



Changing requirements on Leadership in Early Childhood Education and Care institutions.

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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”





Change and growth

- Norwegian Early Childhood Education and Care institutions (ECECs) have gone through substantial changes in recent decades.





Norwegian children in ECECs

- 1950: 1,1 %
- 1960: 1,8 %
- 1970: 2,8 %
- 1980: 19 %
- 1990: 36 %
- 2000: 62 %
- 2010: 89 %
- 2013: 90 %





A growing sector

	Early childhood centres	Children	Staff	ECEC teacher education
1970	402	12 711	2 292	?
2000	5 833	189 837	52 673	16 465
2010	6 579	277 139	87 401	28 007
2013	6 296	287 177	93 573	?



Full coverage

- Increase in the number of new ECEC institutions, to obtain full national coverage
- The organizational structure of ECEC institutions have been changing to accommodate larger and more complex units.
- 2009: A statutory right for all children between the ages of 1 and 5 to have a place in a kindergarten.
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Quality and learning

- Increasing pressure to raise the quality in ECECs.
- Stronger emphasis on ECECs as learning arenas
- These changes have, in turn, increased the demand for corresponding changes in leadership and management.





Research question

- How have the governmental guidelines on management and leadership in ECEC changed, in light of the developments in the sector?
- How have the requirements and demands on leaders in ECECs been communicated by the government in recent decades?





Document analysis

- This research draws on some central policy documents from the first Act of ECEC in 1975 to present day.
- Particularly emphasizing leadership of ECECs as learning arenas.





Sources

- Central documents:
 - The first Act of ECEC, 1975
 - Later revisions
 - «Målrettet arbeid i barnehagen. En håndbok» 1982
 - «Goal- orientated work in ECEC. A handbook.»
 - Framework Plans 1996, 2006, 2011
 - White papers





Kindergarten Act 1975

- First legislation in this area
- Municipal responsibility: ECEC as a part of the welfare system
- Directors for every ECEC institution
- Teacher education for all directors





«Goal- orientated work in ECEC. A handbook.»

- Ministry of Consumer Affairs and Administration
- 170 pages
 - 30 pages on leadership
 - 10 pages on the directors responsibilities and tasks
- The director has three main areas of responsibility:
 - Pedagogical responsibility
 - Work leader (“arbeidsleder”)
 - The director as support and supervisor
- Very concrete, practical guidelines

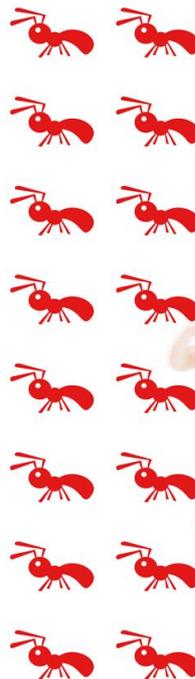




Framework Plan 1996

- The first framework plan
- Ministry of Children and Family Affairs
- Chapter 7: *Planning, implementation evaluation*
- Guidelines regarding the directors responsibilities for planning, daily routines, cooperation with staff and parents



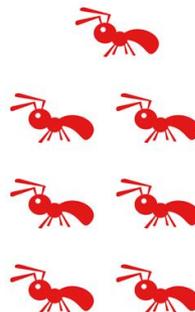


FRAMEWORK PLAN



for the Content and

Tasks of Kindergartens



NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH



Leadership in the Framework Plan 2011

- *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)*





Leadership in the Framework Plan 2011

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





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)*





“Leadership is important”

- “Good leadership is important to the quality in the ECECs.”
- (White Paper no. 24 (2012 – 2013) *Framtidens barnehage* (The kindergarten of the future)





Preliminary findings

- Despite the fact that the directors feel the expectations and requirements of leadership in ECEC to be tougher than before, it can be argued that governmental guidelines have become less detailed and less precise when it comes to requirements of leadership in ECECs and in describing the directors' tasks.

