

McCormick Center Whole Leadership Framework Examples of Practice

Leadership Essentials	
Key Competency Areas	Examples of Practice
Advance Communication Skills	<ul style="list-style-type: none"> • Foster open dialogue about program norms and expectations. • Facilitate productive problem-solving. • Practice active listening. • Demonstrate ability to use a variety of culturally responsive modes of communication with stakeholders. • Serve as a role model for direct and respectful interpersonal communication. • Maintain confidentiality.
Apply a Culturally Responsive Anti-Bias Lens to all Facets of the Organization	<ul style="list-style-type: none"> • Demonstrate the value of the talents and strengths of individuals in the school community. • Demonstrate a commitment to learn about the families and communities served. • Implement leadership practices that advance equitable outcomes for children, families, and staff. • Demonstrate responsiveness to cultural and linguistic differences in the school community. • Critically reflect on personal assumptions, beliefs, and behaviors (including unconscious biases) that impact student success, and guide others in this process. • Respectfully challenge and work to change assumptions and beliefs that negatively affect students and the educational environments.
Demonstrate Professionalism	<ul style="list-style-type: none"> • Model the program’s professional expectations in daily interactions. • Use NAEYC code of ethics as a guide to professional decisions. • Commit to and model ongoing professional learning. • Share and help others to share practical knowledge.

<p>Develop Personal and Professional Self-Awareness</p>	<ul style="list-style-type: none"> • Practice self-management and self-reflection. • Foster the practice of self-reflection in others. • Reframe challenging experiences as opportunities of growth. • Use mission/vision as a guide for professional practice. • Monitor personal wellness. • Lead with integrity. • Promote respect for the dignity, worth, and uniqueness of children and families.
<p>Embed Continuous Quality Improvement (CQI) Practices</p>	<ul style="list-style-type: none"> • Cultivate a shared commitment to personal and organizational growth through reflection. • Embrace change as an essential characteristic of a thriving and dynamic organization. • Foster a climate of inquiry in the workplace that encourages the use of data to offer ideas for change and improvement. • Model a culture of continuous quality improvement to maximize outcomes for children. • Participate in and support evidence-based decision-making processes for all aspects of educational services Continuous Quality Improvement.
<p>Employ a Strengths-Based Approach to Develop People</p>	<ul style="list-style-type: none"> • Utilize principles of adult learning and reflective supervision in working with staff, including mentoring or coaching others. • Encourage dispositions of respect, positivity, and optimism. • Inspire a sense of belonging and purpose. • Affirm as well as build upon individual strengths. • Cultivate a safe culture for risk-taking in pursuing growth. • Embrace individual differences as contributing to group strengths.

<p>Facilitate Shared Leadership and Decision-Making</p>	<ul style="list-style-type: none">• Use a range of appropriate decision-making strategies (e.g., unilateral, consultative, collaborative, delegated) based on the context of the situation.• Seek alternative viewpoints and perspectives on different issues in order to make inclusive, informed decisions.• Work collaboratively with existing governance entities to generate new ideas, refine outdated practices, and promote consensus.• Look for opportunities to honor the expertise of staff and distribute leadership authority.• Engage teaching staff, families, and children with a genuine interest in shared discussions, decision-making, and problem-solving.
<p>Implement Efficient and Effective Project Management Skills</p>	<ul style="list-style-type: none">• Plan for sufficient staffing, space, and equipment.• Demonstrate sound fiscal management.• Hire and support high-quality staff.

McCormick Center Whole Leadership Framework Examples of Practice

Pedagogical Leadership	
Key Competency Areas	Examples of Practice
Apply Knowledge of Child Development and Research	<ul style="list-style-type: none"> • Provide vision and direction for the program through deep knowledge of current research, trends, and effective practices relating to children’s growth, learning, and development. • Inform the development of program policies and practices that reflect a strong foundation in current developmental research and theory on teaching and learning. • Articulate, evaluate, and apply current research and theory to create guidance strategies for individual children and groups of children. • Create program policies and practices that promote responsiveness to the learning strengths, interests, and needs of individual children. • Create program policies and practices that reflect knowledge of current research and theories on environmental and biological influences on development and their relationship to growth, risks, and delays in development. • Lead, in collaboration with teaching staff, the development or selection of high-quality, developmentally appropriate classroom-level curriculum resources.
Coach/Mentor to Scaffold Teaching and Learning	<ul style="list-style-type: none"> • Demonstrate ability to identify effective teaching practices and translate research into effective practices that support children’s development and learning. • Model and help others develop competencies for developing relationships that enable each child’s optimal development and learning. • Establish a positive organizational climate that nurtures reflective practice and supports collaborative, individual, and group learning. • Work with teaching staff to develop an individual professional development plan (IPDP) with targeted goals to enhance performance and promote commitment to the field.

	<ul style="list-style-type: none"> • Provide ongoing feedback grounded in data and connected to teaching staff’s knowledge and skills; this feedback enhances their professional skill set while improving the quality of the classroom environment, implementation of the curriculum, and child outcomes. • Utilize principles of adult learning in working with teaching staff. • Support the teaching staff in planning and implementing a comprehensive, integrated curriculum aligned with relevant and applicable standards (e.g., RIELDS, CCSS, NGSS). • Provide professional development opportunities for teaching staff to further their knowledge of content in relation to curriculum.
<p>Engage in Developmentally Appropriate Practice</p>	<ul style="list-style-type: none"> • Inform the development of program policies and practices that reflect a strong foundation in current developmental research and theory on teaching and learning. • Support teaching staff’s understanding of the developmental domains and varying rates of development.
<p>Foster Family Leadership and Advocacy</p>	<ul style="list-style-type: none"> • Foster family leadership and advocacy. • Ensure family engagement opportunities are built upon families’ strengths. • Promote equitable family engagement by serving as a role model and mentor to others on developing positive relationships with families by demonstrating respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs traditions, childrearing practices, and language. • Ensure that communication between and among teaching staff and families is ongoing, appropriate, and respectful of cultural/linguistic diversity. • Support teaching staff in identifying families’ strengths and meeting needs as they relate to their children’s learning and development. • Support teaching staff in identifying and addressing barriers to effective family communication. • Ensure teaching staff are providing classroom environments that reflect diverse family cultures.

	<ul style="list-style-type: none"> • Support teaching staff in planning a continuum of family engagement opportunities.
<p>Implement Principles of Trauma-Informed Teaching</p>	<ul style="list-style-type: none"> • Collaborate with health care providers, mental health consultants, social service agencies, safety officials, employers, and other community leaders to promote resilience and address risk factors affecting individual children and their families. • Develop (or adopt) a cohesive, program-wide approach to promoting social and emotional development, preventing challenging behavior, and addressing challenging behavior that does occur.
<p>Incorporate Knowledge of Adult Learning</p>	<ul style="list-style-type: none"> • Use organization goals and individual staff professional development plans to help teaching staff identify a variety of professional development opportunities that align with their individual goals and interests. • Implements a range of professional development opportunities that are matched to the range of needs within the teaching staff. • Provides support in implementing new teaching practices into a teacher’s repertoire of teaching strategies. • Motivate change using adult learning principles.
<p>Understand and Implement Reflective Supervision</p>	<ul style="list-style-type: none"> • Model reflective practice by demonstrating self-reflection, openness to feedback, and a willingness to challenge assumptions as essential for professional growth. • Foster a reflective culture by supporting others in developing self-reflection, feedback-seeking, and critical thinking skills. • Prioritize inquiry by demonstrating effective active listening and questioning techniques to guide professional development.
<p>Use Data to Identify Quality Improvement Goals (Advance Continuous Quality Improvement (CQI) Practices)</p>	<ul style="list-style-type: none"> • Use data to identify quality improvement goals at the organizational, classroom, and individual levels. • Support teachers in using data to identify professional development goals.

McCormick Center Whole Leadership Framework Examples of Practice

Administrative Leadership	
Competency Areas	Examples of Practice
Build Positive Organizational Climate	<ul style="list-style-type: none"> • Work with key internal and external stakeholders to create a vision, a mission, and educational goals that consider the needs of the community and align with current research as well as state and national standards. • Develop policies to promote positive working conditions that foster mutual respect, trust, cooperation, collaboration, competence, and well-being. • Establish, maintain, and promote relationships of respect, trust, confidentiality, collaboration, and cooperation with and among fellow staff and colleagues. • Develop effective systems for supporting collegiality, decision-making, workflow, the physical environment, and supervisor support in order to improve the quality of work-life. • Create an organizational culture that recognizes and appreciates individual differences and diversity of thoughts and ideas. • Demonstrate the ability to proactively address emerging issues as well as manage and resolve conflict. • Solicit input from staff about organizational climate and use data to inform improvements.

Demonstrate Legal Knowledge and Financial Acumen

- Create and implement a financial plan for the program that utilizes sound business practices, concepts, and tools.
- Contribute to the development of an annual operating budget based on anticipated income that is designed to achieve program goals.
- Communicate financial reports to appropriate stakeholders on a regular basis.
- Use established accounting practices to maintain fiscal records, (e.g., balance sheets, bank reconciliations).
- Collaborate with staff, families, and other stakeholders to develop short- and long-term financial goals that align with the program’s vision and mission.
- Ensure all policies and procedures and program practices are in compliance with federal, state, and local laws and are consistent with professional standards.

Develop and Refine Advocacy Skills

- Work to ensure that state and local policies and laws support equity and access to high-quality early childhood education for all children.
- Use current research, theory, and resources regarding early childhood education as a vehicle for advocating for policy change.
- Intentionally employ a range of strategies to advocate for issues important to the profession.
- Act as a steward and spokesperson for early childhood education.
- Create and inspire change that positively influences outcomes for children, families, and the profession.
- Understand both the shared and divergent interests of early childhood stakeholders and how proposals for change impact them.
- Recognize and seize opportunities to advance early childhood education issues and reach resolution in shared decision-making processes.

<p>Establish Public Relations and Marketing Expertise</p>	<ul style="list-style-type: none"> • Recognize that external communication requires various communication styles and respect for cultural/linguistic diversity. • Communicate about and market the program through a variety of mechanisms. • Develop a welcoming climate in the program for external and internal stakeholders. • Develop a process and routines for stakeholder site visits, such as those from public officials, families, and other facilities.
<p>Foster Entrepreneurship and Innovation</p>	<ul style="list-style-type: none"> • Plan, operationalize, and execute initiatives to advance the program's mission. • Demonstrate the ability to take risks. • Demonstrate strong belief in the ability to succeed. • Demonstrate adaptability and flexibility. • Demonstrate discipline to stay the course through challenges.
<p>Promote Community Engagement</p>	<ul style="list-style-type: none"> • Develop and implement program policies designed to facilitate collaborative relationships with community organizations. • Establish relationships with community organizations that result in formal and informal agreements that align with the program's goals and enhance the quality of the program. • Contribute to the community in which the program is located by participating in community events and by sharing knowledge, experience, and program resources with the greater community. • Develop and implement procedures for identifying needs and connecting families to appropriate social, mental health, educational wellness, and medical services.
<p>Understand Systems Theory and Apply to Organizational Development</p>	<ul style="list-style-type: none"> • Work with key internal and external stakeholders to create a vision, mission, and educational goals that consider the needs of the community and align with current research as well as state and national standards. • Develop a strategic plan that addresses programmatic priorities, available resources, and a timeline for implementation. • Demonstrate an awareness of the whole organization while also understanding the individual parts and how the parts connect to create the whole. • Demonstrate the ability to see patterns and make connections

	<p>between cause and effect.</p>
<p>Use Data to Inform Strategic Planning (Advance Continuous Quality Improvement (CQI) Practices)</p>	<ul style="list-style-type: none"> • Develop a strategic plan that addresses programmatic priorities, available resources, and a timeline for implementation. • Keep up-to-date on research, professional standards, and educational policies and use this information to measure the effectiveness of the program. • Use and regularly update professionally accepted assessment tools and approaches to gather, analyze, and evaluate program performance and effectiveness. • Present an analysis of data to relevant stakeholders to establish strengths and needs and to guide the future direction of the program. • Provide training for staff on program evaluation methodology, including how to interpret, organize, and present data to support sound decision-making.