

Early years team work and leadership



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Introduction

In this free course, *Early years team work and leadership*, you will explore your understanding of leadership and how it operates in your early years setting. You will also consider how you work within a team and how your skills contribute towards supporting leadership. The course contains views from practitioners in different settings and at different stages in their early years careers.

This OpenLearn course provides a sample of level 1 study in [Education](#).

Learning Outcomes

After studying this course, you should be able to:

- understand the concept of leadership in the early years
- demonstrate an awareness of factors that influence leadership and teamwork
- understand how teamwork can support leadership skills
- reflect on personal leadership and teamwork skills.

1 Thinking about leadership

In this section you will consider the increasing emphasis on leadership in early years practice. As a concept, leadership can be interpreted in a variety of ways, dependent on social and cultural contexts. The growing emphasis on leadership is based on the premise that effective leadership will mean improved outcomes for children's care, learning and development. We take the view that leadership is the concern of all practitioners and not the exclusive domain of one individual, the designated leader. Stacey (2009) notes that while good leadership is key to a team's success successful leaders are dependent on the rest of the team. From this perspective, leadership can be seen as an interactive two way process of influence. In other words, whether or not you are designated as 'in charge' or 'a manager', you are still in a position to reflect on your practice, effect change and influence the quality of provision in your setting. The idea of leadership as shared, dispersed or 'distributed' between team members, empowers leaders and other practitioners and enables an early years team to work together in a culture of learning and shared knowledge.

Working in early years settings is becoming increasingly complex and the roles demand high levels of knowledge and skills in practitioners and leaders. Aubrey (2018) uses the phrase 'distributed leadership', supporting the idea that early years provision is too demanding to be met exclusively by any one person. This suggests again that each member of the whole team, to a greater or lesser extent, has a crucial part to play. In this sense there may be a designated leader, but the culture of the setting is not one of 'leader and followers'—rather, it is that of a team with everyone working comfortably in a climate of evaluation and reflection.

Developing a team culture is a key aspect of leadership. The nature and structure of the team will vary according to context and the work to be done, but those in the team should be working towards common goals. Crucial to this way of working are communication and the strategies used by team leaders and members. One common denominator in an early years setting is that a number of adults are involved. A home-based practitioner, for example, may not appear to be in a 'team' or be a 'leader' but may be working with other home-based practitioners, children's centres and local support services. As an early years practitioner, you will need leadership skills for a host of purposes, including leading the curriculum, decision-making, working with parents and carers, developing policies, working with other professionals or agencies, dealing with conflict, and organising the environment.

Activity 1 Factors influencing leadership

 Allow about 1 hour

The objective of this activity is for you to think about your understanding of leadership and to reflect on factors that impact on effective leadership in your setting.

Read through the following questions and record your responses.

How does 'leadership' operate in your setting, and how do you think it is different from 'management'?

Are there any factors that contribute towards effective leadership in your setting?

What factors may hinder effective leadership in your setting?
How does leadership in your setting enhance the quality of provision and improve outcomes for children's care, learning and development?

Comment

You are likely to have thought about the difference between 'leadership' and 'management' before, but perhaps not in relation to your setting.


Sarah, a nursery assistant in a private day nursery, wrote:

In my setting the leader is our nursery manager and she is the 'boss'. She takes on a lot of responsibility for the day-to-day running of the setting such as planning and setting up activities. Then she tells us what is happening that day. I think this is more management than leadership. It doesn't feel very effective as we are not often asked as a team to contribute and sometimes we are not told what is going on, such as when we are having a visitor. It is always the nursery manager who shows parents around and I think other members of staff should be allowed to take on more responsibility if they are willing. One thing that is good, though, is that she encourages us to go on courses, and this helps to improve outcomes for children in our key person groups.

1.1 Leadership skills in practice

In the next activity you will listen to the audio sequence 'Biographies' and think about the professional qualities, attitudes and abilities linked to leadership.

Activity 2 Leadership skills in practice

 Allow about 1 hour

The objective of this activity is for you to identify the professional qualities, skills and abilities of a leader.

Listen to the audio sequence 'Biographies', where five practitioners – Beth, Catherine, Donna, Julie and Kirsty – talk about their personal and professional experiences.

Audio content is not available in this format.



Biographies

Make notes on the personal and professional qualities, experiences, skills, knowledge and attitudes that demonstrate abilities of a leader. For example: they may have confidence, be able to communicate or reflect, take responsibility or make decisions; they may be flexible, ambitious or enthusiastic; they may be willing to learn, train and develop themselves.

Now reflect on your own personal and professional qualities, experiences, skills, knowledge and attitudes. Write a pen portrait of yourself, highlighting your key strengths, areas for development and any other factors that influence your ability as a leader of, or in, a team.

.....

Comment

Below is an extract from Sarah's journal notes.

I think I have some leadership skills and qualities because I get on well with people, especially parents. My communication skills are good and I do accept other people's viewpoints. I think I am patient and a good listener. However, I am not very good at telling people what to do, as I don't like conflict or confrontation. I like being given responsibility and making decisions about things, but sometimes I find it hard to put my ideas forward in case they are criticised. Sometimes I bury my head in the sand rather than try to solve a problem. I am beginning to help others in the team who have just started working with us, and this has made me more confident. I am a trustworthy person and honest, plus I don't mind working hard, which is important as I think it is good to lead by example. I want to learn more and be able to make changes in my setting.

In practice, leadership is usually a varied, fragmented process, enacted in a context of change and interwoven among day-to-day management tasks. Beyond doubt, leadership is only effective if it develops the leadership of those in the team. The role of the leader, therefore, is to consciously encourage others to lead themselves. The purpose of this is not to make the leader's life easier, but to use everyone's talents to best effect. Leaders play a significant role in enabling other practitioners to develop the necessary capabilities to enhance the quality of provision. Perhaps it is important that, as a practitioner, you aspire to adopt the aspects of early childhood leadership identified by Siraj-Blatchford and Hallett (2014):

- Directional - sharing a vision and setting a direction.
- Collaborative - promoting a team culture and shared decision making.
- Collaborative - promoting a team culture and shared decision making.
- Pedagogical - supporting practices that enhance children's learning and development.


Leadership must be visionary. Leaders must hold some idea of the future, the distant horizon and full game plan and they need the capacity to maintain personal and team momentum on the journey towards securing the desired goal. They must also show rich human qualities such as an allegiance to a mission, curiosity, daring, a sense of adventure and strong interpersonal skills, including fair and sensitive management of those who work with them. They must be able to motivate themselves and others, demonstrate a commitment to what they espouse, release the talents and energies of others, have strength of character, yet remain flexible in attitude and be willing to learn new techniques and new skills.

(McCall and Lawlor, 2000, cited in Jones and Pound, 2008, p. 1)

If you do not already have responsibility for aspects of the provision in your setting, as you become more competent, knowledgeable and experienced as a practitioner, you should

find opportunities to exercise leadership skills in your work with children, families and the wider community. Effective provision requires leaders, and all practitioners, to continually reflect on children's experiences in their setting and, in partnership with families and other professionals, to initiate change for improvement.

Activity 3 Identifying instances of leadership

 Allow about 1 hour

The objective of this activity is for you to identify opportunities to demonstrate leadership in day-to-day practice.

Watch the following video sequence, 'Parents' evening', which was recorded at a Pathways nursery in Warwick. As you watch and listen, jot down possible instances of leadership that you identify in what is being said and discussed by Caroline and other staff featured. What examples of practice might be used as evidence of leadership?

Video content is not available in this format.



Parents' evening

Comment

You may have noted the knowledge that Caroline displayed about the early years policy. Maybe you picked up the changes suggested for a future parents' evening. You can show evidence of leadership without having a designated leadership role. Therefore, you may have identified an instance where leadership qualities were being displayed, such as in the sequence shown to the parents of the children playing, where they were being given some responsibility by the practitioner. You may also have thought about what went into planning and leading such an evening for parents and carers. What evidence might there be of working with other professionals, for example?

1.2 Evidence of practice

In Activity 3 you identified potential instances of leadership from your observations of Caroline and her colleagues. In the following activity you are asked to think about possible sources of evidence of practice and/or knowledge and understanding of practice, first in relation to Caroline's practice and then in relation to your own practice.

Activity 4 What might constitute evidence of practice?

 Allow about 30 minutes

The objectives of this activity are for you to understand what constitutes evidence of practice and identify what a piece of evidence might 'say' about your practice.

Table 1 Instances of leadership and potential evidence

Instances of leadership	Primary evidence	Secondary evidence
<i>Provide your answer...</i>	<i>Provide your answer...</i>	<i>Provide your answer...</i>
<i>Provide your answer...</i>	<i>Provide your answer...</i>	<i>Provide your answer...</i>
<i>Provide your answer...</i>	<i>Provide your answer...</i>	<i>Provide your answer...</i>
<i>Provide your answer...</i>	<i>Provide your answer...</i>	<i>Provide your answer...</i>

In the table above, type into the left-hand column each of the instances of leadership you identified in Activity 3 from viewing the video sequence 'Parents' evening'. Now note in the relevant columns examples of primary and/or secondary evidence that Caroline, or the other practitioners in the sequence, might provide as evidence to demonstrate their practice and/or knowledge and understanding.

The example below lists a couple of instances of leadership that might be identified, together with possible sources of primary and secondary evidence.

Example of Table 1 entries

Instances of leadership	Primary evidence	Secondary evidence
Giving children responsibility	An observation noting what the practitioners said/did and how the children responded	Reflective journal entry discussing activity
Responding to parent over future changes to the parents' evening	Agenda for evening showing 'opportunities for questions' Jotted notes from the meeting outlining parents'/carers' suggestions	A witness testimony from staff member in attendance outlining how the request was handled

Comment

You could probably identify both primary and secondary evidence against each instance of leadership, although you may have identified only primary, or only secondary evidence. You may have realised, however, that unless you think about the need to gather evidence of your practice, some primary evidence could easily be overlooked or destroyed before you are ready to use it. The jotted notes from the parents' meeting, for instance, are normally recycled after the action points have been addressed. Thinking ahead and gathering potential evidence in a folder is one way to ensure that it is not lost. Equally, you may need to think ahead to ensure that evidence of your practice is recorded. For instance, if you had brought the parents' suggestions to a staff meeting to discuss plans for the next parents' evening, you may have needed to ask the minute taker to take care to record your input in the minutes of the meeting.

You should aim for primary evidence sources wherever possible, but sometimes this can be difficult. You may have identified a number of instances where it is not easy to provide evidence that has come directly from practice – for example, where Caroline is talking to the parents as they are walking round the setting. Asking a colleague, to write a statement that outlines what you did is acceptable secondary evidence in this case. Clearly you need to be careful to ensure confidentiality when dealing with all evidence sources.

2 Working in teams

Although early years settings operate in a variety of contexts, one thing they have in common is that a number of adults are involved. The complex and demanding nature of safeguarding and promoting young children's welfare, learning and development means practitioners cannot work in isolation from colleagues and other professionals. Early childhood services involve people, relationships and feelings and interactions between adults, whether formal or informal, and have a crucial impact on the quality of the provision. Whether you work with other adults in your setting or outside it, how you relate and work with other practitioners is influenced by your attitudes towards other people and vice versa. Whalley (2019) makes the important point that leadership 'viewed as the sum of the interaction between the leader, the team and their particular situation', can have a major impact on quality. It is therefore important for you, as an early years practitioner, to understand what effective 'teamwork' might look like in practice and to consider how working with colleagues and other professionals is influenced by your underpinning values and beliefs.

Teamwork can be regarded as the building block of children's services, but it is important to understand that building, leading and working in a team is a complex, ongoing process rather than a simple event. The commitment to working together in a multi-agency context stems from the belief that children's needs cannot be boxed into health, social or educational compartments and should be viewed holistically. However, this presents a major challenge to traditional ways of working not only between those agencies but for individual practitioners in settings that, up until now, have viewed professionals beyond the setting as from 'outside' agencies rather than part of an extended team around the child.

In this section, the term 'core team' is used to encompass those close working colleagues who you work or have contact with on a regular or day-to-day basis. Most early years practitioners will have some contact with a variety of other practitioners, ranging from other childminders, support workers, and practitioners from other settings such as children's centres. Many practitioners have successfully forged positive working relationships with colleagues via the Internet. Indeed, the use of the Internet takes developing working relationships with others into a new dimension. There are a large number of websites that enable you to contact others, share information and keep up to date with childcare issues.

The term 'wider' team includes those professionals who may be less closely involved with your day-to-day practice – for example, health visitors, speech and language therapists or educational psychologists – but who it may be necessary to collaborate with, as and when appropriate, to enhance your provision or meet children's individual needs.

2.1 Engaging with colleagues and other professionals

As you considered earlier, how you engage with parents and carers depends, to a large degree, on your underpinning views and beliefs. Similarly, how you engage with colleagues and other professionals is influenced by your underpinning views and beliefs. In this next activity, you will be asked to think about how you develop working relationships with others in your core and extended team.

Activity 5 Thinking about how you engage with colleagues and other professionals

 Allow about 45 minutes

The objective of this activity is for you to reflect on relationships with colleagues and other professionals.

Think about the other adults you interact with in your role as an early years practitioner. Draw a chart or diagram to show:

- the core team – those colleagues you work or communicate with on a daily or regular basis
- the wider team – those professionals from agencies and services you may come into contact with in a multi-agency context, but not necessarily on a daily basis
- your position in the team.

Now work through the following tasks, noting your responses:

- How would you describe your working relationships with the adults you have included in your chart or diagram? Note two examples of how you share information and skills with those in your core team.
- Note two examples of how you share information and skills with other professionals in the wider context.
- Think about how you initiate and sustain contact with other adults in a manner likely to promote trust and confidence in the relationship and the setting.
- Think of a situation where there may have been conflict in your core or wider team. What caused the conflict to occur? How was the situation resolved?

Now listen to the opening segment of the following audio sequence 'Roles and provision' and listen to Berni, a childminder, talking about her work. Berni is the first practitioner you hear in the sequence; you will not need to listen to the others for the purposes of this activity.

Audio content is not available in this format.



Roles and provision

What does Berni think are the benefits of working with others?

Can you suggest two ways of developing or improving your working relationships with other professionals? This might include colleagues within or beyond your own setting.

Comment

While few would contest the value of teamwork, it is important to explore how perceptions of teamwork are reflected in the actual experience of belonging to a team and to be honest; some teams do find it difficult to work together. In this activity you identified the members of your core and wider teams and you thought about

your working relationships. The nature of those relationships will largely depend on the extent to which you work cooperatively together.

Cooperation, in turn, will depend on the shared understandings in the team, and it will be influenced by the extent to which colleagues communicate assertively with each other. This is illustrated in the quotation below from Whalley (2019). While some people still enter the field with the assumption that the focus of the job is on autonomous work with children, the reality of these settings is that the increasingly multi-faceted work of the early childhood practitioner requires effective interaction with other adults as members of a multi-disciplinary team. When practitioners talk about the staff at their setting, the word 'team' is often used.

'With leadership...the ability to build and maintain effective relationships is pivotal... the relationships early childhood professionals build with the children, their families, the immediate and wider staff teams and with professionals from other disciplines. The (early childhood) leader seeks to act with others rather than assert power over others'

(Whalley, 2019, p. 406)

Your practice is dependent on your own views as an individual. It may be that these views change as you become more experienced or as a result of your professional development. A key aspect of teamwork is the extent to which all those involved in the team have shared views, values and beliefs. If you and the other members of your team are able to articulate your views, values and beliefs then you are more likely to develop shared understandings and to be an effective team.

2.2 Values and beliefs in the context of teamwork

Being able to raise issues and put forward your ideas to others is an important skill for all practitioners (Aubrey, 2018). In the next activity you will be encouraged to articulate your values and beliefs in the context of teamwork.

Activity 6 Values and beliefs underpinning teamwork (I)

 Allow about 30 minutes

The objective of this activity is for you to review and evaluate your own practice in relation to working with colleagues in a core team in order to make your underpinning values and beliefs explicit.

Think about and make notes on the following.

What do you understand by the word 'team'?

Do you experience any difficulties when working as part of a team?

Do you have a 'common purpose', an articulated 'vision', a written 'mission statement' or aims and objectives in your setting? What are they? Are they written down? How did they come about? Were you involved? What do they mean to you?

What understandings, values, attitudes and beliefs relating to how children learn and develop, written or unwritten, do you share with those you work with?

It is widely accepted that the idea of 'a common goal' is core to understanding the notion of a team. But what is a 'common goal' and what does it look like in your practice?

Bradford (2021) suggests that,

In early years childcare, a team is a group of people who work together to meet the aims of their establishment or setting. Because most early years workers are required to work alongside colleagues in a team, effective professionals working in the field of early years therefore need to be skilled in, and to understand the nature of, collaborative practice – the ability to work with others from different professions and perspectives. Early years work is people- based, highly dependent on interpersonal relationships and shared value.

(p. 51)

Bradford goes on to suggest that the following concepts are associated with teams:

- motivated towards common goals;
- provided with the support and encouragement necessary to achieve these goals;
- able to communicate effectively.

It is commonly understood that teamwork involves individual interests being subordinated in favour of the group interests. This means that in order to create team spirit the needs of the team take priority over the needs of individuals in the team. It has been suggested that teamwork is underpinned by a number of core values. In the next activity you are asked to consider a set of core values underpinning teamwork.

Activity 7 Values and beliefs underpinning teamwork (II)

 Allow about 1 hour

The objective of this activity is for you to examine your own practice in relation to working with a core team in order to make your views, values and beliefs explicit.

Think about your own views, values and beliefs in relation to working with other people using the idea of 'ethos'. The positive ethos may be intangible in that you can sense it when you walk into a home or group setting but you cannot see it. This is because it is the ethos of your provision that reflects the shared philosophy of the team.

All practitioners need to develop a set of core values to help them engage honestly with the everyday experiences of those they work with or come into contact with.

Read the list below of core values identified by Stacey (2009, p.32) and then complete the tasks that follow, making notes.

Core values underpinning teamwork

- Trust
- Empathy
- Active participation
- Working together
- Open to opportunities
- Shared responsibility

Write a short 'self analysis' to illustrate which of the core values you believe in or disagree with and explain why.

Provide one example from your practice that reflects the influence of each of these core values.

Talk to a colleague and note down which of your core values are shared.

Consider whether there are any other core values to add to the list in relation to working with others.

Comment

Many core values can be observed, or be seen to be lacking, in the way individual team members are empowered to communicate with each other, for example in a team meeting. Teamwork and effective team leadership leads to high quality engagement between team members. This results in increased trust and positive relationships as well as the setting of shared goals (Bradford, 2021).

2.3 Communication and comparisons

The framework in the next activity provides a useful tool for examining practice in relation to working with colleagues in your core team and professionals in the wider multi-agency context and allows you to make comparisons between settings.

Activity 8 Using a framework to think about communication with colleagues and other professionals

 Allow about 40 minutes

The objective of this activity is for you to use a variety of tools to help you examine your practice.

Consider the questions below and then read the two case studies underneath.

- What are your key reasons for communicating with different audiences? What are your key messages?
- Are your reasons for communicating helping you lead change or lead learning in your setting?
- How do you ensure your key messages are communicated clearly and consistently?
- How does the way you are communicating help you to build trusting and respectful relationships with different audiences?

(taken from Ministry of Education New Zealand, 2023)

Case study 1 Isabel

Isabel, aged 3 years, is described as having autistic tendencies. Susan from the local County Support Services visits Isabel in her day nursery setting every month. She observes Isabel for at least 30 minutes, makes notes and helps Jackie, the key person, to review Isabel's progress. They work positively together to plan agreed targets to support Isabel's inclusion, learning and

development. Susan and Jackie have a meeting for at least an hour, to discuss Jackie's observations and use these as a basis for agreeing and setting the new targets. Isabel is making steady progress and achieving her targets. If Isabel's parents cannot attend the meeting, Susan writes a report for them and makes suggestions as to how Isabel could be supported at home. Jackie discusses the new targets with her colleagues and asks for their views, so they can all work together to help Isabel achieve her potential. When Susan leaves she reminds Jackie that she is available by telephone if any additional advice is needed.

Case study 2 Corey

Corey, aged 4 years, has significant speech and language delay and some hearing impairment. The speech therapist, Lin, visits him every Monday afternoon. On the first visit she spoke to Lisa, the setting manager, and showed her information about various levels of hearing loss. Lisa placed the paperwork in her file. She carried out her own observations but did not look at Lisa's observations. On subsequent visits she worked with Corey for 30 minutes each week, on a one-to-one basis in the quiet room and then leaves without discussion with staff. She sends in a report to Lisa by email with some suggested strategies to develop Corey's expressive language. Lisa files the report.

Now note down your answers to the following questions.

How does the practice of each case link to the questions posed at the start of this activity?

Explain how those in the case studies collaborate together? What does this tell you about the importance they place on sharing information and skills?

Why do you think they believe the sharing of information and skills to be important?

Comment

In the first case study, there is a sense of effective teamwork. The practice links to several of the questions in the list. For example, the relationship between Susan, Jackie and the core team is one that is helping to build trusting and respectful relationships involving collaboration and empowerment. Communication between Susan and Jackie shows different reasons for communicating and this is mirrored in Jackie's engagement with her colleagues. In the second case study, the communication fits in with the idea of trying to ensure key messages are communicated clearly and consistently. Lin makes no effort to share her expertise or views with the staff in the setting. Likewise, Lisa does not communicate the strategies for supporting Corey to her colleagues. These studies illustrate the importance of communication between practitioners in order to enhance the quality of support the children receive.

2.4 Developing a team culture

Having core values and beliefs and translating them into practice is not always as straightforward as it sounds. Working as a successful core team can be difficult to achieve. The variable nature of settings and the range of people involved means that there is no single route to successful teamwork. Certain constraints may prevent the practice reflecting the values and views of the practitioners.

You may be part of a team whose members have different experiences, and there may have been little time to develop shared understandings. Team members may only share the fact that they work with young children. You may be so busy with the day-to-day business of caring for the children in your setting, that there is no time set aside to make contacts with other professionals or to have informal discussions. As a result, you may only have 'snatched time' to develop relationships with your colleagues. Just as we noted when thinking about working with parents and carers, time is a key factor, and there are many competing demands for your time.

However, developing a team culture within a comfortable climate of asking questions, checking understandings, reflection and evaluation is of paramount importance in improving professional practice. In her chapter *Effective Early Childhood Leadership*, Aubrey (2018) suggests the skills of teamwork should be viewed in a leadership context rather than a case of just muddling through on a day-to-day basis. She proposes that the process of working in a collaborative sense demands leadership within rather than of teams.

If a core team is working effectively towards shared goals the team will more readily relate and interact with professionals in the wider or external team. The drive towards partnership working has gradually been replaced by the more flexible notion of 'integrated' working and services encompassed in the term 'multi-agency working'. Despite variations, most policy makers agree that children will benefit from closer working between practitioners and agencies. We now move on to explore the implications of multi-agency working at the level of individual practitioners and settings.

3 Revisiting leadership

You were introduced to leadership as being the concern of everyone, irrespective of the role they hold in their setting. This means that it is inevitable that your practice will show evidence of leadership in some form or another. How has change(s) to your practice offered opportunities to demonstrate leadership? Think about what the particular qualities, skills and abilities of a leader actually are.

Listed below is a summarised version of personal qualities, skills and abilities (Education Scotland, 2022) that may characterise an effective leader:

- empowering staff
- having a shared vision
- developing and maintaining relationships at all levels
- being creative and innovative
- effective communication and consultation
- positive role modelling
- engaging in self-evaluation

Activity 9 Healthy eating

By now you will be familiar with the idea that all aspects of your practice can offer the opportunity to demonstrate leadership. As you watch the video sequence 'Healthy eating' below, reflect on how the practitioners in the clip demonstrate leadership skills when supporting the children to cut up the fruit, encouraging them to do things for themselves or extending understanding when talking with the children. These same skills – to support, encourage and extend understanding – apply when leading practice and supporting other practitioners.

Video content is not available in this format.




Healthy eating



Figure 1 '... the purpose of snack time is to teach the children healthy eating, how to prepare a snack, about sharing and taking turns ... cutting things up, spreading butter or cheese, ... it gives the children the confidence that they can do things for themselves. They can prepare their own snack and then share it with their friends, but everything has to be healthy ... sometimes it's somebody's birthday and that's a treat, so we treat it as a treat and that's when you have ... foods like cake, just every once in a while' (Catherine, practitioner, Pathways, Warwick)

In the following activity you will need to consider any opportunities you have had to develop leadership and to identify characteristics of leadership.

Activity 10 Identifying leadership skills and qualities

 Allow about 1 hour

The objective of this activity is for you to be able to recognise characteristics of leadership in evidence of practice.

Look at the qualities of a leader as outlined by Education Scotland (2022) above.

Which of these qualities, skills or abilities can you see in the items of evidence you have selected for this activity?

In what ways are they evident?

What other leadership qualities can you recognise in your evidence?

How could you develop your practice to show greater evidence of leadership?

Comment

Among the leadership qualities you have identified, you may have noted the ability to support, encourage and extend your own and others' practice and to show an understanding of the theory informing practice. These qualities may be evident in your role or in how you set out an activity, for example.

Effective leadership is also a key element in implementing changes to practice. Having considered what leadership 'looks like' in practice, you should now be able to indicate how change(s) to practice offer opportunities to demonstrate leadership.

Conclusion

In this free course, *Early years team work and leadership*, you have explored aspects of leadership and teamwork within an early years context. You have read about leadership and teamwork qualities and engaged with activities which provide a range of perspectives from early years professionals in a range of settings. You have been given the opportunity to reflect on your own leadership skills and how you might use these skills in your workplace whether you hold a leadership position or not. It is hoped that this course will support your personal and professional development in leadership and teamwork.

This OpenLearn course provides a sample of level 1 study in [Education](#).

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