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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

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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.

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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

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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 rewarding and fulfilling job; we work in early

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In England, the development of
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and con- founded by the creation

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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 therefore deemed not to be

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Leadership has been under-
researched in the Early Years
(EY) sector of primary schools in

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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

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Professionalism is a contemporary issue, acquiring a high profile in education and more recently in early years education and care.

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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.

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staggered levels of Further

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Enabling practitioners to make improvements is a key role for the

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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.

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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 their

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families - effective practice in a
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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.

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Written by a higher renowned
Early Years practitioner and
psychologist team, Leadership in
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comprehensive and authoritative
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Early Years. This book is part of
Jennie Lindon's 'Linking Theory

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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.

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Practical resource for early

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to understand how to create

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With the rapid change experienced
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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

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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

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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

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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,

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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

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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.

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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

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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 and opportunities for the profession. The authors suggest

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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

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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

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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

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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

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own professionalism 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.

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practitioners as well as those
studying early childhood and
enrolled on EYPS courses.

Early childhood educators are keenly aware of the importance of a child's transition to 'real school.' This transition is

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occurring earlier in a child's life now that school districts nationwide are moving to pre-kindergarten experiences for 3- and 4-year olds. Annually, more than one million children attend public school pre-k programs overseen by elementary school

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principals who, although veteran educational leaders, were not trained to oversee these programs. Although pre-k classrooms are rapidly growing and deserve special attention, school leaders must be reminded that early childhood means more than pre-

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kindergarten; it extends through third grade. School leadership needs to understand the principles of early childhood education to effectively support all children age three to grade three. Professional and Ethical Consideration for Early Childhood Leaders is a collection

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of innovative research that crafts an overall understanding of the importance of early childhood leadership in today's schools. The book employs strategies to improve support for children in early childhood years, examines the different roles of early

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childhood leadership, analyzes best practices for implementation in early childhood contexts, and explores improvements for leadership preparation for schools with pre-k through third-grade children. While highlighting a wide range of topics including advocacy,

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cultural responses, and

professional development, this publication is ideally designed for

educators, administrators,

principals, early childhood

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programmes. - Provides detailed 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

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and research should inform the
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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

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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

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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,
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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

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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

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opportunities for children and their families. Examining the various roles of early years practitioners, and the everyday challenges and opportunities they face, this book promotes leadership of early childhood practice by considering the following;

- Who the leaders

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are, and what skills they require .
The variety of ways a practitioner
can lead within a setting . Key
roles including the team leader and
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importance of working with
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Improving leadership 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

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leader of practice or studying to

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become an early years practitioner
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