

Leadership Capability Grid (LCG) Standard for Childhood Practice 18

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>Leadership capabilities</p>	<p>When engaging in professional reflection for continuing improvement you can demonstrate leadership capabilities by:</p>
<p>Vision</p>	<p>Providing a vision for those with whom you work and your organisation when you: See how best to make a difference when:</p> <ul style="list-style-type: none"> • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2) <p>Think and plan strategically when:</p> <ul style="list-style-type: none"> • identifying and analysing routine professional problems and issues by drawing on a range of sources of evidence to question and be critical of practice (18.1)
<p>Self-leadership</p>	<p>Displaying self leadership when you: Demonstrate and adapt leadership when:</p> <ul style="list-style-type: none"> • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2) • producing written reports that are well structured, convincingly argued and evidenced, and technically accurate (18.4) <p>Improve own leadership when:</p> <ul style="list-style-type: none"> • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2) <p>Enable intelligent risk-taking when:</p> <ul style="list-style-type: none"> • identifying and analysing routine professional problems and issues by drawing on a range of sources of evidence to question and be critical of practice (18.1) <p>Demonstrate and promote resilience when:</p> <ul style="list-style-type: none"> • identifying and analysing routine professional problems and issues by drawing on a range of sources of evidence to question and be critical of practice (18.1) • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2)
<p>Motivating and inspiring others</p>	<p>Motivating and inspiring others when you: Recognise and value the contribution of others when:</p> <ul style="list-style-type: none"> • involving children and young people and families in reflection for continuing improvement of practice (18.3) <p>Drive the creation of a learning and performance culture when:</p> <ul style="list-style-type: none"> • identifying and analysing routine professional problems and issues by drawing on a range of sources of evidence to question and be critical of practice (18.1)

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<p>Empowering people</p>	<p>Empowering people when you:</p> <p>Enable leadership at all levels when:</p> <ul style="list-style-type: none"> • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2) • involving children and young people and families in reflection for continuing improvement of practice (18.3) <p>Drive a knowledge management culture when:</p> <ul style="list-style-type: none"> • identifying and analysing routine professional problems and issues by drawing on a range of sources of evidence to question and be critical of practice (18.1) • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2) • involving children and young people and families in reflection for continuing improvement of practice (18.3) <p>Promote professional autonomy when:</p> <ul style="list-style-type: none"> • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2) <p>Involve people in development and improvement when:</p> <ul style="list-style-type: none"> • identifying and analysing routine professional problems and issues by drawing on a range of sources of evidence to question and be critical of practice (18.1) • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2) • involving children and young people and families in reflection for continuing improvement of practice (18.3)
<p>Creativity and innovation</p>	<p>Using creativity and innovation in your work when you:</p> <p>See opportunities to do things differently when:</p> <ul style="list-style-type: none"> • identifying and analysing routine professional problems and issues by drawing on a range of sources of evidence to question and be critical of practice (18.1) <p>Promote creativity and innovation when:</p> <ul style="list-style-type: none"> • supporting the use of reflection on and in practice to act on and improve your own practice and that of colleagues (18.2)