

PEDAGOGIES FOR LEADING PRACTICE

Edited by

Sandra Cheeseman and **Rosie Walker**

Series Editors

Alma Fleet and **Michael Reed**

THINKING ABOUT PEDAGOGY IN EARLY CHILDHOOD EDUCATION



PEDAGOGIES FOR LEADING PRACTICE

Bringing together the experiences of professionals from around the world, this essential text explores the intersections between pedagogy and leadership to consider how effective Pedagogical Leadership can be used to foster the collaborative engagement of children and their families, staff and practitioners, and ensure high quality provision in early years settings and services.

Pedagogies for Leading Practice showcases a vast range of experiences and ideas which are at the heart of professional practice. Written to provoke group discussion and extend thinking, opportunities for international comparison, points for reflection, and editorial provocations will help students, policy-makers and others engage critically with wide-ranging approaches to leadership in early years practice. Considering varied forms of collaborative working, the challenges involved in becoming a pedagogical leader, and the role of management in meeting institutional demands and the needs of the wider community, chapters are divided into four key sections which reflect major influences on practice and pedagogy:

- Being alongside children
- Those who educate
- Embedding families and communities
- Working with systems

Offering insight, examples and challenges, this text will enhance understanding, support self-directed learning, and provoke and transform thinking at both graduate and postgraduate levels, particularly in the field of early childhood education and care.

Sandra Cheeseman is Senior Lecturer in early childhood policy, leadership and professional experience at Macquarie University, Sydney, Australia.

Rosie Walker is Senior Lecturer at the Department for Children and Families, School of Education, University of Worcester, UK.

THINKING ABOUT PEDAGOGY IN EARLY CHILDHOOD EDUCATION

Books in this series will serve as critical companions for senior undergraduate and postgraduate students conducting study and research in the field of early childhood education and care. As well as contributing to the thinking of teachers in a range of countries, these books will also be of interest to policy-makers and thinkers in a range of disciplines including health, welfare, sociology and community-building. Introducing new ideas and differing viewpoints from around the globe, texts take the reader beyond known cultural, ethical and geographical boundaries, to explore children's perspectives as a key component in early childhood pedagogy.

Each book in the series is divided into four interconnected sections: being alongside children, those who educate, families and communities, and policies and systems, to encompass the wide-ranging influences on contemporary pedagogical practice. Editors offer provocations to both link the chapters provided and offer directions for further thought. Grounded in sound empirical evidence, taking a global perspective, and born of critical and collaborative reflection, texts encourage readers to consider ideas which might be applied in their own learning, study and practice.

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PEDAGOGIES FOR LEADING PRACTICE

*Edited by Sandra Cheeseman and
Rosie Walker*

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FOR ALEC AND GRETA (SC)

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VOLUME EDITORS' ACKNOWLEDGEMENTS

We warmly thank the children, families and communities who are central to this volume. Many rich stories come to life because people are prepared to share their lives and experiences. This volume is testament to those who courageously take on the challenge of telling those stories in interesting and authentic ways. It has been wonderful to capture the vastness of leadership experiences from many parts of the world.

Our thanks to series editors Alma and Mike for their initial inspiration in conceptualising this series about pedagogies in early childhood. We have gained from their hard work and meticulous eye for detail in looking over, under, backwards, forwards and through. Sincere thanks to the team at Routledge for their expertise and direction in moving from thoughts to print.

It has been a pleasure to work with each of the authors, who, over the time of writing this volume have each encountered life's tricks and turns, competing priorities and the incessant demands that come with working in early childhood. It has been a privilege to work with such great minds and generous spirits as we together have explored the complexities and nuances of early childhood leadership across nations. We appreciate and applaud the many acts of leadership and courage that were demonstrated in bringing this volume together.

We trust that all who read this volume will be enriched by the complexity of thinking, the provocations presented and the vision for leadership, now and beyond.

Sandra and Rosie

SERIES EDITORS' ACKNOWLEDGEMENTS

Children put their trust in those who hold their hands. From that perspective, we note that the Editorial team at Routledge believed in this book series from the start. They and the Production team transferred that belief into many small actions which taken together helped us make big decisions. Thanks to Alison Foyle and Elsbeth Wright and everyone who held our hands. The Volume Editors watched over the contributors' playground and made it a wonderful place. The contributors themselves generated energy, shared their knowledge and shaped the play space. As Series Editors, we very much enjoyed the opportunity to play with this collection of diverse, warm, supportive, intelligent and creative individuals.

Our thanks to all.
Alma and Mike

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ABOUT THE SERIES EDITORS AND CONTRIBUTORS

Series editors

Michael Reed and Alma Fleet were the driving force behind the production of this six-book series involving over 85 editors and authors. They have shaped the direction of each volume and carefully considered which authors and editors would be best suited to bring their expertise to the project. Both are experienced university tutors and have previously collaborated on a number of projects, including a book on Pedagogical Documentation, a symposium at the European Early Childhood Education Research Association and an international conference on educational quality in North Africa.

Alma Fleet is an Honorary Associate Professor at the Department of Educational Studies, Macquarie University, Sydney, NSW, Australia. Formerly Head of the Institute of Early Childhood, her doctoral study was in the area of early childhood teacher education, with a focus on the practice teaching experience. She works extensively with educators across the early childhood sector, engaging those in schools and prior to school sectors in educational change initiatives, particularly through contextualised investigations. Recent publications include Fleet, DeGioia, Patterson, with contributions from colleagues (2016), *Engaging with educational change: Voices of Practitioner Inquiry*; Fleet, Patterson, Robertson (2017), *Pedagogical documentation in early years practice: Seeing through multiple perspectives*; Fleet (2017), *Planning, programming and embedding curriculum*. In B. Gobby and R. Walker (Eds.) *Powers of Curriculum: Sociological perspectives on education*.

Michael Reed is an Honorary Senior Fellow of the School of Education at the University of Worcester, England. He is also a Visiting Professor at the University of Ibn Zohr, Business School, Agadir, Morocco. He is a qualified teacher and holds advanced qualifications in Educational Inquiry, Educational Psychology and Special Education. The series editorship builds upon his experience of writing books, book chapters, research papers and co-edited textbooks. These include *Reflective practice in the early years* (2010), *Quality improvement and change in the Early Years* (2012) and *Work-based research in the early years* (2012). More recently, *A critical companion to early education* (2015) and, in conjunction with the Pre-School Learning Alliance in England, *Effective leadership for high quality early years practice* (2016).

Contributors

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Sandra Cheeseman is a senior lecturer in early childhood policy, leadership and professional experience at Macquarie University, Sydney. She brings to this role extensive experience as an early childhood teacher, director and senior executive in a range of early childhood settings and organisations. Sandra was a member of the core writing team which developed the Early Years Learning Framework (EYLF) for Australia and has since worked on a number of related research and professional projects, particularly in the areas of pedagogical leadership. Sandra is co-author of the book *Leadership, contexts and complexities in early childhood* (2017), and sits on a

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Gaynor Corrick led provision in a rural county of England for 15 years, graduating and gaining her qualifications whilst maintaining her lead practitioner role. She now contributes to Early Childhood Studies and Primary Outdoor Education undergraduate teaching as a tutor and has presented research papers at international events. She is currently completing an MA (Education). Her research interests are focused on developing pedagogic approaches to leading and managing provision.

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Alma Fleet is an Honorary Associate Professor at the Department of Educational Studies, Macquarie University, Sydney, NSW, Australia. Formerly the coordinator of a targeted Bachelor of Teaching for Aboriginal and Torres Strait Islander students, she has been privileged to work alongside the First Australians in a range of contexts. With colleagues, she has written related reports for government, professional articles, and sector-specific publications including Fleet & Hamilton (2018) *Valuing Aboriginal Educators in Pedagogy+* (v3); Fleet, Kitson, Cassidy, Hughes (2007) *University-qualified Indigenous early childhood teachers: Voices of resilience*. *Australian Journal of Early Childhood* 32(3).

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Alison Prowle began her career as a primary school teacher where she first began to see the effects of multiple disadvantage on children's outcomes. This sparked a passion for early intervention with families with young children, working within schools, children's centres, the voluntary sector and local government. As Integrated Services Manager for Children, Young People and Families for a Welsh local authority, Alison was responsible for managing a range of universal and preventative services for children and families. She is an advocate of strength-based approaches that empower families and communities. Since April 2013 Alison has been teaching, researching and writing in the area of Adverse Childhood Experiences, Integrated Working, Parenting and Families at the University of Worcester.

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Jacqui Tapau is a descendent of the Kullilli and Kabi Kabi nations of the southwest and the sunshine coast of Queensland. She is currently the nominated supervisor of an 81 place early childhood service within her local Aboriginal community of Cherbourg, the home of the Wakka Wakka people. Working in the community has helped her with personal and academic growth. After 18 years of working in early childhood, she has completed her Bachelor of Teaching (Early Childhood Services) and is part of a Leadership Circle. She shares the belief of role modelling quality early childhood practices and training with her fellow educators and managers which can only benefit the families, children and community as a whole. She has four children, seven grandchildren and has helped raise her nephews and nieces.

Rosie Walker is a Senior Lecturer at the Department for Children and Families, School of Education, University of Worcester. She co-wrote *Success with your early years research project* (2014) and co-edited *A critical companion to early childhood* (2015) as well as writing journal articles. Professionally, she has managed two large children's centres and is a qualified social worker.

Manjula Waniganayake has been involved in the early childhood sector as a teacher, a parent, a policy analyst, a teacher educator, a researcher and a writer for over three decades. Her teaching and research interests cover childhood socialisation, family diversity, as well as educational leadership and quality assurance matters. She was awarded an Honorary Doctorate from the University of Tampere, Finland for her contribution to Early Childhood Leadership. Manjula has been working with colleagues from England, Estonia, Finland, Malaysia, Norway, Singapore, South Africa and Thailand. She believes in diversity and social justice. She values pedagogy and learning from others and considers teaching to be a noble profession.

PREFACE

Finding purpose and direction

This volume is a critical companion for those studying ways to lead early educational practice: a contemporary theme which is considered key to promoting quality experiences for children. It therefore introduces differing viewpoints, asks questions and encourages further study. Its production has involved many people, including the children, parents and professionals who allowed us to enter their worlds and capture day-to-day practice. It also involved drawing upon the expertise of experienced chapter authors, publishing editors and administrators, who worked together to make that practice visible and become much more than simply words on paper. It was a process which took a number of years to come to fruition and involved Series Editors locating people with expertise who could write about issues relevant for the advanced study of early education. It also involved the Volume Editors who have shaped and exposed issues within and between chapters in order to provoke critical thinking.

The series is therefore the product of a shared personal and professional community of practice and its ethos and design reflects the collaborative forms of leadership that you will read about in this volume. The growth and well-being of all participants in this educative process are key, particularly as the processes engage, support and extend children.

The volume itself, as with the other five volumes in this series, is divided into four interlocking sections:

- Being alongside children
- Those who educate
- Embedding families and communities
- Working with systems.

The sections represent key influences on pedagogical practice in action and should be regarded as interconnected themes which underpin pedagogical practice. They contain views intended to take the reader beyond known cultural, ethical and geographical boundaries and to explore contemporary practice in action. This is particularly important in an early educational world which appears to be struggling to find a balance in working to meet national regulatory requirements while developing local educational environments nurtured in relationships. These issues can be informed by and challenged through developing local interpretations of these larger ideas (Fleet, 2017) and considering what actually promotes professional decision-making and pedagogical leadership.

The chapters have been shaped by distinguished authors and accompanied by carefully constructed provocations from volume editors. Collectively, these provide insights and challenges for those seeking to be called pedagogical leaders and those who are already in roles incorporating this responsibility. The chapters should be seen as a professional invitation to examine existing practice, explore new philosophies and re-imagine practice.

It is a volume which therefore touches upon many facets of professional behaviour and asks questions about professional approaches to managing people and leading pedagogy. “Pedagogical leadership can involve coaching, mentoring, initiating professional conversations and modelling ethical practice in order to build the capacity of the staff team as curriculum decision-makers” (Waniganayake, Cheeseman, Fenech, Hadley, & Shepherd, 2017, p. 102).

This message underlines the need to carefully consider and understand differing and agreed professional practices and develop personal and professional questions about a wider intellectual and moral professional landscape. For example, who determines the accepted behaviour for a profession, to what extent is this a primary role for a leader? To what extent does contemporary professionalism mean the ability of a leader to understand the relationship between day-to-day pedagogical practices and meeting regulatory requirements? Where are the intersections between the cultures of the community, the lives of children and their families, and the responsibilities of pedagogical leaders?

Many of these questions are discussed and given prominence in the volume; the chapters also consider wider overlapping dimensions such as differing international professional practices and

diverse institutional demands. They also interrogate the way provision varies in terms of scale and the extent to which it reaches out to local communities. They ask questions about differences in power, collaborative working, policy formation and how change has occurred and is managed. These are questions which we hope are useful not only as pointers for discussion, but potentially to prompt further study alongside professional colleagues.

Michael Reed & Alma Fleet

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