

Researching Leadership in Early Childhood Education

*Researching Leadership in
Early Childhood Education*

Eeva Hujala
Manjula Waniganayake
& Jillian Rodd (eds)



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About the Authors

This book brings together sixteen early childhood researchers from seven countries. Three of these, namely, Eeva Hujala, Manjula Waniganayake and Jillian Rodd, who have been researching various aspects of early childhood leadership since the 1990s, coordinated the editing of this book. The majority of the writers have first-hand experience of working with young children in early childhood settings in their homelands and/or elsewhere by having worked in different roles such as preschool teachers and childcare centre directors. Many of the senior authors are involved in teacher education programs at universities and regularly teach and write about leadership matters. Collectively, all the authors share a passion for working with young children and their families and focus on leadership as a research priority. A brief biographical note on each author follows.

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Eeva has a long career as a teacher trainer and researcher in the field of early childhood education. She has been working in many universities in Finland as well as abroad. Currently she is working at the Department of Early Childhood Education in University of Tampere, where she is responsible for ECEC masters and doctoral studies programs. Her research focuses on leadership, quality and pedagogical practices in child care. Her research orientation is in cross-cultural comparative studies. She is the founder of the International Leadership Research Forum and the Chief editor of the new international publication 'Journal of Early Childhood Education Research'.

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For nearly thirty years, Manjula has been involved in the early childhood sector in as a practitioner, a parent, an advocate, a policy analyst, a teacher educator, a writer and a researcher. She is currently the Director of postgraduate coursework studies at the Institute of Early Childhood, at Macquarie University, Sydney, Australia. Her current teaching and research interests include educational leadership, government policy, mentoring, workforce development and career planning in early childhood. She believes in diversity and values working with others from diverse backgrounds.

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Jillian is a psychologist and an independent educational consultant based in England. During her academic career of 40 years, she has worked with early childhood organisations and professionals, international schools and educational agencies in numerous countries including Australia, USA, Korea, Nigeria, Singapore, Egypt, Germany and Finland. She has published extensively in the early childhood and education literature, with some key works translated for Chinese, Korean and German readers. Currently, her research, training and advisory interests are focused on leadership in education, particularly leading change in early childhood services.

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Kari has been working in the early childhood sector for more than thirty years as a practitioner, a consultant with the County Governor, a teacher educator, writer and researcher. Kari has been working at Queen Maud University College of Early Childhood Education in Trondheim since 1991. Her main research interests have been cultural minorities and heritage, and the organization and leadership of ECEC institutions. She is currently the manager of a postgraduate education course for directors of early childhood centers. Kari is also involved in a major research project investigating the relationship between learning and management in Norwegian ECEC institutions.

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Ulla has a long career as a kindergarten teacher and leader of Early Childhood Education in several cities in Finland. As a mother of five children, she has developed insights about early childhood settings from a parent's point of view. Currently she is working as a developer of Early Childhood Education in the City of Turku and this role includes dealing with the content orientations of ECEC settings, curriculum and continuing professional development of staff. Her doctoral thesis deals with distributed leadership in the organization of ECEC institutions.

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Doranna is a lecturer and is doing her doctoral studies at the Institute of Early Childhood, Macquarie University, Sydney, Australia. She began her career as an early childhood educator in Singapore, her country of birth. She has worked in kindergartens and childcare centres in both Singapore and Australia for nearly two decades. Living and working in two cultures has influenced Doranna's teaching and research interests and philosophy of working with children and their families. Her doctoral research will focus on mentoring in the early childhood sector.

Special acknowledgement:

The editors also wish to acknowledge the technical assistance from **Tiina Mäenpää**, the research assistant at Tampere University, Finland. In particular, her careful work in reading through each chapter to make sure that the references were accurately identified is very much appreciated.

Important note: The '**International Leadership Research Forum**' (ILRF) is an active network of leadership researchers in the early childhood sector, maintained primarily through electronic communication. It is open to anyone interested in early childhood leadership matters and aims to have face-to-face gatherings at least once a year. For further information visit: www.ilrf.uta.fi

Cross-National Contexts of Early Childhood Leadership

Eeva Hujala, Manjula Waniganayake and Jillian Rodd

Abstract

This chapter was aimed at presenting a cross-national introduction to current developments connected with Early Childhood Education and Care (ECEC) in each country represented in this book. It was created with the assistance of authors who contributed chapters by asking them to complete some key questions on how ECEC was currently organized in their homeland. The sixteen authors were drawn from seven countries – Australia, Azerbaijan, England, Finland, Norway, Taiwan and Trinidad and Tobago. Firstly, the Country Profiles outline key characteristics of the policy landscape of ECEC in each country included in this book and serves as a backdrop to understanding the operational contexts of leadership in practice. Secondly, the authors provided information about key regulations that impacted on program delivery in ECEC settings and the nature of leadership (and management) training available for early childhood educators in their countries. The chapter concludes with a broad overview of the history of research into early childhood leadership from a global perspective.

Tiivistelmä

Luku avaa varhaiskasvatuksen johtajuuden teoreettista näkökulmaa sekä varhaiskasvatuksen ohjausjärjestelmiä ja johtajuutta kirjoittajien edustamissa maissa. Kirjan toimittajat kokosivat yhteen keräämänsä aineiston, jossa tarkastellaan varhaiskasvatuksen järjestämiseen liittyviä kysymyksiä. Kirjan 16 kirjoittajaa tulevat seitsemästä maasta – Australia, Azerbaidžan, Iso-Britannia, Suomi, Norja, Taiwan ja Trinidad ja Tobago. Maakohtaisissa varhaiskasvatuksen kuvauksissa esitellään varhaiskasvatusjärjestelmiä ja niiden toimintaperiaatteita. Kappale antaa näin lukijalle yleiskuvan varhaiskasvatuksen johtamisen käytännöistä, konteksteista, ohjausjärjestelmistä ja johtamiskoulutuksesta. Lopuksi johdantoluvussa kuvataan varhaiskasvatuksen johtamisen tutkimuksen kehityslinjoja.

Eeva Hujala, Manjula Waniganayake & Jillian Rodd: Cross-National Contexts of Early Childhood Leadership.

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Introduction

Today, Early Childhood Education and Care (ECEC) has found its place globally as an important educational institution. Discussion about research into the quality of ECEC settings has increased due to government pressures for improvement and cost-effective reform. At the moment it has been recognized within the international ECEC community, that leadership is a prerequisite for high quality program delivery. Essentially, investing in leadership means investing in the quality of ECEC. Leadership in ECEC has a long tradition but it varies considerably in its implementation. In many countries, traditionally, ECEC leadership and management functions and tasks have been connected with preschool teachers' work. This has meant that teachers have had multiple responsibilities in performing the roles of being both a teacher and a leader at the same time.

Today, the demands of educational leadership are so complex that leading ECEC centres is seen as a mainstream profession. ECEC directors are expected to act as financial managers, pedagogical leaders, and human resource managers for instance, by seamlessly moving in and out of these roles in their every day work. Although the demands of leadership are growing fast, the training or upskilling to assume the responsibilities of leadership is still inadequate. For many leaders, the only 'training' or preparation for leadership has come from personal experiences of working as an ECEC teacher. Leaders, teachers and other staff members as well as parents expect appropriate leadership that is research-based to guide and mentor the implementation of high quality ECEC practices. However, research to support the development of ECEC leadership is growing very slowly compared to other research areas in ECEC.

This publication responds to the challenge of developing further research into ECEC leadership. The impetus for the publication grew during a forum on ECEC leadership organized by Tampere University in Finland, and involving researchers from around the world. The purpose of this international leadership research forum (ILRF) was to interact, to lobby, to benchmark good research findings and practices and to identify and develop appropriate leadership practices in ECEC different national contexts. The researchers challenged themselves to evaluate existing research and to devote time and energy to planning joint leadership research based on the findings we already have in leadership research in our own countries. This

publication is a mirror of current leadership research in ECEC to showcase the nature of leadership discussions occurring around world today.

Conceptualising early childhood leadership

The writers who wrote various chapters in this publication represent seven countries: Australia, Azerbaijan, England, Finland, Norway, Taiwan and Trinidad and Tobago. This chapter presents an introduction to conceptualising leadership in ECEC based on comparative information provided by the chapter authors.

The studies introduced in this publication indicate that the research paradigms and research methodologies used by leadership scholars can differ considerably. Leadership is perceived as a multi-faceted theoretical phenomenon. There is no one prevalent theoretical perspective concerning leadership in early childhood that is accepted and applied by ECEC leaders, teachers and/or researchers.

The chapters indicate, that the terms ‘leadership’ and ‘management’ as well as ‘leader’, ‘director’, and ‘manager’ have slightly different interpretations in different ECEC contexts and countries. In some contexts, these terms seem to be synonyms and they are used interchangeably but in some ECEC contexts they have subtle variations in meaning and this can influence the interpretation of research on understanding leadership. In fact, the term leadership is quite new and not yet well understood within the early childhood sector, and around the world. The traditional term management is more familiar and better understood within the early childhood sector, amongst the educators themselves. Based on strategic thinking and visionary orientation, leadership discourse has not replaced but supplemented the management terminology.

Many authors in this book see leadership as dynamic and supporting ECEC organisations to achieve the goals and fulfill the core functions of education and care. Leadership is also viewed as a joint learning process where all the participants of an ECEC organisation, comprising the children, parents and staff, are involved. This forms the basis of a shared notion of leadership and has influenced the development of discourses aligned with distributed leadership. However, there is no agreed definition of early childhood leadership and authors refer to a variety of theoretical

discourses in their chapters. In one perspective, leadership is seen as psychologically interpreted, situated in individuals enacting either as formally authorized leaders or informal leaders. Leadership, in this instance, is connected to individuals who have appropriate qualities and skills to act as a leader. Effective leaders provoke team members' enthusiasm, and motivate and empower other staff. Some authors see leadership as being socially constructed and situational. As a contextually defined phenomenon, leaders' work is determined from the mission and core tasks of the organization.

Contextualising ECEC leadership within national policy

The Country Profiles (see Table 1) outline key characteristics of the policy landscape of ECEC in each country included in this book and serves as a backdrop to understanding the operational contexts of leadership in practice. As can be seen from Table 1, in each of the seven countries, the administration of ECEC policies is distributed through two to three layers of government. In every country, the national policy platforms concerned with children 3–6 years, were administered through a Ministry of Education, and this reflects an important shift in global policy developments. In the past, ECEC policies were usually administered through the Ministry of Social Welfare and/or Health. Being placed within a Ministry of Education reflects the increasing recognition of the educational value of ECEC settings. This augurs well in terms of raising the status of the early childhood sector and those who are employed within this sector.

Each of the seven countries also have a national curriculum document, published sometime during the past ten to twelve years. Finland and Norway for instance, were among the first nations to establish a National Curriculum and this is a relatively new development in Azerbaijan and Taiwan. The application of these national curriculum policies specifically to prior to school ECEC settings raises questions about the traditional definition of early childhood comprising birth to eight years.

Traditionally, children in European countries have started school around 7–8 years age. As noted in Table 1, today, this picture is quite different. In England, the statutory school age has been set at 4 years, and this represents the earliest starting point in the countries included in this book. Australia, Azerbaijan and Norway it is 6 years, and in Finland and Taiwan, it is 7 years.

Table 1. Country Profiles on the current context of Early Childhood Education & Care (ECEC)

Country	ROLE of GOVERNMENT	AGE @ ENTRY to SCHOOL	PREPARATION OF ECEC EDUCATORS	ROLE OF PARENTS in ECEC
<p>AUSTRALIA</p> <p>Key website: www.aecqca.gov.au</p>	<p>There are 3 levels of government, and their responsibilities for ECEC services differ and can overlap. In general, government funding was distributed as follows:</p> <ul style="list-style-type: none"> • Federal – child care services • State/Territory – Preschools • Local – support both to a limited degree <p>ECEC policy now come under the federal Department of Education, Employment and Workplace Relations, and services must follow the national curriculum set by the <i>Early Years Learning Framework</i> (2009). All ECEC services must also satisfy the conditions of the <i>National Law</i> (2011) and the <i>National Quality Framework</i> (2011) administered by the Australian Children's Education and Care Quality Authority.</p>	<p>Preschool starts the year before school, and can be at 3 or 4 years age. It is not compulsory.</p> <p>Children start Primary School at 5 to 6 years, and this varies across the 8 States/Territories.</p>	<p><i>Universities</i> offer 3 to 4 year Bachelor degrees, as well as Masters and PhDs in early childhood.</p> <p><i>Technical & Further Education</i> Colleges offer 2-3 year child care diploma or a 4 year degree. These graduates can only work in ECEC settings with children birth to 5 years.</p> <p><i>Private providers</i>, accredited by government offer diploma and certificate courses for ECEC staff.</p>	<p>Government regulations promote the active development of partnerships with parents and endorse the involvement of families in ECEC settings.</p> <p>Parents volunteer committees manage non-profit preschools and childcare centres.</p>

Country	ROLE of GOVERNMENT	AGE @ ENTRY to SCHOOL	PREPARATION OF ECEC EDUCATORS	ROLE OF PARENTS in ECEC
<p>AZERBAIJAN</p> <p>Key website For policy information: www.edu.gov.az www.kurikulum.az</p>	<p>Early Childhood Education (ECE) is delivered by three levels of government and each has its own responsibilities:</p> <ul style="list-style-type: none"> • National (Ministry of Education)— policy for and content of ECE services • Territory – Management (hiring both teaching and technical staff, providing meals, teaching materials, maintaining facilities) of ECE Settings - Preschools and kindergartens • Local (local education departments as branches of the Ministry of Education) - methodological support to teaching staff at ECE settings. <p>There is no a specific law on ECE and this area of education is regulated by Education Law (2009). New curriculum for preschool education (3–6 years) was developed and is going to be implemented in 2013–2014 school year.</p>	<p>Preschools/kindergartens start at 2 years, but mostly at 3 and continues till age of 6. It is not compulsory, but school readiness is necessary.</p> <p>Children start Primary School at 6 years.</p>	<p><i>Universities</i> offer 4 year Bachelor degrees, as well as Masters and PhDs in early childhood.</p> <p><i>Pedagogical Colleges</i> offer 2–3 year preschool education diploma. These graduates can only work in ECEC settings with children two to 6 years.</p> <p><i>There are no Private providers</i> offering education for preschool teachers.</p>	<p>There are no specific Government regulations promoting the active involvement of parents/families in ECE settings.</p> <p>Parent volunteers create parent-teachers associations in ECE settings.</p>

Country	ROLE of GOVERNMENT	AGE @ ENTRY to SCHOOL	PREPARATION OF ECEC EDUCATORS	ROLE OF PARENTS in ECEC
<p>ENGLAND</p> <p>Key website http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare</p>	<p>The Department of Education is responsible for the regulation of early education and the full range of childcare provision for children from birth to six years, which is integrated through the Early Years Foundation Stage Framework (EYFS).</p> <p>Local education authorities have declining discretion and power regarding the provision and supervision of local early years services</p>	<p>Government funded early education is available for 3 and 4 year olds in nurseries, preschools and from qualified child minders.</p> <p>Statutory school age is 4 years with the EYFS curriculum delivered in Reception classes at school.</p>	<p><i>Universities</i> offer Bachelor degrees (3 to 4 years) for teachers in childcare, preschool and Reception in primary school; Masters and PhDs available.</p> <p>Early Years Professional Status is a professional accreditation for non-education degree holders aimed at creating a cohort of graduate leaders broadly equivalent to early years teachers.</p> <p><i>Further Education</i> college certificates and diploma qualifications for child care workers.</p> <p><i>Local authorities</i> offer training courses for registration as a child minder.</p>	<p>Government policy values and endorses partnership with and genuine involvement of parents and carers.</p>

Country	ROLE OF GOVERNMENT	AGE @ ENTRY to SCHOOL	PREPARATION OF ECEC EDUCATORS	ROLE OF PARENTS in ECEC
FINLAND Key website http://prez20090115.stm.fi/cd1106216815326/passthru.pdf	<p>There are three levels of government:</p> <ul style="list-style-type: none"> • <i>Federal government: Ministry of Education and Culture</i> is responsible for the regulation of ECEC (laws and guidelines). <p>National Curriculum Guidelines in 2005 (ECEC)</p> <p>National Core Curriculum in 2010 (preschool for 6 year old children)</p> <ul style="list-style-type: none"> • <i>County:</i> control of implementation of the federal laws. • <i>Municipal:</i> local curriculum guidelines and supervision of services (follow federal laws and regulations for child care & preschools) 	<p>6 years of age to preschool (in a child care centre or in a primary school).</p> <p>7 years of age to primary school.</p>	<p><i>Universities</i> offer Bachelor degrees (3-4 years) for teachers in childcare and preschool. Masters and PhDs in EC are available.</p> <p><i>Polytechnic Bachelor</i> degree (3 years) at Universities of Applied Sciences as an alternative way for teachers.</p> <p><i>Vocational training</i> (2-3 years) in vocational schools for childcare nurses.</p>	<p>The National Curriculum states that preschools must promote cooperation with parents.</p> <p>Childcare Act states that all childcare must support the educational task of families.</p>

Country	ROLE of GOVERNMENT	AGE @ ENTRY to SCHOOL	PREPARATION OF ECEC EDUCATORS	ROLE OF PARENTS in ECEC
<p>NORWAY</p> <p>Key website http://www.regjeringen.no/en/dep/ld/documents/legislation/regulations/2011/framework-plan-for-the-content-and-tasks.html?id=631906</p>	<p>ECE covers children under 6 years of age.</p> <ul style="list-style-type: none"> • <i>Federal government</i>: The Ministry of Education & Research administers all ECE centres and the National Framework plan for ECE. • <i>County</i>: Supervising and guidance of the municipalities related to ECE according to the intentions of the federal government. • <i>Municipal</i>: Responsible for EC Centre owners & authority for the supervision & guidance of private & municipal centers. 	<p>Children start primary school at 6 years of age.</p> <p>All children under 6 years are entitled to a place in an ECC.</p> <p>In 2012, 97% of all 5 year olds in Norway had attended ECC before starting school.</p>	<p><i>Universities and university colleges</i> offer Bachelor degrees (3 years) for teachers in preschools. Masters and PhDs in EC are also available.</p> <p><i>High school</i> certificate (1 year) The graduates can only work in ECEC settings as an assistant to a teacher.</p> <p>There are no private commercial providers offering education for preschool teachers.</p>	<p>The Kindergarten Act states that centers shall, work in close collaboration and understanding with the homes, and safeguard children's need for care and play, and promote learning and development as a basis for an all round (global) development.</p>

Country	ROLE of GOVERNMENT	AGE @ ENTRY to SCHOOL	PREPARATION OF ECEC EDUCATORS	ROLE OF PARENTS in ECEC
<p>TAIWAN</p> <p>Key website www.ecec.moe.edu.tw www.cbi.gov.tw/CBI_2/internet/main/index.aspx</p>	<p><i>Federal government:</i></p> <ul style="list-style-type: none"> • Ministry of Education: preschool (for 2–6 year old children), National Curriculum Guidelines in 2012 • Ministry of the Interior, Child Welfare Bureau – Babycare center (for 0–2 year old children) <p><i>County:</i> control of implementation of the federal laws.</p> <p><i>Municipal:</i> local curriculum guidelines & supervision of services follow Federal laws for baby care & preschools.</p>	<p>2–6 years of age to preschool (in a child care centre or in a primary school).</p> <p>7 years of age to primary school.</p>	<p><i>Universities</i> have Bachelor degrees (4years) for practitioners in baby care and preschool centres; Also have Masters and PhDs in EC.</p> <p>To become an ECEC teacher, needs further 16 college credits on curriculum theories and a half-year full time internship in preschool settings.</p> <p><i>Technical Colleges</i> offer 2 year child care diploma or a 4 year bachelor degree for practitioners in baby care and preschool.</p> <p><i>Vocational high school</i> (3 years) The graduates can only work in ECEC settings as an aide to the teacher</p>	<p>The ECEC Act states that preschools must promote cooperation with parents.</p>

Country	ROLE of GOVERNMENT	AGE @ ENTRY to SCHOOL	PREPARATION OF ECEC EDUCATORS	ROLE OF PARENTS in ECEC
<p>REPUBLIC OF TRINIDAD & TOBAGO</p> <p>Key website For policy information: www.uwi.tt/theftccr/</p>	<p>The ECE system covers children from birth to 5 years. Government centres provide services for children 3–5 years age. However, most ECE services are provided by private institutions and non-governmental organisations. There are plans to implement stricter monitoring of these services through the Ministry of Education.</p>	<p>Children start formal schooling at 5 years of age. ECE services are not viewed as compulsory.</p>	<p>The Ministry of Education suggests that EC educators be trained at least at the certificate level, and offers Government Assistance for Tuition Expenses (GATE) programme. This programme offers free tertiary level education at nationally accredited institutions.</p> <p>Additionally, an incentive of increased salaries for persons with higher levels of education is also provided.</p>	<p>Parents generally have a “hands-off” position to early education, leaving it solely to teachers within these settings.</p>

The location of early childhood programs within schools, as in the case of the Reception Classes in England and preschool centres in school grounds in Finland and Australia means that some children could enter school environments quite early. This pattern of administration of the early years requires research so that both child outcomes and implications for teacher leadership can be examined.

Within each country included in this book, universities were responsible for the preparation of Early Childhood teachers, achieved through 3–4 bachelor degree programs. Polytechnic or technical colleges shared the responsibility for training other staff working in ECEC settings. ECEC staff who completed diplomas or certificates in non-university institutions could not be employed as teachers. This separation of teaching and childcare employment opportunities on the basis of qualifications achieved reflects the continuing impact of the false dichotomy between the education and care of young children before starting school.

At present, parent involvement is perceived as voluntary in Azerbaijan. In all other countries, cooperation with parents has been built into national policy as a requirement of ECEC educators. This view reinforces the traditional notion of mutuality in sharing the education and care responsibilities between families and educators. The challenges encountered in implementing this policy however, requires further investigation.

Leadership regulations in ECE in each country

To understand leadership research introduced in the book it is important to know leadership policies and practices in these societies. In this section, authors provided information about key regulations that impacted on program delivery in ECEC settings and the nature of leadership (and management) training available for early childhood educators in their countries.

It seems that within the OECD countries (Australia, England, Finland and Norway), there was a high level of regulation of ECEC activities. The extent to which leadership roles and responsibilities are however controlled by government regulations was difficult to assess. There was however, increasing recognition of the importance of leadership in the provision of quality children's programs. This rhetoric reflected in government policies

Australia	<p>National ECEC policy reforms introduced in the past few years have seen an increasing focus on leadership within prior to school settings concerned with programs for children birth to five years. The requirement to have an educational leader to guide the pedagogical decision-making within ECEC centres, is impacting heavily on the separation of management and leadership responsibilities. Most university based bachelor degrees on ECEC comprising four years full-time study, emphasise teaching about child development and curriculum preparation. Management and leadership units have been included in these degrees since the 1990s. However, the increasing complexities of managing and leading ECEC settings today, require more in depth study at postgraduate level. Macquarie University offers the only dedicated Masters degree in Educational Leadership in ECEC. Various professional development providers are now beginning to offer certificate level, hands-on management courses to supplement workshops and seminars on leading and managing services. There is however little or no formal recognition in terms of salaries and promotion opportunities for leaders being tied with qualifications and experience as is the case with school teachers. This is a major deterrent in terms of engaging in masters degrees and PhD research studies.</p>
Azerbaijan	<p>The term leadership in education is very new to Azerbaijan and just recently has been introduced while education management is more understandable broad concept. There is no specific regulation on leadership in Early Childhood Education, but according to existing practice any qualified preschool teacher having no less than 5 years of experience as preschool methodologist can apply for a position of principal. Universities do not offer degrees on leadership in education. However a few years ago courses on education management were introduced in the main public in-service teacher training institute. Ministry of Education has also recently introduced a training program for school principals as a pilot initiative but these trainings do not include preschool principals.</p>
England	<p>In England, leadership (as compared to management) of early years services is the subject of considerable government and professional rhetoric that is not backed up by or recognised through promotion or increased salary. Although early years teachers and qualified childcare practitioners are responsible for the leadership of staff and services, they usually report that they are ill-prepared and under-qualified to take up and meet the leadership challenge confidently. Most report that they need greater access to professional development opportunities to improve their understanding of and skills for leadership. While most early years personnel can articulate the 'why' of leadership, they find it more difficult to explain the 'what' and 'how'. Two specialist training opportunities are available; Early Years Professional Status (EYPS) that offers equivalence to qualified early years teacher status and the National Professional Qualification for Integrated Centre Leadership (NPQICL) for leaders of multi-agency early years settings that is equivalent to a Masters degree. The National College of Teaching and Leadership offers a range of opportunities to develop and inspire competent leaders of early years settings including children's centres and schools.</p>

Finland	<p>In Finland, the leadership regulations are based on the law and the latest regulations are from 2005 (Act on Qualification Requirements for Social Welfare Professionals 272/2005). A higher university degree is the qualification for a management position that is principally of an administrative nature in social services (for example a manager of the day care services of a municipality). For the directors of day care centers and family day care, the qualification requirement is the same as for the kindergarten teachers: Bachelor of Education including kindergarten teacher education, or Bachelor of Health Care and Social Services (polytechnic) including studies in Early Childhood Education and care and social pedagogy to the extent as laid down by Government decree. Also adequate management skills are required. The situation can be compared with the status of schools where the principal has to have a Master's degree and in addition a special qualification (e.g. a principal preparation program, 25 ECTS).</p> <p>In practice the situation is such that for example those who are in a position of a day care center director have different kind of formal education. Before the kindergarten teacher training got a status of a university degree in 1995, the length of the training was two and later three years. Since 1995, it has been possible to take a Master's degree with a specialization in Early Childhood Education. In other words, there are directors working with a formal education of two years and those with a Master's degree.</p> <p>Another view is what is meant by the "adequate management skills" and how these skills can be learnt. It depends on the university how much leadership and management studies are included into the curriculum. It can be said that these studies are in minor part. The employees have the right for in-service training days every year but there are not many leadership programs and providers focusing on early childhood leadership.</p>
Norway	<p>Leadership in ECE in Norway is regulated by the Kindergarten Act and the Framework plan. The Kindergarten Act states that all Early Childhood Centers (Kindergartens) shall have adequate pedagogical and administrative leadership. The Early Childhood Centers (Kindergartens) shall have a head teacher who is a trained pre-school teacher or has other college education that gives qualifications for working with children and pedagogical expertise. The municipality may grant a dispensation from the educational requirement in the second paragraph. Administrative decisions made by the municipality may be appealed to the county governor.</p> <p>In 2011 a national leadership training program for head teachers (directors) of Early Childhood Centers at postgraduate level, started at five universities/ university colleges in Norway. This education might be a part of a master degree of leadership and management.</p>

Taiwan	<p>In Taiwan, there are two separate administration systems regulating the qualifications of ECEC directors. One is for directors of preschools (for 2–6 year old children), the other is for directors of babycare centers (for 0–2 year old children).</p> <p>According to the Early Childhood Education and Care Act in 2011, a prospective director of preschool is required to have five years of experience as a certified teacher or assistant teacher. He or she also needs to complete a director’s leadership training program of 180 hours to fulfil the qualifications by law. Directors also need to acquire 18 hours of in-service training on ECEC topics every year. In addition, the federal government, cooperated with local universities, to provide several professional development opportunities for directors as free workshops.</p> <p>While in babycare centers, according to the Child Welfare Act of 2012, directors’ qualifications include at least technical college diploma (2 years) plus 2–4 years experiences, EC leadership training which, compared to the program for preschool director, includes more child development knowledge less topics on management and ECE curriculum. For this group, no in-service training is required by the law.</p>
Republic of Trinidad & Tobago	<p>In the English speaking Caribbean, leadership within organisations has been noted as an essential part of its operations towards success. Within this context, leadership is having the acumen to move an organisation forward, to take the initiative, and to bring about the successful resolution of institutional goals. Management on the other hand, is defined as, following policies and guidelines towards success. Following within this argument, the leadership of early childhood services in the English speaking Caribbean, is still a very new field. We are still battling with the provision of quality programmes in the classroom. The national discourse on Early Childhood Education centres focuses primarily on quality programming and equity issues at present. Leadership in early childhood centres tends to be analogous with parenting for the novice mother. It is assumed that appointed teacher-leaders will develop those skills with experience. However, like mothers, this is not necessarily the case. Heads of early childhood centres are expected to be proficient leaders without necessarily specialised training. Within the past five years, however, there has been new vision and insight within training institutions. New programmes are being developed to address concerns of leadership deficits at the early childhood level in Trinidad and Tobago and other Caribbean islands. At the University of the West Indies, a postgraduate programme in leadership for early childhood professionals now exists. This two year course of study examines critical issues affecting early childhood development regionally and internationally as well as training concerns relating to programme implementation and team leadership. In addition, the Caribbean is also now exposed to training programmes through the University of the West Indies’ tertiary level programme in Educational Leadership and Management. This is an online programme, which offers educators and policy makers, theoretical approaches to leadership within early childhood environments. Additionally, through an undergraduate programme in early childhood development and family studies, important issues and skills related to teacher leadership are investigated. In Trinidad and Tobago early childhood teachers and care providers are demanding further expanded courses in educational leadership to increase their ability to lead new and improved early childhood environments.</p>

was not necessarily transparent or easily transferred into everyday practices within ECEC organisations. For instance, in Australia and Norway, government regulations require the appointment of educational leaders to provide pedagogical leadership within ECEC settings. It was however not clear, the extent to which these leaders were expected to perform staff management, financial and other administrative work as well as provide leadership in terms of curriculum and pedagogical work.

In part, this is because there was little or no alignment between leadership work and financial remuneration reflected in pay or salaries awarded to those employed as ECEC leaders. Early research on ECEC leadership by those such as Rodd (2006) have shown that previous generations of early childhood educators who achieved university level bachelor degrees in the 1980s or before, were ill-prepared and reluctant to take on leadership roles. Although there is no clarity in terms of the type of training that is best suited to develop as ECEC leaders, it seems that England offers the best access to specialist leadership development courses at the postgraduate level. Australia, Finland and Norway also offer masters degrees but the level of access and coverage appear somewhat patchy or limited.

In contrast, government investment in leadership preparation for teachers in the school sector was commonplace across most countries included in this book. Likewise all countries noted the inclusion of a limited number of units of study on leadership in bachelor degrees and the availability of short-term in-service or professional development courses on leadership. The extent to which these units are however sufficient in ECEC leader preparation is questionable.

An overview of the history of research into early childhood leadership

Although the provision of quality ECEC services has been high on the agenda of the governments of many countries for some decades, the concept of leadership and its relationship to the delivery of quality services for children and families has only recently become the focus of government and professional attention and interest. Indeed, the current political pressures for reform of and improvement in ECEC services have been instrumental

in bringing the development of leadership capabilities and practice into the spotlight.

Traditionally in ECEC services, leadership was viewed as the province of one positional and formal leader, usually a qualified preschool teacher, who held ultimate authority and power over employees and those who used the service. However, particularly in the past decade, the early childhood sector's understanding of and thinking about leadership has shifted to a more contemporary perspective where leadership is regarded as a distributed, socially-constructed and contextualized role and responsibility. Today, leadership in ECEC services is considered to be a core capability and responsibility that all early childhood practitioners need to understand, accept and develop. Contemporary leadership of ECEC services can be formal or informal, is distributed to staff at all levels and is essential in all contexts. Capability-building and succession planning are pressing issues for those responsible for leadership preparation, training and development.

Interest in leadership as it pertains to ECEC services developed out of theory and research into leadership in school-based educational contexts during the 1960s and 1970s, subsequently applied to early childhood educational settings, and later extended to include childcare services. Unfortunately, over the past four decades, the subject of leadership has received only intermittent attention from early childhood authors and researchers. In the 1970's, highly-esteemed writers such as Millie Almy, Lillian Katz, Bettye Caldwell, Roger Neugebauer, Bernard Spodek and Olivia Saracho identified the significance of seminal dimensions of leadership as it related to quality ECEC services. During the 1980s and 1990s, other aspects of leadership attracted the interest of a small number of reputable early childhood authors and researchers including Karen Vander Ven, Paula Jorde-Bloom, Sharon Kagan and Gillian Pugh. These authors were the founders of contemporary approaches to and understanding about leadership in early childhood.

In the 1990s and 2000s, a number of researchers from different countries attempted to deconstruct leadership into sets of attributes, skills and knowledge, including Ebbeck and Waniganayake, Hujala, Moyles and Rodd. However, leadership is not easily dissected and understood because it is essentially a holistic, multi-dimensional, multi-layered and complex phenomenon that, to be effective, is embedded in the context in which it is enacted. Although small in number, the contributions of these writers

and researchers cemented the relevance and importance of leadership in the delivery of quality ECEC services. Today, in the 2010s, a small number of dedicated researchers around the world, including those who are members of the International Leadership Research Forum (ILRF) continue the commitment to research into leadership in early childhood in a range of contexts.

Regrettably, research into leadership in early childhood has been hampered by a number of issues, specifically the lack of accepted definition of, common understanding about and prevalent theoretical perspective for leadership. In addition, confusion about language and terminology often results in the terms leadership, management and administration being used erroneously and as if they were synonymous. As the improvement of early childhood services and leadership continues to become a politicised agenda of reform in increasing numbers of countries, it is evident that a variety of academic and empirical paradigms are being applied to explain the principles and practice of leadership in different early childhood contexts. The ILRF has the potential to address some of these factors because it is made up of researchers and experts from seven countries who have adopted a rigorous approach to describing, comparing and explaining leadership in early childhood contexts within and across different countries. In this publication, researchers have analysed and illuminated specific aspects of early childhood leadership within their country, and their insights have the potential for extrapolation to and by other countries.

Although pedagogical leadership is a key issue in supporting the achievement of a strong ECEC vision, all stakeholders are perceived as being responsible for the quality of ECEC within an organisation. Teamwork in ECEC has been traditionally appreciated as a taken-for-granted or common working method among ECEC professionals. Today, teacher leadership is emerging as a new approach to interpreting ECEC leadership. It challenges ECEC trainers – both universities and other providers, to review current courses on educational leadership preparation, to enhance the ability of future ECEC leaders to lead better in new and changing environments.