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, others take time and constant practice, but 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 in order to succeed. This course is intended to help emerging leaders develop those skills and knowledge, as well as to 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

During this course, participants are expected to reflect and write about topics related to their own learning and teaching experiences in relation to course content.

References:


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

Conventional Wisdom Concerning Leadership

Interpersonal Skills

What are active listening skills?

Personal Qualities
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

Childcare Programs are Different

Understanding Leadership in Early Care and Education

Advice for ECE Leaders
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 worthwhile to revisit 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 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 important “tweaks” here and there, bringing your program to higher level of quality. And, 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 resources that might help you with the technical aspects of the process:

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