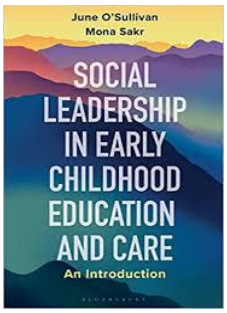
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BOOK REVIEW: SOCIAL LEADERSHIP IN EARLY CHILDHOOD EDUCATION AND CARE: AN INTRODUCTION



Title	: Social Leadership in Early Childhood Education and Care: An Introduction
Authors	: June O'Sullivan and Mona Sakr
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Abstract
Social leadership in early childhood education and care refers to the ability of educators to guide and promote positive social behaviors in young children, as well as create a supportive learning environment that fosters cooperation and empathy. It involves using a range of strategies and techniques to help children develop social skills, self-regulation, and emotional intelligence. Social leadership in early childhood education and care is an essential factor in supporting positive social and emotional development in young children in the UK. According to a study by Breslin and colleagues (2019), effective social leadership involves creating a supportive and inclusive learning environment, promoting positive social behaviors, and using evidence-based strategies to help children develop social skills and emotional intelligence. The study emphasizes the importance of social leadership in improving children's academic and social outcomes, as well as their long-term well-being. Moreover, the research suggests that social leadership can be especially beneficial in supporting the development of children from disadvantaged backgrounds.

Keywords: challenge, development, education, skull, social activity

The basis of this collection is the requirement of a leadership paradigm in ECEC that places a premium on social purpose. The social goal of ECEC is widely acknowledged and accepted, but its implementation is hampered by fragmentation in the industry around the world. According to O'Sullivan and Sakr, this disjointed system predominantly benefits marginalized and economically disadvantaged

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groups because of the UK government's inability to plan for and consistently under-invest in early childhood education and care (ECEC).

The authors also cite the work of Mori (2020) to argue that parents' ignorance of the importance of the first few years of a child's life has allowed harmful ECEC policies to continue for so long without being challenged. Private, charitable, social business, community, and state-funded groups all have a role in providing ECEC to children in the United Kingdom. Despite the fact that some of these organizations generate sizable profits, which are controversially distributed to shareholders, the authors stress that many have a hard time making ends meet year after year.

The authors base their claim on a poll conducted by the Early Years Alliance (2020), which found that a quarter of private nurseries in the United Kingdom were concerned about staying open in the event of a pandemic. The book argues that ECEC executives should make social purpose their top priority because of the sector's complexities, diversity, and instability.

The book is organized so that each of the six aspects of social leadership in ECEC receives its own chapter. The necessity of committing to social purpose in ECEC practices is emphasized in the first chapter, which also analyzes the connection between ECEC and various forms of social purpose. According to the authors, social leadership in early childhood education and care (ECEC) is a form of management that promotes a more equitable society for children and their families via the development of a positive organizational culture and pedagogical approach.

The authors give data in Chapter 2 that emphasizes the significance of pedagogies and pedagogical leadership in shaping an ECEC that can help bring about social justice. They talk about what makes up social pedagogy and how social leaders use it in their day-to-day activities.

The third chapter discusses how an organization's work and its ability to fulfill its social mission might be affected by fostering a culture of collaborative innovation. The writers illustrate what a collaboratively innovative culture is like through the use of case studies.

In chapter four, the writers highlight the value of cultivating future leaders within ECEC and the field as a whole. They emphasize the role that social leaders have in fostering the leadership abilities of all workers.

In the fifth chapter, we talk about how dialogue may be used to bring about change, and we go over some broad ideas that can be applied to many different kinds of talks. Trust, empathy, risk-taking, and difficulty are all examples of these values in action.

Finally, the authors claim in the sixth chapter that sustainability is an integral part of social leadership in ECEC and crucial for developing children into conscientious global citizens. They propose a new form of leadership that puts equal emphasis on the economy, society, and the environment in order to address better the problems facing modern societies and create viable alternatives.

There is a chapter named Leadership for Social Justice Education: A Critical Transformative Approach. This chapter argues for the importance of having a strong theory of educational leadership that helps students understand their role in perpetuating or addressing disparities and inequities in society. It distinguishes transformative leadership theory from other prevalent theories and asserts that transformative leadership is key to achieving both social justice education and high academic achievement. The chapter

outlines eight tenets of transformative leadership, which can guide and ground educators in addressing multiple demands and challenges. These tenets include the mandate to effect deep and equitable change, deconstructing knowledge frameworks that perpetuate inequity, and a focus on democracy, equity, and justice. Additionally, transformative leadership emphasizes the need to address the inequitable distribution of power, as well as the balance of both private and public (individual and collective) good. (Gaetane,2008). Interdependence, interconnectedness, and global awareness are also emphasized, along with the necessity of balancing critique with promise and the call to exhibit moral courage.

In their book "Social Leadership in Early Childhood Education and Care," O'Sullivan and Sakr advocate for the integration of social leadership with pedagogical leadership, emphasizing that leadership should be viewed as a social interaction rather than a set of actions guided by theory alone. The authors argue that leadership in ECEC must champion sustainability goals and take into account contextual factors. The book challenges conventional notions of leadership and promotes inclusive approaches that benefit not only children but also the wider population. Overall, this book provides inspiration for reimagining social leadership in ECEC and addressing the needs of a culturally and ethnically diverse community. The authors first discussed the social leadership paradigm in ECEC at a conference hosted by the London Early Years Foundation (LEYF). To build the model, Sakr spoke with 18 LEYF apprentices and managers. O'Sullivan and Sakr spoke with 15 ECEC leaders from various countries (Australia, Canada, Iceland, Ireland, England, Malaysia, Scotland, Turkey, and the United States). The authors conducted an in-depth analysis of the available data and settled on six key aspects of social leadership in ECEC. They stress the importance of these factors as key drivers that have a major impact on the results. This collection is aimed at present and future ECEC leaders who are interested in assessing the culture and pedagogical approach of their respective institutions. The authors' objective is to inspire anybody interested in pondering leadership in ECEC and welcoming the idea of SLECEC, regardless of their background or degree of knowledge.

The term "social leadership" in the context of early childhood education and care (ECEC) refers to the use of leadership tactics to advance equity for children and their families. In order to promote social justice and equity, ECEC organizations must foster a culture of collaboration, creativity, and sustainability. In order to effectively address social disparities and injustices, ECEC social leaders must be committed to transformative leadership. This includes encouraging democratic and equitable practices that empower all individuals, addressing power inequalities within ECEC contexts, and engaging in critical thinking and action to challenge dominant knowledge frameworks that perpetuate inequality and injustice.

Environmental, social, and economic sustainability should all be incorporated into the leadership practices of ECEC officials. Creating responsible global citizens involves teaching kids to have a sustainable mindset that puts a premium on the health of the planet, its people, and its economy.

Overall, ECEC social leadership is an important idea for advancing social equity and justice in the context of child care and preschool. ECEC social leaders can contribute to a more equitable society for children and their families by using a transformative leadership style and putting sustainability first

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