



A LEADERSHIP PROGRAMME FOR PRESCHOOL PRINCIPALS

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WHEELOCK
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Introduction

The Principal Matters leadership development programme nurtures the promising preschool principals in Singapore to drive long-term improvement in the sector. It is a comprehensive programme, and provided free of charge to participants as a demonstration of the partner organisations' belief in the importance of investing in preschool principals, who play a crucial but often-overlooked role in the development of individuals, families and society.

Principal Matters participants are top-performing preschool principals from kindergartens and childcare centres with 3 to 10 years of experience as principals, who are open to new ideas and committed to a long-term career in the sector.

The programme consists of bite-sized sessions comprising a 5 day experiential workshop, 12 day learning visit to Boston, facilitated by Wheelock College, and several mentoring sessions spread over 6 months. Principals take time from work to attend these sessions with the support of their organisation.

Unlike traditional leadership programmes, Principal Matters focuses less on knowledge and skills, and more on the practical, behavioural aspects of successful centre leadership. This allows principals to develop leadership capabilities in a way that is experiential and multi-disciplinary, so principals know how to translate their learning into action at their centres effectively.

The programme is conducted by SEED Institute and Wheelock College in partnership with Sequoia Group,

an organisation development specialist firm that trains senior government and corporate leaders.

The programme is built around a behavioural competency model specially developed for the Principal Matters programme by global people and organisational advisory firm Korn Ferry Hay Group. Behavioural competencies of outstanding preschool principals of the future were identified and coded through interviews with almost 50 leaders from the early childhood education sector and benchmarking exercises against the Korn Ferry Hay Group's global database of leadership competencies.

The impact of the improvement in principals will be measured via a 360-degree evaluation that tracks individual performance, and a centre outcomes survey that tracks key performance indicators of a successful centre.

Two cohorts of about 25 principals each will be enrolled each year from mid-2016 to mid-2019, allowing them to come together as a community of practice over time.

Programme Outcomes

At the end of the programme, the principal will:

①

Understand his/her leadership style and strengths to lead and inspire teamwork.

②

Develop strategies to manage personal emotions when working under challenging conditions, in the best interest of the child and organisation.

③

Value diversity and demonstrate empathy and deep belief in everyone's ability to make a positive change.

④

Create conditions that foster positivity and harness the inputs of the team, empowering them to achieve centre outcomes and change.

⑤

Articulate a strategic vision, align centre direction with the organisational mission, vision and strategy, and build shared commitment towards centre vision and values.

⑥

Gather insights from the environment effectively and embrace change.

⑦

Advocate for sector improvements in collaboration with families and communities.

Methodology

The programme adopts a unique experiential and multi-disciplinary approach to leadership development. Principals will be guided to reach beyond the early childhood education discipline to capture thinking from a variety of industries and disciplines to create best practices in their centres.

Programme Modules

This programme comprises 104 hours spread over 6 months.

<p>Orientation 3 hours</p>	<p>Mentoring Sessions 9 hours</p>										
<p>Experiential Workshop 40 hours 5 Days · 20 - 24 March 2017</p> <p>This module is designed around experiential-learning principles. It offers multiple sources of data points that come from both inside and outside the classroom, from self-reflection and feedback by peers. It creates a rich learning opportunity for the principals to draw insights about what is most critical for their growth and development at this stage of their career. While the ultimate commitment, accountability and choice for change is made by the individual, the module provides the rich and safe environment to enable positive change and growth to take place.</p> <p><u>Highlights:</u></p> <table border="1" data-bbox="225 1014 767 1344"> <tbody> <tr> <td>Leading self and personal mastery</td> <td>Synergy and diversity</td> </tr> <tr> <td>Leading teams and interpersonal mastery</td> <td>Understanding strengths and gaps</td> </tr> <tr> <td>Leading and developing the organisation</td> <td>Empowering conversations</td> </tr> <tr> <td>Leadership vision and purpose</td> <td>Social and emotional intelligence</td> </tr> <tr> <td>Leading the way forward</td> <td>Facilitating change sensitively</td> </tr> </tbody> </table>	Leading self and personal mastery	Synergy and diversity	Leading teams and interpersonal mastery	Understanding strengths and gaps	Leading and developing the organisation	Empowering conversations	Leadership vision and purpose	Social and emotional intelligence	Leading the way forward	Facilitating change sensitively	<p>3 Sessions</p> <p>Principals will work in teams of 3 to 4 members and be provided with a mentor to guide them in identifying and refining an organisational change management initiative, monitor their progress and facilitate peer review of each other's projects.</p> <hr/> <p>Leadership Seminars 6 hours 2 Sessions</p> <p>There will be 2 evening sessions where leaders from organisations outside the early childhood education sector will speak on personal mastery, leadership and change management.</p> <hr/> <p>Capstone Symposium 4 hours 2 Sessions · September 2017</p> <p>Principals will present their change management plans in a symposium at the end of the programme to employers, fellow principals, and stakeholders from the sector.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> - How can I find new strategies to engage parents? - How can my centre be more inclusive of children with special needs? - How to supervise, mentor and inspire my staff as we align our centre with quality benchmarks? <p>Each graduating cohort of principals will contribute to the mentorship of future cohorts, forming a tight-knit community of practice.</p>
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<p>Overseas Learning Journey 42 hours 12 Days · May/June 2017</p> <p>The overseas learning journey to Boston, the education hub of the United States, will be a catalyst for each principal's change management project. This experience will include a combination of attachment to exemplary early childhood sites offering 'shadow' opportunities for principals to learn from leaders in various contexts, such as Harvard University's Center on the Developing Child and the Boston Children's Museum. It will also comprise, workshops, reflection sessions and other exposures that will allow principals to build on their leadership goals, tailored to principals' interests.</p>	<p>Total 104 hours</p>										

Assessment

As principals distill their learning and apply it to a change management plan, mentors will guide them in the planning and initial execution. Principals' employers are encouraged to validate the plans.

Entry Requirements

Candidates should be/have:

①

Minimum 21 years old.

②

C6 grade for GCE 'O' levels English Language or other acceptable equivalent.

③

Academic Level: WSQ Specialist Diploma in Early Childhood Care and Education, WSQ Diploma in Early Childhood Care & Education-Leadership or other acceptable equivalent.

④

At least 3 years of supervisory experience in the Early Childhood industry.

Other qualifications and experience deemed by the selection panel to be equivalent to or a satisfactory substitute for the above may also be considered.

Programme Fee

There is no programme fee involved.

For enquiries call 6332 0668
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