



Leading Early Childhood Education and Care Centres (ECECs) as learning environment for children

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How do some directors perform their leadership under the changed requirements of the authorities?





Changed requirements of the authorities

- The political goal of full coverage are fulfilled
- ECECs changed from being a welfare provision for a few to being a right to education for all children
- Focus changed from quantity to quality
 - From significant expansion of the number of places for children in ECECs
 - To ECECs as learning environment for children





Changed requirements of the authorities

- New Public Management (NPM) is endorsed as the governance doctrine of the Norwegian government
 - Reorganizations in the ECEC sector based on the ideas of NPM
 - Extended focus on management and leadership





Changed requirements of the authorities

- Governmental aim to strengthen ECEC directors in their role as leaders.
 - Extensive management training programs
 - 2010: ECEC directors are strongly recommended to complete an extensive training called “The Director School” (30 credits on a master level).





Theoretical framework

- The concept of the large and the small community (Klausen, 2001)
 - Being a leader inside their own institution
 - Being a leader in the community around the institution
- New Public Management (Øgård, 2005)





Sample

- 16 directors
 - 8 governmental and 8 non-governmental
- 3 sizes of ECECs
 - Less than 40 children
 - 40 – 80 children
 - More than 80 children
- 3 different municipalities in 3 different sizes





(Klausen, 2001)





Space for action

- The directors in the sample consider themselves authorized and competent to choose the means which seem appropriate to make the right choices to make the ECEC a good learning environment for children
- There is a space for action to perform leadership





Preliminary analysis

- Preliminary analysis so far
- Categories needs to be developed
- Strategic leadership needs to be investigated





Leader identity

- Are you a preschool teacher in a leader role or a leader?

Primarily a preschool teacher in a leader role	Primarily a leader
Uncertain (seems not very concerned about the issue)	Changing identity, preschool teacher in the small community, leader in the large community





Leader identity

- Primarily a leader
 - Governmental and non-governmental directors
 - Small, medium and large ECECs
 - The two informants who have the clearest statements of being a leader are directors in large private ECEC chains with their own educational programs for leaders





Changing identity

- Preschool teacher in the small community, leader in the large community
 - Different logic, different language, different arenas for leadership performance. Require different attitude





THANK YOU FOR LISTENING!

