Welcome to ADM109

This course examines what it means to be a successful leader in the field of early care and education (ECE) which includes afterschool or out-of-school-time care. While there are certain universal qualities to any good leader, regardless of profession, leaders in the ECE industry face some unique challenges and responsibilities that are not covered in typical corporate leadership books and seminars.

Some skills and knowledge come easily to some people, while others take time and constant practice. Still, everyone in a leadership position in the ECE industry needs to put serious thought into the exact nature of their role and responsibilities and what it will take to succeed. This course is intended to help emerging leaders develop those skills and knowledge and help provide focus to those who train others for leadership positions.

Course Objectives:

By taking notes on the handout provided in this course, completing reflection exercises, and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Recognize the interpersonal skills relevant to successful leadership
- Identify traits of responsible leadership in the context of the early care and education environment (ECE)
- Identify intellectual characteristics of a successful ECE leader
- Define the role of the director as both manager and leader
- Compare and contrast the responsibilities of a program director and school principal
- Identify characteristics of the "Five Faces" of ECE leadership, including administrative, community, conceptual, advocacy, and pedagogical
- Recognize the importance of providing appropriate support during periods of change and transition

References:


*Use the space below to record important information covered in the course.*

**Defining Leadership**

Here are some lists of leadership books you may enjoy:

- [5 Leadership Books to Help Transform You Into a Modern Leader](#)
- [15 Best Leadership Books Every Leader Must Read To Achieve Success](#)
- [Best Leadership Books Recommended by World’s Top Entrepreneurs](#)

Frequently, more recent titles hone in on specific leadership areas, such as emotional intelligence and empathy.

Examples include:

- *Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life* by Susan David, Ph.D.
- *Leadership: The Power of Emotional Intelligence* by Daniel Goleman
- *Wired to Care: How Companies Prosper When They Create Widespread Empathy* by Dev Patnaik
- *At the Heart of Leadership: How to Get Results with Emotional Intelligence* by Joshua Freedman

**Conventional Wisdom Concerning Leadership**

However, effective leaders have developed certain traits in each of these broad areas:

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**Interpersonal Skills**
The following topics were put forth by early childhood professionals in research over more than two decades by Dr. Sharon Lynn Kagan and others focused on leadership in early care and education (ECE):

- Building Others
- Collaboration and Teamwork
- Leading by Example
- Active Listening Skills
These are the five recommended active listening techniques:

1. 
2. 
3. 
4. 
5. 

Read more in-depth about these techniques [here](#).

**Fairness**

**Gossip**

**Motivating and Inspiring Others**

*Motivation and inspiration tie directly to the other interpersonal skills we have already discussed in this section:*

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It is essential to be positive and cheerful, as well as to offer occasional material or financial rewards for meeting specific goals, but in the long run, employees are inspired when:

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**Personal Qualities**
Responsibility and Integrity

Ownership

Integrity

Knowledge and Experience

Cross out the areas where you feel you are most knowledgeable; underline the areas where you are "so-so" but need improvement; circle the areas where you need to start learning right away.

- State/local child care program regulations (these usually address rules related to organization and administration; staffing rules, including ratios, qualifications, and training requirements; facilities, supplies, equipment, and transportation; health and safety; activities and equipment; discipline; parent involvement and communication; nutrition and food services)
- Child development principles
- Curriculum design and development
- State learning standards
- Teaching practices
- Environmental design (indoor and outdoor)
- Community resources
- Research trends and developments
- Program planning, evaluation, and improvement
- How to recruit, train, supervise, and evaluate staff (a big one, CCEI offers a whole series of courses on this topic alone)
• Professional organizations (e.g., NAEYC), major advocacy groups (e.g., NACCRA), and state/local Child Care Resource and Referral Agencies (CCR&Rs)
• How to conduct a needs assessment for the program, classroom, or individual
• Recordkeeping
• Ordering and maintaining equipment, materials, and supplies
• Marketing strategies
• Developing and implementing a budget
• Working with funding and regulatory agencies
• Grant-writing
• Public relations
• Fiscal regulations (e.g., taxes and payroll rules, contract law)
• Laws that protect the staff (e.g., anti-discrimination laws included in the Civil Rights Acts, the Americans with Disabilities Act, Fair Labor Standards Act, and Family and Medical Leave Act)
• Quality Rating Systems and Environment Rating Scales

**Leading vs. Managing**

**Bennis's 12 Differences Between Leaders and Managers**

For years, it has been popular in literature to contrast the qualities of *leadership* and *management*. Author Warren Bennis provided a famous model for this dichotomy in his 1989 bestseller, *On Becoming a Leader*.

He lists 12 major differences between managers and leaders.

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11. 
12.
Childcare Programs are Different

Principal Responsibilities

The Wallace Foundation, a highly respected institution focused on leadership in education, lists the following responsibilities for school leaders in the K–12 environment:

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In most cases, the responsibilities for principals are implicit in the job of a program director:
Understanding Leadership in Early Care and Education

Examples include books in the Director’s Toolbox Series available through New Horizons:

- *A Great Place to Work: Creating a Healthy Organizational Climate* by Paula Jorde Bloom, Ann Henschel, and Jill Bella
- *Leadership in Action: How Effective Directors Get Things Done* by Paula Jorde Bloom
- *The Right Fit: Recruiting, Selecting, and Orienting Staff* by Kay Albrecht

Kagan proposes that there are *Five Faces of Leadership* in the ECE setting:

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**Administrative Leadership**

An ECE program can be thought of as a business organization that provides services to children and families. As such, the director is the business administrator involved in managing day-to-day operations. Daily administration consumes time and energy and requires a variety of skills in itself:

**People skills:**

**Knowledge of Structure and Regulations:**

**Civic and Cultural Knowledge:**

**Processes:**
Environment:

Finances:

Community Leadership

Conceptual Leadership

Try This!

Mission, Vision, and Philosophy: Revisit, Review, and Revise

Speaking of reinventing the wheel, when is the last time you reviewed your program’s mission? Can you recite it? Do families understand it? How do you apply it in your work? It is worth revisiting the program’s mission, vision, and philosophy regularly, if not to revise them then to find ways to apply them more effectively in daily practices.

This practice is not a solitary exercise but a team effort and a great way to establish yourself as a conceptual leader within the program. You will not need to exercise many leadership skills to draft a vision alone in the comfort and silence of your own office; a leader invites input and debate and new ideas. It requires a patient, careful process.

Sometimes, the process enables you to make necessary "tweaks" here and there, bringing your program to a higher quality level. Sometimes, the process leads to an overhaul or restructuring of the entire program if you realize that what you had just was not working as well as it could.

Here are a couple of resources that might help you with the technical aspects of the process:

- Attributes of Good and Bad Mission Statements
- Creating Mission Statements that Work

It is also a good idea to search around on the Web for examples from other programs, as there are many ways to approach the task.
In the end, the final statements of mission, vision, and philosophy should reflect what you, your team, and the program’s stakeholders (including any leadership, staff, or families who might be involved in the process) believe is best for young children.

**Advocacy Leadership**

**Pedagogical Leadership**

**Advice for ECE Leaders**

**Leadership in Times of Change and Transition**

It's important to acknowledge: change is the only constant in life. A leader needs to be prepared to *lead* other people through that change. Here are just a few examples of ways in which change can effectively force itself upon an ECE program:

- **Staff turnover.**

- **Changes in ownership or other high-level leadership.**

- **Education standards.**

- **Regulatory changes,**

- **Demographic shifts.**

- **The Economy.**
Recognizing the Need for Change

Methods of communication back then were:

- **Face-to-Face Conversation:**

- **Written letters sent home:**

- **The Bulletin Board:**

- **Phone Call:**

Either way, the leader needs to lead. Sullivan provides advice in the following areas for leading organizational change:

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**Preparation and Communication**
Implementation

Transitional Support

"Anti-Backsliding" Strategies

Using Relationship and Vision to Lead Change

Ensuring that Training Facilitates Changes