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Leading to Make a Difference

June O'Sullivan,
www.leyf.org.uk

London **Early Years** Foundation



Inspiring Leadership



Nothing great in this world was achieved without enthusiasm"

Adair 2003

London **Early Years** Foundation



Leaders Good or Bad

“People want leaders who are credible. Credibility is the foundation of leadership”

Kouzes (2003) pg 32

The Leadership Evolution

“One becomes a leader through life’s experiences especially as a child. Leadership is something that comes out of experience; it is something that is evolving”

Wanaganayake, 2002



Turn to the person beside you.
Tell each other three reasons why you
chose to become a leader.

What do we know about leadership theory?

Trait	1900	A lot but none linked and measured by performance
Behavioural	1940	Mixture relationship as well as importance of traits
Contingency	1950s	Transforming
Contextual	1950s	Situational and Pestle Stability -Crisis -Equilibrium- Chaos
Sceptics	1950s	Romance of leadership; people celebrating what they perceive to be good leadership
Relational	1960s	Relationship contract and trust
New Leadership	1960s	High levels of moral motivation- inspiring behavioural and organisational behaviour
Info-Processing	1970s	Understanding what a leader is legitimised matching expectations with cognitive execution

For Example: Leadership Traits

- Abilities and skills
- Industry based knowledge
- Motivation
- Personal values
- Relationships
- Reputation and track record.

Kotter (1998)



... and in practice ?

- Leaders can be reluctant
- They can make a difference
- There is much more research about what is needed from leaders
- There is a theory that leaders can be grown and developed
- Leadership is never easy

Leadership is Complex!

“Providing effective leadership, at least in big jobs, is rarely easy. If it were, we would see an abundance of good leadership throughout history. Indeed, even in the simplest conditions a variety of things are needed to create the vision and strategy and to elicit the teamwork and motivation. But simple conditions are not the norm any more. Complexity is the norm”

- Kotter (1988. pg 28)

Why does leadership matter?

- Leadership that was committed, competent and respected was one of the main distinguishing factors between the most and least successful Children Centre programmes.
- Unsuccessful programmes were characterised by less experienced leadership, leaders who were less skilful at training and supervising staff, less good at working with schools and the community and less involved and committed.

Muijis et al (2004)

Leadership is key to success

'Leadership is concerned with creating the conditions in which all members of the organisation can give of their best in a climate of commitment and challenge. Leadership helps an organisation to work well.'



“...the need to build, establish and maintain professional credibility with those who use early childhood services”

Rodd Vol 18 1997 pg 40



Is there a difference between management and leadership?

Identify three key differences between management and leadership.

Is there a difference between management and leadership?

- Has a clear vision and direction of where and what the organisation is and will be
- Recognises that attitudes to work today are different
- Understands that we need to engage staff rather than tell them what to do
- Realises that people really are what you need to achieve outcomes
- Initiates change, learning from the past and moving towards the future
- Understands that the days of do as I say but not as I do are long gone
- Strives to motivate and communicate all the time
- Develop people's skills to a high level

Those who work for a Leader

- Are more productive
- Produce higher quality work
- Are more motivated
- Go that extra mile
- Embrace change and take on new challenges readily
- Operate in an environment based on trust and mutual respect
- Work together as a team to support their leader
- Learn from their mistakes and strive for better next time
- Look forward to coming to work
- Are aiming for future goals

Larkin 2008

Those who work for a Manager

- Do the job because they have to
 - Work to the minimum standards
 - Are usually unhappy at work
 - Only do what is required
 - Fear change in case it means extra work
 - Operate in an environment based on fear and suspicion
 - Work together as a team to survive their manager
 - Are punished for mistakes and strive not to be caught next time
 - Look forward to going home
 - Are aiming for a future elsewhere
- Larkin 2008

“...leadership is philosophy in action, with management an integral part. ... Managing without leading was unethical: leading without managing was irresponsible”

Hall, (1996)



Emerging Leadership Traits

- Flexible
- Energy
- Enthusiasm
- Compassion
- Empathy
- Humble
- Ability to reflect
- Having a vision and inspiring staff to follow



What makes a good leader?

1. Good working relationships with staff
2. Commitment to working towards meeting the goals of the centre
3. Commitment to fulfilling the roles of the EY professional
4. Ability to acknowledge other staff members' strengths and contributions to the centre
5. Desire to extend professional knowledge
6. Access to clearly defined roles and responsibilities
7. Responsive to the needs of parents

Rodd 1999

The Good Leader

8. A feeling of confidence in solving staff conflict
9. Providing staff with real opportunities to participate in decision-making
10. Personal desire to participate in decision-making
11. Willingness to undertake organisational and management responsibilities
12. Willingness to undertake all the tasks associated with the Centre
13. Awareness of the role of research in quality services
14. A wide reader of early childhood literature

Rodd 1999

What must we do as leaders?





Your attitude as a leader will set the pace and tone for your employees. People tend to mirror each other, and employees especially tend to mirror their managers. If your attitude is positive and dynamic, people you work with reflect this by becoming more positive and dynamic. If, however, you complain and play victim, you will find yourself surrounded by reflections of yourself.

Manning & Haddock (1989) Pg 17

How a Leader Creates Effective Learning Environment

- There was strong *leadership* and relatively *little staff turnover*;
- The adults formed *warm interactive relationships* with children;
- Settings viewed *educational and social development as complementary*;
- The adults used *open-ended questioning* and encouraged '*sustained shared thinking*';
- A balance was achieved between *adult-supported* freely chosen play, and *adult-led* small group activities;
- The adults used *formative assessment* to differentiate the curriculum according to the needs of individual children;
- The adults supported the children in being assertive while at the same time *rationalising* and *talking through* their conflicts;
- The adults had a good understanding of *appropriate pedagogical content*;
- *A trained teacher* acted as *manager* and a good proportion of the staff were (graduate, teacher) qualified

EPPE and REPEY

The Leaderful Child



*Teaching and learning is at the heart
of leadership and results in
leaderful children.*

Dr. Ferre Laevers

Creating Future Leaders

- *Before you are a leader success is all about growing yourself. When you become a leader success is all about growing others*

Jack Welch

Preparing New Leaders

“Winning leaders create and use future stories to help people break away from the familiar present and venture boldly ahead to create a better future. They not only describe the future in terms that are personal and compelling but they help others understand and why and what they must do to get there. Without being able to do that, would be leaders never get the sustained effort required to move their goal”.

Noel Tichy in *The Leadership Engine*

What does this mean for staff?

We need to be :

- ❑ *Happy and friendly*
- ❑ *Playful*
- ❑ *Explorers and communicators*
- ❑ *Imaginative and creative*
- ❑ *Interested in the children*
- ❑ *Curious about our environment*
- ❑ *In touch with ourselves*
- ❑ *Willing to take a risk*



Leading the Way



The leader needs to create a culture of reflection and evaluation which engages staff in challenging beliefs and practices and foster the team's ability to engage in professional dialogue and debate.

Leading the Future

“ Leadership is now seen as explicitly connected with the future. As say leaders “share the characteristics of being forward-looking, of being concerned not just about today’s problems but also about tomorrow’s possibilities.

They’re able to envision the future to gaze across the horizon of time and imagine the greater opportunities to come. They see something out ahead, vague as it may appear from a distance and they imagine that extraordinary feats are possible and that the ordinary could be transformed into something noble.”

- Kouzes and Posner



- *“A passion for achievement*
- *A passion for care*
- *A passion for collaboration*
- *A passion for commitment*
- *A passion for trust*
- *A passion for inclusivity”*

Christopher Day (2005)

To Summarise

- Be purposeful, inclusive and values driven
- Be attuned to organisations distinctive context
- Strategically focused on the future while simultaneously operating in the present
- Be learning - centred
- Be distributed through the whole organisation's community
- Involves developing and sustaining positive relationships with others
- Connect and network with wider community
- Co-exist with management but go beyond the focus on systems and structures
- Leaders take responsibility for their own learning and development
- Be critically concerned with capacity building

Everyday Challenges to Leaders in the Early Years

1. Failing to be accountable and take responsibility.
2. Not taking control and issues never getting solved.
3. Failing to address conflicts and negative issues quickly enough.
4. Thinking that change is easy and will just happen through osmosis
5. Inability to handle personal failure or that of staff member
6. Mistakes caused by poor knowledge, and insufficient preparation
7. People who do not question themselves
8. Leadership approaches which were insensitive to staff needs and caused stress and de-motivation as well as poor staff attitudes

In Pairs

Be Brave

Identify two personal action points for yourself
and what you think you can do about them?

Internal Leadership Challenge

What are you doing about your practitioners':

- development of knowledge and understanding about the children in your setting
- ability to deal positively with difference
- Ability to make the setting more accessible for families both physically and emotionally.

External Leadership Challenges?

- Can you prove your value?
- What measures in place to determine the contribution your services are making to children's achievements and wellbeing?

BIGGER Leadership Challenge: What Will You DO?

- Poverty is a key risk factor to outcomes for young children, and affects certain ethnic groups disproportionately.
- Young children in poverty have poorer general health and more specific health problems than their peers, and more admissions to A&E departments.
- Poorer families report feeling unsafe where they live.
- Mothers' education influences children's learning, but all family homes which support children's early years learning can counteract the effects of disadvantage.
- English as an additional language is associated with lower attainment and poor social relationships in the early years, but it does not appear to affect longer-term outcomes.
- High-quality early learning has a major and lasting positive impact on all children, but especially poor children.