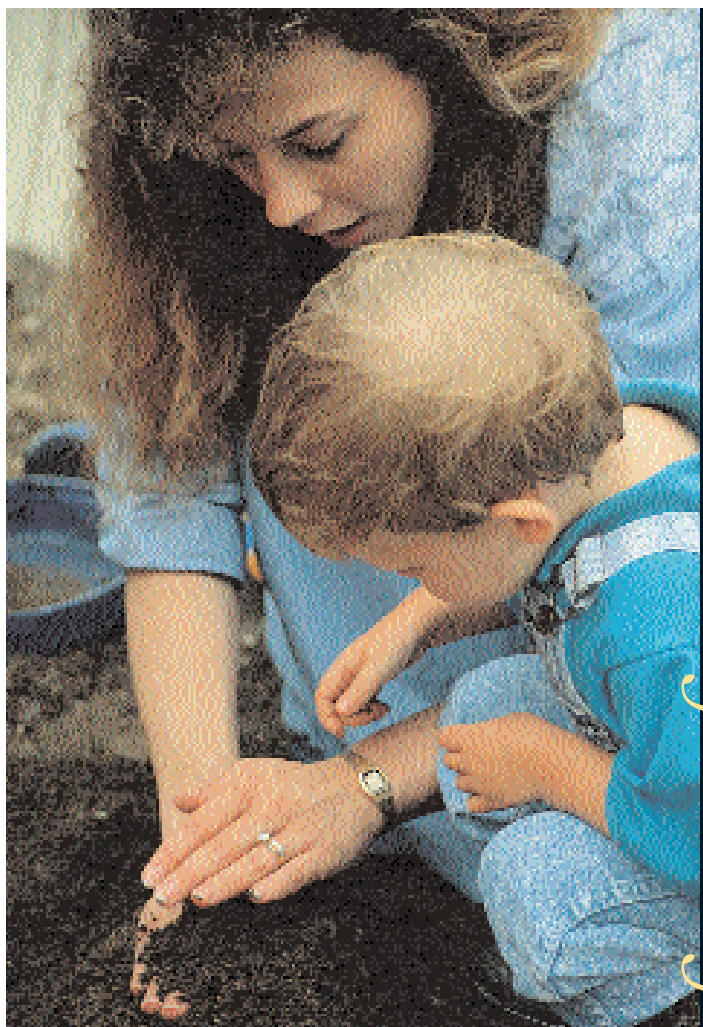
Our values and beliefs underpin the way we act and respond to others. Therefore, a reflective journey that deepens our self-awareness is essential to improving ways we communicate and provide foundations for establishing and maintaining relationships. Professionals need to take responsibility for sharing understandings with the field and wider society. By entering into professional debates about early childhood education, we can influence political, professional, and scholarly spheres.

Relating With Others

Deepening values and beliefs. Our professional identities are in part founded on our evolving values and beliefs. This means that our past philosophical notions of early childhood education continue to shape our contemporary ideals and actions. We base our actions in values that may or may not be explicit or clearly understood. Therefore, as part of understanding our own professional foundations, it is essential that we uncover and consider the deep-seated notions that steer and motivate us. This exploration of self can expose personally held concepts that often surprise and may shock us.

Sometimes we hold beliefs which, when tested in real life situations, are inadequate for effective decision making and, therefore, are revealed as simplistic. Often these situations highlight ethical dilemmas, which involve opposing but defensible alternatives (Feeney & Freeman, 1999). For example, you might place the legitimate interests of a child above the rights of the parent or you may decide to protect the rights of a group of children even when this means that the options for one child become restricted. Here, as a professional, you are required to balance the interests and rights of one against the other. Encountering such dilemmas means that all of us must move beyond shallowly held beliefs and actually think deeply about the people who are involved.

Along this challenging journey, professionals can make use of a number of supportive documents and processes.



Two significant documents are Codes of Ethics (AECA, 1990; Feeney & Freeman, 1999) and the United Nations Declaration of the Rights of the Child (Waters, 1998).

by Rhonda Forrest and Nadine McCrea

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Associate Professor Nadine McCrea, Ph.D., was the foundational program director of early childhood education at the University of New England (1998-2001) (visit: <http://fehps.une.edu.au/f/d/edu/Early-childhood/earlych.html>). She is currently associate dean (Teaching and Learning) on the Faculty of Education, Health, and Professional Studies. She has taught and written widely about the socialness of food, leadership, and professionalism in early childhood. Contact her at nmccrea@metz.une.edu.au.

Activities for exploring team relationships:

1. Write a 300 word personal introduction of yourself under the following headings:
 - Who am I?
 - Where have I come from?
 - How and why does understanding myself effect the way I relate to others?
2. Begin in groups of three to five and brainstorm your values and beliefs about relating and interacting with colleagues. Secondly, record your collective thoughts in a mind map and discuss these. Then, individually identify how your values have just influenced the way you related with the group in this activity. Record your reflective responses for transcribing into your journal.
3. Imagine that you are newly arrived in your current workplace. You need to communicate effectively with parents and staff. Identify and profile your stakeholders: Who are they? What do they need to know about you that will help you work more effectively? Then, design an oral presentation to introduce yourself to this audience. Share your draft presentation with another team member.
4. In pairs, reflect on the team development needs of your organization. Formulate an action plan that assists you to: identify and prioritise these needs; arrange regular time for team development; and, justify to your employer why she should allocate funds for these activities.

Processes that can assist us include developing personal philosophies (Morrison, 1997), dealing with ethical dilemmas (Feeney & Freeman, 1999), and being reflective professionals.

Reflecting purposefully. Reflective practitioners critically appraise their professional understandings. There are different forms of reflection including technical rationality, practical action, and critical reflection (van Manen, 1977; cited in Zeichner & Liston, 1987). These concepts are pivotal to moving from a basic level of reading for meaning, thinking, and writing through to complex, more advanced metacognitive processes that are expected of professionals. Technical rationality involves the unquestioning use of knowledge to attain defined ends. The next level, practical action, involves analysing assumptions about daily actions and deciding to act based on their practicality. We encourage you to move to critical reflection which is based on asking moral and ethical questions that lead to just and equitable social outcomes.

A reflective journal can document your professional journey. It is a place where you record your thinking about complex issues. Journal writing represents communicating with yourself about who you are and what you do in your educational setting. This can happen at any or all of van Manen's reflective levels. Writing may generate ideas and emotions about changing yourself and the organisation you work in. It is a mode of active learning for deeper understanding. Revisiting earlier entries to see

how your thinking has changed may be a useful check of your values and beliefs. In structuring your journal you might like to incorporate (Fulwiler, 1987):

- informal, even colloquial diction;
- the first person pronoun 'I';
- informal punctuation;
- informal rhythms of every day speech; and
- informal experimentation.

Establishing and maintaining relationships. Because early childhood education is people focused, how we relate to adults and children is pivotal to our professionalism. Our way of relating emanates from many forms of communication, which may be verbal, non-verbal, or written. Hence, communication involves aspects of power and position and attitudes about our relationships with others. We can understand and improve our relationships by reflecting on how we communicate and refine such skills as effective listening.

Communication and relationships in the early childhood field are complex as they involve a variety of people with different levels of power and influence. Consider whether you relate to staff, parents, and children in encouraging, supportive, collaborative, or cooperative ways regardless of their status. Staff relationships are often volatile, so relating within a team may be particularly challenging. As a professional educator, reflect on your effectiveness as a team member. Ask yourself: Am I encouraging? Am I

supportive and understanding of the perspectives of others? How do I relate during difficult moments? Do my comments alienate some staff or do they help resolve conflicts?

Sharing With Others

Engaging in professional debate. We have already highlighted that the journey of relating professionally begins with self-awareness. Next, we consider how we share our work lives in professional ways. We can do this by actively engaging in webs of influence, which are the political web, professional web, and the scholarly web (Meade, 1995 cited in Rodd, 1997). This means that individually or collectively we share by: advocating for policies within the political web; debating professionalization within the professional web; and guiding practice through the scholarly web.

In order to share our professionalism we must recognise that our beliefs are evolving and our global context is “discontinuously changing” (Limerick and Cunningham, 1993). This means that change is not predictable but tends to come out of left field. If we embrace change, we can col-

lectively influence the directions of our profession rather than being constrained by outdated traditions (Morrison, 1994). We must recognise that within our people-centered profession we need people with heart who can navigate the currents of change so that the profession is steered toward wise practice (McCrea, 2000). In order for each of us to be such a professional, we need to examine our hearts, develop heart-driven advocacy skills, and share our understandings.

Sharing through advocating. Having the heart to improve the early childhood profession is a solid foundation for becoming an advocate. Knowledge and expertise can be learned and needs to be shared, if we are to participate in shaping our profession. This path can begin with a belief in our *possible selves* and a commitment of time and energy to learn how to advocate more for positive differences within the profession. Such advocacy ought to be based on critical self-reflection and collaborative critical appraisal of our practices in light of research and literature (Woodrow & Fasoli, 1998).

Advocacy happens at various levels from individual, to organization, and then to wider society. Beginning at the

Activities to promote advocacy:

1. One way of influencing at the program level is to advocate publicly through posters. In groups of two or three, design an effective poster for informing parents about a current issue at your center. When you are planning a poster for use with adults or children, there are key design principles (taken from the marketing and /or advertising world) that help you communicate messages more effectively. These include such hints as:
 - being clear about your purpose;
 - providing plenty of empty space;
 - incorporating clear rather than messy layouts;
 - using print that is very large and easily read;
 - limiting the number of fonts;
 - breaking up written text with illustrations or photographs;
 - ensuring permission is gained for all photographs; and
 - presenting children in natural and non-objectified positions.
2. At the society level we can advocate publicly through various forms of media, such as newspapers. As a whole group, brainstorm various topics that you believe early childhood educators should influence. In small groups, select one of these topics and write a one page newspaper article that would give voice to the profession within the wider society.
3. Becoming an active member of a professional early childhood education organization is one way of influencing government policy. As a small group, identify a common issue that you believe ought to be raised at government level. Next, identify early childhood education professional organizations that group members are affiliated with. Share what you know about the current advocacy processes of these organizations.

Now consider how you can put your identified issue on the agenda of one of these organizations. What role can you take in driving a campaign about your issue? What suggestions can you make to the organization about the kind of campaign that you would like to be part of? Draft a letter requesting the issue be raised within the organization and outline your key ideas for the campaign. Return to the whole workshop group and share your lists of organizations and your campaign letter.

program level we have significant opportunities to impact on our current and future directions. Linke (1999) encourages us to focus our advocacy on and for the rights of children through modelling our commitment to their voices within our programs and our communities. At the society level we are faced with greater challenges as political, social, and cultural structures are more difficult to influence. However, by using collective advocacy strategies that focus on these larger structures, it is more likely that we can influence directions for the common good. As a way of actioning this, Sharp (1999) beckons us to participate at the policy development level of government through communication, media, and legal strategies.

Think deeply about your values and beliefs. Reflection and communication are focal strategies in helping you relate to others about these beliefs. Act upon your deepened understandings and take responsibility for becoming active in political, professional, and scholarly webs of influence (Meade, 1995 cited in Rodd, 1997). Take these activities beyond this article and implement them in your real world.

References

- Australian Early Childhood Association (1990). *Code of Ethics*. Watson, ACT: Australian Early Childhood Association.
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- Sharp, C. (1999). Systems Advocacy in a Changing Political Climate, *Rattler*, Spring, no. 49, pp. 5-7.
- Waters, J. (1998). *Helping Young Children Understand Their Rights*. Melbourne, Australia: The World Organisation of Early Childhood Education.
- Woodrow, C., & Fasoli, L. (1998). Change and Criticism: Thinking Critically in Early Childhood Collaboration, *Australian Journal of Early Childhood*, (23)1, pp. 40-44.

How to Use Beginnings Workshop to Train Teachers by Kay Albrecht

This one is a slam dunk!! Forrest and McCrea make training on the topic of relating and sharing professionally easy by outlining two excellent activities, one for exploring team relationships and another for exploring advocacy. Try them out!! For information about mind mapping, see Joyce Wycoff's *MindMapping: your personal guide to exploring creativity and problem-solving* (1991, New York: Berkeley Books).



EVALUATION

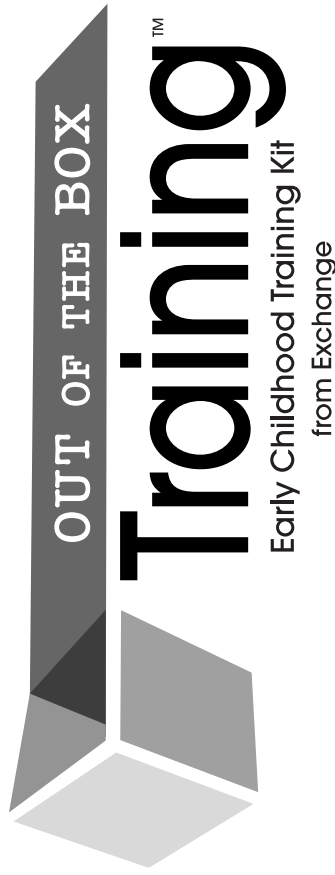
Your Opinion Matters! Please share your perceptions about this session.

Training Topic: *How Do I Relate and Share Professionally?*

	Poor	Fair	Satisfactory	Good	Excellent
Length and format of the session	_____	_____	_____	_____	_____
Presenter's instructional style	_____	_____	_____	_____	_____
Presenter's knowledge of the topic	_____	_____	_____	_____	_____
Overall usefulness of the information	_____	_____	_____	_____	_____
Training room comfort	_____	_____	_____	_____	_____

The most important thing I learned during this session was . . .

I would like to learn more about . . .



Certificate of Attendance and Participation

2.0 hours training session entitled

How Do I Relate and Share Professionally?

Awarded to _____
by Exchange Press

Certified by:

Certified by:

Date _____

Bonnie Neugebauer

Trainer's Signature

Kay M. Albrecht

Kay Albrecht, Ph.D.
Out of the Box Training

Bonnie Neugebauer, President
Exchange Press

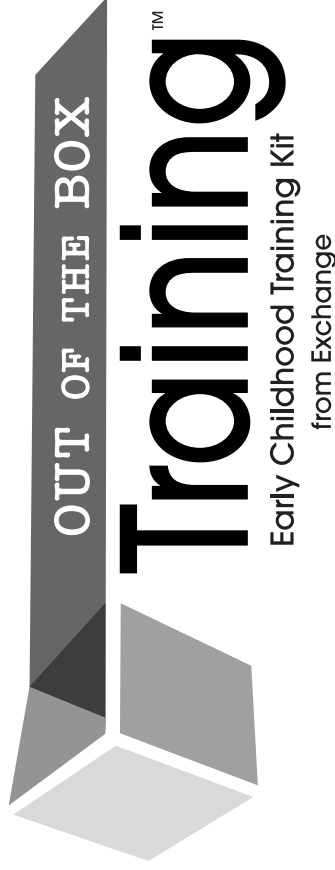
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