



## ***Early Childhood Policy In Institutions of Higher Education***

*An Initiative Funded by the Heising-Simons Foundation  
and the Buffett Early Childhood Fund*

Created originally as a prototypical module by the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative, this document has been modified for use by (*insert university name*) for use in its (*insert program name*). This document supports ECPIHE’s foundational intent to create and support a cadre of scholars who address early childhood policy. Moreover, it acknowledges ECPIHE’s purposeful creation of comprehensive and adaptive materials that are designed to be modified to reflect the instructional goals and needs of diverse contexts and users. For more information about ECPIHE and/or to learn about additional coursework related to the initiative, please visit <http://policyforchildren.org/ecpihe/>

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This module is Module 12 of 12 90-minute modules that have been developed as part of the Early Childhood Policy in Institutions of Higher Education (ECPIHE) effort funded by the Heising-Simons Foundation and Buffett Early Childhood Fund. The work herein represents the collective effort of the project’s Content Work Group, which includes Linda Espinosa, Sharon Lynn Kagan, Kristie Kauertz, Helen Raikes, Aisha Ray, Adele Robinson, Catherine Scott-Little, Linda Smith, and Albert Wat. Eva Landsberg and Samantha Melvin contributed to the work, as well. Each module contains distinct content so that it may be used individually or in combination with other modules. Taken together, the 12 modules could form a course.

Title	<b><i>Module 12 – Leadership in Early Childhood</i></b>
<b>Learning Outcomes</b>	<p><b><i>By the end of the session, students will:</i></b></p> <ul style="list-style-type: none"> <li>• Identify major theories of leadership;</li> <li>• Understand ECE leadership across contexts and roles;</li> <li>• Describe the basic elements of successful leadership in ECE, including personal characteristics;</li> <li>• Understand ethical leadership for policymaking.</li> </ul>
<b>Content</b>	<p><b><i>PART I – Identify Major Theories of Leadership (~20 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• Leadership theories and frameworks, including: transformative leadership, leadership for social justice, and distributed leadership</li> <li>• Application of leadership theories and frameworks across ECE contexts</li> <li>• Culturally and linguistic responsive leadership to promote equity and social justice</li> </ul>

	<p><b><i>PART II – Understand ECE Leadership Across Contexts and Roles (~15 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• Different types of leadership within ECE: administrative, pedagogical, professional development, family liaisons</li> <li>• Different educational contexts that are unique to ECE</li> <li>• Importance of community connections</li> </ul> <p><b><i>PART III – Describe the Basic Elements of Successful Leadership in ECE Including Personal Characteristics (~15 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• Creating a vision for inclusivity, collaboration, high expectations, and shared goals</li> <li>• Personal characteristics of successful ECE leaders</li> <li>• ECE leadership in action: case study of two different leaders</li> </ul> <p><b><i>PART IV – Understand Ethical Leadership for Policymaking (~10 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• NAEYC Code of Ethics</li> <li>• Professional ethics in ECE</li> <li>• ECE professional ethics and policymaking</li> </ul>
<p><b>Delivery Method</b></p>	<ul style="list-style-type: none"> <li>• 60 minutes: Lecture with PowerPoint slide presentation</li> <li>• 20 minutes: Case study analysis in small groups</li> <li>• 10 minutes: Summary with implications for ECE policymaking</li> </ul>
<p><b>Application Activity/ies</b></p>	<p>Develop two case studies that present a common leadership dilemma (such as ECE staff with differing views of linguistic and cultural diversity or responding to a parent who refuses to allow her child to speak the family’s home language) in two different ECE settings, one school-based and one community-based. Each small group will review and analyze one case study. How would you resolve conflict while maintaining program integrity and professional ethics?</p>
<p><b>Suggested Readings</b></p>	<p>Hard, L. (2011). <i>Leadership in early childhood education and care: Facing the Challenges and embracing new possibilities</i>. Retrieved from <a href="https://louisehard.files.wordpress.com/2012/12/leadership-in-ecec.pdf">https://louisehard.files.wordpress.com/2012/12/leadership-in-ecec.pdf</a></p> <p>National Center for the Education of Young Children (2011). <i>Code of ethical conduct and statement of commitment</i>. Retrieved from <a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf</a></p> <p>Woodrow, C. &amp; Busch, G. (2008). Repositioning early childhood leadership as action and activism. <i>European Early Childhood Education Research Journal</i>, 16(1), 83-94.</p>