

# Index

ability repertoires 85 doing advocacy 150 Aboriginal Dialect 154 eco-advocacy 151 Aboriginal peoples for educators, importance of 156 children, views of 150 everyday advocacy 148 kin group spirituality 149–50 leading, internal and wider world language, Dialect 154 advocacy 148 ways of learning 23 reflections 151, 154, 159 Aboriginal worldviews 61 responsibilities beyond-the-fence 157–60 Aboriginality 149 rights advocacy 23 accreditation 21 rights advocates 147 acknowledgement (of cultural identity) 23 true advocacy 148 action(s) 111, 141 views – idealised leading-managing 147 action competencies 19, 22 affect theories 20 action-oriented leadership/leadingaffirming 19 managing 25 agency 129, 132 action plans for reconciliation 23, 111 allophilia 17 best practice values and actions 21 ambience 75 caring actions 26 ambiguity 27 multiple staffing actions 85 analysing 85 professional actions 105 andragogy 51 related to embracing rights 150 anti-bias 132 roles with actions - team Appreciative Inquiry 63 stakeholders 84 appreciative inquiry assumptions 94 activism 158 artefacts 139 advocacy-activism distinction 160 assessing 85 acts (State) 97 attitude 17 adaptability 93 Australian Association for Environmental adult learning 51 **Education 72** adult routines 135 Australian Children's Education adult-child ratios 86 and Care Quality Authority advocacy 53, 72, 74, 156 (ACECQA) 58, 69, 86 advocacy attributes 158 Australian Research Alliance for Children advocacy everywhere 160 and Youth (ARACY) advocacy–activism distinction 160 policy beyond-the-fence 111 change, futures and advocating 153 The Nest 111 child advocacy 159 authority (division of) 25



### Index

autobiography 4, 50, 52 Bronfenbrenner's bioecological systems autoethnography 52 theory 60 awareness 10-11 Bronfenbrenner's nested circles or layers global awareness, acting with 157 4, 65, 67, 68, 76, 97 social awareness 23 bullying 99 'bush' or 'beach' kindergartens 61 baggage 137 business (local) 73 becoming (three Bs concept) 14-15, 134 being (three Bs concept) 14-15, 134 care/caring 27, 158 'being' in the community 151 care vs education debate 58 ways-of-being questions 14 caring actions 26 beliefs 15-16, 20, 34-40, 141 caring crossroads 135 personal-professional belief caring relationships 17 systems 106 caring with everyday routines, belonging (three Bs concept) 14-15, responsibility for 135 39-40, 134 duty of care 97, 99-100, 135 eco-caring 2, 4-5, 16-17, 19-20, 24, 28, Belonging, Being & Becoming, The Early 101, 131, 135, 140, 151 Years Learning Framework for Australia 53, 88, 121, 124, 143 ethos/ethic of caring 16-17, 19-20, 158 practice-principles 62 Centre for the Study of Social Policy (CSSP) benchmarks, quality 21 guiding principles for policy work 112, 113 best practice 21 resources 113 'beyond' vision 158 beyond-the-fence 96, 104 Child Care Act 1972 (Cwlth) 69 advocacy responsibilities 157 child care centres 59 beyond-the-fence communities, true child-centred educational approach 138 advocacy in 148 childhood 26 beyond-the-fence learning sessions 94 sociocultural-historic concepts of 128-9 policy within 111 children Aboriginal (agentic) family view of 150 professional engagements 71 settings, contexts surrounding 68–75 adult-child ratios 86 workplaces 68-71 agentic children 129 bioecological systems theory 60 best interests of 152 'blanked-out' 128 child advocacy 159 body, the 90 children's learning body language 44 children's involvement 141 brainstorming 152 educators' involvement 141 branding 49 family and community involvement see also naming 143 brokering 157 involved parties 140

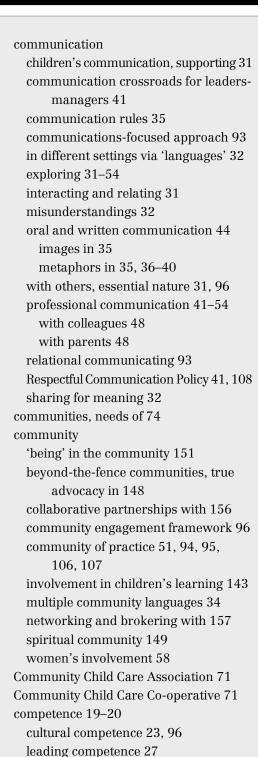


responsibilities framing 134

responsibility for 137

children's memory 11

## Index 1



self, capable/competent view of 22

confident, capable and considerate 134 culturally and linguistically diverse 34 empowering 155 'empty' or 'erased' image of 128 as engaged citizens 128 'the innocent child' 150 managing 142 'marketised' 130 professional and social image 158 relationships with children policies and procedures 109 resilient children 129, 130 rights 34, 93, 159 children's basic rights, honouring 98 safeguarding identity and privacy 46 sociocultural-historic concepts of 128-9 transition from ECE to school 72 well-being 137 Children's Services Regulations 2009 69 Circles of Change (CoC) 143 clarity 139 class 33 clustered talents 85 coaching 91 code of ethics 96, 153 co-learning 50 collaboration 84 collaborative consumption 137 collaborative partnerships 96, 151, 156 collaborative professional learning 51 leadership intertwining with collaborative approaches 123 colleagues 48 collective self 24

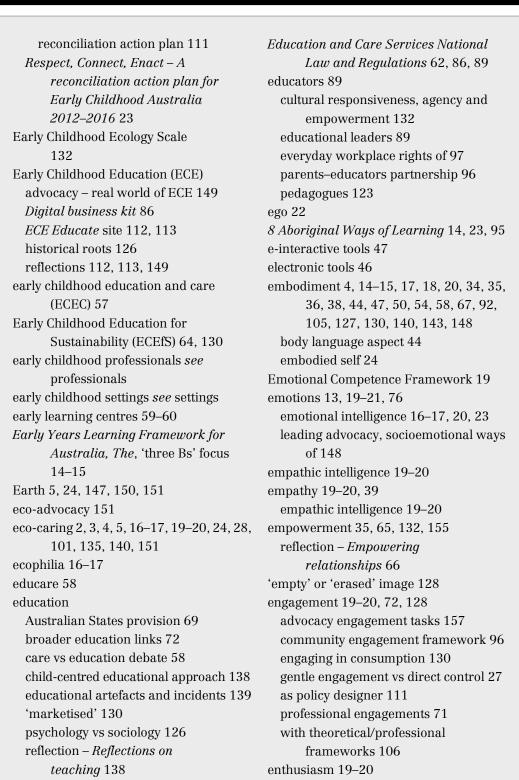
'common good' features 122, 130

Commonwealth of Australia 69-70



computers 46 decision making 104 confidence 13, 134 Declaration of the Rights of the Confidentiality 99 (1959) 98	hild
confidentiality 99 (1959) 98	hild
connectivity 77	
connectivity 77 designated leader-managers see	
consumables 73 positional leader-managers	S
consumption 130 diaries 142	
collaborative consumption 137 difference 35	
Convention on the Rights of the dignity 152	
Child (CRoC) (1989/1990) direct control 27	
98, 159 directing 85	
coordinators 90 directors 90	
core values 19–20 perceptions 90	
corporatisation 130 dispositions 26–7, 93	
creativity 125 'dispositional silhouette' 26	
working creatively 19 diversity 58	
criss-crossing webs 139 cultural and linguistic diversity	23,
crucial curricula 138 32, 34	
'culturally responsive ecology' conceptual diversity and equality guidelines	112-13
framework 132 of early childhood settings 32, 5	57–67
culture of services 59	
cultural competence 23, 96 understanding 131	
cultural diversity 23, 32, 34 'do no harm' principle 20, 94, 99-	-100,
cultural East to West frames 26 122	
cultural identity, acknowledging 23 see also harm; 'precautionary'	
cultural responsiveness 131 principle	
culturally efficacious teachers 132 documenting/documents 41	
culturally sensitive resources 23 reading 46	
'culture' vs 'connectivity' 77 doing 14	
of early childhood settings 37, 93 as political activism 158	
evaluation capacity and culture 76 double writing 45	
grouping by 33 'dressing' 12–13, 17–18	
kindling culture 154 're-dressing' and 18	
sociopolitical cultures, policy creation duty of care 97, 99–100, 135	
within 104	
curriculum 123 Early Childhood Australia (ECA) 7	'2
crucial curricula 138 ECA Code of Ethics 41, 96, 136	153
meaningful curricula 137 Getting up to speed – Digital bu	siness
theoretically based curricula kit for Early Childhood 73	
models 127 policy beyond-the-fence 111	







environment	finances/financing 86, 137
environmental and situational	followers 25
analysis 63	forest kindergartens 59–62
Environmental Education in Early	four Es 19–20
Childhood (Victoria) 72	Four Rs framework 111
indoor and outdoor environments 140	furnishings 61
'third teacher' 140	individualisation to reflect
equality 112	values/aims 63
essentialising 33	indoor/outdoor furnishings 63
ethics 16–17, 19–20, 158	
ethical advantage 150	Gandhi 52, 93, 146
strong work ethic 93	Gardner's intelligence theory 94
ethnicity 33	gender 14–15, 26, 35, 50, 90
ethos/ethic of caring 16–17, 19–20, 35, 158	enthusiasm and 20
evaluation	grouping by 33
evaluating (three-layer administrative	see also embodiment
process component) 85	global world 32
evaluation capacity and culture 76	governing (long-term) policies 105
of interactions and relationships 33	government
expertise 19–20	Australian government
	funding types 59
facilities 86	links (beyond-the-fence) 68–70
Fairness Alerts Matrix 33, 132, 158	changeability – political and economic
faith 19-20	reasons 104
familiarity 13–14	Commonwealth of Australia 69–70
families	documents regarding reconciliation 23
collaborative partnerships with 156	government accreditation systems 21
cultural safety for all 23	government influence, words/phrases
culturally and linguistically diverse 23, 34	links with 34–40
family knowing, knowing families 32	other governments and organisations
family newsletters, double writing in 45	70
family practice 33	policy 'normative angle' relation to
in a global world 32	systems 108
involvement in children's learning 143	governmentality concept 113
meeting and greeting 33	grouping 33
reflection – A family workplace 78	groups
sociocultural backgrounds 33	leadership 'community of practice'
support for 110	groups 94, 95
feelings 13, 20, 37, 76, 93	positive intergroup attitudes, allophilia
thinking–feeling dynamic 19–20	and 17
see also ambience	guiding 142



habits

unfair habits 33

97, 109

homogenising 33

humanity 31

ideals 103

ideas

identity

14

identity work

self-identity 52

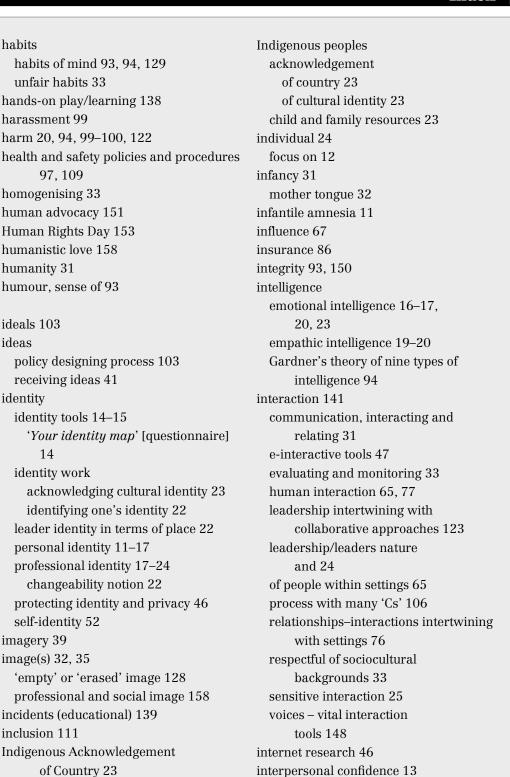
imagery 39

image(s) 32, 35

inclusion 111

harassment 99

Cambridge University Press 978-1-107-66918-5 — Leading and Managing Early Childhood Settings Nadine Louise McCrea **More Information** 





journals 142	complex and ever-changing nature 24–5
journey metaphors 2–7, 9, 17, 21, 24,	cross-cultural leadership, use of
27–31, 35, 39, 46, 53–6, 60, 65,	metaphors within 39
83-4, 100, 102, 112, 114, 118, 132,	doing with organising 27
138, 144, 147, 149, 161, 162	leadership 'community of practice' groups 94
kindergartens 59–60	'leadership for learning' (LfL) 94
'bush' or 'beach' kindergartens 61	leadership intertwining with
forest kindergartens 59, 61, 62	collaborative approaches 123
kindling culture 154	likened to a form of fantasy 22
knowing 14	nature-centred leadership stance 97
knowledge 158	practical theory of educative leadership
Knowledge Circle 95	framework 106
•	of self and with others 22
labels 49–50	Western leadership 28
labour (division of) 25	Western vs Eastern leadership 28
Lady Gowrie Centres 71	leader-managers
landscapes 60	ability repertoires 85
influences on 60	aspects 21
language	communication crossroads 41
Aboriginal Dialect 154	educational leaders 89
additional languages, acknowledging 32	identity
Australian Society for Indigenous	identifying 22
Languages 34	relationships, freeing oneself within 22
body language 44	in terms of place 22
communications via 'languages' 32	leaders
family newsletters, two languages in 45	followers and 25
grouping by 33	leader shaping 26
home language 155	leadership likened to a form of
humanity, centrality to 31	fantasy 22
meta-cognition about workings of 155	'micro-landscape' leader-managers 65
mother tongue 31, 32	positional and situational leader-
multiple community languages,	managers 20, 23, 26, 41, 46, 51-4,
resources and documents 34	84, 86, 90, 98, 103, 123
Standard English 154	sensitivity to others' values 106
laws 97	positioning as 'tall poppies' 148
leadership	positions held and sociocultural context
action-oriented 25	expectations 26
clusters of metaphors relating to	professionalism, engagement in 148
styles 38	qualities – rights basis 152



reading and writing via computers

46 - 7

## Index



making meaning 19-20

meaningful curricula 137

themes 103

meaningful policy topics and

adding clarity - metaphors 36

'relational carers' vs 'virtue carers' 17 sensitive and relevant settings 72 support for 85 sustainability and 72 'troubling' 28 leading-managing action-oriented 25 beyond-staffing responsibilities 92 comfortable relationships 32 complex and ever-changing nature 24 - 5crucial nature 123 dispositions 26 potential influences 26 with habits of mind characteristics 94 historical and customary appointments 90 idealisation of 147 leader-managers leader shaping/manager support 26 responsibility parameters 34 leading competence 27 leading for learning, learning for leading 94 leading with managing, definition 24 leading-managing facets for pedagogy creators 121 for policy designers 103 for rights advocates 147 for team stakeholders 84-92 managing children 142 reflection – *Leading and policies* 110–11 relational work 25 respectful 33 styles 26-7

197

potential influences 26

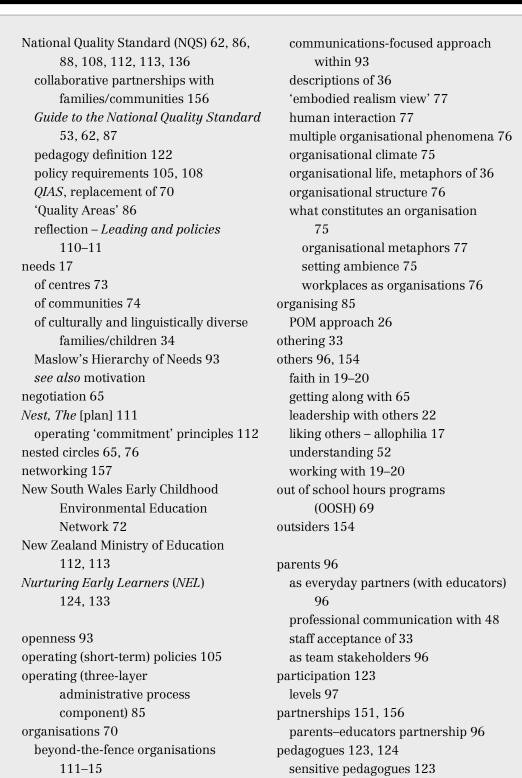
adult learning 51

learning



meaning (cont.)	mirrors (metaphorical) 18, 19,
personal meaning 50	50, 141
sharing for 32	misconduct 99
topophilia meanings 77	misunderstandings 32
media	Model of Communication Accretion
mass media 130	Spiral 96
media sources 49	monitoring
memory	interactions and relationships 33
children's memory 11	POM approach 26
memory work 10–11	Montessori, Maria 61
reflection – A moment of memories	morality
15–16	being moral 158
mentoring 50, 65, 91, 142	essential workplace morality 150
messages 32	moral higher ground 21, 108, 150,
conveying messages 41–54	153, 158
medium is the message 49	responsibilities linked with 152
mixed messages 44	rights advocate role, vision and
sharing messages 41	morality facets 149
tone of 35	mother tongue 31
see also communication	acknowledging 32
meta-cognition 155	motivation 93
metaphors 32, 36–40, 112	
clusters of metaphors	naming 49–50
regarding early childhood	naming places 57
settings 37	narrative
regarding preferred leadership	personal narrative 48
styles 38	storylines 13
cross-cultural leadership, use within 39	value of 50
'dance' metaphor for leadership 28	National Childcare Accreditation Council
forms of 35	69–70, 115
Images of Organization [book] 36	National Law (NL)/National
journey metaphors 39	Regulations 69, 86, 108, 110,
metaphorical mirrors 18, 19	112, 113, 124
of organisational life 36	children's basic rights, honouring 98
organisational metaphors 77	'responsible persons' positions 89
reflection – <i>Metaphor use</i> 39	National Quality Agenda 69
storytelling, metaphors and poetry links	National Quality Framework 58, 69,
39, 52	88, 110
thinking, influence on 36	BBB, The Early Years Learning
micro-links 71	Framework for Australia 88







pedagogy 154	personal identity (self) 11–17, 24
diversifying 155	balancing self 11–12
early contemporary ideas regarding	dressing oneself 12–13
127	emotional intelligence 16–17
ECE pedagogy 124	exploring self 13–16
dispositions within 129	personal strengths 13
foundational premises for 125	'personal/professional baggage' 137
influences on 125	philosophy
language of 122	collaborative philosophical
meaning of 122	statement 106
pedagogical ECEfS features 64	pedagogical philosophy 106
pedagogical philosophy, policy and 106	philosophical stances, understanding
pedagogical stances, words/phrases	126
links with 34–40	philosophy phrases 107
'pedagogy' definitions 121	policy basis 106
prompting with creativity 125	$reflection$ – $Personal\ philosophy$
viewing with 'understanding lenses'	133
125	settings and 61
pedagogy creators 121	whole setting philosophy 106
leading and managing facets 121	phrases 34–40
knowing what ECE pedagogy	place(s) 86, 110
encompasses 124	contemplating workplaces 57–79
people	exploring communication 31–54
collection of people – team 84	in-house rules regarding 99–100
contemplating workplaces 57–79	naming places 57
exploring communication 31–54	self-discovery and 13–14
human features 26	sense of place 17
naming people 49–50	site/place identification, names and 58
people's positions 88–92	sociopolitical places, policy creation
position descriptions 89	within 104
relational qualities/attributes 19–20	types of places 59–60
self-discovery and 13–14	understanding self 10–28
within settings 65	planning (three-layer administrative
roles 65	process component) 85
settings influence people; people	Planning, Organising and Monitoring
influence settings 67	(POM) approach 26
team players 84	play 138
thinkers and writers 126	poetry 39, 52
understanding self 10–28	policy
personal beliefs 34–40	appearance 115







positions (cont.)	contents 47–50
position descriptions 89	beyond the early childhood setting 48
review 89	within an early childhood setting
'responsible persons' positions 89	47-8
power 35, 39	naming people 49–50
power relationships 35	selling the setting 49
words, power and complexity of	forms of 41
34–40	professional storytelling and story
practical theory of educative leadership	writing 50
model 106	professional guidance (double view) 62
practice(s)	professional identity (self) 17–24
community of practice 51, 94, 95,	clothing the professional 12–13,
106, 107	17–18
ECEfS daily practices 64	'dispositional silhouette' 26
everyday practice 103	identity work 22
foundational practices 86	inventing/crafting with less ego 22
NQR guidance 110	multi-lens approach 22
operating policies covering everyday	values and beliefs aspect 20
procedural practice 105	working life 19–20
reflective practice 52	professionalism 150
as roles 84–100, 103, 121, 147–61	professionals
'precautionary' principle 20, 46, 99–100,	attributes, skills, knowledge and
112, 113, 122	dispositions 22
see also 'do no harm' principle; harm	change, futures and advocating 153
preschools 59–60	clothing the professional 12–13,
principles	17–18
basic values and principles 20,	exchangeable and overlapping roles 27
112, 113	focus 27
'do no harm' principle 20	key historic professionals influencing
Nests' operating 'commitment'	ECE 126
principles 112	non-career-staging, levels of 27
from professional affiliations 108	personal qualities, habits of mind,
privacy 99	attributes 26
protecting identity and privacy 46	professional actions, policy purpose
private self 11–12, 24	and 105
dressing to represent 12–13	professional and social image 158
privatisation 130	professional disposition 26
privilege/privileging 33, 39–40,	professional identity 17–24
152	role-relationships angle 65
professional communication 41–54	supporting children's communication 31



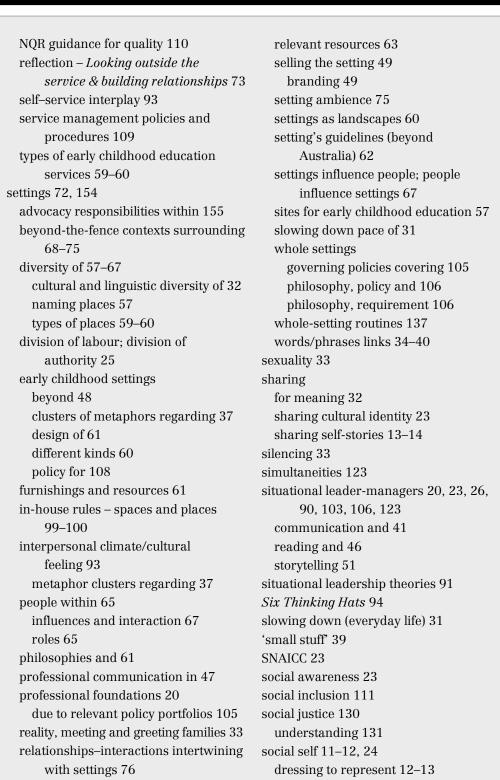
## Index

Project Head Start 127 policy contributors, authentic psychology 126 relationships among 103 public self 24 power relationships 35 relationship management 23 Quality Improvement and Accreditation relationships with children policies and System (QIAS) 69-70 procedures 109 Quality Improvement Plan 62, 124 relationships-interactions intertwining Queensland Early Childhood with settings 76 Sustainability Network 72 role-relationships angle 65 questionnaires/questions 14 relevance 28, 111 ways-of-being/valuing questions 14 'remote controlling' 130 research 46 reading 46 resilience 129 via computers 46 resources 61, 112, 113 reciprocity 28, 111 culturally sensitive resources 23 reconciliation 23, 111 individualisation to reflect values/aims Reflect, Respect, Relate framework 136 63 reflection relevant resources 63 professional reflection 52 resourcing 72 reflective practice 52 responsive resources 132 Reggio Emilia 61 service diversity, resources outlining 59 reinvention 18 respect 23, 28, 93, 111, 150, 158 relating centrality within relationships 152 communication, interacting and for families' sociocultural backgrounds relating 31, 93 leadership/leaders nature and 24 Respectful Communication Policy 41, relational work 25 108 relational communicating 93 respectful recognition (of cultural relational qualities/attributes 19-20 identity) 23 'wise' relational, expert knowledge Respectful Communication Policy 41, 108 responsibility 28, 34, 98, 111, 158 21 relationships beyond-the-fence advocacy building 73, 110 responsibilities 157 caring relationships 17 for caring with everyday routines centrality of respect and dignity within 152 key staffing responsibilities 92 empowering 66 responsibilities framing children's evaluating and monitoring 33 learning 134 freeing oneself within 22 'responsible persons' positions 89 importance of 53 taking responsibility for policy work 116



rights 98	Rudolf Steiner/Waldorf 61
everyday workplace rights of	rules 106, 152
educators 97	communication rules 35
of families/children 34,	staff sharing, fit into 99–100
93, 98	5 min
human rights 97, 153	safeguarding 46
policy portfolios and 106	safety 23
rights advocacy 23	self
rights with advocacy 147	balancing, private and social selves
staff sharing, fit into 97	11–13
UN CRoC 159	capable/competent view 22
rights advocates 147	leadership of 22
'first thing' view of 147	multiple selves 24
'last thing' view of 148	re-identification of (in advocacy terms)
responsibilities 153	152
role – leading and managing	reinvention 18
facets 147	self-discovery 13–14
views 147	self-exploration 13–16
risk management 97	time/timing features 13
role-modelling 51	self-knowledge 18
roles	relevance 10–11
of people within settings 65	self–service interplay 93
practices as 84–100, 103,	understanding 10–28, 52
121, 147	dressing oneself 12–13
professional roles 27, 84–100, 103,	leading with managing 24
121, 147	personal identity 11–17
role positions 88–92	professional identity 17–24
position descriptions 89	writing style, 'placing self' in terms of
role-relationships angle 65	17, 44
roles with actions 84	sensemaking 27
women's roles, normative	sensitivity 23, 25, 72
sociocultural impression	leader-managers' sensitivity to others'
of 58	values 106
room-labels 49–50	sensitive pedagogues 123
'ropes and knots' metaphor 39	sensitive policy topics and
privileged viewpoint? 39–40	themes 103
'small stuff' and 39	servant characteristics 26
routines 135	service
whole-setting routines 137	diversity, resources outlining 59







socioconstructive theory 51	storytelling 4, 48
sociocultural backgrounds 33	metaphors and poetry links 39, 52
sociology 126	professional storytelling 50
spaces 74, 86	kinds 51
in-house rules regarding 99–100	uses 51
spirituality 149	strengths 13
kin group spirituality 150	strengths approach 94
self-direction of spiritual journey 149	struggles 106
staff	staff sharing, fit into 98
acceptance of parents 33	'stuff' [term] 39–40
Australian legal requirements 86	supervising 85, 142
collection of staff – team 84	sustainability 4, 15, 36, 38, 47, 52, 54, 60
directors and coordinators 90	64, 67, 72, 73, 96, 114–15, 122,
educators 89	124, 131, 133, 136, 139, 140, 161
foundational practices 86	action competence for 19–20
key staffing responsibilities – team	Early Childhood Education for
stakeholders 92	Sustainability 64, 130
beyond-staffing responsibilities 92	ecophilia 16–17
parents and others 96	
supporting staff 93	ʻtabula rasa' 128
multiple staffing actions 85	talking 41, 44
professional and social image 158	oral communication, metaphors in 35
staff sharing 97–100	talking circles 95
staffing information 89	talking out loud 34
staffing issues	Te Kohanga Reo 61
advocacy and 156	<i>Te Whāriki</i> curriculum guide 124
reflection – Roles and beyond 87	team stakeholders 84–100
staffing policies and procedures 109	key staffing responsibilities 92
staging 27	leading and managing facets 84–92
stakeholders	parents as 96
meaning 84	people's positions 88–92
team member = stakeholder? 84	roles
team stakeholders <i>see</i> team stakeholders	creation, reformation and display 90
Standard English 154	roles with actions 84
standardisation (failure of) 154	staff sharing and workplace give-and-
standards 21	take 97–100
stimulus questionnaires 14	team and stakeholder 84
stories/storylines 13, 22	teams/teamwork 88
sharing stories 13–14	comfortable relationships among 32
story writing 50–1	growth and change over time 84







#### Index

workplaces ambiguity in 27 beyond-the-fence 68-71 Australian government links 68–70 other governments and organisations conceptual model of workplace settings 76 contemplating 57-79 essential workplace morality 150 everyday workplace rights 97 give-and-take, rights, struggles and rules 97-100 health and safety laws 97 leading-managing, influence on 25 meaningful workplaces 93 as organisations 76 reflection – *A family workplace* 78 workplace-body 148

work/working life 19–20 divisions of labour and authority 25 Earth, working for 24 identity work 22 strong work ethic 93 working creatively 19 writing 4, 5, 17, 44 'Dear Nadine' letters 6, 44 double writing 45 egalitarian nature 51 metaphors in 35 'scripto continua' 117 thinkers and writers 54, 55, 126 typical professional writing patterns 45 via computers 46 writing style, 'placing self' in terms of 44 'writing with your ears' 34