

External expectations towards ECCs as learning arenas: *Consequences for leadership of the centres*



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BACKGROUND

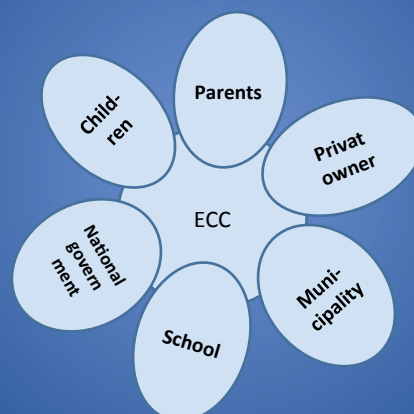
- ECEC was added to the Norwegian Ministry of Education in 2005
- An evaluation of the implementation of the Framework plan (2006) showed that most Early childhood teachers had been concerned about learning (Østrem et al., 2009).

RESEARCH QUESTIONS

- (a) Which stakeholders do directors of ECCs perceive as the most significant, when it comes to expectations to the centres as learning arenas for children?
- (b) What is the content of these expectations?
- (c) How do directors deal with these expectations as managers/leaders of centres?

POLITICAL PERSPECTIVE ON ECC AS AN ORGANIZATION:

A MODEL WITH SOME OF THE STAKEHOLDERS



LEADERSHIP FUNCTIONS

Staff	External (increasing)
Pedagogical	Administrative

Børhaug et al. (2011)

METHODS

- Qualitative interviews with directors in eight private - and eight municipal ECCs in three municipalities in 2013



RESULTS

- (a) Which stakeholders do directors of ECCs perceive as the most significant, when it comes to expectations to the centres as learning arenas for children?
 - Parents
 - Private owners
 - The municipalities

(b) What is the content of these expectations?

- **In general:** The expectations towards *that* children should learn are more pronounced than the expectations towards *what* they should learn.
- **Owners:** Expect that the directors should lead according to the framework plan when it comes to learning.
- **Municipalities:** Some of these have focused the areas: “Language, text and communication” and “quantity, space and shape”

(C) How do directors deal with these expectations as managers/leaders of centres?

Staff/pedagogical functions:

- Common view on learning among the staff group
- Observe the skills among the staff to see if they are good enough to provide for learning according to the framework plan
- Develop the competence among the staff

External functions:

- Some directors have tried to influence the municipality to focus more on the aesthetic areas in the framework plan and have succeeded
- Dialog with the parents about learning and documentation
- Working consciously with the reputation of the ECC to increase the quality

Administrative functions:

- Not mentioned very much

CONCLUSIONS

- We need more information to conclude and generalize the findings
- Thus, the next step is to analyze a survey addressing these questions

THANK YOU FOR LISTENING!