

Leadership Capability Grid (LCG)
Standard for Childhood Practice 10

Summary definition of leadership in this context

The leadership capabilities and bullets in this Leadership Capability Grid (LCG) are based on the manager leadership capabilities and their themes of indicator from the [Step into Leadership website](#). The assumption within this LCG and level is that you can demonstrate leadership when you:

- work directly with children and young people/adults, families and communities
- contribute to team/collaborative work with colleagues and other professionals
- work with and supervise the work of colleagues
- carry out your roles and responsibilities, illustrating your knowledge of organisational practice and procedures, SSSC Codes of Practice and other legal and organisational requirements within your roles and responsibilities
- display leadership potential for your own managers and other professionals with whom you work.

This mapping to the Standard for Childhood Practice shows clear ways that you can demonstrate your leadership skills.

Please note that 'The Standard for Childhood Practice' (2015) document makes reference to a number of specific law and policy publications; rather than repeat these references here, we have used the generic phrase 'as defined in current law and policy documents' where relevant within these mapping documents.

Leadership Capability Grid (LCG)
Standard for Childhood Practice 10

Leadership capabilities	When you have a working knowledge of the breadth of the service and the professional roles and responsibilities of early learning and childcare workers within it, you can demonstrate leadership capabilities by:
Vision	<p>Providing a vision for those with whom you work and your organisation when you:</p> <p>Think and plan strategically when:</p> <ul style="list-style-type: none"> • demonstrating an understanding of breadth of the service and the range of systems which underpin provision within it (10.1) • demonstrating a critical understanding of the evolving nature of the service and its workforce and the likely implications of this for systems and for professional responsibilities (10.4)
Self-leadership	<p>Displaying self leadership when you:</p> <p>Demonstrate and adapt leadership when:</p> <ul style="list-style-type: none"> • demonstrating an understanding of breadth of the service and the range of systems which underpin provision within it (10.1) • demonstrating an understanding of the roles and responsibilities of early learning and childcare workers in the service and the range of professional development opportunities available to them (10.2) <p>Demonstrate and promote resilience when:</p> <ul style="list-style-type: none"> • knowing about and understanding the societal context, including the economic and political climate, within which the service is provided and can analyse and evaluate its impact on provision and professional roles (10.3)
Motivating and inspiring others	<p>Motivating and inspiring others when you:</p> <p>Drive the creation of a learning and performance culture when:</p> <ul style="list-style-type: none"> • demonstrating an understanding of the roles and responsibilities of early learning and childcare workers in the service and the range of professional development opportunities available to them (10.2) • knowing about and understanding the societal context, including the economic and political climate, within which the service is provided and can analyse and evaluate its impact on provision and professional roles (10.3) • demonstrating a critical understanding of the evolving nature of the service and its workforce and the likely implications of this for systems and for professional responsibilities (10.4)

Leadership Capability Grid (LCG)
Standard for Childhood Practice 10

Empowering people	Empowering people when you: Drive a knowledge management culture when: <ul style="list-style-type: none">• demonstrating an understanding of breadth of the service and the range of systems which underpin provision within it (10.1)• demonstrating an understanding of the roles and responsibilities of early learning and childcare workers in the service and the range of professional development opportunities available to them (10.2)
--------------------------	--