

Table of Contents

Foreword.....	9
<i>Eeva Hujala, Finland</i>	
Leadership in early education in times of change – an orientation.....	13
<i>Johanna Heikka, Eeva Hujala, Jillian Rodd, Petra Strehmel & Manjula Waniganayake</i>	
SECTION I: LEADERSHIP PREPARATION AND TRAINING	
Shadowing as a method in leadership preparation in teaching practice in early childhood teacher education in Norway.....	19
<i>Karin Hognestad & Marit Bøe, Norway</i>	
Supervising and supporting grade R practitioners in South African schools.....	33
<i>Matshediso Rebecca Modise, South Africa</i>	
Mentoring of graduate teachers by educational leaders in early childhood settings: A systematic review of leadership studies from Australia and Finland.....	44
<i>Yuki Takahashi Braybrook, Australia</i>	
Knowledge Transfer in German early childhood education settings: the role of leaders.....	59
<i>Daniela Ulber & Petra Strehmel, Germany</i>	
Which personnel development measures do companies operating daycare centers in Germany use?.....	71
<i>Eva Kless, Germany</i>	
Measures of personnel development in different types of German early childhood education (ECE) enterprises.....	84
<i>Petra Strehmel, Germany</i>	

**SECTION II: ENACTING AND DEVELOPING LEADERSHIP IN
ECE SETTINGS**

How do early childhood education directors in Finland
see themselves? 99
Ulla Soukainen, Finland

Does leadership exist in early childhood education
in Tanzania? 115
Fortidas Bakuza, Tanzania

Leadership diffractions, vibrations and productions –
perspectives from Norway 123
Merete Moe, Norway

Developing a learning organization – creating a
common culture of knowledge sharing 138
Per Tore Granrusten, Norway

Diversity of the assessments of a joint leadership model in
early childhood education in Finland 154
Elin Fonsén & Marjo Mäntyjärvi, Finland

SECTION III: LEADERSHIP AND GOVERNANCE

Complexity leadership theory: a framework for leading in
Australian early childhood education settings** 173
Leanne Gibbs, Frances Press & Sandie Wong, Australia

Implementing the Norwegian framework plan –
organizational and leadership translation strategies** 187
Birgitte Ljunggren and Kari Hoås Moen, Norway

Current Japanese leadership roles in meeting social changes
in early childhood education 201
Chika Inoue & Masayo Kawakita, Japan

Investing in Hamburg's future – early childhood education and children's day care in Hamburg	216
<i>Jan Pörksen & Dirk Bange, Germany</i>	

SECTION IV: INTERNATIONAL COMPARISONS

Working as early childhood centre directors and deputies – perspectives from Australia, Finland and Norway**	231
<i>Leena Halttunen, Margaret Sims, Manjula Waniganayake, Fay Hadley, Marit Bøe, Karin Hognestad and Johanna Heikka</i>	

International review of ECE leadership research – Finland, Germany, Japan, Singapore, South Africa and the United States under Review	253
<i>Elina Fonsén, Jan Varpanen, Petra Strehmel, Masayo Kawakita, Chika Inoue, Shaireen Marchant, Matshediso Modise, Tunde Szecsi & Clarisse Halpern</i>	

The TALIS Starting Strong Survey: implications for the leadership discourse in early childhood education and care	277
<i>Daniel Turani & Simone Bloem, Germany</i>	

Epilogue	291
<i>Jillian Rodd, England</i>	

Vitae	298
-----------------	-----

Keywords	305
--------------------	-----