

Please Silence Your Phones



From Survive to Thrive (STT): A Director's Guide for Leading an Early Childhood Program

Facilitators



Claudine Campanelli

Director of Career Development and Higher Education
NY Early Childhood Professional
Development Institute



Laura Ensler

President, Laura Ensler Consulting LLC
Project Manager, CUNY PDI Leadership Initiative

Chapter 1: What Does It
Mean to Be a Director?

**Chapter 2: Program
Context and Culture**

Chapter 3: Achieving and
Maintaining Program
Quality

Chapter 4: Budget and
Finance

Chapter 5: Program
Curriculum

Chapter 6: Observation,
Assessment and
Documentation

Chapter 7: Staffing

Chapter 8: Working With
Families

Chapter 9: Center
Enrollment

The Institute at CUNY Leadership Initiative

Group Norms



- Be Fully Present



- Speak your Truth



- Commit to Curiosity

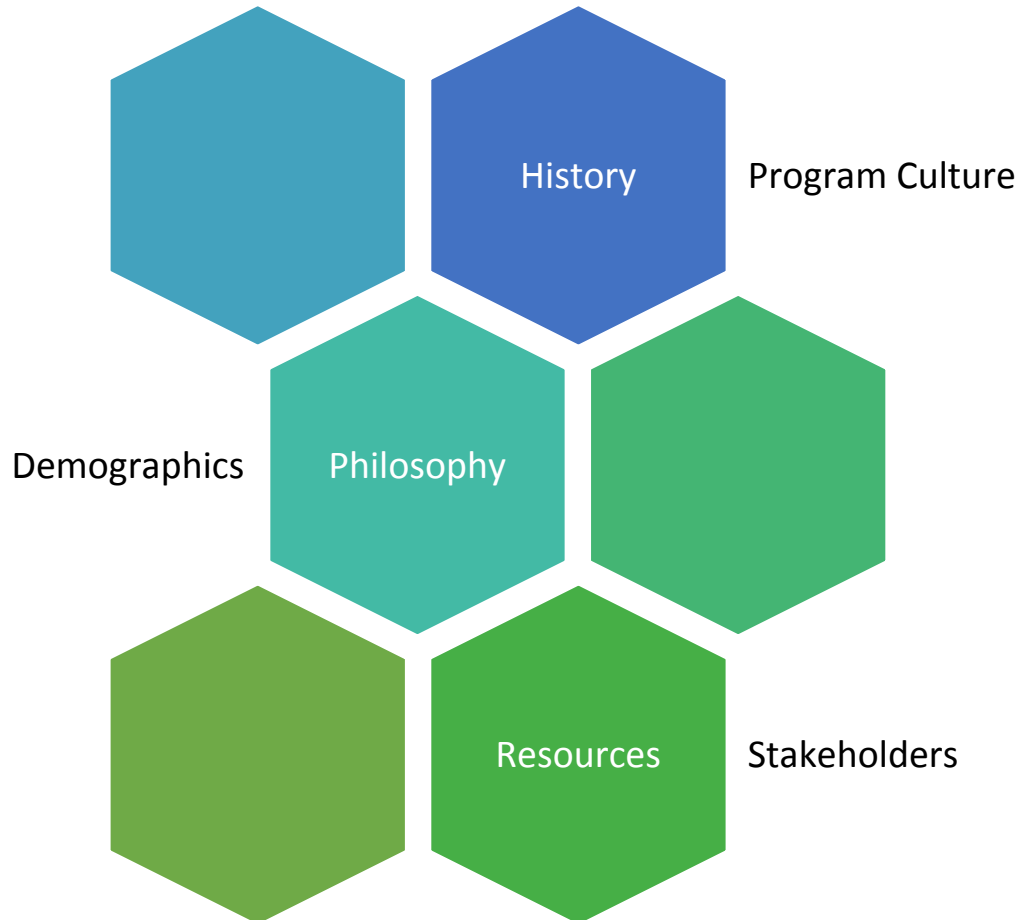


- Suspend Judgment



Chapter 2

Program Context and Culture



“In diversity there is beauty and there is strength. We all should know that diversity makes for a rich tapestry, and we must understand that all the thread of the tapestry are equal in value no matter their color.”

-Maya Angelou, Rainbow in the Cloud:
The Wisdom and Spirit of Maya Angelou

Poll Question

On a scale of 1-5, how well do you understand the history of your program?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5

Analyzing Information About Your Program

Strengths/Needs

- High Family Engagement
- Need Consistency in Staff

Allies

- Community Members
- Business Owners

Gatekeepers

- Sponsoring Organization

Opportunities

- Training for New Hires to Clarify Questions

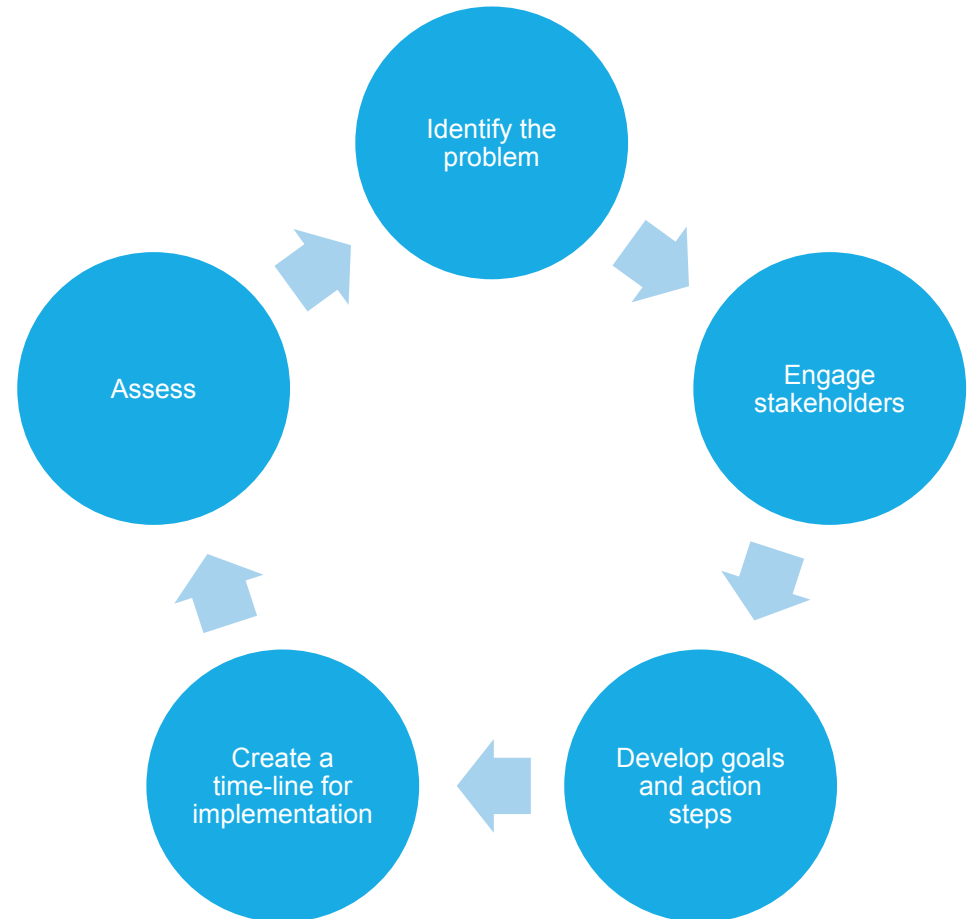
Obstacles

- Lack of Funding/
Budget Cuts

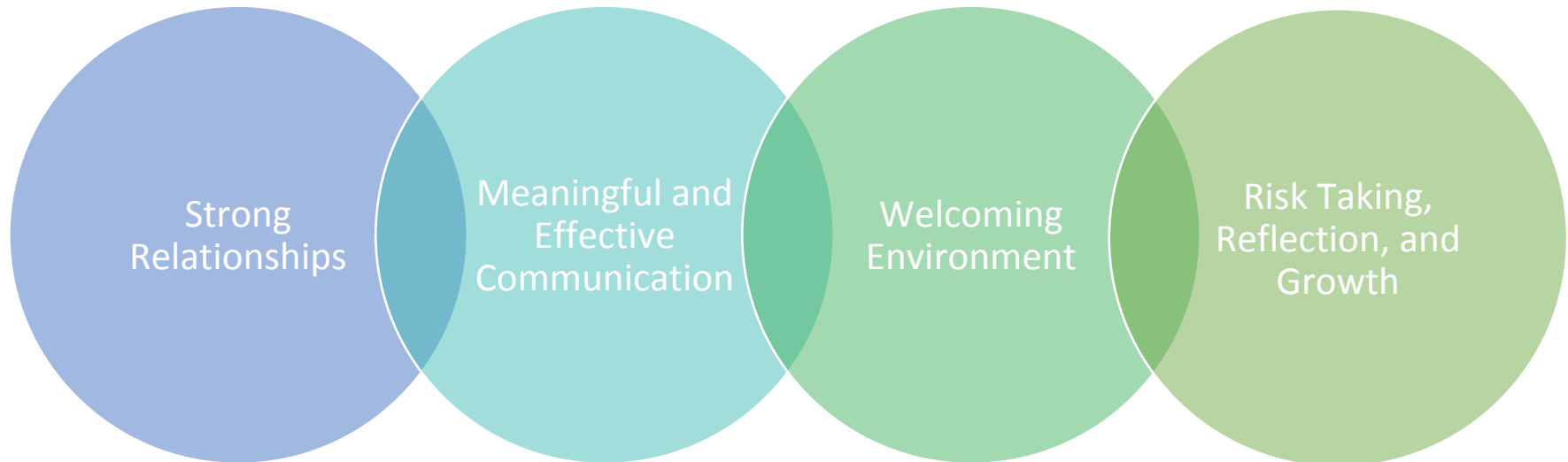


Improvement Plan

- Identify Problem
- Develop a goal
- Set a realistic timeline
- Continue to evaluate the program
- Limit long term goals to 2-3



Creating and Cultivating Culture



Strong Relationships





Meaningful and Effective Communication



Timely Communication &
Intentional Use of Time



What Information is Best
Discussed Whole Group /
at a Staff Meeting?



What Information is Best
Conveyed Verbally?



How Can You Ensure
Multiple Perspectives are
Being Heard?



What Information is Best
Conveyed via Written
Correspondence?



How Can You Identify and
Problem Solve around
Communication Barriers?



Welcoming Environment

CLIMATE

The 'feel' of the program or its atmosphere.

Reflects the collective attitude of staff towards the program's beliefs, values, and norms.

If the organizational climate is adjusted slowly over time, culture can change too.

CULTURE

Reflects the expectations of the program made visible in the practices that arise out of the program's beliefs, values, and norms.



Risk Taking, Reflection, and Growth



Trying New Ideas

Taking Carefully Considered Risks

Using Mistakes to Learn, Reflect, & Grow

Poll Question

Our Program is actively engaged in an anti-bias staff development and early childhood curriculum?

- A. Yes
- B. No



Core Body of Knowledge (CBK)

The Core Body of Knowledge outlines recommended practices for professionals who work with young children organized into seven core competency areas.

- 1. Child Growth and Development
- 2. Family and Community Relationships
- 3. Observation and Assessment
- 4. Environment and Curriculum
- 5. Health, Safety, and Nutrition
- 6. Professionalism and Leadership
- 7. Administration and Management

- Within each competency area are core competencies.

<https://www.earlychildhood.org/pdfs/CoreBody.pdf>

Chapter 2: CBK Competency Area Professionalism and Leadership

Area	Core Competency	Behaviors and Skills
6.1	Uses and follows all relevant ethical standards and professional guidelines	a-j (pp. 73)
6.2	Develops the dispositions necessary to effectively support young children and their families	a-l (pp. 74)
6.3	Displays professionalism in practice	a-h (pp.75)
6.4	Exhibits commitment to ongoing growth and learning	a-j (pp.76)
6.5	Exhibits classroom and program leadership skills	a-j (pp.77)
6.6	Advocates for appropriate practices within early childhood field	a-e (pp.78)

Chapter 2: CBK Competency Area Professionalism and Leadership

Area	Core Competency	Behaviors and Skills
6.1	Uses and follows all relevant ethical standards and professional guidelines	a-j (pp. 73)
6.2	Develops the dispositions necessary to effectively support young children and their families	a-l (pp. 74)
6.3	Displays professionalism in practice	a-h (pp.75)
6.4	Exhibits commitment to ongoing growth and learning	a-j (pp.76)
6.5	Exhibits classroom and program leadership skills	a-j (pp.77)
6.6	Advocates for appropriate practices within early childhood field	a-e (pp.78)

NYS Children's Program Administrator Credential (CPAC)

The CPAC Competencies outline topic areas that reflect the competencies New York State requires to meet the criteria of the CPAC Credential.

- 1. Administering Children's Programs
- 2. Financial Planning and Management of Children's Programs
- 3. Operations Management in Children's Programs
- 4. External Environment and Children's Programs
- 5. Designing Programs That Are Good For Children And Families
- 6. Seminar in Children's Program Administration

Within each topic area are competency areas.

Topic	Competency area	Competency	
3	A	Management Systems	<ul style="list-style-type: none"> • Use management systems in order to implement quality programs • Compare national models of program accreditation to assess the most appropriate model to pursue accreditation • Incorporate quality criteria into all aspects of program management
3	B	Technology and Communication	<ul style="list-style-type: none"> • Identify effective software programs for operations management, including computerized recordkeeping systems • Implement ways in which technology can facilitate communication • Maintain confidentiality when using technology • Use technology applications in curriculum
4	C	Ethical and Professional Standards	<ul style="list-style-type: none"> • Govern ourselves and those at the facility with those ethical standards • Model ethical conduct governing the child care and education field to all center personnel, including volunteers • Maintain confidentiality • Identify and collaborate with community family support systems and professional resources • Advocate on behalf of children, families, and programs by building relationships and communicating with elected officials

Professional Affiliations & Organizations

- Leadership Initiative
- NAEYC
- NYAEYC
- National Head Start Association
- Leadership Orgs:
 - SHRM (Society for Human Resource Management)
 - Leading for Children

Resources

Going forward, what more do you want to know more about?

- Children's Administrators Program Credential
- Quality Stars
- Core Body of Knowledge: Administration and Management
- A relevant Book List
- NAEYC Accreditation



Join us for a conversation at:

We invite you to be a part of the Survive to Thrive continuing conversation. Join us on the Forum....

<https://discussion.earlychildhoodny.org/c/leadership-initiative>

Thank You for Joining Us

Thank you Debbie LeeKeenan and Iris Chin Ponte, authors of *From Survive to Thrive*, and the NYC Department of Education for supporting the work of the Leadership Initiative!

Contact the Leadership Initiative:

leadershipinitiative@earlychildhoodny.org