Collective leadership is based on shared decision-making, transparency, and involving the people affected by change in the process. Current research shows that a collective approach to leadership is advantageous to organizations and helps teachers, providers, administrators, and system change leaders think differently about opportunities available to lead, and incorporate a collective approach into programs. This book covers key topics such as diversity, bereavement, and effective nutrition for children. It offers a unique collection of leading international education specialists in the field. 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.

What do early childhood practitioners need to know about reflection and reflective practice? Ongoing reforms in early childhood care and education social policy affect all aspects of young children’s and their families’ lives. Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice, building on what they already know. This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context, whatever their professional role and whatever level of qualification they hold. It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy, knowledge and practice. Incorporating practical reflection activities, case studies, exemplar scenarios and questions in each chapter the book considers policy developments and how these have affected young children and their families issues around socio-culturalism, language, ethnicity, disposition, gender, inclusion and socio-economics when working with families learning through play and the notions of quality, observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work.

Deepening reflective thinking and practice through ongoing and continuing professional development. With practical guidance to help the reader reflect on their own practice, this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master’s level. The book is a must for students on early years courses including early childhood studies, initial teacher training and early years teacher status. This book examines what it means to be a leader across the early childhood education field. Introducing a number of core concepts, including self-understanding through professional reflection and consideration of peoples beliefs and values, it explores the challenges of working in various roles within early childhood settings. The Early Childhood Education sector around the world is constantly changing, whether because of the unprecedented demand for ECE services globally, accelerated social change, or the introduction of pedagogical and regulatory practices. Based upon empirical inquiry, Early Childhood Education Management examines the somewhat controversial concept of operating an early childhood service as a business. It challenges the assumption that an early childhood manager does not require specialist knowledge or skill and discusses which attributes an effective manager should possess.

In this book, which brings together management theory and practice, Moloney and Pettersen address core issues at the heart of the management role, including the relationship between early childhood policy and broader legislative enactments, as well as issues related to the challenges and development of management skills. The book also draws upon real-life examples from practice in order to offer insight into some of the most common topics and challenges related to management practice in Early Childhood Education, such as business acumen and entrepreneurship, recruitment and selection, financial management and budgeting, supervision, mentoring, staff development, curriculum management, collaborative working, and change management. Written by leading academics with practice experience, the book should be of great interest to researchers, academics and postgraduate students in the field of education, specifically those working in early years education and policy and...
management. It should also be essential reading for managers working in Early Childhood settings. For today’s early childhood educator, change is a non-negotiable reality. While the size, force, and direction of change can often seem overwhelming, this book shows the way toward overcoming these gigantic odds or “Goliaths.” The New Early Childhood Professional recounts some of the heroic stories and strategic approaches used by early childhood educators who participated in the CAYL Institute Fellowship programs. The authors share a specific framework with concrete steps to help educators become positive change makers in the field of early care and education. Complete with resources, tools, and questions for reflection, this handbook takes readers through four progressive paths toward becoming an architect of change: Analysis—When confronting seemingly insurmountable situations, instead of being overwhelmed, think and reflect about the situation and discover hidden insights. Advance—Better understand the nature of problems while also strengthening your vision and identity through planning and preparation. Act—Begin with everyday challenges and use what you know from every situation, in every interaction with a child, parent, peer, or administrator. Accelerate—Focus on what you want to change, gather allies, document, and communicate. “A talented leader is required to pull all the building blocks of quality together into a harmonious community. For this reason, The New Early Childhood Professional is a vital resource for both new and experienced early childhood leaders. . . . Readers, be prepared to be jolted out of your comfort zone. This book will challenge, inform, provoke, and inspire you.” —From the Foreword by Roger and Bonnie Neugebauer, publishers of Exchange Magazine

“A talented leader is required to pull all the building blocks of quality together into a harmonious community. For this reason, The New Early Childhood Professional is a vital resource for both new and experienced early childhood leaders. . . . Readers, be prepared to be jolted out of your comfort zone. This book will challenge, inform, provoke, and inspire you.” —From the Foreword by Roger and Bonnie Neugebauer, publishers of Exchange Magazine

“In this book, Washington, Gadson, and Amel lay out a proven, intentional, strategic, and clear approach to effect change collectively and individually. A definite must-read.” —Marta T. Rosa, Senior Executive Director, Department of Government and External Affairs, and Community Impact/Chief Diversity Officer

“During a pivotal moment in early childhood education, the authors give us the tools to become agents of change on behalf of young children. This highly readable discussion leaves us with no more excuses.” —Jacqueline Jones, executive director of the Foundation for Child Development in New York

Do you need good leaders to achieve good quality or does good quality create good leadership? Quality is a term frequently used to describe early years provision without any further explanation of exactly what this ‘quality provision’ looks like or how it can be achieved. This book not only unpicks what is meant by the term ‘quality’ in England, across the UK, and beyond, but it does so in the context of how to lead in order to develop and achieve quality. In exploring quality and leadership and the ways in which both terms have been conceptualised from a range of different perspectives you will be able to find a meaning that is right for you and your practice. With chapters covering: The global interest in quality The broad nature of early childhood leadership Reflective evaluation and practice This book will be of interest to setting and room leaders across the early years as well as students studying early childhood or in early years teacher training. 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. This book is a very useful resource for setting leaders undertaking advanced study, such as Early Years Professional Status and the National Professional Qualification in Integrated Centre Leadership[1]. It is also an interesting and up-to-date reference tool for qualified managers and leaders of early years settings, large and small, in all sectors'. - Early Years Update Through discussion points and case studies, the authors explore the key skills and techniques necessary to effectively lead and manage an early years setting - Nursery Education Plus, as part of their 'Ten of the Best early years professional books' feature. This book will make a relevant and helpful contribution in enabling practitioners to explore and understand the different ways in which they can lead and manage across a diverse range of settings and at different levels. Through helpful discussion points and case studies, the book will encourage practitioners to consider both theory and practice, including value based practice and the skills required for working within a new multi-disciplinary environment. A welcome and accessible text for early years practitioners facing the challenges and demands of this new agenda' - Professor Linda Miller, Professor of Early Years, The Open University Firmly grounded in practice, this book puts children and families at the centre of good early years leadership. 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 their families - effective practice in a variety of settings, including Children's Centres - value-based leadership, and inspirational leadership - meeting the challenges - managing change - inter-agency and multi-disciplinary working - working with families and parent groups. Useful features such as Activities for Continuing Professional Development, Questions for Reflection and Pictures of Practice appear throughout the book. Those studying for Foundation Degrees, leaders undertaking the National Professional Qualification for Integrated Centre Leadership (NPQICL), those undertaking the management modules for Early Years Professional Status (EYPS) and anyone studying Childhood and Early Childhood will find this book an invaluable aid. Professionalism in the Early Years reflects the new government agenda demanding higher levels of professionalism in the Early Years sector, as set out in the Children's Workforce Strategy. The Department for Children, Schools and Families (DCSF) and Children's Workforce Development Council (CWDC) aim to transform and professionalise the early years workforce through the creation of new roles, such as the Early Years Professional (EYP), for those leading and working in Children's Centres and in the private and voluntary sector. This text is written by national and international authorities in the field, all of whom are involved in teaching, training and research or at policy level. The editors have been closely involved with development of the government agenda on professionalising the Early Years workforce. Professionalism in the Early Years covers a wide range of issues including: DT routes to professionalism; DT policy developments; DT multi-professional collaboration and multi-agency working; DT international perspectives; DT rethinking professionalism; DT key themes and issues within the Early Years workforce. A truly groundbreaking publication for a new generation of the Children's Workforce, Professionalism in the Early Years sets out the agenda to shape the future of this workforce. Student-friendly, accessible and authoritative, this is the ideal core reader for all those embarking on their professional development within the Early Years.
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 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. 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 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.  

Examine how the latest thinking and research should inform the role of an early years leader. The professionalism of the early childhood sector has gained prominence on the policy agendas of many countries. National pedagogical frameworks or curricula and an upsurge of pathways to gaining or upgrading qualifications has led to a pervasive terminology of professionalism. Yet, despite the pervasiveness of this terminology, the question of what professionalism means in early years contexts remains open to debate. This book draws together the work of an international group of scholars who have engaged with this question. They ask: How can professionalism be conceptualised in early childhood settings? How might one act professionally in increasingly diverse and changing social and cultural contexts? Do we have a common ground of understanding about these terms? Are there key concepts that can be agreed upon? Drawing on research and experience across a wide range of national contexts, this book seeks to develop an understanding of early childhood professionalism in local contexts that might throw light on the global implications of this term. This book was published as a special issue in the European Early Childhood Education Research Journal. This second edition of Leading and Managing in the Early Years explores and integrates leadership and management practice with a real understanding of early years settings. Revised and updated, this new edition includes further coverage of reflective practice and reflective leadership skills, EYPS as well as integrated center leadership, more on CPD (Continuing Professional Development), the impact of CLLD (Communication, Language and Literacy Development) initiatives and implementation of APP (Assessing Pupils' Progress), and practical suggestions for working with resistant groups and individuals. Carol Aubrey investigates different concepts and characteristics of EC leadership as well as the roles and responsibilities of EC leaders. She also explores the types of leadership programs or development which is needed to maximize the effectiveness of EC leaders. This
book is essential reading for students in Early Childhood courses, Early Years Practitioners and local authority employees involved with the integrated centers initiative. Leading Change in the Early Years focuses on the type of leadership skill needed for leading the reform and change agendas that challenge the early years sector. "This book will be an invaluable resource for pre-service early childhood educators as they prepare not only for their placements but also their future careers. The examples, activities and reflection points are realistically representative of events and contexts across the birth to 8 years age range. These features effectively scaffold the pre-service teacher's preparation and thinking for socially just early childhood teaching." - Associate Professor Susan Krieg, Early Childhood Program Coordinator, Flinders University

Making the transition from pre-service teacher to professional can be challenging. From field experience placements, or 'pracs', to the early years in the classroom, this text provides a comprehensive and practical guide to help every early childhood student develop their professional expertise and confidence. The authors prompt students to bring together theories learned at university with ways of working with real children in real settings, framed by the principles of recognising equity and diversity. There is clear guidance on how to be successful 'on prac', including understanding the many roles pre-service teachers will be expected to take on, and the important relationships they need to build. Lesson planning, understanding curriculum documents and fail-safe strategies for teaching in a wide range of situations and with children from wide-ranging backgrounds are all covered in depth. Suggestions for tutorial activities and further reading accompany each chapter, prompting students to engage in critical reflection and self-evaluation, while the 'On track on prac' feature will help pre-service teachers monitor and review their progress. Readers are also provided with insights from 'real world' pre-service students and professional teachers who have mentored many different students on prac. This is an essential text for all students undertaking practicums and preparing for the first years of their professional careers. "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 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. Reflective practice and early years professionalism provides you with detailed support for developing reflective practice in early years provision. Jennie Lindon explores the nature of reflective practice and shows you how to apply these skills for the benefit of children and families. The book covers key concepts about learning and ways to promote continued professional development in the workforce. Reflective practice offers practical advice for individual professionals and also explores the dynamics of reflective practice within teams. This book is part of Jennie Lindon's series 'Linking Theory and Practice'. The established approach provides accessible descriptions of relevant theory and research, yet links this information closely to best practice with young children and families. The content and style of the series has been developed to support students on Early Childhood degree programmes, Early Years Foundation Degree courses, practitioners working towards Early Years Professional Status and also experienced senior practitioners extending their professional development and that of their team.

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. This book has been written for all leaders and aspiring leaders with responsibility for improving the quality of early years settings. It brings together current research and effective practice to provide you with the knowledge, understanding and skills you need to:

- Motivate and get the best from your team;
- Identify and develop your personal leadership style;
- Clarify your vision for quality and set realistic but challenging goals;
- Understand and manage change positively;
- Solve problems creatively.

Palaiologou has chosen essays for this collection which will stimulate critical awareness and discussion of the early years foundation stage. She provides an interesting background to the politics, policy and legislation which underpin and inform the EYFS. This book covers policy and pedagogy, assessment, communication and more.

Extending Professional Practice in the Early Years is aimed at early years practitioners engaged in on-going learning and working in a diverse range of settings. It will be of interest to those undertaking undergraduate and postgraduate training in early years, and those involved in continuing their professional development. It is a valuable and unique resource for those in the later stages of their professional development. The book encourages readers to take a critical stance in relation to a wide range of themes and issues which are reflected in the four parts of the book: - listening to children - diversity and transitions - pedagogy and practice - leadership and change. Throughout the book, authors reflect common concerns such as the
rights of children, diversity and a more holistic approach to working with young children, and highlight key research in the field. ‘This new early childhood text provides a comprehensive overview of early childhood education in Australia for children from birth to eight years. It reports on a wide variety of significant early childhood topics and is written in a style directed towards early childhood professionals.’ – Kim Walters, President, Early Childhood Teachers Association

The early years of care and learning are recognised as crucial for ongoing educational success and future participation in society. Early childhood professionals need specialist preparation to understand and effectively support early years learners. Teaching Early Years offers a systematic, research-based introduction to educating children from birth to eight years. Leading educators identify the key priorities in early years education and cover developmental issues, curriculum, pedagogy and assessment. Each chapter concludes with questions that guide reflection of the concepts developed in the chapter. Written for early childhood education students, childcare workers and education leaders, Teaching Early Years is an essential resource for anyone involved in caring for and educating early years learners. Offers key knowledge on theories of early learning and child development to support trainees in developing their role and skills as Early Years Teachers.

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.

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.

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 qualifications 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
Download Free Leadership And Early Years Professionalism Linking Theory And Practice

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’. Previously published as The Early Years Professional’s Complete Companion, this new edition has been thoroughly updated and is the essential resource for aspiring and existing leaders of early years practice. Covering a wide range of theoretical and practical concepts, this book helps the reader consider how they can develop excellent practice within their unique setting. Divided into three distinct sections, the book begins by exploring the origins of early years practice, before discussing principles in development, social policy and child protection. The second section considers what constitutes high quality practice, and reflects on the role of emotional security, environment, and adults in shaping children’s learning and development. The third and final section examines how activities associated with continued professional development impact on teaching standards, before finishing with a discussion on international perspectives on early years practice. Key features include: New chapters on safeguarding, children’s rights, continuous professional development and international perspectives of early years practice. Chapter objectives, tasks and links to the Early Years Foundation Stage. Case studies with questions for reflection to promote critical thinking. New developments in the early years practice arena are outlined, including the emergence of Early Years Teacher Status (EYTS). This book is an essential text for those working towards qualifications in early years teaching and leading practice, and provides a flexible basis for tutors, trainers, assessors and mentors to further develop programmes of education and training. It will also appeal to teachers and practitioners interested in considering potential routes for continuing their professional development. “This accessible and timely book builds upon and contributes to ongoing debates surrounding professionalism in the early years workforce. In a sector where policy is rapidly changing, Jayne Osgood challenges existing assumptions concerning professional identities and questions what broader lessons might be learnt about race, ethnicity, social class and gender in early years research and practice. This engaging text: - Offers a thematic overview to the concept of professionalism in an increasingly critical area of study; - Includes unique autobiographical contributions alongside new and compelling empirical evidence; - Stimulates wider debates within a clear theoretical framework; - Provides an in-depth examination of the individual views of early years practitioners. Addressing new debates and policies from a focussed academic perspective, Narratives from the Nursery provides inspirational and enlightening reading for practitioners, researchers, policy makers and students”-- Provided by publisher. The term ‘quality’ is frequently used in early years practice - both in professional discussions and in key policy and literature - but often without question or an agreed understanding of what quality is and as though it is an entirely unproblematic concept. Through a series of inspiring and thought-provoking chapters this book supports you in considering and developing your own notion of ‘quality early years practice’ across a broad range of key strands of early years provision - from the environment to policies, from work with vulnerable children and babies to curriculum and research. This book helps you to construct your own idea of quality and challenges you to develop your own understanding through stimulating discussion and reflection points. A key argument is that whilst there are several ‘indicators’ and ‘measures’ of quality there is no one universally agreed definition of ‘quality’ in early years provision and hence
developing your own notion of quality and working towards that with others is paramount. Key features include:

- **Consideration of what ‘quality’ looks like within a contemporary early years landscape**
- **How you might deliver quality practice when other influences might appear to hinder or contradict this**
- **Reflection points to help you embed and link your learning to practice**
- **A graduated approach for a greater depth of engagement with the topic and relevant literature.**

With each chapter written by an early years expert, *Quality in the Early Years* is a vital companion for those studying towards any early years qualification, as well as established practitioners and leaders within the field. The new edition of this book aims to critically examine the new EYFS and the key elements of the revised framework document.

The early years sector is going through a period of unprecedented change. This has resulted in significant challenges for the early years workforce and it is crucial that settings, teams, leaders, and individual practitioners respond to these if they wish to continue to provide the best care and education for young children. This timely text identifies and addresses the key challenges for those working with young children from managing personal and professional change, adapting to new legislation, and considering new ways of thinking about children’s early learning. It considers the core knowledge and understanding of good practice that enables practitioners to respond appropriately and with confidence to issues they face on a daily basis. Covering a wide range of diverse topics including professional identity, neuroscience, outdoor education, literacy, special educational needs, the family, and the ‘risk’ factor, the book encourages the reader to reflect upon their own views and attitudes towards change practice and includes:

- **Chapter overviews and summary boxes**
- **Case studies to highlight good practice**
- **Questions to promote debate**
- **Annotated further reading**

Aimed specifically at those that are studying and working with children from birth to 8, this book will be a core text for Foundation Degrees in early years, early childhood studies and those working towards Early Years Teacher Status. This book focuses on the leadership of practice and, in particular, how to bring about changes which improve practice. It draws on research into a group of early years leaders which followed them for almost three years as they attempted to improve provision in their settings as ‘change agents’ and ‘leaders of practice’. Through exploring their successes and failures, the book builds a picture of what it takes to lead improvements in practice. This book develops four principles of practice that many leaders adopt as they innovate. These principles provide basic guidance about how to bring about improvements in practice and are derived from the real-life attempts of both inexperienced and established leaders to improve the quality of provision. With its strong research methodology and skilled analysis, this book provides an excellent insight into the challenges of leadership for quality provision in early years settings.

This book is inspiring and essential reading. Mark Hadfield is Professor in the School of Social Sciences, University of Cardiff, UK. Michael Jopling is Professor in Education at Northumbria University, UK. Martin Needham is Principal Lecturer at Manchester Metropolitan University, UK. This book provides unique insights into Early Years ‘practice leadership’ and uses research to inform quality improvement. The authors set the scene with a review of policy and its effects on practice leadership, before combining key aspects emerging from their own research and wider theory with practical guidance on how to assess and improve practice leadership and quality Early Years provision. There is a strong focus on the relationships which support and develop inclusion and shared responsibility for creating a culture of change and improvement and include the perspectives of
children and parents as equal partners. This book will be of value to all involved in Early Years practice and leadership as well as students at all levels and researchers. Michael Gasper, Early Years Consultant: The introduction of a graduate leader has been one of the most significant developments in early years in recent times. This book therefore provides essential reading for all ‘leaders’ in the early years especially those with Early Years Professional Status or currently undertaking Early Years Teacher Status (0-5). Drawing upon the longitudinal national evaluation of Early Years Professional Status, it provides clear evidence to support those in leadership roles to reflect upon and develop their practice. Most importantly it recognises that there is not one type of leader and that innovation occurs when the graduate leader is able to apply their professional training and experience to a specific setting. Dr Eunice Lumsden, Head of Early Years, The University of Northampton: “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. This book explores the realities of leadership in the early years, examining the challenges and opportunities of the profession. To achieve Early Years Professional Status candidates must demonstrate that they have effectively led the professional practice of their colleagues across the 0-5 age range. The second edition of this popular text helps Early Years students and experienced practitioners develop the knowledge, skills and confidence to do just that. It explains the nature of leadership and the EYP’s role in promoting good practice and appropriate values and principles. This new edition has been fully revised and updated and includes new chapters on leading practice in a multi-professional context and the leader of practice as an agent of change. Engage learners with this new and fully updated edition that covers core topics across all aspects of Early Years. This comprehensive full-colour textbook will build knowledge and understanding, from traditional theory to cutting-edge research, and from updated legislative and regulatory frameworks, to effective practice examples. - Benefit from the expert knowledge of authoritative contributors, skilfully edited by Dr Francisca Veale. - Content carefully matched to core modules offered on higher level early years programmes. - New and relevant material covering literacy, numeracy and digital literacy. Who is this book for? Early Years for Levels 4 & 5 and the Foundation Degree is an authoritative and accessible course textbook for anyone studying at Levels 4 and 5, whether a Foundation Degree, HNC/HND, the first year of an undergraduate programme or other higher vocational qualifications related to early years or early childhood studies. It is also relevant to those working towards Early Years Professional Status (EYPS) or Early Years Teacher Status (EYTS). 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 Reflective Practice and Early Years Professionalism provides a useful overview of the subject in straightforward language that allows novices to access the more complicated concepts. Jennie Lindon's trademark approach...
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research is covered in full.

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