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Conference Theme:
Leadership in Early Childhood:
Global Perspective

PROGRAMME AND ABSTRACT BOOKLET

Department of Early Childhood Education
7th International Leadership
Research Forum
Early Childhood (ILRF EC) Conference

Date:

25 – 27 September 2019

Venue:

Manhattan Hotel, Pretoria, South Africa

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**ILRF conference 25th Æ 27th September 2019
Pretoria, South Africa**

INTERNATIONAL LEADERSHIP RESEARCH FORUM

EARLY CHILDHOOD

SOUTH AFRICA

ILRF

PROGRAM AND ABSTRACT BOOKLET

25TH Æ 27TH SEPTEMBER 2019



PRACTICAL INFORMATION

Meeting Site: Manhattan Hotel
Venues: New York and Chicago Suites
247 Scheiding St, Pretoria Central, Pretoria, 0002



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Pretoria, 0002
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University of South Africa
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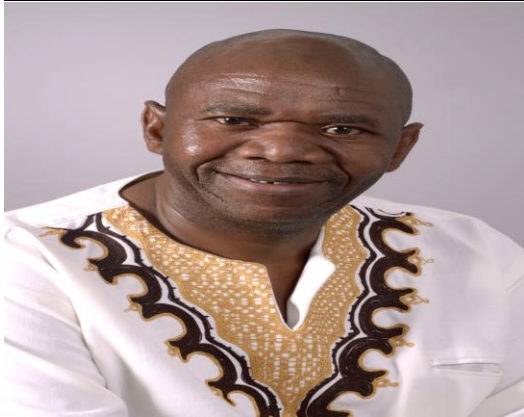
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KEY NOTE SPEAKERS
Prof PM Sebate and Ms ML Samuels



**Seventh International Leadership Research Forum
In Early Childhood (ILRF EC) Conference
University of South Africa
2019**



Conference Programme 25th to 27th September 2019

DAY 1 Wednesday 25 September 2019				
8:00 - 8:30	EARLY CHILDHOOD SITES VISITS	GROUPS	TYPE OF SITE	GROUP LEADERS
	Gathering at Manhattan Hotel . New York Suite (Welcoming of guests, Briefing and Introduction of group leaders for sites visits).	Group 1	Rural Area: Hammanskraal (4 to 5 Sites)	Prof Phatudi, Prof Mampane, Dr Modise and Ms. Masuelele (15 people)
		Group 2	City	Dr Phajane, Dr Machaba and Mr. Mncanca
		Group 3	May join other Groups since schools will be closed. (School Holidays)	To be announced
8:30 . 9:00	Depart for Sites Visits			
9:00 -12:00	ECE Sites Visits			
12:00- 17:30	Free time and preparations for Gala Dinner			
17:30- 21:00	<p>Event: Gala Dinner</p> <p>Dress code: Black-Tie</p> <p>Venue: Manhattan Hotel Corner Andries and Scheiding Streets, Pretoria</p> <p>Programme Directors: Mr Dagada and Ms Poloko Masuelele</p> <p>Programme:</p> <ol style="list-style-type: none"> 1. Welcome Speech: Chair of ECE Department . Prof. NC Phatudi 2. Highlights of the Sites visits conducted: 2 x People per Group 3. Networking Opportunity: Detailed Programme to be provided on the Day. 4. Entertainment: Performances - Music - Food 			



DAY 2 Thursday 26 September 2019			
8:00 . 8:45	INDIVIDUAL RESEARCH GROUPS MEETINGS	RESEARCH GROUP LEADER	VENUES
	ILRF EC Research Groups	Dr Elina Fonsén	New York Suite
		Dr Johanna Heika	Chicago Suite
	Policy In Early Childhood Care and Education	Prof. Hasina brahim	Chicago Suite
	Project in Early Childhood Policy Analysis (PECPA)	Prof. Nkidi Phatudi and Dr Namhla Sotuku	New York Suite
	South African Research in Early Childhood Education (SARAECE)		
08:45 Æ 09:00	TEA BREAK		
DAY 2 SESSION 1 - PLENARY			
Programme Director: Dr. Matshediso Modise / Mr. Mzoli Mncanca			
Venue: Manhattan Hotel . New York Suite			
TIME	ACTIVITY	RESPONSIBILITY	
09:00 . 09:05	Opening Remarks	Dr. Matshediso Modise / Mr. Mzoli Mncanca	
09:00 . 09:10	Official Opening . National Anthem	Ms. M.C. Ngetu and Mr. J. Baloye	
09:10 . 09:20	Welcome and Introduction of Conference Guests and Delegates	Mr. Mncanca	
09:20 . 09:30	Introduction of Speaker	Prof. N.C. Phatudi	
	Opening Address	Acting Dean: College of Education Prof. P.M. Sebate	
09:30 . 09:55	Performance: Music and Dance Items (Part of Life Skills Study Areas)	Zamubuhle Early Learning Centre	
09:55 . 10:00	Announcement of Presentations	Dr. Matshediso Modise / Mr. Mzoli Mncanca	
10:00 Æ 10:15	TEA BREAK		
DAY 2 SESSION 2 - PLENARY			
10:15 . 10:35	International Leadership Research Forum in Early Childhood Synopsis	Dr. Johanna Heikka and Dr Matshediso Modise	
10:35 . 11:05	Key Note Address: Director of Early Childhood Development : Department of Basic Education: Ms Samuels	Introduction: Prof Hasina Ebrahim	
11:05 Æ 11:15	Entertainment	Dance	



DAY 2 SESSION 3 È BREAK AWAYS				
Session Chair: Dr Johanna Heikka Venue: Manhattan Hotel . New York Suite			Session Chair: Dr Shila Mphahlele Venue: Manhattan Hotel . Chicago Suite	
TIME	PRESENTER	TOPIC	PRESENTER	TOPIC
11:20 . 11:40	Dr Nndwamato Ndou, Lecturer, University of South Africa.	Ó ã † & ~ ã c Á T æ) ð on the progress made on the provisioning of quality education at selected public schools in Limpopo province, South Africa	Dr Namhla Sotuku, University of Fort Hare, South Africa	Early Childhood Development (ECD) Leadership as Action for Survival
11:40 . 12:00	Dr Donna Hannaway, Senior Lecturer, University of South Africa.	Teacher Educators Making Sense of Transforming Early Childhood	Dr Jabu Mzimela: University of Kwazulu Natal , South Africa. Ms. Zanele Zama: University of Kwa-Zulu Natal, South Africa. Ms. Jongiwe Tebekana: Walter Sisulu University, South Africa Ms. Duduzile Sibaya, University of Zululand, South Africa	Exploration of Early Childhood Ö ^ ç ^ [] { ^ } c Á Ô ^ } c f Understandings of Provision of Comprehensive Quality Early Childhood Development Programme: An Implementation of NIECD Policy (2015)
12:00 È 13:00	LUNCH BREAK/ LUNCH BREAK @ ROCKEFELLA RESTURANT			



TIME	PRESENTER	TOPIC	PRESENTER	TOPIC
13:00 . 13:40	<p>Prof. Kari Hoås Moen Queen Maud University College (QUMC).</p> <p>Prof. Birgitte junggren Associate Professor, PhD. Queen Maud University College (QUMC)</p>	Aligning Projects: Project Management as sense making processes in ECEC	<p>Prof Sharon Mampane Department of Leadership and Management</p>	<p>Title: Early Childhood Centre T æ } æ * ^ ! • q Á Ú æ cer@hipæ and Management</p>
13:20- 13:40	<p>Kjetil Børhaug: University of Bergen</p>	Norwegian Early Childhood Teachers and Competing Notions of Professionalisation	<p>Anne Homme. University of Bergen, Department of Education/Norwegian</p> <p>Helene M.K. Eide. University of Bergen, Department of Education/Norwegian Research Centre NORCE . Social studies.</p>	Diverging Leadership Strategies in Implementation of an Increased Resource of EC-Teachers in Norwegian ECECs
13:40 -14:00	<p>Adebunmi Aina and Dr Keshni Bipath</p>	Promoting quality Early Childhood Care and Education through resources in registered Early Childhood Development Centres	<p>Dr Fortidas Rwehumbiza Bakuza. Assistant Professor. Aga Khan University, Institute for Education Development East Africa.</p>	Improving quality of Early Childhood Education Through Leadership and Mentoring in Early Years Support
14:00 Æ 14:15	LEG STRETCH BREAK - ENTERTAINMENT - MUSIC			



DAY 2 SESSION 3 É BREAK AWAYS

DAY 2 SESSION 3 É BREAK AWAYS				
Session Chair: Dr Johanna Heikka Venue: Manhattan Hotel . New York Suite			Session Chair: Dr Sharon Mampane Venue: Manhattan Hotel . Chicago Suite	
TIME	PRESENTER	TOPIC	PRESENTER	TOPIC
14:15-15:35	Dr Elisabeth Førde . Assistant Professor. Alona Laski: Assistant Professor. Lise Hannevig. Aassistant Professors	Using leadership skills to enhance reflection in a normative profession	Laura Kiuru: EduLeaders Project worker . University of Helsinki Dr Elina Fonsén	ECE S^ c c ā } * A Öã ! ^ & c [! • Ô [{ } ! ; ^ @ ^ } • ã ç ^ Á Û & @ [[] perceptions of their Leadership skills and need for leadership training in.
14:35 . 14:55	Dr Marit Boe: Associate professor. University of South- Eastern Norway. Dr Karin Hognestad: Associate Professor. University of South- Eastern Norway. Dr Johanna Heikka: Senior Lecturer. University of Eastern Finland. .	Pedagogical leadership and Holistic Approach to Learning	Prof. Magritt Lundestad. Associate Professor. Early Childhood Teacher Education .Oslo Metropolitan University, Norway. Prof. Ann Kristin Larsen; Associate Professor at Early Childhood Teacher Education at Oslo Metropolitan University, Norway,	14:35 . 15:05 ECEC directors and ECEC provider`s role in leadership processes. -Directors practice of mentoring in Early Childhood Centers Education and Care (ECEC) institutions with public or private providers . roles, responsibility and knowledge as a mentor. (10 minutes). ECEC directors and ECEC provider`s ! [^ Á ã } Á ^ æ å ^ ! • @ ã] Á directors in professional learning communities (10 minutes). Discussion (10minutes).
14:55 . 15:15	Dr Carol Logie. 'Director/ Educational Consultant . Caribbean Research and Development Ltd. Former Senior Lecturer . The University of the West Indies.	Teacher perceptions of leadership in the Early Childhood Sector: A Caribbean Experience.	Prof. Randi Evenstad and Prof. Maria Brennhovd Associate Professor- of Early Childhood Teacher Education Oslo Metropolitan University, Norway.	15:05 - 15: 25 Transforming children`s play environments in Norwegian kindergartens -challenges and strategies demanding pedagogical leadership



15:10 . 15:40	<p>Dr Elina Fonsén: University lecturer. University of Helsinki</p> <p>Dr Päivi Kupila: University lecturer. University of Tampere</p>	<p>Discourse of Leadership in Early childhood</p>	<p>15:25 . 15:45</p> <p>Dr Catherine Frogh: Assistant professor. Institute of Pedagogy. Faculty of Humanities, Sports and Educational Sciences. University of South Eastern Norway</p>	<p>15:25 . 15:45</p> <p>Dr Catherine Frogh: Assistant professor. Institute of Pedagogy. Faculty of Humanities, Sports and Educational Sciences. University of South Eastern Norway</p> <p>Strategies to Ensure Quality and Pedagogical Development for Private Childcare Providers.</p>
15:40- 15:45 ENTERTAINMENT/ STRECH BREAK				
DAY 2 SESSION 4 : PLENARY VENUE: NEW YORK SUITE SESSION CHAIR : Ms Mmapeu Manyaka				
15:45- 16:05	<p>Dr Mary G. Clasquin-Johnson. Senior Lecturer , Department of Inclusive Education, University of South Africa.</p>	<p>Inclusion Begins with Early Screening: Who Takes The Lead?</p>		
16:05 . 16: 25	<p>Prof. Nkidi Phatudi: Chair of ECD Department. University of South Africa</p>	<p>South African Research in Early Childhood Education: The Cradle for Early Childhood Education Voices</p>		
16:20 Ë 16:25 ANNOUNCEMENTS AND CLOSING				
16:25 Ë 16: 40 TEA AND DEPARTURE				



DAY 3 : 27 SEPTEMBER 2019				
08:00 . 8:55	Research Group - Meetings	Group 1 ILRF . Research	Dr Elina Fonsén	Venue: New York Suite
		Group 2 ILRF . Research	Dr Johanna Heikka	New York Suite
		Group 3 SARAECE PIECE PECPA	Prof. Nkidi Phatudi, Prof Hasina Ebrahim Dr Namhla Sotuku	Venue: New York Suite
DAY 3 SESSION 1: PLENARY VENUE : NEW YORK SUITE PROGRAMME DIRECTOR: Dr Ndwamato Ndou				
9:00- 9:05	Opening Remarks	Programme Director		
9:05- 9:10	Opening . National Anthem	Ms Celiwe Ngetu and Ms Zasendlunkulu Malimela		
9:10 . 9:15	Welcome and Acknowledgement of Official Guests	Dr Ndwamato Ndou		
9: 15 . 9:25	Music Performance	Cultural Group . (Dr Masello Phajane)		
9:25 - 9:45	Ms Onicca Hlabella Director and Head of : <ul style="list-style-type: none"> < Lerato la Mme Early Learning Centre < Ditebogo Early Learning Centre < O [à qlesing Early Learning Centre 	My ECD Leadership Journey: Experience as a Director, Head and practitioner.		
9:45- 9:55	Entertainment			
9:55 . 10:00	Announcements - (Presentations)	Dr Ndwamato Ndou		
10:00 -10:20	TEA BREAK			



SESSION 2 PLENARY - PRESENTATIONS		
SESSION CHAIR: Prof. Kari Hoås Moen / Dr Veronica. Kgabo		
VENUE: New York Suite		
10:20- 10:40	Mr Mzoli Mncanca. Department of early Childhood Education. University of South Africa	Imperative for School Managers
10:40 . 11:00	Dr Halttunen, Leena, University teacher- University of Jyväskylä Dr Heikka, Johanna, Senior Lecturer, University of Eastern Finland.	Enabling and Constraining Deputy Leadership
11:00- 11:20	Prof. Hasina Ebrahim, Department of Early Childhood Education UNISA.	Early Childhood Leadership Capacity Development in Africa
11:20 . 11: 30	Musical Item - UNISA ECD Department	Ms Celiwe Ngetu and Ms Zasendlunkulu Malimela
11:30 . 11:50	Nipael Mrutu, Fredrick Mtenzi, Fulgence Saronga and Joachim Tamba Aga Khan University, Institute for Educational Development, East Africa Nipael.mrutu@aku.edu	Engaging Education Leaders, Community Leaders and Educators as Expert Partners in Supporting Teaching and Learning in Early Years Education in Southern Tanzania
12: 00- 12:45	LUNCH BREAK@ROCKEFELLA RESTURANT	
DAY 3		
SESSION 3 PLENARY		
VENUE: New York Suite		
SESSION CHAIR: Dr Halttunen-Leena & Dr Masello Phajane		
12:45- 13:00	Per Tore Granrusten. Queen Maud University College of Early Childhood Education.	On the way to early childhood teacher profession - part- time student's experience of own identity development as a leader. (15 minutes).
13:00 13:55	Sissel Mørreaunet: 40 minutes	On the way to early childhood teacher profession- Border crossing as the Part-c ā { ^ Á Û c ~ â ^ } c o p i a t i o n [to be qualified and/or certified as pedagogical leaders (15%)



13:25 - 13:45	Dr Mohapi . Project Manager	Educational Change: The Design of UNISA- Mathew Goniwe School Leadership and Governance Project
13:45- 13:50	Next Session Announcement	By - Session Chair
13:50- 14: 00	STRECH BREAK AND REARRANGEMENT OF THE VENUE	
DAY 3 SESSION 2 RESEARCH COLLABORATION ROUND TABLE DISCUSSION VENUE: New York Suite SESSION CHAIRS: Dr Johanna Heikka & Prof Hasina Ebrahim		
14:00-14:15	Sissel Mørreaunet, Associate Professor Queen Maud University College of Early Childhood Education	Leadership in Motion 1- Possibilities for supporting Leadership (15 minutes)
14:15- 14:30	Kjersti Nissen, Associate Professor, Queen Maud University College of Early Childhood Education	Leadership in Motion II . How Presence Come to Work (15 minutes)
14:30- 14:45	Merete Moe, Associate Professor, Queen Maud University College of Early Childhood Education	Leadership in Motion III . Research Affects (15 minutes)
14:45 . 15:00	Discussion (15 Minutes)	
15:00-15:40	ISSUES FOR DISCUSSION: Highlights of the Conference . All Session Chairs: Celebration: NEW Published ILRF Book : Dr Matshediso Modise ± Š ^ æ å ^ ! • @ã] Á ã } Á Ò æ ! ^ Á Ò å ~ & æ c ã [} Á ã } Á V ã { ^ • Á [~ Á Ô @æ } * by Petra Strehmel, Johanna Heikka, Eeva Hujala, Jillian Rodd & Manjula Waniganayake (Eds.) ILRFEC NETWORK: WHERE DO WE GO FROM HERE? Dr Johanna Heikka	
14:40 . 15: 55	Closing Remarks:	Prof Corrine Meier
15:55 - 16:10	Vote of thanks and presentation of gifts	Ms Margaret Ramokgopa (Ms Mamasila Magolego)
16:10 - 16:20	OFFICIAL CLOSING OF THE CONFERENCE NATIONAL ANTHEM (MS Celiwe Ngetu and Ms Zasendlunkulu Malimela) TEA AND EPARTURE	

CONFERENCE ABSTRACTS

Dr Ndwamato Ndou

Department of Early Childhood Education

University of South Africa

Tel: 2712 429 4468 **Cell:** 078 708 5295

Email: ndoun@unisa.ac.za

Topic: Provision of Quality Education at Selected Public Schools in Limpopo Province, South Africa.

This article focused on the evaluation of effectiveness of new policies on the provisioning of quality education in selected schools in Limpopo province. Qualitative research methodology was used as the author was interested in collecting data on the experiences, perceptions and views of the research participants. Three research instruments for data collection were employed, namely participant observation, document analysis and interviews. Purposive sampling was chosen to select the most relevant participants who were likely to be knowledgeable and experienced on the phenomenon under study. Circuit managers were sampled. The findings revealed that new policies developed after 1994 democratic elections brought little changes on the provisioning of quality education in Limpopo Province. The attitude of the circuit managers, the competency of the circuit managers in monitoring reading and numerating in public schools, the understanding and interpretation of transformational education policies, equitable distribution of resources to public schools, recruitment of circuit managers, induction and in-service training of circuit managers were discussed as factors hampering the effective provisioning of quality education. The author recommended recruitment of highly qualified and experienced circuit managers, induction of newly appointed circuit managers, continuous in-service training, mentoring and development of guidelines or prescripts on the implementation



of education policies as the tools that can enhance the provisioning of quality education at public schools.

Key words: policy, quality, education system, effectiveness, implementation, assessment.

Randi Evenstad, Maria Brennhovd

Associate professor of Early Childhood Teacher Education

Oslo Metropolitan University, Norway.

Email: randi.evenstad@oslomet.no

Title: Transforming children`s play environments in Norwegian kindergartens - challenges and strategies demanding pedagogical leadership

Topic: Pedagogical leadership, better environments for play

This presentation draws on data from the project Incompetence, a 3 year interdisciplinary project funded by the Research Council of Norway (2017-2020). The main objective is to develop new knowledge and to test out new research tools which will result in a higher competence in planning, designing and developing ECEC institutions` physical (indoor and outdoor) environments.

The project is conducted within a design experiment in education design which means that pedagogical leaders (teachers and heads) and other staff were engaged in the research process and in transforming the play environments in 8 kindergartens. The children`s utilization of the physical environment before and after the transformation were videotaped and analysed. Children and staff have also been interviewed about the transformation process. This presentation will focus on 16 semi-structured interviews with the pedagogical leaders` experiences from implementing changes in the play environments.

Although the interviews are not yet completely analysed, results indicate that the changing process was a complex and demanding task for the leaders. The further analysis will focus on challenges and strategies that demand both pedagogical leadership and environmental competence, and link to theories and concepts on both.



Presenters: Leena Halttunen & Johanna Heikka,

Email: Leena.halttunen@jyu.fi, johanna.heikka@uef.fi

Topic: Enabling and constraining deputy leadership

This study explores the nature of EC leadership involving directors and deputies in Finland. Findings contribute new understandings about EC practitioners occupying positions of leadership. The focus of the study is to understand what enables or constrains deputy leadership. This experimental study explores Finnish centre directors and deputies who are expected to collaborate when overseeing the work of 2-3 centres and FDC settings.

The Theory of Practice Architectures underpins the research. According to Kemmis et al. (2013), individual and collective practice is shaped and shapes by practice architectures. The practice architectures enable and constrain practice. The practice architectures are expressed or understood in sayings, doings and relating. The presentation also discusses how relationship between the ECE centre director and deputy director reflect in the development of their ECE centre.

Keywords: Leadership, Practices Architectures, Relationships

Presenter: Dr Namhla Sotuku:

University of Fort Hare . South Africa

Email: nsotuku@ufh.ac.za

Topic: Early Childhood Development (ECD) Leadership Action for Survival.

The link between leadership and ECD in early year settings is well established. This paper explores the perceptions and enactments of leadership by ten managers in centre based ECD programmes.

Using qualitative research methodologies, findings from this study have amongst other issues revealed that the dominant discourse of leadership is that which views leadership as a solo performance by those with highest hierarchical positions. In the ten ECD centres understudied, the managers had assumed leadership positions due to the fact they are the founders of the ECD centres. The managers however experienced leadership of ECD settings as a challenge that involves diverse tasks whose main purpose is for bureaucratic accountability and organizational solutions for survival. Moreover they also expressed how the lack of formal support systems negatively contributed to their enactment of their leadership roles. The study proposes that there is a need for a shift in thinking way from traditional models of leadership. ECD managers need conscious, deliberate and focused systematic training prior to them taking up leadership roles. Managers in ECD contexts need



to understand how the ways in which they conceptualise and fulfil their leadership roles impact on the provisioning of quality ECD services.

Key words: Early Childhood, managers, centre based, leadership, perceptions

Key words: Oral language development, Pre-school, Foundation Phase, Effective practices

Presenter: Nipael Mrutu, Fredrick Mtenzi, Fulgence Saronga and Joachim Tamba
Aga Khan University, Institute for Educational Development, East Africa

Email: Nipael.mrutu@aku.edu

Topic: Engaging education leaders, community leaders and educators as expert partners in supporting teaching and learning in early years education in Southern Tanzania

The relationship between parental and community engagement in early years education has been widely examined and a link drawn between increased parental involvement and improved student performance. It has been acknowledged that when parents are involved, children school attendance increases and homework completion rates accelerate. In addition, children exhibit more positive attitudes towards studies, embracing diversity and decreased antisocial behavior. The government of Tanzania has made several attempts to enhance parental engagement; such as government secular number 3 of 2016 clearly stipulates roles and responsibilities of parents and community members in supporting education initiatives including children with special needs. However, despite the existing attempts to engage parents and community, challenges on the effective ways to engage them persist. This paper is based on the evidence collected from Southern Tanzania highlighting multifaceted challenges and opportunities existing on the landscape of early years care, development and education. The paper brings to the fore best practices in engaging parents and community leaders, educational leaders and educators as expert partners to effectively support the provision of early years education as a way of attaining satisfactory learning outcomes. Research results indicate that with adequate support and mentoring parents, community leaders, educational leaders and educators turn into expert agents of change and can effectively support learning in early years.

Keywords: Early years; leadership and community engagement



Presenter: Dr Donna Hannaway

Email: hannad@unisa.ac.za

University of South Africa

Topic: Teacher educators making sense of transforming early childhood

Teacher education in South Africa is fragmented and unstable with little systemic response to teacher education in the early years. This amplifies the need for teacher preparation programmes to provide adequate student-centred opportunities to disrupt conventional wisdom and to reconstruct working theories to transform thinking and action to meet contextual demands. The aim of this paper was to make sense of the learnings for transformation in teacher education in the early years, which emanated from the Project in Inclusive Early Childhood Care and Education (PIECCE). Progressive Transformative Teacher Education (Tchombe, 2014) underpins this research since it examines facets of teacher education such as research, policy and training, and endorsed a progressive transformative teacher education in an African & [~ } c ! ^ È Á V @ ^ Á] æ] ^ ! Á , æ • Á * ! [~ } á ^ á Á ã } Á c @ 2009) phases of meaning for transformative learning with a particular emphasis on @æ à ã c • Á [~ Á { ã } á Á æ } á Á Ò | | ^ ! { æ compatible. This study was located in the critical paradigm. Site visits, observations and reflections informed this qualitative case study. Three key learnings, namely: diverse frames of reference (exchanges and tensions); learning through dialogue; and nurturing autonomous thinking were derived. The implications that arose from this study highlight four key areas: At a systemic level, there is a dire need for support to teachers at all levels to ensure access for professional growth and development; Individual and institutional capacity building in and of early childhood teacher education is required; Material development that is contextually responsive to meet the demands of the field requires careful thought; stakeholder engagement is central in attaining early childhood teacher education intact.

Keywords: Early childhood teacher education; transformative; habits of mind; learning through dialogue; autonomous thinking

Presenters: Prof. Kari Hoås Moen, khm@dmmh.no

Birgitte Ljunggren (**Associate professor, PhD**), ebi@dmmh.no

Affiliation: Queen Maud University College (QUMC)

Topic: Aligning projects: project management as sense making processes in ECEC

Projects are a common organizational working method in Norwegian early childhood centers (ECCs). They relates to pedagogical target areas or/and competence development and might take place at the same time with different subjects (Ljunggren et al 2017). ECC based project as a working method to raise competence is currently



encouraged and financed by the national government (Ministry of Education 2017). This actualizes leadership and project management.

The theoretical point of departure is projects as organizational practices (Blomquist, Hällgren, Nilsson & Söderholm 2010). In this perspective, Simon (2006) detects the sense maker as one management role. Inspired by this, the paper explore the efforts to make coherence between projects made by of formal leaders (director and pedagogical leaders) in one Norwegian ECC. Research question is: Which sense-making leadership practices do we find in the material that promotes coherence and alignment between projects in the ECC? The material consists of transcribed interviews (focus group and individual) and textual material from an action research project in one municipal ECC in Norway. The project follows ethical guidelines from the Norwegian Data Protection Officer. Findings are that leaders are engaged in a wide range of sense making practices and processes set in motion to align projects and to produce coherence between projects. Coherence is produced in creative processes and in co- construction of reality. The power related to the formal positions of leaders adds legitimacy and energy to the process. Material sides of the organization co- influences in the sense making process.

Keywords: Project management, sense making practices and coherence

Presenter: Per Tore Granrusten

Queen Maud University

College of Early Childhood Education

Topic: On the way to Early Childhood Teacher Profession - Part-Time Student's Experience of Own Identity Development as a Leader.

The project "On the way to early childhood teacher profession" has followed two cohorts of part-time students through 4 years education towards a bachelor's degree as early childhood teacher. The sample consists of 24 informants, 12 in each cohort. Individual Interviews have been conducted in each of the four years, a focus group interview at the end of the education, and an individual interview one year after graduation. The topic of this presentation is how the identity of leadership in the early childhood teacher role develop through the bachelor program for part-time students.

Findings indicates that the identity as a future leader develops differently for different categories of students. Work experience from early childhood centre previous study and interaction between work in early childhood centre and education simultaneous seem to have an impact on identity development. A theoretical approach is identity development in interaction between profession, education and work (Jenkins, 2004; Heggen, 2008; Smeby, 2008). Moving between different arenas, as education and work, can be described as "border crossing" and these transitions can be important



learning processes (Smedby and Mausethagen, 2011). The contribution of this study is to present data from the same informant group throughout the education period, and one year after graduation. This will probably provide other and supplementary knowledge to previous studies with a more retrospective approach.

Keywords: Profession, identity, leadership

Presenter: Kjetil Børhaug

University of Bergen

Topic: Norwegian Early Childhood Teachers and Competing Notions of Professionalisation.

EC teachers in Norway and elsewhere are increasingly expected to professionalise. Both international and national policy initiatives reflect this, and recent Norwegian EC teacher training reforms articulate ambitions of professionalisation. Based in Andrew O’Neil’s theoretical framework, it is possible to analyse how professionalisation, i.e. development towards acceptance and autonomy as a profession, may take different forms and directions. In ECEC it seems that different notions of professionalisation partly co-exist and partly contradict each other. Professionalism as integration in formal, large organisations (for instance, a corporation owning many centres) contrast with traditional notions of independent, autonomous practitioners with academic authority. Some see professionalisation as the power to resist unwise political decisions, and new professionalism evokes evidence based standards and procedures as the way forward. Different notions of professionalisation has quite different implications for leadership. Against this background the research question is how different notions of professionalisation influence Norwegian ECEC. In this paper, these different notions will be outlined and trends in the Norwegian development will be discussed in relations to such notions. A literature review will form the material for the discussion.

Presenter : Dr Jabu Mzimela

University of Kwazulu Natal (UKZN),

Co- presenters: Zanele Zama (UKZN), Jongiwe Tebekana (WSU),

Duduzile Sibaya (UNIZULU)

Topic: Exd` c f U h] c b ` c Z ` 9 U f ` m ` 7 \] ` X \ c c X ` 8 \
understandings of provision of comprehensive quality Early Childhood Development Programme: An implementation of NIECD Policy (2015).

The establishment of National Integrated Early Childhood Development policy (NIECDP) in 2015 aimed at defining a national comprehensive early childhood development (ECD) programme and support with identified essential components



inclusive of national, provincial and local spheres of government. This paper aims to explore how provision for comprehensive quality early childhood development programme can be made in their centres with specific reference to the aims of NIECDP (2015). Winitarsakuldech (1998), this study focuses on ECD centres located in rural and peri-urban contexts in Eastern Cape and KwaZulu-Natal provinces. Five ECD centre managers from each province were purposively sampled for the study to interpret their understandings of provisioning of comprehensive quality early childhood development programmes in their ECD centres. An interpretive qualitative case study methodological design was adopted. Semi-structured interviews and structured observations were used to generate credible and trustworthy data that were beyond generalisation. Findings revealed that some ECD centre managers lacked knowledge of NIECDP. As a result, no provisioning of comprehensive quality ECD programmes that were overarched by multi-sectoral bodies as per framework were implemented. ECD centre managers from underprivileged rural contexts worked in silos as it was evidently clear that there was no collaboration with other provincial departments in ensuring the provision of comprehensive quality ECD programme.

Keywords: Collaboration, Comprehensive Quality ECD Programme

5 i h \ c f g Đ ' Abdelnour Aina' and Dr Keshni Bipath

Title: Promoting quality Early Childhood Care and Education through resources in registered Early Childhood Development Centres

A substantial body of research acknowledged the worth of quality early childhood care and education such as physical health benefit, academic gain, a higher chance of full employment as an adult, addressing poverty, and inequalities. However, the education resources at the ECD centres get little or no attention in national and state-level standards, guidelines, and regulations, and has been mostly overlooked in the substantial capacity to advance the quality of the early childhood care and education. Therefore, this study aimed to investigate registered ECD centres for young children to determine what resources they have and how they utilize them to produce quality early childhood care and education.

A qualitative research approach using multiple case study research design was used. Four registered ECD centres and eight practitioners were purposively selected. Data was collected through the use of semi-structured interviews, non-participant observation and document analysis. The Woodhead (1996) model on quality development in early learning centre was used as a lens to investigate the usage of resources at the learning environment of the selected registered ECD centres. The



Woodhead model consists of indicators for identifying quality ECCE. The findings of the study will be used to develop a framework that will offer practical strategies for the efficient and effective use of the resource at ECD Centres for young children. Hence, this study is anticipated to be in a position to make recommendations concerning one of the competencies of ECCE educators which is to ensure that there is provision of adequate and accessible physical environment and infrastructure to offer quality early childhood and care education to South African children.

Presenter: Fortidas Rwehumbiza Bakuza (PhD)

Assistant Professor, Aga Khan University,

Institute for Education Development East Africa.

Topic: Improving quality of Early Childhood Education Through Leadership and Mentoring in Early Years support

There is a growing interest in improving the quality of Early Childhood Education. Improvements require investment in human resources, infrastructure, attitude change and more important on leadership and mentoring opportunities. Tanzania has made Early Childhood Education (Pre-Primary education) compulsory in its Education and Training policy of 2014. Prior to 2014, pre-primary education was recognized but it was not made compulsory. All primary schools in Tanzania are required to establish and run a primary class for 5 and 6 years old children for at least one year before those children are enrolled in grade one. Head Teachers who run primary schools have no leadership training leave alone the training on ECE. They are required by the virtual of their leadership positions to oversee the teaching and learning in pre-primary classes at their respective schools. Many head teachers were trained as primary school teachers and most of them lack necessary skills to support them in proving good leadership and mentoring to classroom teachers in their respective schools.

In order to help classroom teachers and school leadership, Aga Khan university in partnership with other stakeholders have implemented a number of interventions to support teaching and learning in pre-primary classes. The interventions have a component of Leadership and Mentoring in Early Years. These interventions that are research based have proved to be effective in improving the interactions between classroom teachers and school leaders and between school leadership and parents. The quality of teaching and learning has positively changed in public schools in areas where the trainings have been conducted.

This paper will present the success stories of Leadership and mentoring in Early years for quality improvement as they were documented together with key lessons for policy, program and research in Leadership in Early Childhood Education.



Presenters: Dr Elisabeth Førde, Alona Laski and Lise Hannevig

All Assistant Professors

Oslo Metropolitan University, Oslo, Norway.

In most ECEC institution in Norway, a pre-school qualified teacher leads and is responsible for the pedagogical quality of the work within each unit. Framework plan for the Content and Tasks of kindergartens states that all staff must reflect on professional and ethical issues.

By investigating the barriers in leading staff reflection on professional issues, the aim of this research is to gain new understanding on how pre-school teachers may enhance their ability to lead processes of reflection that will influence practice and the quality of the work performed.

A literature review on research in the field of leadership in ECEC institutions, (Mordal, 2014) states that pedagogical leadership in the ECEC- sector is in need of clarification, and that there are very few, if any, studies elaborating how pedagogic leadership affects quality. This research builds on leadership as a relational phenomenon and as complex interacting processes (Hersted & Gergen, 2013). The study focus on reflection as co- creative actions, (Schieffer, 2006) and as a professional task (Terum & Molander, 2008). Action research methods is used by co-creative processes fostering collaborative dialogue (Brown, 2008) with the aim of creative new knowledge (Coghlan & Brannick, 2008).The preliminary findings of this research shows how the identification of different barriers underlying reflection processes may help staff in creating a mutual understanding and enhance abilities in reflection that influences their quality of work.

The implications of this study is that leaders and staff should develop co-creative processual learning skills to enhance competence necessary to ensure high quality reflection on professional issues.

Keywords: Reflection, leadership, professional, co-creative.



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Topic: Diverging Leadership Strategies in Implementation of an Increased Resource of EC-Teachers in Norwegian ECECs.

This paper investigates how Norwegian ECECs organize an increased resources of EC-teachers. Following a new act in 2018, all Norwegian ECECs are obliged to have at least 42% EC-teachers among their staff. Building on a case study in 8 ECECs, the paper illuminates how the ECEC heads choose diverging leadership strategies when they make decisions about how they shall utilize the new pedagogical resources in order to fulfil the enactment of the national framework plan for ECEC. The analytical framework is developed by combining theoretical concepts on leadership and professionalization. The intention is to develop a framework that allows for an exploration of leadership approaches and organizational change in ECECs. The analysis identifies two main strategies: one where the heads are deeply involved in reframing of EC-c ^ æ& @^ | • q Á á ã ç ã • ã [} Á [~ Á , [| \ Á æ} ã heads involvement is rare and the framing of EC-c ^ æ& @^ | • q Á á ã ç ã • ã [} Á [~ Á , [| \ Á æ} ã responsibility is left to the EC-teachers themselves.

Keywords: ECEC leadership, organizing pedagogical resources, EC-teacher leadership



Correspondence Presenter

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Topic: Pedagogical Leadership and Holistic Approach to Learning

holistic approach to learning in their child groups. Integrating care, play, learning and professional work. Although a holistic approach to learning has broad support in the ECE field, there may be huge variation in terms of what it means to unite the key concepts of care, play, learning and formation in pedagogical work of staff teams. A holistic approach to learning is part of the broad mandate for both Norwegian and Finnish ECE centres. However, it is not clear in the national framework plans/curricula what it means to integrate and how the key concepts should be realized. Therefore, the present study examines how a holistic approach to learning is understood and enacted in Norwegian and Finnish early childhood centres and how ECE teachers lead the pedagogical processes in their staff teams. We draw on research data from shadowing methodology, which consists of video-recordings and data from video-stimulated recall interviews with early childhood teachers. The results show how ECE teachers in Finland and Norway facilitate, a learning environment in both child initiated, adult initiated, and routine activities, thus offer rich learning experiences addressing the whole child.

Key words: Holistic Approach, Learning, Pedagogical Leadership.



Presenters:

Laura Kiuru, Edu Leaders Project worker, (has cancelled)

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Co- Presenter : Dr Elina Fonsén,

Edu Leaders Project leader, University of Helsinki

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**Topic: ECE SY h h] b [' 8] f Y Whædf gYD\` Y b g X j Y7 c GW\ c d
Perceptions of their Leadership Skills and Need for Leadership Training in
Finland**

In Finland, promoting leadership in educational contexts has been set as a high priority by The Ministry of Education and Culture. The EduLeaders project is a T ã } ã • c | ^ q • Á ~ ~ } å ^ å Á] | [b ^ & c Á ã } Á c @ ^ Á W} ã ç program for developing teacher education. In the EduLeaders project, research is conducted on the currently ongoing in-service training studies of pedagogical leadership. The research is then used to develop basic studies (25 ECTS) and subject studies (35 ECTS) in educational leadership. The general aim is to connect these basic and subject studies to the teacher education program provided at the Faculty of Educational Sciences and, thus, to include a leadership perspective in teacher education in the future.

In the first phase of the project, semi-structured survey questionnaires, focus group interviews and individual interviews are conducted. We present results from the first] @æ• ^ Ê Á å ^ • & ! ã à ã } * Á Ò Ô Ò Á & ^ } c | ^ Á å ã ! ^ & c [| • (n=45) perceptions of their leadership abilities and need for leadership training. We also discuss the implications of the results for the second phase of the project where basic and subject studies on educational leadership are developed.



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Topic: Teacher Perceptions of Leadership in the Early Childhood Sector: A Caribbean Experience.

Current issues affecting the Early Childhood Education sector around the world have led the research community to further examine the dimensions of leadership and its impact on quality care, teaching and learning. As the Developing nations play catch-up in providing their children with high quality education, they struggle to understand what, are the crucial elements of strong and dynamic early childhood environments that are applicable to their present environment. Of primary concern today is the role of leadership within this sector. This paper describes a cross national empirical study of 721 Early Childhood practitioners in Trinidad and Tobago and Barbados as they shared their beliefs and practices on leadership within the sector. Questionnaires gleaned information on qualifications, and a Likert Scale examined interpersonal factors that affected leadership, challenges to leadership; quality values and standards. Interviews also provided data from senior administrative staff. Key findings of the positional leader, however, an intuitive position on distributed leadership was also identified. Levels of relevant early education qualification at the undergraduate level also impacted perceptions of leadership and quality practice. Gaps in present understanding by practitioners and the possibilities for further research on quality education across borders were identified.

Keywords: quality early education, Caribbean early education, leadership beliefs

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Dr. äivi Kupila,

PhD, University lecturer, Tampere University,

Topic: Discourses of Leadership in Finnish ECE

We present results from the first phase of an international ECE leadership research using the general methodological framework of discourse analysis. Data was collected with focus group -interviews of ECE leaders and staff in Finland, Germany, Ræ] æ} Ê Á Û ã } * æ] [! ^ Ê Á Û [~ c @Á Œ~ ! ã & æÁ æ} á Á c @^



stinguish between context-dependent and context-independent features of leadership, thus building a clearer understanding of leadership in ECE.

In the first phase, the data is analyzed nationally, with international comparisons following in the second phase of the project. In the Finnish data, we highlight the key understandings of leadership and thus show how the phenomenon of leadership is constructed from different perspectives. This helps in laying the foundations for an international comparison by describing in detail the different understandings of leadership as well as the variety of challenges placed on leadership in the Finnish context.

Keywords: Leadership, ECE, discourse

Presenter: Ann Kristin Larsen,

Department: Early Childhood Teacher Education at Oslo Metropolitan University, Norway

Associate Professor

H\ Ya Y. · Å 9 7 9 7 · X] f Y Wh c f g · U b X · 9 7 9 7 · d f c j] X
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Title: *ECEC directors in professional learning communities*

The ECEC institutions as organizations has changed in recent years, and this has larger organizations than before, they have more tasks than before, and the tasks are more complex. There is also a tendency for ECEC providers to have a stronger influence on the pedagogical content. Many directors are part of teams with other directors with the same provider. The goal of this research is to study how these teams work. What functions do these leadership teams have, and what role do providers play in how these leadership teams work?

Key words: ECEC directors, leadership teams, ECEC providers

Presenter 2: Magritt Lundestad,

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Title: *Directors practice of mentoring in Early Childhood Centers Education and Care (ECEC) institutions with public or private providers Ë roles, responsibility and knowledge as a mentor*

This presentation draws on data from semi-structures interviews with 8 directors ECEC institutions owned by either public or private providers. In Norway more than



50 % of the ECEC institutions are owned by private providers. In this study directors in various ECEC institutions are asked about their current mentoring practices and how they see them in relation to being a learning organization. Mentoring is here

• enhance feelings of empowerment and success and promote dispositions towards

engage in the directors mentoring practices b) whether the directors find that their own competence in mentoring are sufficient enough to develop the ECEC institution towards being a learning organization.

Key words: Mentoring Practices, Learning Organizations, ECEC Providers

Presenter: Prof. Sharon Thabo Mampane

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Title H] h` Y. . . 9 Uf` m` 7\]` X\ c c X` . . 7 Y b h f Y` and Management

There is a growing recognition of developing children from birth to four in the ECD centres around the world. This paper explores how ECD centres ensure that the youngest and most vulnerable children are provided with quality care and education. The White Paper on Education and training defines ECD as the process by which children 0 . 9 grow and thrive in all respects. The purpose of the paper is to ensure that ECD children are provided with a solid foundation for physical, emotional, cognitive and an overall healthy development. Therefore, a critical factor for the development of birth to four children is to train, support and advice practitioners in the field of ECD. This study employs a qualitative conceptual approach using literature, not limited to books, articles and chapters written on the development of birth to four old children in the Early Childhood Centres in South Africa. The research specifically reveals that the level of developing birth to four children in South Africa is found wanting. Due to the limited discourse concerning the development of birth to four year old children in the Early Childhood Centres in South Africa, the text serves as a foundational piece in understanding whether the ECD practitioners are adequately trained to fulfil this task. The inclusion of South Africa demonstrates a gap that exists in the development of birth to four year old children in the Early Childhood Centres. Findings reveal that early learning opportunities make a real and lasting difference in



relevant and effective resources to support and promote optimal development of birth to four-year-old children for children to reach potentiante success in later life.

KEY WORDS: Early Childhood Development, Early Childhood Centres, quality care, education, White Paper on Education, practitioners.

Presenters: Mr. Mzoli Mncanca

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H c d] W. ' A U` Y' 7 U f Y [] j Y f g Đ' = b j c ` j Y a Y b h '] School Managers?

Previous studies highlighted the non-inv[| ç ^ { ^ } c Á [~ Á { æ | ^ Á & æ | ^ early learning and social lives. Non-involvement of male caregivers is understood to @æç ^ Á • ^ | ã [~ • Á ã { } | ã & æ c ã [} • Á ~ [| Á & @ã | á | ^ } developmental milestones. But very limited research in this area has been conducted in South African schools, despite previous studies showing that large numbers of South African children lack a father figure in their lives. A mixed methods study was conducted to investigate the nature and sco] ^ Á [~ Á { æ | ^ Á & æ | ^ * ã ç ^ family and school lives of Foundation Phase learners in a low socioeconomic township west of Johannesburg. This paper presents preliminary findings from the study and focuses on the data from a review of existing literature on the topic. The findings suggest that some teachers are not appropriately qualified to teach in the Foundation Phase, and that all teachers, irrespective of their qualifications, ^ ç] ^ | ã ^ } & ^ Á & @æ | | ^ } * ^ • Á , @^ } Á ^ } * æãrãing.* The findings also show that teachers experience greater challenges when engaging male caregivers in any kind of school activity, but especially in curriculum matters. It is recommended that future research should focus on equipping school managers and teachers with the required knowledge and skills to engage all caregivers and the wider community in the holistic life of the school.

Keywords: Male involvement; Foundation Phase; Early Childhood Education; school management; school leadership;



Presenter: Dr Mary Clasquin-Johnson

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Title: Inclusion begins with early screening: Who takes the lead?

International and local policies mandate the implementation of inclusive education for all children, including those experiencing barriers to learning and development. Consequently, children with diverse strengths, needs and abilities are increasingly enrolled in mainstream educational settings from early childhood education to higher education. However, inclusive education must meet three criteria, namely access, participation and achievement for all children. In this paper, I will ask how ECD centres respond to early screening and the identification of barriers to learning. I will seek to resource centres to ECD centres to strengthen their capacity to provide early intervention and support. I trouble the role of ECD personnel in relation to who should take the lead in this process. Data was produced through document analysis, in-depth interviews and non-participant classroom observations. Using the capability approach as a theoretical lens, I analysed the pedagogies of 14 early childhood teachers working at seven special schools in South Africa. My analysis exposes that these teachers play a key leadership role in a team approach to early intervention and support. Several promising teaching practices have been identified which could be shared with ECD centres, to strengthen the implementation of inclusive education.

Key words: Inclusive education, Early Screening, barriers to learning, special schools

Presenter: Prof. Hasina Ebrahim

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Topic: Early Childhood Leadership Capacity Development in Africa

One of the issues that continue to challenge the implementation of ECCE programmes in Africa, is the capacity of leaders to drive high quality outcomes for young children and their families. Taking this into account, the development of any leadership capacity building initiative in Africa has to take into account the people, their positions and the places they occupy within the ECCE system-in-the making. The aim of this paper is to engage with ECCE leadership capacity development



through the complex realities in Africa and a multi-systemic perspective. The paper begins with a brief map of the ECCE for birth to five in Africa as a space of vulnerability. This is followed by a discussion on Agenda 2063 in Africa and its affordances for leadership capacity development. The ecological model is used to tease out the multiple systems that play out in the leadership space. The emphasis then shifts to a case study of an ECCE leadership programme in Africa in order to engage with its possibilities for scale up.

Key Words: quality outcomes, space for vulnerability,

Presenter: Prof: Nkidi Phatudi

Department of Early Childhood Education

Chair of the Department, University of South Africa

Topic: South African Research in Early Childhood Education: The Cradle for Early Childhood Education Voices

South African Research Association in Early Childhood Care and Education (SARAECE) is a research organisation for academics in Higher Education institution in South Africa. Its focus is on research development, reporting and analysis based on current trends and development of research aimed at providing improved teacher leadership, support and guidance to teachers and practitioners in the field of ECD. SARAECE has built & associated interest groups in the discipline who currently contribute substantively towards its aims and benefits. Current trends and development in the early childhood education dictates a strong need to strengthen the sector with informed strategies that are responsive and needs based. Given the vast challenges faced by educators knowledge is heightened and strengthened by research informed strategies to enable them to engage meaningfully with context based needs that respond to the socio-economic and political challenges. SARAECE aims to strengthen its regional participation by expanding its footprints to continental and sectoral needs by positioning itself as the ultimate platform of support, mentorship and guidance for teachers in the ECD. It aims to comply and respond to the national imperatives, such as compulsory registration of professional bodies with SAQA for the support of the needs of the ECD leadership sector. The significance of registering with SAQA authenticates the existence of SARAECE and provides it with the authority to hold its members accountable for ethical conduct, thus providing leadership for the voiceless, whilst protecting the needs of the children right at grassroots level.

**Presenter: Dr Soane Mohapi**

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Topic: Educational Change: The Design Project of Matthew Goniwe School of Leadership and Governance

As project members of UNISA-Matthew Goniwe School of Leadership and Governance, which ran from 2017-2020, we here reflect together post facto on the process of organising this collaborative exercise involving presentation of support sessions to 500 Foundation practitioners registers for a B ED degree in Foundation Phase. Staff members from the University of South Africa in the department of Early Childhood Education, English studies and African Languages facilitated support sessions. This article explores our success stories on how the setting up and managing of this project, which was defined as an intervention engaged project, was designed to be, and became, impactful in a variety of ways. In this article we offer thoughts on how the face to face support sessions offered to students registered for a qualification in an ODEL university became initiated and sustained, with reference to our experiences as project management team:

Prof NC Phatudi; Project owner, Dr SJ Mohapi Project Manager, Prof E Lenyai Head Monitoring team, Mr S Shabangu student support and Ms N Ntsutsha project administration

Keywords: Foundation Phase practitioners, ODEL, teamwork, partnership, collective responsibility.



BIOGRAPHIES OF KEY NOTE SPEAKERS.

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Phaladi Moses Sebate started work as an Assistant Teacher at Kwena-Tlase High School under the Department of Education and Training in 1979. In 1981 he was promoted to the position of Head of Department of Languages. In 1985 he was invited to take up a position at a tertiary institution as a Temporary/Full-time Lecturer in the Department of African Languages, Faculty of Arts, and University of South Africa where he served for twenty two years. He subsequently moved to the Department of Educational Studies, in the School of Languages, Communication, Theology and Education, teaching Subject Didactics . Languages and Theories on Teaching and Learning at Honours level in 2008.

Prof Phaladi Moses Sebate graduated from the University of South Africa with a Bachelor of Arts (Humanities) degree in 1985 having majored in Setswana and Education. Three years later, in 1988, he graduated from the same institution with a Bachelor of Education and two years later, in 1990, with an Honours Bachelor of Arts. Two years thereafter (1992) he graduated with a Master of Arts degree in African Languages from Vista University. In 1999 he graduated from the University Of South Africa (UNISA) with a Doctor of Literature and Philosophy (D Litt et Phil). In 2009 he enrolled again with the University of South Africa graduating in 2012 with a Master of Education in Didactics . which he obtained with distinction (Cum Laude). Since then he has been chairing the Department of Language Education, Arts and Culture. Apart from his academic achievements, he obtain^ å Á c @^ Á R ˇ } ã [! Á Ù ^ & [} å æ i ^ Á V ^ æ & @^ i • q Á Advanced Short Course in Outcomes-Based Assessment in Higher Education and Open Distance Learning, which he obtained with distinction at the University of South Africa in 2009. Prof Phaladi M Sebate was promoted to the rank of lecturer in 1988, Senior Lecturer in 1999, Associate Professor in 2005 and to the rank of Full Professor in 2012.

Prof Phaladi M Sebate acted as a Team Leader for the Setswana Spelling Checker Project based at the Northwest University (Potchefstroom Campus) engaging different Setswana practitioners, teachers and subject advisors in the verification and authentication of Setswana terminology, orthography and standardisation. He also



participated in Radio interviews addressing different questions relating to i) self-knowledge, integrity and the Setswana language and culture, ii) the importance of mother-tongue education in schooling and iii) the significance of orthography and spelling rules in language in education, iv) the importance of excellent academic achievement. These competencies helped him in servicing the Limpopo and Gauteng provinces in assessment matters as an internal examiner and a marking examiner for the Grade 12 examinations respectively. He serves as an examiner, oral and practical moderator with the Independent Examinations Board and as UMALUSI external examiner for the Grade 12 National Senior Certificate. He is also a member of different associations, organizations and technical committees such as, The Setswana National Language Body wherein he is a convenor of the Technical Committee on Terminology, Spelling rules and Orthography, Southern African Association of African Languages, Southern African Folklore Society, Internal Society for Teacher Education (ISFTE), amongst others.

Prof Phaladi M Sebate has translated more than fifty books (50) books into Setswana Department of Basic Education, amongst others. He has served and still serves as a series editor, editor and reviewer for Heinemann Botswana, Shuter and Shooters, JL van Schaik, Century-Turn, Value Studio and LZ Sikwane Publishers as well as a reviewer of scientific articles for the different journals. He has delivered key-note speeches, graduation ceremonies and seminars. He also serves as an external examiner for both Masters and Doctoral theses with different universities which include the University of Pretoria, Tshwane University of Technology, Northwest University, Stellenbosch University, University of Botswana and University of Witwatersrand.

Prof Phaladi M Sebate received different certificate awards in recognition of his skills or competencies i) in the basic principles and practices of terminology, ii) in recognition of his outstanding service rendered in improving and entrenching Governance principles in Public ordinary schools, iii) in recognition of service and commitment to ensuring quality in assessment as External Moderator for Setswana Home Language for the National



Senior Certificate and iv) in recognition of outstanding contribution to the development of the Limpopo District.

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Introduction

MarieLouise Samuels is the Director of Early Childhood Development in the Department of Basic Education at national level since 2000. She is remembered as a daughter, sister, teacher, youth worker, principal wife, and mother and for the past two and half years as a grandmother.

Education and Credentials

She has a Bachelor of Arts degree from the University of Western Cape.

Notable Achievements

First ever Nationwide ECD Audit, On training programme on PLAY for more than 150, 000 ECD practitioners, Grade 5 Educators.

Closing Statement

MarieLouise is taking with her many years of experience in the field of Early Childhood Development as she readies herself to retire, she will continue to make a difference in the field of ECD in whatever she can.

THE END