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## ~~Leadership and Early Years Professionalism~~ Jennie Lindon ...

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

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Practice 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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Practice 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

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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 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

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## ~~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

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**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

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~~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 ...~~

◀ See all details for Leadership and Early Years

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Professionalism: Linking Theory and Practice Unlimited One-Day Delivery and more Prime members enjoy fast & free shipping, unlimited streaming of movies and TV shows with Prime Video and many more exclusive benefits.

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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 their families - effective practice in a

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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



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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.

With the rapid change experienced by the Early Years Workforce over recent times, this book considers what constitutes professionalization in the sector, and what

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Practice. 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

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Further Reading, that encourage reflection and progression.

"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

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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, 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

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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

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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

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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.

Professionalism and Leadership in Early Childhood Education and Care explores the tension between what early years practitioners are expected to achieve, and the level of expertise and understanding required to underpin this. It examines the impact of recent policies

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Practice

On the agency of individual practitioners, and the culture and ethos of their settings, and questions the driving factors behind reforms to curriculum and practice and where this locates practitioners and their provision. Bringing together the latest research and ideas on professionalism and leadership, the book explores how professional status is understood and acquired and what makes this problematic in ECEC. It explores the impact of different leadership approaches, what needs to be challenged and sets out how the workforce might assert its own identity and values and continue to advocate for the needs of young children. Including case studies to illustrate the lived experiences of individual practitioners as they worked



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towards becoming graduate professionals, this will be valuable reading for early years professionals engaged in undergraduate and postgraduate study and those researching policy development and professional identity within ECEC.

Early childhood educators are keenly aware of the importance of a child ' s transition to " real school. " This transition is 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 principals who, although veteran educational leaders,

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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-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 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 childhood leadership, analyzes

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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, cultural responses, and professional development, this publication is ideally designed for educators, administrators, principals, early childhood development teachers, daycare instructors, curriculum developers, advocates, researchers, academicians, and students.

Ensure your students link theory with practice with this updated version of the authoritative and accessible series from Jennie Lindon Linking Theory and Practice

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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

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Practice. - Examines how the latest thinking and research should inform the role of an early years leader

This book covers key topics such as diversity, bereavement and effective nutrition for children. It offers a unique collection from 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

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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

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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.

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