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~~Leadership~~ and early years professionalism will give you a thorough understanding of leadership within the context of early years provision. A heightened profile for early childhood has put the spotlight on leadership skills to support best practice.

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Introduction. Around the world there is increasing interest in the professionalism of early years practitioners and in the leadership and management of provision. This theme has run through many issues of the Journal of Early Childhood Research, which continues to welcome qualitative, critical reports on these issues and how they impact and influence the quality of provision for young children and their families.

~~Professionalism, Leadership and Management in Early Years ...~~

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build professionalism and skills with the early years team. But Siraj-Blatchford and Manni conclude that within the available literature the concept is decidedly blurred and there are few concrete examples of distributed early years leadership in action. Siraj-Blatchford and Manni argue that clear overall leadership is often necessary in

~~Shared responsibility for best practice~~

Home Importance of Leadership in Early Years Management. Leadership in any job role is important, as you will know those in management positions are the facilitators of the company's success and growth. Leadership requires you to develop, support, encourage and motivate a staff team, as well as model a high standard of practice, knowledge and care. Working with young children is a

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rewarding and fulfilling job; we work in early years because we are passionate about making positive changes ...

~~Importance of Leadership in Early Years Management~~

In England, the development of professionalism has been confused and con- founded by the creation of a new role which includes professional in its title – the Early Years Professional (see Chapters 2 and 7) – which raises questions about whether those who do not have this title or another accepted title such as –teacher– are there- fore deemed not to be –professionals–.

~~THE CHANGING FACE OF PROFESSIONALISM IN THE EARLY YEARS~~

An accessible and authoritative introduction to the subject of Leadership within Early Years, suitable for students and practitioners alike.

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Chapter 1: The Changing Face of Professionalism in the Early Years Part 1: Leading, Managing and New Professional Identities. Chapter 2: Leading and Managing in the Early Years Chapter 3: Challenging Identities: A Case for Leadership Chapter 4: Early Years Professionalism: Issues, Challenges and Opportunities Chapter 5: Childcare Practitioners and the Process of Professionalization

~~SAGE Books – Professionalization, Leadership and ...~~

Leadership has been under-researched in the Early Years (EY) sector of primary schools in England, especially in leading change for professional development. The aim of this paper is to theorise what the leadership culture for EY practitioners looks like, and how Initial Teacher Training providers and schools are preparing practitioners for leadership.

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~~Challenges of Early Years leadership preparation: a ...~~

Professionalism is a contemporary issue, acquiring a high profile in education and more recently in early years education and care. However, the emphasis appears to be on deriving a body of standards or competencies that teachers, early years professionals, integrated centre managers need to acquire – rather than what it is to be a professional.

~~Dimensions of early years professionalism – attitudes ...~~

- early childhood leadership and policy Written in an accessible style and relevant to all levels of early years courses, the book is highly relevant to those studying at Masters level, and has staggered levels of Further Reading, that encourage reflection and progression.

~~Professionalization, Leadership and Management in the ...~~

Enabling practitioners to make improvements is a key role for the Early Years Professional, and it should come as no surprise, therefore, that being able to motivate others is a crucial skill to have. A positive outlook coupled with praise and encouragement will spur practitioners on to try something new.

~~The role of the Early Years Professional | CPD | Teach ...~~

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There is now considerable emphasis on leadership skills in this sector, as the workforce becomes increasingly professionalized. The following are considered: - changes and developments within the early years sector - the impact of good leadership on children and

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their families - effective practice in a variety of settings, including Children's Centres

Leadership and Early Years Professionalism will help you to understand the skills that leadership requires and how best to apply these skills in an Early Years context. An accessible introduction to the subject, this book will help you to understand the key theoretical concepts of leadership within Early Years. Written by a higher renowned Early Years practitioner and psychologist team, Leadership in Early Years gives you a comprehensive and authoritative overview of this important area of Early Years. This book is part of Jennie Lindon's 'Linking Theory and Practice' series, which aims to provide accessible and clear summaries of the latest research and thinking in Early Years and Early Childhood Studies for both students and practitioners.

Leadership in Early Childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and early education settings. Leadership in the early years has moved on in the way it is organised, and this fourth edition has been fully revised and updated to reflect the changes affecting leaders in early childhood. This rapid change in the field over the past few years includes moves to professionalise the workforce generally, and this edition recognizes the implications of these developments and revisits some of the concepts and messages. Praised for its excellent overview of early years leadership, accessible writing style and clear links between theory and practice, the fourth edition also includes: Thorough discussion of the leader's role in moving towards leading/best practice. Reconceptualised coverage of team building to consider working collaboratively as a team at service level, multi disciplinary teams and integrated service provision through multi agency working. A chapter which considers

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the essential characteristics of leadership in terms of personal qualities, skills and timing related to effective leadership.

Leadership in Early Childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and early education settings.

With the rapid change experienced by the Early Years Workforce over recent times, this book considers what constitutes professionalization in the sector, and what this means in practice. Bringing a critical perspective to the developing knowledge and understanding of early years practitioners at various stages of their professional development, it draws attention to key themes and issues. Chapters are written by leading authorities, and provide case studies, question and discussion points to facilitate critical thinking. Topics covered include: - constructions of professional identities - men in the early years - multi-disciplinary working in the early years - professionalization in the nursery - early childhood leadership and policy Written in an accessible style and relevant to all levels of early years courses, the book is highly relevant to those studying at Masters level, and has staggered levels of Further Reading, that encourage reflection and progression.

Ensure your students link theory with practice with this updated version of the authoritative and accessible series from Jennie Lindon Linking Theory and Practice has helped thousands of students make the right connections between their lectures and the real settings that they go on to work in. This latest edition of Leadership in Early Years provides a useful overview of the subject in straightforward language that allows novices to access the more complicated concepts. Jennie Lindon's trademark approach provides a trusted and authoritative voice for a wide range of courses, including undergraduate and foundation degrees in Early Years and Early Childhood, PGCEs and BEd programmes. · Provides detailed

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Practitioner
references for further reading with descriptions of 'key texts' for each chapter · 'Pause for reflection' feature provides numerous opportunities to think about the impact of their own role. - Examines how the latest thinking and research should inform the role of an early years leader

"This book has the potential to do for nurseries what Michael Fullan's work did for schools, to re-affirm the moral heart of leadership. Often omitted from accounts of early years professionalism, an attitude of care is advocated as the central characteristic of leaders. At the same time, Clark and Murray challenge the traditional explanation for this attitude amongst practitioners in terms of female nurture, presenting it instead in non-gendered terms as a function of ethical character and commitment. With their concepts of catalytic agency, reflective integrity and relational interdependence, the authors provide an intellectual justification for something that many practitioners have long known intuitively, that early years leadership calls for a marriage of both mind and heart." Dr Geoff Taggart, Lecturer in Early Years, University of Reading, UK

"This book makes an innovative contribution to the discussion and debate about leadership in early years. The new conceptual framework which is introduced for understanding leadership focuses on thinking critically about how leadership is worked out in early childhood practice. Underpinned by empirical research from across the early years sector, a range of practitioner profiles and voices are used to illustrate, examine and discuss the core features of the leadership within process in action. Particularly useful for graduate early years leaders, and all students of early childhood education and care practice, this book includes valuable material that will challenge thinking about the development and professional identity of leaders in early years provision in the twenty-first century." Gill Goodliff, Department of Education, The Open University, UK

This book explores the realities of leadership in the early years and examines the challenges

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and opportunities for the profession. The authors suggest that recent moves to professionalize the workforce offer a unique opportunity to reconceptualize leadership and develop a new paradigm more suited to the specific circumstances of the sector. As well as discussing current perspectives of leadership, the book proposes a new concept for the early years, leadership within, which recognises that leadership can come from anywhere within an organisation or setting. The book argues that the concept of leadership within is more appropriate for the early years sector as it draws on the professional desire to further the education and well-being of young children and their families rather than on traditional hierarchy and position. Key features of the book include: Ideas based on research from a wide range of current early years practice Real leadership profiles of practitioners from a diversity of different professional backgrounds and working in a variety of contexts Reflective prompts to assist you in identifying the leadership in your own practice and how this can be developed further The ideas explored in *Reconceptualizing Leadership in the Early Years* have important implications for sustainable leadership development in the sector and are essential reading for all practitioners as well as those studying early childhood and enrolled on EYPS courses.

Pathways to Professionalism in Early Childhood Education and Care is concerned with a growing interest from policy and research in the professionalisation of the early childhood workforce. Illustrated by in-depth case studies of innovative and sustainable pathways to professionalisation, it recognises the importance of a systemic approach to professionalisation across all levels of the early childhood. The authors of this wide-ranging book share insights of professionalism from various European countries and suggest that professionalism in early childhood unfolds best in a [competent system]. This book considers a broad range of international issues including Continuous professional support and quality Early Childhood education and care staff with different

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Qualification in professional development processes. How personal attitudes and competence of educators are related to the wider system of competent teams, leadership, collaboration across services and competent governance From research to policy: the case of early childhood and care Pathways to Professionalism in Early Childhood Education and Care is a crucial and fascinating read for professionals working in the sector and contributes to broadening views on what professionalism in early childhood can mean within a 'competent system'.

This book provides a critical insight into comparative approaches to the professional learning and development of early years educators – taken to include all those working in a professional capacity with young children in educative settings, including home-based care and education. It also analyses leadership development for the early years workforce, and the evaluation of the success or otherwise of professional development initiatives involving early years educators. The book includes perspectives on relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators. The book is essential reading for professionals working in early years settings, for those engaged with the professional learning of early years educators, and for academics researching professionalism in early years education. It provides international perspectives on the professional learning and development of those working in early years education. This book was originally published as a special issue of the journal Professional Development in Education.

Leadership in the early years is about using your knowledge, skills, personality and experience to positively influence practice. Every practitioner has the capacity to lead, and in doing so, improve opportunities for children and their families. Examining the various roles of early years practitioners, and the everyday challenges and

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Opportunities they face, this book promotes leadership of early childhood practice by considering the following; · Who the leaders are, and what skills they require · The variety of ways a practitioner can lead within a setting · Key roles including the team leader and the key person · How to develop a culture of leadership · The importance of working with families and other professionals · Improving leading through reflective practice. Whether you are a room leader in an early childhood setting needing support in your leadership skills, a manager of an early childhood business, a leader of a nursery, a leader of practice or studying to become an early years practitioner this book is ideal for helping you improve your leadership skills.

"Written for those entering the field or striving to grow within the profession, early child care leader and author, Dr. Stephanie Feeney helps readers understand the nature of the profession, what it means to behave in a professional way, and where they stand in their own professional journey in her newest resource, Professionalism in Early Childhood Education: Doing Our Best for Young Children. She devotes chapters to moral and technical competence and explains what the terms profession and professional mean. Complete with self-assessments and first-hand accounts, Dr. Feeney guides readers in understanding what it means to be an educator who embodies the highest standards of professionalism in their work with children, families and colleagues."--Publisher.

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