

Importance Of Leadership

Hallet (2013) has defined the importance of leadership that is reflected within children's progress in settings. Good quality leadership with staff made up of fresh graduates can be seen in children's development leaving a positive impact. Staff within a setting should all be confident and have the knowledge in their own areas of work who know the value of participation from others to create an effective leadership as a team. This can show positive outcomes with people inspiring and influencing each other instead of one person carrying out a separate task independently. Leadership has requirements for certain characteristics such as, encouraging reflection, communication, commitment and ensuring understandings are shared. However, Changing Works (2016) argue that not all situations need leaders. When this occurs, a leader position can often be seen as irritating and any advice offered would be rejected due to the lack of authority in the leader. Team members may not need to be told what they need to do. Also, in some circumstances staff are knowledgeable and experienced in their job and do not require any more guidance. In some situations, a leader is only needed to motivate the team in doing their jobs which could not be considered a leadership role. Reed and Canning (2012) point out that although leadership and management in early year's settings can be demanding, it is a necessity. This is because members of the team should have awareness of themselves as well as good intelligence emotionally, however, this is not always guaranteed. Strong quality leadership can show improvements and positive outcomes for children and their families.

Pedagogical Leadership

What It Is

Male and Palaiologou (2013) define pedagogical leadership as working with learners and leading the child. In the classroom, teachers are leaders as regarding children and their learning, teachers have a direct connection with them. Male and Palaiologou (2013) match Bruner's support with pedagogical leadership. His view is that pedagogy is at the core of all children's organisations. Pedagogical leadership is defined by Bruner as the relationship between the learners engagement, economic and socio-political context. Pedagogy emphasises the importance on constructing knowledge and the learner engaged with this as well as investigating a range of teaching styles. This can ensure the teaching and learning can take place effectively from following policy. However, Neff (No Date) put forward Vygotsky's argument with pedagogical leadership. Vygotsky describes how active learning communities

are constructed through teachers. Learning occurs through a child's interaction with those around them. This gives teachers a leadership as they have to take this responsibility into consideration and create a stimulating environment that encourages children to learn. This can increase participation, feedback and discussion which improves learning. This interaction is shaped by culture as teachers have to follow abilities, skills and rules. Vygotsky argues that pedagogical leadership fails to promote the importance on language by not encouraging reasoning. This style also does not consider whole class leadership and every individual as a coach to promote independent thinking. However, Male and Palaialogu (2013) tell of the argument that pedagogy should not depend on a model but should go with context as there are limitations such as only focusing on teaching and learning. Any type of leadership should be thinking about the future without influence but with the control of making decisions. This can be seen as a misconception of power that comes from agenda's from the government. This can also show the effect of leadership using a model as it moves the situation from reality and could no longer be achievable. By separating models from leadership, it can viewed more as a process which can include understanding, interpretation and applying yourself to the situation. In this circumstance, the term pedagogy should be understood before leadership can be in the process. Pedagogy shapes behaviours of leadership as well as settings, rather than having leadership that is dominant and over power the pedagogy side.

Other Aims

Male and Palaialogu (2013) describe that pedagogical leadership can be made up of many different aspects other than just learning and teaching. This can include changing to the cultural progression and adapting to the implications of pedagogy. This can be achieved through acting upon changes and reflecting on the situation in order to reconstruct it. Pedagogical leadership goes further than just practice within an environment of learning which include, technology, knowledge, everyone participating in activities and the community ecology. However, Murray and Clark (2013) argue that children's settings are relied on to much regarding leadership. Early Childhood Education and Care (ECEC) face limits with pedagogical leadership as it is focused on positional leaders such as head teachers of a school. This leadership style also limits the focus on actions, skills, personality and behaviour of a leader. It is focussed upon that another important aspect that pedagogical leadership does not put enough emphasis on. This is relationship building with the community as well as professionals and parents.

Qualities

Male and Palaologu (2013) identify certain characteristics that can help to achieve pedagogical leadership and insist leaders have to make a practical and sensible judgement on how to act in situations. It should be recognised that when there is commitment between leaders, implications may follow within the community. Leadership should be based on valid and reasonable judgements. The pedagogical leadership provides an approach that is ethical and considers values. This is shown when a project is considered only if it benefits those involved and the community. However, Murray and Clark (2013) argue that different leaders show different characteristics and can often isolate those who do not see these characteristics in themselves. Pedagogical leadership does not focus on the benefits of participation and learning through involvement, shared knowledge and dialogue. It can be identified that female characteristics may contribute to this as it is suggested that women prefer enabling compared to authoritative leadership which shows they would rather have power for a purpose over power over individuals. Opinions on leadership can effect expectations and behaviour on participation. It is essential that all staff members are considered a leader so the participation is all necessary in creating a quality setting. A leadership style that offers encouragement of participation and regardless of their position gives power to all is more likely to be more successful. This is because different professionals of different agencies can care in a variety of ways to the child and their family as creating effective working relationships is crucial. This is also why leadership cannot be based on authority as they may not have the same connection to organisations which can create challenges by following a more traditional style of leadership. However, Berg et al. (2012) discuss women's emotions that are often felt when involved in a pedagogical leadership. As leaders, women often feel that compared to men, they are treated differently. There are stereotypes about women being caring and suit a more transformative leadership styles. Due to women's nature, it can be found that their time is often occupied with men confining to them and turning to them for decision making without giving them the benefit of contributing. The Welsh Government (2017) explain The Equality Act 2010 support with pedagogical leadership. Within the act, it is stated that everyone should have the same opportunities and that everyone is protected from discrimination. This discrimination can be because of gender and ages. There is emphasis on protecting women from discrimination and work together to support them. Everyone should be included in making decisions in a setting as well as having respect for each other. Everyone also has the right to have the same opportunities as others, be treated fairly and be free from discrimination.

Example

An example of pedagogical leadership that occurs within a primary school is demonstrated in many different ways. Teachers and staff involved in classrooms show pedagogical leadership every day as they are teaching children every day. For this to be done effectively, staff should have gotten to know every one of their pupils and make a strong bond with them all individually. The environment of the classroom should make children feel comfortable with striking colours and appropriate decoration. It should also contain children's work so that they can feel appreciated and that their work is valuable for everyone to see. This can help the child to feel more in homely environment which will positively affect their work. To ensure children are interested in the subjects being taught, planning of lessons should be well planned and organised on how this will benefit the children and their development. Teaching throughout the day should all be done in different ways to keep the children engaged. This can include, outdoor learning, indoor learning, group work, individual work and using a variety of resources. Policies and procedures also have to be considered and followed throughout the range of activities.

Transactional Leadership

What It Is

Lindon and Lindon (2011) illustrate the style of transactional leadership. This style can be viewed as a key side of management due to the interaction. It can be used to view the meaning of true leadership and characteristics which help transform this. Management work should consist of the children and their families being at the focus of the situation. Inconsistent and weak management in a setting would reflect in the children's development. The best structure for the setting should be constantly changing and improving. Welsh Government (2015) contribute to transactional leadership and support with the Education School Development Plans (SDP) Wales Regulations 2014. It is a requirement that SDP is a three year plan with the aim of how the setting will achieve certain targets. This includes how the staff as a team will develop in order to achieve these targets. It is recognised that family engagement is important as well as building effective relationships, however, this can often be challenging. Leaders should be non-judgemental and sensitive regarding children's families and their views. It is shown that families particularly from a low-income are sometimes hesitant to become involved with the school and this needs to be understood that they cannot be forced. However, with encouragement, if the families to become involved it is often those children who benefit the

most from this support. Leaders need to create activities suitable for addressing conflict, supporting and motivating staff as well as helping family members. Having a vision is key for leadership which is the core of working with families as they are a vital aspect of children's learning. Leaders should have quality communication skills in order to engage family members along with commitment that would benefit the children, community and school. They should also be open to a variety of differences within families to gain a working partnership with children and their surrounding family and community.

Other Aims

Lindon and Lindon (2010) report that managers should be aware the most significant part of the role is to achieve high standards for children and their families and any other organisations involved. A group of leaders who work together can achieve better outcomes than people working independently. However, Wells et al. (2014) argue that transactional leadership can be compared to transformational leadership. The transactional style follows a traditional approach to leadership whereas the transformational style can be seen as a new approach to leadership. Unlike, transactional leadership, transformational focuses on the setting having a positive outcome.

Qualities

Lindon and Lindon (2010) summarize that transactional leadership can be done with the help of managers having a variety of social, technical and conceptual skills along with confidence. Technical skills provide the manager with the knowledge about procedures, processes, techniques and methods that can benefit the setting. Communication is an essential skill to have as a manager to create effective relationships with other staff members. Conceptual skills provides the manager with the ability to analyse and think logically. When influencing other staff members, power is gained which creates more responsibility. With more power, other staff members are more likely to accept suggestions which is using authoritative power appropriately. This can come with rewards such praising and making work more enjoyable. Open discussion within meetings do not always have the best outcomes and managers should know what is best for the setting. However, Eddy and Sears (2012) argue about the age within transactional leadership. It is shown that leaders of a younger age have more social skills due to the era and are able to show more positive attitudes and tolerance towards diversity compared to older generations. It can also be suggested that those of a younger age can develop social

expertise positively compared to the older generations who pay more attention to the ethical aspect of a setting. They also argue that someone's life experiences and age make up someone intelligence culturally. Someone of an older age is considering to have a motivation stronger than those of a younger age as they are more willing to give back to their communities. Leaders of a younger age often have more recent skills to contribute to a team such as persuasion and foresight compared to those who are older. However, Wells et al. (2014) argue that females often show characteristic qualities of nurturing, helpful, sensitive and sympathetic. This can be contrasted with male qualities who are often described as being dominant, aggressive and confident. Gender role stereotypes suggest that females show more common characteristics compared to males. Transactional leaders have been more linked with stereotypical male gender roles compared to transformational leaders who are more connected with stereotypical female roles. It can also be reported that females are more higher rated than males in transformational leadership styles. However, transformational leaders have been shown to be more effective than transactional leaders yet female leaders who conform to the stereotypical characteristics are proven to be more effective transactional leaders. This can be compared to male leaders as due to their stereotypical characteristics they were not seen as effective as females when following a transactional style leadership. However, this can be compared to the United States business setting as male leaders there have been more associated with transactional leaders who shown more of the stereotypical female qualities. They are also similar styles as transformational also focuses on people's values and skills as the important aspect of leadership.

Example

An example of transactional leadership can be used during management meetings. Anything that is mentioned within these meetings should have children and their families as well as the community at the centre thought of anything that gets decided. Meetings within the management should be held often as the setting should be constantly changing in order to improve. Each manager involved should have a strength that they can bring to the team and this should be recognised from the beginning. This can improve the communication within the management team which would progress into making more beneficial decisions. Targets should constantly be discussed and how everyone is participating to reach these targets. As the management team, whatever decisions are made should be told to other agencies that are involved with that setting. This can encourage further input which may have benefits to the

setting. When certain tasks are given to the management team they should be done by more than one person to ensure everyone is giving feedback and support to their smaller teams.

Distributed Leadership

What It Is

Heikka et al. (2012) establish that distributed leadership and shared leadership are often referred to as the same style of leadership, however, they are two different styles that have similarities. Distributed leadership when being successful in an achievement is often because of the influences of interactions between the staff members within the settings team. Brown and Rogers (2014) support this and show that real life situation can help a leader's performance progression as they build up their leadership practice. This suggests that the number of situations that the leader will encounter also increases as the leader becomes more knowledgeable. The Welsh Government (2016) requirements support the use of the distributed leadership style. It is suggested that as settings are increasing their collaboration, freedom and participation, that there has been a partnered development in leadership within school and its participation. There is a strive for settings to be collaboratively building on cultures and also a necessity for leadership tasks to be shared as they can be complex and difficult in a modern day setting environment. Distributed leadership style is rising due to the significant difference it appears to make with learning and teaching that pedagogy leadership would agree with. An effective leadership team shows a greater impact on children's progress and development which is shared within the setting. However, Muijs et al. (2004) argue that distributed leadership style can be compared to leadership styles in Australia. In Australia, it has been found that a leadership style has not been used which had significant outcomes because of this. A work environment in connection with low levels of staff then linked to children having lower scores in the development of childhood as well as emotional and social skills. This was because of the lack of the emphasis on a quality leadership team. It has been found that a high number of settings are lacking progress and improvement due to the leadership quality as lower levels of staff have minimum involvement in important decision making. This emphasises the importance of distributed leadership as this contributes positively to children's outcomes. This can be compared to the lack of leadership of Australia and how this reflects in the outcomes of children.

Other Aims

Heikka et al. (2012) include there are many different aspects to this other than just the tasks being shared within a setting. It also consists of interaction at deeper levels between shared goals being aimed for by staff. This leadership style emphasises the importance of a variety of situations which suggests leadership can be distributed from many aspects of the situation such as, language, tools and organisational structures.

Qualities

However, Muchiri et al. (2011) argue that distributed leadership fails to mention key qualities an effective leader and leadership team should consist of. This style also does not consider those members of staff who are not on a leadership team yet still have an important and valid input. Also, the distributed leadership styles ignores the difference of the genders and what they can bring to make an effective leadership team. The key to effective and quality leadership is made up of honest, equality, fairness, communication and commitment. This has originated from a setting where males have non-management roles yet who are staff members. Males who are not on the management team also suggested an effective leadership consists of a leader who supports and assists other staff members. Another suggestion was also a leader who listen to what all employees have to contributed regardless of whether they are on the management team or not. This can also lead on to another contribution to an effective leadership team which is the development of staff. This can be seen as essential as the better the staff get, the better the setting gets which benefits all those involved. Males on the management team described their opinion of the qualities of what makes an effective leadership team. This included having a vision as this gives the team something to aim for and prepare for the outcome of the situation. This can be compared to female opinions who are also not on management teams. Communication can be viewed as a necessary participation in quality leadership so that everyone can be involved and aware of any changes and improvements being made to the setting. Decision making was also another quality as someone has to decide what is best for their working environment and question how the staff and the children can benefit from the outcome. Females who are on management teams described effective leadership as being supportive and cooperative with the leader of the team. This then leads on to another quality which is having a positive working attitude which should be central to the leadership team. However, Muijs et al. (2004) argue that distributed leadership can also be compared to New Zealand as quality leadership in their settings is viewed as an essential aspect. It is identified as building strengths within the setting and the community, having a vision and aiming for this

to be completed, everyone in the setting including staff and children become learners and showing children who their leaders are. The leadership style they follow is a mixture of the main leadership styles such as, conceptual, advocacy, administrative, community and as mentioned previously, they also follow pedagogical leadership. Conceptual leadership involves change and movements socially and showing leadership within the broader framework. The advocacy leadership style looks at the future of the setting and how long term visions can create something to aim for. When following this style, legislation and media aspects need to be considered. Administrative leadership involves financial management which none of the previous styles discuss mention. Community leadership style is the connection between the setting and the community which is achieved through communicating with families, other agencies and publically announcing. However, even though distributed leadership is not mentioned New Zealand follow many leadership styles which suggest that roles and responsibilities are shared. It is described that New Zealand links with distributed leadership as there are many different types of leaders needed, however, this requires training in most circumstances. Within settings, the community is at the core of any decision making with leaders having a quality political role. In New Zealand strong leaders had the qualities of commitment, valuable relationships with staff and pupils, recognising other leader's staff member's weaknesses and strengths, developing personally and well responding. With these qualities come, motivating, visionary and being able to make strong decisions.

Example

An example of distributed leadership is shown through daily decision making as well as in meetings. Leaders perform best when they have had more experience in certain situations as it makes them more knowledgeable on the circumstance and know what to do. If leaders can practice different outcomes on a variety of situations this can help them be more prepared when they have to act upon it. When following a distributed leadership style, tasks are shared out between the staff so that the pressure of completing these task is shared around which minimises this pressure. During the sharing out of tasks communication is key to ensure those who have different strengths are given tasks that suit this. However, this cannot always be the case which is why it is important to practice in different areas of the setting to prepare for future situations. When tasks are taking place communication should occur to inform other staff members what is happening and if any help is needed.

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