



Webinar Viewer's Guide

TRACK D – Management and Professional Development

Webinar D9: Growing Programs, Growing People: Reflective Leadership in Early Head Start

Summary

Reflective leaders are effective at managing their interactions with others and lead through strong relationships with others. This webinar will explain the core practices and processes of being a successful reflective leader through leadership traits such as support, trust, clear communication and vision.

Key Messages

- Effective leadership is measured by qualitative as well as quantitative outcomes, e.g., development of relationship-based organization, which uses reflection and the parallel process to address challenges and build upon strengths.
- A working environment with reflective leaders establishes a safe haven, which affords staff the opportunity to be involved while witnessing reflective practice in action.
- Reflective practice is an evolving process that improves over time.

Learning Objectives

- Describe the elements of reflective leadership
- Discuss the impact reflective leadership and reflective practice can have on an organization



- Identify strategies to develop a safe, trusting environment where mutual goals can be reached and quality services for expecting parents, infants, toddler, and their families delivered.

Outline

Introductions

Reflective Leadership Defined

Relationships as a Foundation for Leadership

Reflective Leaders

- Manage Interactions
- Are Self-Awareness
- Provide Careful Observation
- Give Flexible Responses
- Set Clear Goals

Measuring Leadership Outcomes

Relationship Based Organizations

Growing Programs

Growing Leaders

Strong Leadership Impacts Children and Families

Conclusion

Presenters

Angie Godfrey brings a diverse history to her position as Infant/Toddler Program Specialist at the Office of Head Start (OHS). She joined OHS in December 2008. Prior to doing so, Angie was the Director of the American Indian and Alaska Native (AIAN) Technical Assistance Project where she worked for 5 years. She also served as the Senior Early Childhood Associate for AIAN, providing support to 44 Early Head Start grantees. She is the former Director of Alexandria Head Start in Alexandria, VA. In addition, Angie taught infant and toddler courses for Early Head Start and child care providers as adjunct faculty at Northern Virginia Community College.

Lee Turney is the Youth/Early Childhood Development Director at the Leech Lake band of Ojibwe in Northern Minnesota. He has worked in the early childhood field the last 19 years starting out as the Head Start Director to his current position. Leech Lake has an EHS program of 60 children in 10 classrooms in a center based setting, 12 Expectant Mom's and 6 children in the EHS-FCC model. They also have 13 Head Start classrooms serving 243 pre-school children in 7 different communities in and around the reservation.



Ellen Farrar is the Early Childhood Program Executive Director at the Westchester Community Opportunity Program, Inc. in Westchester County, NY. The program serves over 2,000 children and families. Certified as a New York State Teacher, she has been reviewing both Head Start and Early Head Start as well as innovative Federal grants for the past twenty-five years. Her fields of expertise are Early Head Start and Early Head Start research; Head Start and Head Start research; early childhood education; training; parenting; and after school care.

Moderator: Linda Gillespie, Director of Program Operations, Early Head Start National Resource Center

Relevant Head Start Program Performance Standards

§1304.51(a)(1) - Management systems and procedures.

Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children...

§1304.51(a)(1)(i)(ii)(iii) - The development of written plan(s) for implementing services in each of the program areas covered by this part (e.g., Early Childhood Development and Health Services, Family and Community Partnerships, and Program Design and Management). See the requirements of 45 CFR parts 1305, 1306, and 1308.

§1304.51(a)(1)(i)(ii)(iii)(2) - All written plans for implementing services, and the progress in meeting them, must be reviewed by the grantee or delegate agency staff and reviewed and approved by the Policy Council or Policy Committee at least annually, and must be revised and updated as needed.

§1304.51 (a)(1)(i)(ii)(iii)(2)(b) - Communications-general. Grantee and delegate agencies must establish and implement systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community.

§1304.52 (a)(1) - Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.

Key Definitions

Parallel Process, is a phrase coined by Jeree Pawl, meaning the way in which positive supervisor-staff relationships set a strong foundation for positive staff-family relationships and vice versa...to do unto others as you would have others do unto others.



Reflection is both a practice and a process of looking within, pausing to see what we are feeling, believing, experiencing and where those feelings, beliefs, or experiences are coming from and using that understanding to inform our responses.

Reflective Leadership is incorporating the practice and process of reflection into a relationship-based process of guiding others to accomplish tasks.

School Readiness - Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school. Retrieved from: <http://eclkc.ohs.acf.hhs.gov/hslc/sr/faq>

Presentation Slides and Notes

Slide 1

17th Annual Birth to Three Institute

Growing Programs, Growing People:
Reflective Leadership in Early Head Start
Virtual New Leaders' Meeting

Ellen Farrar, M.S.
Lee Turney

Moderator: Linda Gillespie, M.S.
Early Head Start National Resource Center






Slide 2



Angie Godfrey
Infant/Toddler Program Specialist
Office of Head Start

EARLY HEAD START
National Resource Center Let's
Birth To Three Institute

2

Slide 3

Relevant Head Start Performance Standards

- **§ 1304.51** (a) (1) Management systems and procedures.
 Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children...
- **§1304.52** (a)(1) Human resources management
 Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.

EARLY HEAD START
National Resource Center Let's
Birth To Three Institute

3

Slide 4



Linda Gillespie, M.S.
Director of Program Operations
 Early Head Start National Resource Center

EARLY HEAD START
National Resource Center Let's
Birth To Three Institute

4



Slide 5

Speakers



Angie Godfrey
Infant/Toddler Program Specialist
Office of Head Start



Lee Turney
Director, Youth/Early
Childhood Development
Leech Lake Band of Ojibwe



Ellen Farrar, MS
Early Childhood Coordinator
Westchester Community
Opportunity Program, Inc.


5


Slide 6

Objectives

- Describe the elements of reflective leadership
- Discuss the impact reflective leadership and reflective practice can have on an organization's operations
- Identify strategies to develop a safe, trusting environment where mutual goals can be reached and quality services for expectant parents, infants, toddlers and their families are delivered


6


Slide 7

Polling Question

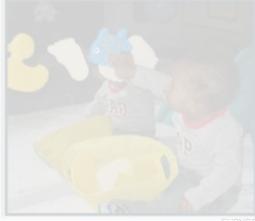
Are you a reflective leader?


7


Slide 8

Reflection

- . . . Stepping back from the moment;
- An opportunity to wonder about, explore, and brainstorm possible responses to work-related challenges



8

EARLY HEAD START National Resource Center

Birth To Three Institute

Slide 9

Three-Step Process:



Self Awareness

Careful Observation

Flexible Response

Photos: EHSNRC

9

EARLY HEAD START National Resource Center

Birth To Three Institute

Slide 10

Allow time for silent reflection.

Lao Tzu (Heider, 1985)



Microsoft clipart

10

EARLY HEAD START National Resource Center

Birth To Three Institute

Slide 11

Reflection "on", "in" and "for" Action

Schön, 1983; Killian & Todnem, 1991

11

Office of Head Start National Resource Center

Birth To Three Institute

Slide 12

Ask questions...

What is happening?
Why is this happening?
What does this mean?
What does this mean for me?
What can I learn from this?

Vaill (1989) and Lao Tzu (Heider, 1985)

12

Microsoft clipart

Office of Head Start National Resource Center

Birth To Three Institute

Slide 13

Reflective Leadership . . .

- Build Capacity
- Develop Trusting Relationships
- Use an Open-door Policy
- Create Safe Haven

Photos: EHSNRC

13

Office of Head Start National Resource Center

Birth To Three Institute

Slide 14



A Relationship-Based Organization

...is one in which quality relationships among all levels of staff are characterized by trust, support and growth. These relationship form the foundation for the organizations work. Organizational structure, culture and supervisory style support the building of these relationships.

Parlakian, R. & Seibel, N.L. (2001)



14



Slide 15



Characteristics of Relationship-Based Organizations

- Mutual and shared goals
- Commitment to growth and change
- Commitment to reflection
- Respect for individuals
- Sensitivity to context
- Open communication
- High professional standards

Bertacchi, J. (1996)



15



Slide 16



Parallel Process

The way in which positive supervisor-staff relationships set a strong foundation for positive staff-family relationships and vice versa.

Parlakian, R. (2002)



16



Slide 17

Platinum Rule

“Do unto others as you would have others do unto others”

Jeree Pawl

Slide 18

What is Reflective Supervision?

“The process of examining, with someone else, the thoughts, feelings, actions, and reactions evoked in the course of working closely with young children and their families.”

Heller, S. and Gilkerson, L. Editors (2011)

Microsoft clipart

Slide 19

Relationships are Built Upon . . .

- Nurturance
- Empathy
- Validation
- Joined experience.

Shahmoon-Shanok and Gilkerson-1991-1995



Slide 20

Reflective Supervision is a *relationship for learning.*

Photo: EHSNRC

EARLY HEAD START National Resource Center 20 Zero to Three Institute

Slide 21

... Infant and Toddler Professionals

... need to have the basic appreciation that all learning takes place in the context of relationships ...

Heffron, M. and Murch, T. (2010)

EARLY HEAD START National Resource Center 21 Zero to Three Institute

Slide 22

Reflective Leaders...

- Manage Interactions
- Are Self Aware
- Provide Careful Observation
- Give Flexible Responses
- Set Clear Goals

EARLY HEAD START National Resource Center 22 Zero to Three Institute



Slide 23

- Encourage Critical Thinking and Creativity
- Are Respectful of Others

Slide 24

Establish safe environments built on trust and mutual respect.

Slide 25

Measuring Leadership Outcomes

Slide 26

 **Achieving Goals**

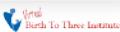
...it is our ability to **reflect** on and **optimize** our relationships that makes program goals achievable.

 26 

Slide 27

Photo: EHSNRC

 27 

Slide 28

 **Recognize the Importance of Listening to Staff**

 28 



Slide 29

Staff Association



Microsoft clipart

 29 

Slide 30

Growing Programs



Microsoft clipart

 30 

Slide 31

Empower Staff

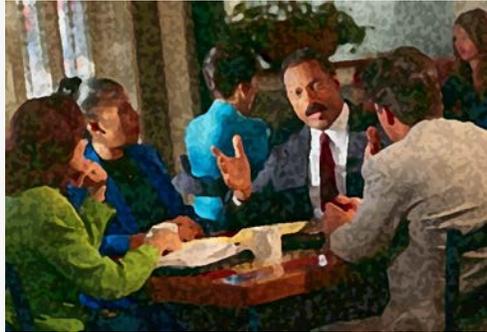
- Build Content Knowledge
- Record Visions and Ideas

 31 



Slide 32

Building a Team



Microsoft clipart

32

EARLY HEAD START
National Resource Center

And There To There Institute

Slide 33

How You Are is as Important as What You Do



Photos: EHSNRC

33

EARLY HEAD START
National Resource Center

And There To There Institute

Slide 34

Growing Leaders



Photo: EHSNRC

34

EARLY HEAD START
National Resource Center

And There To There Institute



Slide 35

Creating Agreements

- Jointly develop learning structure
- Define reciprocal expectations
- Analyze your work
- Contribute to your evaluation



Microsoft clipart

35




Slide 36

Learning from Amy



Ellen Farrar

36




Slide 37

Reflective Tools

Photos and video taping helps people see themselves in action



Microsoft clipart

37




Slide 38

Through supportive mechanisms,
all staff can be encouraged to
become leaders.

Slide 39

Strong Leadership Impacts Children and Families

The Parallel Process

Supervisor
Staff
Parents and Children

Slide 40

Questions?

		
Angie Godfrey Infant/Toddler Program Specialist Office of Head Start	Lee Turney Director, Youth/Early Childhood Development Leech Lake Band of Ojibwe	Ellen Farrar Early Childhood Coordinator Westchester Community Opportunity Program, Inc.



Slide 41

Closing Comments



Thank you for looking out for all of the children and families you serve.

EARLY HEAD START National Resource Center 41 From Birth To Three Institute

Slide 42

Question & Answer

Submit your question through the chat box feature

EARLY HEAD START National Resource Center 42 From Birth To Three Institute

Slide 43

T H A N K Y O U

S E E Y O U S O O N

EARLY HEAD START National Resource Center 43 From Birth To Three Institute



Additional Resources

Cain, S. (2012). *Quiet: The Power of Introverts in a World That Can't Stop Talking*. New York: Random House, Inc.

Early Head Start Tip Sheet 13: How Does an Early Head Start Program Establish an Effective System for Infant Toddler Staff Development? HHS/ACF/ACYF/HSB. 2003. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/edudev_fts_00003_061305.html

Early Head Start Technical Assistance Paper No. 13: Reflective Supervision: A Tool for Relationship-based EHS Services. HHS/ACF/OHS. 2011. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/supervision/supervision/AToolforRelati.htm>

Goffin, S. & Washington, V. (2007). *Ready or not: Leadership choices in early child care and education*. New York: Teachers College Press.

Harvard Business Review (2011). *HBR's 10 Must Reads on Leadership*. Boston, MA: Harvard Business Review Press.

Schön, D. (1983). *The Reflective practitioner: How professionals think in action*. New York: Basic Books.

Welcome to Strengthening Operations for Learning and Results (SOLAR). The National Center on Program Management and Fiscal Operations. ACF/HHS/OHS.

What Head Start Leaders Need to Know. The National Center on Program Management and Fiscal Operations. ACF/HHS/OHS. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/navigating>

References

Bertacchi, J. (1996) Relationship-based organizations. Washington, DC: *ZERO TO THREE* 17 (2), 1, 3 –7.

Heffron, M. C. & Murch, T. (2010). *Reflective Supervision and Leadership in Infant and Early Childhood Programs*. Washington, DC: ZERO TO THREE.

Heider, J. (1985). *The Tao of Leadership: Lao Tzu's tao te ching Adapted for a New Age*. New York: Bantam.

Heller, S. and Gilkerson, L. editors (2011) *A Practical Guide to Reflective Supervision*. Washington, DC: ZERO TO THREE.



- Killion, J., and Todnem, G. (1991). A process of personal theory building. *Educational Leadership*, 48(6), 14-17.
- Parlakian, R. 2002. *Reflective Supervision in Practice: Stories from the Field*. Zero to Three Press, Washington, DC.
- Parlakian, R. & Seibel, N. (2001). *Being in charge: Reflective leadership in infant-family programs*. Washington, DC: ZERO TO THREE.
- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Shanok, R.S. (1991). *The Supervisory Relationship: Integrator, Resource and Guide*. Washington, DC: ZERO TO THREE.
- Shanok, R.S., Eggbeer, L., Pawl, J., Williamson, G. and Fenichel, E. (1994). *Training the trainers: Innovative strategies for teaching relationship concepts and skills to infant/family professionals*. Washington, DC: ZERO TO THREE.
- Vaill, P.B. (1989). *Managing as a Performing ART: New Ideas as for a World of Chaotic Change*, San Francisco: Jossey-Bass.

