



Norwegian Ministry  
of Education and Research

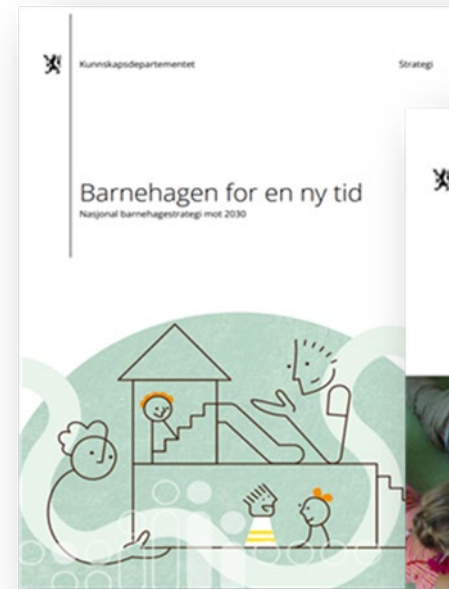
# ***ECEC leadership and quality in national strategies in Norway***

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PLA Berlin 22nd – 24th May 2024

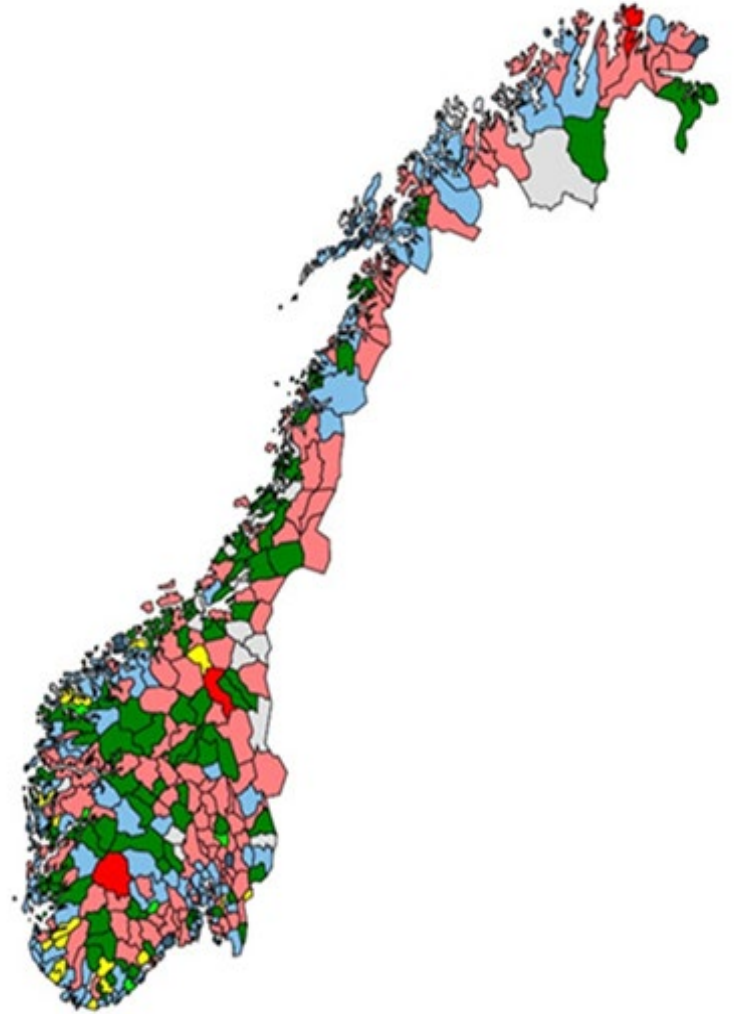


- *How ECEC leadership is perceived as instrumental for quality provision*
- ***How the topic has been lifted in different ongoing national evaluations, policies and strategies***
- *Policy measures such as Leadership education and CPD*

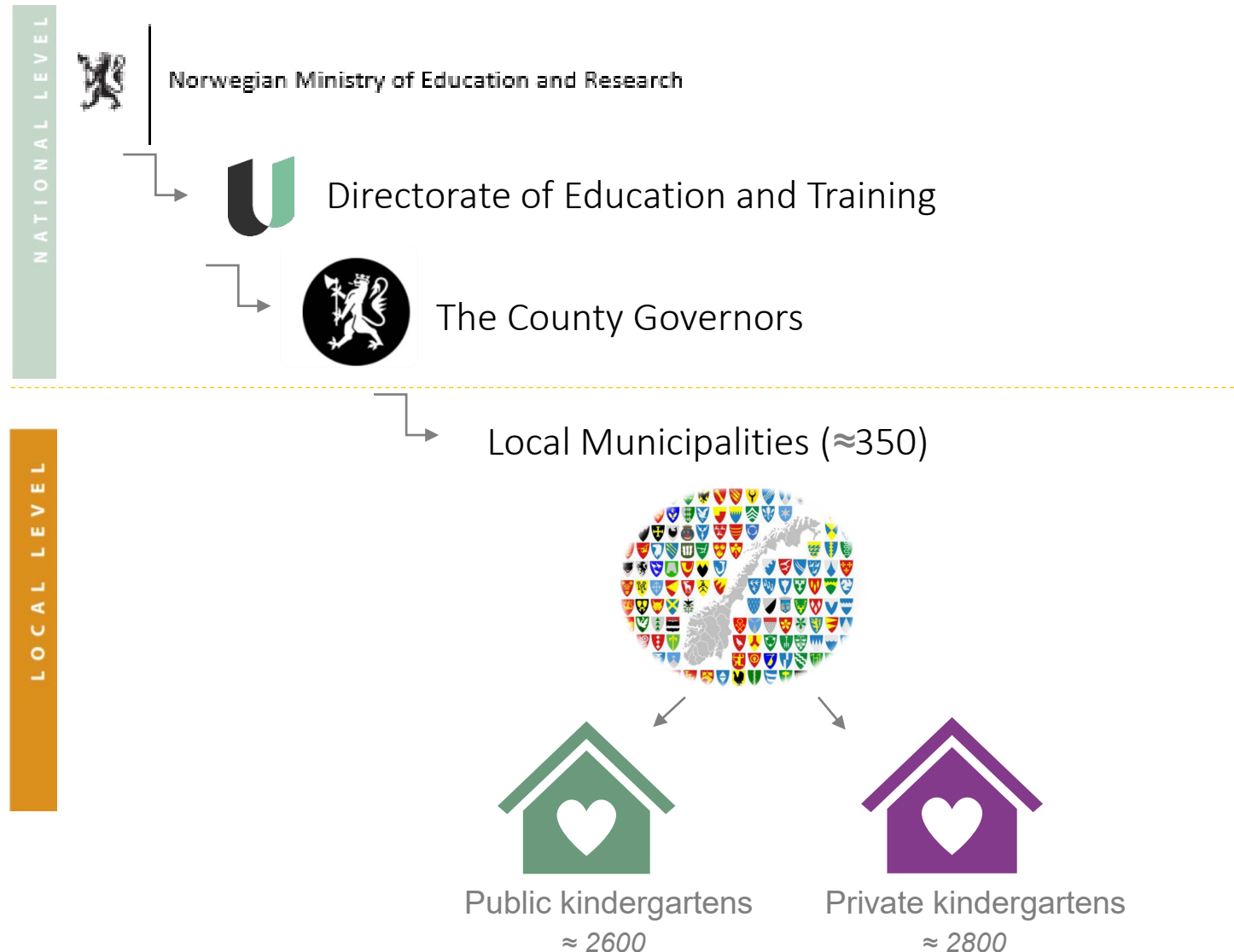


# Setting the scene

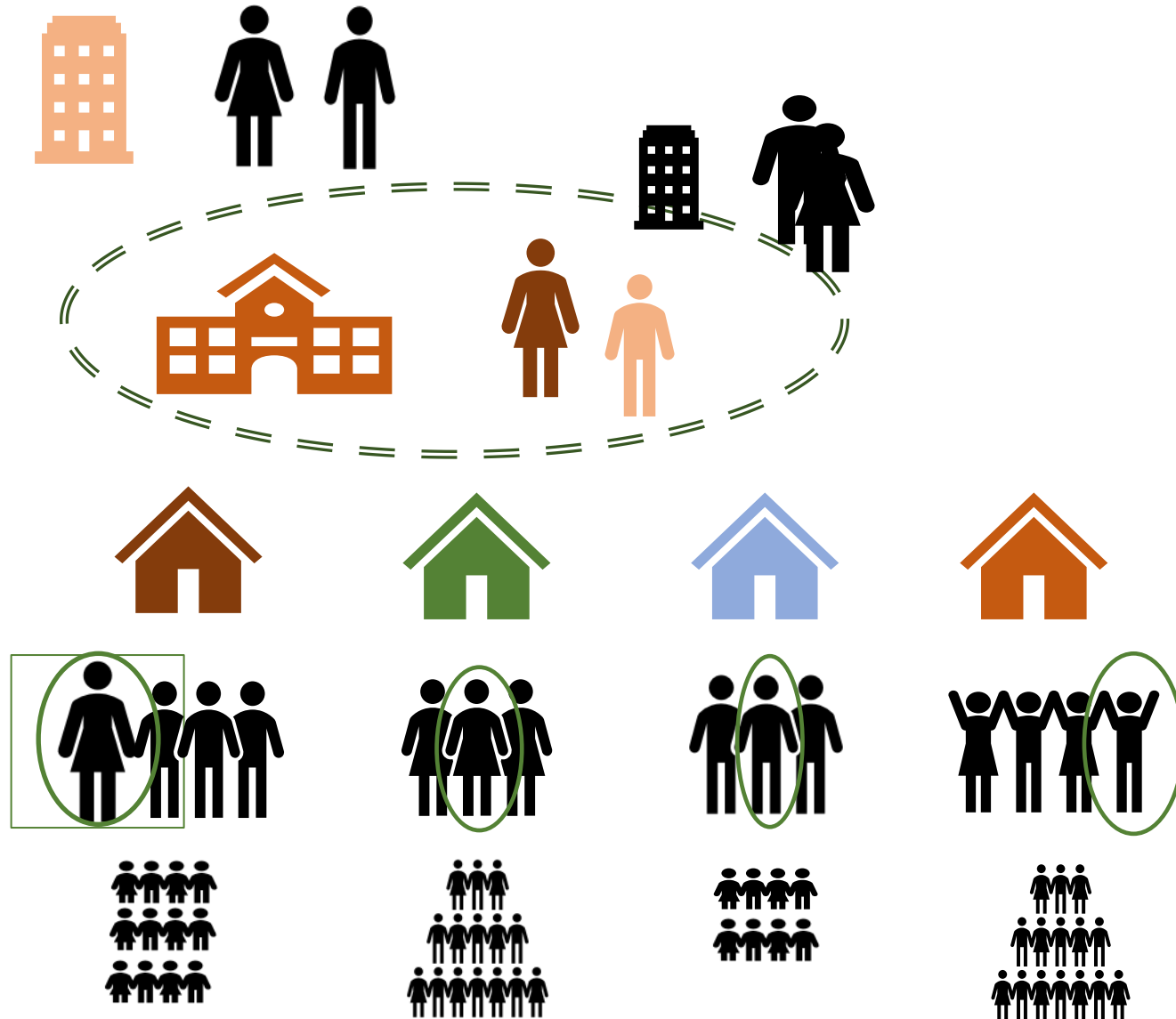
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# Structure of the Norwegian ECEC sector



# Leadership in the sector



**National/Local authorities**

**Kindergarten Owners (public/private)**

**Head Teacher**  
(Center Leader)

Kindergarten Act 17  
Kindergarten Teachers or  
equiv.

- ✓ *Leads the institution ;*
- ✓ *the pedagogical, administrative, personell work*

**Pedagogical Leader**

Kindergarten Act 17a.  
Kindergarten Teachers or  
equiv.

- ✓ *Leads the team and the pedagogical work in the  
child group (department)*
- ✓ *Is part of the leadership (team) of the  
Kindergarten.*

# National policy priorities

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- All children shall be able to participate in a kindergarten provision of equitable high quality
  - Kindergartens shall be available and affordable to all
  - **Quality shall be assured through strengthening competence for staff, good leadership and staffing**
  - Making sure that resources provided for the sector is used appropriately through better regulation and through strengthening the role of municipalities.
- Strengthening policies for quality kindergartens in areas with high proportion of immigrants and low Socio-Economic-Status
- White paper across ministries on social inequality in a broad sense – Expert Committee on the impact of kindergartens, schools and school child care on social equity and social mobility



## National Strategy for ECEC towards 2030

Availability  
and  
affordability

Revised  
National  
Strategy for  
Competence  
in ECEC  
2023- 2025

Governance  
and  
Regulation  
on Funding  
of private  
ECEC



————— **Competence (Capacity) and Leadership at all stages** —————

# ECEC leadership - Head teacher

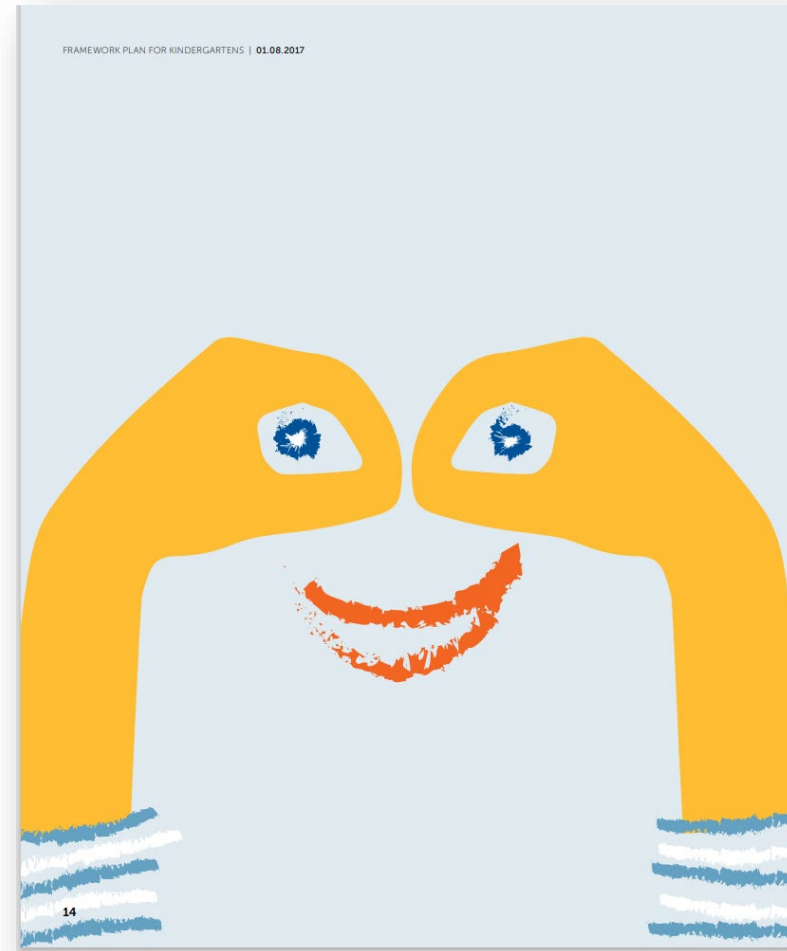
- The head teacher is given **day-to-day responsibility for pedagogical practices, staff and administration.**
- The head teacher shall **ensure that pedagogical practices comply** with the Kindergarten Act and the Framework Plan and that staff have a common understanding of their duties as described in these documents.
- The head teacher shall **enable staff** to put their expertise into practice.
- **Good pedagogical and administrative management requires good co-operation** with the kindergarten owner, the pedagogical leaders and other kindergarten staff.
- The head teacher shall **lead and follow up on the planning, documentation, evaluation and development of kindergarten content and working methods** and **ensure that the entire staff are involved.**
- The head teacher shall ensure that the kindergarten adopts **procedures for co-operating with relevant institutions** such as schools, health centres, the educational psychology service and the child protection service





# Pedagogical leaders

- The pedagogical leader is tasked with **implementing and overseeing the kindergarten's pedagogical practices** using sound professional judgement.
- The pedagogical leader shall **offer guidance and ensure** that the Kindergarten Act and the Framework Plan are observed in the kindergarten's pedagogical practices.
- The pedagogical leader **oversees the process of planning, implementing, documenting, assessing and developing the work** taking place amongst the group of children or in the areas he/she is tasked with supervising



# Expert report on the «kindergarten teacher» role; Head Teachers, Pedagogical leaders etc (Børhaug et.al 2019)



- Leadership functions:
  - **Pedagogical** leadership
  - **Administrative** leadership
  - **Personell/Staff** leadership
  - **Externally directed** leadership and agency (Entrepreneurial leadership )
- Organisational diversity – impact?
  - Size
  - Ownership (providers)
  - Context and trends

# National Strategy for Raising Staff Competence 2023-2025 - *Competence for the Future Kindergarten*

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# Ensuring all children a kindergarten provision of high quality

- Principles:
  - Competence measures shall contribute to the realisation of the framework plan
  - The kindergarten owner and leadership should have a plan and provide opportunities for competence development for all staff
  - Individual and collective competence measures should be considered together
- To reach this overarching goal the governments wants
  - At least 50 % of staff should be kindegarten teachers
  - At least 25 % of staff should be child- and youth care workers
  - The proportion of head teachers and kindergarten teachers with masters degree should increase
  - All staff shall have the possibility for competence development
  - All kindergartens shall develop their pedagogical practices through kindergarten based competence development

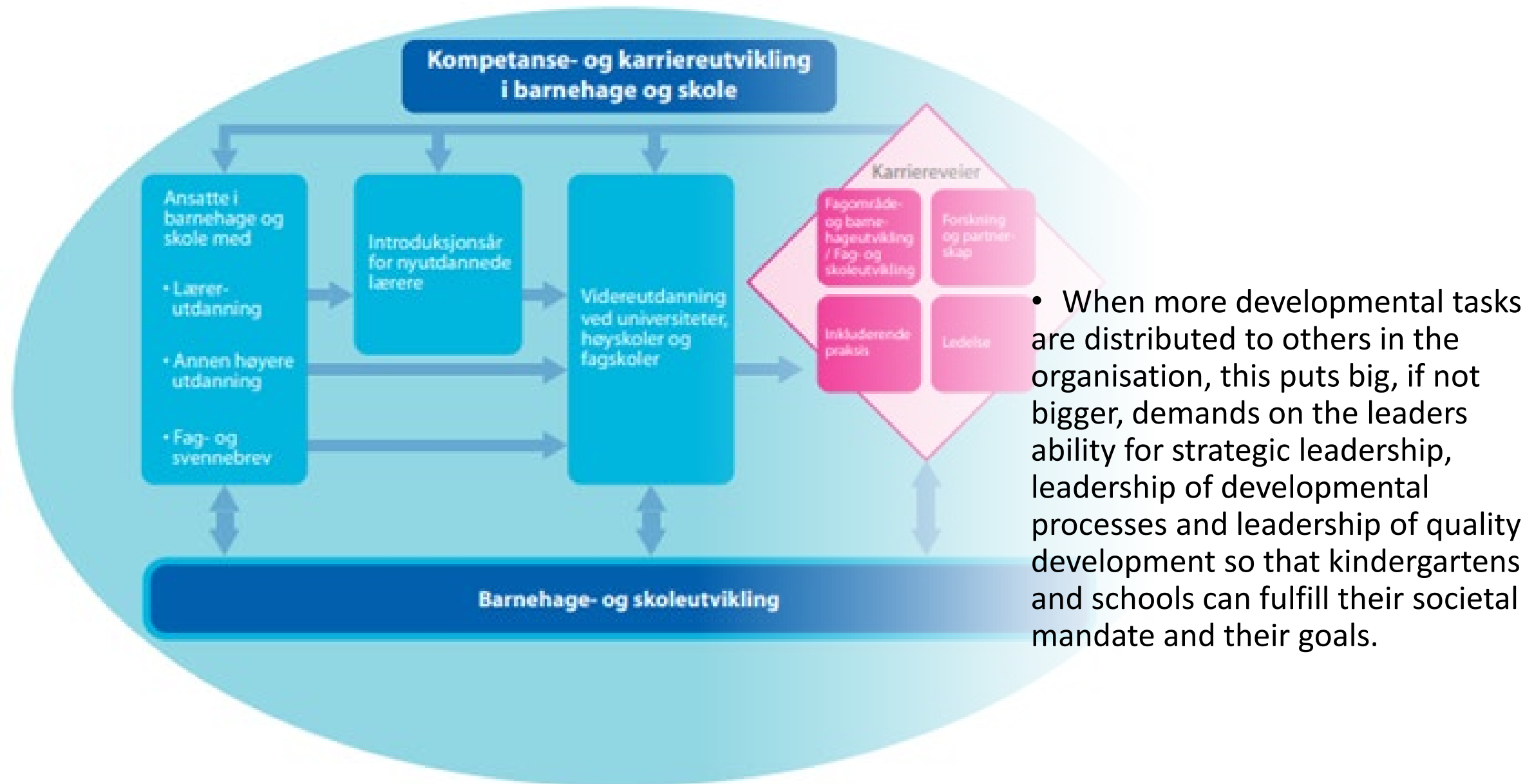


# Report from Public Commission

## - With further importance

- Knowledge base :
  - The evidence for **Distributed leadership** (where teachers can influence the decisions of the school)
    - More innovative
    - Effect on the quality of teaching practices, esp. on inclusive education
    - Teachers experiencing influencing the school's decisions are more innovative
  - Norwegian context
    - Municipalities and schools basing decisions on the broad societal mandat, organising for collective and individual learning and involving teachers and students succeed better in lifting all students' wellbeing and learning.
    - Leaders and teachers have an explorative approach to their own practice. (Lillejordet et al 2021)





- When more developmental tasks are distributed to others in the organisation, this puts big, if not bigger, demands on the leaders ability for strategic leadership, leadership of developmental processes and leadership of quality development so that kindergartens and schools can fulfill their societal mandate and their goals.

Figur 8.2 Et helhetlig system for kompetanse- og karriereutvikling



New overarching strategy for competence development for ECEC, Schools and School-care under way (Following up the Public Commission Report 2022)

# National Strategy for ECEC towards 2030

## *Kindergartens for a New Era*

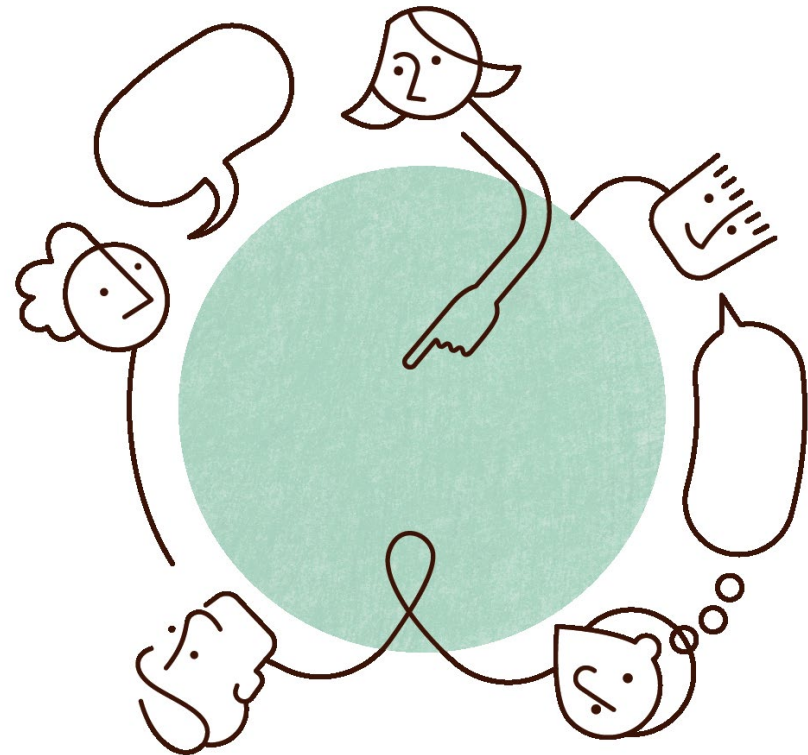
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# Chapter 3 : Competence and Quality Development

- All staff shall have good and relevant competence
- Kindergartens shall be sufficiently staffed so that they can use their time and skills to ensure all children a good pedagogical provision
- All kindergartens shall have good leadership
- All kindergartens shall work systematically with quality development
- All children shall have a safe and good kindergarten environment



# On leadership

- The Government wants to contribute to a stronger leadership in kindergartens and a stronger professional fellowship.
- Our aim is that head teachers have (formal) competence on leadership. The Government will also work to have more kindergarten teachers in kindergarten with a masters degree.
- Leadership competence and competence on a masters level will contribute to strengthening the analytical competence required to lead, assess and develop the kindergartens quality and practice.
- It is also important to develop equal partnerships between kindergarten and higher education.

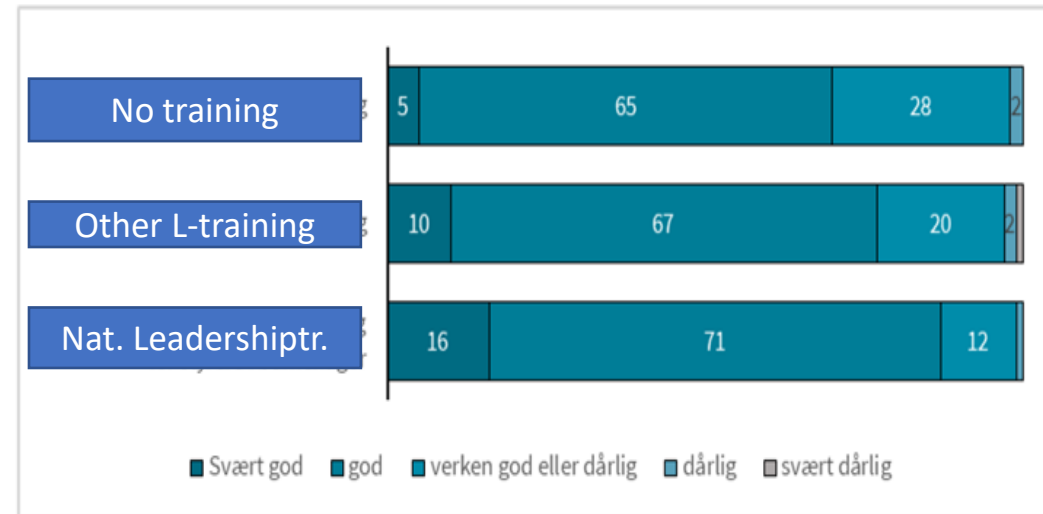
Research indicates a connection between the formal qualification of the leader and the kindergarten quality.

Head teachers with additional training initiates more developmental work in kindergarten and put more emphasis on staff development.

# Evaluation project FAFO 2020 - 2024

- Effective training
  - Reports from survey (N-1760)
- Regardless of organisational structure
  - Small/large – public/private

## Leadership competence in situations of change



# National leadership education



- 7 out of 10 head teachers have leadership education (50 % NLE)
- National leadership education for head teachers in kindergartens and schools
  - National Leadership Education (Since 2011)
  - Head teachers and Assistant Head teachers can apply
  - Can form part of a Masters degree.
  - 30 study points over 1 ½ years
- Evaluation (2021, 2022 and 2023)
- Continuous professional development for leaders in kindergartens and schools
  - 5 modules

## Example Oslo Business School Masters degree in Educational leadership and strategic development

- Step 1:
  - National Kindergarten leadership education - Content:
    - Leader role
    - Kindergarten as pedagogical undertaking
    - Development work
    - Early interventions and inclusive fellowships
    - Collaboration
- Step 2: (choosing 2)
  - Law for leaders
  - Leading developmental work
  - (Leading professional fellowships and curriculum work
  - Leading and digitalisation)
- Step 3:
  - Masters in educational leadership and strategic development

# References and Links

The Kindergarten Act:

[Act relating to kindergartens \(the Kindergarten Act\) – Lovdata](#)

The Framework Plan:

<https://www.udir.no/globalassets/filer/barnehage/rammeplan/framework-plan-for-kindergartens2-2017.pdf>

ECEC strategy towards 2030

<https://www.regjeringen.no/no/dokumenter/barnehagen-for-en-ny-tid/id2959402/>,

National Strategy for raising Staff Competence 2023-2025

<https://www.regjeringen.no/no/dokumenter/kompetanse-for-fremtidens-barnehage/id2933368/>

Strategy for Recruitment to Teacher Educations and the Teaching professions 2024 – 2030

[Strategi for rekruttering til lærerutdanningene og læreryrket 2024–2030 - regjeringen.no](#)

Expert Group report on the Kindergarten Teacher Role (Børhaug et. al 2019)

[Barnehagelærerrollen i et profesjonsperspektiv – et kunnskapsgrunnlag \(regjeringen.no\)](#)

Public Commission on a system for Competence and Career development in ECEC and Schools

[NOU 2022: 13 \(regjeringen.no\)](#)

Professional development, collaboration, efficacy and leadership in Norwegian kindergarten - 2nd in depth report TALIS Starting Strong (Gjerustad et.al 2021) [Faglig utvikling, samarbeid, mestring og ledelse i norske barnehager: Andre dybderapport med norske resultater fra den internasjonale barnehageundersøkelsen TALIS Starting Strong \(unit.no\)](#)

Fakta om barnehager 2023/Facts on Kindergartens

[Fakta om barnehager 2023 | udir.no](#)

Research: NB-ECEC

Norwegian Ministry of Education and Research

[Your gateway to research on early childhood education and care — Scandinavian research in early childhood education and care \(nb-ecec.org\)](#)





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# Thank you for your attention

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