

Poll

Leading for Children

Strategy #1

Embrace
Leadership!

Leading for Children 6

Early learning leaders rely on self-awareness

Comfortable being vulnerable? Know what pushes your buttons? Accept strengths and limitations?

Use reflection? My impact on others? Adapt to what's new?




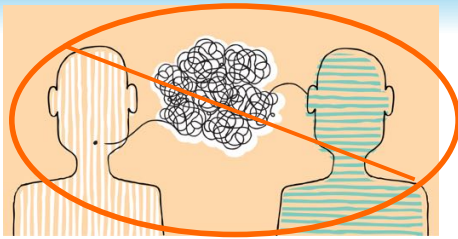
Demonstrate responsibility and integrity

Exert self-discipline? True to my word? Loyal? Use tolerance and flexibility?

Consistent, honest, fair? Focused through follow-up? Treat others with respect and dignity?



Leadership depends on communication.





Early learning educators practice leadership by using:

- **Self-awareness**
- **Responsibility and integrity**
- **Clear and effective communication**



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IMPACT

Consider ways every early learning educator seeing herself as a leader could contribute to improved outcomes for children and strengthen early learning systems.

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Strategy #2

Embody
Optimism



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What does it mean for you, as an
early learning leader, to embody...




How we define OPTIMISM



Exemplary leaders possess optimism that helps generate the energy and commitment necessary to achieve results.

Warren Bennis




Optimists are more resilient in the face of failures and setbacks.

Daniel Kahneman




A few tips:

- Invite others to think about something optimistic that happened this week.
- Substitute the word effective, strength, and optimistic when you find yourself using positive.
- Listen for the optimistic in someone's story and call their attention to it.




Early learning educators practice optimism by:

- Looking for moments of optimism in one's own work.
- Inviting others to think about something optimistic.
- Intentionally choosing the words effective, strength, and optimistic rather than positive.
- Listening for the 'optimistic' in someone's story and calling their attention to it.




IMPACT

Consider ways that embracing optimism could contribute to improved outcomes for children and strengthen early learning systems.



Strategy #3

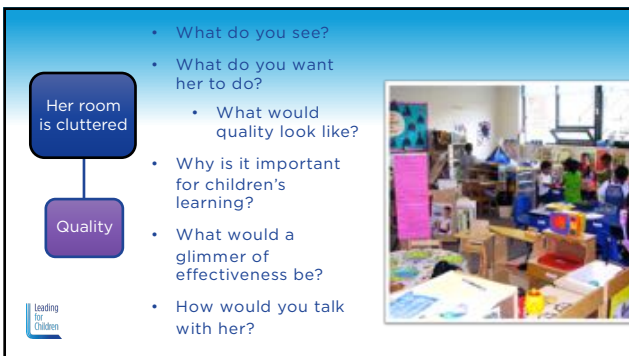
Uncover Wisdom



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Use leadership, optimism and wisdom to support growth - link observation to outcome

What do you see?	What you want to see?	Why it is important	Moment of effectiveness	What to say
Clutter	Order and organization	Helps children learn self-regulation Helps children develop independence, make choices, return materials responsibly	She has some definition of spaces for different centers She has a schedule posted by the rug where she conducts circle time	I notice you have defined some spaces for learning centers. The organization of space and materials helps children make choices and stay focused on their work. Let's think together about different ways we help children learn to focus and make choices.

Early learning educators practice uncovering wisdom by:

- **Looking for what is working and unpacking the actions (how to) and the importance (why it matters).**
- **Focusing on how to build on the effective step by step and validating progress.**

IMPACT

Consider ways that uncovering wisdom could contribute to improved outcomes for children and strengthen early learning systems.

Strategy #4

Find
Coherence



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Define a coherent path

IMPROVING OUTCOMES FOR CHILDREN

- Relationships and Interactions
- Emotional and Physical Environment
- Learning Experiences

Q HIGH
QUALITY
RESULTS



Relationships and Interactions







Early learning educators practice coherence by:

- Making decisions with intentionality
- Carefully reflecting on decisions to ensure alignment with the path
- Clearly communicating the what and why of decisions to others

in ALIGNMENT

out of ALIGNMENT

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Pause and reflect...

In what ways could you use this model of quality to support you in strengthening your program?

IMPROVING OUTCOMES FOR CHILDREN

- Relationships and Interactions
- Emotional and Physical Environment
- Learning Experiences



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IMPACT

Consider ways coherence could contribute to improved outcomes for children and strengthen early learning systems.

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Leadership and learning are indispensable to each other.

John Fitzgerald Kennedy

Leading for Children

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