

## Leadership Capability Grid (LCG) Standard for Childhood Practice 16

### **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.

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<p><b>Leadership capabilities</b></p>	<p><b>When coordinating and leading the provision of balanced and flexible programmes that support play and learning opportunities, and encouraging children and young people to be healthy, active and achieving, you can demonstrate leadership capabilities by:</b></p>
<p><b>Vision</b></p>	<p><b>Providing a vision for those with whom you work and your organisation when you:</b>  <b>See how best to make a difference</b> when:</p> <ul style="list-style-type: none"> <li>• demonstrating the continuous development of an environment to meet the needs of each child, informed by how children and young people develop and learn and with a clear understanding of possible next steps in development and learning (16.4)</li> <li>• demonstrating that you can develop positive strategies to promote children and young peoples' behaviour, self-control and independence (16.7)</li> </ul> <p><b>Promote a public service ethos</b> when:</p> <ul style="list-style-type: none"> <li>• promoting children and young peoples' active participation in programmes and their planning (16.2)</li> </ul>
<p><b>Self-leadership</b></p>	<p><b>Displaying self leadership when you:</b>  <b>Enable intelligent risk-taking</b> when:</p> <ul style="list-style-type: none"> <li>• demonstrating that you can develop positive strategies to promote children and young peoples' behaviour, self-control and independence (16.7)</li> </ul> <p><b>Demonstrate and promote resilience</b> when:</p> <ul style="list-style-type: none"> <li>• demonstrating that you can develop positive strategies to promote children and young peoples' behaviour, self-control and independence (16.7)</li> </ul>
<p><b>Motivating and inspiring others</b></p>	<p><b>Motivating and inspiring others when you:</b>  <b>Inspire people by personal example</b> when:</p> <ul style="list-style-type: none"> <li>• promoting children and young peoples' active participation in programmes and their planning (16.2)</li> <li>• enabling constructive and sensitive feedback to and from children and young people to help them understand the process of their learning, what they have achieved and what they could do next (16.6)</li> <li>• demonstrating that you can develop positive strategies to promote children and young peoples' behaviour, self-control and independence (16.7)</li> </ul> <p><b>Recognise and value the contribution of others</b> when:</p> <ul style="list-style-type: none"> <li>• promoting children and young peoples' active participation in programmes and their planning (16.2)</li> <li>• enabling constructive and sensitive feedback to and from children and young people to help them understand the process of their learning,</li> </ul>

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	<p>what they have achieved and what they could do next (16.6)</p> <p><b>Drive the creation of a learning and performance culture</b> when:</p> <ul style="list-style-type: none"> <li>Developing and making available resources to support programmes and their ongoing development (16.3)</li> </ul>
<p><b>Creativity and innovation</b></p>	<p><b>Using creativity and innovation in your work when you:</b></p> <p><b>See opportunities to do things differently</b> when:</p> <ul style="list-style-type: none"> <li>planning, implementing and justifying balanced and flexible programmes that provide enriching learning experiences, and promoting children and young peoples' play, learning and development, using national and local guidelines (16.1)</li> <li>demonstrating the continuous development of an environment to meet the needs of each child, informed by how children and young people develop and learn and with a clear understanding of possible next steps in development and learning (16.4)</li> </ul>
<p><b>Collaborating and influencing</b></p>	<p><b>Collaborating and influencing when you:</b></p> <p><b>Lead partnership working</b> when:</p> <ul style="list-style-type: none"> <li>providing opportunities for sustained shared thinking with children and young people and support the development of children and young peoples' language and communication skills (16.5)</li> </ul> <p><b>Influence people</b> when:</p> <ul style="list-style-type: none"> <li>providing opportunities for sustained shared thinking with children and young people and support the development of children and young peoples' language and communication skills (16.5)</li> </ul>