

Are Leaders Born or Made?

Unraveling the Myth of What it Takes to be an Effective Leader in ECE

Self-Awareness

Where am I now?

Leadership begins from the inside out, that is, having self-awareness of your personal traits, such as preferred work style, interaction/communication style, and strengths. Examining your personal values, beliefs, and motivation are central to being an effective leader. Knowing “who you are and how you relate to others” is crucial for building positive relationships with others – the essential ingredient for being able to influence others towards change.

Selected Readings to Foster Self-Awareness

HumanMetrics 2013. *Jung typology Test*™. <http://www.humanmetrics.com/cgi-win/JungType.htm>.

Klenke, K. 2007. “Authentic Leadership: A Self, Leader, and Spiritual Identity Perspective.” *International Journal of Leadership Studies* 3 (1): 68 – 97.

Rath, T. 2007. *Strengths Finder 2.0*. New York, NY: Gallup Press.

Sandberg, S. (2013). *Lean In: Women, Work, and the Will to Lead*. Knopf.

Zander, R. S., & Zander, B. 2000. *The Art of Possibility: Transforming Professional and Personal Life*. Boston, MA: Harvard Business School Press.

Leadership Vision

Where do I want to go?

Now that you have a better sense of yourself, you can begin to develop a “leadership vision”. In order to develop a vision, you need to consider where you would like to go as a leader. What is really important to you? What gives you passion, meaning, and a sense of purpose?

Selected Readings to Foster Development of a Leadership Vision

Briggs, M., & Briggs, I. 2009. *Developing Your Leadership in the Early Years*. New York, NY: Continuum International Publishing Group.

Cashman, K. 2008. *Leadership From the Inside Out*. 2nd ed. San Francisco, CA: Berrett-Koehler Publishers.

California Department of Education 2011. *California Department of Education Early Childhood Educator Competencies*. Sacramento, CA: California Department of Education and First 5 California.

Goffin, S.G. 2013. *Early Childhood Education For a New Era: Leading for Our Profession*. New York, NY: Teachers College Press.

Goffin, S. G. (2015). *Professionalizing Early Childhood Education as a Field of Practice: A Guide to the Next Era*. St. Paul, MN: Redleaf and Washington D.C. NAEYC

National Association for the Education of Young Children 2011. *2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs*. Washington, DC: National Association for the Education of Young Children.

Northouse, P.G. 2013. *Leadership: Theory and Practice*. 6th ed. Los Angeles, CA: Sage Publications.

Sanborn, M. (2006). *You Don't Need a Title to Be a Leader: How Anyone, Anywhere, Can Make a Positive Difference*. Crown Business.

Washington, V. (2015). Facing Goliath: A heart-to-heart talk about leadership and change. *Young Children* 70 (2) pp. 38-40.

Washington, V. & Andrews, J.D. (eds.). (2010) *Children of 2020: Creating a Better Tomorrow*. Washington D. C. council for Professional Recognition and Washington D.C. NAEYC

-----(2015). Leadership: Supporting a new generation of early childhood professionals. *Young Children* 70 (2).

Intentional Action Plan

How will I get there?

This component will focus on helping you to identify how you will achieve the goals you established for your Leadership Vision. In order to get to where you want to go, you will first need to identify the knowledge, skills, and experience needed and then you can develop an intentional action plan for achieving short and long-term goals. In this section, you will also explore the many opportunities and ways for ECE professionals to demonstrate leadership. You will investigate the trends and issues facing the ECE field related to leadership, you will examine in depth ECE policy and the larger systems, including the legislative processes, that influence the ECE field, and you will explore the knowledge and skills needed to effectively advocate on behalf of children, families, and the ECE field.

Selected Readings to Facilitate Intentional Action Planning

Biddle, J. K. 2012. *The Three Rs's of Leadership: Building Effective Early Childhood Programs Through Relationships, Reciprocal Learning, and Reflection*. Washington, DC: High Scope Press, Ypsilanti, Mi and NAEYC.

Crawford, P.A., Killingsworth Roberts, S., and Hickman, R. (2010). Nurturing early childhood teachers as leaders: Long-term professional development. *Dimensions of Early Childhood* 38 (3) (pp 31-37.

Institute of Medicine and National Research Council. (2015). "Transforming the Workforce for Children Birth Through Age Eight: A Unifying Foundation." Washington, D.C.: The National Academies Press

Munoz, M, Boulton, P., Johnson, T. & Unal, C (2015) Leadership development for a changing early childhood landscape. *Young Children* (pp 26-31).

Washington, V., Gadson, B, & Amel, K (2015). *The new Early Childhood Professional: A step-by-step Guide to Overcoming Goliath*. NY: Teachers College Press and Washington D.C. NAEYC.

Whitebook, M., & Austin, L. J. E. 2009. *Leadership in Early Childhood: A Curriculum for Emerging and Established Agents of Change* (Not for Public Circulation). Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment.

Wright, A.C., & Jaffe, K.J. (2014) *Six Steps to successful child advocacy: Changing the world for children*. Thousand Oaks: Sage.

Celebrate Success

How will I know I am there?

One of the most important steps in charting your leadership journey is making sure that you have measurable, reasonable benchmarks that help you to identify areas of success, ways that you may have drifted off-course, and indicators that you may need to modify your original plan.

Selected Readings to Help with Setting Benchmarks

Gable (2014) *The States of Child Care: Building a Better System*

McDonald, D. (2009). *Elevating the field: Using NAEYC early childhood program accreditation to support and reach higher quality in early childhood programs*. Washington, DC: NAEYC.

Sykes, M. (2014). *Doing the Right Thing for Children: Eight Qualities of Leadership*. Redleaf Press.

Zigler, Gilliam, & Barnett (2011) *The Pre-K Debates: Current Controversies and Issues*

Leadership Commitment

How will I keep growing?

This component emphasizes reflection on your leadership journey and how you will make a commitment to ongoing leadership growth and development through continued reflective practice. How will you keep growing?

Selected Readings to Support Commitment to Personal and Professional Growth

Feeney, S. (2011). *Professionalism in Early Childhood Education: Doing Our Best for Young Children*. Pearson.

Fennimore, B.S. (2014). *Standing Up for Something Every Day: Ethics and Justice in Early Childhood Classrooms* (Early Childhood Education). Teachers College Press.

Heffron, M.C. (2010). *Reflective Supervision and Leadership in Infant and Early Childhood Programs. Zero to Three*.

Hyson, M. & Tomlinson, H.B. (2014). *The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8* (Early Childhood Education). Teachers College Press.

Meier, D.R. & Stremmel, A.J. (2010). Reflection through narrative: the power of narrative inquiry in early childhood teacher education. *Journal of Early Childhood Teacher Education* 31:249-257.

Additional Readings

- Brown, E.M., & Haygood, M., Mclean, R.J., & Burt-Murray, M. (2010). *The Little Black Book of Success: Laws of Leadership for Black Women*. One World/Ballantine.
- Cozolino, L. (2013). *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom* (The Norton Series on the Social Neuroscience of Education). W.W. Norton & Company.
- Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (Multicultural Education). Teachers College Press.
- Falk, F. & Darling-Hammond, L. (2012). *Defending Childhood: Keeping the Promise of Early Education* (Early Childhood Education Series). Teachers College Press.
- Gladwell, M. (2013). *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*. Little, Brown and Company.
- Kellogg Foundation. (2001). *Logic model development guide: Logic models to bring together planning, evaluation & action*. Battle Creek, MI: W.K. Kellogg Foundation
- Ngunjiri, F.W. (2011). *Women's Spiritual Leadership in Africa: Tempered Radicals and Critical Servant Leaders*. Suny Press.
- Rath, T. 2007. *Strengths Finder 2.0*. New York, NY: Gallup Press.
- Taylor-Powell, E., Jones, L., & Henert, E. (2003) *Enhancing Program Performance with Logic Models*. <http://www.uwex.edu/ces/lmcourse/>

Logic Model Organizing Framework *See Example of Logic Model on Page 6

BEGIN WITH THE END

- 1. Long-term Outcomes:** Start by identifying the **long-term DESIRED RESULTS** that you want to achieve. Then work backwards.
For Example: I want to teach at the community college level so I can help prepare the ECE workforce.

- 2. Mid-Term Outcomes:** What needs to happen before your long-term outcome can be achieved?
For example: I will demonstrate the knowledge and skills needed to have mastery of child development and to effectively teach adult learners

- 3. Short-Term Outcomes:** What knowledge and skills do you need to acquire in order to qualify for a teaching position?
For example: In order to be able to teach at the community college level I will need to have knowledge of content area, adult learning, curriculum development, and instructional strategies.

- 4. Outputs – Activities:** What activities, products, events must be undertaken so that you can achieve desired outcomes?
For example: I will attend classes, workshops, and other professional development activities needed to gain knowledge and skills I need. I engage in networking seek mentoring from individuals who are viewed as leaders in the ECE field.

- 5. Inputs:** What resources do you need to achieve desired outcomes?
For example: I will examine my strengths and areas of need, as well as identify and obtain financial resources to prepare myself for teaching at the community college level. Money and time for professional development, internships, mentors,

- 6. Assumptions:** What assumptions have you made?

READ FROM RIGHT TO LEFT as series of “if, then” statements

For example: “If I invest my time, money and efforts to continue professional development through attending classes, workshops, conferences, networking opportunities, or obtaining a necessary degree, then I will acquire the knowledge, skills, and experiences I need to be qualified to teach at the community college level. If I demonstrate competencies as an effective educator of adult learners, then I will be able to obtain a community college teaching position and achieve my desired results - to help prepare the ECE workforce.”