Working with Children in the Early Years

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. It provides detailed references for further reading with descriptions of 'key texts' for each chapter. It includes perspectives on relevant policy development at local and national levels and critical 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 was originally published as a special issue of the journal Professional Development in Education.

Professionalism in the Early Years

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.

Reflective Practice and Early Years Professionalism 3rd Edition: Linking Theory and Practice

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 - professionalism 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.

The New Early Childhood Professional

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 Five Elements of Collective Leadership for Early Childhood Professionals helps teachers, providers, administrators, and system change leaders think differently about opportunities available to lead, and incorporate a collective approach into programs.

EBOOK: Reconceptualizing Leadership in the Early Years

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.
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.

**Early Years Foundations: Critical Issues**

In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran educator and brain expert
Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how
schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic
exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can
also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the
positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character.
Drawing from research, experience, and real school success stories, Teaching with Poverty in Mind reveals: * What poverty is and how it affects
students in school; * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); *
Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and * How to engage the
resources necessary to make change happen. Too often, we talk about change while maintaining a culture of excuses. We can do better. Although
no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most,
providing an inspiring and practical guide for enriching the minds and lives of all your students.

**Leading and Managing in the Early Years**

Clariﬁes for the ﬁrst time what contemporary early childhood practitioners and leaders need to know in order to manage early childhood services in
a professional way. The text explores leadership concepts in an integrated manner. Authors are from the University of South Australia, & the
University of Melbourne.

**Professionalization, Leadership and Management in the Early Years**

'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.

**The Professional Development of Early Years Educators**

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 Pfeffer 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 and education
policy and management. It should also be essential reading for managers working in Early Childhood settings.

**Teaching with Poverty in Mind**

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
Leadership In Early Childhood

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.

Effective Leadership And Management In The Early Years

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.

Effective and Caring Leadership in the Early Years

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.

Leadership and Early Years Professionalism

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 “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 “At 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

The Early Years Foundation Stage

“...early years leader on their own reflective learning journeys, it provides a rich source of ideas for relational leadership that are firmly based in research and professional experience.” - Professor Margaret Carr, University of Waikato, New Zealand Effective and caring leadership is an essential part of raising standards and increasing the quality of learning in early childhood settings. This book explains leadership practices that can make a positive difference to the provision offered and improve outcomes for both children and families. With theoretical, practical and research-informed perspectives, this book: Uses case studies to provide examples of effective leadership Integrates education and care with key practices in effective leadership Explores direction, collaborative, empowering and pedagogical leadership Offers readers opportunity to reflect upon their own leadership practices This is a key text for anyone studying Early Childhood, existing and aspiring leaders, graduate Early Years Leaders and those training to work in settings, schools and children’ services. Professor Iram Siraj is Professor of Early Childhood Education at the Institute of Education, University of London. Dr. Elaine Hallet is a Lecturer in Early Childhood Education at the Institute of Education, University of London.

The Complete Companion for Teaching and Leading Practice in the Early Years

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.

**The Professional Development of Early Years Educators**

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.

**Leading and Managing Early Childhood Settings**

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.

**Early Childhood Education Management**

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.

**Extending Professional Practice in the Early Years**

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.

**Professionalism in Early Childhood Education and Care**

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 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 • Ensures the latest thinking and research is covered in full.

**The Early Years Reflective Practice Handbook**

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.
Quality and Leadership in the Early Years

How we raise young children is one of today’s most highly personalized and sharply politicized issues, in part because each of us can claim some level of “expertise.” The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature versus nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children’s cognitive and emotional development, and more. Authoritative yet accessible, From Neurons to Neighborhoods presents the evidence about “brain wiring” and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate—family, child care, community—within which the child grows.

Leadership in Early Years 2nd Edition: Linking Theory and Practice

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.

Leading Change in Early Years

“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(). 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, the 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.

Five Elements of Collective Leadership for Early Childhood Professionals

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 conceptualized 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 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.

Pathways to Professionalism in Early Childhood Education and Care

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, continued 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
Leading in Early Childhood

The new edition of this book aims to critically examine the new EYFS and the key elements of the revised framework document.

Challenge and Change for the Early Years Workforce

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 sector.

From Neurons to Neighborhoods

Working with Children in the Early Years is an accessible introduction to early years theories, policy and practice, offering practitioners in a diverse range of settings the opportunity to develop their knowledge, understanding and skills for working with young children. This fully updated second edition builds on new government agendas and interests in supporting quality provision for young children and their families. Bringing together current research and thinking in a broad range of areas, it covers the diversity of practitioner roles and multi-agency working with families listening to children observing and assessing developing professional roles health and well being curriculum and pedagogy. 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.

Managing Early Years Settings

“...This book has the potential to do for nurseries what Michael Fullan’s work did for schools, to reaffirm 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.

Practice Leadership in the Early Years

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...
Practice

Read Free Leadership And Early Years Professionalism Linking Theory And Practice

when the graduate leader is able to apply their professional training and experience to a specific setting. Dr Eunice Lumsden, Head of Early Years, roles to reflect upon and develop their practice. Most importantly it recognises that there is not one type of leader and that innovation occurs from their own research and wider theory with practical guidance on how to assess and improve practice leadership and quality Early Years.

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. If you are working as a leader in the early years sector, or aspire to a leadership role in the early years, 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 leadership and 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, профессией и автор, Д. Стефани Финиemales 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."

California Early Childhood Educator Competencies

"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.

Leading Practice in Early Years Settings

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 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 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. If you are working as a leader in the early years sector, or aspire to a leadership role in the early years, 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 leadership and 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,
Teaching Early Years

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.

Being an Early Childhood Educator

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.

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