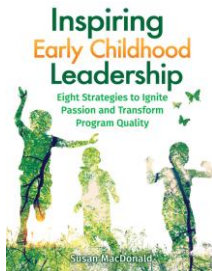
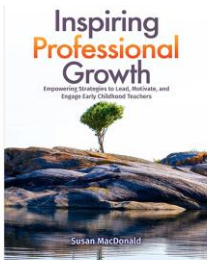


1



2

MY BOOKS....



RELEASE DATE: NOVEMBER 2019



3

TIME FOR CHANGE IS NOW!



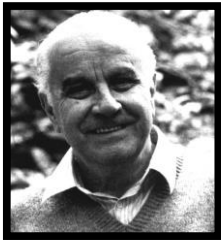
"The possibility for substantial progress in our ability to dramatically improve the life prospects of all young children in real. The time to aim higher is NOW"

From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families. Center on the Developing Child Harvard University - <http://developingchild.harvard.edu>



4

THE IMPACT OF ADULT ROLE MODELS - LORIS MALAGUZZI



"... We must know that children, although naturally inclined, do not acquire the art of becoming friends or teachers of one another by finding models in heaven or in manuals; rather, children extract and interpret models from adults when the adults know how to work, discuss, think, research, and live together."

Malaguzzi, Loris. November 1983. "For an Education Based on Relationships." Young Children. <https://reggioalliance.org/downloads/malaguzziyoungchildren.pdf>



5

PROFESSIONAL LEARNING NETWORK

A personal learning network (PLN):

- is a group of colleagues, mentors, and professionals that you connect with to enhance your learning and take charge of your own professional development.
- It's a global, online community that allows you tap into a broad wealth of knowledge and focus on what you consider most important to your learning. PLNs are especially valuable, as new information and ideas are changing the world at a much faster pace than ever before.

www.schoolology.com



6

THE "TTWWADI SYNDROME"

"Change is necessary to address our own tolerance for mediocrity. Change is essential to close the opportunity gap that exists for so many children and their families. And change is necessary to close the opportunity gap that has existed for many in our workforce."



- Carter and Lee



7

VALUE EVERYDAY - OUR CHILDREN CAN'T WAIT!



"There are only 2,000 days between the newborn baby and when that child will show up in kindergarten. It is urgent that we use the best scientific information to make sure we support all our children so they can succeed in school. Our children can't wait."

- Dr. Andrew Meltzoff, University of Washington Institute for Learning and Brain Science



8

TOXIC STRESS



9

SUPPORTING PROFESSIONAL GROWTH EIGHT STRATEGIES



1. Establishing Professional Accountability
2. Honing Your Leadership Skills
3. Being Deliberately Developmental
4. Understanding Adults as Learners
5. Creating Meaningful and Measurable Goals
6. Observing and Providing Feedback
7. Facilitating Impactful Professional Development
8. Fostering Collaborative Relationships – Strong Teams



10

1. PROFESSIONAL ACCOUNTABILITY

Professional accountability is a good thing. Without it, excellence is merely a pipe dream and even average performance isn't a realistic expectation.

—Leon "Lee" Ellis, speaker and leadership consultant, former POW



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PROFESSIONAL GROWTH AS A FUNDAMENTAL VALUE

- Creating a school culture where each teacher is deeply valued for their strengths and provided with relevant and engaging professional development opportunities is essential for enhancing the quality of early childhood program.
- School leaders must be willing to bravely step forward to create a school culture where accepting mediocrity is replaced with a full commitment to helping every educator reach their full potential.



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KEY COMPONENTS OF PROFESSIONAL ACCOUNTABILITY

Professional Relationships Built on Trust

- Gaining and maintaining a teacher's trust is vital for establishing professional accountability
- When trust is low, you see dissent, blame, and passing the buck
- Everyone hides their weaknesses and information that could highlight the strengths of others



13

HAVE A CLEAR VISION

Vision is the first step toward building the future we desire, the life through which we can experience fulfillment and a sense of accomplishment.

- Alan Seale

- A compelling vision statement is essential for providing a direction for your program
- For teachers to be accountable, they need one hundred percent clarity on where the program is headed and what is expected of them
- The vision should paint a vibrant picture of the program operating at its highest level of success



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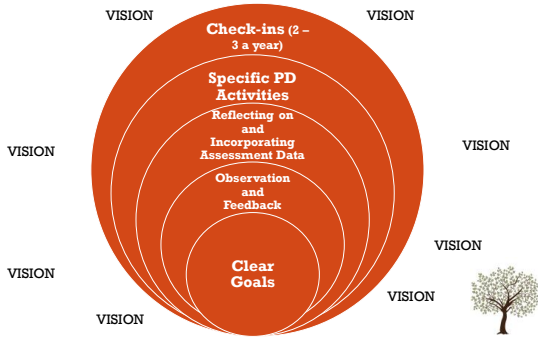
VISION STATEMENTS

- **Provide a picture of what could be**
- **Are a catalyst for change**
- **Unleash energy and facilitates goal setting**
- **Give a clear compelling picture of where an individual or organization is headed**



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USE YOUR VISION TO GUIDE PROFESSIONAL GROWTH



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PROVIDE CONSISTENT MESSAGES

- A strong commitment to professional accountability needs to be communicated from the beginning of the hiring process through the exit interview
- Be sure all written materials consistently address professional accountability, including:
 - Handbooks
 - Job Postings
 - Performance Review Forms
 - Staff Orientation Guides
 - Professional Development Forms



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2. LEADERSHIP SKILLS TO MAXIMIZE POTENTIAL

*Each day you lead by example.
Whether you realize it or not or
whether it's positive or negative, you
are influencing those around you.*

- Rob Liano, life coach and author



18

LEADERSHIP IN THE WORKPLACE

“More than three decades of research has shown that managers’ style of leadership and behavior accounts for more than 70 percent of employees’ perceptions of organizational climate. In fact, employees’ feelings about management were found to be the main factor that improves employees’ perceptions of their company’s organizational climate.”

-The Five Languages of Appreciation in the Workplace by Gary Chapman & Paul White, page 133



19

APPRECIATIVE LEADERSHIP

“Appreciative Leadership is the relational capacity to mobilize creative potential and turn it into positive power – to set in motion positive ripples of confidence, energy, enthusiasm, and performance – to make a positive difference in the world.”



Appreciative Leadership, By Diane Whitney, Amanda Trosten- Bloom and Kae Rader



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FIVE CORE STRATEGIES OF APPRECIATIVE LEADERSHIP

- **Inquiry** – Ask positively powerful questions
- **Illuminate** – Bring out the best in people and situations
- **Inclusion** – Engage with people to coauthor the future
- **Inspiration** – Awaken the creative spirit
- **Integrity** – Make choices for the good of the whole

Appreciative Leadership, By Diane Whitney, Amanda Trosten- Bloom and Kae Rader



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CONTINUALLY ASSESS YOUR LEADERSHIP SKILLS

Directors have access to many sources of data to help determine how their leadership is impacting the program:

- Self-Assessments
- Parent Feedback Surveys
- Staff Feedback Surveys
- Board Reviews
- Complete a Yearly IPDP and Hold Yourself Accountable to Your Goals



22

ASSESSING YOUR LEADERSHIP

- **Faculty Survey: A Tool for Brave Administrators**
<https://www.cultofpedagogy.com/faculty-staff-survey-form/>
- **My Director Survey**
Bloom, Paula J. 2014. *Leadership for Action: How Effective Directors Get Things Done*. Lake Forest, IL: New Horizons.
- **The Early Childhood Work Environment Survey (ECWES)**
by Paula Jorde Bloom
The McCormick Center for Early Childhood Leadership
<https://mccormickcenter.nl.edu/>



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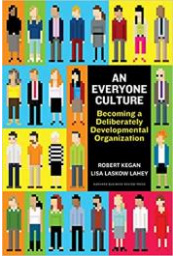
VIDEO

Understand the Impact of Your Actions



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3. ESTABLISHING A GROWTH CULTURE



Everyone, everyday, works on developing themselves, others and the organization to achieve breakthrough performance and become better versions of themselves.

-Andy Fleming, Way to Grow, INC

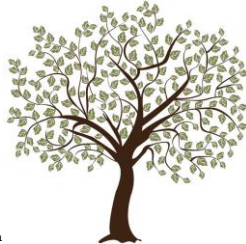


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KEY FEATURE OF A DELIBERATELY DEVELOPMENTAL ORGANIZATION

Adults Can Grow

- **Adults, not just children, can and need to keep growing**
- **We need to continually support the professional growth of everyone we work with**



An Everyone Culture - Lisa Lahey and Robert Kegan

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ASSESSING YOUR GROWTH CULTURE

Three Key Questions:

- Is your school culture designed to support professional growth?
- Does it inspire everyone to grow and develop?
- Does it help all aspects of the program to grow?

* Use Growth Culture Reflection in Handouts



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DELIBERATELY DEVELOPMENTAL ORGANIZATIONS

- Create a safe enough and demanding enough culture that everyone comes out of hiding
- Help people uncover, engage, and ultimately transcend the limiting assumptions and defensive routines that prevent from reaching their full potential
- Views the culture as the continuous force that supports people in overcoming their limitations to help them flourish in all aspects of their work



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KEY FEATURE OF A DDO

Better Me + Better You = Better Us

- **Better Me** – constant individual improvement
- **Better You** – helping other as a core value inside and outside the company
- **Better Us** – The payoff for everyone in the organization, the community and world



An Everyone Culture - Lisa Lahey and Robert Kegan
Next Jump

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CREATE A POSITIVE CLASSROOM CULTURE

- **The culture of the classroom teaches!**
- The messages sent through the culture of the classroom communicate to students what it means to think and learn well
- These messages are a curriculum in themselves, teaching students how to learn and ways of thinking



Harvard Project Zero - Cultures of Thinking, pz.harvard.edu/projects/cultures-of-thinking

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THOUGHTS ON BUILDING A GREAT CULTURE

- A culture of greatness doesn't happen by accident. It happens when a leader expects greatness and each person in the organization builds it, lives it, values it, reinforces it, and fights for it.
 - When you build a strong, positive culture most of the energy vampires will leave by themselves because they don't fit in. But you may also have to let a few energy vampires off the bus.
- Jon Gordon



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THOUGHTS ON BUILDING A GREAT CULTURE

Culture is like a tree. It takes years to cultivate and grow and yet it can be chopped down in a minute. **PROTECT YOUR CULTURE!**



- Jon Gordon



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4. BUILD ACCOUNTABILITY INTO GOAL SETTING

Leaders need to continuously nourish a culture that puts program improvement and individual professional development and the way that they each support each other, at the center of their work each and everyday.



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SPECIFIC GOALS

- Once the vision is clear, specific measurable goals can be developed for every member of the organization
- The goals need to reflect each staff member's individual areas of growth as well as areas of growth related to achieving the program-wide vision
- When goals are linked to the vision, they provide a direct connection between the individual's professional growth and the quality of the program



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SMARTER GOALS

- S** – Specific
- M** – Measurable
- A** – Attainable
- R** – Relevant
- T** – Time-Bound
- E** – Evaluate



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CREATE MEANINGFUL INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP'S)

1. Establish SMARTER Goals
2. Define Clear Action Steps
3. Identify Resources Needed
4. State Specific Timelines for each goal and action step to support goal achievement
5. Link Goals to Data and Standards
6. Check Status



36

5. OBSERVATION AND FEEDBACK

One great conversation can shift the direction of change forever. - Linda Lambert

- Using IPDP goals to focus observation and feedback is another significant way to increase professional accountability
- Offering strength-based feedback on the positive changes you observe will build confidence and help teachers to continue the work necessary to fully achieve their goals



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RELIABLE DATA

- Use tools and assessments that help you to measure what needs to change
- Example - If a teacher is struggling to create a positive emotional climate in his classroom, have a Classroom Assessment and Scoring System (CLASS) assessment done to obtain reliable data on the climate, and then repeat the CLASS after a specified time frame to see what growth and change has occurred



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CREATE DOCUMENTATION

Leaders can utilize a paper or online tool for documenting each teachers professional growth.

Portfolios can include:

- Current Employment Information
- Individual Professional Development Plan
- Observation Notes
- Feedback-session Notes
- Annual Performance Reviews
- Samples of Work – Photos, Video Clips, Learning Stories



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ONLINE PORTFOLIOS ...

- Allow for the creation of individualized portfolios that can be continuously updated
- Have many helpful, time-saving features, including linking to standards, and the ability to attach documentation
- Builds professional accountability by creating a place for teachers to document, track, and monitor their own professional growth



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Poll Question



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6. UNDERSTANDING ADULTS AS LEARNERS IN THE WORKPLACE

“When a flower doesn’t bloom you fix the environment in which it grows, not the flower.”
 -Alexander den Heijer



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SUPPORT A THRIVING MULTI-GENERATIONAL WORKPLACE

1. Establish Respect
2. Be Flexible and Accommodating
3. Avoid Stereotyping
4. Learn from Others
5. Tailor Your Communication Style
6. Don't Overlook Similarities

Visit Mindtools for an Insightful Chart on the Five Generations in the Workplace: [https://www.mindtools.com/pages/article/multigenerational-workplace.htm](https://www.mindtools.com/pages/article/newL6U41/multigenerational-workplace.htm)



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EMPOWERMENT

- Creating conditions where educators can try out innovative ideas, discuss differing perspectives, and make reasonable accommodations
- Empower teachers by allowing them to contribute to their professional development plans and to come up with creative ideas for reaching their goals
- Let the teachers know you believe in them and have confidence in their abilities by consistently highlighting what they are doing well



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7. FACILITATE MEANINGFUL PROFESSIONAL DEVELOPMENT

“In any given moment we have two options: to step forward into growth or to step back into safety.”

- Abraham Maslow



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ESTABLISHING A PROFESSIONAL DEVELOPMENT PLAN

- Build a connection between the professional development you are offering and the vision, goals and core values of the program
- Vary the structure of professional learning experiences, keep engaging by including hands on activities, and reflective practices
- Involve staff in the planning and implementation
- Plan professional development that experiences that reflect the diverse cultural, educational, and social backgrounds of everyone on your staff
- Select trainers who have the expertise, and presentation skills necessary to have a positive impact



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TIPS FOR BEING AN INSPIRATIONAL FACILITATOR

- Read, Read, Read!
- Stay Current on all Aspects of Early Childhood Development
- Follow and Become Active Relevant Social Media Groups
- Take Classes and Webinars
- Develop lists of Quotes and Poems that can be used as reflections
- Try new ways of presenting material to build collaboration and honor different learning styles



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PROFESSIONAL DEVELOPMENT -RESOURCES

- Connect with resources outside of the early care and education field - personal development, business, history, literature and the arts are all fields that can inspire our work
- Create binders of resources that reflect your core values and those of the educators you work with. Start collecting poems, quotes, stories, case studies, video clips, photos, that you can use to create meaningful activities
- Use the bibliography today as a starting point for developing your own reflective practice library



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8. CULTIVATE PROFESSIONAL COLLABORATION

"Alone we can do so little; together we can do so much." - Helen Keller

Professional Collaboration:

- Boost student achievement
- Increases teacher retention
- Enhances the implementation of innovation and change

Collaborative Professionalism, Andy Hargreaves and Michael T. O'Connor



49

SUPPORT COLLECTIVE LEADERSHIP



*"In collective leadership, the concept of leadership shifts from something you do *to* or *for* others to something you do *with* others. And it is a way for people in any position within an organization to contribute to their fullest ability"*

From: *Collective Leadership Activating the Gifts of Your Team*, by Monica Brikerhoff, Albert Murrieta, Cassandra O'Neill. In *Child Care Exchange*, Nov/Dec 2015



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DEVELOP LEADERSHIP PRACTICES THAT PROMOTE ONGOING GROWTH



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THREE WORDS!

Choose 3 words that have personal meaning to you that you will use as guideposts to influence your own professional growth.

Select words that will influence your choice of actions, encourage you to decide in favor of positive relationships, and guide you towards lasting results for children, teachers and families!

3

<https://chrisbrogan.com/3words2018/>



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RESOURCES



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Twitter: @inspiringnew

Facebook: <https://www.facebook.com/InspiringNewPerspectives/>

LinkedIn: <https://www.linkedin.com/in/susan-macdonaldinspiringnew>



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