



**Developing and sustaining pedagogical leadership in early childhood education and care professionals**

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2011

**Final Report**

**Developing and sustaining pedagogical leadership  
in early childhood education and care professionals**

[www.ecceleadership.org.au](http://www.ecceleadership.org.au)



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# Executive Summary

## What was intended

This project sought to enhance the learning and teaching opportunities in higher education and to build the leadership capacity and sustainability of transdisciplinary practices with Early Childhood Education and Care (ECEC) professionals. The project was designed as a means of developing and sustaining leadership in the early years' sector in order to build the capacity of early education and care professionals to lead practice in integrated early years' settings.

Integrated practice in the early years occurs in practice settings where disciplines of early childhood education and health care and community services, work together to support children and families. Multiple perspectives and strategies were used, which are informed by evidence bases in all and not just some of the disciplines involved. Increasingly, child care settings are being used as focal points for the delivery of integrated services, with little attention being paid to how such services might be informed by the multiple disciplinary services of the staff who are working in them.

The project team sought to devise a professional development strategy to support ECEC professionals to develop their leadership capacity, thereby increasing their confidence about how their own knowledge, understandings and skills might contribute to the design and implementation of integrated services in ECEC. The project was based on the notion that professional development opportunities that were designed to enhance ECEC leadership needed to be free (where possible), easily accessible and continuously available. Therefore, the team sought to produce professional development resources that could assist ECEC professionals to enhance leadership skills, particularly when encountering practice in integrated settings.

## The Result

In order to meet the objectives of the project, the project team focused on the notion of transdisciplinarity. Transdisciplinarity is a new and emerging field of study that has the potential to contribute to practice in many different sectors. This notion of transdisciplinarity was the vehicle chosen by the project team to assist ECEC professionals to understand the value of integrated practice and to develop the necessary skills and strategies to act as pedagogical leaders who draw democratically on the contributions from all stakeholders – students, practitioners, professionals, parents and families. Underpinned by a belief that stakeholders at all levels of the ECEC sector can contribute to the leadership efficacy, this project sought to address the problems of lack of leadership by building on past successful projects (see list in later section of this document) to enhance ECEC discipline structures, communities of practice and cross-disciplinary networks. The project website is one scaffold on which transdisciplinarity practices can be created.

While the project encountered many hurdles along the way, the work of the team also resulted in significant learning. The intention of the project was to create a free resource for ECEC professionals. Open-Sourced Learning was utilized to achieve this requirement. A website [www.ecceleadership.org.au](http://www.ecceleadership.org.au) was developed and launched at the Early Childhood Australia National Conference in October, 2010. Interest has grown from ECEC and children's services professionals from around Australia in the use of the resource to build leadership capacity



## Acronyms

<b>Acronym</b>	<b>Definition</b>
ALTC	Australian Learning and Teaching Council Ltd
COCR	Circles of Change Revisited
CfCKLWW	Communities for Children Kingston Loganlea and Waterford West
ECEC	Early childhood education and care
EYI	Early Years Initiative (Queensland Health)
EECERA	European Early Childhood Education Research Association Conference



## Introduction

Integrated practice focusing on cross-disciplinary work in the early years has become an important topic in recent times. Specifically, the Organisation for Economic Cooperation and Development (OECD) report, *Starting Strong II* (2006), the Department of Families, Communities and Indigenous Affairs *Stronger Families and Communities Project* (2004), Council of Australian Governments (COAG), (2006) and the Department of Communities (Queensland) *Towards an early years strategy* (2006), have all pointed to the need for practitioners and professionals to be prepared to work in integrated (cross-disciplinary) settings. Moreover, these initiatives and reports seek to inform universities and other tertiary institutions that present early childhood education and care preparation programs do not extend to preparing prospective practitioners and professionals in this way (COAG, 2006; Community Services Ministers Advisory Council (CSMAC), 2006; Department of Communities, 2007; Elliott, 2006; OECD, 2006). In fact, there is, at present, little real focus on how to prepare practitioners for these integrated practice settings in higher education programs, particularly at the undergraduate level or indeed, in terms of the pathways into such programs. Therefore, possibilities for ECEC students, professionals and practitioners to development strategies to enhance leadership capacity building in this sector, are limited and there is a very real risk that the important knowledge bases that underpin work in the ECEC sector could well be marginalised as a result, in favour of other highly medicalised approaches (Cheeseman, 2007).

Research suggests that early years practitioners (particularly those in children's services settings) are significantly under-trained, a fact which is resulting in considerable stress and multiple workplace issues (Press & Skattebol, 2007, Sumsion, 2006). Such information is supported by work undertaken in the School of Human Services at Griffith University (CfCKLWW Local Evaluation, 2008; EYI Early Years Initiative Model of Intervention Proposal document, 2008). Moreover, work by Griffith University staff in the *Circles of Change Revisited* program, which involved leaders of children's services programs throughout the state of Queensland, indicated that accessibility to professional development was an extremely important issue, as many of the workers in these poorly paid sectors could not leave work to undertake further study, even though they indeed wished to do so (*Circles of Change Revisited*, 2007). Thus, the leaders of this ECEC sector are often unable to enhance their skills in leadership and also find it difficult to have their tacit knowledge and evidence-based practice acknowledged by other stronger disciplinary approaches. The lack of leadership has had a domino effect across the ECEC sector impacting on the quality of services for children.

It is proposed (Woodrow & Busch, 2008) that factors 'militate against the realization of a strong leadership identity' in the early childhood field (p.83). These factors include the differing perceptions held by those outside the field of what leadership entails, the early childhood discourse itself, and the increasing regulation through a mandated framework to guide curriculum and an accountability framework. Woodrow and Busch (2008) call for the reconceptualisation of leadership through 'activism and engagement' (p.83). This call has been taken on board and the model presented in this paper is a result.

Staff development and education are important discriminators of good quality early childhood programs. Research on quality in early childhood has consistently shown that staff are the cornerstone of excellence, and that staff training makes a difference to services provided to children and families. The



recently introduced policy of employing a four-year-trained early childhood teacher in every long day care setting is based on research linking teacher qualifications to program quality and outcomes for children (Elliot, 2006; Siraj-Blatchford et al., 2003). As well as providing a quality preschool program, these teachers have the potential to raise levels of quality within their centres through their pedagogical leadership (Department of Education, Employment and Workplace Relations, 2009; Siraj-Blatchford et al., 2003). At the same time, they will be learning to negotiate new, and often challenging, professional settings (Hard, 2006; Kilgallon, Maloney & Lock, 2008) where they will be required to demonstrate such leadership, and to work collaboratively with childcare centre managers and other staff to develop quality educational programs (Department of Education, Employment and Workplace Relations, 2009; Muijs, Aubrey, Harris & Briggs, 2004; Rodd, 2006).

The long day care setting can offer a number of challenges to early childhood teachers seeking to offer quality programs. For example, teachers can face poor or stressful working conditions, leading to burn-out and high levels of staff attrition (Kilgallon, Maloney & Lock, 2008; Muijs et al., 2004; Rodd, 2006). There may be a lack of resources or insufficient support for beginning teachers to implement what they know (Ali, 2009; Early et al., 2007; Ramey & Ramey, 2007). Teachers in long day care settings may also face challenges in implementing their preferred programming or pedagogical approaches due to factors including: the large numbers of children who may move through their program; staff rostering arrangements, such as some teachers working on their own with a group of children; unpredictable attendance of children; lack of resources; and family and management expectations (Ali, 2009).

Early childhood teachers in long day care centres, and other settings, can also face challenges in enacting the pedagogical leadership that has been linked to program quality (Siraj-Blatchford et al., 2003; Rodd, 2006). Hard (2006) found that many early childhood teachers experience a staff culture within their centres that is resistant to change. Early childhood teachers also need to develop skills in negotiating the pressures and expectations that can be created by various management structures (Edwards, 2005).

Such understanding highlights the difficulty of providing sustainable professional development, further education and mentoring to these early years practitioners and professionals. Moreover, the cross-disciplinary work that is being undertaken in the early years is informed by particular disciplinary practices and knowledge bases in health, early childhood education and care, community services, social work, child protection and education in general, with each professional working within their own version of “truthful” (Foucault, 1984) practice. Such a situation does not enhance capacity building or sustainability and leads to confusion and fragmentation for the practitioners and professionals who engage in early years practice in these settings, to say nothing of the issues that are created for the children and families that these practitioners and professionals serve.

Furthermore, while sustainability is the desired outcome of many funded projects and programs in contemporary early years contexts, minimal attention is given to a framework for practice that practitioners and professionals from multiple disciplines in local contexts might use, as a means of engaging effectively in such sustainable practices. To achieve sustainability in any practice there needs to be an understanding about the fragmentation that exists in a sector and the barriers to collective participation. To practice in an integrated (or what some would term, transdisciplinary), way means that there is an ability to move beyond this fragmentation to another space of



collaboration and participation (Marinova & McGrath, 2004), where the focus of the practice is on the client/s and not on established truths and meta-narratives within disciplines that might inhibit the possibility of multiple perspectives informing practice. Transdisciplinarity focuses on inquiry rather than disciplines and uses inquiry to manage the space between the disciplines. Therefore, a transdisciplinary ethic rejects any attitude that refuses dialogue and discussion. The assumption of this ethic is that shared knowledge should lead to a shared understanding based on an absolute *respect* for collaborative and collegial approaches that promote both collectiveness and individuality. (Nicolescu 1996, np) Therefore, integrated practice of this vein, requires a particular type of professional, one who can use critical insight to 'think otherwise' (Foucault, 1984; Macfarlane, 2006) about the challenges and issues that they face in day to day practice.

The project sought to enhance the possibility for leadership, capacity building and sustainability in ECEC by using previously successful strategies in multiple ways, to produce practitioners and professionals who think otherwise and engage in high quality integrated practice. To do so, the project took a grass roots, industry informed and evidence-based approach to support the development of resources to assist with the preparation of practitioners and professionals in the School of Human Services at Griffith University (Bachelor of Human Services Child and Family Studies (1095), the Bachelor of Human Services Child and Family Studies/Bachelor of Education (Primary) (1244)) and at Deakin University (Bachelor of Early Childhood Education (E420), the Bachelor of Early Childhood Education (Honours) (E421) and other early childhood courses currently under development i.e. Graduate Diploma of Early Childhood. Further it offered professional development of practitioners working in the CFCKLWW and EYI in the Logan and Beaudesert corridor; practitioners and professionals in ECEC settings and those in the general community in Queensland, Victoria and across Australia. The criteria for the development of the resources were:

- flexible and accessible, that is, available for online, external, intensive and face-to-face delivery;
- comprehensive, that is, available to practitioners at undergraduate, post-graduate and professional development levels;
- focusing on the delivery of strategies that enhance the ability of professionals to engage in integrated practice;
- designed according to current theory and literature relating to understandings of high quality integrated practice in the early years; and
- user-friendly.

## Project Outcomes and Impacts

This report will list the outcomes the project was designed to achieve, followed by a brief description of the approach and methodology. Additionally, there will be a discussion on how the project uses and advances existing knowledge with reference to program priorities and the related literature. Factors that were critical to the success of the approach and factors that impeded its success, in general terms, are outlined. Evaluation of the project and the outcomes are addressed concluding with a list of dissemination activities and linkages.

### Initial Project Outcomes and deliverables

The outcomes of the project are organized under three main headings as set



out in the following table:

Outcomes	Deliverables
Consolidation of Communities of Practice	<ul style="list-style-type: none"> <li>• RoundTable focused on high quality early years integrated practice in ECEC settings in Australia and overseas.</li> <li>• Networking opportunities that provide opportunities to undertake critical reflection processes across the children’s services sector, build leadership possibilities at all levels of practice in ECEC settings, provide opportunities for and developing and maintaining partnerships with managers of early years integrated practice settings to assist with the professional development of their staff.</li> </ul>
Enhancement of teaching and learning opportunities for leadership in the ECEC sector	<ul style="list-style-type: none"> <li>• Development of curricula to be used in learning and teaching in higher education, which addresses the ECEC sector needs with respect to the preparation and up-skilling of professionals to work in integrated settings.</li> </ul>
Resource development	<ul style="list-style-type: none"> <li>• Development of accessible professional learning, undergraduate and post-graduate study resources for staff working within cross-disciplinary early years’ settings</li> </ul>

The outcomes and deliverables are discussed in more detail below.

Other more generic outcomes of the project include:

- journal publications disseminating the information, methodology and research undertaken in the project. Currently one journal article is due to be submitted for review, two more are under development;
- conference presentations at a National and International level;
- a comprehensive evaluation of the project to be made available to the Australian Learning and Teaching Council and to project partners.

## Consolidation of Communities of Practice

### Roundtable

In 2009 our RoundTable entitled “Fostering Leadership and Integrated Practice in Early Years Settings” was co-hosted by Griffith University in Queensland and Deakin University in Victoria. The RoundTable was used as a means of consulting the ECEC sector about the issues that were surfacing as the moves to integrated practice were occurring. The feedback received at this RoundTable provided useful data that highlighted some of the constraints and enablers encountered by ECEC practitioners and professionals who were trying to engage with the policy reforms relating to the moves to a more inter-



professional approach to practice.

The RoundTable focused on international, national and local issues surrounding working in integrated early years settings with Carol Aubrey, University of Manchester, Collette Taylor, The University of Melbourne, Kym Macfarlane representing Communities for Children – Waterford, Kingston, Loganlea - Queensland, and Andrea Nolan representing Best Start evaluation, Victoria.

The RoundTable participants (40 in all) demonstrated a passionate capacity to engage with the new reforms and to use this engagement to learn more about the practice of others. In fact, most participants now considered integrated practice as their 'core business' and were looking forward to 'using different lenses to view things' and to 'value adding to each other'. However, in order to practice in this way, the participants considered some aspects of practice vital to ensuring the success of ECEC inter-professional practice. These were:

- an open and honest willingness to accept the contributions of others;
- a willingness to 'de-comfort' ourselves;
- respect of the professional knowledge of others;
- an ability to feel comfortable with uncertainty;
- space to make each person's experience explicit in a confident way;
- the importance of relationship building;
- knowing and being comfortable with each person's limitations;
- sharing of each other's knowledge base;
- a shared knowledge base; and
- strong leadership skills.

The participants at the RoundTable also had suggestions about how the above-mentioned aspects of practice might be facilitated in the ECEC workplace. Feedback suggested that this 'shift' in the culture of practice required:

- time – to build relationships with all stakeholders; to dialogue; to assist people to feel welcome; to seek funding to assist such a process.
- money and resources – to assist with time for relationship building and for conversations that facilitated the development of a shared mission and shared values; to assist each person to learn how to work as a team in this new practice space; and to acknowledge inter-professional practice as 'core business'; and
- flexibility – to enable funding across departments; joint training; allowing space to make inter-professional practice overt in the workplace; to enable the establishment of formal partnerships; and to enable Memorandum Of Understandings to be put in place.

For all the RoundTable participants the main focus of their attention was 'how' – how is inter-professional practice in the ECEC workplace effectively and sustainably facilitated? As can be seen, the participants had their own views on the 'how', many of which are quite able to be implemented and that are indeed already in place. As previously mentioned however, what is of concern to the authors of this report and to many practitioners and professionals in the



ECEC field, is that much of the actual implementation of inter-professional practice in the workplace currently relies on the goodwill of the individuals on the ground. This point appears to be supported by data from the RoundTable participants, who highlighted the importance of time, flexibility and financial resources.

The ECEC sector across the disciplines of health, community services and education has demonstrated its tenacity and ‘willingness to expand their practice...and to rise to the challenge...to achieve desired outcomes’ (Macfarlane, Cartmel & Nolan 2008) in the face of such policy reform. However, although such strength of will and interest exists, it will not be long before resistance to undertaking these extra challenges overtakes this strength, if governments do not also rise to the challenge in terms of providing extra support to staff in this respect.

## Networking Opportunities

Apart from the RoundTable, there were a number of other activities initially aligned to the provision of networking activities to consolidate communities of practice. These included:

- undertaking critical reflection processes that: provided information about other practices in the health, early childhood and community services sectors; provided opportunities for practitioners to network with each other at all levels of organisations; provided opportunities for critical reflection and discussion about the constraints and enablers relating to possibilities for high quality evidence-based early years integrated practice; informed the development of professional development and education materials and began to establish professional development networks, where professionals and practitioners can meet and exchange information;
- building leadership possibilities at all levels of practice in ECEC settings through these networks, by producing professionals and practitioners who are deeply critically thinkers that is they can think otherwise and who underpin their practice with a strong sense of justice;
- developing and maintaining partnerships with managers of early years integrated practice settings, for example, in Queensland in the Logan/ Beaudesert corridor and in Victoria with the Geelong Children’s Early Learning and Education Strategy Group, to assist with the professional development of staff who work in child care centres and other early years settings in these programs, and to link into already developed cross-sectorial networks to provide resources.

The practice that underpinned most of these networking opportunities revolved around the implementation of the Circles of Change Revisited (COCR) (Macfarlane & Cartmel, 2007) approach, which has been shown to be an effective leadership capacity building tool. COCR enhances learning and thinking by assisting participants to ‘think otherwise’ (Foucault, 1984) about practice. The approach to developing COCR has been to focus on reflective learning and relationships, the kind of relationships that would reflect quality care. Understanding what you are doing helps you to know why you are doing it (Claxton, 2004). To reflect effectively, practitioners must not see themselves as the ‘repository of objects of knowledge’ (Soto & Swadner, 2002) instead as having opportunities to create new epistemological understandings informed by theory, research and practice. The model is research-driven and based on experiential learning as espoused by Boud (1985), who views reflection not as an end in itself but rather as leading to new practices, clarification, problem resolution or development of a skill.



One of the original intentions of the project was to develop a professional development network to provide a space where ECEC professionals could discuss practice issues related to working in integrated early years settings on a regular basis. The idea was floated at the RoundTable with the collective response being against such a move. The logistics of meeting on a regular basis was not possible. As it was the intention to draw from this group to inform the development of the resource, a reference group was formed via Expressions of Interest from RoundTable participants. It was the intention that the members of the Reference Group could then connect with their own networks to provide informed feedback and information about the progress of the project.

### Enhancement of teaching and learning opportunities for leadership in the ECEC sector

Expressions of Interest to join the Reference Group were extended to all RoundTable participants. They were invited to contribute to informed discussions about the content and strategies that would be useful for professional development and undergraduate and postgraduate studies to support professionals for their work in high quality early years integrated practice settings. The Reference Group participated in videolink and discussion groups. They actively engaged with the literature about integrated practice and models of professional development. Consequently they made informed responses to the focused discussions about transdisciplinary practice

### Resource development

*The Early Childhood Care and Education: Developing and Sustaining Pedagogical Leadership* website [www.eccleadership.org.au](http://www.eccleadership.org.au) developed as a resource for this project, aims to stimulate thinking in relation to working across the early years with a focus on integrated practice. It has a selection of topics underpinned by a focus on leadership and transdisciplinary practice to lead and influence the development of practice in the early years. The topics include: Leadership, Philosophy, The image of the Child, Pedagogy of listening, Integrated practice with infants and toddlers, Pedagogy of difference, Social determinants of health, Play and child centredness. These topics were chosen from the feedback from participants who attended the RoundTable of early years professionals from early childhood education, and care, community, welfare, health and community development programs and from informed discussions and guidance from the Reference Group.

### New website for early childhood educators

*The Early Childhood Care and Education: Developing and Sustaining Pedagogical Leadership* website offers a valuable selection of topics which are underpinned by a focus on leadership and transdisciplinary practice to lead and influence the development of practice in the early years. The topics provided on the website are organized into seven modules which are intended to enhance the early years professional's thinking in relation to working across the early years with a focus on working in a transdisciplinary way. There is an emphasis on reflecting on practice and thinking critically about the role the early years professional takes in the care and education of young children whilst at the same time considering perspectives of the other associated disciplines. The modules focus on seven key topics which include: leadership, image of the child, philosophy, pedagogy of listening, integrated practice, pedagogy of difference, social determinants of health, and play and child centredness.



## Module 1: Leadership

This module asks early years professionals to consider leadership in practice. It explores the multi-faceted nature of leadership in early childhood education and care settings and considers the issue of effective leadership when working both within an early years' service and in multi-agency work situations. Ways to advance leadership skills and build team capacity are addressed, as is the concept of leaders as agents of change.

## Module 2: Image of the child

This module examines the historical and social constructions of childhood along with exploring the relationships between the social construction of childhood and current early years policies and practice. Research asks that professionals, who work with young children and their families, question how current social, economic, legal and political systems position children and the responsibilities of their care and education.

## Module 3: Philosophy

This module focuses on factors underpinning the development of a philosophy and what this means in practice. The module explores early years principles of education and care, in particular the notions of the competent child. Professionals will develop, at a foundation level, an ability to refine personal practice frameworks for work in children's service settings. It also examines developmental theory underpinning practice with young children and their families.

## Module 4: Pedagogy of listening

This module investigates different types of talking and listening along with exploring the use of talking and listening to create change to be used in an integrated practice framework. The notion of the pedagogy of listening is explored as well as the importance of being present when listening to children. The dimensions of leadership that lead to social action are also covered in this module.

## Module 5: Integrated practice

This module will introduce early years professionals to three early years frameworks that reflect an integrated approach to development and learning for infants and toddlers. It also examines and analyses a range of disciplines and theoretical perspectives to inform practice. Early years professionals will develop understandings about the concepts and language relating to the care and education of young children.

## Module 6: Pedagogy of difference

This module enables early years professionals to use a reflection/action model of conversation to engage in systematic, collaborative discussion, reflection and inquiry with the aim of improving inclusive practice. It also examines bias and outlines the responsibilities of early years professionals as a significant other in the lives of children. Difference, inclusion and inclusive practice are explored and critiqued as core concepts relating to care and learning environments for young children and their families. Strategies are also considered for building genuine, reciprocal relationships with and between children, families and the community.



## Module 7: Social determinants of health

This module explores understandings of brain research and its significance for children's development and life trajectory. It also looks at identified protective and risk behaviours associated with children's health and well-being. Early prevention and intervention strategies for disadvantaged children and their families are also explored.

## Project Approach and Methodology

This project was a collaborative and consultative venture that constructed new knowledge about the kinds of understanding and skills required by professionals and practitioners to work as leaders in transdisciplinary early years settings. The project enlisted professionals and stakeholders from a broad assortment of Australian organisations working with young children. As the project team were seeking to develop tools that would assist ECEC practitioners and professionals to take on board information from multiple perspectives, it was important for them to use particular methodologies that enhanced such processes. Consequently, the team chose two methodologies – one that used critical reflection to foster change and professional development and one that enabled disparate data to be cohesively aligned. These two methodologies were the Six C's method and Bricolage. The Six C's method is detailed below and the Bricolage method is detailed in the section on Evaluation.

### Navigating change

#### The Six C's Model

The project team followed an innovative Six C's model (Macfarlane & Cartmel, 2009) that focused on using the skills of critical reflection to foster change in professional practice. Using critical reflection, professionals and practitioners engaged in a process, which allowed them to construct new understandings that were informed by theory, research and practice rather than just seeing themselves as the "repository of objects of knowledge" (Moss & Petrie, 2002, p.145). Such a process enabled them to examine possibilities so that they were unconstrained by their own beliefs and value systems, and by grand narratives that exist as a part of their subjectivity (Macfarlane & Cartmel, 2009). This process had a twofold impact on the resource development. First, it underpinned the consultation and development of the website topics' content and second, it provided the framework for the structure and the processes of engagement with the website modules.

As previously mentioned, in order to deal with the complexities of integrated practice in the early years, the project team highlighted the advantages of engaging with each other in a transdisciplinary way. Engaging in a transdisciplinary way requires participants to critically reflect on their practice in order to highlight multiple perspectives and to enable changes in thinking. Change is an inevitable aspect of contemporary life and work (Lyotard, 1984). However, with change comes insecurity and uncertainty and there is great potential for these feelings to be present when a cross section of professionals and practitioners were expected to engage in such a way.

The innovative Six C's Model became a useful tool as it supported project participants in all phases of the project to concurrently utilise their understanding and knowledge about practice and reflective skills. It enabled the project participants to establish strong structures so they could anchor the



new knowledge and ideas onto their previously limited understandings about transdisciplinary practice. Like adventurers embarking on an exploratory journey, the project leaders prepared resources, opportunities and support structures so that project participants could deal with the challenges that transdisciplinary practice would present to the early childhood field. This same philosophical model was used as a basis for the structure of the website content.

The Six C's model includes the following components:

- Continuity – there must be continuous one-to-one and group contact, which is not delivered as “one offs” but must take place over a period of time;
- Circularity – mentors and mentees must engage in a circular relationship where each learns from the other through the process of dialogue and conversation;
- Change – mentors must be able to cement changes in practice;
- Critical thinking – mentoring programs must include strategies for critical thinking. Without the development of such strategies change is impossible;
- Conflict resolution - mentoring programs must be able to provide strategies to manage conflict especially when multiple perspectives need to be taken into account; and
- Culture – mentoring programs must promote a culture of lifelong learning (Cartmel & Macfarlane, 2010)

Each of the components was critical to the development of professionals and practitioners who could undertake transdisciplinary practice in early years' settings. These components of practice enabled project participants to all work together to promote critical thinking about practice, also providing a stable base from which participants could consider transdisciplinary practice. Furthermore, for the anticipated users of the website topics, the strategies allowed them to develop the skills and confidence to begin the reflective journey that would make them feel supported.

The Six C's model encourages shared philosophical approaches, the use of a shared language and vision, common underpinning principles and theoretical approaches and opportunities for continued contact via mentoring or further study. Moreover, the Six C's model is underpinned by a supportive professional culture where all participants seek to engage with each other and where new learning is fostered by dialogue about practice. Therefore, this model became the building block on which this team engaged with the Reference group and designed the web site.

### [Circles of Change Revisited Model and Self Assessment Manual \(SAM\)](#)

The Child and Family team in the School of Human Services and Social Work at Griffith University had already had success with change processes in their model of reflection used in the COCR model (Macfarlane & Cartmel, 2007). This model allowed for multiple perspectives to inform understanding. As such, no one way is represented as ‘truth’ and thus, individuals using the model feel more able to contribute and confront issues in a safe and respectful setting. The COCR critical thinking model focuses on the following: deconstruct, confront, theorise, and think otherwise, assists individuals to form strategies to deal with the change. Hence this critical thinking leads to conflict



resolution. In the COCR approach, space is created for discussing experiences in a setting with equal peers and to acquire feedback about practice issues and difficulties immediately and from multiple perspectives. This model privileges both theory and practice because it works on the notion of developing 'communities of practice' by valuing the tacit knowledge of practitioners, as well as the relevant and up-to-date knowledge of academics and other experienced individuals in relation to theory and practice in the field. It creates a safe space for professionals and practitioners to suspend ideas and discuss them. The COCR process highlights the importance of critical reflection and encourages participants to undertake this critique of practice in a democratic and safe environment. This process was very significant for encouraging the use of transdisciplinary practice where previously practice had existed in silos.

Furthermore, the project team built on the work of Raban et al (2007) who state that the best adult learning encourages and supports critical reflection on what we think we already know as individuals and allows for new understandings to be made with regard to important issues, all done in the individual's own time (Raban et al, 2007; see also Noble, Macfarlane & Cartmel, 2005). Moreover, the project was underpinned by the notion that leadership exists in all facets of an organization (Cook et al 2007) enabling the team to use aspiration as an important component of leadership practice.

These aspects of practice were able to be used in conjunction with the Six C's model to develop the environment necessary for participants to engage in a process of change together. The project team used the knowledge and skills gained from these afore-mentioned approaches and combined these with the Six C's model to create an environment that privileged reflection, safety, resolution of conflict and thinking otherwise. Such an environment provided the conditions that enabled new knowledge about practice to be taken on board and new ways of learning and professional development to be considered.

## Discussion

### Links to Leadership

If it is to be accepted that leadership exists in all facets of an organisation (Cook et al, 2007), then it also should be acknowledged that there needs to be capacity for such leadership to thrive. Currently, there are few opportunities in the ECEC sector for such a process to occur. The professional development tools, which have been developed in this instance, are a means by which leadership capacity building can be more concrete. The underpinning principles for such capacity in the ECEC sector can be understood in terms of equity, upskilling and innovation. Each of these elements is explained below.

### Project enhancements to leadership in higher education

One of the key factors in this project has proved to be the enabling of enhancements to work and study in higher education. As a result of the success of the project, the Dean (Learning and Teaching) in Griffith Health has provided funds to link the courses undertaken in the Child and Family Programs to the web site. This has meant that these courses now include information that provides a direct link to the website and its modules, aligning information in courses to content on the site. The effects of this process are twofold. First, students in these courses at Griffith University are able to more fully understand their roles as leaders and advocates of the early years'



knowledge base. These students are also made more aware of the fact that learning is a lifelong process and as such, ongoing engagement with learning is required in terms of professional development and leadership. Second, practitioners who do access the site and decide to go onto further study will be more aware of the links between their professional development and the information they need to engage with further learning. Ultimately, the site engages individuals and highlights the importance of understanding that they all have a role in leadership and that it is their responsibility to learn how to fulfil that role and develop skills in this respect. The information and professional development tools developed in this project assist in the development of those skills both in the ECEC sector and in higher education.

## **Equity**

The ECEC sector is highly feminised, under remunerated and under recognised. Consequently, practitioners in this sector find it very difficult even to attend professional development sessions and, if they are able to do so, it is often in a very adhoc way with little or no follow up. Also in some locations professional development opportunities are virtually non-existent and also where it is available often the more isolated centres do not have the staff to backfill positions so staff can attend (Waniganayake & Nolan, 2005). This situation can be due to licensees of centres being unwilling to release staff, sharing of professional development opportunities in a centre or simply, lack of funds. Therefore, staff often attend professional development in a very makeshift manner.

The professional development tools developed in this project address these issues by being available to participants constantly and at no cost. The tools allow participants to move in and out of the professional development process in a continuous and circular way (Cartmel & Macfarlane, 2010). These tools also allow participants to try out information in a safe and secure environment, unencumbered by other pressures. This means that staff, who may lack confidence due to the constraints of their work environment, can actually build that confidence in their own safe space by being guided through new information in a sound and practical way. Such a process allows leadership capacity building to take place, as confidence in the knowledge base and contemporary practices is enhanced. This means that the “playing field” can be gradually levelled allowing the possibility for the above-mentioned equity issues to be addressed.

## **Upskilling**

The above-mentioned workforce issues also provide constraints to the upskilling of this workforce. The only pathway for ECEC progression that exists at present requires child care practitioners to move to education. While some of these practitioners are happy to do this, there are many practitioners who work in child care who enjoy their work and want to make a career for themselves in that sector (Macfarlane & Cartmel, 2007). However, as child care is a very isolated profession [does this need qualification] in many respects, then practitioners are often left to “fend for themselves” and thus, are unsure of how to “upskill” within their profession.

The professional development tools in this project address these issues to some extent. As previously mentioned, the tools create a safe learning space for participants. Additionally however, the website modules are linked to content in higher education courses and programs. This means that participants can access the information, work with it and, when they feel comfortable, they can apply for entry to the university courses as



miscellaneous students. If they successfully complete the course they will then receive the credit points allotted to these courses. As these university courses are linked to both undergraduate and postgraduate courses, the participants are given access to the undergraduate and postgraduate programs the courses are in and may decide to undertake further study. As the programs at Griffith University sit outside of Education, then these programs provide an up-skilling pathway that can allow participants to remain in their preferred field, for example, the children's services or early years' fields.

### **Innovation**

It is a widely spread urban myth that ECEC practitioners are nervous about engaging with technology or that they do not access technology easily. At this particular time in our society, in the days of the "social network revolutions" and the National Broadband Network, it is becoming difficult to adhere to such a notion. Indeed, the new Early Childhood Australia Facebook site is a case in point. This facebook site has almost 7000 people viewing a video in the Observing Practice video series (Early Childhood Australia, 2011). ECA have currently noted this as a great success as numerous people have left words of encouragement about this Observing practice series such as:

*It would be so beneficial to have more of these visual examples. This is a great tool for educators to learn, to read others' comments, and refresh our ideas for best practice. More please.*

*Thank you for providing a realistic clip for us to discuss, it shows what can be achieved in a busy setting and gives all educators food for thought.*

*The innovation of technology is reaching a broad range of educators looking of ideas and support.*

Therefore, it is clear that ECEC practitioners do engage with such technology and so the website could be an effective learning tool for them.

The professional development tools developed in this project are built on the notion that the ECEC workforce is open to accessing such technology. The innovation of the tools exists in their accessibility, their design, their underpinning principles and their negligible cost to the profession. The tools provide another perspective to the professional development context in that they come with no initial cost. This means that they are accessible to anyone who can access a computer and the internet. Such access does not need to be in the home necessarily but in a quiet, safe space, such as a library or an Internet Café. Therefore, these tools are really limited only by the imagination and do not include the constraints that accompanies other professional development experiences.

## **Factors Impacting on the Project**

Most aspects of the project were smoothly implemented and all players were keen to ensure the project's success. However, as first timers, we have found the reporting process quite difficult and it perhaps would have been useful to ask for further assistance from more experienced report writers within our university in this respect as this is where the experience lies.

Many life issues such as illness, study leave and change in work responsibilities and work places, impacted the project and were significant for



us. It was difficult to delegate roles when so many changes occurred particularly when staff become ill. Additionally, it was difficult to get information to the project manager so that she could assist the project leader. As much of the operational knowledge was with the project leader, then this meant that tasks took longer to complete. Thus, this issue needed to be dealt with so that one person is not overloaded and all investigators have satisfactory and fulfilling roles.

The team had already taken on board the notion that the situation in the ECEC sector is problematic as the current policy climate is privileging inter-professional practice and is, in fact, producing inter-professional contexts, where early years professionals have no choice but to work with professionals from other disciplines. Consequently, there is a great demand for knowledge about engagement in inter-professional or integrated practice and there is little opportunity, particularly at postgraduate level, to advance knowledge about such practice or to gain qualifications in this area.

There are various interpretations of integrated practice and transdisciplinarity and this fact impacted significantly on the community, early childhood professionals and practitioners working with children and families. As such, we worked towards developing a common language around these topics as it was important to include very clear messages and readings about integrated practice and transdisciplinarity in the online learning modules so that this notion could be clearly understood by all levels of professionals working in a variety of settings.

Additionally, the team learnt a great deal about the challenges of making information freely available to the ECEC community. However, relationships built with the Information Technology (IT) professionals at Griffith and at Victoria Universities meant that the team now realises that the compilation of the web site reflects what has been identified as cutting edge practice, particularly in relation to Open Source curricula. This team has learnt that open source projects offer benefits to learning and teaching contexts including an increase in educational opportunities for those who cannot access a classroom; the ability to see the value and quality of courses offered before making an application to an educational provider and access to supplemental learning materials. Applied to the tertiary education sector and to professional development, this process invites feedback and participation from developers, educators, government officials, students and parents and empowers them to exchange ideas, improve best practices and create world-class curricula. Open-source curricula are instructional resources whose digital source can be freely used. Information about Open-source Learning has directly impacted the way in which this team of professionals has implemented this project (Coppola & Neelley, 2004).

The project team also learnt the value of fostering relationships with the IT professionals at both universities. The different levels of understanding between IT professionals and Education professionals (project managers at Griffith University and Victoria University) relating to issues such as, how to make the website effective as a tool in relation to what was being planned initially, caused some tension. However, in the true spirit of transdisciplinarity all members of each team worked together to eventually produce a fantastic product. For example, even though the original quote for the website development was at least three years old by the time the work had to be done, the IT team was able to help out and complete the work in the brief for the same amount.

The project team had gathered a number of images to support the learning



modules. These images were from the project team's personal collection of photographs as they were images of children known in the team and the images depicted particular themes. The images were intended to prompt thoughts about the particular topics. The project team discovered that putting up images of children on open sites, made these images open to anyone to copy and use inappropriately. This was resolved and all images the project team had have been replaced with images that are free images available on the internet for use.

Ultimately co-operation between all members of the project team, the IT specialists the Reference Group and other stakeholders was exceptional and it was this team work that enabled the project to succeed beyond what was originally intended.

## Evaluation

### Methodology

As previously mentioned, the project sought to engage with practitioners and professionals who work within diverse contexts in the early years. The project also sought to begin to break down silos of practice in order to:

- assist in developing agreed approaches to high quality holistic and integrated practice in the early years;
- develop and enhance communities of practice in the designated areas, comprising individuals who understand the benefits of working together to achieve high quality practice in this important field;
- develop critical thinking, problem solving and reflection skills amongst prospective students at both universities and amongst students and practitioners, encouraging individuals to work towards common agreed goals, which are based on sound theoretical underpinnings and practice principles.

Research undertaken to inform this project suggested that the notion of working together for universal goals is not a simplistic process. Data obtained from the CfCKLWW (2005-2006) and EYI consultation (2006), indicated that rather than presenting a united front when working on similar projects, individual practitioners and professionals often hold on more tightly to what they know to be 'true' (Foucault, 1984). This means that, if researchers are seeking to examine practice "in the real" (Foucault, 1981, p.13) to effectively inform teaching, learning and professional development, then the models used in such situations must be capable of encouraging individuals to seek new answers and perspectives. In this case, the bricolage approach was used to enable disparate opinions and perspectives to be sought and considered so that a new 'pedagogical space' (Kostogriz, & Peeler, 2007) was possible. This methodological approach is detailed in Figure 1 in Appendix 1.

Levi-Strauss's (1966, p. 17) notion is of the bricoleur as a 'Jack of all trades', who creates patchwork using different tools, methods and techniques that are at hand (Macfarlane, 2006). Such an approach deals with the complexity of research and allows the researcher to work within and against (Lather, 1996) competing or overlapping perspectives and philosophies (Stewart, 2001). It is not intended that the pieces of this puzzle will fit together neatly. Rather, the bricolage approach assists with the management of disparate data that inform the process of explanation in this case (Macfarlane, 2006). A bricoleur then, requires knowledge of a variety of perspectives and approaches "including



processes of phenomenography, grounded theory, ethnography, case and field study, structuralism and poststructuralism” (Stewart, 2001, p. 5). What results, is a method that does not offer “any single model or foolproof approach to discovering the ‘correct’ explanation of problems and differences...” (Riches & Dawson, 2002, p. 210). The theoretical and interpretive bricolage reinforces the notion that ‘truthful’ positions cannot be reached by the use of one perspective (Macfarlane, 2006).

In this project a methodological bricolage was used to underpin the evaluation approaches. As previously mentioned the COCR approach in combination with a guided reflection process was used here. Additionally, however, the epistemological alignment of the COCR critical thinking model, the philosophical approach of guiding reflection on practice, the Six C’s model, the appreciation of tacit knowledge and the formation of communities of practice and learning, allowed the project team to create a patchwork of information that worked to inform the development of the web site and topics.

## Evaluation outcomes

### The impact of the project and value to the sector

The following techniques informed the evaluation:-

- Circles of Change for attendees of Round Table and Reference Group Members (previously detailed on page 7)
- Significant Change Questionnaires for Reference Group Members
- Partnership Questionnaires for Case Study
- Trial of Website Questionnaires for Field Participants and Reference Group Members

#### Circles of Change

With the Round Table event having identified and broken down the core issues related to integrated practice and leadership in early years settings, the Reference Group was formed and meetings conducted in a COC format. What became apparent was the lack of a universal definition of key terms between the Reference Group members. These representatives from the various sectors assigned differing meanings to the terms. A deliberate strategy employed during the project by the research team was to engage the Reference Group members in related literature so that discussion could take place on a more informed level around the literature.

#### Significant Change Questionnaire

As the Reference Group was being challenged by research and discussion, a ‘significant change’ questionnaire was completed by members. These questions asked members to reflect on their participation in the Reference Group and to recount what they each saw as the most significant change in their thinking about transdisciplinary practice, and to provide a definition (in their own words) of transdisciplinary practice.

Early discussions during the reference group meetings highlighted how all the pressures for change and policy reform were impacting on childcare services as an integrated setting. The group discussed two components in relation to this point. First, the group noted that integrated settings and transdisciplinarity are not the same thing. Second, that transdisciplinarity enables contribution



from everyone. This second point aligns with the project team's philosophy that leadership exists in all facets of an organisation.

The reference group devised a list of seven themes that they suggested should be the focus of professional development. Group members indicated an interest in particular topics. Following the allocation of the topics, reference group members were asked to research two articles related to transdisciplinarity and to provide an overview to the reference group for further discussion. This task provided the opportunity for the development of a clear understanding of the meaning of transdisciplinarity for the purpose of this project. The task also promoted the idea of a shared language and vision, a necessary component of transdisciplinary practice.

The findings from the Reference Group highlighted the following:

- two participants noted a small change in their ideas and knowledge regarding transdisciplinarity from research, discussions and reflecting on their own practice.

One participant stated:

- *transdisciplinary practice now replaces the term 'integrated practice' for me. Being part of the research and discussion on the reference group has allowed me to see that there must be a broader and more inclusive approach to teaching and learning about a particular field if practices are to be sustainable for a world that is becoming more complex to operate and survive in.*

In response to the following question:

- 'Looking back over the last few months, what do you think has been the most significant change in your thoughts about transdisciplinary practice?'

Members responded as follows:

*... This process has assisted in consolidating my thoughts around transdisciplinarity - highlighting the differences between transdisciplinarity, multidisciplinary and interdisciplinarity*

*I am not sure I had a significant change in my thoughts as I have been thinking in this way for sometime now. I think doing the reading and having the discussion with the group confirmed my belief that the only way forward in our work is to use a transdisciplinary approach to changing mindsets not necessarily practice. Practice will most likely change as a result but I think the later has to take place before 'real' change' can happen.*

*Reading of articles has confirmed that transdisciplinary practice is not about working towards mastery of several disciplines but instead looking at where different knowledge overlaps to address issues outside of any one particular field.*

*Reading of articles has confirmed that the aspects of transdisciplinary practice that I found difficult are common challenges for this way of working i.e. difficulties integrating knowledge from different disciplines; difficulties evaluating this type of work and staying objective to evaluate the research.*

*That this way of working has developed to solve complex problems that lie outside the boundaries of any one role/profession.*



## Partnership Questionnaires for Case Study

When considering the effectiveness of working in a transdisciplinary way, it was necessary for this project to review the existing models working in this way and understand how this works “in the real world”. Such a process was undertaken as part of the case study of the CfCKLWW project. A partnership survey based on the Victorian Health Partnership Tool was developed and distributed to partners and staff.

Sixteen surveys were distributed, with eight being completed and returned. Utilising the Victorian Partnership scoring scale – two participants scored between 50-91 (the partnership is moving in the right direction but it will need more attention if it is going to be successful); and 6 participants scored between 92-140 (A partnership based on genuine collaboration has been established. The challenge is to maintain its impetus and build on the current success)

Some of the following comments were provided:

- *I think the diversity of the group is its strength so there are differing approaches especially with their core business*

Under the section of ‘Making Partnerships Work”, two comments were provided:

- *Our view is in regard to the person we have been working with rather than the whole organisation and this has been a make or break situation.*
- *There are some very strong collaborations and probably between the largest organisations or the most funded ones – I wonder if it is harder for the smaller organisations to decline to participate as this may mean they lose funding or resources*

These comments are representative of some of the enablers and constraints that are part of integrated practice in early years’ settings. Such comments were of benefit to the project team who ensured that these enablers and constraints were considered in the development of the resource.

## Trial of Website Questionnaires

Following the development of the content for the website topics, in collaboration with Reference Group members and other significant professional bodies, a website review was conducted by way of access to the trial website address and completing questionnaires. Participants chosen by the research team to represent the various professionals working in early childhood education and care settings across Queensland and Victoria as well as each Reference group member, were invited to trial one topic each and provide feedback relating to the time taken to work through the topic, the relevance of the information presented in the topic to practice, the percentage of the information that was new knowledge, the main learnings/meanings of the topic, the presentation format as well as any general comments.

The results of this trial were as follows:  
11 out of 37 responses were received. Overwhelmingly (all 11 responses) had positive responses to content, design, ease of use and applicability to ECEC. As one participant wrote:



*All information related directly and clearly to the Australian context*

In response to the question 'Briefly outline what you consider were the main learnings/ messages of this topic', field survey participants noted that new learning occurred between 10% and 20% from reading the materials, however they were reminded of their existing knowledge and reflected on how much their practice has changed as a result of external factors.

- *Your philosophy is paramount to who you are as an early childhood educator; Your philosophy has developed over time and will change; Professionals need to continually build and update their knowledge.*
- *It was not until I began reading the module that I stopped to think and reflect on how important my own 'view' of childhood was and how it impacts my teaching. In working through this topic I was confronted by just how much I have been influenced by 'external pressures' and how my thinking and practice had moved away from my beliefs about children and more towards 'getting it done' and performance/money based decisions. It was interesting to re-read the UN Rights of the Child, when in our minds the decisions we make are 'in the children's best interests' but very seldom made with their voice.....*
- *The information was current, thought provoking, relevant and gave me lots of opportunities to reflect and question my own practice. I liked the direct relationships between what I was reading and viewing and the opportunities to question how that affected my thoughts and practice.*

When asked about the benefits this website may provide for their colleagues, one participant responded with:

- *The benefit of self-reflection... To have the opportunity to look at current literature in addition to the historical and social underpinnings around the concept of childhood and to reflect on their own understanding of what this means for them and their practice. The benefit would be in understanding that your view of children and childhood underpin every interaction and decision you make regarding children.*

## Dissemination

The dissemination of the project outcomes and methodology have been presented and disseminated through the following:-

- the resource developed has been designed specifically to be integrated into a web based learning space, which has been made available to all professionals working with children free of charge. As mentioned in this report, the distribution of this information has resulted in great interest from the field and will continue through existing early childhood networks, universities, TAFE and organizations working towards joint goals for the early childhood sector. Since launching the website at a national early childhood conference, the research team has been receiving emails asking for further information about the site and celebrating the ease of access and quality of the information presented. The emails have been from a variety of professionals and peak bodies in the Children's Services sector and have come from Queensland, Western Australia and Victoria. Word appears to be spreading about the site with more and more centres using it as a professional learning opportunity. The team has been receiving comments about its usefulness. Some comments include:



- *I visited the website. It is fantastic...Your website is just what the industry needs. Thank you. (Staff trainer)*
- *Thanks A. It's great to see that you are making these perspectives available to the EC field...It's a good sign that you have been able to get them out there. (Academic)*
- conference paper entitled Transdisciplinary practice: the path to renewable energy in early childhood education and care in Australia presented at the European Early Childhood Education Research Association Conference (EECERA), Strasbourg, 26th – 29th August, 2009.
- Conference Symposium at Early Childhood Australia (ECA) National Conference entitled: Transdisciplinary Practices in Action: Rethinking the way forward – Inspiring Leadership, Adelaide, 30th Sept. – 2nd Oct, 2010.
- proposed conference symposium at Australian Association of Research in Education (AARE) Conference 2011 to disseminate results from the project Industry Reference Group meetings and personal networks to disseminate new information about developing resources.
- invited presentation at the Creating New Frontiers in Leadership Roundtable, Adelaide, 11th November, 2010.
- two formal 'Release' Celebrations were held. One in Queensland and one in Victoria to celebrate and release the details of the project and the website address. These were attended by various professionals working in and with the early childhood sector.
- paper at Practitioner Symposium about leadership using the approaches applied in this project at Griffith University and at Deakin University, 2009.

The following articles are a direct product from this project and have either been submitted to journals for consideration or are in progress.

- Transdisciplinary practice: the path to renewable energy in early childhood education and care in Australia, submitted for review
- Looking to the future: producing transdisciplinary practitioners for leadership in early childhood settings, in progress
- From Google to Graduation, in progress
- Rethinking practice: Applying a transdisciplinary lens, in progress
- Hell, West and Crooked: The (im)possibility of integrated practice in early childhood education and care, in progress

## Linkages

- A strong partnership has been forged between the two participating universities, Griffith University and Victoria University. This has developed into the joint submission for other related projects. The universities are now looking to formalise this linkage.
- The project team has attracted attention from Queensland Health who is negotiating the development of an open-source learning resource for ECEC professionals to highlight health initiatives.
- The project team has also been approached by colleagues at two other universities who are interested in furthering their work in the area of leadership in integrated ECEC settings.
- Non-government organisations seeking support from the university in



relation to the use of the resource.

## Conclusion

This report has detailed the results of the ALTC project. Developing and sustaining pedagogical leadership in early education and care professionals. The report outlines the journey of the project team to establish a free professional tool for early education and care professionals in order that they may be able to gain confidence to advance their leadership skills and lead practice in integrated early years settings. The report contains a discussion about how the project uses and advances existing knowledge with reference to program priorities and the related literature. Factors that were critical to the success of the approach and factors that impeded its success, in general terms, are outlined. Evaluation of the project and the outcomes are addressed concluding with a list of dissemination activities and linkages. The project team thanks the ALTC, Griffith University, Victoria University and its project partners for the opportunity to undertake the project and for the support offered.



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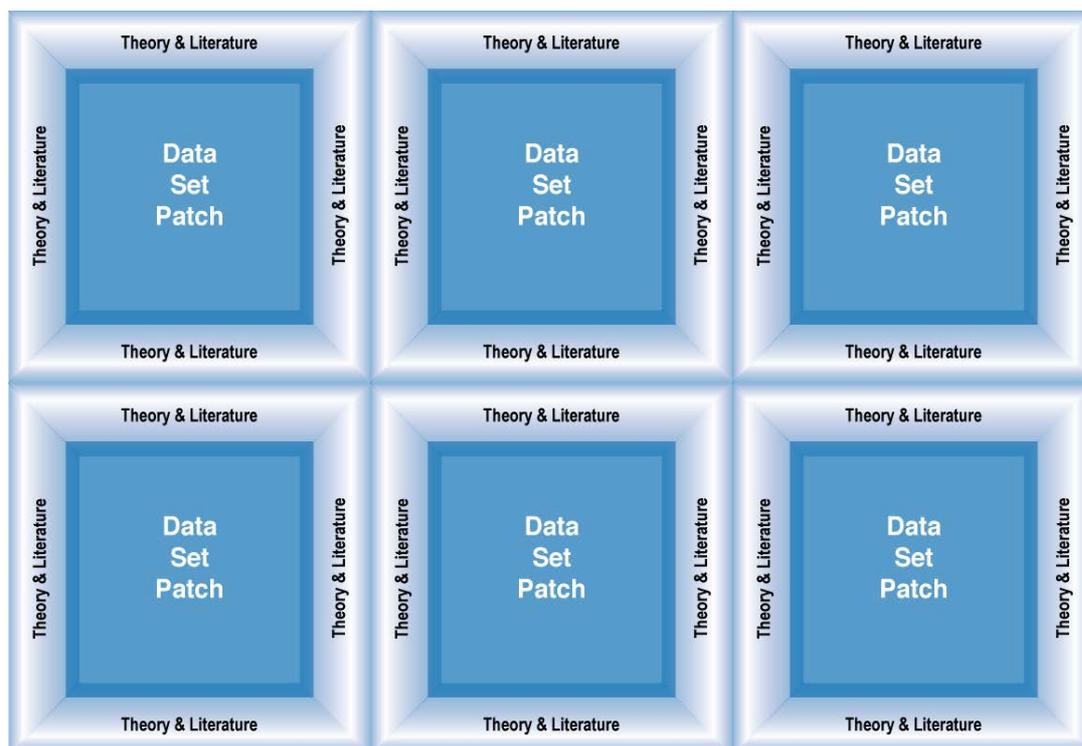
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# Appendix 1



## Appendix 2

Self Organised Symposium –  
Transdisciplinary Practices in Action: Rethinking the way forward

Theme: Inspiring Leadership

Transdisciplinary practice in early childhood settings is burgeoning as the reform agenda for services for young children and their families gathers momentum. This symposium will examine some of the issues surrounding transdisciplinary practice particularly in relation to the implications this has for how leadership is understood and enacted in children's services. Some unique and innovative initiatives currently underway in this area will be showcased and a model for professional learning will be proposed. Discussions will be invited around transdisciplinary practice and what this means for staff and services.

Paper One – Part A

Kym Macfarlane, Jennifer Cartmel Griffith University and Andrea Nolan, Victoria University

Understanding & positioning transdisciplinary practice in early childhood services

Current practice in early childhood education and care (ECEC) in Australia exists across the health, education and community services sectors. Within these sectors silos of practice exist that tend to break down opportunities for knowledge exchange and also often maximise duplication of services and costs. Moreover, lack of knowledge exchange means that new ideas and approaches in particular sectors are often not understood in others, thereby increasing protectiveness of individual knowledge bases and fostering suspicion that decisions about particular practice approaches are not evidence based. Such factors undermine, rather than enhance possibilities for knowledge sharing and exchange, break down possibilities for successful integration of services and also result in less inclusive practices in work with young children and their families. Furthermore, these factors can be demoralising for ECEC professionals who may be unable to encourage inclusion of contemporary ECEC knowledge and practices, particularly in settings where more dominant knowledge bases, such as those underpinned by medical models, are situated. This paper seeks to address such tensions, arguing that new understandings are necessary in order for ECEC professionals to successfully advocate for their knowledge base in Australia.

Paper One – Part B

Kym Macfarlane, Jennifer Cartmel Griffith University and Andrea Nolan, Victoria University

Looking to the future: Producing transdisciplinary practitioners for leadership in early childhood settings

This paper examines a current and related nationally funded project in Australia entitled Sustaining Pedagogical Leadership in Early Years Settings, where academics and professionals have begun to share knowledge and experience around transdisciplinary practice. The aim of this project is to develop an understanding of the necessary strategies and skills graduates from early childhood education and care programs require in order to strengthen pedagogical leadership for the early childhood education and care



sector when working in interdisciplinary settings. The project builds on notions that participation, professional development, critical reflection and critical thinking about disciplinary practices, need to be undertaken by all members of an organisation, so that leadership capacity in an organisation or discipline can be fully utilised. As part of the project a model of professional learning has been developed and will be shared for further comment and discussion.

Paper Two  
Susan Carey

### Integration through a Partnership Approach

The integrated service model which forms the basis for the Queensland state funded Early Years Centres focuses on providing prevention and early intervention for children and their families by providing early childhood education and care, family support and health services under one service umbrella. This model draws on international research which understands that multidisciplinary teams produce the most effective and efficient service in a holistic way rather than isolated approaches based on professional disciplines. The Benevolent Society, as the lead agency for two of the proposed four Early Years Centre includes collaboration in its core values.

“We work jointly with others as we believe that together we can tackle the things that prevent communities and society from being caring and just.”

Future Directions, TBS Strategic Plan 2009-2012

Therefore, the model of integrated service delivery which we will examine is one based on collaboration. Drawing upon her experience and understanding within the leadership of the UK Children’s Centres Susan Cary, Manager of the Browns Plains Early Years Centre, Logan City will outline the development and promotion of successful partnership working. She will examine steps taken in securing the vision with partners and across the staff team. The issues and challenges of setting up an integrated service will be discussed alongside the solutions including the value of shared induction and professional development across the transdisciplinary team. Attention will also be given to the shared examples of supporting community engagement with the view of developing community capacity. Throughout the seminar, Susan will include strategies for ensuring children and their families have a strong voice and are central to the planning process.

Paper Three  
Geraldine Harris

### Building Foundations

The development and implementation of the Foundations for Families: birth to three framework of effective practice, was a multi-disciplinary approach to supporting those who live and work with children aged birth to three. This program has, over the past 36 months, constructed a practice community who work together to develop programs and resources which translate into effective trans-disciplinary practice.

This session will discuss how The Foundations for Families Framework, leading with an ECEC approach has:

- enabled professional trans-disciplinarity by becoming a catalyst for change in working with children under threes
- highlighted the importance of leadership to engage professionals in building a community of practice



Dr Kym Macfarlane and Dr Jennifer Cartmel, Griffith University and Asso Prof Andrea Nolan, Victoria University are the recipients of an Australian Learning and Teaching Council Grant – Sustaining Pedagogical Leadership in Early Years Settings. The team are working with Early Childhood professionals in Victoria and Queensland to develop a curriculum to support transdisciplinary practices. This project builds on the team's experience preparing professionals to work in kindergartens, schools and a wide range of children's services.

Susan Cary is currently Acting Centre Manager at Browns Plains Early Years Centre. Previously she was manager of a United Kingdom Early Childhood Pedagogy service. Susan developed strategies to deepen reflective processes connecting theory and practice. She has delivered at both United Kingdom National and International conferences and was awarded a distinction for her Masters in Early Childhood Studies from the Froebel Institute, Roehampton.

Geraldine Harris is the Program Manager for the Communities for Children Initiative in the Kingston, Loganlea and Waterford West site. Geraldine has worked in early education, childcare, and vocational teaching, professional development training, community consultancy & development, leadership and management of integrated early childhood services, nursing & baby massage. Previously Geraldine managed a Childcare Centre and Teenage Parent Unit (This won 3 awards for collaborative working between health & education) in the United Kingdom.



## Appendix 3

### Round Table 2009

February 19<sup>th</sup> and 20<sup>th</sup> - Griffith University, Logan Campus, QLD / Video-linked to Deakin University, Waurn Ponds Campus, Geelong

#### Fostering Leadership and Integrated Practice in Early Years Settings

Conference being hosted by Griffith University and Deakin University in collaboration with Salvation Army and Little Voices, Big Noises (ECA)

Integrated practice in the early years is defined as - including practice settings where disciplines of health, education, early childhood education and care and community services, work together to support children and families by using multiple perspectives and strategies that are informed by evidence bases in all and not just some of the disciplines involved. Increasingly, child care settings are being used as focal points for the delivery of transdisciplinary strategies and services (Marinova & MacGrath, 2004; *Sure Start*, 2006; *Communities for Children USA*, 2006).

Transdisciplinary practice in early years settings requires pedagogical leadership that draws democratically on the contributions from all stakeholders students, practitioners and professionals. This conference seeks to build on past successful projects to enhance early years settings discipline structures, communities of practice and cross-disciplinary networks, which will strengthen pedagogical leadership for these early years settings. Building capacity for leadership will create the scaffolds on which transdisciplinary practices can be created. These practices will impact positively on early years settings.

**Please find attached**

**Invitation for the Conference**

**Registration Form for Conference**



## Appendix 4

### Round Table



Griffith University and Deakin University  
and Contributing Partners - Salvation Army and Little Voices Big  
Noises (ECA)

*You are cordially invited to participate in a 'Round Table' focused on high quality early years integrated practice in Australian and overseas settings. The vision behind this initiative is to make high quality integrated practice in the early years a more common possibility, and this 'Round Table' will provide an opportunity to hear from national and international speakers on the topic and for informed group discussion to take place.*

**Venues:**

This event will be jointly held at Griffith University – Logan Campus (Qld.) and Deakin University – Waurin Ponds Campus (Vic) via Video Link

**Cost:**

Thursday Evening and Friday attendance - \$75 per person

Thursday Evening and Friday attendance *Student Price* - \$10 per person

**The format will involve:**

- Scene-setting;
- Sharing;
- Identifying & responding to key issues;
- Suggestions for resolution of issues;
- Future collaborations & progress.

**Schedule: Thursday 19<sup>th</sup> February 2009 – Twilight Session (5.30pm to 7.30pm)**

The afternoon will begin with a presentation from Carol Aubrey, Professor of Early Childhood Studies at the University of Warwick and UK editor of Journal of Early Childhood Research. Carol is the author of 'Leading and Managing in the Early Years' and is a strong advocate for integrated practice.

**Schedule: Friday 20<sup>th</sup> February 2009 (8.30am to 5pm)**

The day will commence with a Key Note Address by Professor Collette Taylor followed by a keynote address by Dr Kym Macfarlane and Ms Geraldine Harris. These addresses will be accompanied by presentations setting the scene across Australia and the sharing of participants' experiences. The afternoon will focus on identifying constraints and enablers in relation to integrated practice with future directions and networks considered.

**Registration:**

In order for you to register please fax or post the attached registration form with payment details **by Friday 23<sup>rd</sup> January 2009.**

*We, the 'Round Table' organisers, Kym Macfarlane, Jennifer Cartmel (Griffith University), Andrea Nolan (Deakin University) look forward to your participation in what promises to be a very engaging and informative event on interdisciplinary practice in early years settings.*



### **Background to this Initiative**

This initiative has been made possible by an Australian Learning and Teaching Council Grant with contributions from Salvation Army and “Little Voices Big Noises” to enhance the learning and teaching opportunities/higher education to build capacity and sustainability of transdisciplinary practices with professionals working in and with early childhood settings.

Transdisciplinary practice in early years settings requires pedagogical leadership that draws democratically on the contributions from all stakeholders – students, practitioners and professionals from health, education, early childhood education and care and community services. This project seeks to address the problems of lack of leadership by building on past successful projects to enhance early years settings discipline structures, communities of practice and cross-disciplinary networks, which will strengthen pedagogical leadership for these early years settings. Building capacity for leadership will create the scaffolds on which transdisciplinary practices can be created. These practices will impact positively on early years settings.



## Appendix 5

### CIRCLE OF CHANGE – Transdisciplinary Practice

Organisation

Make sure the chairs for participants are arranged in circle 8-12 participants per circle.

#### CIRCLE OF CHANGE FORMAT

Part 1

Activities:		Resources required:
	Introduction to Circle of Change as discussion method (20minutes) Explanation of Deconstruct, Confront, Theorise, Think otherwise	<ul style="list-style-type: none"> <li>Worksheet for each participant</li> </ul>
	Introduction of Facilitator per table	
	Exploring Issues (60minutes) <ul style="list-style-type: none"> <li>Participants complete the deconstruct section</li> </ul>	
	Summation (10minutes) <ul style="list-style-type: none"> <li>Write 5 key ideas from "Thinking otherwise" that are most important and write ideas on individual sheets of A4 paper</li> <li>Chose one point to share with whole group</li> </ul>	A4 blank sheets of paper Thick markers
	Whole group sharing	

Part 2

Activities:		Resources required:
	Developing Action Plan <ul style="list-style-type: none"> <li>- Return to groups</li> <li>- Each group to take a key idea and develop strategies/ considerations to action the idea. Write each strategy on individual sheet of paper</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet for each participant</li> <li>A4 blank sheets of paper</li> <li>Thick markers</li> </ul>
	Summation <ul style="list-style-type: none"> <li>Chose one strategy to share with whole group</li> </ul>	



## Appendix 6



# Fostering Leadership and Integrated Practice in Early Years Settings

## 19th & 20th February 2009

Twilight Session

at

Deakin University

Waurn Ponds Campus Victoria

Video Linked to Griffith University

Building KARoomka5.332

6pm	Registrations	
	Drinks and Nibbles	
6.30pm	Welcome Note	Dr Kym Macfarlane
6.40pm	<i>Integrated practice-working or knotworking?</i>	Carol Aubrey
8pm	Question Time	Carol Aubrey
8.30pm	Closing	

Griffith University and Deakin University

with Contributing Partners - Salvation Army and Little Voices Big Noises (ECA)



## Appendix 7

### Thinking page - Transdisciplinary Practice

Definitions	Questions	Your Ideas
<p><b>DECONSTRUCT</b>  <i>Describe and examine an experience with disciplines (early childhood, education, health, human services) working together in early childhood education and care services, particularly consider the practices that have been enshrined as 'normal' and 'proper' practice.</i></p>	<p><b>What are some of the main features?</b></p> <p><b>What other things are proposed?</b></p>	
<p><b>CONFRONT</b>  <i>(Examine the issues, approaching the issues head on, considering previously thought as 'untouchable' topics or put yourself in the perspectives of others involved in the experience).</i></p>	<p><b>What makes you excited about transdisciplinary practice?</b></p> <p><b>What makes you anxious or uneasy?</b></p> <p><b>Where do you have the most difficulty with it?</b></p>	
<p><b>THEORISE</b>  <i>(Draw on a range of discourses, theoretical understandings of children, organisational settings, and sociocultural considerations).</i></p>	<p><b>What do you know about this?</b></p> <p><b>What advantages do you see?</b></p> <p><b>What are the benefits for children? Families? Community?</b></p> <p><b>What values are held in transdisciplinary practice?</b></p> <p><b>What values are not held?</b></p>	



<p><b>THINK OTHERWISE</b>  <i>(Challenge yourself to think outside the dominant discourse. Come up with other ways of thinking, doing and practising).</i></p>	<p><b>What are the main areas you would want to see more undertaken?</b></p> <p><b>What do you recommend?</b></p>	
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Adapted from (Noble, Macfarlane & Cartmel (2006), *Circles of Change: challenging orthodoxy in practitioner preparation*. Melbourne: Pearson. p 16)

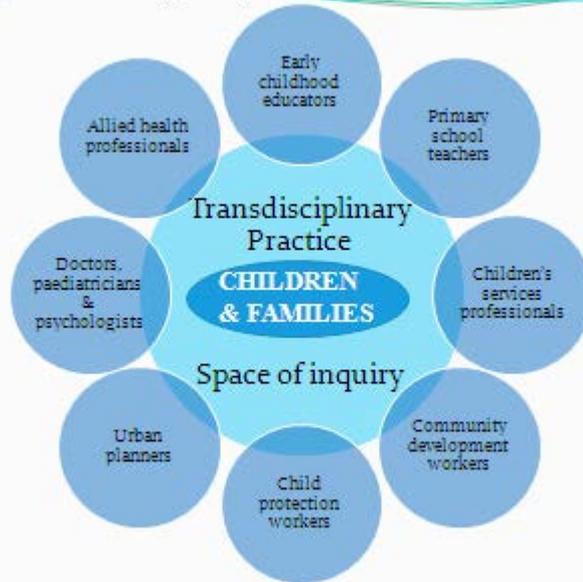


## Appendix 8

Roundtable presentation



## What is Transdisciplinary Practice?



## Leading the translation...not an easy task



## Looking to the future: producing transdisciplinary practitioners for leadership in early years settings

- Consideration of multiple perspectives
- Respectful relationships
- Critical thinking and reflection
- A strong professional identity

Website: [www.eceleadership.org](http://www.eceleadership.org)

**E**arly  
childhood  
Care & Education

Griffith UNIVERSITY

VICTORIA UNIVERSITY



AUSTRALIAN  
LEARNING  
TEACHING  
COUNCIL



## Contact Details

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- **Dr Jennifer Cartmel**
  - [J.cartmel@griffith.edu.au](mailto:J.cartmel@griffith.edu.au)

## Provocations

- Transdisciplinary practice requires a team not a leader
- Transdisciplinary practice is early childhood knowledge and practice
- Transdisciplinary practice is only for a targeted population not universal access



## Appendix 9

### CREATING NEW FRONTIERS IN LEADERSHIP - ROUNDTABLE PROGRAM - THURSDAY 11 NOVEMBER 2010

NSW TEACHERS FEDERATION CONFERENCE CENTRE  
37 RESERVOIR STREET, SURRY HILLS  
NEAREST TRAIN STATION – CENTRAL STATION

9.00	Welcome and setting the scene: Anthony Semann and Associate Professor Manjula Waniganayake
9.00 – 9.15	Welcome Leanne Gibbs CEO Community Child Care Co-operative scoping leadership issues in the sector
<b>STIMULUS PAPERS: UNPACKING LEADERSHIP</b>	
9.15 – 9.45	<p><b>Leadership: From Leaders to Leading?</b></p> <p><b>Dr Brigid Carroll – Auckland University</b> <b>b.carroll@auckland.ac.nz</b></p> <p>This paper poses that contemporary contexts require ‘verbs’ or concepts that speak to dynamism, process and emergence. I chart the shift from ‘leader’ (noun, individual, subject) to ‘leading’ (verb, action, process) and propose that embracing ‘leading’ disrupts well-established core leadership concepts of influence, decision-making and accountability. The paper proposes alternative ways of thinking about leadership in the contemporary context with the intent of constructing some powerful new questions that can shape leadership and its development in sectors such as education.</p>
9.45 – 10.00	<p><b>Teasing out cause and effect in leader - follower relationships and complex environments</b></p> <p><b>Dr Rhonda Forrest - University of New England</b> <b>rforrest@une.edu.au</b></p> <p>Newtonian science is evident in much leadership literature. The degree to which a leaders influence (cause) results in a predictable response (effect) is questionable. The continuum of cause and effect in leadership may be put down to a number of factors including the complexity of the situation, the nature of decisions to be made, the personality of the participants in the leader - follower relationship and the history of the organizational culture. Deconstructing cause and effect in leadership may help us to reflect on effective and ineffective leadership and protect us from assumptions imbedded in what we say is wise leader.</p>



10.00 – 10.15	<p><b>Questioning Leadership: For whom and for what purpose?</b></p> <p><b>Associate Professor Christine Woodrow - University of Western Sydney</b>  <b>c.woodrow@uws.edu.au</b></p> <p>In recent times, issues of leadership have been assigned much greater prominence and significance within organizations and educational contexts. In the recent development of the Early Years Learning Framework, pedagogical leadership was seen as both critical to the</p>
	<p>success of the implementation, and also as likely outcome of its implementation. In this presentation, I want to reconsider this discourse of leadership and raise questions about how we understand the concept, how these understandings impact on professional identities and discourses, and in whose interests they operate. I draw on recent experience in a international project aimed at building leadership capacity to consider what's at stake in leadership and reflect on how the potential of leadership discourses might be best resourced and directed.</p>
10.15 – 11.00	Participant Dialogue – Unpacking leadership
<b>STIMULUS PAPERS - RESEARCHING LEADERSHIP</b>	
11.00 – 11.15	<p><b>Something old, something new: Prioritising research on early childhood leadership</b></p> <p><b>Associate Professor Manjula Waniganayake - Macquarie University</b>  <b>manjula.waniganayake@mq.edu.au</b></p> <p>To date much of the research on early childhood leadership has been focused on the functionality of leaders, and this includes leadership roles as well as leadership dispositions. The first wave of leadership research in the 1990s was characterized by quantitative studies that examined leadership traits and behaviours. The second wave, including doctoral research studies for the first time, broadened the outlook by adopting contingency approaches. This shift is also reflected in the preference for using qualitative methodologies to study early childhood leadership during the past 10 years. As we move into the next decade, distributive leadership approaches are appearing at the front-line. Are there learnings from previous research (something old) we want to keep and continue to pursue? Where are the gaps in our current understandings that we want to investigate in future research (something new)? How can we prioritise research on early childhood leadership? Perceptions about the nexus between professionalism and leadership in both theory and practice, influence leadership identity, authority (power) and roles in early childhood settings. So, how can leadership influence, sustainability and effectiveness be studied? Can distributed approaches provide direction in clarifying the connections between beliefs, expectations and the realities of every day practice as early childhood leaders?</p>



11.15 – 11.30	<p><b>An exploration of the relationship between leadership practices and professional learning in early childhood centres</b></p> <p><b>Kaye Colmer – Lady Gowrie Adelaide</b>  <b>kayec@gowrie-adelaide.com.au</b></p> <p>My research interest is to look at the relationship between leadership practice and professional learning in early childhood centres. The implementation of the Early Years Learning Framework (EYLF) provides an opportunity to study how centres approach curriculum change. It can be expected that successful implementation will necessarily involve educators in professional learning about EYLF.</p> <p>What leadership practices support educators in early childhood centres to undertake professional learning that leads to successful and sustained curriculum change? Early childhood leadership studies to date have tended</p>
	<p>to focus on the directors' attributes or staff perceptions of leadership and therefore we have limited understanding about the internal dynamics of leadership practices that may occur within a centre team. Through my research, I am hoping to gain insight into the interrelationship between the director's leadership practices and the leadership practices that may emanate from within the team. I hope to gain a deeper understanding about the practices and processes that support educators to engage in professional learning. In particular, what specific practices and behaviours contribute to supporting professional learning in early childhood centres and what roles are played by educators in both formally designated leadership positions and educators who are not in leadership roles.</p>
11.30 – 11.45	<p><b>The best start in life to create a better future for themselves and for the nation - Governance and pedagogy in Australia's productivity agenda.</b></p> <p><b>Sandra Cheeseman –Macquarie University</b>  <b>sandra.cheeseman@mq.edu.au</b></p> <p>The rise of early childhood to the mainstream policy agenda sees an increase in the involvement of those claiming expertise to achieve the nation's goal to offer children the best start in life. With calls for integration of health, welfare and education programs, the nature, governance and intents of early childhood settings is shifting to address policy agendas to overcome disadvantage, close gaps and compensate for social and family dysfunction. The increased participation of the welfare sector in the delivery and governance of early childhood settings has the potential to increasingly frame children's services as sites for compensatory programs driven by strengths based welfare programs. Calls for a new qualification of professional to deliver such programs is premised on a belief that existing early childhood education qualifications are insufficient to lead complex multi-disciplinary teams. Will Australia ever see potentials driven universal entitlement to early childhood education or are we destined to frame early childhood education as mostly compensatory? Is the language of "strengths based" simply another deficit language? How will the soft evidence of early childhood pedagogy stand up against the hard evidence base of the welfare research? Is there potential to work respectfully across discipline boundaries or will early childhood education be taken over by the big end of town?</p>



11.45 – 12.00	<p><b>Perhaps all we need is a bit of courage: Opening spaces for new dialogue around leadership</b></p> <p><b>Anthony Semann – Macquarie University and Semann &amp; Slattery</b>  <b>Anthony@semannslattery.com</b></p> <p>This presentation attempts to reconceptualise definitions of leadership by focusing on the role of courage in personal and organizational leadership. To date definitions of leadership are abundant, however there remains little or no consensus on the definition of leadership. I pose the questions: have we missed the mark? Can you lead without courage or is courage all we need to complete the picture?</p>
12.00 – 12.45	Participant Dialogue – Researching leadership
1 2.40 – 1.15	Lunch

### STIMULUS PAPERS - REVISIONING THE WORKFORCE

1.15 – 1.30	<p><b>Big L leadership, little l leadership - a pragmatic response to the question – what is leadership?</b></p> <p><b>Bernadette Dunn – McArthur Early Childhood Education</b>  <b>Bern.Dunn@mcArthur.com.au</b></p> <p>This presentation poses the question - have we popularized the words leader and leadership to such a point that we have lost sight of what it truly means. Daily in the media we are bombarded with leaders in finance, leaders in real estate, leaders in education, leaders in style and fashion. In our every day conversations we reference team leaders, room leaders and write criteria into position descriptions and advertisements - demonstrated leadership skills required. Do we know what we are really looking for? In our search for leadership have we reduced the true meaning of what it is to be a leader today?</p>
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1.30 – 1.45	<p><b>Revisioning the workforce: Early Childhood Leadership “Are we there yet?”</b></p> <p><b>Sue Lines – Liquor Hospitality Miscellaneous Workers SueL@lhmu.org.au</b></p> <p>As leaders in the ECEC sector, we support quality care and the broad agenda that underpin “quality”. We know that working with parents, meeting their needs and understanding their family dynamics are important components in providing a long day care environment in which their child or children are valued, supported, encouraged, nurtured and stimulated through play to reach their potential.</p> <p>We understand the critical role of ECEC staff in setting up an environment which best develops children’s learning. Along with quality, we expect ECEC Staff to promote equity of opportunity and be advocates for social justice. We want our ECEC staff to be leaders in centres around pedagogy, advocacy and children’s development and learning.</p> <p>We have been vocal around the development of the early years learning framework, staff to child ratios, staff qualifications and the rating and assessment system in the ECEC sector. Yet our voice, as leaders and advocates has been silent around the absolutely critical need to professionalize ECEC wages, materially recognize the value of ECEC staff.</p> <p>So I challenge us to answer the questions “are we there yet?”. Can we come together as a united voice around the issues of professional wages? Do we care enough?</p>
1.45 – 2.00	<p><b>A Teacher is a Teacher - Can Pay Parity be achieved</b></p> <p><b>Verena Herron – Independent Education Union verena@ieu.asn.au</b></p> <p>The reform agenda has clearly set some high bench marks for the delivery of quality early childhood education, including the need for qualified early childhood teachers in services.</p> <p>How do we make services agents for change if staff are not properly remunerated?</p>
	<p>This paper will look at the historical relationship between salaries of teachers in schools and early childhood settings and reasons for the growing disparity. We were promised a fairer system under Fair Work Australia, but can Fair Work Australia deliver for early childhood teachers and professionals. The paper will conclude with a brief examination of a variety of solutions including a brief look at possible solutions.</p>
2.00 – 2.45	Participant Dialogue – Revisioning the workforce
<b>STIMULUS PAPERS - DEVELOPING LEADERS</b>	



2.45 – 3.00	<p><b>Something old, something new, something borrowed, something true (blue): did we throw the baby out with the bathwater in ECEC leadership.</b></p> <p><b>Associate Professor Karen Martin - Southern Cross University</b>  <b>karen.martin@scu.edu.au</b></p> <p>The events of the commonwealth government election highlighted how the expectations of how leadership should look, how it shouldn't look and yet still deliver something different. We seemed to want to engage new paradigms of leadership but only if exercised in the same old ways and it resulted in a 'hung government'. An interrogation of the state of 'play' regarding leadership in early childhood education and child care is overdue but we better find that baby before something else does.</p>
3.00 – 3.15	<p><b>Reframing Early Childhood Leadership in Times of Change</b></p> <p><b>Dr Elizabeth Stamopoulos - Edith Cowan University</b>  <b>e.stamopoulos@ecu.edu.au</b></p> <p>Intense and rapid changes in the Australian educational context have intensified the role of early childhood leaders and led to unprecedented challenges. The mandated Australian National Quality Framework for Early Childhood Education &amp; Care, National Early Years Learning Framework and the Australian Curriculum, have heightened the need for pedagogical leaders to act as catalysts for change in order to guide and move the profession forward. Building professional knowledge, pedagogical leadership capacity and infrastructure in the early childhood education and care workforce is more important than ever for delivering reforms and achieving high quality outcomes for children.</p> <p>Yet, research in early childhood leadership remains sparse and inadequately theorised while the voice of the early childhood professional remains marginalised. This paper examines research in leadership and change management and investigates individual's conceptual and behavioural positions. It presents a more intentional view of pedagogical leadership that connects to practice, builds professional capacity and capability and recognizes the importance of relationship building and quality infrastructure. It calls for stronger constructions of leadership and improved professional identity that will reposition and move the profession forward so that it keeps pace with the critical needs of early childhood professionals.</p>



3.15 – 3.30	<p><b>Leadership knowledge and skills. Why they matter and how to make management an authentic leadership tool</b></p> <p><b>Dr Louise Hard - Charles Sturt University</b>  <b>lhard@csu.edu.au</b></p> <p>In recent years many early childhood teacher education courses have included a focused study of leadership and management in order to prepare graduates for the challenges of managing and leading an early childhood service. Effective leadership in early childhood education and care (ECEC) is complex given the highly feminised nature of the field, the isolation of services and the specific demands of managers to both lead and manage. This presentation proposes that leadership is a specialised activity that benefits from specific knowledge and skill development. Knowledge includes awareness of leadership theories and the application of these to various contexts. High-level inter-personal, communication and team building abilities are some of the required skills. For example, while distributed leadership theory (Spillane and Diamond 2007) is acknowledged as a valuable leadership approach, it can be problematic. This presentation suggests value in positional leaders acknowledging and appreciating their individual role and responsibilities before they distribute leadership through a team approach. The presentation also proposes the need for a robust and transparent relationship between one's leadership philosophy and its enactment through authentic management practices.</p>
3.30 – 3.45	<p><b>Transdisciplinary Practice: The Early Years Professional Leading the Translation</b></p> <p><b>Associate Professor Andrea Nolan (Victoria University), Dr Kym Macfarlane and Dr Jennifer Cartmel (Griffith University)</b>  <b>Andrea.Nolan@vu.edu.au; <a href="mailto:k.macfarlane@griffith.edu.au">k.macfarlane@griffith.edu.au</a>;</b>  <b><a href="mailto:J.Cartmel@griffith.edu.au">J.Cartmel@griffith.edu.au</a></b></p> <p>Integrated service delivery is burgeoning as the reform agenda for services for young children and their families gathers momentum. This paper will focus on the notion of renewable energy in early childhood education and care arguing that new strategies of practice are required to ensure sustainable practice for those working in these integrated settings. The authors suggest that strategies such as transdisciplinarity, may present opportunities for maintaining and renewing energy in this sector by creating possibilities for early years professionals to lead the process of advocacy for the early years' knowledge base in integrated practice settings. Understanding the necessary strategies and skills graduates from early childhood education and care programs require in order to strengthen pedagogical leadership for the sector when working in integrated settings has been examined in a nationally funded project entitled Sustaining Pedagogical Leadership in Early Years Settings. Four key elements of practice that appear essential to maintaining sustainable, high quality early years inter-professional practice in early childhood education and care contexts, particularly those that include inter-professional engagement, have been identified as the consideration of multiple perspectives; respectful relationships; critical thinking and reflection and a strong professional identity. These key elements not only contribute to sustainability but also enhance possibilities for early childhood education and care professionals working in inter-professional contexts to lead the integration of the early years' knowledge base.</p>
3.45 – 4.00	Participant Dialogue – Developing leaders



4.00 – 5.00	<p><b>Voices from the field - Aspiring Leaders Presentations</b></p> <p><b>Cristiane Romao</b> – Billy Kids Willoughby Early Learning Centre  <b>Kerri-Anne O'Donnell</b> – Euroka Children's Centre  <b>Kellyanne Gianatti</b> – Adventure Preschool  <b>Katie Pennant</b> - Friends Child Care at St Vincents Hospital  <b>Jennifer Gallagher</b> - Hopskotch Early Learning Centre</p>
5.00 – 5.10	Closing remarks – Anthony Semann and Associate Professor Manjula Waniganayake

## CREATING NEW FRONTIERS IN LEADERSHIP CONFERENCE 12 NOVEMBER 2010

9.15 - 9.30	<p>Welcome</p> <p>Mr Anthony Semann (Semann &amp; Slattery) and Associate Professor Manjula Waniganayake (Macquarie University)</p> <p>Leanne Gibbs CEO Community Child Care Co-operative</p>
9.30 - 9.45	<p>Welcome to Country Sylvia Scott</p> <p>The Governor of NSW Professor Marie Bashir</p>
9.45 - 10.15	<p><b>Leadership and Identity: Redefining Confidence, Trust and Doubt</b></p> <p>Dr Brigid Carroll – Auckland University  b.carroll@auckland.ac.nz</p>
10.15 – 10.45	<p><b>Leadership beyond management and compliance</b></p> <p>Wendy Fogarty – Principal IIBS  wendy@i-ibs.com.au</p>
<b>MORNING TEA</b>	
11.10 – 11.40	<p><b>'Living leadership in ECEC: If the specter of leadership tapped you on the shoulder would you turn away; take your turn; turn off or turn it down?'</b></p> <p>Associate Professor Karen Martin – Southern Cross University  karen.martin@scu.edu.au</p>
11.40 – 12.40	<p>Facilitated Panel</p> <p>Facilitator: Marcelle Hoff - Deputy Lord Mayor City of Sydney  Participants: Dr Brigid Carroll, Wendy Fogarty and Dr Karen Martin</p>
<b>LUNCH</b>	



1.30 – 2.00	<p><b>Early Childhood leadership lessons from Norway</b></p> <p>A/Prof. Kari Hoås Moen and Per Tore Granrusten Queen Maud University College of Early Childhood Education, Norway</p>
2.00 – 2.30	<p><b>The mirror has a shadow: Identity, leadership and social justice</b></p> <p>Dr William DeJean – Macquarie University william.dejean@mq.edu.au</p>
2.30 – 3.00	<p><b>Positive Psychology and Positive Organisational Scholarship: Integrating complementary approaches to create Positive Leadership</b></p> <p>Dr Suzy Green - Positive Psychology Institute suzy@positivepsychologyinstitute.com</p>
3.00 – 3.30	<p><b>Facilitated Panel</b></p> <p><b>Facilitator: Anthony Semann</b></p> <p><b>Participants: A/Prof. Kari Hoås Moen, Per Tore Granrusten, William De Jean and Dr Suzy Green</b></p>
3.30 – 4.45	<p><b>Debate “Democracy assists early childhood leaders to make decisions”</b></p> <p><b>Affirmative:</b></p> <p><input type="checkbox"/> Associate Professor Chris Woodrow (University of Western Sydney)</p> <p><input type="checkbox"/> Associate Professor Karen Martin (Southern Cross University)</p>
4.45	<p><b>Closing words and thanks Anthony Semann and Associate Professor Manjula Waniganayake</b></p>





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