Learning to Lead in Early Childhood Education makes a major new contribution to the educational leadership literature in early childhood education. Three sharply contrasting theoretical and methodological approaches are explained in Chapters 2, 4, and 6, each followed by an accompanying case study as a separate chapter. This allows readers to clearly see the relationship between theory, research, and practice, including theory-driven approaches to analysis. By drawing the case studies from three countries – Aotearoa New Zealand, Norway, and Australia, including one involving Indigenous participants – this book allows readers to learn about early childhood leadership policy and cultures in settings with different languages, histories, and national contexts. It will appeal to early childhood center leaders, early childhood education and leadership academics, and postgraduate students in educational leadership interested in the potential of – and for – multiple approaches to leadership research and learning in early childhood education.

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LEARNING TO LEAD IN EARLY CHILDHOOD EDUCATION

New Methodologies for Research and Practice

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You are not chosen to be a leader; you are a leader.
Kahore koe ki te whirwhiri he rangatira, he rangatira ke koe
Ko te mahi o te mareikura he ringa atawhai ki te tangata
Ma tona ngakau ki te pupuri te manaaki
Ma tona mana he koha ki te whakanui te tangata
Ma tona tika ki te whakaiti, whakaiti, tika, pono, aroha
Tihei mauri ora.

The work of a true leader is to remain steadfast in their service to one’s people
Their heart focused on respect
Their potential is strengthened in their ability to enhance the potential of others
Their integrity is to remain always humble and truthful and kind,
and in doing so balance will be restored and well-being will be present.

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