

Leadership Capability Grid (LCG)
Standard for Childhood Practice 6

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 you have a critical understanding of concepts and theories of curriculum and pedagogy, 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 you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the settings in which children and young people learn (6.3) • concepts of well-being, communication, and creativity, inquiry and curiosity, as determinants of effective learning on the part of children and young people (6.4) <p>Think and plan strategically when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • concepts of curriculum (6.1) • factors that drive the learning of children and young people (6.2)
<p>Self-leadership</p>	<p>Displaying self leadership when you: Enable intelligent risk taking when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the settings in which children and young people learn (6.3) • concepts of well-being, communication, and creativity, inquiry and curiosity, as determinants of effective learning on the part of children and young people (6.4) • how play opportunities can be maximised to enhance the learning process (6.8) <p>Demonstrate and promote resilience when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the settings in which children and young people learn (6.3)
<p>Motivating and inspiring others</p>	<p>Motivating and inspiring others when you: Inspire people by personal example when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • how play opportunities can be maximised to enhance the learning process (6.8) <p>Drive the creation of a learning and performance culture when you have a knowledge and understanding of:</p> <ul style="list-style-type: none"> • concepts of curriculum (6.1) • factors that drive the learning of children and young people (6.2) • the settings in which children and young people learn (6.3)

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	<ul style="list-style-type: none"> • circumstances and events conducive to effective learning (6.5) • the developmental process in the delivering of specific concepts (6.6) • the role of rest in ensuring that children and young people have the necessary energy and motivation to participate in play and creative engagement (6.7)
<p>Empowering people</p>	<p>Empower people when you:</p> <p>Drive a knowledge management culture when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • concepts of curriculum (6.1) • factors that drive the learning of children and young people (6.2) • circumstances and events conducive to effective learning (6.5) • the developmental process in the delivering of specific concepts (6.6) <p>Promote professional autonomy when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • how play opportunities can be maximised to enhance the learning process (6.8)
<p>Creativity and innovation</p>	<p>Using creativity and innovation in your work when you:</p> <p>See opportunities to do things differently when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • concepts of well-being, communication, and creativity, inquiry and curiosity, as determinants of effective learning on the part of children and young people (6.4) • the role of rest in ensuring that children and young people have the necessary energy and motivation to participate in play and creative engagement (6.7) • how play opportunities can be maximised to enhance the learning process (6.8) <p>Promote creativity and innovation when you have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the settings in which children and young people learn (6.3) • concepts of well-being, communication, and creativity, inquiry and curiosity, as determinants of effective learning on the part of children and young people (6.4) • the role of rest in ensuring that children and young people have the necessary energy and motivation to participate in play and creative engagement (6.7) • how play opportunities can be maximised to enhance the learning process (6.8) <p>Lead and manage change when you have knowledge and understanding</p>

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	<p>of:</p> <ul style="list-style-type: none">• concepts of well-being, communication, and creativity, inquiry and curiosity, as determinants of effective learning on the part of children and young people (6.4)• the role of rest in ensuring that children and young people have the necessary energy and motivation to participate in play and creative engagement (6.7)
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