

Leadership at ALL Levels

ADVANCING THE FIELD THROUGH INDIVIDUAL AND
ORGANIZATIONAL LEADERSHIP

www.ceelo.org/leadership-self-assessment



Our Session

Leadership development is an on-going process and it involves complex skills and abilities related to establishing vision and direction, providing motivation and guidance, and promoting collaboration within and across agencies and programs.



Our Session

This session will explore toolkits and resources designed to support knowledge and skill development in individual leaders to enable them successfully build and sustain high quality systems that implement evidence-based practices.



Who is in the room?

WHO WE ARE ...



Jana Martella

CEELO Co-Project Director at EDC

Jana co-leads and supports all operations of the Center, including the development and execution of strategic and responsive technical assistance (TA), analysis and review of all products and publications, tailoring TA activities and materials for use by SEAs and RCs, and providing direct TA to multiple states.





Who is in the room?

WHO YOU ARE...





Leadership





Key Concepts and Competencies of Leaders

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

Use the **self** as an
instrument of change
to produce intended
results

LEADERSHIP COMPETENCY #1

FIRST YOU MUST KNOW YOURSELF

www.ceelo.org/leadership-self-assessment

Leadership Self Assessment

The CEELO Leadership Self-Assessment is designed for early education professionals to assess their current knowledge, skills and beliefs related to individual and collective Leadership, and to maximize resources and activities found in the CEELO Leadership Toolkit. The tool is a checklist of important topics with space provided to make notes about your key goals for new learning. Review each topic and rate your level of proficiency. It is recommended that you begin by completing the Self-Assessment to familiarize yourself with and reflect on key areas deemed useful for early education leaders to possess.

Based on your completed Self-Assessment and identified next steps and actions for improvement, refer to the corresponding section of the CEELO Leadership Toolkit below. You may wish to start with the section identified in your self-assessment for new growth or target skills to achieve greater expertise. Use the tool for professional growth, periodic reflection, re-charting your course as a leader, or serving as a catalyst for conversations with your mentors, coaches, or colleagues. There is no incorrect way to apply this Self-Assessment for catapulting your thinking about leading in a learning organization.

[TAKE THE SELF-ASSESSMENT NOW](#) 

BOTH | AND – Leadership can be viewed on two levels: Individual and Collective

LEADERSHIP TOOLKIT MENU

- [Leadership Self Assessment](#)
- [Individual Leadership Toolkit](#)
 - [Individual Leadership | Background Knowledge](#)
 - [Individual Leadership | Skills](#)
 - [Individual Leadership | Beliefs and Behaviors](#)
- [Collective Leadership Toolkit](#)
 - [Collective Leadership Frameworks](#)
 - [Organizational Leadership](#)
 - [Collective Leadership Cycle](#)
- [Helpful Tools for Collective Leadership](#)

Individual Leadership | Background Knowledge

Early education leaders come to their positions from different paths which may include teaching, research, program administration, or other positions. Background knowledge necessary for effective leadership is acquired through a combination of intentional formal study and experience framed through a reflective practice model. Experiences in less than ideal settings are particularly instructive when part of a coach/mentor relationship or when an individual takes time to reflect or journal away from the immediate situation, but lacking these supports may promote false understanding and promotion of inappropriate practices or policies.

Effective leadership requires familiarity, if not expertise, in many topics spanning the birth through age eight continuum. Fundamental knowledge can be categorized into four key areas:



1 Child Development



2 Family and Community



3 Early Childhood Programs
and Services



4 Quality in Early Childhood
Education

A word about journaling

LET'S PRACTICE!



FOUR CORNERS EXERCISE

NORTH: Action
Just do it!

WEST: Structure
*Who, what,
when, where?*



EAST: Meaning
*Imagine, generate,
create.*

SOUTH: Caring
*We need to consider
feelings.*

Become systems thinkers

LEADERSHIP COMPETENCY #2

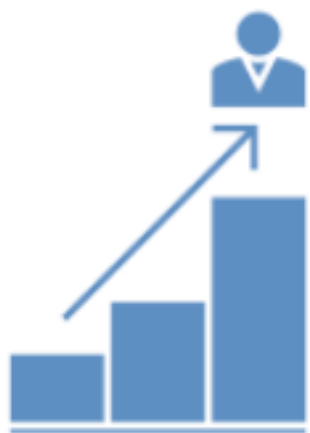
www.ceelo.org/leadership-self-assessment

Individual Leadership | Skills

It is important for early education leaders to possess solid background information but, in and of itself, it is not sufficient. Effective early education leaders also possess a number of skills which are called upon in their daily activities. While many fundamental skills are known to be found in leaders in a variety of settings, several focused skills have proven very useful for early education leaders working in state and local education agencies. These include Systems Thinking, Results-based Leadership, Communication and Relationship Building, and Leading for Continuous Improvement. These skills are typically learned rather than innately present, and take full advantage of one's background knowledge to engage and lead.



1 Systems Thinking



2 Results Based Leadership




3 Communication



4 Interpersonal Skills



5 Continuous Improvement



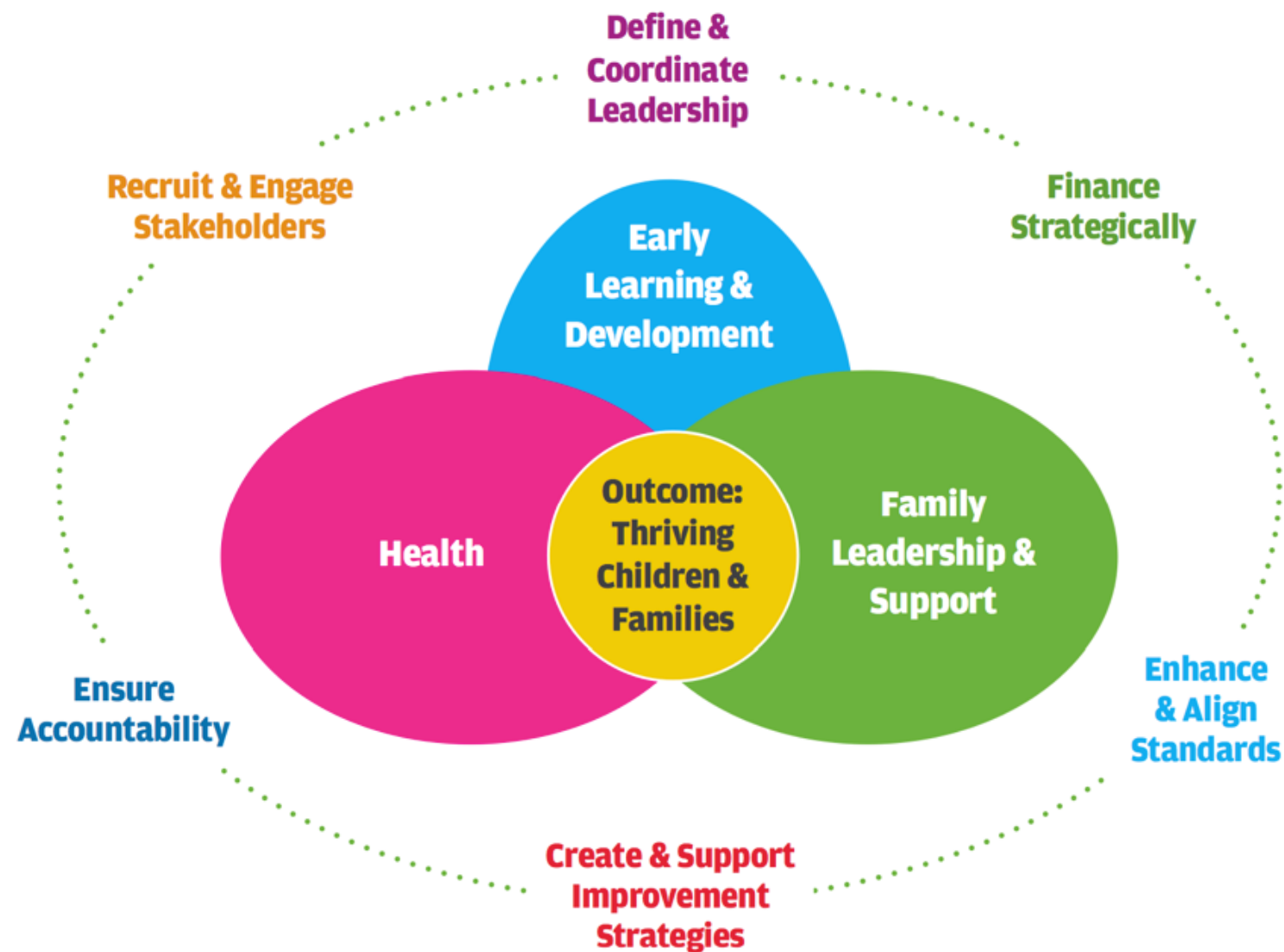
Your system...any system is
perfectly designed to produce
the results you are obtaining.

(Adapted from Carr, 2008)



WHAT WE THINK THE
SYSTEM LOOKS LIKE

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





WHAT THE SYSTEM ACTUALLY LOOKS LIKE

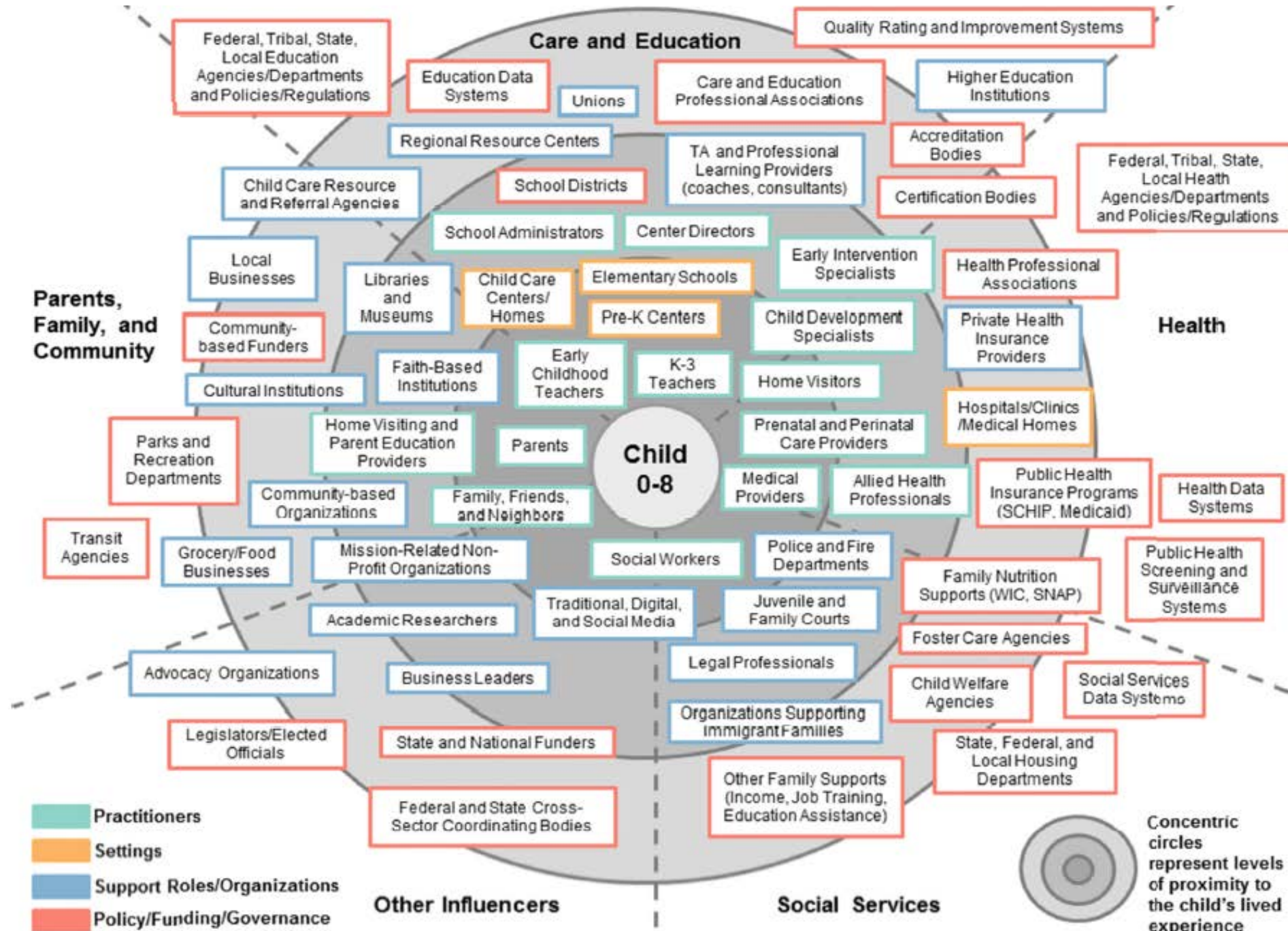


FIGURE 1-1 The complex landscape that affects children ages 0-8

Master the skills of "adaptive leadership"

LEADERSHIP COMPETENCY #3

www.ceelo.org/leadership-self-assessment



Adaptive Leadership

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

Content

Management

Perspiration

EASY



HARD

Adaptive Challenges

Process

Leadership

Inspiration

VIDEO

ADAPTIVE LEADERSHIP

www.ceelo.org/leadership-self-assessment

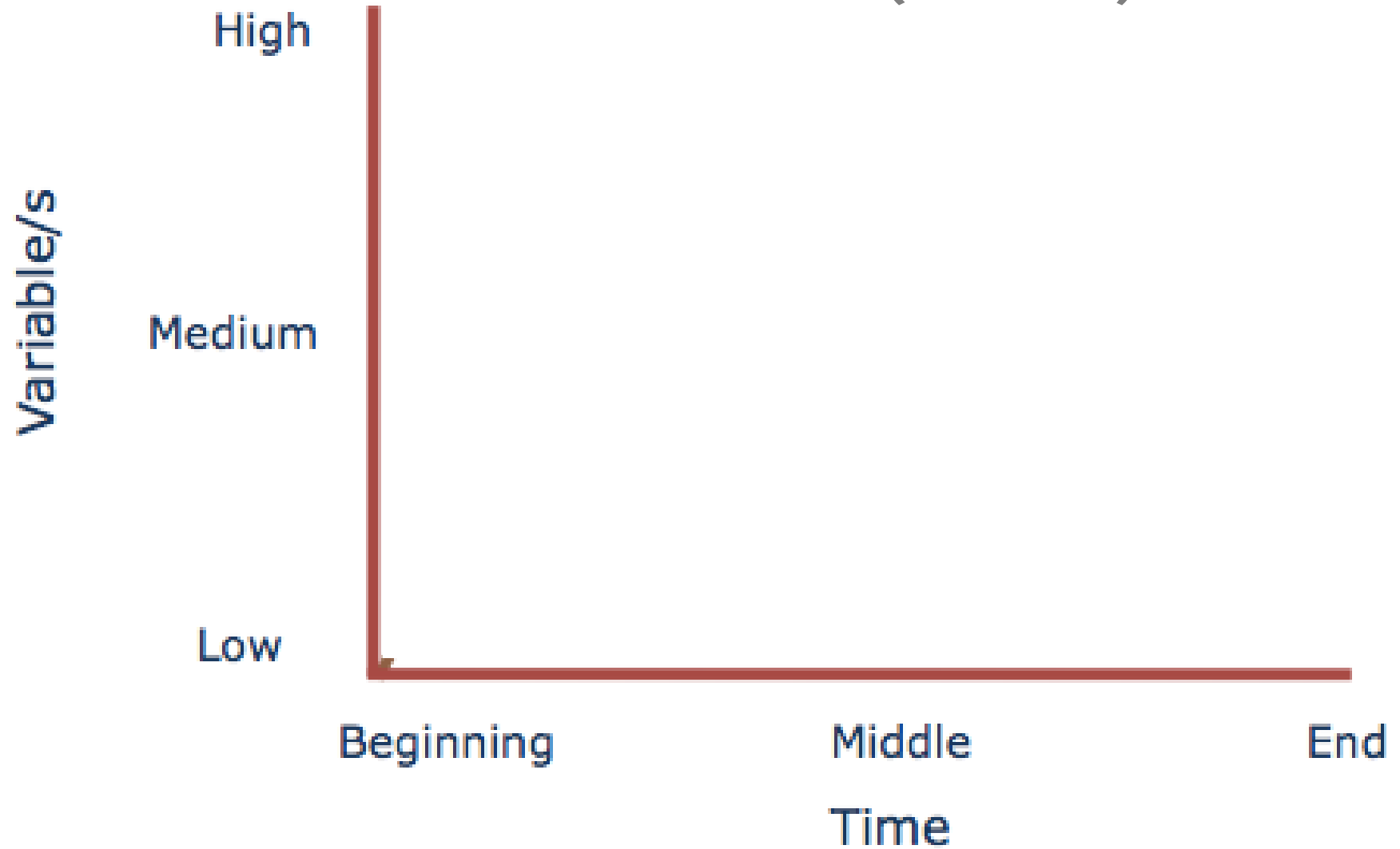
Be results-based and data-driven

LEADERSHIP COMPETENCY #4



—

SPEED DATA(ING)



Become powerful collaborators

LEADERSHIP COMPETENCY #5

www.ceelo.org/leadership-self-assessment

VIDEO

COLLECTIVE ACTION ROWING

www.ceelo.org/leadership-self-assessment

Become powerful collaborators

ENLIST OTHERS IN YOUR CONTINUOUS IMPROVEMENT
CYCLE

www.ceelo.org/leadership-self-assessment

VIDEO

ATUL GAWANDE

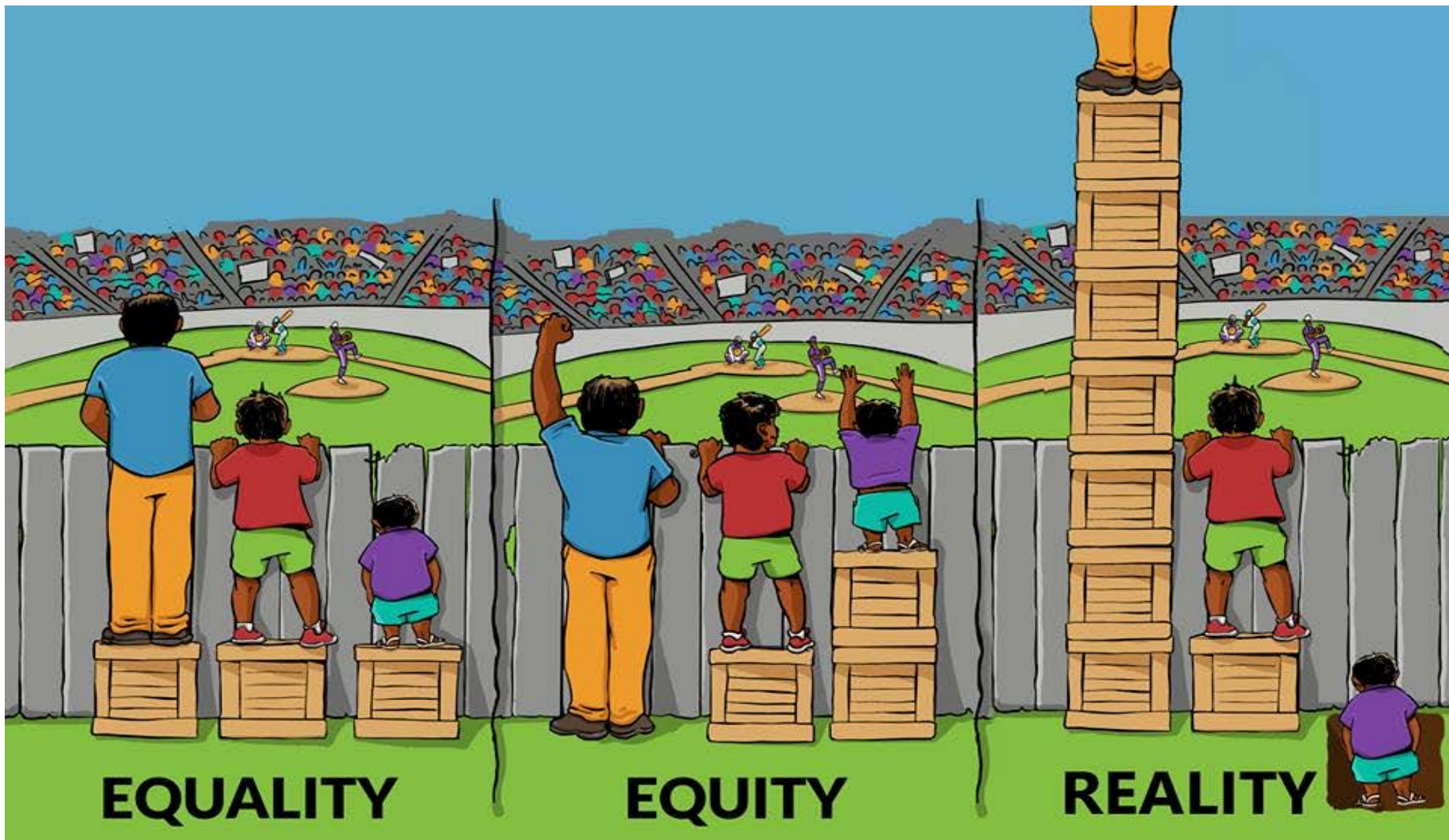
Bring attention to and act on disparities

LEADERSHIP COMPETENCY #6

VIDEO

MENTAL MODELS

www.ceelo.org/leadership-self-assessment





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

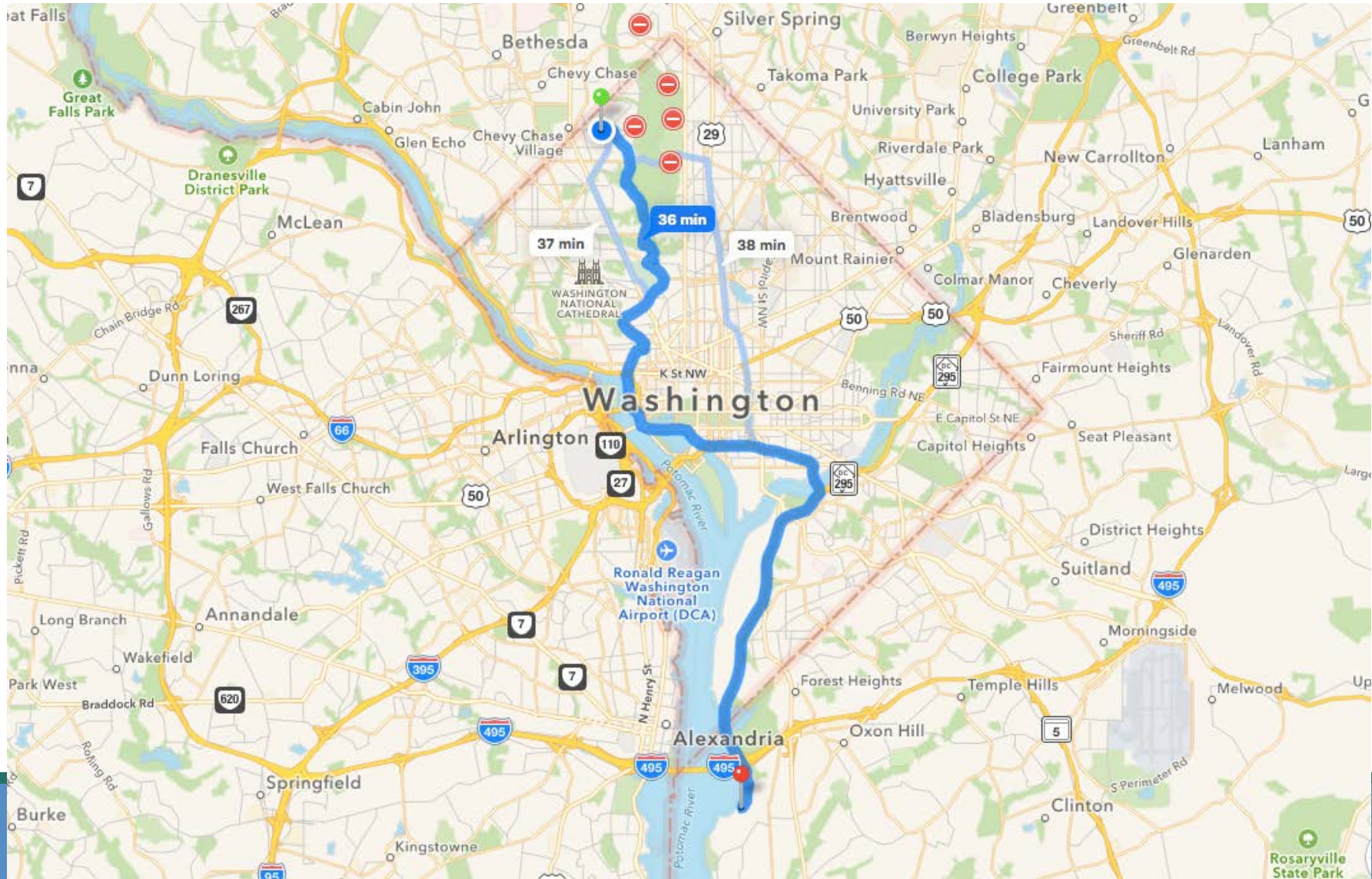


VIDEO

IMPLICIT BIAS TESTS



How did I get here?





WHAT WE LEARNED TODAY

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



Resources

<http://ceelo.org/leadership-self-assessment/>

<http://ceelo.org/leadership-academy/>



Contact Us

Jana Martella - jmartella@eddc.org

This presentation was originally produced in whole or in part by the Center on Enhancing Early Learning Outcomes, with funds from the U.S. Department of Education under cooperative agreement number S283B120054. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

www.ceelo.org/leadership-self-assessment