Leadership at ALL Levels

ADVANCING THE FIELD THROUGH INDIVIDUAL AND ORGANIZATIONAL LEADERSHIP
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 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.
"I think you should be more explicit here in step two."
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
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.

TAKEN THE SELF-ASSESSMENT NOW

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

www.ceelo.org/leadership-self-assessment
Become systems thinkers

LEADERSHIP COMPETENCY #2
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.
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

- Define & Coordinate Leadership
- Finance Strategically
- Recruit & Engage Stakeholders
- Early Learning & Development
- Ensure Accountability
- Create & Support Improvement Strategies
- Family Leadership & Support
- Outcome: Thriving Children & Families

www.ceelo.org/leadership-self-assessment
FIGURE 1-1 The complex landscape that affects children ages 0-8.
Master the skills of “adaptive leadership”

LEADERSHIP COMPETENCY #3
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

Adaptive Challenges
- Process
- Leadership
- Inspiration

EASY

HARD
VIDEO

ADAPTIVE LEADERSHIP
Be results-based and data-driven

LEADERSHIP COMPETENCY #4
SPEED DATA(ING)

Variable/s

High
Medium
Low

Beginning  Middle  End

Time
Become powerful collaborators

LEADERSHIP COMPETENCY #5
VIDEO

COLLECTIVE ACTION ROWING
Become powerful collaborators

ENLIST OTHERS IN YOUR CONTINUOUS IMPROVEMENT CYCLE
VIDEO

ATUL GAWANDE
Bring attention to and act on disparities

LEADERSHIP COMPETENCY #6
VIDEO
MENTAL MODELS
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/