# LITTLE HUMANS.
# BIG LEADERSHIP.

## Leading with hope, courage & play

The Leadership Challenge® for Early Childhood Educators

Leading From Within

LEADING
from within

PAIR + SHARE

# “When was the last time you thought of yourself as a leader?”

*Turn to someone near you. 90 seconds each.*

# You are already leading.

**A child** feels safe enough to try.

**A family** feels seen and respected.

**A colleague** finds courage to speak up.

**A classroom** becomes a community.

# HOPE happens because people create the conditions for it.

RELATIONSHIPS

ENVIRONMENT

ENGAGEMENT

EMOTIONAL GROWTH

**Those experiences don't just happen.**

**Adults create the conditions for them.**

And creating those conditions is an act of leadership.

# Five practices. One everyday challenge.

| | | |
|---|---|---|
| 1 | MODEL | What do I stand for? |
| 2 | INSPIRE | What could be possible? |
| 3 | CHALLENGE | What could we try? |
| 4 | ENABLE | How do I help others grow? |
| 5 | ENCOURAGE | Who needs to know they matter? |

VALUES SORT

# What matters most to you?

## Choose your top values.

## Then choose ONE.

JOY

JUSTICE

CURIOSITY

COURAGE

BELONGING

COMPASSION

GROWTH

CREATIVITY

TRUST

SERVICE

## If I walked into your classroom on a really good day, how would I SEE that value?

TABLE PLAY

# Imagine before you edit.

## BUILD the early childhood community of your dreams.

### CHILDREN

What is true for them?

### FAMILIES

What is true for them?

### EDUCATORS

What is true for them?

**For 5 minutes: no budget • no staffing limits • no “we tried that already”**

**“Children are brilliant at imagining what doesn’t exist yet.”**

*What might they have to reteach us?*



# Inspiring communication

| | |
|---|---|
| **Shared purpose** | Connect with hopes and values others hold. |
| **Vivid imagery** | Describe what people will see, hear, or feel. |
| **Clear language** | Use familiar examples, stories, or metaphors. |
| **Authentic conviction** | Let your voice show why you care. |
| **Audience and invitation** | Ask what others would add or change. |

# ESSENTIAL CONSIDERATIONS

- Ideal
- Unique
- Image
- Future
- Common Good




- Shared Image (We, not Me)
- Know Your Audience
- Speak with Emotion and Passion

- Language & Imagery
  - Deliberate Language
  - Familiar Examples
  - Credible References
  - Avoid Jargon
  - Mental Imagery (see, hear, smell, taste, feel, and *feel*)
  - Metaphors
  - Symbols

- Create multiple versions
- Test your vision

IMPROV

# Feel the difference.

**ROUND 1**

## “YES, BUT…”

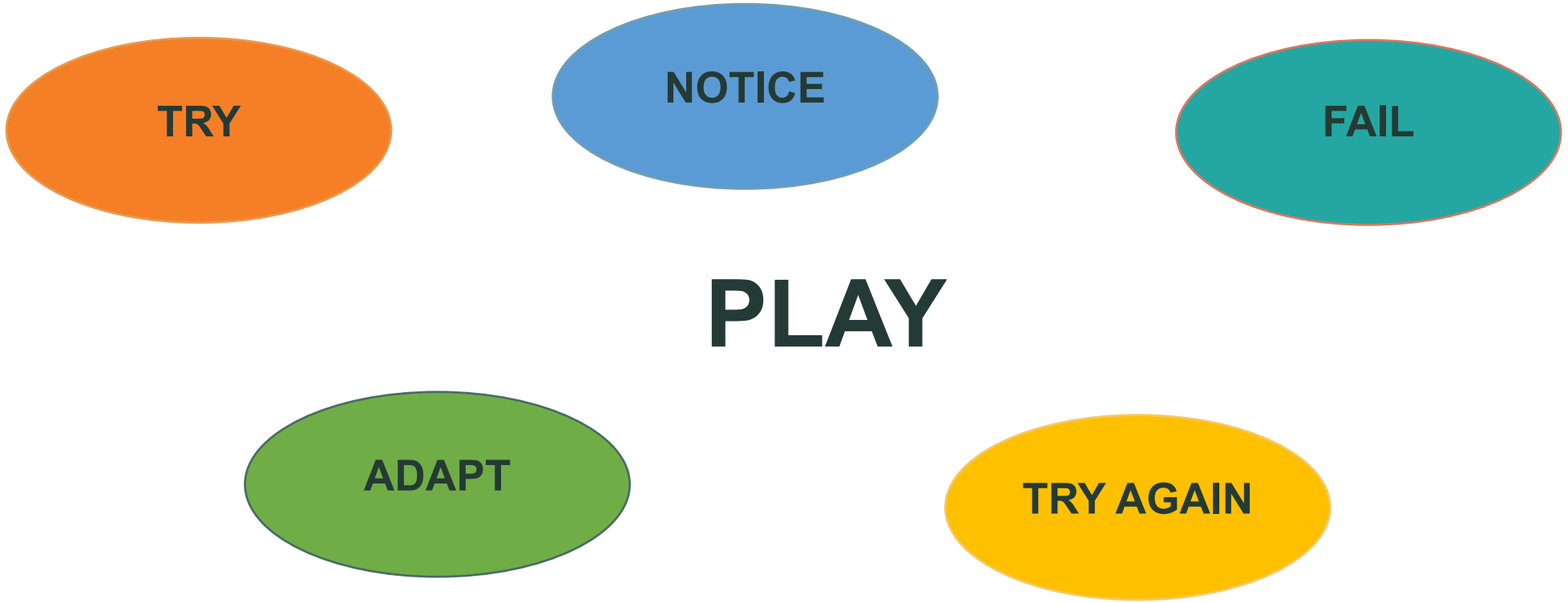
**ROUND 2**

## “YES, AND…”

Pitch one idea that could make your classroom, school, or community better.

**Which response created possibility?**

# Where have we stopped playing?




## Experimentation is a leadership practice.

PAIR + SHARE

# Your proximity gives you knowledge.

## What do YOU know because you work with young children and families…

## …that you wish more decision-makers understood?

## Tell one person.  Two minutes each.

# Advocacy can look like…

- Tell the story
- Ask the question
- Name the impact
- Invite someone in
- Join the table
- Speak up for a family
- Challenge a policy
- Support a colleague

**You do not need a microphone to use your voice.**

PASS IT ON

# Help someone else see their leadership.

## “One leadership quality I see in you is…”

**Write it. Say it. Give it to them.**

**Leadership grows when it is shared.**

WORKBOOK

# Your one brave thing.

Because I value _____ , I will _____

**Small enough to DO. Meaningful enough to require a little COURAGE.**

Tell someone what you chose.

**MODEL what matters.**

**IMAGINE what's possible.**

**TRY something new.**

**HELP someone else grow.**

**CELEBRATE people along the way.**

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**You don't have to wait for permission to lead.**