**SSSC 23 Things ELC Leadership.**

**Leadership capabilities to support practice in early learning and childcare services.**

A picture containing text, pool ball, sport, pool table

Description automatically generated

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You can visit the 23 Things ELC Leadership website [here](https://23elcleadership.sssc.uk.com/).

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# Introduction

Welcome to the ‘SSSC 23 Things ELC Leadership resource in early learning and childcare services.

This work is intended as an addition to the existing ‘23 Things’ programmes on many different topics that are available worldwide.

It is hoped that by participating in this programme, social services workers will develop their leadership capabilities by building upon their existing knowledge, confidence and skills, enabling them to better support the people who use social services in Scotland.

The Things do not need to be completed in any particular order, however, doing Things 1 to 4 provides a good foundation for the rest.

# How it works

**General Information**

Everything you need to take part in the 23 Things Early Learning and Childcare Leadership services is accessed through this website. The programme is open to any social service worker (in statutory, voluntary and private sectors) in Scotland. The programme is designed to:

* offer an introduction to varied aspects of leadership
* help you recognise your own leadership capabilities
* encourage development of good leadership in the sector so that achievement of positive outcomes for people using services and their carers is central to care practice and service delivery.

Each of the 23 Things is a standalone piece of learning. There is no requirement to achieve all of them or to do them in order. However, doing Things 1 to 4 provides a good foundation for the rest.

**Why Participate?**

Good leadership is vital for effective social service and healthcare practice. It is a crucial factor in high-quality services and achieving positive outcomes.

This online resource is designed to help you engage in your own leadership development through bite-size pieces of learning and to customise your learning experiences according to your interests and needs.

Each of the 23 Things puts you at the centre. They help you to interpret your leadership and learning in the context of your own role, experience and work environment.

**Requirements**

It’s very easy to take part in our online 23 Things programme. The only things you need are:

* access to a smartphone, tablet, PC or Mac with an internet browser and speakers/headphones
* access to the internet via 3G/4G or broadband
* an email address
* an Open Badges account (you will set one up at the start of the programme).

**Timescale**

There is no specified timescale to work through the programme – you work at your own pace. You are also free to pick and choose from each of the 23 Things according to your learning needs and interests.

**Reflective writing**

Each Thing invites you to engage in a piece of learning about leadership and provides a step-by-step approach to:

* explore different features and characteristics of leadership
* help you reflect on different aspects of your own leadership, learning and practice
* achieve the (optional) Open Badge linked to each of the 23 Things

**Further leadership development**

23 Things Early Learning and Childcare Leadership is intended as a launchpad for your ongoing leadership journey. We hope that the learning experiences will encourage you to reflect further on your leadership capabilities, strengths and areas for development. The SSSC [Step into Leadership](http://www.stepintoleadership.info/) website and resources can help you to continue your leadership learning and development.

**Face-to-face sessions**

We designed the programme to be done online, however if you feel your team would benefit from a face-to-face half day workshop to get you started please contact [leadership@sssc.uk.com](mailto:leadership@sssc.uk.com)

# FAQ

**Please take time to read the FAQs which provide answers to the most common questions about 23 Things.**

**I am not registered with the SSSC. Can I take part in the 23 Things?**

Yes. You don’t have to be registered with the SSSC to take part.

**I am registered with the SSSC. Do I have to complete the 23 Things?**

No. Taking part in the 23 Things is voluntary. Some people have found working through the programme to be a useful way of building evidence of continuing professional development (CPD).

**Do I need to complete all 23 Things?**

No, you can complete as many or as few as you like.

**Do I need to complete the 23 Things in order?**

No, but we’d recommend you earn Open Badges as you progress.

**Why are there 23 Things?**

The 23 Things concept originated in a programme called [Learning 2.0](https://plcmcl2-about.blogspot.co.uk/) run by and for staff at [The Public Library of Charlotte and Mecklenburg County](https://www.cmlibrary.org/), which has led to many other 23 Things programmes around the world.

**I can’t access some of the content because of my employer’s firewall. What can I do?**

You can contact your organisation’s IT provider to ask for the site to be allowed through the firewall. [IRISS](https://www.iriss.org.uk/)  provide [some helpful advice to support you make a business case](https://www.iriss.org.uk/resources/reports/why-cant-i-access-stuff-web). Alternatively, you could try accessing the content from home or through your mobile phone network.

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**I have a question that is not covered here. Who should I contact?**

Contact the SSSC Learning Technologies team at [digitallearning@sssc.uk.com](mailto:digitallearning@sssc.uk.com) or [@SSSCLearnTech](https://www.twitter.com/SSSCLearnTech) on Twitter.

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| Thing 1 – Why is everyday leadership important? |
| In Thing 1, you will explore why it is important that your leadership qualities are recognised and rewarded in your everyday practice. |
| **Introduction**  Scotland’s social services need effective leadership at all levels of the workforce, as well as citizen leadership (see Thing 19). The vision for leadership at all levels in social services means that everyone has a leadership role to play. Your leadership skills can make a real difference to the service you deliver, and the outcomes for children, young people, their families and carers who experience the care and support you provide.  Working in early learning and childcare settings is becoming increasingly complex and the roles demand high levels of knowledge and skills for managers, lead practitioners and practitioners. These roles cannot be met by one person but by a team. Which is why we need to have leadership at all levels. |
| **Instructions**   1. Scotland’s children and young people need effective leadership at all levels. Watch this six-minute YouTube clip from [Drew Dudley](https://www.ted.com/talks/drew_dudley_everyday_leadership) who calls on all of us to celebrate leadership as the everyday act of improving each other's lives. 2. Consider how you recognise and reward everyday leadership in your workplace and reflect on the lollipop moments in your life. 3. Write at least 200 words that cover your thoughts about the above activities and how you think you demonstrate leadership skills in your daily work. Part of your record should include an example of where you’ve made a difference to children, young people, their families and carers experiencing your service.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 2 – Leadership and management? |
| In Thing 2, you will explore the difference between leadership and management and reflect on how these are used in your everyday role.  The activity should help you to have a better understanding of the difference between leadership and management. We consider how most people can use their leadership skills in their practice as an early learning and childcare practitioner |
| **Introduction**  Depending on your role, you might be thinking ‘why should I be concerned about management and leadership?’ At work and in life generally, we are all affected by the leadership and management of those who have connections to us. This might be felt through central or local government directives, the effect of Scottish Government targets and priorities on local services we access, or the operation of an early learning or childcare service you use or work in. Perhaps personally you have to organise and manage a household and make complicated or difficult decisions about spending. At work, your experience of leadership and management will be influenced by:   * the scope of your own work role * the structure and culture of your organisation or service; and * how you are supported - and how you support others - to achieve desired goals.   You may or may not have a formal management role in your work, but you will no doubt have a view on how you experience management practice in your organisation. There will be elements of self-management and managing relationships in how you work with colleagues and the people who use your service, as well as tasks you are required to manage in your daily work. This also applies to leadership in terms of the leadership capabilities you exercise in your practice and how you experience and support the leadership of others.  Management and leadership qualities often overlap but there are distinct differences in the skills that each one requires. It is important to understand the difference between the two. Management typically concentrates on the processes which support an organisation to run smoothly. This may include planning, budgeting, staffing and solving problems. Leadership usually believes in establishing a vision and supporting people to achieve goals (Kotter, 2012).  [Research](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) identifying what good leadership looks like in Scotland’s social services (SSSC, 2016) highlights ‘there has been little discussion of how management and leadership interrelate’ and how it is important not to forget the role of good management when thinking about what good leadership looks like (p28-29).  The [Enabling leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) research proposes a theory of change and an associated [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us). These identify attributes and behaviours which characterise leadership and which can lead to the achievement of positive outcomes.  If you look at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) you will see that there are descriptors under headings of:   * What do good leaders bring? * What do good leaders do? * How do good leaders engage?   The logic model also recognises environmental and organisational factors that affect leadership. The model can therefore help managers to see what is needed to encourage the development and exercise of good leadership by themselves and others.  [The strategy for enhancing the leadership capability of Scotland’s social services](https://www.sssc.uk.com/knowledgebase/article/KA-02332/en-us) (SSSC, 2017), highlights that: “Managers and strategic leaders will be aware of the connection and difference between their management and leadership role and will use their knowledge and skills in these areas appropriately (p10). |
| **Instructions**   1. Complete the activity where you click and drag each statement to the appropriate management or leadership section. 2. Think about your role and a situation where you play a significant part in achieving a positive outcome. Write a statement (minimum 200 words) about:  * where you see management skills being used * the leadership you or others show * where both management and leadership skills overlap.  1. You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).   \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 3 – What’s my leadership style? |
| In Thing 3, you are invited to reflect on your leadership and find out about your preferred style of leadership. |
| **Introduction**  The purpose of reflecting on leadership is to gain a better understanding of yourself (your values, knowledge and skills), so you can learn from your experiences, and adapt and respond to new leadership challenges. |
| **Instructions**   1. Read the document on the purpose of [reflecting on leadership.](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf) 2. Answer these three reflective questions about leadership in your current role:  * When do you show leadership in your current role? How do you do this * Think of a time when you played an important part in changing something for the better. What did you do? What skills did you use? * Think of the best leader that you’ve ever worked with. What did they do that made them a good leader? How did they make you feel?  1. Complete the [questionnaire](https://www.mindtools.com/pages/article/leadership-style-quiz.htm) from Mindtools which will give you an idea of your typical leadership style. 2. Write at least 200 words that cover your thoughts about the above activities and how you think this will help you to recognise and improve your leadership skills and make a difference to people experiencing your service. 3. You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).   \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 4 – What do others say about my leadership? |
| In Thing 4, you will assess your own leadership and receive feedback from others about your leadership skills. |
| **Introduction**  360 degree assessment is a process in which you rate your own performance in a particular context and ask people who know you well in a work capacity to rate your performance too. These feedback tools are designed to help you reflect on your leadership capability and identify your strengths and areas for development. |
| **Instructions**  There is a tool for [frontline workers](https://360tool.sssc.uk.com/), and there is a separate tool for [managers](https://learn.nes.nhs.scot/58221/leadership-and-management-zone/resources-and-tools/leadership-capabilities-360-feedback-tool). These links take you to the Step into Leadership pages with instructions on how to accesses the tools.  Guidance on how to use the tools are provided throughout.  Complete your self-assessment.  Once you have completed this, click on the feedback button to invite others who know you in a work capacity to provide feedback to you.  Please be mindful of your own current wellbeing and resilience when seeking feedback on your performance.  Once you have received feedback you should download a report and share the findings with your manager.  You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 5 – How do I show vision as a leader? |
| In Thing 5 you will:   1. examine the meaning and importance of vision in leadership 2. think about experiences that have informed your vision for the future 3. reflect on how you use vision in your leadership and see what is possible for children, young people and their families or carers and communities now and in the future. |
| **Introduction**  Vision for early learning and childcare practitioners means thinking about such questions as:   * How could things be better for the children, young people and their families or carers who use our service? * What can I do to make this happen? * What part can I play in achieving my organisation’s vision? * How do I ensure that those I work with share this vision, and are committed to achieving it? * How do I encourage improvements in performance?   Whether you are a practitioner or manager, these questions are relevant to the way you understand and exercise vision in your leadership. They invite you to consider:   * How your vision and ideas can help improve outcomes for the children, young people, and their families or carers who use your service * How things that maybe seem quite small can actually make a big difference * The importance of your values and attitudes * The understanding you have of your organisation’s values and culture * Your awareness of the wider context you are working in, and the overall vision that your organisation aims to achieve * Looking beyond day-to-day operations to develop a vision and strive for improvement * Harnessing the energies and expertise of those you work with * How you communicate vision in your leadership, in a way that: * inspires others to share the vision; and * promotes collaboration and teamwork in achieving the vision. |
| **Instructions**   1. On the Step into Leadership website, watch the video on [Bluebird Care](http://www.stepintoleadership.info/assets/video/Step_into_Leadership.mp4). In this resource the manager demonstrates many qualities of a leader with vision — including the enabling of care staff to exercise “autonomy, trust, passion and safe risks” to the benefit of customers. Research called [Enabling leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) identified what good leadership looks like in Scotland’s social services. The research proposed a theory of change and logic model. If you look at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) you will see that there are descriptors under the headings for:  * What do good leaders bring? * What do good leaders do? * How do good leaders engage?   While this is a case study from an adult care service, the principles of leadership apply across all sectors and many of these characteristics, behaviours and attitudes are central to developing, communicating and achieving vision within early learning and childcare settings. So, in your thinking about the case study, reflect on how you as an early learning and childcare practitioner can support children and young people to see what is possible for them in the future. How can you make things better for the children and young people who use your service? How will you make this happen? And what part do you play in achieving your organisation’s vision?   1. Now, reflecting on your own practice:  * What is your own vision for the future? * What experiences have informed that vision? * How are you using vision in your leadership to see what is possible for children and young people, families and communities now and in the future? * Look again at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us). In the same way as you used the descriptors to appreciate the [Bluebird](http://www.stepintoleadership.info/assets/video/Step_into_Leadership.mp4) Care story, apply them to your own exercise of vision. What do you think are your strengths and areas for development?  1. Write a statement (minimum 200 words) on what you have learned about the importance of vision for your own practice and leadership and how you have (or plan to) put this into action. You might find it helpful to reflect on a situation where you have contributed to realising a vision. This might be:  * Your own vision or a vision owned by your team, service or organisation * A vision that you have helped to build and communicate to others * Where you have worked with others to achieve the vision * Where there were enabling factors that assisted you to achieve the vision or barriers that hindered your progress.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 6 – What does self-leadership mean for me? |
| In Thing 6, you will explore what self-leadership means and reflect on your self-leadership capabilities. |
| **Introduction**  Self-leadership is about recognising your own leadership skills and abilities and taking responsibility for using and developing these. The way you exercise self-leadership influences how you demonstrate all other leadership capabilities in your practice. |
| **Instructions**   1. On the Step into Leadership website, watch the video on [Lisa’s childminding service](http://www.stepintoleadership.info/assets/video/Lisa-France.mp4). In this resource Lisa highlights:   “being a positive role model, supporting and guiding behaviour, encouraging and promoting independence and social and emotional awareness”   1. Research called [Enabling leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) identified what good leadership looks like in Scotland’s social services. The research proposed a theory of change and logic model. If you look at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) you will see that there are descriptors for:  * What do good leaders bring? * What do good leaders do? * How do good leaders engage?   These characteristics, behaviours and attitudes can be regarded as attributes of self-leadership.   1. Looking again at Lisa’s childminding service, which of the descriptors do you think are demonstrated here? 2. Now, think of a situation where you played a significant part in achieving a positive outcome. For example, if you are a practitioner, you might reflect on a time you assisted a child or young person to achieve something important to them. If you are a manager, perhaps your actions enabled your service to improve the way it supports the children, young people and families who use your service to achieve their personal outcomes. 3. Look again at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us). In the same way as you used the descriptors to appreciate Lisa’s childminding service, apply them to your own practice for the situation you have thought about. 4. Write a short statement (minimum 200 words) on the self-leadership attitudes and behaviours you showed that helped to achieve a positive outcome.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 7 – Motivating and inspiring others |
| In Thing 7 you will examine what it takes to motivate and inspire others and why this is important for good leadership. We ask you to think about who has inspired and motivated you and what have you done to encourage others to be the best they can be. |
| **Introduction**  Through your day-to-day practice you can motivate and inspire other people in many ways. For example:   * Setting ambitious goals, and expecting the best of yourself and others * Modelling positive attitudes and behaviours that inspire confidence in others * Being responsible for a particular area of work, and bringing others with you * Reflecting on your own strengths and weaknesses, and supporting others to do the same * Valuing and respecting the contributions, skills and strengths of others * Working collaboratively with others to inspire change * Creating a culture of learning and continuous improvement, where everyone's contributions are valued and people are motivated to develop themselves and encourage others |
| **Instructions**   1. On the Step into Leadership website, watch the video where [Alexander Warren talks about dreaming of the future](http://www.stepintoleadership.info/assets/video/Dreaming%20of%20the%20future.mp4). In this resource Alexander demonstrates motivational and inspirational leadership. He speaks of his dreams, achieving them, and his motivation to inspire others to fulfil their dreams. The story includes the involvement of others in supporting and encouraging Alexander and describes Alexander’s impact on the learning and development of social service workers. 2. Recent research - [Enabling leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) - identified what good leadership looks like in Scotland’s social services. The research proposed a theory of change and logic model. If you look at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) you will see that there are descriptors under the headings for:  * What do good leaders bring? * What do good leaders do? * How do good leaders engage?   Many of these characteristics, behaviours and attitudes are vital to motivating and inspiring others.   1. Having looked at the [Alexander Warren](http://www.stepintoleadership.info/assets/video/Dreaming%20of%20the%20future.mp4) video:  * What inspires you about Alexander’s journey? * Which of the logic model descriptors do you think Alexander demonstrates in his story? * How would you describe the support provided by Steve (Lead Training Consultant, Thistle Foundation) to Alexander?  1. Now, reflecting on your own experience and practice:  * Think about who has inspired and motivated you. What was it about them that made you feel motivated and inspired? * Think of a situation when your own practice, attitude and behaviours have motivated and inspired others or encouraged them to be the best they can be. This might be something as simple as a situation where you have led by example or modelled best practice to colleagues. * Look again at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us). In the same way as you used the descriptors to appreciate [Alexander’s story](http://www.stepintoleadership.info/assets/video/Dreaming%20of%20the%20future.mp4), apply them to your own example of motivating and inspiring others. In particular consider the descriptors under:   + What do good leaders bring?   + What do good leaders do?   + How do good leaders engage?   + How do people respond?  1. Write a statement (minimum 200 words) on what you have learned about the way people can be motivated and inspired by good leadership behaviours. Drawing on the example you thought about in step 4, this should include reflection on how your own practice and leadership behaviours have motivated, encouraged or inspired others.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 8 – Empowering leadership: how do I empower others? |
| In Thing 8 you will look at how you enable others to develop and use their leadership capacity. We ask you to think about what part you play or could play in promoting a culture of empowerment and you could do differently, or better to empower others. |
| **Introduction**  Through your day-to-day practice you may find you have opportunities to empower others, which could involve:   * Making and taking opportunities to empower the children and families who use your service, and their carers, to achieve their best possible outcomes * How you collaborate with children and young people supported by your service to identify and achieve their personal outcomes — drawing on their strengths and assets to accomplish this. * Empowering colleagues in your own team or partner organisations, as you work together to improve outcomes for children, young people, their families or carers * Listening to, valuing and acting on the expertise and contributions from children, young people, their families, carers, staff and the community * Promoting the principles of citizen leadership (Thing 19) * Ensuring everyone feels valued for their contributions * Sharing information that enables others to work more effectively, develop their practice or improve a situation * Modeling positive leadership behaviours that encourage others to exercise their own leadership * Building a culture in your organisation that empowers staff and children, young people, and their families to develop and use their leadership capability * Supporting professional autonomy and leadership from colleagues * Empowering people to be innovative, and to take appropriate risks * Working with colleagues in partner organisations to build collaborative leadership capacity |
| **Instructions**   * 1. Look at these [videos](https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/) of the SSSC Codes of Practice. The Codes of Practice set out the standards that social service workers and their employers should meet.   2. Now, reflecting on your own experience and practice: * Think about an occasion when you have helped someone to recognise and exercise their own strengths and abilities. This might be someone who uses your service, or a colleague. Alternatively you could draw on experience from your personal life. * Look again at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us), which of the logic model descriptors do you think apply to your example of empowering others?   1. Research called [Enabling leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) identified what good leadership looks like in Scotland’s social services. The research proposed a theory of change and logic model. If you look at the Leadership Logic Model you will see there are descriptors under the headings for: * What do good leaders bring? * What do good leaders do? * How do good leaders engage?   Many of these characteristics, behaviours and attitudes are essential in empowering and enabling others. How does your work environment support you to empower others?   * 1. Drawing on the example you thought about in step 3 write a statement (minimum 200 words) on what you have learned about empowering others. This should include reflection on how your own practice and leadership behaviours have empowered others. How have you used the SSSC codes of practise in your setting?   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 9 – How do creativity and innovation feature in my leadership? |
| In Thing 9 you will explore creativity and innovation and what they look like in leadership practice. Think about what has helped you (or stopped you) ‘thinking out of the box’ and how you have supported others to do the same. |
| **Introduction**  In your day-to-day practice you may find you are in a good position to see how things could be done differently and better. Being creative and innovative doesn’t have to mean coming up with grand schemes that will transform the service. Small changes can have a big impact on the lives of the people who you support.  Creativity and innovation may involve:   * Questioning and challenging the established way of doing things * Researching possible solutions * Being willing to try things out yourself as well as encouraging colleagues to do so * Taking appropriate risks, with the support of your organisation * Encouraging people who use your service or your colleagues to think differently or try out new approaches * Working creatively across service or organisational boundaries in the best interests of the person using your service * Focusing on desired outcomes, rather than prescribing how these should be achieved * Creating an organisational culture which encourages everyone to think differently, be receptive to change and try out new or better ways of doing things |
| **Instruction**  [Realising the ambition](https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf) talks about creativity and how it is about much more than expressive arts, it is the ability to wonder about things, to see them or use them differently. Creativity is vital for all learning and leadership. Think about the creativity involved in the everyday problems we face. Consider the pace of change in our world and how we need to ensure our children are equipped with the right skills for their future. The foundations are built from a child’s earliest years. Creativity is crucial within science, technology, engineering and mathematical learning (STEM). It is also essential to language and literacy development.  Embracing the concept of leadership for all   * Making leadership accessible to all staff * Using communication tools to bring the leadership capabilities to life in everyday practice * Embedding leadership development in supervision, using an outcomes star for staff to evaluate and chart their own leadership development * Developing a recognition and reward system * Incentivising progress for individuals * Enabling of care staff to exercise “autonomy, trust, passion and safe risks” to the benefit of customers.  1. Research called [Enabling leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) identified what good leadership looks like in Scotland’s social services. The research proposed a theory of change and logic model. If you look at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) you will see that there are descriptors under the headings for:  * What do good leaders need? * What do good leaders bring? * What do good leaders do? * How do good leaders engage?   Many of these characteristics, behaviours and attitudes are essential elements for exercising creativity and innovation in your own leadership.   1. Now, reflecting on your own experience and practice:  * Think about a situation when you have needed to find a different way of doing things to achieve a desired outcome. For example, this might be using your and others’, creativity and innovation in:   + revising a personal plan for which a child’s needs or priorities have changed significantly   + a service development for which a new mix of knowledge and skills was required, and a different team structure   + changing the way supervision is designed and delivered in your service or team   + putting personal outcomes for children, young people, their families or carers at the heart of your own and others’ practice.  1. Look again at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us). Apply it to your own example of creative and innovative practice. In particular consider:  * What do good leaders need? … How did your work environment support you to make changes … or how did you support others to use their creativity to achieve desired change? * What do good leaders bring? … What attitudes and qualities did you display in meeting a need for change? * What do good leaders do? … What leadership behaviours did you demonstrate? * How do good leaders engage? … How did you go about working with others to achieve change? * How do people respond? … How did people respond to the way you involved them in creating change?  1. Drawing on the example you thought about in step 2, write a statement (minimum 200 words) on what you have learned about the power of creativity and innovation in leadership. This should include reflection on how your own practice and leadership behaviours have been creative and have helped to achieve favourable change.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 10 – Collaborating and influencing: how do I exercise leadership in working with others? |
| In Thing 10 you will explore what the impact your leadership has on others and how you can develop your abilities to take others with you. |
| **Introduction**  As an early learning and childcare worker your leadership will often be apparent in how you work in partnership with children, young people, their families or carers who use your service, as well as colleagues from your own organisation and other agencies or sectors.  Collaborative leadership is essential to meet the challenge of greater personalisation of services and integrated working. Working with and influencing others across organisations and sectors is an increasingly important way to achieve desired outcomes.  Whatever your role, using your leadership skills to collaborate with and influence others can be an effective way of improving outcomes. In your day-to-day practice you may find you are in a position to influence the thinking, practice and decision making of others. This could involve:   * Building positive working relationships and networks based on transparency and integrity * Supporting collaborative approaches with people who use your service and with practitioners at all levels in the workforce * Identifying and working towards a shared purpose or goals, while appreciating complex and conflicting perspectives * Understanding how diverse views can lead to creative solutions for better outcomes * Using evidence, information and research to influence others, including those who have authority over you and colleagues in other organisations. |
| **Instructions**   1. On the Step into Leadership website, watch the video on [Lisa’s childminding service](http://www.stepintoleadership.info/assets/video/Lisa-France.mp4). In this resource Lisa illustrates qualities of collaborative leadership in:  * Undertaking an advocacy role in supporting a parent to achieve the best outcome for her child * Promoting the value of childminders’ inputs to multi-disciplinary discussions on children’s development * Building a collective childminding network.   In her narrative Lisa conveys the importance of relationship building in collaborating with, and influencing, others. She brings into play aspects of strategy, goal-setting, networking, practice development and mutual support.  Lisa speaks of the point where she realised:  “I am a leader — I can drive this forward and get that support, empower this parent, advocate for her … and ensure that we were getting the best possible outcome.”   1. Research called [Enabling leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) identified what good leadership looks like in Scotland’s social services. The research proposed a theory of change and logic model. If you look at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) you will see that there are descriptors under the headings for:  * What do good leaders bring? * What do good leaders do? * How do good leaders engage?   Many of these characteristics, behaviours and attitudes are integral to influencing others and building collaborative relationships.   1. Having looked at the video on [Lisa’s childminding service](http://www.stepintoleadership.info/assets/video/Lisa-France.mp4):  * In what ways does Lisa demonstrate a collaborative approach in her practice and leadership? * Drawing on Lisa’s narrative, which of the [logic model](http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications?task=document.viewdoc&id=3394) descriptors do you think apply to her practice and leadership?  1. Now, reflecting on your own experience and practice:  * Think about a situation when you have worked with others in pursuit of a desired outcome: * What relationships did you need to build? * How did you go about that? * How did you reach agreement on outcomes, actions and responsibilities? * Look again at the [Leadership Logic Model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us). In the same way as you used the descriptors to appreciate Lisa’s leadership, apply them to your own example of collaborative practice. In particular consider: * What do good leaders need? How did your workplace support you to work with others (internally/externally) or how did you support others to be collaborative in their practice? * What do good leaders bring? What attitudes and qualities did you display in the collaborative work? * What do good leaders do? What leadership behaviours did you demonstrate? * How do good leaders engage? How did you go about working with others to agree and achieve outcomes? * How do people respond? How did people respond to the way you engaged with them?  1. Drawing on the example you thought about in step 4, write a statement (minimum 200 words) on what you have learned about collaboration and influence as fundamental skills for good leadership practice. This should include reflection on how your own practice and leadership behaviours have been collaborative and have influenced others in achieving favourable outcomes.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 11 – The six leadership capabilities |
| In Thing 11 you will reflect on the learning you have achieved from doing Thing 4 (Leadership capability feedback tool) and Things 5 to 10 on the six individual leadership capabilities.  You should consider how you have integrated the six capabilities in your own leadership, recognising your strengths and areas for development. Once you have done this develop a plan for your continuing leadership development |
| **Introduction**  As an early learning and childcare practitioner or manager, the way that you exercise leadership will involve a range of skills, attitudes, values and behaviours and draw on the breadth of knowledge and experience gained from practice and from life.  Thing 11 is an opportunity for you to appreciate how your own leadership shows qualities from across all six leadership capabilities:   * **Vision –** seeing what is possible for individuals, families and communities now and in the future * **Self-leadership –** recognising, exercising and improving your own leadership * **Motivating and inspiring others** * **Empowering –** enabling others to develop and use their leadership capacity * **Collaborating and influencing** * **Creativity and innovation** |
| **Instructions**   1. To get the most from Thing 11 it is best to complete Thing 4 first — this includes the Leadership Capability Feedback Tool for [managers](https://learn.nes.nhs.scot/58221/leadership-and-management-zone/resources-and-tools/leadership-capabilities-360-feedback-tool) or for [practitioners](https://360tool.sssc.uk.com/)   Again, before starting Thing 11, you may also find it helpful to complete Things 5 to 10 on the six individual leadership capabilities.   1. Go through the [Leadership Capability Workbook](http://www.stepintoleadership.info/assets/pdf/capability_workbook.pdf), so that you:  * Reflect on your feedback results from the Leadership Capability Feedback Tool * Identify your strengths and areas for development * Plan your leadership development priorities  1. Write a statement (minimum of 200 words) in which you reflect on the key points from your feedback, including:  * Across the six capabilities, what are your leadership strengths and areas for development?   The exercises in Part 3 of the workbook can help you to identify how you evidence your leadership capability at all levels   * What leadership skills would you most like to develop? What difference could this make to your work? * What is your plan for continuing your leadership development?   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 12 – Challenging, discriminatory or oppressive practice |
| In Thing 12 you will watch a video and reflect on some of its key messages. This video is also a resource used in Thing 13. |
| **Open Badge information**  Open Badge: SSSC 23 Things Leadership – Thing 12: **What you permit you promote.**  You may find it helpful to complete Things 1-4 before starting Thing 12 |
| **Introduction**  Scotland’s early learning and childcare services need effective leadership at all levels of the workforce and everyone has a leadership role to play. [Self-leadership](http://www.stepintoleadership.info/frontline_selfleadership.html) is about recognising your own leadership skills and abilities and taking responsibility for using and developing these.  Self-leadership also includes responding to and challenging discriminatory or oppressive practice. |
| **Instructions**   1. The [Health and Social Care Standards](https://www.gov.scot/publications/health-social-care-standards-support-life/) principles include:  * dignity and respect, * compassion, * be included * responsive care * support and well being  1. In thing 12 we ask you to reflect on the importance of challenging, discriminatory or oppressive practice. Think about **one** example of how you have worked effectively with someone receiving support from your service who is different to you (examples might include their background, lifestyle, education, way of thinking or beliefs) 2. Our words and our behaviours can be very powerful. Think about one example of when you have questioned a situation at work when you thought someone was being treated differently or unfairly.    * What did you do (specifically with your knowledge or skills)?    * How did this make a difference to the person/people experiencing support from your service? 3. In at least 200 words reflect on these two examples and consider the questions above.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 13 – The impact I have on others |
| In Thing 13 you will watch a video and reflect on your awareness of your impact on others. |
| **Introduction**  Scotland’s social services need effective leadership at all levels of the workforce, and everyone has a leadership role to play. [Self-leadership](https://stepintoleadership.info/frontline_selfleadership.html) is about recognising your own leadership skills and abilities and taking responsibility for using and developing these.  Self-leadership includes:   * seeking feedback from others and motivating yourself to improve your own leadership * being resilient and finding ways through challenging situations * taking positive risks, supported by your organisation * challenging discriminatory or oppressive practice.   Self-leadership is also about being aware of the impact we have on others.  In this Thing you will reflect on your own self-leadership behaviour and its impact on others through exploring one of the personal capabilities in the [Continuous Learning Framework](https://lms.learn.sssc.uk.com/course/view.php?id=7) (CLF). The CLF identifies the skills early learning and childcare practitioners need to be able to do their job well and what employers need to do to support them. The personal capabilities part of the CLF describes some of the ‘soft’ skills, or emotional intelligence, that workers need. One of these personal capabilities is the awareness of the impact of ourselves on others. You can find out more about how to use the CLF in this [short video](https://www.youtube.com/watch?v=l9gkMsDd15s&feature=player_detailpage). |

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| **Instructions**   1. Watch the Real Stories on the [Health and Social Care Standards](https://www.gov.scot/publications/health-social-care-standards-support-life/) It talks of bringing different communities together and how powerful our words, behaviours and actions can be. One small action can have a lasting effect on someone we care for. 2. Download a copy of the [Continuous Learning Framework](http://learn.sssc.uk.com/pluginfile.php/1744/mod_resource/content/2/CLF%20brochure%20incl%20refreshed%20PCs%202131a.pdf?id=638) (CLF) 3. Turn to page 14 of the CLF and look at ‘managing self: awareness of impact on others- being aware of the effect you and your behaviour have on others’.   Thefirst point in the ‘established’ column is:  *I seek feedback and regularly reflect on the impact my behaviour, actions, words, attitude and manner have on others and actively seek to improve my practice accordingly.*   1. Think about an example from your own practice when you have reflected on some feedback about the impact your behaviour, actions, words, attitude and manner have on others. 2. You may want to reflect on some positive feedback you had from someone about your practice, or you may want to reflect on some constructive criticism which encouraged you to change your practice.    * How did the feedback you got help you to reflect on your practice?    * What did you do differently following the feedback (if anything)?    * What impact did your behaviour or actions have on others? 3. In a minimum of 200 words, reflect on the questions above.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 14 – Resilience and my self-leadership |
| In Thing 14 you will read about why resilience is important, watch a short video on resilience and reflect on strategies which build on resilience at work. |
| **Introduction**  Scotland need’s effective leadership at all levels of the workforce and everyone has a leadership role to play, whatever their role at work. Leadership begins with leading ourselves and the [SSSC self-leadership capability](https://stepintoleadership.info/frontline_selfleadership.html) includes being resilient. Resilience helps us to pursue our goals despite obstacles and setbacks.  To complete this Thing you will need two resources:   1. A copy of the [Continuous Learning Framework (CLF)](http://learn.sssc.uk.com/pluginfile.php/1744/mod_resource/content/2/CLF%20brochure%20incl%20refreshed%20PCs%202131a.pdf?id=638). This framework identifies the skills needed by early learning and childcare workers to do their job well. In the CLF, personal capabilities are described across four stages of progression and one of the capabilities is ‘managing self: resilience’.   In this Thing you will be reflecting on either strategies which build your own resilience at work, or how you support others to be resilient, either as a colleague or manager.  You will be asked to choose **one** of the statements from the resilience capability below to reflect on:   * ‘I am aware that I need a range of support strategies to build my resilience’ (page 30, third point in the‘engaged’ column) * ‘I have developed a range of strategies to build my own resilience and to support others to be resilient’ (page 30, second point on the ‘accomplished’ column).  1. The web page [Resilience resources for social work and social care workers.](https://www.iriss.org.uk/resources/reports/resilience-resources) This is a collection of resources on resilience. |
| **Instructions**   1. Click on the home page of the [Resilience resources for social work and social care workers](https://www.iriss.org.uk/resources/reports/resilience-resources) and read the section called ‘Why is resilience important?’ 2. Now watch the video on the home page. This gives examples of different ways of creating space for staff to develop and maintain their resilience. Other resources further down the page have more information and may help your reflections. 3. Drawing on at least one of the ideas in the video, reflect on **either:**    * the strategies you have to build your own resilience at work **or**    * how you have supported others to be resilient, either as a colleague or manager. 4. Write at least 200 words to evidence how you have reflected on the range of strategies which build your resilience at work, or how you have supported others to be resilient, either as a colleague or manager.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 15 – What is supervision and why do we do it? |
| In Thing 15, you will explore how effective leadership can support you to experience high quality supervision. |
| **Introduction**  Supervision has a vital role to play in supporting and developing all early years and childcare workers and services.  Using the [SSSC Supervision Learning Resource)](http://www.stepintoleadership.info/assets/pdf/SSSC-Supervision-learning-resource-Sept-16.pdf) will help you to build on your knowledge and skills about supervision and help you consider how to develop your practice.  Knowing more about the purpose of supervision and its importance for your practice can help you with your responsibilities as either a supervisor or supervisee. |
| **Instructions**   1. Download, read and work through sections two and three in the [SSSC Supervision Learning Resource](http://www.stepintoleadership.info/assets/pdf/SSSC-Supervision-learning-resource-Sept-16.pdf). 2. Write at least 200 words to:    1. Tell us about three things you have learned from these sections about supervision and why it is important to you and your work.    2. Tell us how you would prepare for supervision as a result of your learning.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 16 – What is Coaching and how can I use it? |
| In Thing 16, you will explore how you can use coaching approaches and conversations to help you be more effective in your day to day interactions. |
| **Introduction**  Scotland’s social services need effective leadership at all levels of the workforce, as well as citizen leadership from people who access support and their carers. The vision for leadership at all levels in social services means that everyone has a leadership role to play. Your leadership skills can make a real difference to the service you deliver, and the outcomes for people who experience the care and support you provide.  Coaching is an empowering way of supporting people to reach their potential. Using coaching skills in early learning and childcare can develop your own and others’ leadership effectiveness whilst improving relationships, self-efficacy and motivation.  Coaching is a developmental approach to working and interacting with other people. It can help people develop their personal capabilities, interpersonal skills and capacity to understand and empathise with others. Coaching can help people feel more empowered to make a difference and improve their own effectiveness.  Mentoring is also a way to provide support, advice and guidance in a relationship which is confidential, open and non-judgmental and where the mentor listens and asks questions which help the mentee to reflect on their own development.  The [SSSC Coaching Learning Resource](http://www.stepintoleadership.info/assets/pdf/SSSC%20Coaching%20Aug%2016%20master.pdf) has content that is suitable for people with various levels of coaching knowledge and skills, from none to very experienced. |
| **Instructions**   1. Download and read through section 1 of the [SSSC Coaching Learning Resource](http://www.stepintoleadership.info/assets/pdf/SSSC%20Coaching%20Aug%2016%20master.pdf) 2. Work through the reflective questions at the end of section 1 3. Write at least 200 words to: tell us how you plan to do something differently as a result of your learning about coaching   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 17 – What is action learning and how can I use it? |
| In Thing 17, you will explore how you can use an action learning approach to support leadership development. |
| **Introduction**  Scotland’s social services need effective leadership at all levels of the workforce, as well as citizen leadership from people who access support and their carers. The vision for leadership at all levels in social services means that everyone has a leadership role to play. Your leadership skills can make a real difference to the service you deliver and the outcomes for children, young people, their families and carers who experience the care and support you provide.  Action learning:   * brings together small groups of people to develop solutions to real issues from the workplace * can encourage creative approaches to problem solving * can be an effective technique for collaborative leadership * tackles issues that people feel stuck with to provide new awareness and fresh ideas. |
| **Instructions**   1. Read the SSSC Action Learning Set Resource Pack ([cover](http://learn.sssc.uk.com/pluginfile.php/3904/mod_resource/content/1/Facilitation%20guide%20Action%20Learning%20Resource%20COVER131a.pdf?id=847) and [content](http://learn.sssc.uk.com/pluginfile.php/3905/mod_resource/content/1/SSSC%20Faciliation%20resource%20pack%20ACTION%20LEARNING%20RESOURCE131a.pdf?id=848)) 2. Write at least 200 words to:  * tell us about three things you’ve learned from reading the action learning pack and what the stand out messages are for you? * explain why this could be important to you in your work and how you might use it to develop your leadership capability.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 18 – What is appreciative inquiry and how can I use it? |
| In Thing 18, you will explore how you can use appreciative inquiry. Appreciative inquiry is a way of looking at organisational change that focuses on doing more of what is already working. |
| **Introduction**  Scotland’s social services need effective leadership at all levels of the workforce, as well as citizen leadership from people who access support and their carers. The vision for leadership at all levels in social services means that everyone has a leadership role to play. Your leadership skills can make a real difference to the service you deliver and the outcomes for children, young people, their families and carers who experience the care and support you provide.  Appreciative inquiry is:   * a way of looking at organisational change that focuses on doing more of what is already working. So instead of starting with ‘what’s the problem’ and looking for fixes it starts with ‘what’s already working’ and how can we build on that? This doesn’t mean we ignore problems; it just looks at it in a different way. * based on the principle that a group or organisation will grow in the direction of whatever its people focus their attention on. By creating a space for people to share experiences of when they worked at their best, not only does it stimulate energy for change, it also builds relationships and a shared understanding of everyone’s contribution. |
| **Instructions**   1. Download and read the [SSSC Appreciative Inquiry Resource Pack](http://learn.sssc.uk.com/pluginfile.php/1874/mod_resource/content/1/Appreciative%20Inquiry%20resource%20pack131a.pdf?id=653). 2. With two colleagues, test out the appreciative inquiry approach by asking a question such as “What has been one of your best experiences of your working life- a time when you felt most engaged and enthused?” (answer the question yourself as well). 3. Reflecting on this: 4. What kind of response did you personally have and what responses did you receive from others? 5. What did it feel like to reflect in this way? 6. What benefit can you see appreciative questions having for your team, organisation, or collaborative partners? 7. How could you use appreciative inquiry to support your own or others’ leadership development? 8. Write at least 200 words to reflect on how you could use this learning to support your practice.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 19 – What is Citizen Leadership and how can I promote it? |
| In Thing 19 you will watch a video, reflect on some of the key messages on citizen leadership and apply some of the ideas to your own work. |
| **Introduction**  Scotland’s social services need effective leadership at all levels of the workforce and everyone has a leadership role to play. Citizen leadership is about:   * recognising the leadership skills of children, young people, their families or carers using services * supporting their leadership development; and * involving them to make sure services meet their needs.   Leaders aren't all at the top. People at all levels should be given opportunities to lead. Leadership is about doing the right thing. A good leader sticks to their values and isn't knocked off course. Leaders need not necessarily be managers but all managers should be good leaders.*(Scottish Executive 2006)*  You can read more about Citizen Leadership [here](http://www.stepintoleadership.info/frontline_empowering.html). |
| **Instructions**   1. Watch this video called Dreaming of the Future ([Dreaming of the Future](http://www.stepintoleadership.info/assets/video/Dreaming%20of%20the%20future.mp4)).   In the video Alexander Warren talks about the importance of people being listened to and ‘recognised for who they are as a person and not their labels’. Steve Coulson also talks about the importance of helping people using services to develop their skills and talents.   1. Think about the people using your service:  * What are some of the labels people using your service might have experienced? * How might these labels have limited their opportunities or participation? * How have you helped someone using your service to develop and use their leadership skills and talents? * How have people using services been involved as citizen leaders within your organisation — for example, in helping to shape services?  1. In at least 200 words reflect on the questions above to show how you have promoted citizen leadership.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 20 – What does a supportive workplace look like? |
| In Thing 20 you will explore how your organisation can assist you to develop your leadership capability and support your continuous learning. |
| **Introduction**  To enable effective leadership at all levels, employers must create a supportive environment where early learning and childcare practitioners can use and develop their own leadership skills to the best of their ability. It is crucial that your employer values and supports the development of your leadership capabilities as well as those of the children, young people, their families and carers who use your service. This includes encouraging and enabling initiative, creativity, measured risk-taking and professional autonomy. The [SSSC Codes of Practice for Employers](http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice) set out the responsibilities of employers in the regulation of social service workers.  The [Continuous Learning Framework (CLF)](http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=16#section-0) sets out six organisational capabilities which provide employers with a springboard for building cultures which are supportive of developing leadership at all levels. |
| **Instructions**   1. Watch the [short animation](https://www.youtube.com/watch?v=9v6jE17sS1w) which explains the six organisational capabilities. 2. Reflect on the six organisational capabilities with your manager and how you can use these to support learning and leadership development within your workplace. 3. In at least 200 words, write an account that covers your thoughts about the above activities and how you think you could use some or all of the six organisational capabilities to support continuous learning and leadership development.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 21 –What does good leadership look like in Scotland’s social services? |
| In Thing 21 you will explore what contributes and supports good leadership in Scotland’s social services and early years. You will examine what hinders it and how we know when we have experienced good leadership?  You will see how developing good leadership can lead to improved outcomes for children, young people and their families or carers. |
| **Introduction**  What does good leadership in Scotland’s social services look and feel like for those who work in them and those served by them? The [Enabling Leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) research commissioned by the SSSC in 2016 focussed on this and provides an overview of relevant leadership theory, a discussion about good leadership, information on contribution analysis and the core methodology used, a theory of change and the [leadership logic model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) . The leadership logic model is a useful framework for considering the quality of leadership in your service or team and how this can make a difference to the people you work with.  The importance of good leadership is reinforced by the section on ‘[How good is our leadership](https://hub.careinspectorate.com/media/4465/a-quality-framework-for-daycare-of-children-childminding-and-school-aged-childcare.pdf)?’ in the Care Inspectorate’s Quality Framework for daycare of children, childminding and school aged childcare. This provides four quality indicators you can use to measure leadership quality in your team/organisation. The indicators are largely transferable for application to broader social services provision. |

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| **Instructions**   1. Read the [Enabling Leadership](https://www.sssc.uk.com/knowledgebase/article/KA-02257/en-us) research report. Consider the [leadership logic model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us) in more detail and reflect on the three outcomes of good leadership. 2. Read the Care Inspectorate’s [Framework for day care of children and childminding](https://www.careinspectorate.com/images/documents/6585/Quality%20framework%20for%20early%20learning%20and%20childcare%202022_PRINT%20FRIENDLY.pdf) and in particular the section ‘How good is our leadership?’ 3. With a co-worker, your manager, or a group of colleagues, firstly reflect specifically on the enablers of, and risks or barriers to, good leadership from the [leadership logic model](https://www.sssc.uk.com/knowledgebase/article/KA-01793/en-us). Which of these exist in your service and what is being done, or could be done, to strengthen the enablers or to mitigate the risks or barriers? 4. Secondly, consider and discuss how your ideas would support you to evidence the four ‘How good is your leadership?’ quality indicators. 5. Thirdly, identify any action that you or others in your service could take in this regard and discuss with your manager if there is merit in taking these forward. Action accordingly. 6. Write at least 400 words, reflecting on these activities, including:    * The enablers and risks or barriers affecting good leadership in your service    * What can be done to strengthen the enablers and mitigate the risks or barriers    * Actions relating to this that could be taken to help you evidence the quality indicators set out in the ‘How good is your leadership?’ section of the Care Inspectorate’s framework    * Examples of how these actions would make a difference to people experiencing your service.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 22 –Why is leadership important for Scotland’s social services? |
| In Thing 22 you will explore the rationale for supporting leadership development in social services in Scotland and consider how this relates to you and your service. |
| **Introduction**  The first leadership strategy for social services in Scotland’s was published in 2013, informed by the evaluation of the Changing Lives policy from 2006 and the Leading Together research commissioned in 2010. Significant changes and challenges in the sector following that led to development of a revised strategy called Enhancing leadership capability - [The Strategy for enhancing leadership capability in Scotland’s social services: Delivery plan 2017-2020](http://www.careimprovementscotland.org.uk/about-the-sssc/multimedia-library/publications?task=document.viewdoc&id=3227). The need for leadership development outlined in that strategy is as relevant now as it was then and continues today. This learning activity explains the context for leadership development in Scotland’s social services, how it has developed over the years, what the current leadership priorities are, and encourages you to reflect on how this relates to you and your role. |
| **Instructions**   1. Watch the PowerPoint presentation and listen to the accompanying 10-minute voiceover (see below). 2. Read Enhancing leadership capability - [The Strategy for enhancing leadership capability in Scotland’s social services: Delivery plan 2017-2020](https://23elcleadership.sssc.uk.com/wp-content/uploads/2022/08/Social-Services-in-Scotland-a-shared-vision-and-strategy-2015-2020.pdf). 3. Consider the four leadership objectives in the strategy and reflect on how they currently relate to you and your service. 4. Identify and write about two leadership activities that would help you or your team/service to meet each of these objectives. These might be development activities you’re currently involved in or activities you think would support your or your service’s development. 5. Discuss your thoughts with your line manager at your next supervision meeting and consider with them if any of your ideas should be implemented. Action appropriately. 6. Write at least 400 words, reflecting on leadership activities that would help you or your team/service to meet each of the four objectives of the leadership strategy. What you submit should include examples of how each activity would make a difference to the children, young people, their families or carers experiencing your service.   You can provide the statement on the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |

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| Thing 23 – How can I use leadership development to support my career development? |
| In Thing 23 you will explore how you can use your leadership development to contribute to the achievement of early learning and childcare qualifications and to evidence your learning continuous professional learning (CPL) |
| **Introduction**  Your leadership capability can be split into six key areas – vision, self-leadership, motivating and inspiring, empowering others, collaborating and influencing and creativity and innovation. We call these the six leadership capabilities for social services in Scotland and we can break each of them down into further detail and indicators that show how well you have, or need, to develop them. We can use these to underpin leadership development for all early learning and childcare workers. Things 5 to 11 focus on the Leadership Capabilities.  For managers, we have a set of national occupational standards called Leadership and Management for Care and again we can use these to underpin leadership development activity for those in a management or formal leadership role. For middle managers we have [nine](https://www.stepintoleadership.info/middle_manager.html) leadership learning domains. Other, practice based, standards include elements of leadership too e.g. the [Standard for Childhood Practice](https://stepintoleadership.info/assets/pdf/2015-Standard-for-Childhood-Practice.pdf), and the [National Occupational Standards for Social Services and Healthcare, and Social Services (Children and Young People)](https://learn.sssc.uk.com/nos/ccld.html).  All of these standards can be, and are, used to underpin leadership development activity and qualifications. You can also use them to help you guide your leadership development which in turn supports your career development.  By developing your leadership capability via the resources on the Step into Leadership website, you will be able to gather evidence to help you meet the knowledge, skills and values requirements of a qualification which relate to leadership. To help you do this, we have highlighted the leadership elements of a number of relevant standards in the [Standards and Qualifications part of the website](http://www.stepintoleadership.info/frontline_qualifications.html).  Everyone registered with the SSSC must complete and evidence continuous professional learning. This means that you need to track your career long learning, reflect on how you have used this in practice, and record your reflection for submission with your re-registration if requested. It is good practice to keep a record of your learning as you go through your career, irrespective of whether or not you are registered with the SSSC.  This learning activity helps you to consider how you might use your leadership learning to support your career long learning and some of the resources available to support you with this. Many of these are found on the SSSC’s Step into Leadership website. |

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| **Instructions**  **Stage 1**   1. Familiarise yourself with the six leadership capabilities relevant to your role – there are two different sets, one for [frontline](https://www.stepintoleadership.info/frontline.html) workers and one for [managers](https://www.stepintoleadership.info/managers.html). If you have completed other Things from this resource or have used some of the resources on [Step into Leadership](http://www.stepintoleadership.info/), you may already be familiar with the capabilities and may have ascertained which of these are strengths for you and which are areas for development. Even if you have considered them already, it is helpful to re-examine them. 2. Explore the Standards and Qualifications section of the frontline worker or manager pathway in [Step into Leadership](http://www.stepintoleadership.info/). This section holds a selection of resources which highlight how leadership capability can be developed via different qualifications that you might undertake and the standards that underpin these. You should explore those qualifications and standards that you have already studied and those which may be of interest to you in the future. 3. For some specific roles in social services, there are other standards that support your professional learning and development. The development of leadership capability can be supported by these too and you may wish to explore the resources relating to these as relevant e.g. carers and leadership.   **Stage 2**   1. Reflect on either:  * a learning activity you have completed recently, big or small — and consider which leadership capabilities you developed via this learning, and how   or   * a qualification you have completed or are completing currently – this could be a qualification you completed to support your registration with the SSSC or a qualification you have undertaken/are undertaking to support your career development. Use the resources in the Standards and Qualifications section to help you consider which leadership capabilities you developed or are developing via this learning, and how.   **Stage 3**   1. Write at least 200 words, using the [learning log](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) on [Step into Leadership](http://www.stepintoleadership.info/) to:  * record your reflections, completing the log in as much detail as possible * consider how you might build on this leadership learning to support your career development in the future and record this in the log.   You can also use your learning log reflection in the Open Badge application form or provide a link to your own \*blog/portfolio. You may find it helpful to look at [Recording Your Learning](http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf) and [Reflecting on Leadership](http://www.stepintoleadership.info/assets/pdf/Reflecting%20On%20Leadership.pdf).  \*If you want to use a blog or ePortfolio entry as evidence, you might find our [guide to preparing and publishing your evidence](http://www.badges.sssc.uk.com/getting-started/preparing-and-publishing-your-evidence/) useful. |