

## Leadership Capability Grid (LCG) Standard for Childhood Practice 4

### **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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<b>Leadership capabilities</b>	<p><b>When you have a broad and balanced knowledge and understanding of children and young people and childhoods which underpins your practice and is used to inform your leadership of others, you can demonstrate leadership capabilities by:</b></p>
<b>Self-leadership</b>	<p><b>Displaying self leadership when you:</b>  <b>Demonstrate and adapt leadership</b> when:           <ul style="list-style-type: none"> <li>• demonstrating a critical understanding of how childhood is conceptualised and experienced in today's society by drawing on a range of theoretical disciplines including sociology, social policy and psychology (4.1)</li> <li>• demonstrating an understanding of the concepts and models of health relevant for work with children and young people and their families (4.7)</li> </ul> <b>Improve own leadership</b> when:           <ul style="list-style-type: none"> <li>• drawing on different disciplines and different theoretical perspectives to inform and challenge your understanding of concepts such as childcare and playwork and the blurring of boundaries between care, education, health, social welfare and play in a changing society (4.4)</li> </ul> <b>Enable intelligent risk taking</b> when:           <ul style="list-style-type: none"> <li>• drawing on different disciplines and different theoretical perspectives to inform and challenge your understanding of concepts such as childcare and playwork and the blurring of boundaries between care, education, health, social welfare and play in a changing society (4.4)</li> </ul> <b>Demonstrate and promote resilience</b> when:           <ul style="list-style-type: none"> <li>• drawing on different disciplines and different theoretical perspectives to inform and challenge your understanding of concepts such as childcare and playwork and the blurring of boundaries between care, education, health, social welfare and play in a changing society (4.4)</li> </ul> </p>
<b>Motivating and inspiring others</b>	<p><b>Motivating and inspiring others when you:</b>  <b>Inspire people by personal example</b> when:           <ul style="list-style-type: none"> <li>• demonstrating a critical understanding of how childhood is conceptualised and experienced in today's society by drawing on a range of theoretical disciplines including sociology, social policy and psychology (4.1)</li> <li>• demonstrating an understanding of the concepts and models of health relevant for work with children and young people and their families (4.7)</li> </ul> </p>

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	<p><b>Recognise and value the contributions of others</b> when:</p> <ul style="list-style-type: none"> <li>analysing and critically evaluating and supporting the contribution of parents and carers, families and communities to children's childhoods and the contribution of children and young people themselves (4.3)</li> </ul> <p><b>Drive the creation of a learning and performance culture</b> when:</p> <ul style="list-style-type: none"> <li>having a critical understanding of children and young peoples' personal, social and emotional development and know how to use it to support children and young peoples' wellbeing and development (4.5)</li> <li>having a critical understanding of children and young people as autonomous thinkers and active learners and can link this to decisions about provision and consultation with children and young people (4.6)</li> </ul>
<b>Empowering people</b>	<p><b>Empowering people when you:</b></p> <p><b>Drive a knowledge management culture</b> when:</p> <ul style="list-style-type: none"> <li>demonstrating a critical understanding of how childhood is conceptualised and experienced in today's society by drawing on a range of theoretical disciplines including sociology, social policy and psychology (4.1)</li> <li>having a critical understanding of children and young peoples' personal, social and emotional development and know how to use it to support children and young peoples' wellbeing and development (4.5)</li> <li>having a critical understanding of children and young people as autonomous thinkers and active learners and can link this to decisions about provision and consultation with children and young people (4.6)</li> <li>demonstrating an understanding of the concepts and models of health relevant for work with children and young people and their families (4.7)</li> </ul> <p><b>Involve people in development and improvement</b> when:</p> <ul style="list-style-type: none"> <li>analysing and critically evaluating and supporting the contribution of parents and carers, families and communities to children's childhoods and the contribution of children and young people themselves (4.3)</li> </ul>
<b>Collaborating and influencing</b>	<p><b>Collaborating and influencing when you:</b></p> <p><b>Influence people</b> when:</p> <ul style="list-style-type: none"> <li>having a critical understanding of how concepts of childhood are evident and influence policy and legislative documentation and practice (4.2)</li> <li>having a critical understanding of children and young peoples' personal, social and emotional development and know how to use it to support children and young peoples' wellbeing and development (4.5)</li> </ul>

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	<ul style="list-style-type: none"><li>having a critical understanding of children and young people as autonomous thinkers and active learners and can link this to decisions about provision and consultation with children and young people (4.6)</li></ul>
<b>Creativity and innovation</b>	<p><b>Using creativity and innovation in your work when you:</b> <b>See opportunities to do things differently when:</b></p> <ul style="list-style-type: none"><li>drawing on different disciplines and different theoretical perspectives to inform and challenge your understanding of concepts such as childcare and playwork and the blurring of boundaries between care, education, health, social welfare and play in a changing society (4.4)</li><li>having a critical understanding of children and young peoples' personal, social and emotional development and know how to use it to support children and young peoples' wellbeing and development (4.5)</li><li>having a critical understanding of children and young people as autonomous thinkers and active learners and can link this to decisions about provision and consultation with children and young people (4.6)</li></ul>