



Taking technical assistance to a new level

HELPING EARLY CHILDHOOD LEADERS ADAPT TO CHANGE AND
MOVE PROGRAMS AND POLICIES TO SUCCESS FOR YOUNG
CHILDREN

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OUR SESSION

To reach an **ambitious vision** for young children that drives toward **outcomes**, early education leaders must **align** many **complex purposes and processes** and direct them toward **clear operational goals and objectives**.



What we'll cover in this session

- Research-based foundations of early learning
- Sound operations
- Systems implementation
- Performance management processes
- Supporting evidence-based results



Who is with us. . . .

- Technical assistance providers
- Higher education professionals
- Preschool teachers
- Infant and toddler educators
- Educators
- Others?



What are we talking about when we talk about technical assistance?

- Consultation
- Help with meeting basic needs
- Content support
- Leadership
- Technical skills
- Other



Individual and Organizational Capacity

- Vision and a strategic planning for early learning
- Effective stakeholder engagement and communications
- Performance management and implementation of policies, programs and initiatives
- Talent management

Organizational Effectiveness and Efficiency Quality Elements include:

- Continuous improvement strategies for programs, teaching and learning and child outcomes
- A unified data system
- Content expertise on curriculum, pedagogy, assessment and technology
- Family and community engagement
- Supports to a high performing early learning workforce; systems alignment; strategic financing; and, supporting and implementing evidence-based innovations.

Leadership and Staff Capabilities - Leaders are:

- Adaptive, innovative and demonstrate high levels of executive function
- Effective managers
- Evidence-based and trained in research
- Powerful communicators
- Well-versed in system thinking
- Committed to being change agents
- Committed to equity through identifying and addressing disparities



The Practice Equation

Research + Policy = Practice



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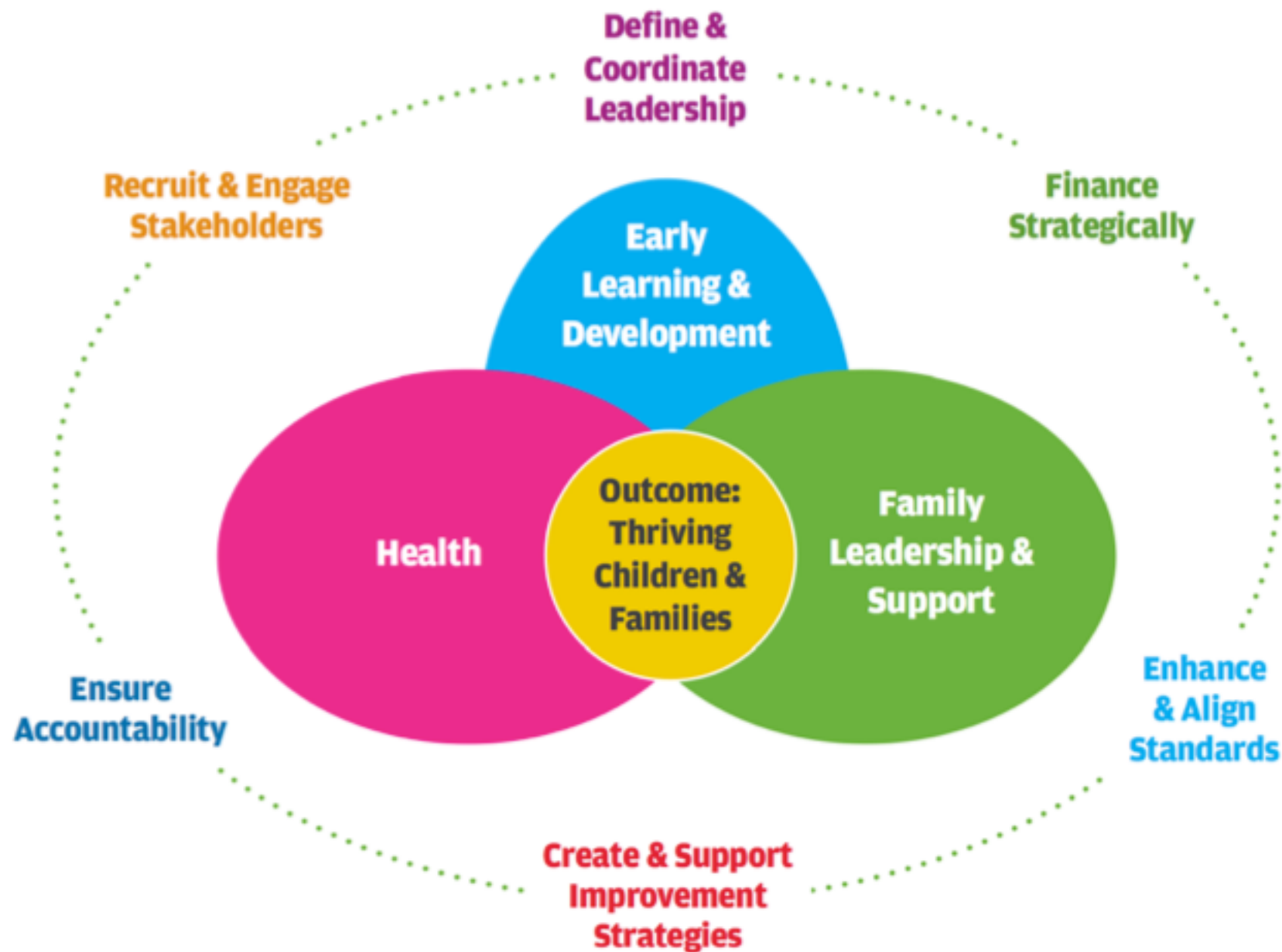
KEY CONCEPTS – CORE COMPETENCIES

- Become **systems thinkers**
- Master the skills of “**adaptive leadership**”
- Use the **self** as an instrument of change to produce intended results
- Be **results-based** and **data-driven**
- **Collaborate** with others
- Bring attention to and **act on disparities** within the early education system

Your system...any system is
perfectly designed to produce
the results you are obtaining.

(Adapted from Carr, 2008)

Figure One. Six Key Strategies to Improve the Functioning of a Comprehensive Early Childhood System



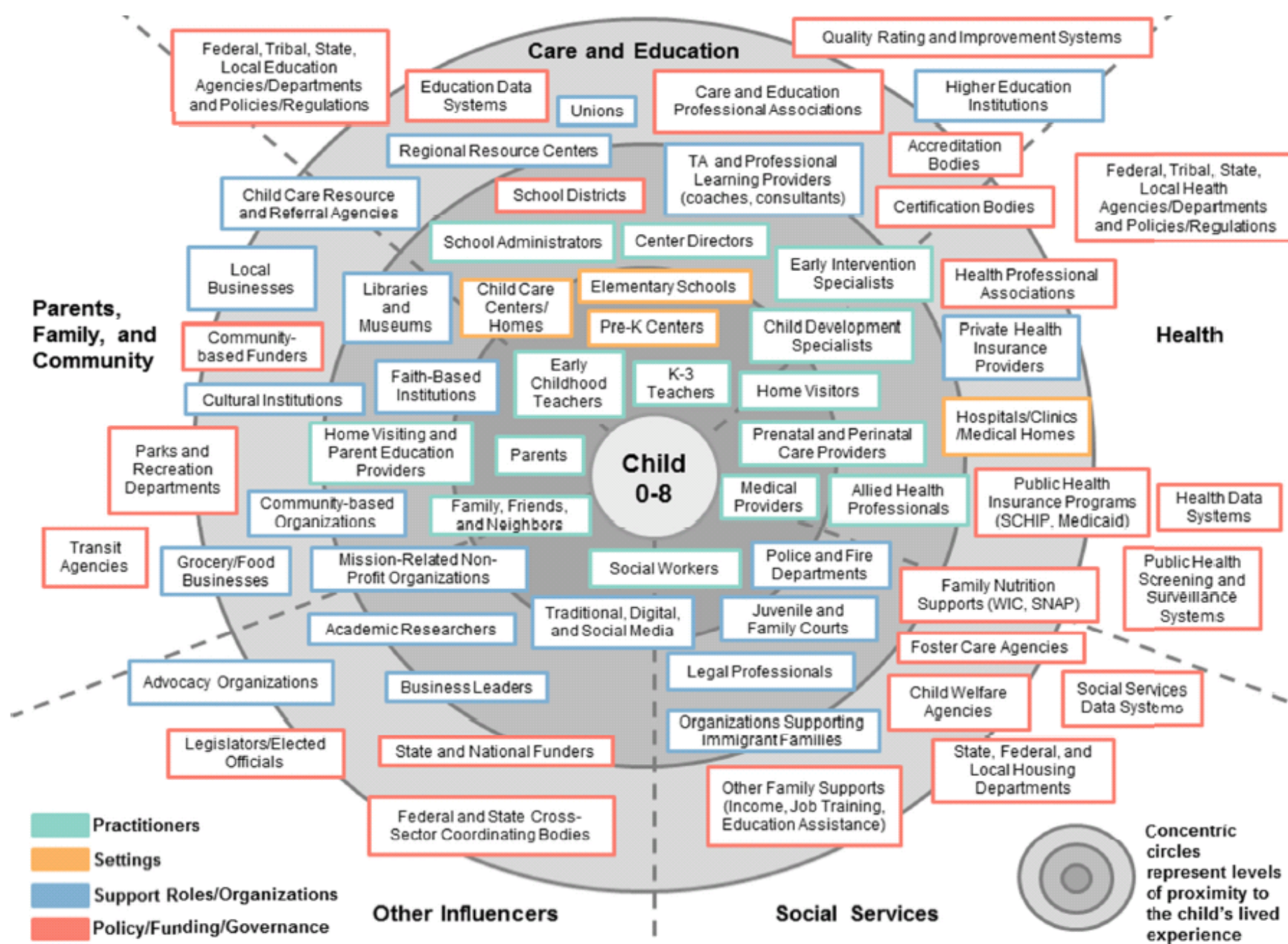


FIGURE 1-1 The complex landscape that affects children ages 0-8.

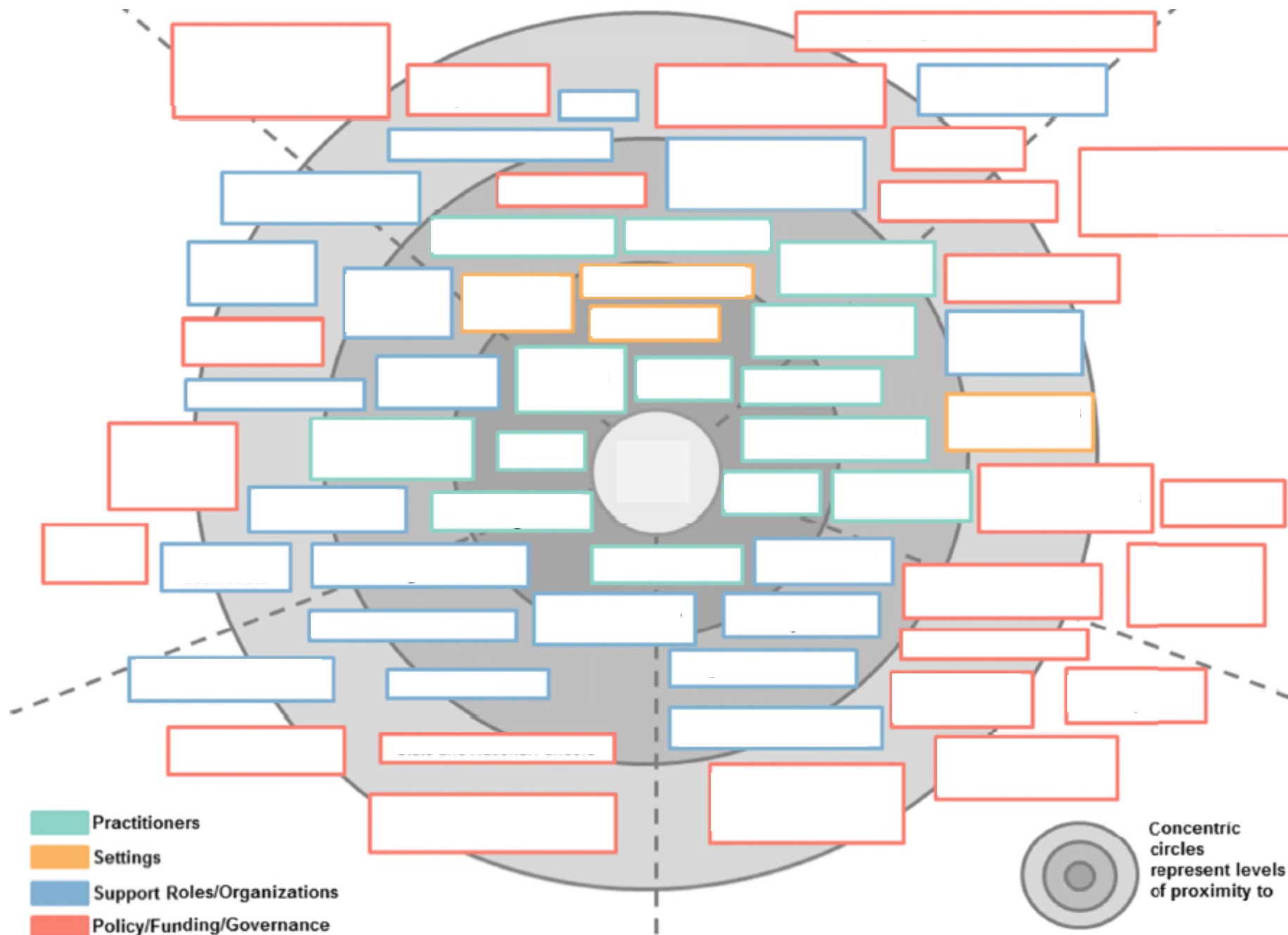


FIGURE 1.1 The complex landscape that affects



ADAPTIVE LEADERSHIP – THE CHALLENGES WE FACE

Technical Challenges

- Know-how currently exists
- Requires authoritative expertise or standard operating procedures to solve

Adaptive Challenges

- Solution not currently available
- Requires innovation/experimentation, new discoveries, adjustments on multiple levels
- Risk and courage involved as uncertainty and resistance is encountered
- Solved by the people experiencing the problem



THE CHALLENGES WE FACE

Technical
Challenges

EASY



HARD

Adaptive
Challenges



BAR/T

MANAGERS	LEADERS
Administer	Innovate
Ask how and when	Ask what and why
Focus on systems	Focus on people
Do things right	Do the right things
Maintain	Develop
Rely on control	Inspire trust
Have short-term perspective	Have long-term perspective
Accept the status quo	Challenge the status quo
Eye the bottom line	Eye the horizon
Imitate	Originate
Emulate the classic good soldier	Are their own person
Copy	Show originality



INGREDIENTS FOR IMPROVEMENT

VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	IMPROVEMENT	
		+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	
VISION	+		+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=		
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VISION		SKILLS		INCENTIVE		RESOURCES	+	ACTION PLAN		DATA		RELATIONSHIPS	=		
VISION		SKILLS		INCENTIVE		RESOURCES	+	ACTION PLAN		DATA		RELATIONSHIPS	=		



INGREDIENTS FOR IMPROVEMENT

VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	IMPROVEMENT	
		+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	CONFUSION
VISION	+			+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	ANXIETY
VISION	+	SKILLS	+			+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	SLOW CHANGE
VISION	+	SKILLS	+	INCENTIVE	+			+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	FRUSTRATION
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+			+	DATA	+	RELATIONSHIPS	=	FALSE STARTS/TREADMILL
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+			+	RELATIONSHIPS	=	UNCERTAINTY/ FALSE BELIEFS/ POOR DECISIONS
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+			=	ISOLATION/ MORE WORK/ REJECTION/ LIMITED IMPACT

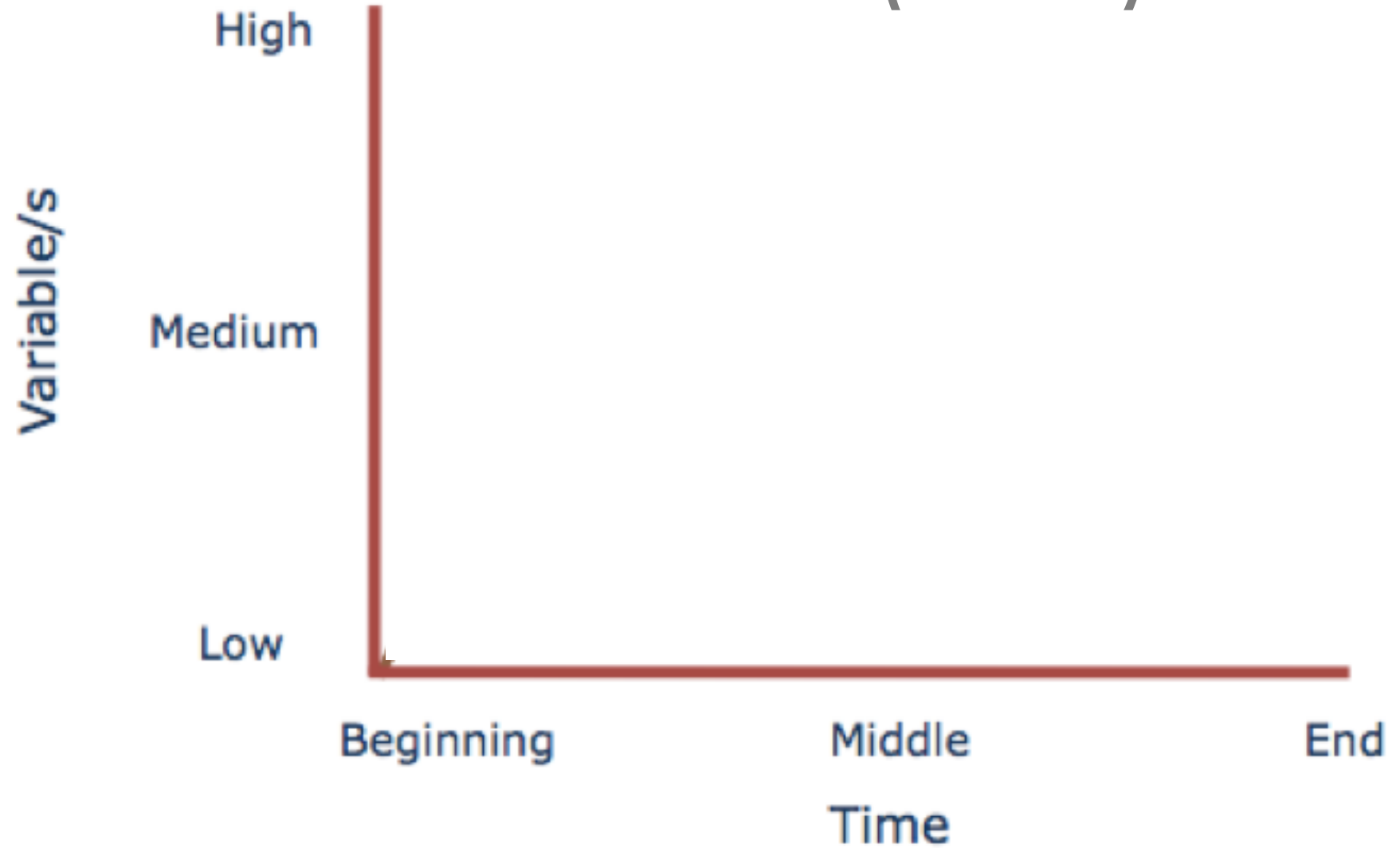


RESULTS BASED ACCOUNTABILITY

	QUANTITY	QUALITY
EFFORT	How Much We Do How much service did we deliver? # Customers served # Services/Activities	How Well We Do It How well did we do it? % Services/activities performed well
EFFECT	Is Anyone Better Off? What quantity/quality of change for the better did we produce? #/% with improvement in: Skills Attitudes Behavior Circumstances	



SPEED DATA(ING)

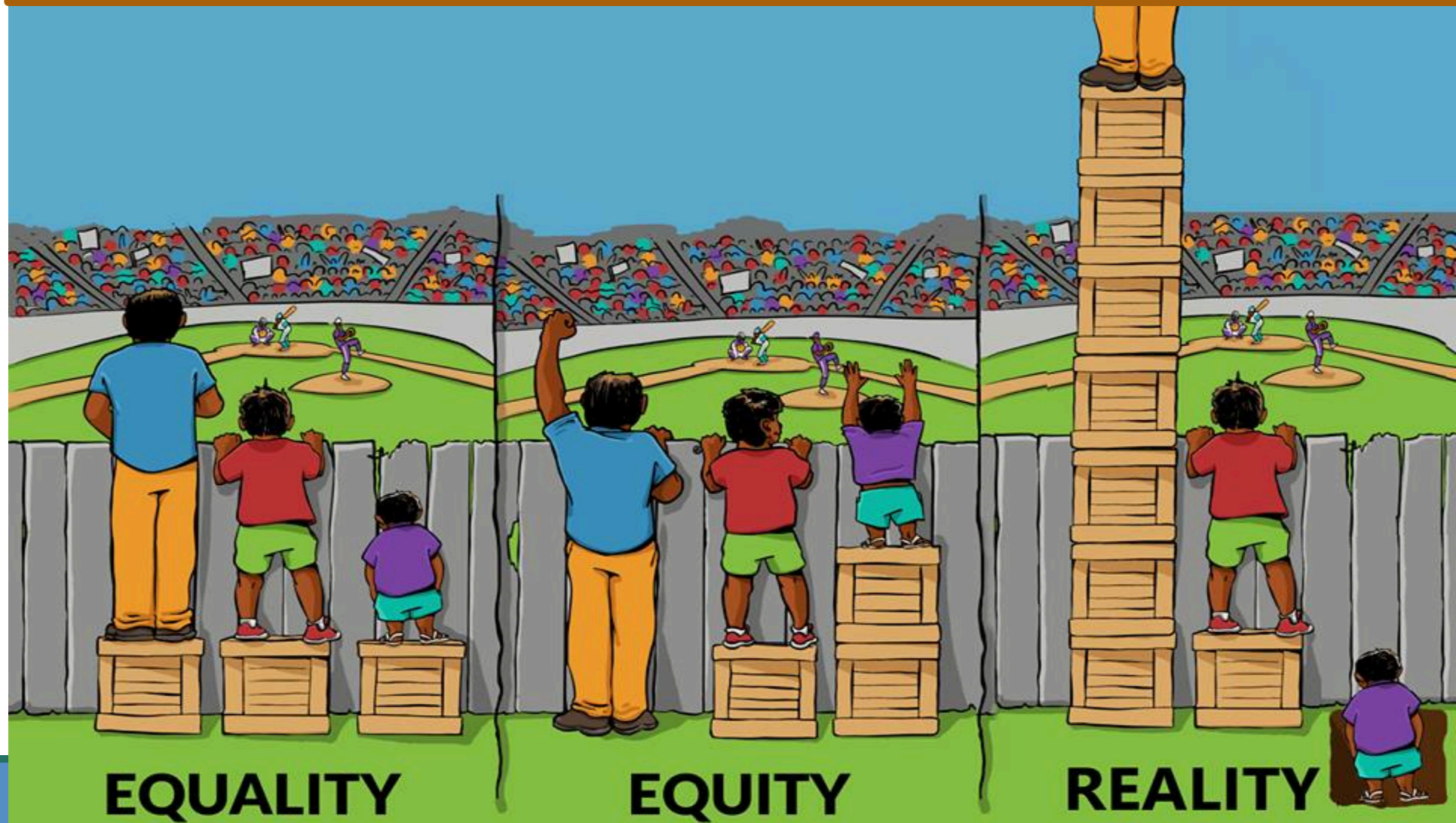




Treating communities who are situated differently as if they were the same can result in much greater inequities.” john a. powell

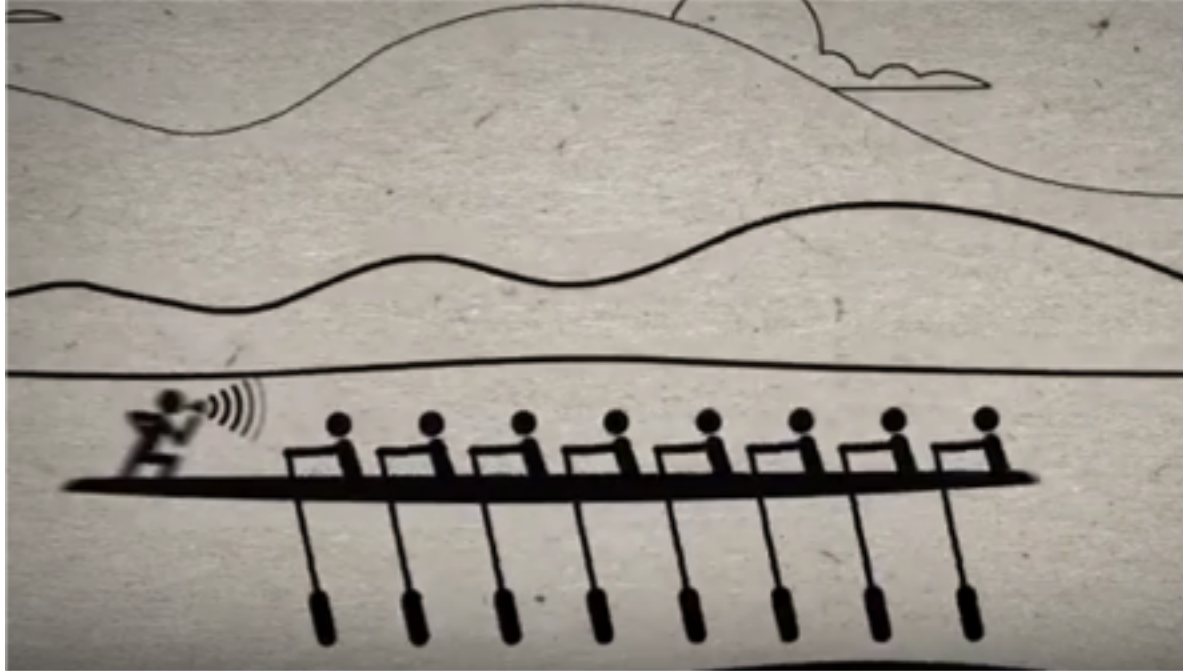


Treating people who are situated differently as if they were the same can result in much greater inequities.” john a. powell





We can't do this alone...



Watch this video here:

<https://youtu.be/YRX2y46fHXE>

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