



## “Leadership and Professionalism– Supporting & Sustaining Change”



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# “Leadership and Professionalism– Supporting & Sustaining Change”

Goal: Participants will gain an understanding how leadership skills will support and sustain quality programs for teachers, children and families.

Objectives: Participants will be able to...

- Identify knowledge, skills, and dispositions of an ECE professional.
- Identify and explore how core values define who we are.
- Identify difference between managing and leading.
- Explore challenges of supporting and sustaining leadership skills.

# Why Did You Choose This Career?

- Love Kids
- Needed a job
- Wanted to do something positive
- I used to babysit my brother, sister or a relative
- Looked like an easy major in school
- Working with children and families is important
- I can make a positive impact in my community
- I want to be advocate for children and families



# Why Do You Stay?

At some point in your career...you  
made a difference in some ones  
life!!

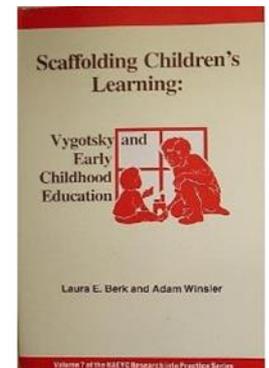
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What does the quote have to do with today's topic?

“We teachers must be able to catch the ball that children throw us and toss it back to them in such a way that will continue the game, perhaps developing other games as we go along”. (Filippini 1990 as cited in Edwards, Gandini and Forman 1993, 15)



# Core Value Exercise

Small group Individual work – Consider the following:

What are your expectations for your program?

How do you believe people of any age learn the best?

What do you expect of families?

What do you expect of yourself?

# Supporting Our Values

During your discussion did you use any of these words to express your thoughts?

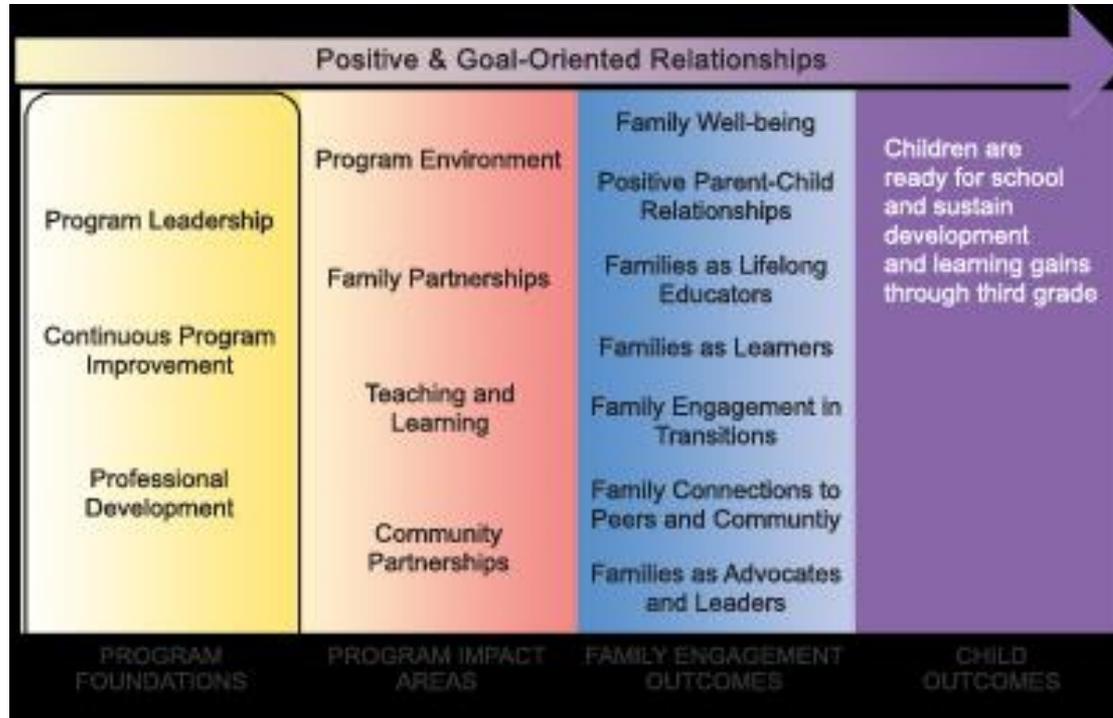
Purity	Thankfulness	Mercy	Patience
Self-Discipline	Self-Love	Reverence	Peacefulness
Tact	Purposefulness	Integrity	Grace
Gratitude	Humility	Forgiveness	Responsibility
Contentment	Righteousness	Enthusiasm	Truthfulness
Faith	Challenging	Confidence	Honour
Steadfastness	Idealism	Consideration	Beauty
Helpfulness	Wisdom	Service	Trustworthiness
Perseverance	Obedience	Wonder	Caring
Balance	Orderliness	Diligence	Generosity
Peace	Creativity	Faithfulness	Devotion
Courtesy	Commitment	Joyfulness	Moderation
Courage	Trust	Respect	Friendliness
Piety	Humour	Gentleness	Recognition
Loyalty	Love	Honesty	Justice
Modesty	Tolerance	Detachment	Compassion
Determination	Cleanliness	Acceptance	Prayerfulness
Reliability	Assertiveness	Discernment	Sacrifice
Kindness	Understanding	Self-Acceptance	Accomplishment
Family	Practicality	Accountability	Fidelity
Preservation	Accuracy	Wealth	Privacy
Adventure	Fitness	Problem Solving	Flair
Progress	Calm	Freedom	Prosperity
Challenge	Friendship	Punctuality	Change
Fun	Quality	Giving	Resourcefulness
Collaboration	Good Will	Respect	Goodness
Responsiveness	Communication	Results-oriented	Competence
Concern for others	Happiness	Safety	Connection
Harmony	Helpfulness	Self-Reliance	Cooperation
Innovation	Spirituality	Leadership	Strength
Tranquility	Empathy	Endurance	Unity
Power	Wisdom	Discovery	Knowledge

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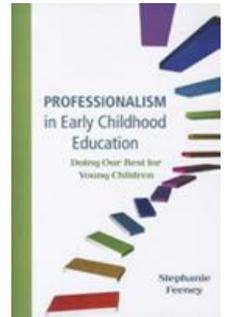
# OHS PFCE Framework



<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/webinar/webinar-2.html>

# What are the Challenges? Are We A Profession?

- Specialized body of knowledge and expertise
- Prolonged training
- Rigorous requirements for entry to training and eligibility to practice
- Standards of practice
- Commitment to serving a significant social value
- Autonomy
- Code of ethics



Stephanie Feeny "Professionalism in Early Childhood Education"

# Improving current practice, why is it difficult?

- “The thousand of hours that perspective teachers spend as pupils in the in the classroom shape their belief.”
- Teacher do have strong beliefs about the role that education can play.
- Teacher’s beliefs are used to evaluate new ideas about how to teach.
- Those teachings that square with their beliefs are recognized and characterized as "what's new?" Teachings that challenge their beliefs are dismissed as theoretical, unworkable, or even simply wrong.

James Rath, Teachers’ Beliefs and Teaching Beliefs, 2001

# What Pushes Your Button as a Professional



In small groups...

- list staff behaviors that push your buttons.
- discuss how that makes you feel.

What is the Result?

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# STRESS

## External

- \* Unexpected change
- \* People telling you what to do
- \* Dealing with irritations
- \* Difficult to cope with all that is going on

## Internal

- \* Feelings of being out of control
- \* Not sure of your abilities
- \* Feeling nervous, not keeping up with others
- \* Get angry when things do not go your way
- \* Problems keep piling up

Inspired by [Helpguide.org](http://Helpguide.org). All rights reserved. Helpguide.org is an ad-free non-profit resource for supporting better mental health and lifestyle choices for adults and children.

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# As a Professional-How do You Handle Stress?

Small group discuss how stress impact your work and how you deal with Stress?

<http://www.youtube.com/watch?v=I6402QJp52M>

After watching the video discuss.

# Levels of Stress



- Positive – Brief increase in heart rate, mild elevation of hormones.
- Tolerable – Serious temporary stress buffered by supportive interactions.
- Toxic - is the strong, unrelieved activation of the body's stress management system in the absence of protective adult support
- [http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/toxic\\_stress](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress)

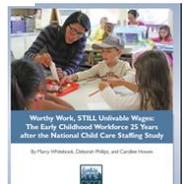


**“...socioemotional well-being is so important for the quality of their professional practice, however, care and education professionals experience higher rates of stress than those in many other fields, and this is a primary reason why many people leave the field (Friedman-Krauss et al., 2013).”**

Institute of Medicine (IOM) and National Research Council (NRC). 2015. Transforming the workforce for children birth through age 8: A unifying foundation. Washington, DC: The National Academies Press.

- Links between adversity, stress, and poor emotional-behavioral self-regulation are documented not only for children, but also for teachers, with consequences for teachers' own physical and mental health, and thus their capacity to support the learning and behavioral growth of young children—perhaps especially those who are more difficult to manage or prone to being fearful in groups, and who are thus in greatest need of sensitive and responsive care.<sup>17</sup>

**Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study**  
Center for the Study of Child Care Employment, University of California, Berkeley



# Impact of Stress on ECE Professional

Stress can weaken our ability to...

Provide emotional support to children, families and colleagues.

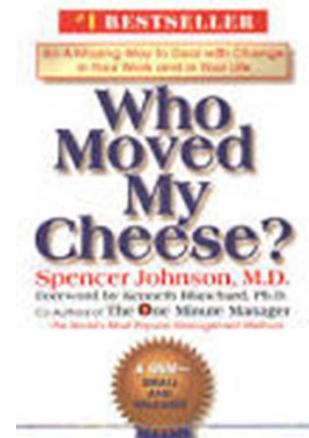
Provide classroom organization and management/leadership skills.

Provide instructional skill that support learning for adults.

# Challenges of a Leader

Changes in the ECE profession can represent...

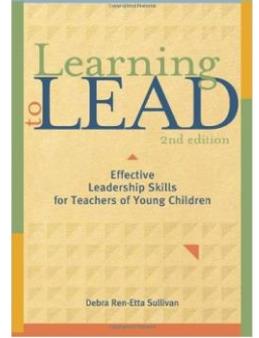
distracted  
misfortune  
depression  
loss of hope



<https://www.youtube.com/watch?v=16hxCB1Dvd4>

Who became stressed out????

# Why Leadership in ECE Field



Millions of children and families are interacting with the ECE field on a daily basis in this country. For each child (& family), the teachers are crucial. Every word, action, priorities, perspectives (and many other elements) provide children with models about what they can become and what they should learn. Another way to think about this is to consider the field as *Knowledge Work*.

*Learning to Lead – Debra Ren-ETTA Sullivan*

# Leadership: Truth or Myth?

Leadership is a rare skill?

Leaders are born, not made?

Leaders must be charismatic?

Leadership exist only at the top of the organization?

Leaders control, prod and manipulate?

Leadership is the same as mangers and supervisors?



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# Professionals can find balance between Managing and Leading

## **Manager:**

A Good Manager  
*does things right*

## **Leader:**

A leader *does the  
right things*

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Terms used to describe leadership that ARE  
NOT leadership:

Power

Authority

Status

Management

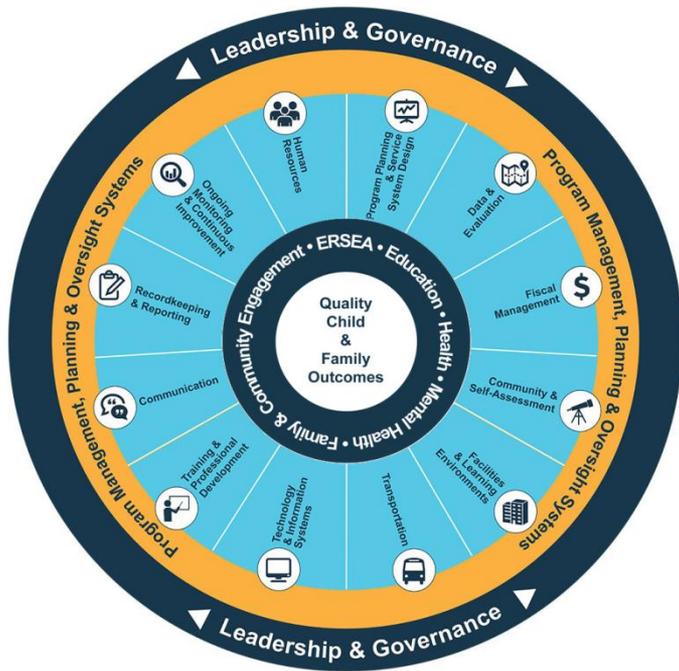
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We must Lead rather than Manage people through change!  
Small group: What is the difference in Leading and Managing?

<b>Management</b>	<b>Leadership</b>
Provides consistency & order	Produces forward movement in an organization
Keeps an operation on time and on budget over the long haul	Creates significant change
Provides focus on the day-to-day tasks that must be completed for objectives to be met	Facilitates growth, change, and innovation
Provides efficiency in climbing the ladder of success	Determines whether the ladder is leaning against the right wall



Core Ingredient	Questions to Consider
<p style="text-align: center;"><b>Leadership &amp; Governance</b></p>	<ul style="list-style-type: none"> <li>• How do you know that governing body/Tribal Council and Policy Council members are knowledgeable about their roles and responsibilities as Head Start program leaders?</li> <li>• How is the required expertise (e.g. financial, legal, and early education) represented on the governing body/Tribal Council? If exceptions have been made, how are these documented?</li> <li>• What is the makeup of the Policy Council? How are program options represented on the Policy Council?</li> <li>• How does communication between governing body/Tribal Council, Policy Council, and key management staff take place in support of program decision-making?</li> <li>• If applicable, how are governing body/Tribal Council members involved in strategic planning activities?</li> </ul> <p><i>• Do our leadership and communication practices enable us to make the strategic decisions that will move our programs forward?</i></p>

## Leadership or Management?

- Leaders are *agents of change*
- Leaders are *defined by what they do*
- Leaders are *developed*
- Leaders *empower other*
- Leaders are *visionaries*

Marcy Whitebook, Ph.D.  
Center for the Study of Child Care Employment,  
University of California, Berkeley

# Considerations for Developmentally Appropriate Leadership

- Acknowledge and support adult learning principals that support and strengthen the potential of adult learning.
- Acknowledge and support the individual characteristics that are needed to create change in the adult learner.
- Acknowledge and support job cultures within Early Childhood Education settings.

# Adult Learning Principals

Small group activity: Think of something that your want to learn (ex. Painting, riding a horse etc.) How would you want to be treated? List the do and don'ts.

Malcolm Knowles 6 principals:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected



*Andragogy in practice (Knowles, Holton, and Swanson, 1998).*

Source: Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson (2005). *The Adult Learner*, Sixth Edition, Elsevier Inc. p.4.

# Acknowledge and support the individual characteristics...

## Reaction to Change

Small group activity – What are the implication of change in the work place? Define resilience, how can this help to individualize?

“The ability to recover from or adjust easily to misfortune or change” Webster Collegiate 9th Edition(1983)

Adult Resiliency Checklist activity:

**Devereux Adult Resiliency Checklist**  
Take time to reflect and complete each item on the checklist below. There are no right answers. Once completed, see what you have learned to support your own protective factors so you can bounce back from life's ups and downs. Take time to reflect on all of your strengths and then start small and plan for one or two things that you feel are important to improve.

Items	Yes	Sometimes	No/Not
<b>Relationships</b>			
1. I have good friends who support me.			
2. I have a mentor or someone who shows me the way.			
3. I provide support to others.			
4. I am sympathetic to others.			
5. I trust my close friends.			
<b>Internal Beliefs</b>			
1. My role as a caregiver is important.			
2. I have personal strengths.			
3. I am creative.			
4. I have strong beliefs.			
5. I am hopeful about the future.			
6. I am kind.			
<b>Beliefs</b>			
1. I communicate effectively with those around me.			
2. I try many different ways to solve a problem.			
3. I have a hobby that I engage in.			
4. I seek out new knowledge.			
5. I am open to new ideas.			
6. I laugh often.			
7. I am able to say "No."			
8. I can ask for help.			
<b>Self-Control</b>			
1. I express my emotions.			
2. I set limits for myself.			
3. I am flexible.			
4. I can calm myself down.			

For fun and practical ideas on how to strengthen your protective factors, see the chapters in this book. For a free copy of the Devereux Adult Resiliency Checklist and some additional strategies, please go to [www.devereuxearlychildhood.org](http://www.devereuxearlychildhood.org).

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# Strengthening Dispositions

KNOWLEDGE	SKILLS	DISPOSITIONS
<ol style="list-style-type: none"> <li>1. How and what to observe is difficult.</li> <li>2. I understand the concept of having an objective focused observation.</li> <li>3. I can use my knowledge of Child Development to assist me in observing children.</li> <li>4. I am familiar with different types of observations</li> <li>5. I am competent in using the DRDPR-10 in guiding my observations.</li> </ol>	<ol style="list-style-type: none"> <li>1. I struggle with writing down information about a child.</li> <li>2. I question my ability to focus on children and write an observation.</li> <li>3. When observing, I am not sure if what I am writing down is correct.</li> <li>4. When I read my observation they are focused and objectively written.</li> <li>5. My observations are rich in detail and cover more than one area of the DRDP-10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing observations takes away my opportunity to work with children.</li> <li>2. I write down observations because that is what I am mandated to do.</li> <li>3. Writing observations can be useful when working with challenging children.</li> <li>4. Observations help me to know each child and complete the DRDP-10</li> <li>5. Observations are one of the essential resources and evidence I use to plan for individuals and the class.</li> </ol>
<ol style="list-style-type: none"> <li>1. This is the first time I have worked with children.</li> <li>2. Child Development is new to me but I have babysat children.</li> <li>3. I have 12 units in Child Development and have volunteered in a program.</li> <li>4. I have over 12 units in Child Development and have worked at least one year as paid staff.</li> <li>5. I have 24 units in Child Development, a teacher's permit and have worked with a variety of ages and abilities of children.</li> </ol>	<ol style="list-style-type: none"> <li>1. I am better doing tasks in the classroom than working directly with children.</li> <li>2. When children are behaving I can do my best teaching.</li> <li>3. I teach best when I am working with small groups.</li> <li>4. I enjoy working and guiding children in large and small groups.</li> <li>5. Following developmentally appropriate practice, I am capable of guiding children's behavior and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. It is the career teacher's job to assist children, I will be there to do what they tell me.</li> <li>2. Keeping children busy and safe are important roles for student teachers.</li> <li>3. Career teachers will be the only teachers who will work with challenging children.</li> <li>4. I enjoy working with all ages of children and hope I will do well.</li> <li>5. I will play an important role is assisting career staff to provide many learning opportunities for children at the ASCDL</li> </ol>
<ol style="list-style-type: none"> <li>1. I have not taken an assessment class at this time.</li> <li>2. I have had some information on assessment but only in a class.</li> <li>3. I have had an opportunity to use several assessments during class assignments.</li> <li>4. I have had overview training on the ECERS-R/ITERS-R and the DRDP-10.</li> <li>5. I have extensive assessment training for children and classroom environments.</li> </ol>	<ol style="list-style-type: none"> <li>1. I never had an opportunity to assess children.</li> <li>2. I have completed observation but never did anything with the information.</li> <li>3. While using an observation booth I have collected observations that have been used to complete the DRDP-10.</li> <li>4. I have observed and used the DRDP-10 to reflect upon my observations.</li> <li>5. I have worked in programs that collected children's work, completed observation and actually filled out the assessment the program was using.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children are too young to be assessed.</li> <li>2. Assessment is mandated paperwork that is not needed or appropriate.</li> <li>3. I do assessments because I'm told too.</li> <li>4. Assessing children allows me to get to know the children.</li> <li>5. Assessment is a vital part of responding and planning with group and individual children.</li> </ol>

# Acknowledge and cultures within early childhood education settings.

Small group

Discuss the cultural difference of the people in your program.

Discuss the different job cultures within in your organization.

What are the implications as leader you must take in consideration when planning trainings or other organizational events?



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# Looking at the BIG PICTURE



***Leadership  
for Young Children***

*ECPC Leadership Institute  
Early Childhood Personnel Center  
University of Connecticut Health Center  
Funded by the Office of Special Education Programs  
US Department of Education*

*Sharon Lynn Kagan, Ed.D.  
Teachers College, Columbia University  
Child Study Center, Yale University  
December, 2013*

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# Compassion, Critical Thinking Courage

<http://ececompsat.org/competencies/lead/lead.html>

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