



## 6<sup>TH</sup> INTERNATIONAL LEADERSHIP RESEARCH FORUM

### EARLY CHILDHOOD

Hamburg, Germany

### PROGRAM AND ABSTRACT BOOKLET

3<sup>rd</sup> - 6<sup>th</sup> September 2017

*HOSTED BY:*

Competence Center Childhood  
Education at the  
Hamburg University of Applied  
Sciences



**CCKids**



**Hochschule für Angewandte  
Wissenschaften Hamburg**

*Hamburg University of Applied Sciences*

## Practical information

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Location for the ILRF meeting:

**Hamburg University of Applied Sciences (HUAS)**

Berliner Tor 5 , 20099 Hamburg

**Campus Map:** <https://www.haw->

[hamburg.de/fileadmin/user\\_upload/SZ/pdf/International\\_Office/lageplan-Campus-Berliner\\_Tor2.pdf](https://www.haw-hamburg.de/fileadmin/user_upload/SZ/pdf/International_Office/lageplan-Campus-Berliner_Tor2.pdf)

## How to get around

**Public transportation map:**

[http://www.hvv.de/pdf/plaene/hvv\\_linienplan\\_schnellbahnplan\\_usar.pdf](http://www.hvv.de/pdf/plaene/hvv_linienplan_schnellbahnplan_usar.pdf)

Stops close to the Hamburg University of Applied Sciences are "Lohmühlenstraße" (U1) and "Berliner Tor" (U2, U3, U4, S31, S21, S2, S11, S1)

**Emergency Contact:**

Petra Strehmel, Tel: ++491743090857

**DAILY PROGRAM - Overview****Sunday, September 3rd**

7:00 p.m. Get Together at **ALEX Hamburg (Alsterpavillon)**, Jungfernstieg 54, 20354 Hamburg (Drinks and the opportunity to enjoy a dinner there is given.)

[Link to ALEX on the map](#)

**Monday, September 4th**

| morning   | ECE Centre visits  |
|-----------|--|
| 4:30 p.m. | Opening of the Conference<br>University of Applied Sciences, Berliner Tor 5, 3 <sup>rd</sup> Floor, Room 3.13  |
|           | Opening of the Conference by the President of HUAS, Prof. Teuscher   |
|           | Introduction by Prof. Eeva Hujala  |
|           | Greeting by the senior official of the government department (ministry) of labour, social affairs, family and integration, Dr. Poerksen  |
| 6:30 p.m. | Evening programme: Visit Hamburg and dinner in the city of Hamburg<br>Dinner at Gasthaus an der Alster, Ferdinandstraße 65-67, 20095 Hamburg.<br><a href="#">Link to Gasthaus Alster on the map</a> <a href="#">Link to the menu</a> |

**Tuesday, September 5th**

|                         |  |
|-------------------------|--|
| 8:30 a.m. - 9:30 a.m.   | Research Groups, Berliner Tor 5, 2 <sup>nd</sup> Floor, Room 2.10  |
| 9:30 a.m. - 10:00 a.m.  | Come together and opening, Berliner Tor 5, 2 <sup>nd</sup> Floor, Room 2.15  |
| 10:00 a.m. - 10:45 a.m. | ICEC   |
| 10:45 a.m. - 11:00 a.m. | Coffee break   |
| 11:00 a.m. - 12:30 p.m. | Session 1  |
| 12:30 p.m. - 2:00 p.m.  | Lunch break  |
| 2:00 p.m. - 3:00 p.m.   | Session 2/I  |
| 3:00 p.m. - 3:15 p.m.   | Coffee Break   |
| 3:15 p.m. - 4:30 p.m.   | Session 2/II   |
| 5:00 p.m.               | Evening programme: Harbour - Elbphilharmonie - harbour city<br>Dinner at Rudolph's, Poggenmühle 5, 20457 Hamburg.<br><a href="#">Link to Rudolph's on the map</a> <a href="#">Link to the menu</a> |

**Wednesday, September 6th**

|                         |   |
|-------------------------|---|
| 8:00 a.m. - 9:00 a.m.   | Research Groups, Berliner Tor 5, 2 <sup>nd</sup> Floor, Room 2.10   |
| 9:00 a.m. - 10:30 a.m.  | Session 3, Berliner Tor 5, 2 <sup>nd</sup> Floor, Room 2.15   |
| 10:30 a.m. - 11:00 a.m. | Coffee break  |
| 11:00 a.m. - 12:30 p.m. | Session 4   |
| 12:30 p.m. - 2:00 p.m.  | Lunch break   |
| 2:00 p.m. - 3:00 p.m.   | ILRFEC Members Roundtable discussion<br>– Future directions, Berliner Tor 5, 2 <sup>nd</sup> Floor, Room 2.10 |
| 3:00 p.m. - 3:30 p.m.   | Coffee and fare well  |

## DAY 1: Monday, September 4th: Centre Visits

Meeting point: 9:00 a.m. in front of the Main Building of Hamburg University of Applied Sciences (HAW Hamburg), Berliner Tor 5

|                    | Group A  |  | Group B  |
|--------------------|--|--|--|
| 09:00 a.m.         | Start at Berliner Tor 5  | 09:00 a.m.   | Start at Berliner Tor 5  |
| 10:00 – 11:30 a.m. | Bildungshaus Lurup<br>Ev. Stiftung Alsterdorf<br>Bildungshaus Lurup<br>Servicestelle Lurup S.-O.<br>Moorwisch 2<br>22547 Hamburg<br>- inclusive institution that is composed of a day-care centre<br>- elementary school and parent-child unit | 9:15-10:30h<br><br><br><br><br><br><br>11:00 a.m. – 12:00 p.m. | Paritätischer Wohlfahrtsverband:<br>Lecture on childcare and language assistance Kita Eulennest<br>Finkenau 11a<br>22081 Hamburg<br>- inclusive and bilingual day-care centre (English/German)<br>- cooperation with retirement home<br>- learning story-writing<br>- children's trips |

Lunch near the HUAS

|                  |   |
|------------------|---|
| 2:00 – 4:00 p.m. | Kita Mümmelmaus (all together, U3) in Mümmelmansberg<br>- intercultural and inclusive day-care centre<br>- up to 130 children from 0 to 6 years<br>- family accompanying and supplemental work<br>- parent-child unit<br>- language assistance program<br>- intergenerational singing |
|------------------|---|

|           |   |
|-----------|---|
| 4:30 p.m. | <b>Opening of the Conference</b><br>University of Applied Sciences, Berliner Tor 5, 3 <sup>rd</sup> Floor, Room 3.13  |
|           | Opening of the Conference by the President of HUAS, Prof. Teuscher  |
|           | Introduction by Prof. Eeva Hujala   |
|           | Greeting by the senior official of the government department (ministry) of labour, social affairs, family and integration, Dr. Poerksen<br>Brief introduction to the Hamburg system of early childhood education and care |

## DAY 2: Tuesday, September 5th, 2017

| <b>OPENING</b>     |  |
|--------------------|--|
| 8:30 - 9:30 a.m.   | Research Groups  |
| 9:30 - 10:00 a.m.  | Get together and opening   |
| 10:00 - 10:45 a.m. | The TALIS Starting Strong Survey: Implications for the Leadership Discourse in Early Childhood Education<br>Simone Blöm, Daniel Turani, International Center Early Childhood Education and Care (ICEC) German Youth Institute, Munich, Germany |

*Coffee break*

| <b>Session 1:<br/>LEADERSHIP PREPARATION AND TRAINING<br/>Chair: Johanna Heikka</b> |   |
|---|---|
| 11:00 - 11:20 a.m.  | An experience based view on leader preparation in early childhood education<br>Karin Hognestad and Marit Bøe (Norway) |
| 11:20 - 11:40 a.m.  | Supervising and Supporting Grade R Practitioners n South African Schools<br>Matshediso Rebecca Modise (South Africa)  |
| 11:40 a.m. - 12:00 p.m.   | Which human resources development measures do companies operating daycare facilities use?<br>Eva Kleß (Germany)       |
| 12:00 - 12:20 p.m.  | Measures of Personnel Development in different types of ECE enterprises<br>Petra Strehmel (Germany)                   |
| 12:20 - 12:30 p.m.  | Discussion  |

*Lunch break***12:30 - 2:00 p.m.**

| <b>Session 2:<br/>ENACTING AND DEVELOPING ECE SETTINGS I<br/>Chair: Eeva Hujala</b> |                     |  |
|---|---------------------|--|
| I.  | 2:00 - 2:20<br>p.m. | How do Early Childhood Education Directors see themselves?<br>The study based on the Orientation project<br>Ulla Soukainen (Finland)   |
|   | 2:20 - 2:40<br>p.m. | Dialogical Organizational Development Theory and<br>Examination of the Interaction between Pedagogical Leaders<br>and Co-workers in ECEC Centres<br>Lise Hannevig, Magritt Lundestad and Eva Skogen (Norway) |
|   | 2:40 – 3:00<br>p.m. | Enacting pedagogical leadership in Early Childhood Education<br>teams<br>Manjula Waniganayake (Australia), Johanna Heikka and Leena<br>Halttunen (Finland)   |

***Coffee break***

| <b>Session 2:<br/>ENACTING AND DEVELOPING ECE SETTINGS II<br/>Chair: Eeva Hujala</b> |                     |   |
|--|---------------------|---|
| II.  | 3:15 - 3:35<br>p.m. | Leadership for learning – an action research project in an early<br>childhood center (ECC) in Norway<br>Per Tore Granrusten (Norway)                    |
|  | 3:35 - 3:55<br>p.m. | Leadership productions, diffractions and vibrations<br>Merete Moe (Norway)  |
|  | 3:55 - 4:15<br>p.m. | Knowledge Transfer in small organizations: Results of a<br>longitudinal study in child care institutions.<br>Petra Strehmel and Daniela Ulber (Germany) |
|  | 4:15 - 4:30<br>p.m. | Discussion  |

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| <p><b>5:00 p.m.</b><br/><b>Evening programme</b><br/><b>Harbour – Elbphilharmonie - harbour city – dinner</b></p> |
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## DAY 3: Wednesday, September 6th 2017

|   |  |
|---|--|
| 8:00 - 9:00 a.m.  | Research groups  |
| <b>Session 3:<br/>LEADERSHIP ROLES IN CHANGING NATIONAL ECE-SYSTEMS</b><br><b>Chair: Manjula Waniganayake</b> |  |
| 9:00 - 9:20 a.m.  | Current Japanese Leadership Role to Meet Social Changes in Early Childhood Education<br>Chika Inoue and Masayo Kawakita (Japan)                                  |
| 9:20 - 9:40 a.m.  | From compliance to complexity: Frameworks for leading in Australian early childhood education and care settings<br>Leanne Gibbs (Australia)                      |
| 9:40 - 10:00 a.m.   | Leadership translation strategies: the case of the Norwegian Framework Plan<br>Birgitte Ljunggren and Kari Hoås Moen (Norway)                                    |
| 10:00 - 10:20 a.m.  | Discursive Institutionalism behind the Diversity of Assessment – Case Joint Leadership of ECE Hämeenlinna<br>Elina Fonsén and Marja-Liisa Keski-Rauska (Finland) |
| 10:20 - 10:30 a.m.  | Discussion   |

*Coffee break*

|  |  |
|--|--|
| <b>Session 4:<br/>GOVERNANCE</b><br><b>CHAIR: Petra Strehmel</b> |  |
| 11:00 - 11:20 a.m.   | Does Leadership Exist in Early Childhood Education?<br>Fortidas Bakuza (Tanzania)                                  |
| 11:20 - 11:40 a.m.   | Perceptions of leadership among preschool teachers and leaders in Singapore.<br>Shaileen Marchant (United Kingdom) |
| 11:40 a.m. - 12:00 p.m.  | Entrepreneurship and leadership in private day care centers in Finland<br>Marjo Mäntyjärvi (Finland)               |
| 12:00 - 12:20 p.m.   | Norwegian Early Childhood Education and Care between Market and Government<br>Kjetil Børhaug (Norway)              |
| 12:20 - 12:30 p.m.   | Discussion   |

*Lunch 12:30 – 2 p.m.*

|           |   |
|-----------|---|
| 2:00 p.m. | ILRFEC Roundtable discussions – Future Directions |
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## ABSTRACTS

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### **The TALIS Starting Strong Survey: Implications for the Leadership Discourse in Early Childhood Education**

**Daniel Turani Dr. Simone Bloem**

International Center Early Childhood Education and Care (ICEC: [www.dji.de/icec](http://www.dji.de/icec)), German Youth Institute, Munich, Germany

Email: [turani@dji.de](mailto:turani@dji.de)

**Dr. Simone Bloem**

International Center Early Childhood Education and Care (ICEC: [www.dji.de/icec](http://www.dji.de/icec)), German Youth Institute, Munich, Germany

Email: [bloem@dji.de](mailto:bloem@dji.de)

The first TALIS Starting Strong Survey is coordinated by the OECD and jointly developed with international partners. Nine OECD member states are participating in the main study in 2018. Pedagogical staff and centre leaders in early childhood education and care settings are asked about a wide range of themes, among their personal and educational background, the work organisation and atmosphere and the learning environment in the centre, job satisfaction, participation in professional development, staff's professional beliefs and practices etc. Centre leaders in particular are invited to answer questions about their pedagogical and administrative leadership.

The international leadership discourse stresses the importance of effective leadership for high quality learning environments, not least because leadership is known to relate to specific aspects in ECEC which are considered crucial for quality, e.g. organisational climate or classroom processes.

The treatment and embedding of ECEC centre leadership in the TALIS Starting Strong Survey demonstrates the increasing interest in and importance of this topic in national and international ECEC policy agendas.

In our presentation we will introduce the TALIS Starting Strong Survey and show how ECEC leadership is taken up and theoretically underpinned. We will further look at the analytical potential for national and cross-national analysis on the topic of ECEC centre leadership.

*Keywords:* TALIS Starting Strong Survey, OECD, leader questionnaire



**Session 1:**  
**LEADERSHIP PREPARATION AND PERSONEL DEVELOPMENT**  
**CHAIR: Johanna Heikka**

**AN EXPERIENCE BASED VIEW ON LEADER PREPARATION IN EARLY CHILDHOOD EDUCATION**

**Karin Hognestad**

Associate Professor at University of Southeast-Norway.

Email: karin.hognestad@usn.no

**Marit Bøe**

Associate Professor at University of Southeast-Norway

Email: marit.boe@usn.no

The paper aims to address and discuss a practice perspective on leadership preparation in early childhood teacher education in Norway, and to propose how an experience based view on leader development can enable better matching and advancing leader preparation and leadership capacity necessary in the ECE sector.

In this small-scale exploratory study students reports from a work-based learning program (Leadership, collaboration and development) were analyzed using Krippendorf's (2013) content analyses methodology. The selected data was imported into NVivo software.

This research identifies that students experience leadership as context-sensitive, emergent and a complex accomplishment.

The paper illustrates the need for teacher leader preparation that is addressing the complex nature of leadership work in a more holistic way and to help students to understand how such complexities can be dealt with.

An alternative view of leader development is identified. It matches teacher leaders' diversities and the realities of leadership work better than traditional leader preparation does.

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**SUPERVISING AND SUPPORTING GRADE R PRACTITIONERS IN SOUTH AFRICAN SCHOOLS**

**Matshediso Rebecca Modise**

University of South Africa

Email: modismr@unisa.ac.za

This paper highlights why supervision and support is important for improving the quality of teaching in Grade R classes of South Africa. To achieve this objective, a qualitative case study approach using semi structured interviews (individual and focus group) was employed to gather data from 33 purposefully selected participants. Semi-structured interviews, observation and document analysis were used to collect data from Heads of Departments (HoDs), practitioners and school principals. The selection criteria used was rural, semi-rural,

semi urban and farm areas. Data was interpreted using Atlas Ti, software and an observation schedule.

Findings from semi-structured interviews and classroom observations revealed that practitioners of Grade R experienced the absence of Instructional leadership from the School Management Team (SMT) members. SMT members' challenges of work overload and lack of training in Grade R practices, impacted on the quality of teaching and learning in the school. Observations by the researcher revealed lack of professional training in ECD. Recommendations are that ECD practitioners and leaders be qualified in teaching and managing the centres.

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## **WHICH HUMAN RESOURCES DEVELOPMENT MEASURES DO COMPANIES OPERATING DAYCARE FACILITIES USE?**

**Dr. Eva Kleß**

University of Education Karlsruhe, Institute of Early Education

Email: kless@ph-karlsruhe.de

One area of responsibility for management in the early childhood education field is personnel management. This includes, amongst others, human resources development. Currently, no research based findings exist on the state of human resources development in Germany (Strehmel & Ulber, 2014). To approach this new research field, 15 companies operating daycare facilities (public, confessional and private) were surveyed using guided interviews in and around Karlsruhe in a pilot study: Which human resources development measures are required and actively encouraged by the facilities operators. The evaluation of the qualitative analysis showed that further training and continuing education as well as performance reviews are well established as human resources development measures. But by and large, this study showed that no systematical human resources development is present. Even measures which focus on women's needs (who make up the vast majority of early childhood education workers with 95%), such as re-entry after parental leave, are not applied in a targeted manner.

This presentation gives an overview on the research results and offers constructive outlook for a systematical human resources development.

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## MEASURES OF PERSONNEL DEVELOPMENT IN DIFFERENT TYPES OF ECE ENTERPRISES

### **Petra Strehmel**

Professor at the Hamburg University of Applied Sciences

Email: [petra.strehmel@haw-hamburg.de](mailto:petra.strehmel@haw-hamburg.de)

Daycare centres in Germany are run by different types of enterprises and owners - by local authorities, churches, non-profit or profit organizations. Sizes and structures of these organizations are extremely heterogeneous, e.g. in size they vary between 5 and 5000 employees, 1 to more than 300 centres. Some daycare centres are part of large social enterprises with different social services for all ages, some are specialized on early childhood education; some are acting local and others nationwide or international. Although structures and pedagogical concepts vary in this wide range of organizations, the pedagogical quality for the children should be equal in all daycare centres and fit with the public early education curricula. This raises questions about how pedagogical quality can be developed and the staff enabled to face the growing challenges of early childhood education. How is the personnel development managed in different types of ECE-enterprises?

The current study, based on a theoretical framework from work psychology and activity theory (sensu Engestrøm) investigates the leaders' and managers' subjective views of tasks and challenges to promote personnel development in their organisations. In this field where there is little empirical knowledge, this study explores personnel development measures in different types of organizations using semistructured interviews with managers of enterprises and leaders of daycare centers. The data reveal a large variety of measures, are dependent on the organisational structures as well as on the attitudes and role taking of leadership and personnel development by the responsible persons.

### **Session 2:**

#### **ENACTING AND DEVELOPING ECE SETTINGS**

**CHAIR: Eeva Hujala**

## **HOW DO EARLY CHILDHOOD EDUCATION DIRECTORS SEE THEMSELVES? THE STUDY BASED ON THE ORIENTATION PROJECT**

### **Ulla Soukainen**

PhD at Turku, Finland

Email: [ullmirsou@gmail.com](mailto:ullmirsou@gmail.com)

The Orientation Project is a research and development project that has been conducted in Finland, Hong Kong, Singapore and Taiwan since 2008, and is concerned with Early Childhood Education (ECE) (<http://blogs.helsinki.fi/orientate/>). The main purpose of the project is to discover what actually occurs in early childhood education. The method used is observation

of the children in daycare centers, accompanied by questionnaires for the teachers. In Finland, there were also self-evaluation questionnaires for the directors of the daycare centers that took part in the project. An SPSS-program was used to analyse the answers, and a factor analysis to group the scaled responses of the directors. Six clusters of answers were observed from the directors: high-quality pedagogy, the leader as developer, weak pedagogical leadership, organizational structures, roles and division of labour, and leadership challenges. The research showed that those directors who responded, had a strong vision of pedagogy. They were willing to develop early childhood education and infrastructures such as shifts in personnel and meeting procedures, and were well organized in their daycare centers. Also, the “thesis of a good leadership” were found.

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## **DIALOGICAL ORGANIZATIONAL DEVELOPMENT THEORY AND EXAMINATION OF THE INTERACTION BETWEEN PEDAGOGICAL LEADERS AND CO-WORKERS IN ECEC CENTRES**

### **Lise Hannevig**

Oslo and Akershus University College of Applied Sciences  
Faculty of Education and International Studies, Department of Early Childhood Education  
Email: Lise.hannevig@hioa.no

### **Magritt Lundestad**

Oslo and Akershus University College of Applied Sciences, Faculty of Education and International Studies, Department of Early Childhood Education  
Email: Magritt.lundestad@hioa.no

### **Eva Skogen**

Faculty of Education and International Studies, Department of Early Childhood Education  
Oslo and Akershus University College of Applied Sciences  
Email: eh-sk@online.no

In this presentation we would like to discuss if dialogical organizational developmental theory (Bushe & Marshak, 2015) can contribute to new insight on the interaction between pedagogical leaders leading a department in ECEC centres and co-workers. Earlier research on the interaction seen in a hybrid leadership perspective, describe the total informational tasks of the pedagogical leader as both dialouge-oriented and hierachical (Bøe & Hognestad, 2016). A category of “leading knowledge development” is also discovered. Through dialogical organizational developmental theory which is built upon social constructivism, we would like to discuss these important findings with the aim of examining the “micro-tasks” between pedagogical leaders and co-workers further on (Spillane, 2006).

This presentation is built upon a survey between pedagogical leaders and co—workers and their common perspective of what good leadership might be, and how leadership might affect quality of the work performed. A dialouge café was conducted with the aim of creating collaborative new knowledge (Steier, Brown & Mesuita da Silva, 2015). The research implies

that pedagogical leaders need co-creative processual learning skills in order to collaborate with co-workers in a way that develop the quality of the pedagogical work.

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## ENACTING PEDAGOGICAL LEADERSHIP IN EARLY CHILDHOOD EDUCATION TEAMS

### **Manjula Waniganayake**

Professor of Early Childhood, Dept. Educational Studies, Macquarie University, Australia

Email: Manjula.waniganayake@mq.edu.au

### **Johanna Heikka**

Senior Lecturer, School of Applied Educational Science & Teacher Education, University of Eastern Finland, Finland

Email: johanna.heikka@uef.fi

### **Leena Halttunen**

Head of Department, Dept. of Education, University of Jyväskylä, Finland

Email: leena.halttunen@jyu.fi

In this presentation, we will present a critical examination of the enactment of pedagogical leadership within Early Childhood Education (ECE) centres in Finland. In considering the relationship between Finnish national regulations, accountability and quality in early childhood settings, we will examine the concept of teacher leadership and discuss how early childhood staff nurture children's learning through shared pedagogical planning in weekly team meetings.

Heikka and Waniganayake (2011) posit that pedagogical leadership can enhance children's learning outcomes and that this is the core business of early childhood education and those who are employed as early childhood teachers. However, the challenges encountered in leading pedagogical work within early childhood centres has hindered the achievement of prioritizing pedagogy in everyday practice. In this presentation, we build on our previous writing on understanding how teacher leadership was perceived by centre directors, teachers and childcare nurses (Heikka, Halttunen & Waniganayake, 2016).

In Finland, ECE teachers have responsibility for pedagogy. This role comprises leading assessment based pedagogical planning and ensuring that the team meets the pedagogical goals set in the *National Curriculum for Early Childhood Education* (2016). Based on research undertaken in Finland, we will explore how ECE teachers working with multi-professional staff teams pursue pedagogical leadership in planning and implementing children's programs. The data is based on the analysis of recordings made of ECE team meetings at four ECE centres in Finland. Qualitative content analysis was employed in analyzing data collected through a purposive sample of centres involved in this research. We will explore how diverse stakeholders within ECE settings - comprising teachers, childcare nurses, children and parents, pursue collaboration for pedagogical advancement.

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## LEADERSHIP FOR LEARNING – AN ACTION RESEARCH PROJECT IN AN EARLY CHILDHOOD CENTER (ECC) IN NORWAY

### Per Tore Granrusten

Associate Professor, Queen Maud University College (QMUC), Norway

Email: per.t.granrusten@dmmh.no

The research presented is a part of the project "Leadership for Learning: Challenges for Early Childhood Education and Care Institutions in Norway", funded by The Research Council of Norway. Four researchers conducted action research projects in four early childhood centers (ECCs) in two different municipalities in Norway. The action research period from August 2015 to May 2016 was initiated and concluded with focus group interviews with assistants and pedagogical leaders and individual interviews with the directors. During the period meetings were held, and written documentation was collected.

This presentation is from one of these projects.

The ECC was in the beginning of a competence development project on children's language development and the staff worked on the topic: *How can the everyday conversation promote learning among children and adults in the ECC?*

The aim of the action research was to go into this project and study how the process was led by the directors and the pedagogical leaders, and to create lasting changes in the leadership roles in the learning processes among children and the staff. The study showed that the development of the project was entirely dependent on active leadership both by the directors and the pedagogical leaders who followed up their assistants daily.

Keywords: Leadership, early childhood leadership, leadership for learning

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## LEADERSHIP PRODUCTIONS, DIFFRACTIONS AND VIBRATIONS

### Merete Moe

Associate professor, QMUC, Thronnd Nergaards vei 7, 7044 Trondheim, NORWAY,

Email: mmo@dmmh.no Phone: +4773805249 /+4793830756

The complexity of leadership calls for diverse perspectives and different approaches. The aim in this article is to meet the complexity by exploring encounters, methods and new concepts to think with. Diffraction is about becoming different by opening the self, practice and thought, diffraction "does not reproduce an image of what is imagined to be already there but is focused on its ongoing production" (Davies 2016, p. 75), Shadowing (Mintzberg 1973, Bøe, Hognestad & Waniganayake 2017) gives the possibility to get close to events and encounters including the leader's wonderings, vibrations and productions of events and encounters. How do leadership productions affect events and encounters?

Emerging events and encounters from the shadowing of and confabulative conversations with the director of two Norwegian ECECs for a week, is analyzed with various new methodological tools such as mapping, glowing events (Lenz Taguchi 2017), diffractive analysis and agential cuts (Barad, 2007; Davies 2016).

Keywords: shadowing, leadership production, diffraction, glowing events

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## KNOWLEDGE TRANSFER IN DAYCARE CENTRES: RESULTS OF A LONGITUDINAL STUDY

### **Petra Strehmel**

Hamburg University of Applied Sciences

Email: [petra.strehmel@haw-hamburg.de](mailto:petra.strehmel@haw-hamburg.de)

### **Daniela Ulber**

Hamburg University of Applied Sciences

Email: [daniela.ulber@haw-hamburg.de](mailto:daniela.ulber@haw-hamburg.de)

Quality management measures in daycare centres imply e. g. further education and training for the educational staff. The trainings aim to improve professional behavior, but also changes in the team performance and organizational culture, supported by the directors of the centres. But often in spite of intensive trainings the transfer of knowledge and professional competencies varies in a wide range between organisations and in many cases is not sufficient. This raises the question on necessary preconditions as well as managerial strategies to improve the transfer from professional trainings into practice.

Baldwin and Ford conceptualize learning and transfer as a result of the training design, the trainee's characteristics and the work environment. The current study investigates in the processes of training and implementation of new competencies into educational practice. Directors of daycare centres, training participants and trainers were interviewed previously to the trainings. Learning and transfer processes were followed up by interviews with the directors as well as with members of the staff. The study is designed as a multiple case study in a multi-methods-multi-level-longitudinal approach. Semi-structured interviews are combined with standardized questionnaires from transfer research. Empirical results following the processes of learning and transfer in two trainings for educational professionals (n=38) will be presented focusing on the institutions' goals, their preparedness for change and support of learning and transfer. Conclusions on the institutions' strategies to transfer knowledge into practice and thus improve their quality are discussed.

**Session 3:**  
**LEADERSHIP ROLES IN CHANGING NATIONAL ECE SYSTEMS**  
**CHAIR: Manjula Waniganayake**

**CURRENT JAPANESE LEADERSHIP ROLE TO MEET SOCIAL CHANGES IN EARLY CHILDHOOD EDUCATION**

**Chika Inoue**

Senior lecturer, Tokoha University Junior college, JAPAN

Email: c-inoue@tokoha-jc.ac.jp

**Masayo Kawakita**

Associate professor, Jumonji University, JAPAN

Email: kawakita@jumonji-u.ac.jp

Historically, Japan provides two types of facilities, kindergarten and nursery, where children could spend their days. In 2015, some ECEC facilities, known as centers for early childhood education and care that provide integrated service of education and childcare, came under the regulation of the Cabinet office. The Cabinet office is tasked with providing a seamless continuum of programs for all children and the coordination of a governmental budget to support regional programs for families based on varying needs. Three systems which are run by both publicly and privately are available these days. To be a kindergarten teacher or nurse requires different certification. The National curriculum each has consisting. Since we are facing a series of complex institutional change, the topics for career development of the practitioner, improving quality of ECEC are currently focused on. Despite EC leadership is recognized as an essential issue for improving quality, the fields of leadership are quite new in Japan.

The research draws on what leadership roles are required for private center directors and their view to challenges in developing organizational culture and implementation under these radical social changes through their narratives.

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**FROM COMPLIANCE TO COMPLEXITY: FRAMEWORKS FOR LEADING IN AUSTRALIAN EARLY CHILDHOOD EDUCATION AND CARE SETTINGS**

**Leanne Gibbs**

Charles Sturt University, PhD student

Email: leannemg3@gmail.com / lgibbs@csu.edu.au

‘Leadership’ in the Australian early childhood education and care context is framed within legislated regulations and standards (ACECQA, 2017). This compliance environment contributes to the generation of quality education and care but could encourage the growth



of management and constrain the development of leadership. Formal leaders describe their progress to leadership roles as “accidental” and they are conflicted about professional identity. They feel unprepared to take on ‘leading’ and ‘leadership’ and lack confidence in exercising professional judgement as EC leaders (Coleman, Sharp, & Handscomb, 2016; Sims, Forrest, Semann, & Slattery, 2014; Waniganayake, Cheeseman, Fenech, Hadley, & Shepherd, 2012).

This presentation explores approaches to easing the “accidental” phenomena and has a particular focus on complexity leadership theory (Uhl-Bien & Arena, 2017). It proposes the complexity framework as an approach to the development of settings where educators embrace ‘leading’ and ‘leadership’. It seeks to disrupt the conflation of leadership and management, identifying these as symbiotic but separate disciplines.

This work is the foundation of a PhD research project that examines the conditions within ECEC settings in Australia that generate leading and leadership.

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## **LEADERSHIP TRANSLATION STRATEGIES: THE CASE OF THE NORWEGIAN FRAMEWORK PLAN**

### **Birgitte Ljunggren**

Associate professor, PhD at Queen Maud University College (QUMC)

Email: ebl@dmmh.no

### **Kari Hoås Moen**

associate professor at Queen Maud University College (QUMC)

Email: khm@dmmh.no

There is little knowledge about the implementation processes surrounding the Norwegian framework plan in general (Ljunggren et al. forthcoming) and more specific about leadership practices in such processes. Autumn 2017 a new framework plan is due to be implemented in the Norwegian ECEC field. This will require the early childhood centers (ECCs) to implement a new policy. But how do ECC directors handle the task of implementing this policy? Departing from new institutional theory, translation theory we analyze different leadership translation strategies and describe at least four different leadership strategies for implementing a framework plan: 1) selection 2) simplifying 3) delegation 4) involvement. Weaknesses and strengths of the various strategies are discussed. The analysis is based on a qualitative case study of 6 ECCs, interviewing directors, pedagogical leaders and assistants. As a supplement a guided walk was carried out in each center. The project is carried out according to guidelines of the Norwegian Centre for Research Data.

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## DISCURSIVE INSTITUTIONALISM BEHIND THE DIVERSITY OF ASSESSMENT – CASE JOINT LEADERSHIP OF ECE HÄMEENLINNA

**Elina Fonsén and Marja-Liisa Keski-Rauska**

University of Tampere, Finland

Email: Elina.Fonsen@Helsinki.fi

In this study we investigate early childhood education (ECE) leadership in the frame of discursive institutionalism. The background data for research is the quality assessments of joint leadership in ECE in the city of Hämeenlinna, Finland in 2015. The results indicate that different ECE units under the same director pair received different assessments. The differences between the tested groups were statistically significant. The additional data was collected from these particular units by questionnaire. The purpose of the research is to enhance understanding of various discourses and different expectations of ECE leadership. Through this, it is possible to unify the concept and bring clarity to the essence of leadership. This will increase pedagogical quality, work well-being and children's and parents' satisfaction with ECE. Preliminary results will be presented in autumn 2017.

Keywords: ECE leadership, joint leadership, quality assessment, discursive institutionalism.

### Session 4:

#### GOVERNANCE IN ECE

CHAIR: Petra Strehmel

## DOES LEADERSHIP EXIST IN EARLY CHILDHOOD EDUCATION?

**Fortidas Bakuza**

Assistant professor, Aga Khan University, Dar es Salaam, Tanzania.

Email: fortidas.bakuza@aku.edu

Early Childhood Education (ECE) is considered the foundation of formal education in most countries and therefore it is an area that requires leadership specialization based on the importance of this level and the age of children served. Although some notions of leadership from other education sectors can be applied to the early childhood sector '...the nature and context of ECE makes it unique and worthy of independent examination and support mechanisms' (Thornton et al., 2009). Literatures on ECE leadership challenge the transfer of ideas about leadership from other education sectors or drawing close comparison that 'must be carefully done because of multifaceted and diverse nature of ECE' (Thornton et al., 2009 p.4). According to Kagan and Hallmark (2001) there are demands facing today's early childhood educators that require the cultivation not only of more leaders, but more kinds of leadership. Qualities such as "the intimacy, flexibility, diversity and individualization of early

childhood programmes create a decidedly different leadership context than the formality, uniformity, rigidity, and bureaucratization that has been conventionally associated with the corporate setting” (p.8). This presentation takes the position that Early Childhood should be viewed as a specialized sector and that the slow development and other challenges facing Early Childhood as a sector are associated with the leadership gap of people who should make decisions on resources and skills to improve the quality of care and education of young children especially those who need it most. The presentation will share findings from a larger study conducted in Tanzania, East Africa to assess the differences between stated and implemented policies in Early Childhood Education leadership. Issues discussed in the presentation though from the context of Tanzania; they are likely to be similar in other countries of similar characteristics.

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## **PERCEPTIONS OF LEADERSHIP AMONG PRESCHOOL TEACHERS AND LEADERS IN SINGAPORE**

**Shaireen Marchant**

University of Warwick, United Kingdom

Email: S.S.B.Selamat@warwick.ac.uk

Recent research in early childhood leadership has revealed a field in search of an over-arching conceptual framework. Led by a number of country specific studies, the current range of research reflects a dominance of Western-based examples highlighting the need for a contextual view of leadership. Emerging yet limited research from countries in Asia also seem to indicate a similar view.

This paper seeks to explore perceptions of leadership within the Singapore context. The country has seen a recent government investment of S\$3 billion to improve the quality, affordability and accessibility of the early childhood education sector. With increased support and governance, a noteworthy change has been the emergence of new organisational set-ups in the form of anchor operator centres and partner operator centres among other developments. Consequently, the formation of such new settings have led to the development of new leadership structures and processes within the centres.

This paper draws on data collected from a questionnaire of 258 preschool teachers and leaders in Singapore. It will provide an overview of perceptions of leadership from teachers and centre leaders from 6 different types of early childhood settings. The paper will also discuss the challenges, leadership traits and tasks associated with early childhood leaders in Singapore. The study showed that participants share some similarity of expectations of leadership. The findings also indicated a higher regard for a leader’s attitude over their academic qualifications.

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## NORWEGIAN EARLY CHILDHOOD EDUCATION AND CARE BETWEEN MARKET AND GOVERNMENT

**Kjetil Børhaug**

University of Bergen, Norway

Email: kjetil.borhaug@uib.no

International research on ECEC policies and government often takes Esping Andersons model of universal, social democratic state centered welfare services, liberal, market based services and continental, conservative services that are selective and combined with family obligations as an analytical perspective (Meyers & Gornick 2003; Penn 2014). There has been criticism of market based solutions for securing profits by exploiting employees, by reducing spending for pedagogical quality and for taking high parental fees preventing low income families to send their children to ECEC (Penn 2007, 2011). Helen Penn makes the case that such privatized ECEC has to be regulated in order to avoid the problems she reports from the UK, and she points to Norway as one example of such combination of privatized ECEC and governmental control (2014 pp. 453-454, see also Haug 2014).

The Norwegian model has been a hybrid between markets and governmental control. Within a regulation that provides legally binding minimum standards, generous subsidies, a rather general national curriculum (the framework plan) and professional power to Early Childhood teachers, Norwegian private ECEC has had a substantial room for development and choice, but limited space for excesses. This hybrid model, however, rest on two conditons that are both about to change. First, it implies that there is little political interests in ECEC beyond securing services of minimum standards. As political ambitions for the sector evolve, governmental regulation will most likely develop to new levels, providing new constraints on center management and development. Second, governmental control of ECEC contents have not been urgent as long as most centers were small, owned by part-time owners who did not develop educational ideas that came into conflict with the dominant ideas and norms of the EC teacher profession. However, a major share of Norwegian EC centers is now owned by a few owners with substantial capacity and power and who are well organized as an interest group. They are expected to counter more political control and to undermine the informal integration of the sector though professional coherence as they may develop their own professional standards. Based on interviews with ECC owners, governmental officials and public governmental sources, this paper examines to what extent these two conditions are actually changing and how it changes, and shows the limitations of the Norwegian hybrid model.

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## ENTREPRENEURSHIP AND LEADERSHIP IN PRIVATE DAY CARE CENTERS IN FINLAND

### **Marjo Mäntyjärvi**

PhD Student, Oulu University, Finland

Email: marjo.mantjarvi@gmail.com

This presentation introduces my doctoral research study “Towards an understanding of Early Childhood Education in private day care centres in Finland”. This study aims to address the need for more knowledge and to deepen the understanding of the privatization phenomenon impacting early childhood settings in Finland. In year 2014, children enrolled in private early childhood services was 9,5%. At the most the share was 37% of services in one city area. The share is noticed to increase. Therefore, knowledge for stakeholders is needed to picture this phenomenon as a one part of Finnish early childhood services. Privatization is perceived as a multilevel phenomenon observed at the macro-, meso- and micro-levels in Finnish early childhood education. In this presentation, I will share my understandings from the literature on privatization of ECE and present the questions that I plan to use when starting to research of entrepreneurship and its implementation as leadership acts. Data for this study will be collected as face-to-face narrative interviews from six entrepreneurs who own one or more ECE centres in Finland. This research has a critical theory approach.