

SUMMARY OF ILRF RESEARCH PRESENTATIONS

**QUEEN MAUD UNIVERSITY COLLEGE
TRONDHEIM, NORWAY**

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THREE BROAD AREAS IMPACTING UPON EC LEADERSHIP

- **Context**
- **Capability and capacity**
- **Challenges**

IMPACT OF CONTEXTUAL INFLUENCES ON LEADERSHIP

- **Cultural values, understandings and practices**
- **National laws, regulations, and guidance**
- **Perceptions, expectations, engagement and actions of various actors and stakeholders**
- **Type and level of professional support**

DEVELOPING LEADERSHIP COMPETENCE AND CAPACITY

- **Factors and strategies that nurture or hinder the development of future leaders**
- **The impact of different models for developing leadership capability and capacity i.e. communication, mentoring, professional support, collective responsibility, organizational culture**
- **The impact of various organizational structures and processes on leadership capacity**

CHALLENGES FOR LEADERS IN ECE CENTRES

- **Issues around professional identity i.e. pedagogical vs strategic leader**
- **Issues around professional autonomy vs reliance on external guidance and governance**
- **Coping strategies for surviving the new requirements, increasing financial constraints and increasing accountability**
- **Leading as a politically aware and strategic agent of professionally-responsible change**

QUESTIONS REQUIRING FURTHER RESEARCH

- ◆ **What are and how do identified key factors impact upon and shape the enactment of EC leadership in different contexts and cultures?**
- ◆ **What are the most effective models for building sustainable pedagogical and strategic leadership capability and capacity in ECECs?**
- ◆ **How do organizational and learning cultures, structures and processes interact with and influence leadership in ECECs?**
- ◆ **What are the most effective strategies for encouraging collective responsibility and genuinely distributed leadership in ECECs?**