



The Five Faces of Leadership: Administrative Leadership

- *Effective administrative leaders:*
 - Provide for ongoing learning for staff
 - Direct child and family services
 - Build internal and external communication networks
 - Manage the program's finances

The Five Faces of Leadership: Community Leadership

- ***Effective ECCE community leaders:***
 - Show the community that quality ECCE significantly affects children's later success in school and in life
 - Convince other community leaders to place ECCE prominently in the community agenda
 - Influence community policies to create quality ECCE programs by outlining what needs to be done
 - Assist in securing the human and financial resources needed for quality ECCE programs

The Five Faces of Leadership: Conceptual Leadership

- *Effective ECCE conceptual leaders:*
 - Think about the field of ECCE as a whole, rather than as individual programs
 - “Think together” by collaborating with others in the field
 - Are responsive to diverse perspectives
 - Look towards the future and consider possibility
 - Reach out to other institutions and their leaders, families, and communities
 - Seek to impact the social good by considering how ECCE contributes to society

The Five Faces of Leadership: *Advocacy Leadership*

- *Effective advocacy leaders:*
 - Have a vision for what they believe children need to grow and thrive
 - Are able to communicate this vision
 - Are able to plan for the long-term
 - Use data strategically
 - Use their time, resources, and efforts in an effective and timely manner
 - Are persistent
 - Know how and when to compromise
 - Work collaboratively with colleagues

The Five Faces of Leadership: Pedagogical Leadership

- ***Effective ECCE pedagogical leaders:***
 - Achieve and maintain credibility in both the practitioner and research worlds
 - Make their ideological assumptions about ECCE and the sources of these assumptions explicit
 - Engage in open discussion and exchange with their colleagues by presenting their ideas in public forums and documents
 - Help researchers and practitioners understand each others' perspectives and their contributions to the field of ECCE
 - Are able to communicate the views and findings of practitioners and researchers to others involved in field (e.g., families, school boards, etc.)
 - Set the pedagogical agenda by maintaining an awareness of the issues in pedagogy
 - Identify new developments in pedagogy