



# The 5R<sup>s</sup> for Effective Learning Leaders

## Recognition Overview



### Who are Learning Leaders?

The term Early Learning Leader includes, but is not limited to, the program leaders who oversee educational service components such as curriculum planning and implementation, ongoing child assessment, coaching and PD for education staff. These learning leaders often carry the title of education manager or coordinator in Head Start and Early Head Start programs, but in some programs, they may also be other program leaders such as site directors or coordinators, child development specialists, master teacher, or coach. Regardless of the title an early learning leader has, they act to encourage and inspire staff using the 5 Rs (Responsive Relationships, Reason, Resources, Reflective Dialogue, and Recognition).

### Recognition

Learning leaders recognize individual educational staff's learning and growth through informal descriptive acknowledgment and/or formal structures that provide incentive for educational staff to continue to grow and flourish as professionals. Recognition is an ongoing endeavor.

#### Learning Leaders that Engage in **Recognition** Demonstrate **Practices** that Include:

- **Acknowledging individual needs, growth, successes, and challenges:** providing meaningful feedback grounded in expertise and content knowledge; recognizing large and small successes; ensuring that all educational staff feel seen, heard and understood; giving praise that is descriptive and contingent on effort; and seeking opportunities to show trust and give gratitude to educational staff.
- **Celebrating small wins:** conducting daily informal walkthroughs; leaving positive messages for educational staff; noticing, and acknowledging the positive; and asking questions.
- **Leading with heart:** communicating trust in educational staff; and understanding challenges in the classroom, home visiting, or family childcare learning setting and sharing challenges.
- **Respecting individual differences and cultural roots:** honoring each educational staff member and child's uniqueness by cultivating ongoing discussions that promote understanding of origins, home culture, cultural beliefs, and values.
- **Making sure each person is seen, heard, valued, and respected:** striving to know each educational staff member as an individual; balancing support of individual's personal circumstances with work demands; and understanding the importance of providing support for staff's mental health and self-care.

