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Leadership

Trevor Male and Nyree Nicholson



Chapter overview

The EYFS, both in its former and current modes, offers leadership challenges within early childhood education and care which are profound, but not wholly unique. This chapter will explore those challenges to help identify responses that are appropriate to early childhood settings.

The chapter begins by exploring the complexity of early childhood education and care provision in England in order to identify leadership and management responsibilities within the system. The key role is identified as the formal leader of early childhood settings with more than one employee, whether that be a privately owned company, part of a consortium or a state-maintained institution. Differences between leadership and management are discussed, as is the nature of leadership as a set of social behaviours. This definition, which extends the simple measure of accountability for formal managers, allows for the exploration of shared or collective leadership approaches to creating and sustaining effective learning environments as well as ensuring the safety and welfare of young children. The discussion then moves towards identifying appropriate organisational structures and leadership behaviours that support such ambitions. Issues that are specific to the sector, such as multi-agency working and a heavily gendered workforce, are explored in the context of leadership theories in order to guide practitioners as to their role and possible

contribution. The chapter closes with some practical tips as to how it is possible, in early childhood settings, to move beyond the notion of a single accountable executive and towards collective and connective leadership.

This chapter aims to:

- explore issues about leadership in relation to early childhood education, practice and care
- discuss different styles of leadership and reflect on the core values that underpin early childhood education and care
- discuss leadership in early childhood settings in relation contributing factors that correspond to the shared value system.

The leadership context

The descriptor for state sponsored or private provision for early childhood within England is now commonly referred to as ‘early childhood settings’, a title that covers all provision from a sole childminder to pre-school group provision. This title tends to disguise, however, the complexity of relationships within the sector that generate significant challenges for those charged with leading and managing such provision. In practice a setting is a place that pre-school children attend on a regular basis and for which there are certain legal, moral and societal expectations. The influences on how the setting is organised and run are multiple which, in turn, present those with responsibility with a wide range of behavioural opportunities. Together these expectations and influences present challenges to all settings, which typically include:

- identification and consolidation of core purpose of provision;
- reconciliation of personal (and institutional) values, ethos and mission with external influences and expectations;
- clarification of leadership and managerial roles and responsibilities;
- adoption of leadership structure, styles and behaviour that match the existing and emerging environment.

EYFS provides the framework of expectations for early childhood education and care in England, thus heavily influencing the way in which these issues can be addressed and resolved. As can be seen from Chapters 1 and 2, the introduction of EYFS in 2008 was the first time that such a framework had existed. The revised EYFS of 2012 recognised the need for further change and, subsequently has emphasised the need for:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership** working between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported. (Department for Education, 2014: 5; emphasis in original)

As can be deduced from the date of the above citation, the revised EYFS framework was further amended in 2014 and became operational in September of that year. Whilst this did not indicate substantial change in overall policy, there have been two other factors which have the potential to affect the role of leaders and managers in early childhood education and care.

The first is the introduction of childminder agencies, for which there were only 22 trials set up by the government before implementing the new policy (DfE, 2015). The introduction of these agencies has proved to be an emotive issue for home-based practitioners, particularly as at the time of writing there are only four agencies operational nationally, with many individual childminders reported to be against agencies (Goddard, 2015). Whilst the agencies will organise training at a basic level, and inspect their own providers it is not clear how the agencies will lead practice beyond this, meaning that leadership in such circumstances thus becomes unclear and distorted. One emerging argument is that the sole childminder will remain autonomous in terms of planning and organising their own provision, rather than being guided by an agency.

The second key issue is changes to the nature of the workforce, including the introduction of Early Years Teacher Status (EYTS) and criteria for Early Years Educators which has changed the original EYFS ambition to place the emphasis on leading learning on those with Early Years Professional Status (EYPS) (see Chapter 5 for further discussion on this issue).

The revised EYFS of 2012 left the emphasis on those leading and managing early childhood settings as having overall responsibility for implementation, whilst having to work within a framework of legislation and other child support agencies. Now there are further potential considerations for this role in terms of the introduction of the new layer of supervisory control (childminder agencies) and changes to the workforce. The emphasis is still on the individual person who has accountability, the formal leader of each setting, but these changes add to the complexity of the role that will be explored in this chapter.

Where does leadership responsibility lie in early childhood education and care?

Leadership differs from management because it is about decision-making, where management is the process by which decisions are enacted. There is still confusion,

however, as to who is responsible for decision making in early childhood education and care, as Rodd indicates:

[...] leadership in the early childhood profession still has to be answered in a way that is meaningful and credible for practitioners [and there is an] apparent vagueness and haziness of what is meant by leadership in early childhood. (Rodd, 2006: 4–5)

Ultimately leadership responsibility in any system will be aligned to those who are formally accountable. Within England, and under present circumstances, the main responsibility falls on the leader/manager of the early childhood setting, despite the fact so many others also have a leadership role. To understand this emphasis requires an understanding of the nature of leadership and, in particular, the difference between formal and informal leadership within social systems.

Case study

Susan's story

Susan is the head of an early childhood setting that had been a maintained nursery before being designated a Children's Centre a part of the Sure Start initiative. Since the transition the pattern of her activity across the year has changed and she now goes into the office at least twice a week during the school holiday period, except when she has her own holiday. This has resulted in fundamental changes to her behaviour whereas in the past, as the headteacher of the nursery school, such attendance was entirely voluntary she now feels that she should be present throughout much of the 50 week working year. Interestingly, there has not been any reconsideration of her terms and conditions of service and neither has there been a salary increase. When pressed to say whether her workload had gone up she indicated that changes had been made to the deputy's job that had seen the transference of some duties to the deputy, such as classroom observation and work on curriculum development, which has changed the nature of her own headship. In addition, Susan gets additional support from a SEN worker for the Centre and a community liaison officer who organises and runs parent workshops and adult learning, thus relieving her of tasks that she would have previously done herself.

She perceives the major challenges of leading the Centre to be:

- governance
- funding

(Continued)

(Continued)

- sustainability
- keeping the ideal of the Centre being a community facility
- working to support the parents and children that come.

She considers the focus of attention should be balanced between social welfare and education in early childhood and sees her role as seeking to maintain that balance. It was easy to see how the social welfare agenda could dominate provision, with major policy initiatives such as Every Child Matters being at the forefront of government policy. Clearly, in Susan's opinion, it is impossible to educate children successfully without appropriate social support, but she considers this should be viewed as a means to an end rather than an end in itself. Her conclusion is for heads of Children's Centres to keep driving the learning agenda and to keep families directly involved.



Reflective task

- Reflecting on the case study, try to identify the key contributors to the education and care of young children in a setting known to you and consider who is the most significant figure in decision making.

The formal leader is not only accountable for outcomes and processes, but can also apply sanctions to other members of the organisation. The concept of leadership is much larger than this simple definition, however, and encompasses the way in which the leader is one who modifies the competences, motivation or behaviour of others (Bass, 1981). A good example here is when a Level 3 manager/leader personally known by us stated that she did not see the need to gain further qualifications as she had members of staff who had degrees in early childhood, therefore her role as a leader was to ensure that the skills of the group were deployed effectively. Leadership can thus be considered as a social interaction and something more than describing the actions of formal leaders. Consequently, in any system most practitioners can be involved in the decision making systems within the setting, meaning there are many potential leaders and many ways in which leadership can be demonstrated.

Much of the literature on leadership confuses this distinction, however, and contributions to the field of leadership in early childhood education and care do not often

differ in this respect. Many actors in the field have leadership roles and responsibilities, therefore, with some also having formal accountability. In that regard much of the discourse has been concerned with *headship* more frequently than the broader concept of *leadership*. In other words the contributions are focused on what the formal leader has to do as an individual, rather than what has to be done to create 'the conditions in which all members of the organisation can give their best in a climate of commitment and challenge' (Whitaker, 1993: 74). The institutional leader, in this instance typically the leader/manager of the early childhood setting, consequently has to create the appropriate conditions to support and enhance the key features of the EYFS statutory framework: the learning, development and safeguarding of pre-school children within their setting. To achieve this, the institutional leader (head) has the task of reconciling the expertise and efforts of all other adults also engaged in the support of pre-school children. These other actors range from those with proven expertise (such as those with EYTS, staff holding a recognised qualification as an early childhood practitioner or professionals from other agencies) through unqualified employees and to those with enthusiasm (such as parents or volunteer workers). Leadership in this context, therefore, is headship and will require a set of behaviours and leadership approaches that match the particular context. In this regard, and it has been demonstrated before, 'effective headship is situational and contingent on context and circumstance' (Male, 2006: 3).

Different leadership behaviours are required by others within the system, therefore, with notable contributions to be made by those with professional status, whether they be an employee or a colleague from a related agency. To be successful in this quest the formal leader will need to ensure there are common values that are agreed and shared amongst the early childhood workforce and the community local to the setting (including parents). As has been suggested elsewhere, 'for an organisation or institution to provide an effective service there must be clarity of vision, particularly in regards to core purpose' (Male, 2012: 199). It is imperative, therefore, for the formal leader to establish and sustain a value set that corresponds to the society to be served and for those values to be reflected as the core ethos of the organisation and a framework for decision making (see Figure 17.1).

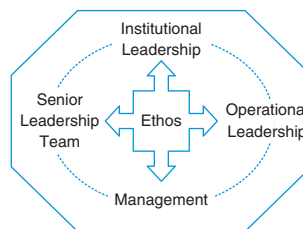


Figure 17.1 Establishing the core ethos of an organisation

Core purpose

The EYFS now provides the statutory framework and also offers non-statutory guidance which provides the minimum standard of acceptable provision, with these two elements becoming the frame of reference for accountability. The institutional leader of each early childhood setting will need to establish those minimum standards and ensure practitioners employed or associated with the setting are sustaining such expectations. Given that many such settings may also have additional expectations (e.g. it may be registered with a childminder agency, have a direct sponsor or be a private profit making institution), there may also be a need to determine difference and diversity in addition to societal expectations. In all instances, however, the legal imperative for formal leaders is to ensure compliance with the statutory framework whilst the moral imperative may be considered as ensuring the provision meets the social and emotional needs of young children within the context of their local community as well as being prepared for school, as it is now a requirement in the EYFS. To that extent, research into the field of leadership in early childhood education and care undertaken by Siraj-Blatchford and Manni (2007) led them to conclude that the focus of leadership within the sector should be on learning:

We have argued that *contextual literacy*, a commitment to *collaboration* and to the *improvement of children's learning outcomes* should be considered (by definition) to provide fundamental requirements for *leadership for learning*. (2007: 28; emphasis in original)

Leadership for learning is something more, however, than the constructs of learning-centred leadership that grew from the notion of instructional leadership endemic in schools within the USA (see, for example, Southworth, 2002) and include notions of working within the context of the area and the community. This has led us to conclude that the wider elements of leadership are more accurately described in the construct of 'pedagogical leadership', where the focus is on 'the centrality of relationships with others, such as the learners, parents, community and government, and the building of a learning community' (Male and Palaologou, 2012: 107). In this context the core purpose of the formal leader is to ensure that the efforts of all contributors to the field of children's learning and care are coordinated, with the outcomes matching the statutory elements of EYFS as a bare minimum level of satisfactory provision. Pedagogical leadership lends itself well to the ethos of early childhood, and demonstrates that leadership is not confined simply to those who lead settings, rather than to those who lead practice. MacNeill et al. (2003) suggest that pedagogic leadership is thus not only an alternative to instructional leadership, but extends the concept and demonstrates that everyone involved with caring and educating children has a leadership role (Male and Palaologou, 2012). Such an approach consequently shifts the focus from leading people to leading practice and encompasses all factors involved in

leading children to learning (Van Manen, 1991). This in turn enables practitioners to view themselves in a different light, as leaders of practice, thus aiding self-efficacy. It may also help to change the way that early childhood practitioners are seen in terms of their professional image (as discussed in Chapter 5).

Leadership in early childhood education and care

A key aspect of formal leadership in early childhood education and care, therefore, is the recognition of the potential capability of other actors in the system to make a positive contribution to the setting. As has been discussed previously in this chapter, the workforce comprises a wide range of people, some of whom have advanced qualifications, others with lower level specialist qualifications and other employees. The attempts made by the Children's Workforce Development Council (CWDC) to classify the wide range of qualifications to determine those that are 'full and relevant' (Nutbrown, 2012: 6) have since been supplemented by identification of criteria for Early Years Educators (NCTL, 2013). Legislation now expects that in group settings, the manager (i.e. the formal leader of the setting) and at least half of all other staff must hold full and relevant qualifications. In addition 'the manager should have at least two years' experience of working in an early childhood setting, or have at least two years' other suitable experience, and the provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence' (DfE, 2014: 20). Whilst recognising the potential powerful influence of childminding agencies (if part of a group/consortium) the main actors within the leadership matrix of individual early childhood settings, all of whose efforts need coordinating, are:

- senior leaders and managers
- qualified practitioners
- support staff
- professionals from other related agencies.

To be successful with both the legal and moral imperatives of early childhood education and care, leadership needs to be exhibited throughout the workforce and to be appropriate to situation and context. Leadership in this regard refers to dispositions and opportunities to 'take a lead' on something, or to show initiative (Nutbrown, 2012: 40). Leadership within education and social systems is considered to be 'distributed, differentiated and diverse' in the new century (Southworth, 2006). This is because there are many more people having a leadership role and in early childhood education and care, qualified practitioners and professionals from other agencies. As a consequence we tend to find leadership in early childhood settings to be shared, with the personal accountability of the institutional leader being the key feature that distinguishes them from other members of provision in the sector. That part of the job is unlikely to do

go away as leaders/managers of early childhood settings have specific responsibilities in law. Operationally, however, the most effective settings are likely to be those where strategic decisions are investigated and determined collectively (Siraj-Blatchford and Manni, 2007).

Case study

Julia's story

Julia is a leader and manager for an early childhood setting operating from a church hall. The setting provides education and care for children from 2½ to 5 years old, also providing government-funded places for children in these ages. The setting is open from 8am until 5pm, working on a sessional basis, although full-time care is provided. The setting is operational during term time only, and Julia is paid for the times the setting is open. Julia has responsibility for running the setting, including staffing, accounting and ensuring the curriculum is followed and the welfare requirements are met, and reporting to the local authority. She also works with the local early childhood teams to access training for both herself and the staff, and to liaise with Quality Improvement Officers. In addition, Julia is also part of the child/adult ratios for the children who attend the setting. Much of the paperwork is taken home and completed during her own time in the evenings and is unpaid. When asked, Julia commented that this is normal practice within early childhood education and care. Julia is completing a Foundation Degree in Childhood Studies in her own time, and at her own expense. Discussions with practitioners studying for a Masters degree have demonstrated Julia's pattern of work is typical of their own experiences. Julia perceives the main challenges to working as a leader to be:

- Accountability: is not equal to the pay and recognition received. Julia receives just 10p per hour more as a manager/leader than other practitioners.
- Funding and sustainability: the cost to provide childcare is not equal to the funding received from the government, leading to a shortfall in revenue.
- Supporting families on a limited budget.

Julia considers the focus should be on the quality service the setting offers to both children and their families, however she increasingly feels pressured due to under-funding. Julia's solution to the current dilemma is to take work home to ensure that the time spent in the setting is effectively used supporting children and their families.



Reflective task

- Reflect on the contribution each member of staff makes to the setting and consider what are the core priorities. What are the challenges for the leader? Consider whether there should be opportunities for every member of staff to exhibit leadership behaviours. What type of leadership can you identify in this case study?

The need for a collective response has led to calls for models of distributed leadership to be central to early childhood settings (Aubrey, 2007; Miller, 2011), although such calls seldom address the necessity to achieve an appropriate balance between leadership and management within settings or to filter influences external to the setting in the quest to provide education and care that is contextually relevant. As has been indicated previously, the key leadership role is the one held by the leader/manager of early childhood setting, whilst others also have significant leadership roles to fulfil. The roles of qualified practitioners (particularly room supervisors) are the most notable within the setting, whilst the knowledge and expertise of professionals external to the setting are also significant. As will be discussed shortly, however, it is with the role of qualified practitioner where operational leadership may be needed if the provision is to be relevant to the needs of all children. In short, therefore, aspects of leadership behaviour need to be exhibited at all levels, but the key role of coordinating all efforts into an effective gestalt of leadership activity lies with the person charged with institutional leadership.

Leadership in the early childhood setting

The most effective settings will be those where internal structures and processes not only successfully support children's learning and provide safeguards relevant to need and context, but also deal more effectively with external influences and initiatives that could affect day-to-day stability.

Internally there are generally some key elements of the organisation that need to be harmonised in order to provide the most effective environment. First, and as indicated above in Figure 17. 1, there must be:

- a clearly defined culture that provides a frame of reference through which possible decisions are explored.

Furthermore, however, there also needs to be:

- a clear grasp of the difference between *leadership* and *management*;
- an effective *senior leadership team*;
- the opportunity and support for *operational leadership*.

As has been stated above, leadership is commonly distinguished from management by means of determination. In other words, leaders make decisions and managers operationalise those decisions. Both terms are verbs, rather than nouns, however, so *leadership and management* are both legitimate activities for all members of an organisation. All settings need effective management systems that can effectively deliver policies and maintain good practice. These become the 'rules' of the organisation, the standard practices that allow for smooth operation on a daily basis. Effective institutional leaders are required, therefore, to establish management systems and practices that fulfil standard operational needs.

There are, of course, a range of leadership responsibilities emerging from the need to respond to different or unusual issues and the challenge for the institutional leader is to recognise that, although they cannot escape their individual accountability, they cannot complete all the leadership tasks that could accompany the job. Others are needed to share the load, and in terms of senior leadership it is the professionally qualified staff within the sector who would normally be identified as prospective senior leaders. Consequently, credence needs to be given to the contribution EYT's and other qualified Early Years Educators can make within the setting. The critical stage of organisational development, however, is to build the capacity of the potential senior leaders so that not only are leadership responsibilities and actions shared, but the members become a *team*. The difference between a group and a team is well documented elsewhere (e.g. Katzenbach and Smith, 1993), but is usually determined as the willingness of members to give up on self-interest in favour of the group. Members of a team tend, therefore, to be prepared to give with no guarantee of getting anything back in return. Conversely members of a working group can be identified as protecting their self-interest at a cost to overall ambition. Teams are generally considered as more desirable and are recognised as creating synergy, where the collective outcome exceeds the sum of individual inputs. A senior leadership team can only operate, however, where there are high levels of trust, in addition to mutual accountability.

The final piece of the internal structure jigsaw is the need for *leadership at the operational level* where individuals are empowered to take decisions that correspond to the shared value system that has been described above as a prerequisite for success. As I have described elsewhere, each practitioner will need to know what their fundamental priority is when the demands of practice present them with conflicting opportunities. The tools they need to determine their priority are the principles for action that are derived from the framework of values. The key issue is that the practitioner has 'the right to respond to the prevailing context, providing they do not contravene the ethical code that has been established for the organisation' (Male, 2012: 205).

Leading the early childhood settings in the wider context

The role of institutional leader in early childhood settings needs to become more team focused, therefore, with individual behaviour moving to the periphery. This

model does not deny that institutional leaders still have a major role to play in internal leadership and many modes will have to be adopted according to circumstance (see Figure 17.2).

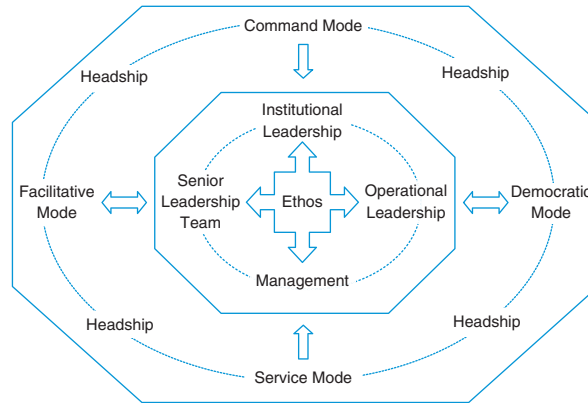


Figure 17.2 *Different modes of leadership behaviour within the organisation*

In this model it can be seen that the institutional manager adopts the headship role needed to sustain the internal structure through appropriate use of leadership style according to capability of their colleagues. Here reference is made to facilitative, democratic, support and command modes, although other contributors to the field of leadership theory have drawn attention to a greater number of styles (e.g. Goleman, 2001). The main point to be made at this stage is that mode (or style) should be appropriate to context and situation. Analysis shows the workforce in early childhood education and care being comprised almost completely of women, with such work being widely seen as low status, low paid and low skilled (Miller, 2011; Nutbrown, 2012). The predominance of women in the workforce has led some commentators to observe that there are distinctive features of leadership in this context that are mainly concerned with feminine attributes and behaviour (Moyle, 2006; Rodd, 2006; Aubrey, 2007; Whalley, 2011). This is too simplistic an analysis, however, and it is more appropriate to recognise that a range of leadership attributes and behaviours are needed at different levels within the system, only some of which are based on traditional feminine leadership styles (see, for example, McDowell Clark and Murray, 2012). It is entirely appropriate, for example, to adopt the 'command' mode in situations where there is little clarity of vision or relevant expertise available; similarly, it would be unwise to adopt a singular approach to decision making where there are professionally qualified and experienced staff with appropriate expertise available for consultation. The principal skill for the institutional leader in this respect is not to employ a pre-determined approach, but to choose a leadership style that is suited to the situation and context.

The key role of the institutional leader in the early childhood setting, however, is more likely to one of managing the boundary and the quest to ensure the needs of children can be met. It has been suggested that the true art of institutional leadership has always been to manage the boundary with the external environment. Selznick (1983), for example, distinguishes institutional leaders from everyday managers by stating that leaders act on the boundary tensions between the core activities of an organization and the wider demands, challenges and opportunities of its environment. This work of boundary spanning involves protecting and supporting critical organizational functions while simultaneously attempting to accommodate external demands. Given the impact of EYFS (which includes the inherent relationships with external agencies), the demands of the local community and the continued emergence of policy initiatives, the institutional leaders needs to be continually scanning the external environment to ensure their setting is remaining on task (see Figure 17.3).

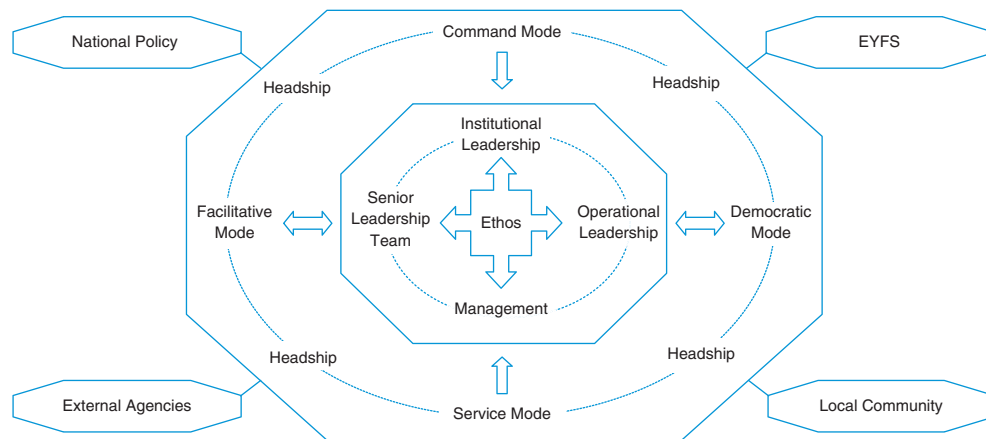


Figure 17.3 *Scanning the external environment*

A critical factor in this management of the 'boundary' is the role played by external agencies, who have a direct influence on the education and well-being of the child, as opposed to those agencies to which the setting is accountable (such as national inspectorates and childminding agencies). Prominent in this regard are those working in health and social services, as well as other educators who have been brought together into local collectives typically labelled 'Children's Services'. The notion of integrated services led to the establishment of a qualification, the National Professional Qualification for Integrated Centre Leadership (NPQICL), which was introduced in 2005 to support the professional development needs of leaders/managers of early childhood settings. As illustrated in her research of 359 practitioners who had been

awarded NPQICL, 'working collaboratively and effectively with other professionals requires a higher level of professional sensitivity and commitment' which can present particular challenges and difficulties (Ang, 2012: 296). A key aspect of such challenges is that 'there are many different visions, aims or expectations for early childhood education and care' (Jones, 2008: 18) and this is a field 'dominated by individual beliefs, values and perspectives that can have a strong emotional component' (Rodd, 2006: 110). As a consequence, people from other professions and agencies typically tend to 'view the situation from the perspectives of their own professions' (Miller, 2011: 83).

Bringing it all together

The issue of multi-agency and inter-agency working is the single factor that distinguishes leadership in early childhood education and care from other professions or occupations, therefore, with discussions about 'feminine' leadership approaches for a workforce consisting almost wholly of women being of only marginal consequence in this respect. The centrality of multi-agency support mechanisms widens the responsibility for determining appropriate learning, development and care for young children (the core elements of EYFS) beyond any single institution or individual. Consequently the establishment and maintenance of core values that underpin actions is a task that sits uncomfortably between many actors. Leadership, as has been demonstrated above, is exhibited at a number of levels in any social system, but within early childhood education and care there is this added complex issue of the multi-agency support system.

Summary

This chapter discussed the concept of leadership in relation to EYFS. There has been an increased amount of literature on leadership in early childhood education and care since the first introduction of the EYFS in 2008. The binding factor, however, is the focus on the child and the single accountable position within this system is the leader/manager of the early childhood setting. Whilst that places significant responsibilities on individuals, leadership in early childhood education and care, however, has to be a collective effort, or 'connected effort' as Moyles concludes, that is child-centred. 'Connective leadership' she suggests 'is a new, integrative model of leadership that is vital to early childhood and care [as it provides] the basis of the ways in which practitioners work with children and families' (Moyles, 2006: 4). The starting point for such connected leadership efforts should be a value set that is meaningful not only for early childhood practitioners and the funding agency, but also to the service users and the local community (Male, 2012). Effective leadership in early childhood education and care, therefore, should be concerned with a collective approach that extends the capability of the child beyond the narrow confines of EYFS.



Key points to remember

- There is a difference between formal leadership and other leadership roles within early childhood education and care.
- Formal leaders have to coordinate the collective efforts of all contributors to the education and care of young children.
- The establishment and sustenance of core (and shared) values underpin successful leadership decision making processes.



Points of discussion

- Do you agree that the statutory elements of EYFS are a bare minimum level of satisfactory provision?
- Does the leader/manager of an early childhood setting have the key leadership role in early childhood education and care?
- Think about the contribution each contributor makes to this setting and consider whether this is more focused on children's learning or their safeguarding.

Further reading

Books

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- Rodd, J. (2012) *Leadership in Early Childhood*, 4th edn. Maidenhead: Open University Press.
- Siraj, I. and Hallett, E. (2014) *Effective and Caring Leadership*. London: Sage.

Article

- Davies, G. (2014) 'Graduate leaders in early childhood education and care settings, the practitioner perspective', *Management in Education*, 28 (4): 156–60.

Useful websites

Early Years Matters: *Leadership*:

<http://earlyyearsmatters.co.uk/index.php/areas-of-interest/leading-learning/>

Early Childhood Australia: 'What does leadership look like in early childhood settings?':

www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-18-4-2012/leadership-look-like-early-childhood-settings/

Leadership in Early Childhood Education: Cross-Cultural Perspectives:

<http://herkules.oulu.fi/isbn9514268539/isbn9514268539.pdf>

Ofsted: *Achieving and Maintaining High Quality Early Years Provision: Getting it Right First Time*:

www.gov.uk/government/publications/achieving-and-maintaining-high-quality-early-years-provision-getting-it-right-first-time

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