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Government Guidance on Leadership and Management of Early Childhood Education and Care institutions as Learning Arenas.

Yngve Skjæveland
Queen Maud University College, Norway


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Management for learning

- This study is a part of the ongoing research project “Management for learning: Challenges facing ECECs in Norway”




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Arena for learning

- Increased emphasis on Early Childhood Education and Care institutions (ECECs) in Norway as arenas for learning
- ECECs have felt an increasing pressure to make learning a higher priority.




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Leadership for learning

- The interplay between leadership and the educational aims can be challenge.
- How do government agencies frame and define new requirements for learning?




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Research question

- To what extent and how do national government agencies and bodies define managerial and organizational approaches to ECECs as an arena for learning?




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Theoretical perspectives

- Functions that directors perform
(Mintzberg, 1973; Quinn, 1988):
 - Pedagogical functions,
 - Human resource functions,
 - Administrative functions
 - External/strategic functions
(Gotvassli, 1990; 2006; Børhaug & Lotsberg, 2010).
- Views of learning




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Methodology


- Critical discourse analysis.
 - Aims at describing, explaining and criticizing, and to reveal what is implicit or hidden.
- A selection of policy texts. It analysis the discourse on leadership and management in relation to ECECs as arenas for learning in these texts.




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FRAMEWORK PLAN
for the Content and
Tasks of Kindergartens




NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH




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Main findings (preliminary results)

- The government guidelines says:
 - ... a lot about learning
 - ... something about leadership
 - ... very little about the of leadership of learning




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Learning in Early Childhood

- Seven learning areas in the Framework Plan
- Vague concept of learning (Pedersen et.al. 2013).
- *Formation through care, play and learning*



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Leadership in the Framework Plan

- *The head of the kindergarten has overall responsibility for the pedagogical activities being assessed in a planned, systematic and open manner.*
- *She or he must ensure that the assessments are carried out with the understanding of the parents and the staff group. (p. 47)*

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Leadership in the Framework Plan

- *Kindergartens are pedagogical centres that shall be planned, documented and assessed. Individual kindergartens are free to choose methods and scopes... (p. 44).*

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Main findings (preliminary results)

- There is a lack of connection between leadership and learning in the government guidelines
- High degree of freedom (and responsibility) in the leadership of learning.

