

# Leadership Breath



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Early Childhood Australia National Conference 2016  
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# Mindfulness Leadership

- Conscious of leadership decisions and actions
- Single Case Study - purposive



# Our Beginning Assumptions

- That leadership in the infants room is not well researched or understood.
- That leadership in the infants room is different to leadership in other settings, and with groups of older children.



# In this setting...

- More staff in the room – particularly part time
- Diversely qualified and experienced
- Diverse cultural backgrounds and beliefs about infants and their education and care
- Formation of a new team – some with many years working at Gowrie and others new to the organisation



# Approach

- Aim was to be inclusive and respectful of all educators.
- Transparent in data gathering
- Survey asking educators what was most important for educators in their work with infants.
- Team leader journal and reflection each week on her leadership
- Individual responses to video clips capturing everyday moments at the setting.



# Description of setting

- Physical Space
- Staffing and rosters
- Renovations
- Children



# Key Themes

What kept coming through in my reflections.

- Constant reflection and doubt on my approach.
- Effective use of limited time for team communication.
- Relationships within the team.
- Inclusivity of experience and knowledge.





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# Unpacking these themes

- Differing approaches to child agency.
- How to set a leadership direction and inspire but still respect the individual beliefs and values of these experienced staff?



# Reflecting

- Who inspires me.
- Advocating and backing decisions and information shared.
- Lessons on recruitment and orientation.
- Importance of the room leader to be present...and breathing!



# Final Thoughts



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- Space for more extensive work on leadership in infant rooms.
- Mindfulness of breathing – what is being taken in and what is breathed out.
- Permission to lead – do we have a clear construct of leadership in infant rooms?



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