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Exploring Early Childhood Leadership and Policy Enactment in Jamaica

Nathalee McKnight
The University of Western Ontario

Supervisor
Marianne Larsen
The University of Western Ontario

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Abstract

This thesis explores Early Childhood leadership and policy enactment in Jamaican early childhood settings. Propelled by legislative policy initiatives, the study reports on data that investigated the day-to-day practices of early childhood principals. The central question, "*How is leadership enacted in Jamaican early childhood settings*?", provided a starting point for critical policy and enactment analysis regarding how early childhood policies and training impact principals' leadership practices. Also emanating from this inquiry were the supports and constraints EC principals experience as they fulfil their daily leadership roles. Given that Jamaica is a former colonized country, dimensions of the post-colonial theory offered a lens to view EC leadership policies and the practices of EC leaders. The study found that in the face of government-mandated regulatory framework, contextual issues such as historical, economic, social and policy conditions, combined with individual policy interpretations of principals, all impacted leadership enactment. Yet, EC principals committed to executing their duties, aiming to meet the requirements of early childhood policies. This dissertation advances the importance of leadership in Early Childhood Development and promotes leadership capacity through specific early childhood training and preparation. These perspectives serve to deepen understanding of the construction of EC leadership and the enactment of EC leadership policies in Jamaica.

Keywords: Early Childhood Development, Early Childhood leadership, policy-practice, policy enactment

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List of Acronyms

BvLF	Bernard van Leer Foundation
CARICOM	Caribbean Community
CHASE	Culture, Health, Arts, Sports and Education (**CHASE**) Fund
CPA	Critical Policy Analysis
CPOA	Caribbean Plan of Action
DGMT	Dudley Grant Memorial Trust
EC	Early Childhood
ECC	Early Childhood Commission
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
ECEC	Early Childhood Education and Care
ECED	Early Childhood Education and Development
ECECD	Early Childhood Education, Care and Development
ECI	Early Childhood Institution
EFA	Education for All
ELEYS	Effective Leadership in the Early Years Sector
GOILP	Grade One Individual Learning Profile
GOJ	Government of Jamaica
HOD	Head of Department
IECD	Integrated Early Childhood Development
ILO	International Labor Organization
MOE	Ministry of Education (Jamaica)
NCTVET	National Council on Technical and Vocational Education and Training
NLJ	National Library of Jamaica
NVQ	National Vocational Qualifications
OECD	Organization for Economic Co-operation and Development
PECE	Project for Early Childhood Education
PIOJ	Planning Institute of Jamaica
UK	United Kingdom
US	United States
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UWI	University of the West Indies

Chapter 1: Introduction

Overview and Significance of Research

Successful leadership has been widely accepted as crucial to improving educational provisions (Chandler, 2012; Rodd, 2013; Waniganayake, 2014) and many argue that early childhood development is crucial to improving the health and well-being of children today (UNESCO, 2015). Based on this dual widespread recognition it is important to focus on leadership at the early childhood level. A good starting point is to look at the leaders themselves. Waniganayake, Cheeseman, Fennech, Hadley and Shepherd (2012) have indicated that when exploring leadership one must take into account the person (the leader), the position (authority to make decisions) and the place (the context setting). Further, governments and policy makers worldwide firmly acknowledge that in order to sustain Early Childhood (EC) leadership, it requires reliance on an early childhood leader who can provide guidance in leading pedagogy, daily programming and policy implementation (Aubrey, 2016; Waniganayake & Stipanovic, 2016). For these reasons, research on EC leaders in a policy-practice environment requires avid attention.

Given the importance of both leadership in educational settings and the role that early childhood development plays in children's lives, this study sets out to explore the roles of EC leaders in one country, Jamaica, in EC settings. This research is supported by research from other parts of the world. It is acknowledged that the practices of Jamaican principals or head teachers are different and unique when compared to other EC leaders with similar lead positions across the world. At the heart of this exploration lies a relatively unexplored potential for understanding the leadership practices of early childhood principals within Jamaican EC settings and how they implement or enact EC policies. In exploring Early Childhood (EC) leadership and policy enactment in Jamaica, I am advocating for the importance of and distinctiveness of "EC leadership". Though some notions of leadership from other education sectors can be applied to Early Childhood Development (ECD), the nature and context of ECD makes it unique and worthy of independent examination and support mechanisms (Thornton, Wansbrough, Clarkin-Phillips, Aitken & Tamati, 2009).

What makes EC leadership different is that it has a profound impact on the beginning of a child's life; it dictates the child's continued well-being; and it has a lasting impact on the child's ability to have a fulfilling life (Cook, 2013; Cunningham, 2014; Sylva, Melhuish, Sammons, Siraj, & Taggart, 2014). EC leadership influences the quality of education services, not limited to significant educational achievement, health and growth of children, but also encompasses various dimensions including staff relations and community development (Heikka 2014; Hujala, Waniganayake & Rodd, 2014; Rodd, 2013; Waniganayake & Stipanovic, 2016).

The role of an EC leader or principal then is to create the best possible provision for children. It is for this main reason that EC leaders charged with the responsibility of developing the full potential of young children, and seeing to their well-being, must be equipped and empowered adequately and prepared to deliver high quality services (McCrea, 2015). Page and Taylor (2016) refers to an early childhood leader as a suitably qualified and experienced educator, coordinator or individual appointed as educational leader in an EC setting to lead in the development and implementation of education programmes. Notably, the concept of leadership has been saturated with images of individuals in positions of authority, who typically possess particular traits, knowledge, and skills (Giles & Morrison, 2010). However, the profile of an EC leader extends beyond administrative power. It is relational; requiring the leader to empower staff and motivate them to have more responsibility in their decision-making (Nupponen, 2006).

Leadership in the early years matters and its importance has been increasing internationally. It is no longer tenable to ignore the importance of EC leadership as is evidenced by school reports and inspections (e.g., Scotland), the introduction of EC leadership degree courses and entire degrees (e.g., England and Canada), EC leadership and policy reforms (eg, Australia) and the growing body of research interest internationally, particularly in New Zealand (eg., leadership and preschool transition). As well, EC leadership and public policy has been gaining increasing attention internationally (Aubrey, 2016). Government policies have been focusing on improving educational provisions for leadership training of EC school leaders (Rodd, 2013; Scottish Executive, 2005; UNESCO, 2013).

In exploring the connection between EC leadership and policy enactment, an operational definition for 'enactment' provides clarity. Used in this study, the term 'enactment' refers to policy in practice or policy-practice as proposed by Ball, Maguire and Braun (2012). Policy enactment therefore has to do with the translation of text into action (Rizvi & Kemmis, 1987). The emerging new discourse of educational leadership in EC policy-practice as noted by Thomas and Nuttall (2014) reflects the growing importance of scholarly work in this area. Thomas and Nuttall (2014) argue that the centrality of leadership and the relationship between well-qualified leaders and achieving better learning outcomes has been receiving global policy attention. Fennech (2013) emphasizes that the identification of an EC leader's position through national policy standards is a step in the right direction. Therefore, it is incumbent upon governments and policy makers to create and implement policies that address any gaps in EC leadership, training and development. Within an increasing policy-driven environment, it is essential to pay attention to the policy-practices of EC principals.

This study is significant for five main reasons. Firstly, the study emphasizes the need for providing EC leaders with guidance for implementing policies in EC settings. With the increasing complexities of policy demands globally on EC leaders (Clark & Murray, 2012; Sims & Waniganayake, 2015), many argue that EC leaders must be equipped to guide the policy enactment process (Fleet, Soper, Semann & Madden, 2015; Garvis, Lemon, Pendergast & Yim, 2013; Rouse & Spradbury, 2015; Sims & Waniganayake, 2015; Waniganayake, 2015). A summative research study conducted in New Zealand, Finland, England, Australia and Canada, put forward recommendations highlighting the need for building EC leadership capacity (CoRe Final Report, 2011). Hard and Jonsdottir (2013) recommend the need to introduce specific programmes for EC leadership training and particular skill development in order to build collective leadership capacity in self and others.

Secondly, there is a need to understand what leadership looks like in a policy enactment arena in a time of great change and increasing demands (McTavish, 2012). The lack of research on EC leadership in relation to policy enactment is indicative of the Jamaican context. Policies guide the leadership practices of EC principals, however, whereas policies have been implemented, no comprehensive analysis has been conducted

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examining the actual policy-practices of principals in the field. More attention has been paid to implementing the policies and meeting targets. While targets are important, less attention has been given to examining the day-to-day practices of EC principals as they enact the policies; analyzing their leadership capabilities and training deficiencies; investigating leadership constraints and supports; and evaluating the contextual limitations of implementing the policies. Additionally, given the expansion of roles and responsibilities brought on by the policy process, this research provides insight into EC principals leadership practices, the patterns developed, the problem-solving and coping mechanisms employed and the components of leadership that have been developed or needs to be developed.

Thirdly, the study promotes the importance of EC leadership in EC settings and reinforces the need for a trained cadre of EC principals. All stakeholders including politicians, policy makers, government advisers, EC staff and parents need to validate the intrinsic relationship between quality EC provision and capable trained leadership *(*Rodd, 2015). Without question, an essential component of sound leadership is training and qualification (Aubrey, Godfrey & Harris, 2012; Rodd, 2015: Waniganayake, 2015). Although, there is a pressing need to revise teacher education programmes in order to build early leadership capabilities (Garvis et al., 2013), currently, there is no real separation and preparation of EC principals from upper level principals or classroom teachers in Jamaica at the college or university levels. Neither is there a specific qualification bar for EC principals.

Fourthly, the study is significant in highlighting the consequences of limited or non-existent evaluation approaches to policy implementation. The results of implementing EC policies without thorough assessment and ongoing evaluation can be catastrophic (Mtahabwa, 2010; UNECSO, 2015). In some cases well-functioning ECD programmes for vulnerable children have been terminated, systems for quality assurance and accountability are sparse, supervisory systems have been deficient, and funds have been inadequate (UNESCO, 2015). Policies often lack essential training, guidelines and well-designed systems for local management, equity, quality and accountability (UNESCO, 2015). Some of these concerns have been evident in the Jamaican policy context.

Finally, in terms of contribution to the ECD field, the study serves to directly influence policy-practices and future research. The potential for leadership research to inform public policy, strengthen policy implementation and improve evaluation locally and internationally, is viable. In using Jamaica as an illustrative case, and EC principals as the focus group, this qualitative study examines principals' leadership practices in EC settings, in relation to the enactment of EC policies. The overall aim of this research is to provide analytic insight into EC leadership in Jamaica. It is hoped that this study will: bolster individual and collective understanding of the importance of EC leadership; initiate the need for specialized EC leadership training; identify practices, trends, supports and constraints of EC leadership; and, engage and develop analyses on EC leadership from a post-colonial perspective.

Positionality

In addition to the significant aims of this leadership research, my personal positionality also influenced my interest in this topic. Positionality refers to the researcher's reflection, placement and identity, within the research contexts and subjectivities of viewpoint (Lave & Wenger, 1991). Declaring one's position often serves to inform a research study rather than to invalidate it as biased or contaminated by personal perspectives and social or political viewpoints. Conveyance of positionality also offers transparency, delineates viewpoint in drawing conclusions and defines implications from results of the inquiry. The term insider/outsider offer tools that help the researcher analyze their own position in relation to the research participants and research setting (Merriam, Johnson-Bailey, Lee, Kee, Ntseane & Muhamad, 2010).

As an employee of the Education Ministry for over 20 years, I am aware of my status as an "insider". Being an insider, has granted me the privilege and opportunity of conducting this critical research. Given the national thrust to develop the ECD sector, the Ministry of Education (MOE), was very accommodating in granting permission to conduct the studies. The Early Childhood Commission (ECC), an agency of the MOE, was very cooperative in providing valuable data and contact resources. Having supervised over forty principals of ECIs, in an Education Officer capacity, this afforded me the knowledge, experience and access to gain deeper insights into the policy context

from both angles, i.e. from the Ministry's perspective, and that of EC principals. Being an Education Officer involved addressing training needs, advocating for EC principals' needs, and being a liaison between the MOE and EC principals. My experience as a teacher-trainer has also given me insight into the training needs and capabilities of EC principals. Having viewed the Jamaican ECD sector from multiple angles, there was a greater degree of care in interpreting and analyzing the data and valuing the attitudes and experiences of the participants.

While I can relate to the principals, understand their viewpoints and sympathize with their challenges, I am also aware of my position as an outsider. I am not an EC principal and therefore do not belong to the group or issue under review. This outsider position provides balance. It is my dual position as an insider/outsider, my professional background and my experience in the field of ECD that has led me to pursue this study.

I have also become aware of my position as a doctoral student studying in a foreign country, but conducting fieldwork on ECD in my home country. This has afforded me access to international researchers, their perspectives, and other systems of education. The conundrum of adaptation and unfamiliarity pervaded. However, being able to relate to educational issues has helped me to adjust my research lens. I believe issues of leadership in ECD are of concern in Jamaica, as well as internationally. The possibility of exploring, comparing and sharing strengths and challenges became viable.

In reflecting on my position as a leader in ECD, I realize that leaders must understand what leadership actions positively influence desired outcomes. Bearing this in mind, I believe that this research actively exercises advocacy. Personally, I am interested in advancing the welfare and cause of ECD. By exploring various challenges in the Jamaican ECD sector, I believe that an inquiry into how principals lead and enact EC policies will serve to help transform the sector in positive ways.

Purpose of the Study and Research Questions

This research aims to heighten knowledge on EC leadership in light of on-going policy initiatives in Jamaica. Studies exploring EC leadership and policy enactment are rare. The aim of the Education Ministry to restructure and regulate the ECD sector proposes new dimensions and implications for EC principals. They are charged legislatively with

improving their educational qualifications, leading with sound financial practices, ensuring a comprehensive teaching-learning programme, providing safe indoor, outdoor equipment and surroundings, managing related areas of health and nutrition. EC principals should legally promote positive behaviors in children, protect their rights and promote parent and stakeholder participation. The regulatory framework also involves developing staff with different levels of qualification and experience (Early Childhood Commission (ECC), 2007, 2012; Jamaica Information Service, 2017; Jamaica Observer, 2017).

The EC policies have generated a challenge to create effective leaders. Drawing on a critical policy analysis framework, the notion of policy-practice enactment forms the basis for exploring the practices of Jamaican EC principals. Understanding principals' perspectives and investigating actual leadership policy-practices in EC settings can help to inform parents, policy makers and wider stakeholders. In applying the case study and mixed methods research design, the aim was to capture a wide cross-section of views. Overall, the intent was to explore, amplify awareness and provide knowledge on EC leadership in Jamaican EC settings.

To pursue this exploration, a central question was developed from which five sub-questions were generated. The central question is, "*How is leadership enacted in Jamaican early childhood settings*?", and the guiding questions that shape the study are:

1. How do EC policies impact principals' leadership practices?
2. How does training influence EC principals' leadership practices?
3. What are the supports that assist principals in fulfilling their work in EC settings?
4. What are the constraints that inhibit principals' leadership roles in EC settings?
5. What does leadership mean to Jamaican EC principals in a post-colonial era?

Definition of Operational Terms

For the purposes of this study, I review terminologies as operationalized in the research. *Early Childhood* (EC) refers to the period from birth to eight years old (UNESCO, 2013). The EC principals of Early Childhood Institutions (ECIs) catering to the 3-5 year old age cohort will be the focus of the study. *Early Childhood Development* (ECD) refers to the early, critical period of a child's life for cognitive, social and emotional development, creating a solid foundation for health and well-being in childhood and beyond. "The

acronym ECD has generally been accepted as a sufficiently inclusive term" (UNESCO, 2011, p. 27). ECD is understood to stand for Early Childhood Care and Education (ECCE), Early Childhood Care and Development (ECCD), Early Childhood Education and Care (ECEC), Early Childhood Education and Development (ECED), Integrated Early Childhood Development (IECD), and other terms nations use to refer to multi-sectoral and/or integrated approaches to EC systems and services. Of these terms, the ones most frequently used worldwide are ECD and ECCD (UNESCO, 2015). In this study, ECD refers to the general field of early education.

Early Childhood leader (EC leader) refers to those responsible for the administration and operation of an EC programme (Rodd, 2013). Although the term 'EC leaders' is conceptualized in a broad sense to include leaders at various levels in the field of ECD, in this study EC leader is used synonymously to refer to EC principals. *Early Childhood Leadership* (EC leadership) recognizes distinctive areas of work in an EC setting in which school leaders "lead in areas of teaching, planning, observing young children, undertaking assessments, evaluation, identification of team development needs, record keeping, organizing staff, time, space and resources" (Dunlop, 2008, p. 6). Under the EC Act and Regulations 2005 of Jamaica, an *Early Childhood Institution (*ECI) is defined as a place where four or more children, under the age of six years, for up to six hours per day are cared for. ECIs are also referred to as pre-schools or schools locally. In Jamaica, it is common to refer to various levels of ECIs using these names: nurseries, day care centres, basic schools, kindergartens, preparatory schools, infant schools and infant departments.

Historical Context and the Post-colonial Connection

Relevant to this leadership study is the historical component, which provides a deeper understanding of the effects of post-colonialism on the current state of the ECD sector. The Jamaican education system has its historical past rooted in colonialism and slavery, and was intended to maintain and reinforce a social structure characterized by small white elite and large black labouring class. As the political landscape shifted, so too did the education system (MOE, National Report of Jamaica, 2004). The current education system was modeled after the British colonial system. Prior to the 1834 Emancipation

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Act, a skimp formal education system existed for whites and no system for blacks. Here began the genesis of a two-tiered education system. Based on affordability, white colonists sent their children to their country of origin for their education or hired private tutors. Yet others attended free schools established through bequests from wealthy planters and merchants. Similar to the British curriculum, free schools operated on the premise of offering a classical education to young gentlemen so that they would be properly fitted to take their place in society (Hamilton, 1997). For few of the children of slaves, plantation schools provided education for girls as well as boys (Bailey, 1997). These plantation schools, which were established by foreign missionaries, dealt mostly with religion and the virtues of submission (Wilkins & Gamble, 2000).

With the abolition of slavery in 1834, education was used as a tool by the British to integrate ex-slaves into the colonial economy and to ensure the maintenance of peaceful lower class (Morrison & Milner, 1995). Subsequently, missionary societies developed a system of elementary education for the newly freed slaves. Gradually, the elementary system was presided over by the colonial government in the early 1860s, mainly as a way of exerting power, quelling conflicts and controlling the masses (King, 1999; Williams, 1984). Slavery was to be abolished, but the plantation and the plantocracy were to be maintained at all costs (Williams, 1984). The education to be provided was to be a Christian education. The elementary curriculum centred on reading, writing and arithmetic, infusing religious training, and occasional geography and history instruction. Overall, schooling emphasized skills that would prepare children for eventual employment as estate workers, with separate tracks for boys and girls. Girls received lessons in sewing and domestic science; boys learned manual skills such as agricultural training, which was promoted to counteract trends seen as threatening to the colonial economy and society (Hamilton, 1997).

While the school system expanded in the early twentieth century, it continued to be guided by the colonial practice of educating children to fit their station in life (Hamilton, 1997; Whiteman 1994). In the 1930s, there was widespread unemployment, chronically low wages, endemic poverty and a growing desire among Jamaicans for self-rule. To ameliorate the existing harsh conditions of socially segregated education with its class and colour configurations (Whiteman, 1994), the British focused on establishing a

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system of post-primary education. The educational reform and restructuring that took place in the 1940s up to the time of independence has been described as "a period of tutelage", which diluted self-governance, suited the imperial interests, and bred a lack of self-confidence among blacks in their own ability to manage their own affairs (Sherlock & Bennett, 1998).

Development of Pre-Schools. While some steps were taken towards building of the educational system, a lack of central control resulted in administrative inefficiency and lack of correspondence between the schools' curricula and the needs of Jamaicans (Sherlock & Bennett, 1998). To address some of these problems, some educational reformers advocated for the establishment of preschools in the country. For example, Henry Ward championed the cause for early education and led a campaign towards formalizing the sector. He established Jamaica's first basic school in 1938, then called 'play centres' (Morrison & Milner, 1995). The name subsequently changed as many parents were of the view that this name was suggestive of play more than education. He resorted to using the term "basic school", and developed Islington Basic School in St. Mary with its first teacher, Adlin Clarke (Morrison & Milner, 1995). Here began the development of the basic school movement, serving children under six years old. Ward also addressed the government appealing that these pre-schools be brought up to modern standards with respect to buildings, sanitation, water purity, and school equipment (Bernard van Leer Foundation (BvLF), 1972).

Teacher Education Programme. During the period of educational history, the number of certified teachers remained a key concern. Post emancipation led to an obvious need for locally trained teachers. Most homegrown teachers gained access to the teaching profession through a kind of apprenticeship system (Sherlock & Bennett, 1998). The Mico Institute was created for the benefit of African slaves made free and engaged in the work of teaching. The profession was traditionally a route for upward mobility, which the lower classes and rural communities used as a stepping-stone to other careers. The salaries were very low and teachers advanced to the top of their scale quickly. For this reason there was a high rate of staff turn-over, particularly among males. Low salaries did little to attract males to the teaching profession.

Initially, most teachers were males, but by 1900, three teachers' colleges for women had opened (Bethabara Training College in 1861, Shortwood Training College in 1885, and St. Joseph's in 1897). The proportion of women in the profession rose to nearly half and by the 1960s the percentage of women rose to roughly 75 percent (Hamilton, 1997). As the number of women grew, certain challenges arose. The number of male teachers grew very slowly at the EC level and primary levels. Teaching transitioned from a male occupation in the colonial period to a female occupation in the 1900s (Sedlak & Schlossman, (1986). Researchers have credited the change to the varying need for teachers, improved literacy of females overtime, the public's perception of early education, changes in views on the necessary skills for a teacher, and perceptions of men and women's characteristics and appropriate occupations (Strober, & Lanford, 1986). Since the 1950's fewer males have entered teachers' colleges (Hamilton, 1997).

Dudley Ransford Grant, (DRB Grant) referred to as the 'Father of Early Childhood Education in Jamaica' led the way for further EC development in Jamaica since 1941 (University of the West Indies (UWI) Mona Library, 2017; Williams, 2000). Recognizing the need for a teacher education programme, he developed the University of the West Indies (UWI) Institute of Education In-service course for untrained EC teachers in the Eastern Caribbean and also organized the first training programme for teacher trainers (Grant, 1982; UWI Mona Library, 2017).

DRB Grant conceived and developed the Project for Early Childhood Education (PECE) (Davies, 1997; Grant, 1982, National Library of Jamaica, (NLJ, 2017) which he directed from 1966-1987. The project aimed to strengthen the basic school system, through systematic and on-going in-service training of paraprofessional teachers, improving the ability levels of teachers, development of a curriculum and teaching materials and addressing school conditions. There was also a research component to determine the impact of all phases of the project on children's cognitive development (Davies, 1997). The programme was so successful and received national and international recognition (NLJ, 2017). The government of Jamaica adopted the teacher training programme in 1972 and the Ministry's EC programme itself was formalized in the 1970s (Davies, 2008). The teacher-training model continued to serve basic schools, with several other developing countries adopting it (Morrison & Milner, 1995). DRB Grant served as

consultant for education projects in countries such as Bahamas, St. Lucia, St. Vincent, Malaysia, Nigeria, Kenya, Colombia, Venezuela, and Spain.

It was not until 1977 that it became possible to earn a bachelor's degree in ECE in Jamaica (Morrison and Milner 1995). A number of empirical studies in the 1980s focused on the importance of teacher training. The studies highlighted the main problems affecting the ECD sector and emphasized the need for teachers at all levels to acquire and demonstrate skills appropriate for effective teaching and guiding of children (Davies, 1986; Grant, Lusan & Yorke, 1979; Ying, 1983). During this period, the government's commitment became more vivid and a more systematic approach to teacher training developed. By the mid-1980s, the Caribbean region offered a number of certificate, diploma and degree level programmes in ECE, which were accessible regionally.

In the 1990s, the government embarked on a number of initiatives to increase the number of trained EC teachers. However, up to the 2000s, there were still a large number of paraprofessionals working in the ECD sector (UNESCO, 2000). In an effort to bridge the gap the MOE aimed to place at least one trained teacher in each basic school with a minimum enrollment of over one hundred; they sponsored workshops for training teachers in basic schools and developed a new preschool curriculum. All services for children zero to five years were consolidated in a comprehensive EC programme in 1999 (UNESCO, 2000).

Current Context and Foundational Knowledge of ECD in Jamaica
Colonial rule lasted for over 460 years, and Jamaica gained independence in 1962 (Morrison & Milner, 1997). Now 55 years later, many of the concerns remain dramatically similar. Marginalization practices persist. For example, remuneration of ECD staff remains lower compared to staff in primary schools; and entitlements such as equivalent remuneration scales, health benefits and plans, mental health intervention and EC leadership training, are rare if not absent. The majority of ECD staff remains untrained up to the diploma or degree level. And the two-tier education system, the propagation of the British education system, the below average performance of the Jamaican child and poor building infrastructure all continue.

These concerns inarguably impact principals' leadership and add forceful pressure when coupled with social-relational challenges, community violence, lack of resources, parental and staff demands, economic pressures, political stresses and policy changes (NET, 2012; USAiD, 2013). These challenges combined, strengthen the need for in-depth investigation, aiming to understand how principals function in practice. In the next section, I provide an overview of the current structure of the Jamaican ECD sector, which framed the site of analysis for this study.

Enrolment and Types of ECIs. While many challenges persist, compared to other countries Jamaica boasts the highest levels of enrolment at the pre-school level. The ECD sector is currently characterized as vibrant and heavily community driven, with almost universal enrolment of 97% for children 3 to 5 years of age (Jamaica Survey of Living Conditions, 2008) and 92% enrolment for children 6-11 years (PIOJ, 2011). Jamaica stands out in this regard as enrolment rates are high and sustained relative to other countries in the world (United Nations Children's Fund (UNICEF, 2014). This is surprising given that there is no mandatory provision in the law for 3-5 year olds to attend ECIs; the starting age for compulsory education is six years. ECIs are facilities catering to children birth to eight years in formalized settings and regulated by the government.

There are 3,043 ECIs across Jamaica (MOE, 2013) delivered through public and private entities. Of the total ECIs, only 140 (5%) are fully government owned and operated (MOE, 2013). Public ECIs are called Infant schools and Infant departments. In public ECIs, teachers receive full salary, classrooms materials and nutrition is subsidized. Scheduled financial grants support subvention, maintenance and capital works. Parents fund lunch, books, bus fares and other school-related items. There are no school fees but parents provide school support contributions. Because public spaces are severely lacking, the demand for additional spaces becomes crucial. Hence, the need for private ECIs.

The remaining 95 percent (2,903) of ECIs comprise the majority and are privately owned and operated. Private ECIs fall in two major categories: basic schools (87%), which are operated by communities, or faith-based groups; and independent or preparatory schools (8%), (MOE, 2013: See Figure 1.1).

Early Childhood Institutions
In Jamaica

Infant Schools &
Depts (Public ECIs)
5% - 140
pre-schools

Independent
Schools (Private
ECIs)
8% - 242
pre-schools

Basic Schools
(Private ECIs)
87% - 2661
pre-schools

Figure 1.1: Early Childhood Institutions in Jamaica

ENROLMENT DATA IN ECIs

5,375
(5%)

14,235

132,175
(87%)

Independent
Schools (Private)

Infant Schools &
Depts (Public)

Basic Schools
(Private)
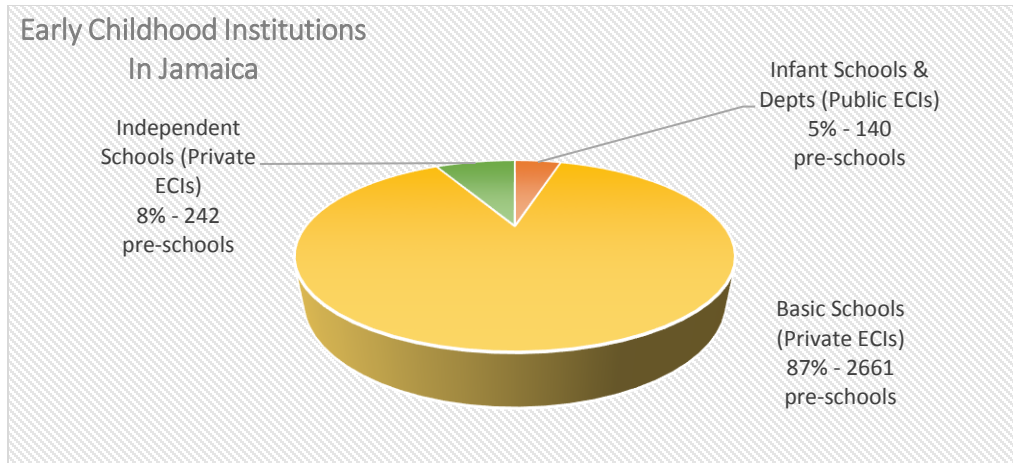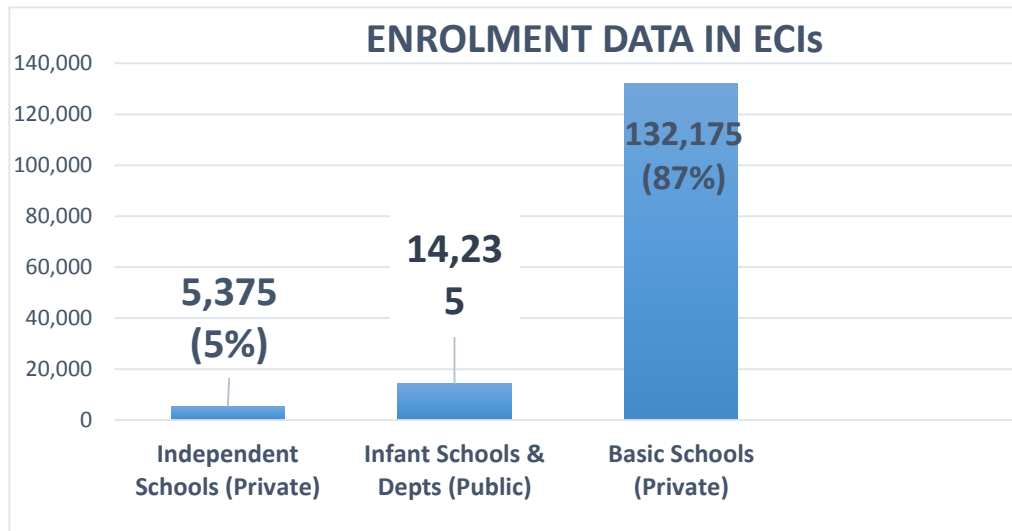
Figure 1.2: Enrolment Data for Early Childhood Institutions in Jamaica

Independent schools are labelled kindergartens and are operated by preparatory schools. All private ECIs are funded by school fees, which are mandatory for parents. Basic schools benefit from limited government subsidies for teachers' salaries, classroom materials and school meals. Many basic schools are structurally ill-equipped, do not meet national standards and cater mainly to children of the low to middle income bracket. Parents of children belonging to middle- upper income brackets on the other hand, often

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access independent schools (MOE, 2013). Figure 1.2 provides an overview of the enrolment data of children in each of these types of ECIs.

Student Readiness Factors. The educational performance of the Jamaican child is considered low as measured by national assessments (MOE, 2012; PIOJ, 2011). Annually, about 50,000 six-year olds transition to primary school (MOE, 2012). Over 30% of those who move from the pre-school level to Grade One cannot satisfy the Grade One Individual Learning Profile (GOILP) (MOE, 2014). The GOILP is administered by the Ministry of Education and assesses children's readiness for formal schooling as they enter primary school at age six. The GOILP assesses readiness in five sub-tests: General Knowledge, Number Concept, Oral Language, Reading and Writing and Drawing.

It is important to note here that researchers such as Moss (2013) describe schoolification as a contentious issue. He cites clear differences between EC settings and schools such as histories, pedagogy, purpose, educational outcomes, and different conceptualizations of children and childhood. Moss identifies that while entities such as Organization for Economic Co-operation and Development (OECD) (2001) advocate for a fair and equal partnership between ECD and schools, concern rest with ECD being regarded as the less expert partner.

Kagan (2013), however, argues that rather than resisting, under specified conditions, "schoolification might not be so bad" (p. 138). The discussion about schoolification reveals the tensions between local democratic participation and policy agendas that emphasize the role of ECD programmes in terms of school preparation. Georgeson and Payler (2013) indicate that ECD and education in general are seen as central to addressing poverty and issues of social mobility in many developing countries. These authors contend that while it is important to acknowledge and critique the various perspectives and approaches to schooling and early education, most important is building on rather than dismissing cultural thinking around ECD. The aim is balance with the cultural heritage, addressing issues of social inequity, acknowledging challenges and highlighting opportunities for developing contextually appropriate provisions (Dillon & Huggins, 2010; Georgeson & Payler, 2013).

Training and Qualification Status. Recognizing the importance of EC leadership and its attendant training is a challenge in Jamaica. While there is structured

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training in areas of management and administration, there is a disconcerting gap in EC leadership qualification for EC principals. Significantly, of the 2,847 basic schools operating island-wide, fewer than 200 principals have the minimal requisite qualifications; a diploma in ECE (ECC, 2012). Further, of the total 8,820 basic school teachers identified, only 22 percent have the requisite qualifications (ECC, 2012; MOE, 2013: See Figures 1.3 and 1.4).
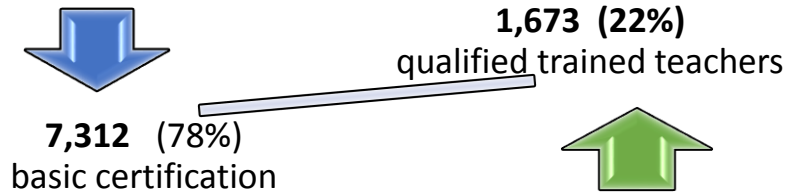
Figure 1.3: Basic School Teachers Training Status
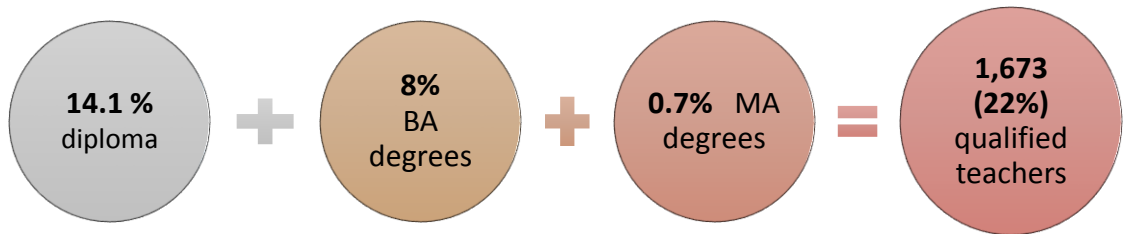
Figure 1.4: Basic School Trained Teachers Qualification Data

Since embarking on a full registration for ECIs island-wide, only a few ECIs have yet received full registration, as they do not have a sufficient number of qualified teachers (MOE, 2012).

Policy Context

The state of Early Childhood Development (ECD) is of major concern to Jamaican government, policy makers and educators (The National Education Strategic Plan (NESP) 2011-2020, 2012; UNESCO, 2000, 2011, 2014; Campbell, 2014). A comprehensive strategy to address the structural inequities in the early education system was needed. Therefore, since 2000, various policy changes have occurred to improve the efficiency and effectiveness of the national education system in Jamaica (UNESCO/EFA Report, 2014). Directing attention to the early childhood level, the Jamaican model of EC institutional management has seen a conceptual shift from Early Childhood Education

(ECE) to more comprehensive and holistic focus of Early Childhood Development (ECD). The early years is considered a period of rapid growth and development from conception until age eight, and are crucial for overall development. "Healthy early child development (ECD), includes the physical, social-emotional, and language-cognitive domains of development, each equally important, strongly influences well-being, obesity, stunting, mental health, heart disease, competence in literacy and numeracy, criminality, and economic participation throughout life" (Marmot & Wadsworth, 1997, p. #).

The conceptual shift from ECE to ECD was based on a number of factors including: international research such as Neurons to Neighborhoods (2000); regional developments as posited in the Caribbean Plan of Action (CPoA) for ECD (2000-2015), and local research and profile projects conducted in the late 1990s. The ECD sector was also fraught with fragmentation in its institutional management structure, at the day care (birth to 3 years) and pre-school levels (3 to 5 years). These factors influenced the transformation of the ECD sector and resulted in the establishment of a single coordinating body for ECD in Jamaica.

The single coordinating body responsible for the holistic development of children from pre-natal through to eight years of age is the Early Childhood Commission (ECC), an agency of the Ministry of Education (ECC, 2007). The ECC was established by the Early Childhood Commission Act 2003, in keeping with the strategic goal of the government of Jamaica to improve the quality of early childhood care, education and development within the ECD sector. The integrated and comprehensive approach served to reduce fragmentation and duplication, placing under one institutional umbrella, the policies, regulations and standards for the sector.

The ECC coordinates all activities, development plans and programmes within the sector. Among the functions of the ECC are advising the Minister of Education on policy matters of young children in Jamaica, including initiatives and actions to achieve national ECD goals. They are also responsible for monitoring and evaluating implementation of plans and programmes concerning ECD; supervising and regulating ECIs; analyzing resource needs and submit recommendations for ECD budgetary allocations; identifying alternative financing through negotiation with donor agencies; and, conducting research on ECD (ECC, 2007).

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Early Childhood Policies. Predicated on the ECD sector plans for quality EC programmes, high on the government's agenda was the creation of a legislative framework to improve the management structure at the national and local levels. This led to the formulation of a regulatory framework composed of three documents: the Early Childhood Act 2005, the Early Childhood Regulations 2005 and the Standards for the Operation, Management and Administration of Early Childhood Institutions (ECC, 2007). The Early Childhood Act 2005 and the Early Childhood Regulations 2005 are herein referred as EC Act and Regulations 2005, or Early Childhood (EC) policies.

The EC Act 2005 and Regulations 2005 describe the requirements that an ECI must meet for registration by the ECC as a legally operating institution. The laws ensure that all ECIs provide the services that children need to grow and develop well. The EC Act and Regulations 2005 outline that every person or company who wishes to operate an ECI must register, be 18 years of age or over and have no prior criminal history. The premises to be used for daily operations must meet the ECC's requirements. Registration is valid for a period of five years from the date of issue of the certificate. Non-compliance to registration guidelines can result in a legal offence or conviction of a fine. ECIs are inspected by ECC inspectors for the purpose of determining whether they are operating in accordance with the EC policies.

To guide compliance, the '*Standards for the Operation, Management and Administration of Early Childhood Institutions*' document is distributed to all ECIs upon registration of their institution (ECC, 2007). The EC policy documents describe twelve categories of standards for effective management of ECIs. The twelve categories of standards to be met are: 1) staff, 2) programmes, 3) behaviour management, 4) physical environment, 5) equipment and furnishing, 6) health, 7) nutrition, 8) safety, 9) child rights, 10) parents' and stakeholders' participation and equality, 11) administration, and 12) finance. In this study, particular attention will be paid to Standards 1, 2 and 11, where a documentary review of these policies will be done.

Summary

As the literature indicates, leadership in EC settings is crucial for improving the educational opportunities of children (Chandler, 2012; Rodd, 2013; Waniganayake, 2014). As a result, pressure surmounts globally for quality ECD programmes (Aubrey,

2016). The basis for understanding how EC principals enact policy is therefore necessary. In examining the implementation of the EC Act and Regulations 2005, we find that policy enactment is not simple. While the policy framework exists, the glaring challenges highlighted can make leadership enactment problematic and have a mitigating impact on the aspirations of leaders, whether they are trained or untrained (Rodd, 2013). Arguably, low levels of qualification do impact student readiness and overall school development, but the historic and economic realities also impact the policy enactment process. Amidst public demands, economic pressures, lack of resources, political stresses and policy changes, all future actions inevitably affect the advancement of the ECD sector (Dalberg & Moss, 2005; Woodrow, 2008).

Areas of policy such as principal training and qualification require in-depth research, as they heavily impact the complex dynamics of leadership. I agree with Robinson (2006) that there is a need to redirect attention to successful EC leadership research so that stronger connections can be made particularly in the area of policy development. The absence of scholarly EC leadership research in Jamaica makes it difficult to appropriate policy provisions, make linkages, cite successful leadership practices, or inform processes and outcomes. These provide some of the rationales for this study about the enactment of ECD policies by principals in Jamaican ECIs.

Conclusion

This dissertation is organized into eight chapters. For this first chapter, I provided an overview of the research study and the Jamaican EC leadership challenge. I elucidated the current, policy and post-colonial contexts of education. Chapter 2 provides relevant research literature on leadership and policy-practice in ECD. General supports and constraints of leadership are also presented. For Chapter 3, I introduce the conceptual framework for analyzing the data collected; the *Post-colonial, critical policy enactment conceptual framework*. Chapter 4 describes the methodological approach, and the utilization of a mixed design. The research findings are presented in Chapters 5 and 6, following which is an analysis and discussion in Chapter 7. I conclude with summary conclusions in Chapter 8 and offer some considerations for EC leadership, policy-practices and future research in Jamaica.

Chapter 2: Literature Review

Introduction

The purpose of this study was to provide analytic insight into early childhood (EC) leadership in Jamaica. Particular focus was given to understanding how EC principals enact leadership in their everyday activities. As discussed in Chapter 1, extensive research on leadership illustrates the enormity of attention paid to the concept on a whole. Yet, research on EC leadership is still quite limited, particularly in the Caribbean context. Explorations on the topic indicate that EC leadership is very extensive and complex. Hence, this chapter will focus directly on the practice of EC leadership and the distinctiveness of leadership in early education, identified as a workforce that is predominantly female, focused on care and nurture and characterized by the skills of EC leaders or principals of early childhood institutions (ECIs). The general constraints and supports of EC leadership cited in literature will be divulged, with particular attention dedicated to the Caribbean context. Before reviewing the literature available on EC leadership, it is important to understand elements of educational leadership as these influence concepts and trends in EC leadership.

Educational Leadership

There is much educational research that focuses on leadership. Educational leadership is usually the responsibility of school administrators and principals, who strive to create positive change in educational policy and processes. Research on leadership has evolved over the years. Early research focused on examining the traits of leaders, identifying who was born with particular skills and leadership qualities (Stodgill, 1948). The behavioural approach to leadership emerged in writings of the 1950s and 1960s (Blake & Moulton, 1964), where the behaviours leaders displayed were the main important focus. While the behavioural approach focused on what leaders do, how they act, and explored how leaders use task and relationships to accomplish goals, it could not be replicated in all areas of leadership.

The behavioral approach to leadership gave way to situational approaches, refined and revised from the mid-seventies, which were more adaptable to different situations and different kinds of leadership (Vecchio, 1987). Then, more focus was given to the

nature of the managerial work of school leaders. Duignan (1979, 2014) revealed a number of dilemmas that characterized educational leaders including balancing pace and quality; responding to current and emerging issues; being efficient while running a humanistic organization; and prioritizing between actions that are managerial and those that are educational.

In the 1980s, much of the literature focused on the importance of ethics, morals, values and organizational culture in educational leadership. Duignan and Macpherson (1987) related that educational leaders were chiefly concerned about "right and wrong, justice and injustice, truth, aesthetics and the negotiation of practical ideals in education" (p. 51). Leadership research up through the late 1990s saw a renewed focus as researchers began to examine visionary and charismatic leadership. Personality factors such as specific traits, functions, or effects of individual leaders gained favour. This juncture led the way for the trait approach of the 1940s, the moral approach of the 1980s and the educative or pedagogical aspects of leadership to be integrated. This integration resulted in an emergence of contributors and theories, which impacted the educational leadership literature arena. Such contributions focused on the various aspects of leadership to include the authenticity of leadership (e.g. Dixon, 2002); philosophical focus on leadership (e.g. Harter, 2002; Sayers, 1999; Taylor, 1991); psychological viewpoints (e.g. Harter, 2002; Seligman, 2003); sociological aspects (e.g. Erickson, 1995); business management and leadership (e.g. Avolio & Gardner, 2005); and educational leadership (e.g. Brumbaugh, 1971; Halpin, 1966; Henderson & Hoy, 1982; Starratt, 2004, 2011).

While trait models have again risen to prominence in the 2000s, more interdisciplinary approaches have been adopted . For example, Zaccaro (2007) recommends that in addition to personality attributes, motives, values, cognitive abilities, social and problem-solving skills, and expertise should also be considered in the trait approach. How this practice of leadership is executed has been a subject of debate and investigation among researchers. As a result of these on-going debates, various perspectives, components and leadership theories have been proffered.

While different perspectives have been explored, it is important to consider that no one formula or approach to leadership is applicable to all contexts as individual leaders offer their own styles, competencies and vision.

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Theories of Leadership

For this section a review of the main theoretical approaches to leadership are undertaken. These theories were singled out as they have impacted the practice of EC leadership, the instructional approach and the professional life of EC leaders. Theoretical approaches reviewed include transformational, instructional, distributive and conceptual leadership.

Transformational leadership, in which leaders and followers help each other to advance to a higher level of morale and motivation (Bass, 1985), is one of the most popular approaches to leadership (Northouse, 2015). In their classic text, *Transformational Leadership*, authors Bass and Riggio (2008) explain that transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. The full range of the Transformational leadership model introduces four elements:

1) Idealized influence: transformational leaders are role models

2) Inspirational motivation: transformational leaders behave in ways that motivate and inspire others

3) Intellectual stimulation: transformational leaders stimulate follower's efforts to be innovative and creative

4) Individualized consideration: transformational leaders pay attention to each person needs for achievement and growth.

Other authors have developed on the understanding of transformational leadership in the area of education focusing specifically on categories of leadership practice (Kouzes & Posner, 2002; Leithwood & Jantzi, 2006; Leithwood, Jantzi, & Steinbach, 1999). It can be concluded that transformational leadership models are adaptable to building school leadership capacity, organizational development and improving student learning.

Instructional leadership, where the principal is critical to success in children's learning (Hallinger, 2009), is a model of leadership inherently rooted in educational settings. Together with transformational leadership this model focuses explicitly on the manner in which the educational leader brings about improved educational outcomes (Hallinger, 2003). While principals may not be directly involved in instruction, empirical studies indicate school leadership is second only to classroom teaching as an influence on children's learning (Leithwood, Harris & Hopkins, 2008). Principals can influence

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teaching and learning through staff motivation, commitment and working conditions (Leithwood, et al., 2008).

Conceptual leadership is where the leader considers the whole spectrum of the ECD sector, its role in the school, community and society (Kagan & Hallmark, 2001). In this model, a collaborative approach to EC leadership is taken, with the EC leader aiming to address demands of both leading and managing, while seeking to avoid fragmentation. Kagan and Hallmark (2001) see community leadership as a core capacity for development. Their EC leadership model embraces different styles of leadership, different types of leaders, and emphasize the need for training and development in these aspects: Community leadership, Pedagogical leadership, Administrative leadership, Advocacy leadership and Conceptual leadership.

The frameworks cited in this section have been a continuing source for reframing and re-thinking EC leadership (Kagan & Hallmark, 2001). Nupponen (2006) identifies transformational and distributed leadership as concepts adaptable to the ECD contexts, while emergent theories such as the conceptual leadership model also directly address the EC leadership framework.

Gendered Constructions of Leadership

The preponderance of various theories has resulted in tensions among researchers regarding the application and appropriateness of these theories for ECD settings and leaders (Aubrey, 2007; Ebbeck & Waniganayake, 2003; Rodd, 2006; Whalley, Chandler, John, Reid, Thorpe & Everitt, 2007; Woodrow & Busch, 2008). One major concern has been that the past models and traditional leadership notions have been discordant and not all appropriate for the ECD sector. Traditional notions promoted leadership as being entrepreneurial, hierarchical, heroic and masculinist (Kagan & Bowman, 1997; Hard, 2006; Woodrow & Busch, 2008). An Effective Leadership in the Early Years Sector (ELEYS) study conducted in London, UK by Siraj-Blatchford and Manni (2006) confirms that the wider context of education leadership has been based upon men's experiences and male approaches. Cubillo (1999) argues that "the modes on which the characteristics of effective leaders are based, are therefore stereotypically androcentric'; often associated

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with 'masculine' attributes and behaviours such as competitiveness, dynamism, power and aggressivity" (p. 547).

These constructions of leadership illustrated in literature worked against the potential for collaborative and reciprocal relationships within ECD settings. One example is that, traditionally, leadership was assumed by a sole individual, usually a male. This approach ignored distributed or conceptual approaches to leadership. In many contemporary ECD settings, the leadership is shared and predominantly led by females (Kanter, 1983; Lawler, Mohrman, & Ledford, 1992; Morrison, 1992). Additionally, rather than being large, hierarchical and product oriented, ECD settings are smaller entities, people-oriented and less formal in structure. The traditional approach has been less than appealing to current, as well as potential EC leaders, and differs from how EC leaders view their practice (Hard, 2006; Limerick, Cranston & Knight, 1998).

Also addressed in the literature is the phenomenon of colonization, which impacts traditional models of leadership. Acker (2004) proposes the history of colonization has initiated and "promoted a particular kind of man situated within gendered social relations and practices, captured by the concept of 'masculinities'" (p. 28). Masculinities have in some way become the main basis for judging leadership effectiveness; and more masculine traits are admired and desired. This perspective rooted in a historical heritage has led to the thinking that "caring and nurturing unless as a source of profit, are not important, in spite of rhetoric to the contrary and that caring work is devalued, so are those who primarily do that" (Acker, 2004, p. 27).

Thus, much of the literature on leadership and management has ignored issues of gender (Acker, 2004; Siraj-Blatchford & Manni, 2006; World Bank, 2012). There are researchers who reason that women have been relegated to softer and seemingly minor roles (da Silva & Wise, 2006; Gilligan, 1982; Ruddick, 1980). Ruddick (1980) focuses on the notion of maternal thinking that both men and women can express in caring for the young. Gilligan (1982) concentrates on the notion of care and draw attention to women's ethics of care but highlights that women's caring has been invisible and devalued as Acker (2004) also argues, while Fletcher (2001) assents that feminine behaviours which are relational and on the "softer side" often "get disappeared" (p. 3). Fletcher (2001) emphasizes the masculinist logic of effective operations are deeply entrenched in

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gendered assumptions and, as a result, little value is given to ECD workers who are primarily female.

Early Childhood Leadership

Although there has been an increase in studies on educational leadership, there are gaps in research on EC leadership, particularly concerning the practice of it. In their international review of literature on *Effective Early Years Leadership*, Muijs et al., (2004) highlight one predominant key finding: research on EC leadership was limited globally and dominated by a relatively small number of researchers. Much of the research on the practice of EC leadership has centred around the types of leaders, their daily roles and professional development (Heikka & Waniganayake, 2011; Miller & Cable, 2011; Siraj-Blatchford & Manni, 2006). The literature was primarily anecdotal, where the theory and related research lacked connectivity with key concepts and issues in EC leadership (Muijs et al., 2004). Such key concepts and related issues include EC leadership training, recruitment and retention, working conditions, identity and professionalization, mentoring programmes and capacity building or networking (Blackmore, 1999; Lee, 2008; Rodd, 1994; Woodrow, 2008).

Because the context of early childhood is continually changing locally and globally, the roles of leaders and policies of the ECD sector are also changing and expanding (Fasoli, Scrivens & Woodrow, 2007). As a consequence, EC leadership research has been developing regarding what leadership should look like in EC settings. A view of leadership that aligns with the quest for children's education, care and development is characterized by:

> … the physical intensity of working with young children; the necessity to develop relationships that are emotionally and cognitively intimate; the need for early childhood professionals to regard themselves as learners; adaptability across a wide range of developmental levels and institutional settings; the need to take very seriously the family and sociocultural context; the ability to read the child, using highly developed skills of observation and interpretation; the significance of the community context in all aspects of work; and the development of a knowledge base that is grounded in child development (Fasoli, et al, 2007, p. 215).

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These components direct the practices, values and skills that effective leaders should possess. EC leadership then must be purposeful and unswerving in its vision to achieve high-quality outcomes for young children, if these components are to be demonstrable.

Defining Early Childhood Leadership

EC leadership has not been clearly defined at a national or international level in the research literature (Dunlop, 2008). However, there is some research and it will be reviewed in the section that follows.

EC leadership researchers note the importance of context of each ECD setting in arriving at a definition. Hujala (2013) presents EC leadership as "a socially constructed, situational and interpretive phenomenon" in the context of an EC organization (p. 53). Hujala captures the idea that in an ECD setting, a people-oriented, teaching-learning, and context specific setting exists, and only in this setting can the phenomenon of leadership be understood. Waniganayake (2014) encapsulates similar sentiments stating that, in effect, conceptualizations of leadership are best understood when nuanced within the local contexts of enactment or practice.

The EC leadership terminology is difficult to define or distinguish due to the complexity of the ECD workforce, as well as the greater diversity of institutions than exists in upper level school sectors (Muijs et al. 2004). For example, principals at the ECD level may operate or own a nursery, day care centre, pre-primary, private kindergarten, infant department or school, basic school, special school, voluntary school or a combination of these settings (Dunlop, 2003, 2008; Muijs et al., 2004; Solly, 2003). In these diverse pre-school settings or ECIs, the ECD workforce varies to include nursery aids, caregivers, child-care assistants, day-care helpers, EC educators, pre-trained practitioners, trained teachers, pre-school supervisors and a range of qualified EC specialists. Osgood (2004) and Rodd (2005) agree that the diversity of the ECD workforce adds a particular complexity not only for definition purposes, but also for EC leadership itself.

The research literature demonstrates that there are sector differences at the EC level (Muijs et al., 2004). EC leaders focus on care, growth, nutrition and health and education appropriate for young children. These areas of development demand close cooperation with sectors such as Health and Welfare, Nutrition, Mental Health, Special

Needs and Growth and Developmental sectors. The job of an EC leader becomes quite extensive and demanding given all the various sectors to work with. One example is that EC principals arrange with nearby community medical clinics inviting nurses to administer immunization shots to children.

Other factors to be considered in defining EC leadership include the diversity in philosophies, models and ideals (Dunlop, 2008; Muijs et al., 2004). This means that ECIs cater to different age cohorts, levels of affordability, special needs, measures of educational performance, specific entry requirements, and various approaches to curriculum and planning, when compared to upper school levels. Philosophical approaches and models may be based on a religion or faith-based approach, community-orientation, public funding and governmental policies, or private offerings (Dunlop, 2008; Muijs et al., 2004).

Despite these complexities, Hujula, Heikka and Halttunen (2011), who promote the conceptual leadership model, define EC leadership as that which is determined and guided by the mission of ECD, with core tasks focused on the practice of child care. Hujala, Waniganayake and Rodd (2013) refined this definition by referring to EC leadership as "a holistic process that involves not only the leader and administration, but also personnel and indirectly parents and everyone else who has an influence on the implementation of early education practices" (p. 214). Other researchers contend that EC leadership should be viewed as a shared responsibility for all ECD professionals who must tackle educational change (Ho, 2011; Stamopoulos, 2012). This shared model challenges those involved in change to build on their pedagogical and professional knowledge and maintain their professional identity (Ho, 2011).

Some researchers, like Whalley (2012), concede that while there is a lack of clarity in the research literature, the practical aspects of EC leadership, the development of the roles of the EC leader and EC leaders themselves help to shape an understanding of leadership. This approach to defining EC leadership has led to a growth in the number of terms used to describe EC leaders. They have been described as transformational leaders who, as 'change agents', motivate others towards higher goals (Miller & Cable, 2011). EC leaders have also been labeled as pedagogical leaders (Heikka & Waniganayake, 2011), while Siraj-Blatchford and Manni (2006) use the term 'leadership for learning'.

Notwithstanding the various arguments surrounding the definition of EC leadership, Rodd (2005) offers a definition of leadership that captures the various views of scholars. She describes EC leadership as a process by which one person sets certain standards and expectations and influences the actions of others to behave in what is considered a desirable direction. EC leaders are responsible for setting and clarifying goals, roles and responsibilities, collecting information and planning, making decisions and involving members of the group by communicating, encouraging and acknowledging commitment and contribution (Rodd, 2005). These ideas align with the current view of leadership in the ECD sector which is considered to be more collaborative and interdependent rather than hierarchical. Therefore, the definition adopted for EC leadership in this study is: the collaborative approach employed by the EC leader in building, steering and coordinating educational, developmental and pedagogical curricula activities for children birth to eight years, in addition to organizing internal and external communication with staff, community and education stakeholders.

Related Concepts: Early Leadership and Management

Leadership and management have been used in organizational context both as synonyms, and with differentiated meanings. Depending on the country context, school leadership and school management have used interchangeably in the literature and in practice (Jeffery & Woods, 1998; Troman, 1997; Woods, Jeffrey, Troman & Boyle, 1997. The tensions between management and leadership have also been addressed within the research literature on EC leadership.

A number of researchers conclude that EC professionals themselves have a narrow view of their role, primarily as educators or child developers; without asserting their management responsibilities (Morgan in Kagan & Bowman, 1997; Muijs et al., 2004; Rodd, 1998; Rodd, 2001; Scrivens in Nivala & Hujala, 2002). Increasingly, more educational leadership literature reinforces the view that leadership and management are separate but related concepts (Lawler & Bilson, 2010; Moyles, 2004; Rodd, 2008; Siraj-Blatchford & Manni, 2006). Rodd (2005) distinguishes her typology of what managers and leaders do: managers plan, organize, co-ordinate and control, whereas leaders are typified as people who give direction, offer inspiration, build teamwork, set an example

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and gain acceptance. Siraj-Blatchford and Manni (2006) framed the terminology "leading and managing: striking the balance" (p.15) as one practice of an effective EC leader, while Webb (2005) refers to the two dimensions of an EC principal as the "leading professional, and chief executive manager" (p. 69). Nivala and Hujala (2002) seek to interpret the meaning of principals' activities, and categorize leadership and management responsibilities into five different frames: educational, caring, managing, practical and personal. This frame attempts to incorporate all aspects of the principal's daily tasks and routines.

Researchers observe the difficultly EC principals face in balancing these seemingly disparate tasks, which often result in the administrative role taking precedence over teaching and learning (Jeffery & Troman, 2004; Rodd, 1997). In Rodd's (1997) study it was found that EC principals displayed a high level of involvement and human interaction, with notably less time spent on administrative tasks. Additionally, principals found administrative tasks 'least rewarding' and most difficult. Most principals found it challenging to reconcile the change in focus from direct care and education of young children to the tasks of management and leadership. While principals agree that both roles should be balanced, given increasing demands for accountability, EC principals often intensify management tasks.

In other research some principals posit the view that leadership should be emphasized over management. Research done in Scotland reveals EC leaders saw leadership as the more essential element of their role over management (Dunlop, 2002). In direct opposition however, studies done in UK ECD settings show that most leaders paid more emphasis on management than on leadership (Bloom, 1997, in Muijs et al., 2004, Rodd, 2005).

Despite the diverse views, some researchers conclude that effective leadership and management are central to a quality ECD agenda and must support the best possible experiences for children and staff. For example, Siraj-Blatchford and Manni (2007) conclude that EC leaders need to have a balanced approach directly assisting staff towards instructional improvement efforts while championing organizational growth. The OECD (2008) supports the view that leadership is overarching, but that management is integral to any leadership framework.

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Distinguishing Features of Early Childhood Leadership

In distinguishing EC leadership from other types of leadership, researchers have focused heavily on context and setting which was discussed in the previous section. EC settings do not connect with other levels of school leadership in all areas. Citing the sector differences, i.e. between pre-school, primary or secondary levels, the management of an ECI and the educational process varies. Such differences at the ECD level include: specific curriculum content geared towards building a foundation for other levels of schooling; monitoring young children and ensuring healthy, nutritious and safe conditions for learning and development; employing and selecting staff with the appropriate knowledge, skills and attitudes; and developing cooperation with parents and community for optimal development of children (Da Ros-Voseles, & Fowler-Haughey 2007; Heikka, 2014; Klein, & Knitzer, 2006; NAEYC, 2012). Based on these sector differences, school leaders at the ECD level require distinct characteristics, skills and competences, and therefore distinct training.

The focus on the characteristics of potential leaders remains a key component in the selection of EC principals in the Caribbean, as discussed later in this chapter. However, there are multiple histories, a wide range of theories, practices, projects, and framings of early childhood, purported towards for reconceptualizing the ECD sector. Such contemporary critique and diversity of ideas arise from key researchers such as Bloch, Swadener and Cannella (2014). In addition to the attitudinal characteristics, other specific distinctions of the ECD field discussed in this section include elements of gender, care and nurture, and the low status and remuneration of the ECD workforce. These distinctions will be discussed in the section that follows.

Characteristics and Skills of Early Childhood Leadership

In examining the nature of ECD from a historical point of view, research scholars have focused on particular characteristics EC leaders should possess. Rodd (2005) concedes effective EC leaders need distinct characteristics and skills for the purpose of achieving the overall goals of any ECI. Such characteristics and skills comprise: balance in achieving the work, task, quality and productivity with concern for people, relationships, satisfaction and morale; innovation, adaptability to change, stability, command respect

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and promote feelings of trust and security (Rodd, 2005). Bloom (2000) categorizes these ideas into three broad characteristics that transmit competence in EC leadership: knowledge, skills and attitudes.

Knowledge. One main competency at the forefront of effective EC leadership is knowledge. Stamopoulos (2012) labels this knowledge, professional knowledge. EC leaders should possess knowledge of organizational theory, group dynamics, child development, and teaching strategies (Bloom, 2000). To the extent that these areas of knowledge are capital to the success of any EC leader, these should be shared and articulated into a philosophy based on values and principles (Jones & Pound, 2008; Siraj-Blatchford & Manni, 2006; Whalley, 2006). Many scholars agree that an EC leader with sound knowledge of his or her field should be a visionary, lead the way and inspire others to find innovative and creative paths (Earley & Weindling, 2004; Jones & Pound, 2008; Moyles, 2006; Siraj-Blatchford & Manni, 2006; West-Burnham, 2007). Moreover, EC leadership driven by pedagogical competence and coupled with a knowledge of child development, influences the success of ECIs (Scottish Executive, 2004). Stamopoulos (2012) accentuates that pedagogical leadership is crucial not only for children's holistic progress, but also for staff growth and the institution's general success.

Skills. The EC leadership literature presents various skills that EC leaders should possess. Among these are technical, human and conceptual skills. These skills are related to team work, motivation, support, budgeting, role definition and cooperate goal setting (Bloom, 2000; HMIE, 2000; Rodd, 2005). Other researchers describe these skills as building relationships, shared decision-making and empowerment of others (Scrivens in Nivala & Hujala, 2002).

Traditionally, focus has been given to the individual skills and personal characteristics of individual EC leaders (Nivala & Hujala, 2002; Wood, 1982). However, current research literature and analysis supports the view that if EC leadership should contribute to sustainable ECD programmes, then focus must be re-directed to identifying and honing distinctive skills expected of all EC leaders. Dunlop (2008), for example, explains EC principals now recognize distinctive areas of work on which they lead including teaching, planning, observing young children, undertaking assessments, evaluation, identification of team development needs, record keeping, organizing staff,

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time, space and resources. Dunlop (2008) concludes that "no longer is their role predominantly to teach children" (p. 6).

While identifying the skills of EC leaders are important, Stamopoulos (2012) cautions it is particularly relevant to interpret the meaning of the activities behind these skills, and how they contribute to effective ECD programming. In other words, the practical execution of activities such as ensuring children's care, safety and nutritional needs are met, implementing activities to improve teaching-learning, providing resources to staff or planning school initiatives, should be assessed for their value and contribution to the overall success of the ECD setting.

Attitudes. EC leadership scholars agree that there are certain valued personal qualities that EC leaders should possess, not least is the ability to be authentic and encourage authenticity in others (Curtis & Burton, 2009; Jones & Pound, 2008; Moyles, 2006; Sylva, Melhuish, Sammons, West-Burnham, 2007). This authenticity should be manifested in the EC leader's identity, measure of influence, ethical commitments and enactment of values. Some researchers have centrally focused on the development of an ethic of care that underpin the EC leader's practice (Curtis & Burton, 2009; Osgood, 2006). Bloom (2000) succinctly describes the EC leader as one with a 'moral purpose' (p.12).

Dalli (2005) highlights the importance of relationships and responsiveness in effective ECD practice. Crucially, EC leaders should have good working relationships with staff, be effective communicators and be responsive to parents' needs (Siraj-Blatchford & Manni, 2006; Sylva et al., 2004). In sharing knowledge and executing the vision, the EC leader should ensure there is a distribution of leadership tasks throughout the organization (Jones & Pound, 2008; Moyles, 2006; Siraj-Blatchford & Manni, 2006). This relational quality directs the EC leader to stimulate an atmosphere of trust, security and unity not limited to the pre-school environs. Driven by a genuine and active concern for children's well-being and the progress of the ECI, the community will be encouraged to support the ECD programme.

Early Childhood Workforce Female Dominated

In identifying one main observable aspect of EC leadership, the ECD sector is almost exclusively female (Bennett & Taylor, 2006; Sanders, 2002). Men form a very small percentage, estimated to be less than 3 percent of the total ECD workforce worldwide; a similar 3 percentage of male pre-school teachers exist in the U.S. (Wardle, 2008). In Canada, women held more than 96 percent of the jobs in the ECD sector in 2011, a percentage that has been fairly stable since 1991 (Service Canada, 2016). Bennett and Taylor's (2006) comprehensive work, in which eight OECD countries participated, highlights that the ECD workforce is dominated by women. For example, the report reveals that Finland has almost all female staff; Germany, 95 percent; Hungary, almost exclusively female; Netherlands, almost wholly female; and United Kingdom, 98 percent (Bennett & Taylor, 2006).

In reference to a ground-breaking research steered by Shakeshaft (1987, 1989), and involving 600 school administrators in the U.S., she identified five main distinguishing features of the female dominated world: 1) centrality of relationships with others; 2) teaching and learning; 3) importance of building a learning community; 4) feeling of marginality in the otherwise male dominated arena of education; and 5) the blurring of private and public spheres. Among the endorsements, Scrivens (2002) confirmed Shakeshaft (1989) views that women's leadership style tends to be more democratic and participatory, encouraging inclusiveness and a broader view of the curriculum.

While there has been growing interest in the field of ECD and an increasing demand for ECD programmes, Hard (2011) laments that women in the ECD field face a wide range of challenges which many times are ignored. Such challenges include reconciling work and family responsibilities, poor working conditions, low remuneration and low status. Further, much of the literature has not addressed the value attached to the work of care and the women behind the work. Hard (2011) suggests that the traditional view of leadership, the highly feminized ECD workforce, the feminized activities of care and education and the complexities of leadership, may all have a mitigating impact on research and aspirations for leadership itself.

Care and Nurture

Another distinguishing aspect of ECD and by extension, EC leadership, is the care and nurture element, which has traditionally been associated with females who stereotypically have been considered naturally predisposed to caring for young children (Cunningham & Dorsey, 2004; Nelson & Sheppard, n.d.; Neugebauer, 1999; Sanders, 2002). Brenan (1998) highlights the strong history of care rooted in philanthropy, women's charitable work, reforming working class family life and improving living conditions of the poor. The study discloses that internationally the rationale for ECD provisions differ. While recognizing the differences however, da Silva and Wise (2006) cite that due to the nature of the day-to-day work, which involves the care and education of the young, nurturing is rated as the most important feature of child care provision. Researchers Woodrow and Busch (2008) profoundly cement this caring feature of EC by stating "caring capable women in the service of the nation through their labour, self-sacrifice, in the happy garden of untroubled childhood" (p.89). These authors were quick to add however that this traditional image of EC leaders is not the reality of contemporary ECD contexts. They emphasize EC leadership is far more complex, while still continuing to demand attention, care and nurturing of young children.

Aubrey (2011) identifies "warm, nurturing and sympathetic" (p. 30) as distinctive features of EC providers. However, in Aubrey's study done in the UK, participants surprisingly categorized principals according to their personal level of qualification and training. Participants with ECD postgraduate qualifications categorized "leaders as guides". Respondents with 'other' qualifications, labelled "leaders as strategists". Those with National Vocational Qualifications (NVQs) or certificate training, favoured "leaders as motivators and yet another set of post-graduates saw "leaders as entrepreneurs and business oriented". Aubrey concludes that those with ECD postgraduate qualifications may value EC leaders as coaches, mentors and guides while those with NVQs favour an empowering motivating role. Those with 'other' qualifications may value more a leader's strategic role in a fast-changing context. The author expresses surprise at the evidence pointing to the findings that ECD workers with different backgrounds and levels of qualifications pursue different routes in ECD, express different views of EC leadership, and have different attitudes towards the role of the EC leader.

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Low Status and Remuneration of Early Childhood Leaders

While not frequently highlighted in literature, other distinguishing features of EC leadership and staff are the low status and remuneration of the ECD workforce. As indicated, the ECD field is dominated by women who are generally paid less than men. A few researchers have focused on how ECD professionals have been disregarded, have long-standing low status and are inadequately remunerated (Kagan, 2003; Stamopoulos, 2012; U.S. Department of Education (DoE), 2016).

In the U.S., EC caregivers and teachers with a Bachelor's degree earn nearly half the average earnings of individuals with a Bachelor's degree overall (U.S. DoE, 2016). With 97% of EC teachers being women, the ECD field shows major gaps in salaries, when compared to every other field (U.S. DoE, 2016). The national median annual wage for pre-school teachers is 55 percent of wages earned by kindergarten teachers, and 52 percent of primary level school teachers (U.S. DoE, 2016). Yet, in all instances US pre-school teachers are paid much less than all teachers at upper levels of schooling. Further, despite having higher levels of formal education than the average US worker, ECD providers earn dreadfully low wages, rarely receive benefits or paid leave (Kagan, 2003). Not surprisingly, given the low salaries, staff turnover is high in ECD programmes. Kagan, (2003) argues that attention to wage parity across settings is critical as it attracts and retains a high-quality workforce, essential for a high-quality programme. These disparities are cited as major obstacles for improving early childhood provisions.

Similarly, longitudinal studies conducted in the UK, identified EC practitioners as being the lowest paid workers. A variety of pay scales exists across the types of pre-schools, despite similar tasks, and in instances of continued training and staff retention, there have been no increased remuneration or improvement in pay (Sylva et al., 2004). Concerns were also raised regarding the volume of work expected of EC leaders. While EC leaders lead on day-to-day practice, conduct staff development, deliver training, works one-to-one with children with learning difficulties and other disabilities, there is no additional compensation (Rodd, 2013). Moreover, studies conducted in the UK reveal that although ECD professionals have a huge range of qualifications and a multi-professional career structure; their salaries are not commensurate (Stamopoulos, 2012).

The historical dichotomy between "care" and "education" still pervades and is reflected in the research literature. This dichotomy imposes the view that those who care for children are less valued or require fewer qualifications than teachers in upper levels of schooling. Historical views still persist as EC educators have been less visible and less valued than teachers of older children and this impacts EC educators' views of themselves as potential leaders (Hard, 2006). In the words of Moss (2006) and Woodrow (2008), early childhood has always been excluded from the professional arena of 'formal' education and school teachers. Moreover, Hard (2004, 2006) found that early childhood educators' professional identity and their capacity for taking on leadership identities were influenced negatively by the inferior social positioning of the ECE field. The poor conditions of service, together with the stigma of early years only being about 'play' contributes to low self-image among ECD cadre (Hard, 2005; Stamopoulos, 2012). Research confirms ECD workers have a low status in some people's eyes and principals often encounter low expectations from parents as well as other professionals (Essa, 2014).

These circumstances place extensive demands on principals, yet despite the conditions, principals are expected to lead effectively and possess the skills necessary to produce long-term outcomes (Stamopoulos, 2012). Webb (2005) and other researchers have called for better resourcing of ECD settings, including incentives for teachers which consist of increased pay through successful threshold assessments, enhanced status through promotion to senior management and/or becoming an advanced skills teacher and financial support for additional in-service training opportunities, such as participation in a higher degree programme. These concerns are crucial if leadership in ECD is to improve. As the OECD (2006) proposed:

> All countries in the coming years will have to address the professional education, status, pay and working conditions of ECE staff. If not, the sector will remain, at least in some countries, unproductive where child quality and child outcomes are concerned, and non-competitive with other sectors for the recruitment and retention of staff (p. 170).

Early Childhood Leaders' Views on Leadership

Concepts of leadership among professionals in ECD settings vary. However, researchers indicate that most EC leaders often view themselves first as educators, rather than

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institutional leaders or child development specialists. Muijs et al. (2004) cite that principals in ECD found contact with children and parents, and achievements of children the most pleasurable parts of their job. Principals attested they had less enjoyment with the management aspects of their job.

In other research conducted in New Zealand, the view and approach to leadership is understood by those who are tasked with principalship as being community leaders (citation). Hatherley and Lee (2003) interviewed participants with a view to further leadership in ECD settings. The participants defined leadership as having a vision; being able to articulate this vision in practice; strengthening links between the ECD centres and the community; developing a community of learners, community advocacy; and giving children leadership.

Participants' understandings of leadership in Hard's (2008) study indicate that undertaking leadership activity in ECD requires a certain egalitarian rationale. When discussing leaders at a prominent level, participants noted leadership should be underpinned by certain values. Participants identified in others, qualities that demonstrate leadership. One participant reiterated this rationale for leadership based on egalitarian values as someone who is 'very strong, very good, very dedicated and devoted. I don't believe that he has an agenda of any sort except for the promotion of early childhood services' (Hard, 2008, p. 103).

However, there are tensions which run alongside this egalitarian rationale. One participant identified a need to 'blow our own trumpet more' but apparently only within a rationale that is based on the collective "ECD good" (Hard, 2008, p. 103). Similarly, Blackmore and Sachs (2001) provide an example of women's inability to articulate their worth when one of their participants said 'women are not very good at blowing their own trumpets' (p. 57). Another participant from Hard's study emphasized leadership behaviour is not based on what individual leaders can get out of the activity for themselves, but enacting leadership for the good of the ECD setting.

According to studies done in Scotland, Dunlop (2008) cites that participants specify differences in who was seen as a leader in various types of ECD settings. In nursery classes, primary schools, private and voluntary settings, respondents saw the official leader (owner, head teacher) as the only leader, but responses from nursery

schools and excellence centres gave broader interpretations. These differences give insight into the perceptions of ECD staff regarding EC leadership and help to determine the kind of support or empowerment needed to effectively lead. The study also intimates that principals who are not trained or who are less trained may be less confident in their leadership roles.

In some studies, principals determine who a leader is based on who the proprietor of the ECI is or whoever is in the principal position. Participants held the perception that whomever is in the leadership position, is the leader, and that person should be supported and empowered to effectively lead (Dunlop, 2008; Solly, 2003). Participants in Dunlop's study determined a principal's quality of leadership based on their professional and educational background. One conclusion drawn from the study was that principals who were not trained or who were less trained, may be less confident in their leadership roles and the image they protray.

Stamopoulos (2012) published data from studies done in Western Australia, examining the professional background and perceptions of principals on their leadership role at the pre-primary level. Participant principals expressed that they felt pre-primary was specialized and different from the primary school. They confessed that as principals they lacked the necessary knowledge and experience to provide adequate leadership; they required adequate professional development to implement leadership roles in ECD (Stamopoulos, 2012).

Reservation in Articulating Leadership. Another body of literature reveals some reticence by practitioners to execute their leadership role or see themselves as leaders in the ECD field (Rodd, 1998; Taba, Castle, Vermeer, Hanchett, Flores & Caufield, 1999; Woodrow & Busch, 2008). A number of factors contribute to EC leaders' reservations. Parker-Rees, Leeson, Savage and Willan (2010) identify the complex dynamics and demands of the research, policy and practice triangle. The interplay of research, policy and practice triangle can inform, shape and support leaders, but also provide challenges and be very intimidating for EC leaders (Parker-Rees, et al., 2010).

Another area of reservation lies with the engagement of the young and the need for their nurture and care. These behaviours however, may seem contrary to the

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characteristics required for advocacy leadership, such as risk taking behaviours (Grieshaber & Cannella, 2001). Espinosa and Bowman (1997) recognize the nurturing attributes and emotional sensitivity in relationships (valued by those in ECD) and maintain that these qualities contribute to a desire for harmony rather than subjecting "oneself to the rigors and hardships of leadership" (p. 101). The desire for harmony may also be problematic in that this includes an avoidance of rigorous debate and discussion which are important elements in a healthy workplace. It is possible that these qualities: nurturing, caring and supportive, are perceived as almost contrary to those required by traditional, masculinist, heroic leadership models (Espinosa & Bowman, 1997; Grieshaber & Cannella, 2001). This perceived dichotomy of what a leader is (both formally and informally) and how to lead may be inhibiting leadership aspirations. It may result in uncertainty for ECD personnel who do not see themselves as leaders and therefore are unwilling to engage and articulate as leaders.

Societal and organizational barriers also play a role in inhibiting women from realizing their leadership ambitions or asserting their leadership role. Given the challenges to secure jobs or upward mobility Rodd (1998) argues, several of those who apply for leadership positions do so reluctantly or are unconsciously ill-prepared. Many EC leaders have reluctantly assumed leadership positions for the sake of sustaining their families.

Sadek and Sadek (2004), also address the misconception that one's success as an early years staff member will naturally translate into being a successful leader. It may be assumed that an EC practitioner with multiple years of experience may possess the skills of a leader and that of supervising others. As indicated prior however, in many instances practitioners are elevated to leadership positions without being granted appropriate training to carry out their responsibilities (Ebbeck & Waniganayake, 2003; Rodd, 2005). Similarly, Waniganayake, Cheeseman, Fenech, Hadley & Shepherd (2012) report practitioners who have been tasked with a leadership position, express difficulty in managing adults. It appears that those making a leadership transition need to consider how they are prepared to make the change from 'managing' children to 'managing' adults and to handle all of the other administrative tasks that accompany the role.

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In other studies, Rodd (1998, 2005) also highlights the reluctance amongst leaders in the early years to accept the label 'leader'. Interestingly, this stance is taken with focus on the administrative aspects of the job. EC principals in the study expressed an aversion towards the management components of their job which extensively drew them away from the interaction with children, staff and parents. Participants identified the preferred status of their jobs as being educators and child developers; a familiar sentiment expressed throughout the literature observed. Respondents equated loss of quality time and input with supporting teaching, learning and child development, with being incompetent. Additionally, such tasks as budgeting and management of adults were viewed as time-consuming. Rodd pointed out however the cumulative results of the study indicated that a lack of training in these areas of administration, may be the cause of such reticence and frustration.

Support for Early Childhood Leadership

The research literature emphasizes the importance of support for EC leaders. Support for EC leaders may be internal, i.e., from the immediate staff, school board and families, but also external. External support may be from associations, agencies, government departments and various professional websites (Rodd, 2013). EC leaders who want to be effective must keep abreast of local policy and other issues. In collaborating with members of professional bodies, change in ECD can be accomplished more effectively when supported by a range of professional bodies. The need for support and motivation from all stakeholders help to overcome barriers and obstacles and also to counteract sources of resistance to change (Rodd, 2013).

One area of support for EC leaders, not often addressed in literature, is the work of organizations and multi-agencies. The challenges EC principals face, particularly in dealing with challenged behaviours and children require special education (Sandall, McLean & Smith, 2000). Supports available to principals provide guidance on effective practices that are related to better outcomes for young children with disabilities, their families, and the personnel who serve them. Multi-agencies provide support in the following ways: assessment, child-focused interventions, family-based interventions, interdisciplinary models, technology applications, policies, procedures, and systems

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change and personnel preparation. Sandall et al. encourage EC leaders to access support and key features of these organizations for better management of ECIs.

Another area of support in ECD comes from leaders who were trained and experienced (Rodd, 2013). Trained EC leaders display an understanding and complexity of leadership that establish their assertiveness and maintain their performance. These qualified leaders can provide support for new staff members through training, mentoring, shadowing and coaching. Support may also be provided for other novice principals in the ECD field. The value of the relational nature in mentoring and the contribution to shaping one's professional identity is often neglected (Thomas, 2012). Additionally, in EC settings where leaders have a good understanding of their role, they command and inspire leadership through encouragement, counselling, delegation and a participative style that uses consensus. Utilizing this democratic style support the leader, as well as the led.

In high-stress EC environments, insightful leaders in collaboration with team members can provide powerful supports (Ancona, Malone, Orlikowski & Senge, 2011; George, Sims, McLean & Mayer, 2011). Enacting effective leadership embodies coordination of collective work and outcomes, good communication and increased commitment to the job (Hujala, et al., 2013). In emphasizing teamwork, EC leaders can decrease stress levels while developing leadership capabilities (George, et al., 2011).

Constraints in Early Childhood Leadership

One main area of EC leadership that has not been sufficiently addressed in literature is the personal and psychological needs and challenges of EC leaders. Committed professionals in the ECD sector very often invest so much time in leading to the detriment of their personal needs (Rodd, 2013). In neglecting personal needs over a period of time, costs are incurred for the leader, as well as the workplace climate is affected. Eventually the quality of service provision is affected negatively. Rodd lays emphasis on the necessity of EC leaders being aware of their personal needs, understanding their value and making realistic assessments of their own assets, strengths limitations and vulnerabilities.

Another area of challenge for EC leaders is positive self-esteem. EC leaders who perceive themselves or their jobs as inferior have challenges with self-esteem (Rodd, 2013). When EC leaders compare, feel inadequate or less worthy than other professionals

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they may lose confidence in discharging their professional roles and responsibilities (Rodd, 2013). In Rodd's review emphasis was placed on the psychological effects as well as the strain on family life. The life of an EC leader is filled with changes and overwhelming responsibilities and these give rise to feelings of frustration. As a result, stress has become the common cry for EC leaders.

Any perpetual frustration and pressure can contribute to work-related stress, resulting in diminished coping strategies and eventual burnout. According to Rodd (2013), the effects of burnout in EC settings observed included: loss of dedication and enthusiasm, a growing sense of frustration and anger, a sense of triviality regarding work, withdrawal of commitment to work and relationships, a growing sense of personal vulnerability, and a sense of depletion and loss of caring. The overall result of burnout is a reduced performance, absenteeism, job turnover and the general decline in the stability and services of ECD offerings (Rodd, 2013).

A parallel and major pressing concern identified in literature has to do with time management. This is a common to EC leaders, who have so many demands and tasks that require urgent and important attention, along with the many adhoc occurrences. Rodd (2013) defines time management as "a means of getting things done as efficiently and quickly and with as little stress as possible" (p. 91). One main obstacle to time management in EC settings is interruption. As Rodd specifies "A 40-hour working week is not the norm for those who work in early childhood" (p. 90). The statutory working hours rarely apply for EC leaders as many interruptions persist each day. In cases where family members do not collect a child on time, no EC personnel would leave a child abandoned. Rodd goes on to explain, EC leaders often plan, prepare and attend staff meetings and other functions after hours. The advent of paper work, particularly taken home and completed outside working hours, depletes energy, increases personal stress and interrupts personal pursuits and family life (Rodd, 2013).

Conflicts and conflict resolution is another challenge faced by EC leaders. In research conducted by Rodd (2013) across EC settings in the UK, various conflicts exist to include disputes, differences of opinions, in-fightings, friction, clashes and antagonism. While conflicts are inevitable, it adds additional strain on the EC leader. EC leaders do not always effectively delegate, define roles explicitly or facilitate independent work.

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Additionally, they do not always avoid engaging in unnecessary control, unreasonable timeline and expectations, and micro-management. Rodd concludes that both stress and conflicts need to be managed carefully by EC leaders if they are to progress.

Early Childhood Leadership Training and Qualifications

Those writing about EC leadership have stressed the importance of training for EC leaders. Rodd (2001) suggests that through training, the major elements of leadership can be developed. These elements are: technical knowledge and skills, including pedagogical and curriculum leadership; conceptual ability, which involves critical thinking and advocacy; and, interpersonal skills. Other EC researchers confirm EC leaders who succeed in creating sustainable EC programmes, have strong educational, experiential and committed leadership backgrounds (Chandler, 2012; Muijs et al., 2004).

However, the reality is stark. In many instances, analysis indicates EC leaders are too often granted positions as 'accidental leaders' with minimal training, no prior leadership experience, and mostly on-the-job training to carry out their responsibilities (Ebbeck & Waniganayake, 2003; Muijs et al., 2004; Rodd, 2005). These accidental leaders often encounter difficulties in regards to interpersonal relationships, administration and decision making (Muijs et al., 2004). Ignoring training for EC leaders is a most serious oversight as it leaves effective leadership practice to chance and the lack of leadership training infers that there will inevitably be weak leaders, leaders who are left unprepared for the significant management and leadership tasks they face on a daily basis (Muijs et al., 2004).

Parker-Rees et al. (2010) argues that in the U.K. as in other parts of the world, EC leaders are expected to work in a multi-professional practice. These authors caution however, that EC principals are attempting to practice leadership, communicate and resolve issues, starting from different educational levels, years of experience and various child-rearing perspectives. Given the various backgrounds and profiles of EC leaders, theoretical underpinnings may not be sufficiently developed for the EC leader to be truly effective and should be heavily scrutinized (Parker-Rees et al. 2010; Rodd, 1998).

In longitudinal studies conducted in England, some EC principals indicated they have had some form of training to support their leadership roles, however the majority of

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courses were short and generally part of a larger study programme (Rodd, 1997; Taggart, Sylva, Siraj-Blatchford, Melhuish, Sammons & Walker-Hall, 2000, Siraj-Blatchford & Manni, 2006, 2007). Only in a minority of cases, was there evidence of EC leaders pursuing long term courses such as a degree in ECD and Leadership or other management studies (Taggart et al., 2000, Siraj-Blatchford & Manni, 2006, 2007). In cases where principals have had over three years of training, only a few topics such as child guidance, curriculum planning and communicating with parents have truly built on their leadership roles. Courses on professional competence and administrative roles have not been taught in-depth (Hujala, Waniganayake & Rodd, 2013). Respondents in Rodd's study referred back to past and dated courses when asked about their current involvement in professional development and training. This means, EC professionals were not current in their professional knowledge and leadership development.

Researchers concede that the quality of the environment increases with the leaders' childcare qualification (Bella & Bloom, 2003; Taggart et al., 2000; Siraj-Blatchford & Manni, 2006, 2007). The higher the qualifications of leaders, the higher the quality of the curriculum experiences, the more coordinated the programme structure, and the better the relationships with and between staff and parents (Sylva et al., 2004). However, the highest childcare qualifications are found predominantly in 'education' rather than the 'care' sector. In cases where there is a combined school level environment, the least qualified leader would be assigned to playgrounds and childcare settings (Taggart et al., 2000, Siraj-Blatchford & Manni, 2006, 2007). While some principals have no childcare qualifications at all, the most qualified principals are found in primary/secondary level schooling (Taggart et al., 2000, Siraj-Blatchford & Manni, 2006, 2007).

Another area of focus for researchers is the impact of training on job performance, empowerment and raising sense of self-esteem. There is a strong correlation with principals' perceptions of competence in a leadership role and their level of education (Bella & Bloom, 2003; Stamopoulos, 2012). Principals while having years of experience but who had little or no training, had less leadership competence, while principals who were trained, improved their management skills, were more reflective about their leadership behaviour, and felt they had practical resources to help (Bella & Bloom, 2003;

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Stamopoulos, 2012). Among principals trained, they have sustained confidence, make better career decisions and have higher retention rate in the field of ECD. Bella and Bloom (2003) summarize that there is "compelling evidence of how leadership training can change the EC profession from the inside out and from the bottom up… (p.2). There is a need for "systematic, intensive, and relevant training focused on the unique needs of EC principals" (2003, p. 2)

While training and support are crucial to improving the quality of care, Hujala et al., (2013) indicate appropriate training opportunities for EC leaders are still inadequate. Other researchers insist however that the real problem is not so much the lack of training opportunities but the lack of policy provisions. Succinctly, the policies drive the practice. There is insufficient policy attention to the development of an educated workforce in ECD (Dickens, Sawhill & Tebbs, 2006; Muijs et al., 2004).

There is also concern expressed in literature regarding global trends and the importance of adequately preparing EC leaders in a globalized society (Hujala et al., 2013). EC leadership is also influenced by international policies and changes undertaken in the general ECD field. Ramgopal, Dieterle, Aviles, McCreedy and Davis (2009), argue that the field of ECD is constantly changing and therefore strong leadership is required to make sure it is moving in the right direction to benefit children and their families. Leadership training opportunities for principals and leaders in ECD is an international problem and there is a need for well qualified leaders who will lead the EC profession rather than being led by others (Ramgopal, et al., 2009).

National Leadership Training and Early Childhood Principals. While limited, references to national training programmes have been observed in the literature, Hard (2008) indicates preparation for leadership has to go beyond individual training, due to the advent of leadership capacities and team building. The ECD sector must address the needs of leaders in multi-agency frameworks, of which national training programmes could address. While recognizing the uniqueness of leadership in ECD and the wide range of qualifications exhibited by ECD workforce, national training programmes serve to target the distinctive features of mixed staffing models. National leadership training could address needs of inexperienced staff as well as provide specific leadership certification for more advanced staff (Hard, 2008; Solly, 2003).

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Nupponen (2006) advocates collective training and experience, but specifically in business management and leadership if the competence of EC principals should improve. Nupponen also believes a political commitment or culture is required, one in which training opportunities are offered, if there is to be any improvement in the quality of ECD services.

The federal government in Canada cites the need for national training systems. The government works with the provinces to create national training and recruitment programmes towards promoting on-going professional development, improving certification levels of EC workers, enhancing employability levels and wage status, and reducing staff turnover (Ontario Institute for Studies in Education, 2014). In other jurisdictions such as the U.S., policies like the No Child Left Behind Act of 2001 have driven the need for national training programmes towards improving practice and assessment, meeting certain educational qualifications and helping teachers receive professional development to enhance abilities to support young children's learning (Welch-Ross, Wolf, Moorehouse, & Rathgeb, 2006). Training and professional development of practicing early childhood educators is considered critical to the quality of experiences afforded to children (Martinez-Beck & Zaslow, 2006).

The collective training approach however, has faced opposition. While national training for EC leaders and aspiring leaders are now more available, the collective and specific leadership needs of the majority of principals are not being met (OECD, 2008). Pedagogical development for EC principals is difficult in these general educational training sessions (OECD, 2008). Other researchers argue about the content and compilation of these EC national training programmes. For example, Hujala et al., (2013) investigated the arrangement of existing ECD training programmes in Australia; they mainly consist of lectures, peer discussions and a few field trips. These training sessions are often covered over a few hours, which would not significantly address the most pressing training needs. Principals have indicated these national training programmes have not prepared them for working as leaders (Hujala et al., 2013) Additionally, in order for training sessions to be influential class sizes should be limited to fifty to enable better interaction. Hujala et al. (2013) contend that it remains to be seen to what extent these

national training programmes will equip EC leaders in acquiring the skills necessary to improve their leadership capacity.

Educational Leadership in the Caribbean

Educational leadership is a relatively new area of study in developing countries, which includes the Caribbean (Oduro, Dachi & Fertig, 2008; Oduro, Dachi, Fertig & Rarieya, 2007). However, there has been an increasing interest in examining school leadership in these contexts in recent decades (Ho, 2011; Jean-Marie & Sider, 2014; Oduro et al., 2008). Researchers put forward the notion of philosophical holism in leadership development which has prompted research on educational leadership in the Caribbean.

Some researchers have noted however, that the specificities of the Caribbean context must be considered (Lumby, Crow & Pashiardis, 2008). Such peculiarities as highlighted by Lumby et al., include: geographical isolation, economic vulnerability, lack of higher education provision and limited resources. These characteristics make it difficult to provide appropriate development opportunities for school leaders. For example, Scott (2001) states small countries in the Eastern Caribbean have neither a university campus nor the resources to send principals for training. In cases where countries or individuals can afford leadership training, it is often in collaboration with universities of other countries (Bush 2008; Lumby, et al., 2008; Scott, 2001).

Works by Jean-Marie and Sider (2014) emphasize the dual need for research on school leadership in fragile states and a greater attention to comparative and international research on educational leadership. They examine school leadership in the Haitian context. The study highlights the commitment of educational leaders to educational change and improvement, and leaders' innovation in responding to challenging contexts. Miller contends that considering the uniqueness and the complexities of successful school leaders in the Caribbean, it may be difficult to import "western" leadership perspectives.

However, Miller (2013) along with other researchers purports that to address certain leadership challenges in the Caribbean, there must be a focus on building leadership capacity (Armstrong & Read, 2003; Binger, 2000). In building leadership capacity, aspirants for professional development must be available. One challenge however that many small island states experience, is the limited pool of candidates

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available and aspiring to be senior leaders (Briguglio & Galea, 2004; Easterly & Kraay, 2000). Often the limited supply of suitable school leaders force small states to address shortages by recruiting candidates from other countries (Bush 2005). Lumby et al., (2008) adds though that such arrangements do not address the leadership issues, as migrants are rarely considered for senior management positions.

From the practice of school leadership in the Caribbean, Miller (2013) sees leadership development as primarily enabling people to demonstrate an ability to balance between operational and strategic modes. Such leadership capacity development overarches elements of time management, project management, delegation and self-awareness. School leaders in the Caribbean often create their own brand of leadership, underpinned by an awareness of self and the needs of the school organization (Miller, 2013). Just as Stamopoulos (2012) promotes the concept of shared leadership at the EC level, Miller reinforces that sharing leadership is about developing the entire school organization, as well as building internal capacity at every level.

Traditionally, the field of leadership in the Caribbean has been dominated by individualistic behaviorist approaches including: intrapersonal traits, interpersonal attributes, cognitive skills, communication skills; and task-specific abilities (Miller, 2013). These elements have special bearing on the practice of leadership in the Caribbean context as the public generally endorses principals based on their individual characteristics and traits. Further, the traits and moral integrity of a school leader influence evaluation of a leaders' performance, level of success and effectiveness.

This focus on the individual has led to particular practices with respect to hiring and promoting school leaders in the Caribbean. For example, "softer criteria" such as values, attitudes and community relations are also considered and play a key role in promotion decisions (Lumby et al., 2008, p. 458). Speaking again to the Caribbean experience, Pashiardis and Ribbins (2003) notes, "worth and excellence as a teacher" is a significant factor in selecting principals (p. 14). Teachers have been exalted to the position of principalship on the basis of seniority or years of experience, with little attention paid to specific preparation for the post of principalship (Bezzina, 2002). In other Caribbean nations, Bush (2005) reveals that in some states senior officers in the MOE identify suitable personnel for principal replacements and assumptions. These

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appointments are often made on the basis of qualifications, experience, current position, perceived level of interest and commitment and formal and informal appraisal.

Researchers across the Caribbean agree that several characteristics of the region combined make it difficult for educational leaders to develop their practice. Yet, the references to small states being largely isolated and having fragile economies are rarely considered for leadership development and planning (Lumby et al. 2008). Neither have the cultural aspects of the Caribbean been factored into the analysis when policy changes are recommended (Thomas, 1993). Millennium Development Goals (MDGs) and other global goals may be initiating change, but as Oduro et al., (2008) posit, improved performance cannot be expected without providing principals with the culturally-appropriate training, skills and resources needed to implement policy initiatives.

Miller (2013) contends that while ideologies may vary, the purpose of school leadership and leadership development should focus on the practical issues of creating more effective teacher leaders. This practical focus, Miller believes, will lead to competitiveness of schools, providing outcomes that parents and students will be proud of, which will more likely help them in securing a better future for self and society. Still, in order to approach or understand leadership in the Caribbean, an informed awareness of situated organizational, cultural and political issues is crucial (Miller, 2013).

Early Childhood Leadership and Training – Developing Countries
There is a lack of reference to specific EC leadership training provided for principals in the research literature, which means that many EC principals could be under-prepared for their role. Miller (2013), in his collection of articles tackling various aspects of leadership in the Caribbean context, highlighted areas for school leadership development. He observed that in the 1980's limited educational leadership training opportunities existed for principals in the Caribbean and not all correspond with the needs. However, since 30 years have elapsed much has changed. One example is the establishment of the National College for Educational Leadership in Jamaica in 2010. While tasked with the mandate of developing and building capacity of principals and teachers island-wide (Miller, 2013), EC principals are not at the forefront of that leadership training thrust.

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Further, given the expansion of training for school leaders, Miller (2013) questions the extent to which current provisions meet the needs of school organizations. Taylor (2002) has suggested that while global influence and local demands have resulted in leadership training, the context and needs must be carefully evaluated. The particular training needs of EC leaders must be specifically assessed before training needs can be planned and executed.

Hirsh and Carter (2002) caution that while there exists training needs, there also exists inability and inflexibility among some school leaders in accessing or engaging in formal or informal leadership training programmes. Three main tensions identified may be experienced in addressing EC leadership and training needs: the need for holistic leadership training programmes; personalized approaches including individual coaching which pose serious time constraints and resource challenges; and, a shift from short-term tenures as against traditional lifetime employment.

Understanding the specific situation in which education leaders operate in the Caribbean will help to explain the framework and conditions under which EC leaders operate. Jamaican principals work in a system that requires them to follow directives as mandated from the MOE, a situation found in much of the Caribbean (Oduro et al., 2007). These authors argue that typically, "school leaders are still locked into a technicist, civil-servant transactional mode of operation where they are seen as being responsible for carrying out Ministry of Education orders rather than acting as professional educators leading fellow colleagues in an endeavor to improve the education received by pupils" (p.17). Therefore, when studying ECD in the Jamaican context it is important to consider not only the training needs of EC leaders, but the broader policy context of a centralized education system.

Conclusion

In this chapter, I presented a literature review examining the educational leadership field in general, and then narrowed my focus to leadership in ECD settings globally, with an ultimate focus on leadership in the Caribbean region. The supports and constraints of EC leaders were also shared. This review of literature also highlighted the gaps in the literature such as lack of empirical studies and research on EC leaders in Caribbean

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contexts, lack of research using a policy enactment framework and lack of emphasis on EC leadership training and preparation for EC principals. This study aims to address these gaps by exposing how EC principals enact leadership in their everyday activities, thus promoting the importance of EC leadership in EC settings, reinforcing the need for a trained cadre of EC principals and influencing applicable public policy development and future research in Caribbean contexts. In Chapter 3, I will focus on the theoretical underpinnings of the study, which will form the basis of analysis.

Chapter 3: Post-colonial, Critical Policy Enactment Conceptual Framework

Introduction

The aim of this chapter is to provide the conceptual underpinnings of the study. The issue I sought to understand is how leadership is enacted in Jamaican ECD settings. In order to achieve this, I had to gain a greater understanding of principals' perspectives and their day-to-day leadership activities, both within the context of the policy arena. The conceptual framework for this study draws on three policy analysis perspectives. These three approaches complement one another in that they are informed by a critical enterprise. The first is post-colonial theory, the second, critical policy analysis and third, policy enactment, hence: *Post-colonial, critical policy enactment conceptual framework.* The orientation of this research focuses primarily on the analysis of policy practices at the micro-school level.

First, I briefly give an overview of the three critical policy approaches, then l delineate key concepts that demonstrate the interlocking and relevant relationship between post-colonial theory, critical policy analysis and policy enactment. I was drawn to creating this conceptual approach, as Jamaica's history is rooted in post-colonialism. I employed aspects of the critical policy analysis approach as it is concerned with hegemonic power in relation to conflict; tension and contradiction, and with exposing structures as they are, rather than as they appear to be (Crotty, 1998). By incorporating aspects of policy enactment, I gained a better understanding of the policy process and conducting policy analysis (Grek & Ozga, 2010).

Post-colonial Theory

The principle of post-colonialism recognizes that colonialism is an ongoing process that continues to contribute to destabilizing and devastating effects on post-colonial societies (Ashcroft, Griffiths & Tiffin, 2013). As a basis for exploring issues in EC Leadership in Jamaica, post-colonial theory can provide direction for examining and addressing inequities and challenges in principals' day-to-day practices. Post-colonial theory is relatively new to ECD studies in Jamaica, and therefore provides an innovative and insightful analytical framework for analyzing the context in which EC leadership is practiced. In using post-colonial theory, recognition must be given to the post-colonial

critical traditions in each nation and region (Makaryk, 1993). The theory offers a powerful lens in understanding more fully how Western societies perpetuate the regime of exploitation and deprivation through colonization (Prasad & Prasad, 2003).

According to Makaryk (1993) post-colonial theory is a term describing the collection of theoretical and critical strategies used to examine the full culture of former colonies of the European empires, and their relation to the rest of the world. While there is no single method of approaching post-colonial theory, it emerged from a critique of the Eurocentric colonial practices and policies, and how these shape colonized societies (Briggs, Coleman & Morrison, 2012). At the general level, post-colonial is used to describe a global 'condition' or shift in the cultural, social, political and economic arrangements that arise from experiences of European colonialism both in former colonized and colonizing countries (Tilky, 2001). Post-colonialism speaks to the policy and practice of a power or nation in extending control or governing influence over a weaker, dependent country, territory, or people (Tilky, 2001).

Notion of Post in Post-colonialism. The term "post" is concerned with the present. Hall (1996) explains that the notion of "post" in post-colonial does not imply that we have moved past or beyond inequitable social and power relations. Smith (1999) elucidates that there is compelling evidence that the institutions and legacy of colonialism have remained. For this reason, McConaghy's (1998) conceptualization of today's colonialism is very relevant. McConaghy sees modern colonialism as "a place of multiple identities, interconnected histories, shifting and diverse material conditions" and a place "in which new oppressions are being formed" (p. 121). The continued economic dependence of "independent" nations on their former European power, are also part of post-colonial theory. Cultural and racial discrimination, class divides, gender inequalities, slavery, suppression, resistance and representation, also form part of the post-colonial experience. These ideologies may not be directly linked to post-colonialism, but together they add to the complexities of the post-colonial condition. Finally, there is consensus in the literature supporting the view that the concept of post-colonialism covers all practices and processes starting from the beginning of colonialism until today (Ashcroft et al., 2013).

Post-colonial theory therefore directs attention to the continuing implications and disengagements of Europe's expansion in areas such as Africa, Asia, Australia and the Americas. For post-colonial countries, though independence was achieved, political independence did not solve problems associated with colonization. While colonial masters were expected to be overthrown with independence, new forms of domination appeared. As Jamaica was governed by the British for over 460 years, the policies governing education remained evident even after independence in 1962 (Morrison & Milner, 1997) and the influences of colonization are still experienced within the education system, a theory of post-colonialism is relevant to pursue this study.

Critical Policy Analysis

Similar to post-colonial theory, Critical Policy Analysis (CPA) emerged as a critical approach to educational policy studies. Various national educational policies have surfaced over the past thirty years. During this period, a growing number of scholars have become dissatisfied with the traditional education policy frameworks, seen as bureaucratic, state-centred and linear (Ball, 1994; Bowe, Ball & Gold, 1992; Ozga 2000; Watt, 1993). Their critique of the positivist, rational approaches to analyzing educational policy work has been termed critical policy analysis or critical policy sociology.

Policy is foundational to education programming. Ball (2006) explains that "policies embody claims to speak with authority, they legitimate and initiate practices" (p. 26). From a CPA perspective, policy is defined as the practice of power and governance (Levinson, Sutton & Winstead, 2012: Rizvi & Lingard, 2010). There are now a range of different conceptual directions and perspectives in analyzing policy. In capturing the centrality of CPA, some policy researchers focus on critiquing social reproduction and political inequalities (Levinson, Sutton, & Winstead, 2009; Prunty, 1985). Others focus on criticizing and conceptualizing the global orientation of educational policy (Rizvi & Lingard, 2010). Yet others focus on policy, practice and values (Ball, 200, 2012; Ozga, 2000). More recent researchers focus on global and international policies and how these are enacted in local settings (Ledger, Vidovich & O'Donoghue, 2014). According to Ozga (2000), researchers should develop alternative ways to critique policy, question and challenge discourses in policy-making and

implementation. This disposition would serve to democratize and reform the education profession, as well as engage and inform education professionals.

Policy Enactment

Another complementary policy framework was used in this study. Policy "enactment" as used by Braun, Ball and Maguire (2011) refers to the dual processes of policy interpretation and translation by a diverse range of policy actors across a wide variety of situations and practices. This dual process identifies first that *interpretation* signals an initial reading and making sense or meaning of policy texts. The second process, *translation*, suggests a re-reading of policy, literally 'enacting' policy, in and through talk, school plans, meetings, classroom lessons, data walls, school websites (Ball, Maguire & Braun, 2012). It is also important to stress that in the practice of policy, there will be a creativity of responses and multiple interpretations of policy enactment (Crotty, 1998), which are not necessarily determined by the policy text.

Policy enactment as a critical approach to studying policy is concerned with how policies are practiced on the ground. In discussions prior, it was made clear that the values transmitted in the enactment of these policies, are not merely those of the local milieu, as international policies are embedded in post-colonial countries. Braun et al., (2010, 2011) emphasize that policies enacted within localized contexts illustrate the multi-level dynamics of policy as well as the social educational values of a society. Entrenched in educational policies are values embedded to perpetuate power dynamics. The power dynamics become evident particularly in the written policies and the deliverables. Braun et al. (2010) declare that throughout the analysis of policy enactment, attention is paid to power dynamics, acknowledging that policy is the outcomes of interest-based, as well as the competing priorities that are negotiated, bargained and compromised over.

Similar to post-colonial approach, the policy enactment framework highlights the power dynamics inherited from a colonized system. From a critical policy standpoint, policy enactment evaluates where policies are contested and resisted, suppressed or enforced, as well as examines the particular context of the policy implementation (Braun, et al., 2011). Paying attention to issues of power is central to the study of policy

enactment in a post-colonial setting. And from a post-colonial perspective, attention is paid to the power dynamics between the former colonized and the colonizer countries.

Policy-as-Written and Policy-as-Practice. To reflect upon the expanding emphasis on the enactment or the practice of policy, I focus on the capacity of EC principals to interpret policies rather than simply executing them. In analyzing policy, two approaches to policy analyses are acknowledged: Policy-as-written and Policy-as-Practice. The policy-as-written approach focuses on documents or other formal texts through which policymakers communicate their intent (Sutton & Levinson, 2001). While Policy-as-Practice is defined as, the interpretive and decision-making processes that take place daily in schools and classrooms and result in sets of standards or patterns at a particular site (Sutton et al., 2001). CPA researchers who focus on enactment, view policy as practice. In the context of this EC leadership research, 'policy' may evoke thoughts of national mandates and laws, but it is the actual leadership practices of principals that will be the focus.

As Ball, Maguire and Braun (2012) propose, policies are not simply ideational or ideological. "Policy as written has to be translated from text to action – put into practice – in relation to history and to context and with the resources available" (Ball et al., p.3). This research will focus on policy-as-practice, understanding and documenting the myriad of ways in which leadership policies are enacted. In other words, what policies do principals attend to, which policies do principals work hard to mandate, or is most valuable to them, thus putting into practice? By extension, the values that EC leadership policies embody will be extrapolated.

In attempting to broaden the scope of policy enactment, and aiming to examine comprehensively the leadership practices of Jamaican EC principals, I integrated Ozga's (2000) critical approach to policy and policy analysis. This approach to analysis presents a useful framework and embodies the practices within schools. Teachers and principals are viewed as policy makers, both in the construction and interpretation phase of the policy cycle. This approach is appealing as it is practical and leads to a better understanding of the policy process and how to conduct policy analysis. The distinction between the formulation and implementation phases of policy are acknowledged,

however attention is given to the capacity of practitioners in interpreting policy, which is tantamount to remaking the policy in practice.

Drawn from various critical policy researchers (Ball, 1997; Cibulka, 1994; Scribner, Reyes & Fusarelli, 1994; Taylor, 1997; Vidovich, 2002), Ozga (2000) synthesizes various policy cycle perspectives. What results is a combination of theoretical perspectives to include both state-centred (modernist-oriented) and policy cycle (post-modernist-oriented) viewpoints, the latter which aligns with the post-colonial theoretical framework informing this study. While critical theorists call into question the power relationships that exist in society and view them within social, historical, political and economic contexts, there is the need to go further to call into question the very nature of these contexts in which we view our society (Ozga, 2000).

Researchers should seek ways of ensuring the effective delivery of social policies and solutions to policy problems (Ozga, 2000). An outcome-based approach to policy intensifies the function and purview of government; what governments do, why they do it and what difference it makes. However, the framework created for this research will move away from the static view, i.e. from government's domination to include all players at all phases of the policy process. Policy is a viewed as a process involving dynamic interactions between different groups, many of whom are not formally involved in the policy process (Ozga, 2002).

Applying the Post-colonial, Critical Policy Enactment Conceptual Framework
In this section of the dissertation, I attempt to synthesize the *Post-colonial, critical policy analysis and policy enactment* components focusing on the analysis of policy-practice. On the assumption that combining theoretical perspectives offer complementary analytic tools, I employ this framework to give a more comprehensive picture of EC leadership practices. Rather than modifying any aspects of the theoretical approaches, I formulated a complimentary framework surrounding common issues of the *Post-colonial, critical policy enactment conceptual framework,* as they relate to this EC leadership research. These common issues are Historical Continuities, Power, Voice and Representation and Context. These issues are further sub-divided to expand on the concepts for analyzing policy as depicted in Figure 3.1.

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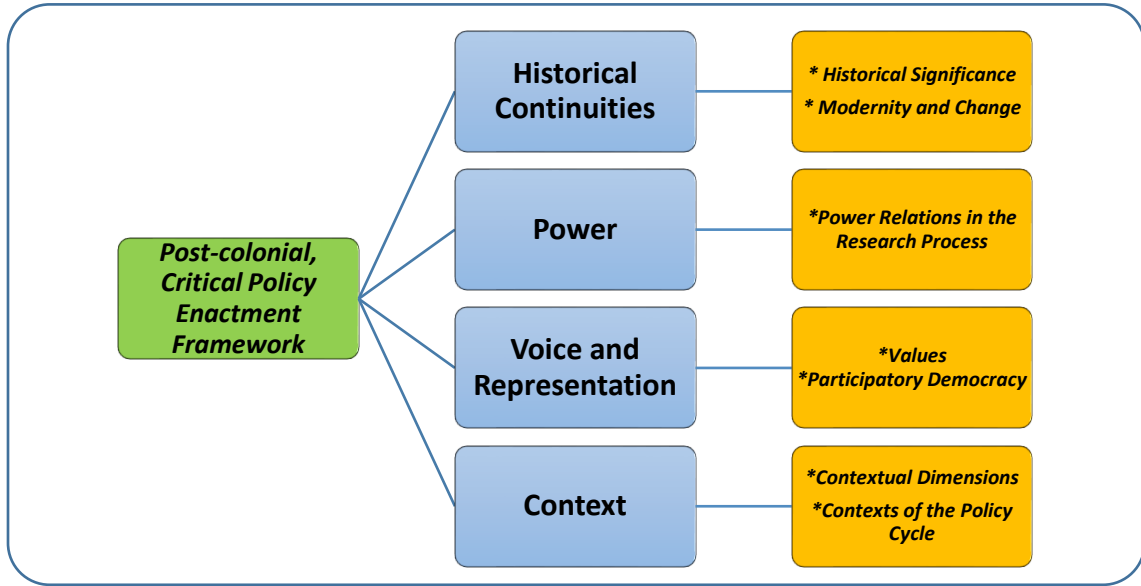
Figure 3.1: Post-colonial, critical policy enactment conceptual framework

Historical Continuities

In understanding how continuities from the past shape the present, it is important to analyze the complexities and tensions as viewed through this *Post-colonial, critical policy enactment conceptual framework.* As a result of past colonial experiences, several fossilized habits and customs that have been perpetuated, require rehabilitation, improvement and replacement. As Spivak (2004) indicates none can speak with any finality about the future of post-colonialism as the true burdens of post-colonialism remain concentrated in the still-lingering colonial-past, not the future. Of cognizance must be the awareness of formerly colonized territories that continue to function as imperial frontiers, as well as new colonial orchestrations. A broader conception of the policy space as referred to by Oke (2009) views policies as having a role in constructing historical processes and perpetuating a suppressive political atmosphere.

The *Post-colonial, critical policy enactment conceptual framework* highlights the importance of recognizing and responding to continuities between the past and the present. Such continuities result from macro and micro level influences i.e. from a top-down process, as well as within individual institutions, revealing the interconnectedness of history. From a *post-colonial, critical policy enactment* point of view, historical influences affect localized practices by feeding into policy text production and outcomes. For these reasons, historical concepts provide a basis for shaping, interpreting and

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analyzing the current EC leadership structure. Such concepts include historical significance, and modernity and change.

Historical Significance. A *post-colonial, critical policy enactment* perspective serves as a point of reference in examining events, people or developments of the past and showing how these past educational and leadership practices are significant to the present. In early education, past practices may be embedded in the leadership styles of EC principals. Examining the past may shed light on an enduring practice or emerging issue. Young (1995, 2005) speculates that we may be more bound up with influences of the past than we like to think. Our moral dimension of historical interpretations in the present direct how we relate, judge others in different circumstances in the past; and direct how different interpretations of the past reflect different moral stances today. A *Post-colonial, critical policy enactment conceptual framework* directs attention to every moment of every day, in every policy and practice and in the very language we use, examining how the past influences our actions.

In applying a *Post-colonial, critical policy enactment conceptual framework* as an interpretive lens, examples of history may be critically analyzed by assessing statistics, as well as historical and contemporary policy documents. The highly contested topic of remuneration for EC staff may be traced to the roots of existence. Insight may be gained into how policy decisions are made for government budgeting at the various levels of education. Through historical examination, dominant frameworks of leadership, female domination, the genesis of a two-tiered education system, and the generation of public and private schooling may be investigated in this study. While educational occurrences of the past may be interpreted differently, historical evidence provide a basis for proof and legitimacy. From historical events we can have a better understanding of the different social, cultural, intellectual, and even emotional contexts that shaped the lives and actions of EC principals in the past.

Modernity and Change. This *Post-colonial, critical policy enactment conceptual framework* provides a fundamental way to comprehend the complexities of modernity and change. To make sense of the current changes in the policy arena, it requires a cognitive conscious act of understanding past cultural, social political and economic contexts. Colonialism itself was never smooth or borderless as post-colonial

commentators such as Said (1978) and Chakrabarty (1999) point out. Neither are the modern advances and changes to policy smooth or without the same intent. Modernity in forms such as globalization and cross-border developments are persistently promoted and manifested. That is to say, changes in the current education arena while being masked as growth and progress, promote a global focus with aesthetic ideas of the colonial model (Boehmer, 2005). Colonial models, while disguised as modernity and change, are integrated in contemporary education theories and research, ECD international policies, Caribbean legislation, local policies and political shifts. These instruments of change aim to reduce conflictual and reparative dimensions (Boehmer, 2005), but fundamentally speak to the non-linear process of continuity of historical ideals associated with modernity.

In examining past and current ECD policies, the *conceptual framework* provides a fundamental way of evaluating change and progress over time. Judgments can be made comparing between some point in the past and the present, or between two points in the past (e.g., before and after Independence). An area of modernity and change that may be evaluated is the difference in EC leadership of public and private ECIs in the past and present. While many actions of the past have resulted in unintended consequences, we will see how consideration of the historical interplay, associated with colonization, shapes and impacts early education today.

Power

Another guiding concept in this study was the notion of power, implicit from the colonial period to the present day. The *Post-colonial, critical policy enactment conceptual framework* sheds light on unequal relations of power that are a legacy of the colonial past. The power and continued dominance of Western ways of knowing are fundamental areas of study. In most records, there are instances of exploitation of the colonized, the colony and the resources. The colonizers used the workforce to advance their own cause. The colonized were stigmatized by the imposition of a new religion without choice. Spivak (2004) argues that other forms of knowing are marginalized by Western thinkers reforming them as myth or folklore. In order to be heard, the colonized must adopt Western thought, reasoning and language. Because of this, Spivak contends that the

colonized can never express their own reasoning, forms of knowledge or logic, they must instead conform their knowledge to Western ways of knowing.

Ashcroft, Griffiths, and Tiffin (1989) describe all cultures affected by the process of colonialism and imperial power from the beginning of colonization to the present. They argue that countries formerly occupied by colonial powers continue to be affected by their former history of colonization, and thus the colonizer still has power over the colonized. Spivak (1995) and Said (1978) contend that postcolonial theory claims intellectual authority by claiming space for multiple voices. However, both authors disregard the established views of Western colonial writings, claiming power relations as the backdrop of the study of history and culture.

It is necessary to situate the power dynamics of post-colonialism within the particular context of this EC leadership research. The centrality of Western thought and production of knowledge influences international and local EC policies, curricula reforms and professional development programmes. By applying the *Post-colonial, critical policy enactment conceptual framework* we can scrutinize, challenge and question whether EC principals are being enabled and empowered through new EC policies. We can examine whether policy reforms address inequalities of power, promote independence and validate culturally successful leadership practices.

Power Relations in the Research Process. In the research process the *conceptual framework* used in this study elicits an understanding of how participants make sense of or construct their own realities. The perspectives of participants are worthwhile and pivotal. Building on the notion of power and voice in the research process, McConaghy (1997) asserts that those closest to the consequences of research should be the most involved in decision-making. In many cases, this decision-making principle would support a process of control by the researcher. However, during the research process, all inquiries conducted should be void of issues that may perpetuate unequal relations of power and representation.

While power relations position all researchers (McConaghy, 2000), focus should be on a collaborative approach seeking to capture reality as viewed by participants. Collaborative research should not overshadow the importance of participation, viewing involvement and participation as control (McConaghy, 2000). In "speaking with"

participant principals, it may be interpreted that the researcher is "speaking to" rather than speaking with the aim of listening to. It is imperative that the researcher considers his or her own social experience, professional background, motivation for conducting the research and even regard his own voice. This is why I have self-positioned myself within the context of my study in the introduction to this dissertation.

Voice and Representation

The challenge of representation is blatantly exposed in studies connected with post-colonialism (Briggs et al., 2012). Typically, the group affected, marginalized or side-lined, their voice, perspective and experience may become the starting point for the engagement or inquiry process (Reimer, Kirkham & Anderson, 2002). Within the context of this research on EC leadership in Jamaica, this raises questions about the potential for misrepresentation and appropriation of knowledge. Spivak (1999) calls for a "one-on-one responsible contact" (p. 383) where parties respect each other rather than aiming to produce converts to a cause, however worthy, because all causes can be perverted. In seeking to enact educational policies, all participants should be in a constant process of exchanging knowledge.

Values. The *Post-colonial, critical policy enactment conceptual framework* helps to expose the values underlying policy issues and their proposed solutions. Values and policies are perceived and framed by the various policy actors. These values and policies are understood and experienced by intended audiences in their daily lives and professions (Ball, 2012; Fischer, 2003 & Yanow, 2003). The *framework* provides a richer understanding of not only what values are represented, but also to examine whose values are represented and whose voices are missing in the initiatives and related policy statements (Ball et al., 2012).

In this respect, *Post-colonial, critical policy enactment conceptual framework* is attentive to whose voices have or have not been heard or valued in the policy process. The devaluing of the voice of marginalized groups and the supremacy of the governments or supervisory bodies are still prevalent today. Policy-makers impose their own values through cultural, social, language and religious tools of imposition. As Rizvi & Lingard (2010) puts it, "some values are glossed over while others are highlighted, re-articulated

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or sutured together" (p. 75). Essentially, the *framework* magnifies continued oppressions of affected groups.

Context

The policy analysis process is quite comprehensive and takes place in a specific context. The concept of context is potent as the focus is on enactment of policy rather than policy implementation (Ball, Maguire & Braun, 2012). To focus on the practicality of enactment, through the example of context, provides a wider, more meaningful and corrective scope to critical policy studies (Ball, Maguire & Braun, 2012). In other words, context provides a foundation for understanding the policy-practices of EC principals and brings credibility in the analysis of the EC policies.

As stated prior, the *Post-colonial, critical policy enactment conceptual framework* helps to identify grounded practices within context. In this research, the central contexts are Jamaica, a post-colonial country; Jamaican EC principals and leadership practices in their ECI settings; and Jamaican ECD policies. The data collected was also in these ECIs. Policy enactment in the context of pre-schools forms a dynamic and non-linear aspect of the whole complex policy process. In pre-schools there are interactions and accommodations between mandated policies and institutional commitments – this is part of the work of *interpretation* and *translation,* dual processes of policy enactment (Ball et al., 2012; Braun et al., 2011). This means that while written policies are created at the national helm, the onus and actual delivery takes place in the ECI setting.

Contextual Dimensions: The analytic use of context in understanding policy enactment, seeks to establish diverse variables and factors (the what), as well as the dynamics of context (the how) (Ball, et al., 2012). Bounded together, these dynamics shape policy enactment and theorize interpretative, material and contextual dimensions of the policy process. Such 'contextual dimensions' include:

- situated contexts (e.g. locale, school histories and intakes);
- professional cultures (e.g. values, teacher commitments and experiences and 'policy management' in schools);
- material contexts (e.g. staffing, budgets, buildings, technology, infrastructure) and

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- external contexts (e.g. degree and quality of support; pressures and expectations from broader policy context, as legal requirements and responsibilities) (Ball, et al., 2012).

Including the contextual dimensions in a study such as this one, can make the invisible visible and enable the researcher to produce data with respect to policy and then analyze that data with the application of the theoretical and analytical lens. The purpose of a research such as this is to conceptualize education policy enactment, incorporate the context and thereby illuminate various factors. Such factors encompass the challenges and supports of EC principals in enacting their leadership roles in the situated contexts; the specific resources and challenges in the professional context; constraints and supports in the material context; the pressures from the external context, as well as the various conditions of ECIs.

Contexts of the Policy Cycle: In interrogating the policy process, three different contexts of the policy cycle are incorporated: 'influences', 'text production' and 'practices/effects' (Ozga, 2000). The context of *influence or policy discourse* refers to material implications or social relations, where various groups struggle over construction of the policy. The *context of policy text production* relates to any vehicle or medium for carrying and transmitting a policy message. While *the context of practice/effects* are seen as non-linear, translated and mediated actions, subjected to interpretation and recreation. The principals in the analysis process are not seen as mere recipients, but as potential policy makers. In acknowledging that the policy process is continuous and relational when viewed in entirety, in this study, all contexts of the policy cycle will be examined in the analysis of the data of this study.

Without question, context is a conditioning feature of enactment, and reality is heightened when research is investigated in the context. The *Post-colonial, critical policy enactment conceptual framework* is applied to find out about context, or to use context as a resource for understanding enactment. Without spending quality time in observing the ECI setting, relating to the staff, recognizing the challenges, being knowledgeable on the context, then interpretation of data remains questionable. The research data must reflect the context and the context must always be specific, dynamic and representational of reality. Idealism of policy must be disrupted.

Conclusion

This chapter focused on the conceptual framework of the study: *Post-colonial, critical policy enactment conceptual framework.* The goal was to tease out common themes from three critical policy approaches. These were: post-colonial theory, critical policy analysis and policy enactment. The use of critical approaches and analysis highlighted themes such as historical continuities, power and knowledge, voice and representation, patterns of policy-practice and context. Whilst recognizing the 'fluid interrelationship' (Ozga 2002) between intention, interpretation and enactment of policy, due to the nature of the research, only the micro level of the policy cycle was in focus; i.e. only the principals enactment of policy was considered. The *Post-colonial, critical policy enactment conceptual framework* takes into account EC principals' theory and practice needs, advocacy and representation, and issues of inequality when looking back from a post-colonial context. The *framework* is a dynamic one, adaptable to change and the demands of partners in positions of power, and identifies areas of powerlessness. In ensuing chapters, this *Post-colonial, critical policy enactment conceptual framework* will guide the analysis of the policy process and findings of this study.

Chapter 4: Methodology and Research Design

Introduction

In exploring how leadership is enacted in Jamaican EC settings, a methodology generating in-depth data and capturing practical aspects of EC leadership was required. The multiple case study methodology was therefore employed, as it provides valuable data for transformation, targeting wholeness, centrality of meaning, and complexities (Hatch, 2002). The inclusion of multiple data sets in the research design served to widen analysis, capture diversity and explore the complexity of leadership in EC settings.

Understanding principals' perspectives and investigating actual leadership practices is valuable in understanding how the concept of EC leadership translates into practice. Additionally, sharing the policy-practices of EC principals serves to expand knowledge, illuminate perceptions and enlighten practice. The logic of examining EC leadership towards the development of the ECD sector is also possible. The general goal is to share actual experiences and practices of these EC principals and to encourage readers to ask similar questions. As noted in the introductory chapter, the study asked this central question: *How is leadership enacted in Jamaican early childhood settings?* Five guiding questions further shaped the study:

1. How do EC policies impact principals' leadership practices?
2. How does training influence EC principals' leadership practices?
3. What are the supports that assist principals in fulfilling their work in EC settings?
4. What are the constraints that inhibit principals' leadership roles in EC settings?
5. What does leadership mean to Jamaican EC principals in a post-colonial era?

Qualitative Case Study Methodology

The study took the form a qualitative case study. Baxter and Jack (2008) describes the qualitative case study methodology as an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. As cited earlier, the phenomenon explored was the leadership practices of EC principals. The main interest was understanding how EC principals enact leadership in a policy arena. Based on the documentary reviews, semi-structured interviews, observations and surveys conducted, the evidence created from multiple cases is considered robust and reliable. Anecdotal

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data processes in qualitative studies, can be enhanced through rich theoretical knowledge developed from practice within context and tasks-specific EC leadership settings.

The Case and Type of Case Study

A case study is an in-depth analysis focusing on an individual, an organization, a programme or a process (Creswell, 2014; Stake, 1995; Yin, 2003, 2013.). The case for analysis in this study was broad in scope (i.e. the experiences of Jamaican EC principals in enacting their leadership roles). This case study is descriptive and exploratory in nature, fitting the criteria described by Yin (2003). Descriptive case studies are used to describe a *phenomenon* and the *real-life context* in which it occurs. They adopt an engaging compositional structure. Exploratory case studies serve as a prelude to further in-depth research and have no single outcome (Yin, 2003, 2013).

In studying how Jamaican EC principals enact their leadership roles in seven ECIs, then a multiple case study was applied. Multiple case studies allow for different contexts to be analyzed within each setting as well as across settings (Yin, 2003). The multiple-case design, can be adopted with real-life events that show numerous sources of evidence through replication rather than sampling logic (Yin, 2013). Given that the study of EC leadership in Jamaica is quite rare and each EC setting varies, in some instances it proved challenging to reach conclusions or determine precise relationships between variables. Despite these observations however, the aim was to understand EC leadership and fully depict the leadership experiences of principals.

Mixed Method Approach. Creswell (2003) defines mixed methods research as a research design or methodology in which the researcher collects, analyzes, and integrates both quantitative and qualitative data in a single study or a multiphase programme of inquiry. The mixed methods approach is valuable when: 1) one data source is insufficient 2) a need exists to explain results 3) a need exists to explore first and 4) a need exists to augment one database with another (Creswell, 2010). These reasons were applicable to the study, given the lack of information on EC leadership, as well as the demand for both unique contextual factors and statistical evidence (Creswell, 2014). The mixed methodology allowed for detailed experiential descriptions from principals, enabling creation of patterns or themes (Hatch, 2002).

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In seeking to understand how EC leadership is enacted, relevant survey data was integrated in the research. Creswell (2017) indicates that researchers are often motivated to use mixed methodologies and large numbers due to generalizability. Multiple forms of evidence generate a variety of confirmations, enhances data credibility (Creswell, 2017; Patton, 1990; Yin, 2003) and expands the scope of the research. The goal of the survey was to gain specific information about EC principals or a representative sample of them. Survey respondents were asked to respond to one or more of the following kinds of items: open-ended questions, agree-disagree (or Likert) questions and rankings. Results were used to compile comprehensive data on EC principals' backgrounds and practices.

Using the Mixed Methods Approach. This single-phase study was designed to provide analytic insight into EC leadership, using a multi-method format. While particular focus was given to integrating the two data sources (i.e., qualitative and quantitative) in a concurrent format, the qualitative case study methodology dominated in the data analysis and results writing. The mixed method design was mainly applied during the data collection phase (Yin, 2013). Both the qualitative and quantitative data were integrated to interpret, facilitate coding and cross-thematic analysis.

Though not unique to the case study design, mix methods allow researchers to present data from multiple methods (i.e., surveys, interviews, document review and observation), which is a form of *triangulation*. Triangulation is commonly viewed as a combination of techniques when collecting data aimed at increasing trustworthiness. Silverman (2001) presents the notion that triangulation and respondent validation greatly improves validity and trustworthiness.

Methods

This case study format used a mixed method design which included a review of policies relating to EC leadership, development of a survey instrument; selection of wider participating pre-schools for the survey; distribution of surveys; selection of pre-schools for interviews; ECI-based observations and field notes: case study semi-structured interviews with principals, and; analysis of results. These methods will be explained in detail.

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Policy Document Analysis. The first source of data for the study was a review of policy provisions relating to EC leadership. This research was explored at a time when policy initiatives and changes were being instituted to improve the national ECD programme in Jamaica. As briefly described in Chapter 1, the major policy documents developed by the Early Childhood Commission, included the EC Act and Regulations 2005 which outline twelve standards for the effective operation, management and administration of ECIs. The policy initiative governs the work of ECIs and pre-primary schools offering services to children birth to eight years. Whereas the policy is being implemented, no known analysis has been conducted of the practices of principals in the field. For this reason, a documentary review of the policy, i.e. Standards 1, 2 and 11, which address qualification of EC staff, educational programme and administration of ECIs was conducted. These standards are presented in detail in Chapter 7.

The context of policy meaning is situated in the Jamaican ECD policy documents, and represents the policy decisions, as well as the standard for examining implementation and practice. Document analysis informs this part of investigation, and constitutes "what is included and what is excluded" (Cohen, 2007, p. 116). Drawing on critical policy analysis, I focused on the policy as written and compared them with the actual practices. The critical policy approach and the centrality of leadership values in analysis require that consideration be given not only to what values are represented, but to understanding whose values are represented and whose voices are missing in the daily leadership activities. From a critical point of view, EC leadership is ideological (in theory), as it is literal (in practice), therefore, it was important to recognize the different realistic and pragmatic components. While participants from different EC settings shared similar perspectives on EC leadership, there were significant differences in their perceptions and attitudes about the meanings, rationales, and agendas of EC policies in general.

Survey and Participants. The second source of data for the study was a survey instrument which took the form of a structured questionnaire with a mixed format i.e., questions were both close and open ended. The entire task was 30-45 minutes in total. The survey process sought to document the definition of EC leadership as understood by principals, ascertain prevailing leadership practices in relation to the EC Act and Regulations 2005, and to capture the supports and constraints in fulfilling principals'

leadership roles. This quantitative method captured authentic leadership practices of principals that could inform policy, change and enactment. Additionally, the survey captured expansive background knowledge on the concept of EC leadership from a wide sample of principals across the island.

To initiate the data collection process, I sent the approved UWO ethics approval to the MOE (Jamaica), along with a letter of information from my UWO supervisor detailing the aims of my study. All recruitment documents were forwarded to the MOE (i.e., the letter of information, link to the survey, interview and observation grid). Written consent was granted from the MOE swiftly and two letters were received; one letter granting permission to collect the data and another addressed to all EC principals who would consent to participate in the study.

When conducting basic surveys for feedback, needs assessment or opinions, most statisticians agree that the minimum sample target size to get any kind of meaningful result is 100 (Alreck & Settle, 2003). More recently, Wolf, Harrington, Clark and Miller (2013) recommend rather small sample sizes as enough, with a minimum of 30 samples.

However, low sample sizes for a survey only applies if a researcher is using statistical analyses to test hypotheses (Wolf et al., 2013). In this study, the goal is primarily descriptive. Observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Jackson (2009) reinforces that there are three main types of descriptive methods: observational methods, case-study and survey methods. With these considerations, I targeted 80-120 principals. I created an original survey form of twenty (20) questions using the Qualtrics system. In order to obtain contact information for ECIs across the island, I visited the Early Childhood Commission and obtained a list of ECIs, as per the 14 parishes in Jamaica. The random systematic sampling method was applied.

In order to invite prospective participants, each principal was contacted via email. I emailed the recruitment file and survey link to 140 participants. The file included: MOE permission letter to conduct research; letter to all EC principals and letter of information regarding the survey research. Completion of the survey was an indication of consent to participate, so no consent letters were necessary. Once the survey was accessed and submitted by the principals, the responses were automatically retrieved on-line. Principals

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who were willing to complete the survey instrument were allotted four weeks to submit the form. Regrettably, a number of email addresses obtained were not functionable. Additionally, not all principals had public internet access and thus were not considered for inclusion in the survey. These reasons impacted the response rate per parish as seen in Table 4.1. The majority of principals (48%) were from Kingston and St. Andrew.

ECIs	No. of ECIs	Percentage
Kingston	14	28%
St. Andrew	10	20%
Westmoreland	4	8%
St. Catherine	3	6%
Manchester	3	6%
Trelawny	3	6%
St. James	3	6%
Clarendon	2	4%
St. Mary	2	4%
St. Ann	2	4%
Portland	1	2%
St. Elizabeth	1	2%
St. Thomas	1	2%
Hanover	1	2%
TOTAL ECIs	50	100%

Table 4.1: Parish Location of Early Childhood Principals Completing Survey

The ECIs selected represented a wide range of contexts including: public/private ECIs; trained/untrained principals and ECIs located in urban/rural areas. (See Tables 4.2, 4.3, and 4.4). Participants were not known to each other and their identities and specific locations are not known to anyone as the completed surveys were anonymized automatically using the Qualtrics Project on-line system. In total 50 survey results were accessible.

Type of ECIs	Percentage	No. of ECIs
Basic	45%	24
Infant	25%	12
Infant Dept.	13%	6
Preparatory	17%	8
Total	100%	50

Table 4.2: Early Childhood Institutions – Types

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Levels of Qualification	Percentage	No. of Principals
PhD/Ed.D	2%	1
Masters	32%	16
Bachelors	32%	16
Diploma	24%	12
NCTVET	10%	5
Total	100%	50

Table 4.3: Early Childhood Principals – Qualifications

ECI Location	Percentage	No. of ECIs
A rural area	34%	17
An urban area	32%	16
An inner-city community	12%	6
A farming community	12%	6
A tourism community	2%	1
Mixture	8%	4
Total	100%	50

Table 4.4: Early Childhood Institutions – Locations

Interviews and Participants. The third and main source of data was a set of in-depth semi-structured interviews. Interviews consist of two persons exchanging information and ideas to construct meaning about a particular topic (Janesick, 2004). Interviews serve to give a good picture of actual and real life experiences as viewed by individual respondents. Participant principals for the interviews and observations formed a separate group from the survey participants. Principals for the interviews were selected based on the following criteria: trained/untrained; private/public ECIs; and rural/urban ECIs. The reasons for these selection criteria lie with the need to respond directly to the guiding questions that shape the study as well as to identify the active role of principals' leadership in ECD programmes from a wide variety of backgrounds, i.e., novice/experienced principals, various levels of training, small/large ECIs, and different categories of ECIs. ECIs were also selected based on financial feasibility of and distance accessibility of the researcher. All ECIs were located in Kingston and St. Andrew.

Prospective participants were recruited via email to initiate the interview data collection phase of the study. Emails were followed up by telephone calls. The documents emailed to them were: the MOE permission letter to conduct research; MOE

letter addressed to all EC principals; letter of information outlining purpose of study; interview schedule; ECI observation grid and consent form. Principals were asked to complete the consent form and return to the researcher via email or direct submission at the time of interview. Subsequent to issuing recruitment letters via email and gaining verbal consent, I arranged with each principal a convenient time with which to conduct interviews and observations for a full-day period. The data for all ECIs was collected over a two-month period in February and March of 2016.

Creswell (2017) recommends a sample size of four or five participants for a case study research. However, the number varies depending on the aim of the study, time constraints and other resource challenges (Creswell, 2017). I targeted four (4) to eight (8) principals; and was successful in gaining consent from seven (7) EC principals. In order to extrapolate the richness of the day to day practices, I interacted directly with each of the seven (7) principals at the ECI's location. The semi-structured interviews were conducted in the principals' offices at varying times convenient to their availability. The principals for the interviews belonged to the following categories of ECIs: five (5) basic schools, one (1) infant department and one (1) preparatory school. Some pre-schools were located in inner-city areas, while others in metropolitan areas.

All interviews were conducted in face-to-face meetings on the ECI grounds, during the pre-school day. Each participant signed consent forms from the onset and permission was granted to use the data collected for the purpose of the study. The seven participants, all females, were eager to participate in the study and no resistance was expressed. While each interview was slated to last for 60-90 minutes, the majority of interviews lasted for three hours or more. Participants were very engaging, expressive and emotional. The majority shared personal information, though one participant was initially cautious of sharing challenges experienced at their ECI.

In protecting the identity of the participants, each was assigned a pseudonym based on the name of a rare colour. In Jamaica, non-government pre-schools may be named according to the name of the founder, a foundation or the name of the community in which they exist. In maintaining consistency, the pseudonym for each pre-school followed this pattern, meaning ECIs were named based on the same name of the principal.

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For the first section of the interview I focused on building rapport and contextualizing each participant's general background as it related to the central topic: how leadership is enacted in EC settings. Then for the ensuing sections of the interview I focused on principals' experiences under these five specific headings: Policy-Practice Enactment, Training, Supports of EC Leadership, Constraints of EC Leadership and Post-colonialism. Having been reminded of the purpose and the intent of the interviews, principals were eager to provide extensive information. Most were emotional and made the interview process very personal. I attempted to remain objective and not render my own views. Sometimes participant principals needed affirmation and I tried to be supportive without re-directing their thoughts or stirring further emotion. There was an obvious need to allow participants to share their honest views, despite lengthy elaborations. One example, one principal declared, "Miss, we don't often get to share our views, but I'm glad for the opportunity to do so". I accommodated the participants and wished for them to share their day-to-day experiences with few barriers to express their thoughts about their practices.

ECI-based Observations and Field Notes. The fourth and final source of data was captured through observations. In this study, ECI-based observations and field notes provided corroboration for interviews. Nupponen (2006) notes the potential value of observation of daily practice in order to gain a holistic view of the principal's leadership practices. The observations and field notes served to deconstruct and provide opportunities for mutual understanding.

The information and invitation letters for participation were forwarded to principals along with the interview documents. All case study participants participated having agreed to do both interviews and observations. Each observation session was completed in one full pre-school day. Originally, observations were slated for three days but due to a delay in ethics approval, the observation schedule was limited to one day. However, this adjustment did not affect the findings of the study. The time-table for each ECI served as a guide to the observation schedule, however it is noteworthy that while ECIs are slated to begin at 8:30am, some principals started the day from 6am and went far beyond 1:30pm, the closure time for ECIs. The observations made transparent some disguised aspects of leadership as principals immersed in their day to day practices.

Data Analysis. Analysis of data captures the description of phenomena, its classification and the identification of interconnecting elements from a particular methodological position/s (Dey, 1993). Qualitative data analysis is descriptive and seeks to find what the problem or issue is, in preference to providing an answer (Dey, 1993: Silverman, 2001). This is pivotal for the study as the question of leadership in ECD and how it is enacted is exploratory rather than solution based. Based on the interpretivist framework applied to this research, qualitative analysis offered a holistic view and gave understanding of how principals give meaning to their EC leadership practices.

From the data collected, I identified issues that emerged and related these to the initial research questions, literature review and theoretical framework. I generated categories from the interviews, observations and surveys, based on identification of salient themes, recurring ideas and patterns. I organized and plotted the data based on common themes, and visually compared the responses. I gave attention to how participants interpreted and translated the EC leadership policies, and identified post-colonial discourses or situations that support or inhibit the leadership process. In coding interview transcripts and textual data, with a critical policy perspective, focus was given to actively interpreting situations in terms of training and leadership capacity. There were many common goals and experiences identified, but also, the stark realization of the individuality of each leader was pronounced.

The stages of analysis as posited by Wellington (2000) were employed:
- 'Immersion' involves getting an 'overall sense' or 'feel' for the data;
- 'Reflecting' involves 'standing back' from the data;
- 'Taking Apart/Analyzing': This stage, involves 'carving the data up' into manageable chunks and sorting the data into 'gross' themes;
- 'Recombining/Synthesizing' consist of looking for themes, paradoxes and irregularities;
- 'Relating and locating data' seeks to compare and contrast categories in the literature; and
- 'Presenting data' with the aim of being fair, clear and coherent.

Situating Myself in the Study

I have been in the field of Early Childhood Development for over twenty years. I began as a pre-trained Grade One teacher, went on to obtain a teaching diploma and have completed a number of ECD courses up to the Masters level. Throughout my career I have taught EC teachers seeking to obtain their certificate, diploma or degree. I have also supervised over forty EC principals, working closely with them to improve their ECIs. As an EC specialist, I have developed a passion for the field and always wished I could contribute more to improving the status of EC principals and teachers.

My professional work as an Education Officer of the MOE allows me to partner with other EC professionals, organizations, and teachers. I realize that the field of ECD and the work of EC principals are not valued as they ought to be, but I also recognize that EC principals themselves need continuous development. I wish through this study to impact the field of ECD, particularly the area of EC leadership and policy development. Additionally, I hope I can use what I have learned from the EC principals in this study to support their work and improve their status.

I strongly support the notion that legislation and the will of government can enhance the day-to-day practices of EC principals, thereby improving the holistic well-being of children. Further, that a greater understanding of the work EC principals will garner perpetual support from the community, of which homes, parents, churches and social organizations are a part.

Being an EC leader myself, I want to improve my own leadership skills, as well as those of other EC leaders. Thereby, the particulars of EC leadership and how it is practiced by principals was the main point of interest to me. Stake (1995) uses the term intrinsic to describe studies in which the researcher has a genuine interest in the case and wants to better understand the case. The opportunity of examining these different cases served to embolden my insight and improve understanding of how principals enact leadership in Jamaican EC settings.

Ethical Issues

In doing educational research, regardless of the purpose, focus, methodology or outcome, the very act is a sensitive matter (Cohen, 2007; Morrison, 2006). Because this study directs attention to and perusal of EC leadership policy-practice of EC principals, I

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considered my role as an Education Officer. This meant finding a place and positioning myself as a researcher in a non-threatening way to principals. It was important to brief participants of the expected benefits of participating in the research. By discussing with EC principals the power of agency, and their contribution in informing policy changes, they asserted their role as advocates. In addition, a sense of camaraderie, respect and self-worth was engendered, as each highlighted their personal perspectives on EC leadership.

I found that participant principals were very accommodative and only one was reserved initially, confessing to fear of management staff or having different perspectives than that of other staff members. As Cohen (2007) raised the issue of disclosure of identities in research, I have sought to guard well the identity of EC principals in the study by using pseudonyms and general descriptions of locations for ECIs. Credence was given to confidentiality and anonymity in this study. However, the general feedback from principals centred around getting their voices heard, rather than being concerned about their identity being revealed. Principals were very open to sharing their personal experiences, constraints and supports and understanding of EC leadership. Notably, principals were open to sharing both their capabilities, as well as incompetence or failure on their part.

Other areas of sensitivity coalesced around gatekeepers or those who control access (Cohen, 2007), as well as the topic being researched. Key issues of policy generation and decision-making, or issues about which there is high profile debate and contestation are policy sensitive. In this study, the Education Ministry, school board and principals were gatekeepers. Gaining access to pre-schools was very methodical and it was obvious that while staff at all levels were busy with competing requests, appreciable time was taken to respond swiftly.

Personally, the engagement from a researcher perspective posed challenges at times. I struggled at points not to give supervisory advice or remain non-partisan. At other times I wrestled not to get emotional with the principals, as some became tearful when describing challenges and hardships. In the process of analyzing the data, my position as an insider may have produced some deductive reasoning despite my best efforts, still I strove to maintain an honest position.

Strengths and Limitations of the Study

For this section, I consider the strengths and limitations of the study. If EC leadership is to be considered in its widest context then a range and diversity of issues would have to inescapably be incorporated: gender, professionalism, pedagogy and practice, ethics of care and values. As an introductory work however, not all aspects of EC leadership could be incorporated at length. This study serves as a starting point for locally-relevant EC leadership practice and therefore cannot be considered as generalizable.

I observed that EC principals are extremely passionate about their jobs, their "calling" as one principal stated. The remarkable energy, interest and resilience cannot be without notice or appreciation. Where principals are striving to provide the best service for the children in their care, they should be encouraged, acknowledged and supported in ways that promote the entire ECD field. While experiences varied from one EC principal to another, the amalgam of ideas served to acknowledge the voice of EC principals on a whole.

This study provide an avenue for examining the work of EC principals, probing their value and role in harnessing a cadre of ECD professionals. This study provided a platform for EC principals to voice their triumphs, assert their value and access their needs. Analytic reviews stand to generate transparent discussions of EC leadership, understand EC leadership practice, initiate professional learning opportunities and develop continuous policy initiatives.

One identifiable limitation of the study was that responses of participants may be perceived and presented from a certain perspective, as what they said in the interviews sometimes did not align with the practices observed in each setting. This non-alignment could be a matter of time constraints, as research observations were not conducted for considerable periods. However, opportunities were provided for each participant to be open and frank. I believe participants were comfortable and offered more information than was anticipated. As stated prior, the majority of interviews exceeded the 90-minute target. Participants balanced their views by citing their strengths and weaknesses while identifying what they believed to be the challenges of EC leadership, as well as what devalues the field of ECD.

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Conclusion

In this chapter I described the qualitative case study methodology used in this chapter, which focused on the phenomenon of EC principals' leadership practices and overall work routine. A mixed method design was employed aiming to capture multiple voices and increase understanding of EC leadership. Mixed methods utilized in the study were explained. The methods included: policy document review; a survey instrument; semi-structured interviews; ECI-based observations and field notes; and; analysis of results. My personal interest and position was shared, along with ethical concerns of the study. For the upcoming chapter, Chapter 5, the background findings of the study are shared.

Chapter 5: Background - Research Findings

Introduction

The purpose of this study was to provide analytic insight into how EC principals enact or contextualize leadership in their everyday activities was fundamental. The central guiding question for the study was: *How is leadership enacted in Jamaican early childhood settings?* As discussed in Chapter 4, a mixed method design was combined with the case study format to include: a review of policy provisions relating to EC leadership; a survey instrument; case study semi-structured interviews with principals and ECI-based observations and field notes. This chapter describes the participant principals, their ECI settings, interview dialogue highlights and the summary data of EC leaders' policy-practices.

For the first section of the chapter, I give an overview of the ECI settings, from the summary survey of EC leaders' policy-practices island-wide. Information on the type of ECIs, enrolment, teaching population, types of communities and the parishes are delineated. Then, I include brief descriptions of the seven observational ECIs derived from the interview/observation data. In the second section of this chapter, I describe the participant principals from the wider survey, then drawing upon interview/observation data, I highlight the background and training status of the seven EC principals in the observational ECIs. Perceptions of principals regarding EC leadership and training needs were also highlighted.

Early Childhood Institutions' Background: Survey Data

The survey captured information from EC principals from four categories of ECIs: Basic Schools, Infant Schools, Infant Departments and Preparatory Schools. Reflective of the largest group of pre-schools, 48 percent of the participants were from Basic Schools; Infant schools represented 24 percent of EC principals; Infant Departments 12 percent and Preparatory (independent) schools, represented 16 percent of EC principals. Figure 5.1 shows a pictorial representation of the types of ECIs that the survey participants worked in. While the majority of participants were from Basic Schools, reflective of the largest ECI grouping, comparatively, the participants from government pre-schools (Infant Schools and departments) was significantly high.
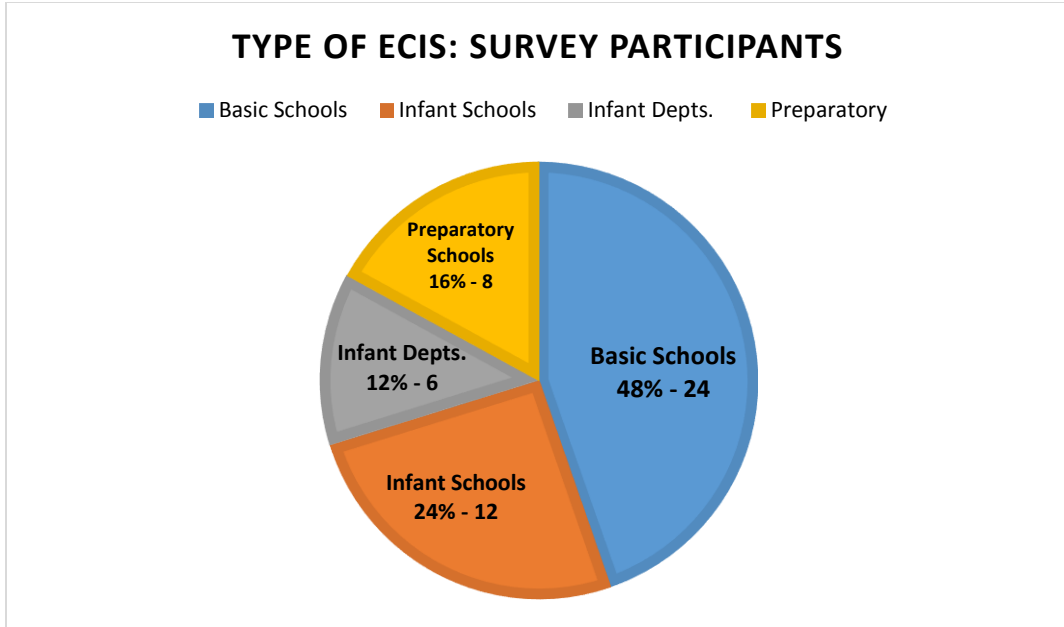
Figure 5.1: Types of Early Childhood Institutions in Survey

The research involved principals of ECIs supervising the three to five year old age cohort. As can be seen in Table 5.1, a significant number of ECIs (48%) had 50 or less such children enrolled. While four ECIs had more than 200 children.

Current Enrolment	Percentage	No. of ECIs
1-50	48%	24
51 -100	20%	10
101-150	12%	6
151-200	12%	6
201 or more	8%	4
TOTAL ECIs	100%	50

Table 5.1: Enrolment of Early Childhood Institutions

The majority of ECIs (83%) had between one to ten teachers, with one ECI having over twenty teachers.

As reflected in Figure 5.2, ECIs were also located in various types of communities.

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	Rural Area - 17 (36%)
	Urban Area - 16 (34%)
	Innercity Community - 6 (12%)
	Farming Community - 6 (12%)
	Tourism Community - 1 (2%)
	Mixture - 2 (4%)
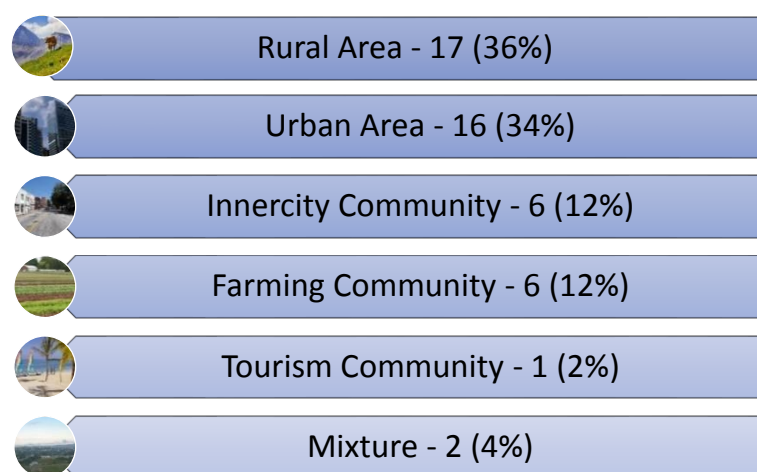
Figure 5.2: Types of Communities

Early Childhood Institutions' Background: Observational ECIs

Now I turn my attention to the ECIs that were involved in the observation/ interview part of my study. All observational ECIs are located in the parishes of Kingston and St. Andrew. Only principals' practices regarding the three to five-year-old age cohort groupings were captured in this study. The enrolment figures of the seven ECIs visited, ranged from a low of thirty-two (32) to a high of two hundred and twelve (212). The teacher-pupil ratio ranged from 1:10 to 1:33. Table 5.2 shows information on the type of ECIs, enrolment, number of teachers and the teacher-pupil ratios of the ECIs observed. In two of the ECIs, the principals are also included in the teaching academic core.

ECIs and Type	Enrolment	No. of Teaching Staff and Principal	Teacher/pupil ratio
Sienna Basic School	172	8 + principal	1:22
Coral Basic School	106	6 + principal	1:18
Bondi Basic School	32	3 (inc. principal)	1:10
Gamboge Basic School	212	8 + principal	1:27
Navajo Basic School	145	9 + principal	1:16
Denim Infant Department	98	3 (inc. Infant HOD)	1:33
Jade Preparatory School	147	9 + principal	1:16

Table 5.2: Early Childhood Institutions' Profiles

This sample of the observational ECIs in Table 5.2 was reflective in part of the overall ECI data. Five of the seven ECIs observed were basic schools, and this also reflects the fact that almost 90 percent of ECIs in the country are basic schools. The teaching staff

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population was also similar with the majority of staff numbering between six to ten staff members. In contrast, however, while the majority of ECIs island-wide had a population less than 50, the ECIs in the observational ECIs had a higher enrolment population, the majority having over 100 children. While intending that observational ECIs be located in the urban area, when combined, the majority of respondents for the survey were from rural communities.

Sienna Basic School. Sienna Basic is located in the eastern belt of Kingston. This ECI is affiliated with a Christian church and is situated on the same property. The current enrolment is 172 with eight teachers, the principal and four ancillary staff members. Two of the teachers are diploma trained and another two are currently in training for teaching degrees. The ECI is very clean, colourful and attractive. The grounds are secure with perimeter fencing, and for added security, a security guard and maintenance personnel is employed. There are grilled entrances to the one storey building. The entire physical structure is concrete. There are playground equipment and adequate space to play. The layout of the ECI is so organized that the main hall is divided by chalkboards to accommodate some of the classrooms. There are seven classrooms: two class ones (age three) two class twos (age four) and three class threes (age five). There is also a computer room, sick bay, a reading/resource room, a kitchen, office and store room, two student bathrooms and two staff bathrooms.

On entry to the ECI grounds one is greeted by two parents' bulletin boards, with current news and announcements. Children's artworks are also displayed. Each classroom attractively displays motifs and appropriate instructional materials for children. Each classroom also has rules for class conduct. It was noticeable that the children are highly disciplined and are incorporated in the ECI's daily routine. Teachers and children have a remarkable rapport and children are very responsive and obedient to teachers' requests. Different children participated in assigned chores. Children were quick to approach me, ask questions and display their notebooks and share their talents.

Coral Basic School. Coral Basic is located in a semi-depressed area of Kingston. The current enrolment is 106 children with six teachers and the principal. There is one trained teacher at Coral Basic. The ECI shares space with a home dwelling. The grounds are secure with perimeter fencing and are kept very clean. Flowers enhance the ECI

surrounding. While the outdoor space is very limited, teachers monitor children during play times. The concreted play is well utilized with games such as hopscotch and tic-tac-toe. While large play equipment, a swing and a jungle gym are evident, these are not in use as they have not been securely mounted. The one-storey concrete building, with tiled floors, is separated by chalkboards to accommodate the classrooms. Though poorly ventilated, decorative blocks help to cool the ECI building. Poor lighting is a challenge. The pre-school openly displays attendance board, notice board, time tables and school rules. Principal Coral keeps up to date records of her log book, attendance book, incident record and sign in and out book.

During play times she sits outdoor and carefully observes the children. Safety is a priority for her and she quickly calls out to children loudly who could harm self or others. She has a very strong voice. She expresses great concern that children are very rough and tumble in their play. For her, it is important to monitor children carefully. Also important is the nutritional health of children, for which Principal Coral takes keen interest in the menu and food preparation, ensuring that foods served to children are healthy and varied. Principal Bondi also believes that children must excel in the area of cognition as this is important for progression and accountability.

Bondi Basic School. Located in an inner-city community of Kingston, Bondi Basic School is a small ECI with 32 children and three teachers. The principal is one of the teachers. The perimeter fencing is very secure, though the ECI grounds is in proximity to dwelling spaces. The façade of the ECI is quite attractive, with murals on walls. The colours used reflects the brilliant school colours. The surroundings are extremely clean and stands out in comparison to other buildings in the community.

The outdoor space is very small with beautiful plants. There is only one playground equipment on the ECI premises. There are no protective grilled bars on the one-storey board structure. Recent concrete additions to the building include a separate bathroom for boys and girls. The lighting is poor in the classrooms. The backdoor of the ECI is left open for ventilation and is also the only fire exit. The main ECI building is separated by chalkboard to house the three classrooms. There is also a small principal's office and reception area for parents and visitors. It was noticeable that parents

automatically sign in and out their children. There is also a small kitchen where teachers prepare meals for children.

While no bulletin board or attendance boards were evident, the parents who visited seemed to be quite knowledge on the activities of the ECI. Classrooms were sparse of instructional materials, but the teachers' voices were prominent. The ECI is very orderly and quiet, with an easy-going atmosphere. Principal Bondi had a masterful way of dealing with parents. While very respectful and encouraging, she was firm. The parents learned that not all forms of dress are acceptable when entering the ECI grounds. The children approached the principal without fear and were extremely open with sharing happenings in their community. The teachers too approached principal without caution. One could not help but notice the family setting. Yet, at the entrance of the roadway and along the perimeter of the ECI, officers patrolled the streets with heavy weaponry. Principal Bondi indicated that whenever there is a flair-up of activity, it was usual for the police officers to patrol. As noted by Principal Bondi, while violence affects the community, no harm comes to the ECI. Staff and children grew accustomed to the frequent presence of armed officers.

Gamboge Basic School. Nestled in a busy section of Kingston, Gamboge Basic is situated on the grounds of a larger complex that houses a church and evening institute. The members of the school board are core members of the church. There are grilled entrances to the one storey building. The entire structure is concrete, boasting separated and individual classrooms. The grounds are clean and well secured with perimeter fencing and a security guard and grounds man is employed. There is a large playing field with adequate space for play. The layout of ECI is very well organized and spacious. The ECI needs more shaded areas for play but the schedule is so organized to carefully regulate playing times to prevent over-exposure to mid-day sun. Attendance boards, notice boards, time tables and school rules were openly displayed. Principal Gamboge attempts to keep all records up-to-date and records of log book, attendance book, incident record and lunch records were observed.

Gamboge Basic has an enrolment of 212 children with eight teachers. The teacher-pupil ratio of 1:27 was the highest of all the basic schools observed. Appropriate, child-friendly furniture are available. Each classroom is attractively decorated, with

outstanding displays of children's work. Children are fully engaged in classroom activities and have a good rapport with teachers.

The social environment was very admirable, an air of courtesy pervaded. Parents approached with respect and had a good rapport with principal. Teachers too were very polite and quite supportive of principal, asking throughout the day how they can help. The interaction between principal and teachers stood out; they made plans together and were very supportive of each other. Principal and teachers were very personable with the children. The majority of classrooms were orderly. While discipline was maintained, the atmosphere was playful and unthreatening. On observation teachers monitored children carefully and the principal took personal interest in children who displayed challenging behaviours. One child who displayed very challenging behaviour frequented the principal's office and eagerly accepted chores from her. She counselled him and reminded him to be a good boy. Principal Gamboge expressed concern for the total development of all children and shared strategies used to ensure children's development.

Navajo Basic School. Located in western St. Andrew, the Navajo Basic School is affiliated with a Christian church from which the members of the school board are comprised. The current enrolment is 145 with nine teachers and a 1:16 teacher/pupil ratio. The large ECI grounds are thoroughly paved, with a section allocated for large play-ground equipment. The entire grounds are clean and secure with perimeter fencing and a security and maintenance personnel is employed. While there are flowers on the grounds, one challenge is the lack of shaded areas while children are at play.

The ECI building is concrete and is housed on the second floor of a main hall. The hall is sectioned by adjustable partition boards into eight classrooms. There is adequate child-friendly furniture. A separate principal's office and reception area, a large kitchen, bathrooms, storeroom and a sick bay is also housed on the building. On entry to the ECI grounds there are large motifs and educational messages painted on the façade of the building. Displayed boldly are Notice Boards, vision and mission statements, time tables, parent tips and the Standards of the Early Childhood Commission. Devotion was in session as I visited. A faith-based approach was utilized. Morals and right attitudes were reinforced and children were very orderly. All children and teachers participated in the devotional exercises.

The ECI was quite orderly and teachers were very vigilant. There was evidence of effective relational skills among principal, teachers, parents and children. Principal Navajo monitors each classroom daily and relates progress to teachers. While individual children's behaviour posed a challenge at times, Principal Navajo dealt with complaints immediately, allowed children to find solutions to their reported challenges, she was very patient and gave each child timely counsel. Children listened and soon reverted to playing again. Children were unafraid to approach teachers and freely made complaints about other children. Children were observed greeting teachers with a "hi-five". Children were very affectionate to each other, hugging each other and holding hands.

Principal Navajo expressed deep concern for children's well-being, rights and safety. She makes arrangements with other child care entities to ensure children's ongoing well-being, as well as that of teachers' welfare. On the day of visit, arrangements had been made with the local clinic to have children immunized or receive boosters. Plans were afoot to institute a Parenting Seminar on values, skills, and attitudes, as a means of improving parents relationship with their children.

The principal ensures policies are instituted and indicated that the follow-up inspection by the ECC (March, 2016) showed overall excellence in ECI infrastructure, teaching and learning as well as financial management. Two areas of improvement were identified, one teacher needed improvement in teaching strategies and tax deductions were outstanding. The principal also indicated that the noise level of the ECI need to be toned, though this may be attributed to the lack of individual/sound proof classrooms.

Denim Infant Department. Denim Primary and Infant School is located in St Andrew West Central. The ECI neighbours semi-depressed communities. Denim caters to children three to twelve years old. The Infant Department, with a population of ninety-eight, is part of the larger ECI offering services to children four to six years. The classrooms are housed in three separate classrooms. There are three trained teachers and a caregiver. The Head of Department (HOD) is also a classroom teacher.

The ECI is secure with a perimeter fencing and security guards are employed on rotation to the ECI. The ECI grounds are clean, with adequate play equipment and space for children to play. There are prominent notice boards with messages to parents.

Children's artworks are displayed in each classroom and teachers ensure children are always engaged in activities; a very fast-pace environment.

All infant schools and infant departments are government operated. The government pays teachers in full, and supplies meal items and instructional materials. However, ECIs whether private or government operated, seek to supplement the general school budget by various means. One major way ECIs does this is through the collection of school or contributory fees. At Denim Infant, parents are asked to make contributions of $3,500 for the first year and $1000 for successive years. Due to the level of unemployment and unaffordability of parents whose children attend Denim Infant, not many pay these contributions. HOD Denim shared that teachers assist children frequently with lunch; share materials and buy school resources out of their pockets. She also shared that there are multiple children in some families and some children have attendance challenges. One interesting discovery in HOD Denim's class was that she had two sets of twins. She informed that the multiple birth phenomenon is not a rare occurrence in the communities adjoining the ECI.

On observation, HOD Denim is strong on discipline and monitors her class very well. She is determined that children must pay attention and capture the main points for each lesson. Children are bold in their responses and very active during class sessions. They were kept busy in an engaging atmosphere. Safety and discipline are key areas of focus as children often engage in disagreements among their peers. HOD Denim has her records on hand, though she confesses it is a challenge to keep records up-to-date given the dual task of teaching and administration.

Jade Preparatory School. Jade Preparatory is located in Central St. Andrew. Preparatory schools are private ECIs funded by school fees, mandatory for parents. Preparatory schools do not benefit from government subsidies for teachers' salaries, but may get assistance with classroom materials and school meals (MOE, 2013). These ECIs incorporate the MOE's curriculum, along with other extra-curricular activities. Jade Preparatory is a faith-based institution offering services to children three to twelve years of age. In this study, the kindergarten section is the focus, which caters to children three to five years.

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The ECI is fully secure with perimeter fencing and a security guard on site. The grounds are thoroughly clean, no debris in sight. However, as Principal Jade cites, the playground is very dusty and children are not encouraged to play there until the grounds are paved. The entire two-storey building is a concrete structure with the kinder section located on the ground floor. The kinder section displayed bulletin boards and notices for parents. Displays on Black History were outstanding. Other upcoming events were highlighted including an Open Day where parents are allowed to view children's progress. In plain view also were rules for children.

The environment is a nurturing and caring one. The noise level is low, and though children are not always orderly, discipline is maintained. Teachers are warm and children are very happy and expressive. The pupil-teacher ratio is noticeably smaller than all other ECIs visited. The Jamaican patois is not promoted. The principal indicates that due to the type of parents, middle to upper class, children often use Jamaica Standard English both at home and at school. The children are respectful of teachers and only a few displayed temper tantrums. For any display of misbehavior, the consequence is reduced outdoor play. The last school day of each week is labelled "Frosty Friday" where children with good behaviours throughout the week are rewarded publicly in general devotions. In addition to the principal, a senior teacher monitors the kindergarten section. The senior teacher believes the school leadership is outstanding, materials are always adequate and parents are very supportive towards homework and school projects. She reported however, that not all teachers are cooperative, as her encouragement to use less chalk and talk persists. Nonetheless, she is motivated by the children who inspire her to keep pressing on, though she is discouraged at times.

Principals' Early Childhood Leadership Background
As EC leaders enter the field of ECD at different points in their careers, so too do the levels of knowledge, skills and experiences differ. Illustrating these variations and individuality is difficult in a survey process, however the data is reflective of a sample of EC leadership population in Jamaica. Of the fifty EC principal survey participants, forty-five were females, four males and one was unchecked. The majority of principals who completed the survey (80%) have fifteen years or less experience as principals. The remainder have five years or less experience as principals. Eighty-six percent of the EC

principals have remained at the same ECI for fifteen years or less. All EC principals had spent some years teaching prior to being appointed as principals, with 75 percent spending between five to fifteen years in the classroom.

Qualification and Training

Qualification/training levels varied in the ECIs surveyed as shown in Figure 5.3. Ninety percent were trained above the diploma level and the remaining 10 percent had training at the National Council on Technical and Vocational Education and Training (NCTVET) certification level.
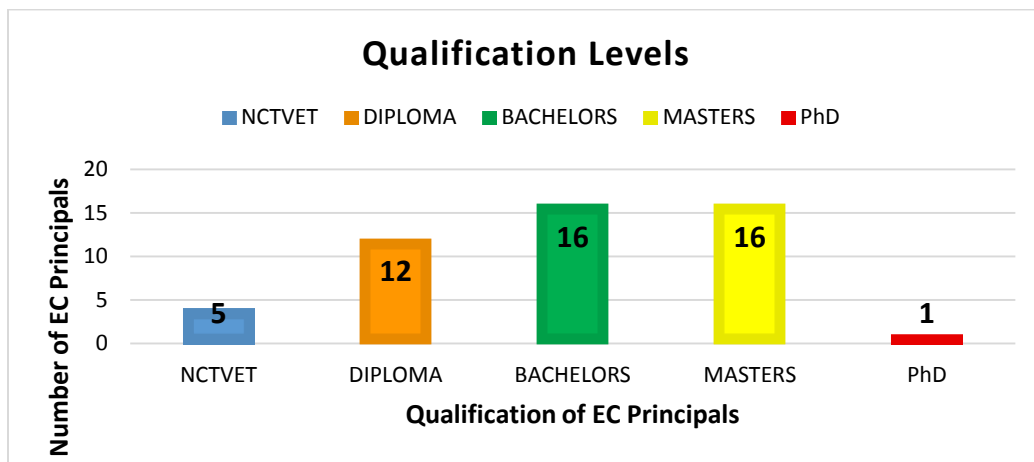
Figure 5.3: Qualification Levels of Early Childhood Principals

EC principals with a teaching diploma and other levels of training hold degrees in various fields. Specialized areas of training as identified in Table 5.3 indicate two areas directly related to ECE training; i.e. 34 percent or seventeen EC principals completed an ECE programme, and 10 percent or five completed NCTVET ECE certification. Overall, 44 percent of EC principals in the survey have some training in ECE. Of special note, the 18 percent of EC principals who completed Education Administration or Leadership programmes, specialized in Primary or Secondary Education Leadership. This means that EC principals who completed the survey have no specific training or official qualification in EC leadership and practice. Comparatively, for the observational ECIs, four of the seven EC principals had training in ECE, however, none indicated training in Education Administration/Leadership. Table 5.3 also shows other areas of training not directly related to ECD.

Specialized Areas of Training	Percentage	No. of ECIs
Early Childhood Education	34%	17
Education Administration/Leadership (Primary/Secondary Education)	18%	9
Guidance and Counselling	12%	6
Primary Education	10%	5
NCTVET – Early Childhood Levels 2 and 3	10%	5
Special Education	4%	2
General Education	2%	1
Science Education	2%	1
Educational Psychology	2%	1
Practical Nursing	2%	1
Reading and Language Arts	2%	1
Adult Education	2%	1
Total	100%	50

Table 5.3: Specialized Areas of Training

Demography of EC Principals' in Observational ECIs

A brief demography follows of all seven EC principals who were engaged in the study. As indicated prior, participants in this study were assigned pseudonyms in order to maintain privacy and protect their identity. However, participants were informed in the letter of information that due to the nature of the study, anonymity could not be guaranteed. Table 5.4 shows the participants' profiles, to include assigned pseudonyms for principals and ECIs, age band, qualification, years of teaching experience and principal tenure.

Pseudonym	Age Band	Highest Qualification	Years as Teacher before Principal	Years as Principal
Principal Sienna (Sienna Basic)	Under 40	Bachelor's Primary Degree (pending)	10	6
Principal Coral (Coral Basic)	60 and over	Level 2 (NCTVET)	21	18
Principal Bondi (Bondi Basic)	40-49	Diploma Early Childhood	7	3
Principal Gamboge (Gamboge Basic)	50-59	Bachelors Early Childhood	10	2
Principal Navajo (Navajo Basic)	50-59	Diploma Early Childhood	15	20
HOD Denim (**Denim** Infant Department)	50-59	Masters Primary Education	28	10
Principal Jade (Jade Preparatory)	60 and over	Masters Science in Education	10	8

Table 5.4: Participants' Profiles

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To be selected to participate in the study, participants came from a variety of backgrounds and had varying years of experience. While all respondents were from the Kingston and St. Andrew area, different types of communities, types of ECIs, size and staff ratio were also considered.

  Principal Sienna. Principal Sienna was very approachable and enthusiastic. She was very passionate and eager to participate in the research and hopes that her contribution will help to improve the ECD sector. She is less than 40 years old with 10 years of experience as a classroom teacher and another six years as principal at Sienna Basic School. Performativity is high on the list for Principal Sienna. The policies of the MOE are upheld in the daily activities. Supervision and data collection were well targeted. Principal Sienna had a number of up-to-date materials kept in her office. These included log book, incident forms, lunch book, school fee, admission book, field trip form, progress reports, attendance log and accounts books. The principal was quite vigilant in spot-checking staff members and children throughout the day, who seem unthreatened by her visits. The principal and teachers interacted well, made plans together, and were very respectful and supportive of each other.

  I was interested in hearing each participant's views of themselves as a leader. Principal Sienna described herself as a leader in the following way:

> Yes, I have a passion for EC not driven by income. It's not about the money. I have EC on my mind all the time. I don't have to be at work to think about the organization. I am impacting/influencing positively others in the field. Whether good or bad once you have influence, you're a teacher, you are a leader.

  Principal Sienna currently holds a Primary Education Diploma from 2007 and has one semester left to complete a Bachelor's Primary Degree. She believes her training in the degree programme has helped her to be more equipped in her administrative role as a principal. She deems one of the courses as very practical and applicable to the standards promoted by the Early Childhood Commission. Not satisfied with her current level of leadership training, Principal Sienna identified human resources as one area where she needs additional training and focus. In her own words, "People drive an organization. Human resources are crucial to leadership growth and development. I need the strategies and ideas that aren't too forceful, at other times I'm not stern enough." Another area of

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leadership that is of concern to Principal Sienna, is that of administration. She confessed that while there is an avid attempt to get the paperwork done, training is needed in the areas of book-keeping, financial administration and time management.

Principal Sienna is an active leader evidenced by her various involvements in school, zone and community activities. Under Principal Sienna's leadership, the ECI is known for participating in a number of national activities. She has initiated reading projects, promoted creative arts in her ECI, as well as other ECIs in the school zone, and is interested in EC book publications. She works for long hours and on the day of the interview she was at the ECI from 7:00am to 7:00pm. While time management is cited as one of her challenges, she seeks aggressively to accomplish self-assigned task each day. She initiates various projects to improve children's holistic development, as well as organizes programmes for parents and improving the general appearance of the ECI.

Principal Coral. Principal Coral is very businesslike and sees herself as "being in control." She is over 60 years old and has spent 18 years as a classroom teacher before becoming a principal for 21 years. She has a level two NCTVET certificate and counts her years of experience as creditable qualification. She also attests that her NCTVET training has helped her immensely with being a good leader, educator and she has honed deeper skills in monitoring children. While having good management of the financial and administrative aspects of her job, she believes these areas could be improved. When asked "Do you regard yourself as a leader?" Principal Coral responded:

> Yes, I see myself as a leader. I can monitor my staff and while children are often rebellious with parents, they obey me and comply. The teachers see me as a leader and we communicate well. This school needs someone who is strong and can garner support from the community. We all communicate well.

For Principal Coral, EC leadership means, "One who helps to set rules and boundaries and standards. If you are a good leader, you will get tasks done. You have to be focused to get what needs to be done." Principal Bondi runs a tight shift and encourages parents to cooperate with the opening and closing times for the ECI. Parents approach with respect and seek ways to improve the ECI. Principal Bondi knows the names and family background of the children and was quite open in sharing information. She is very active and very involved in all aspects of the ECI.

Principal Bondi. Principal Bondi was very calm, pleasant and humble. She was very accommodative and open with sharing information. Her main focus was on improving her relationship and communication with parents in the troubled community. She is over 40 years old and has seven years teaching experience. Having completed the diploma programme in ECE three years ago, she has been assigned as a principal of Bondi Basic School since then. Being a novice principal was very challenging for her. In particular, the inner city community was riddled with on-going warfare, gambling, very young teenage mothers and children were very callous about war and death. She lamented that for many parents in the school community education is not placed as top priority, survival is the focus, hence gambling being the mainstay of the community. She communicated that this affected her but over time she has assimilated. Principal Bondi describes her view of herself as a leader in the following transcription:

> Yes, early childhood is my true passion. I help to shape children's lives under my care. Initially, I was not pleased to be assigned to this school as principal and was deeply affected by the violence in the community and the children's behaviour, but after a while I changed my focus and I'm getting better now.

Principal Bondi related that training has helped her somewhat. While she completed her Diploma in Early Childhood Education, she also pursued the NCTVET Level 3 course, which helped her with management of finances. Skills for communicating with parents were also heightened and, particularly, programmes to help parents. Her college diploma helped her with pedagogy, lesson planning and some areas of fiscal management. Principal Bondi identifies communication skills particularly with parents as one area that would improve her leadership skills. She noted:

> Communicating with parents on the importance of education is very vital. Parents do not take the education of their children seriously. While violence doesn't affect the school directly, it is deeply entrenched in the community. Emotionally, the children have become callous and insensitive. The children are used to the violence and appear immune to what happens in the community. They talk freely about death, the dead and harm done to others. The teachers are the ones traumatized at the insensitivity of the children. We need some counselling and training in that area too.

Principal Gamboge. Principal Gamboge was very expressive and passionate. She is a motivator, stickler for principle and aims to lead by example. She is very vigilant and observant and thrives on team spirit. Though having only seven months of experience as

principal at this school, her measure of confidence and optimism was illuminating. She had the least experience of all the principals interviewed. Principal Gamboge taught for ten years before becoming a principal. She sees herself as a growing leader, one who is, "Trustworthy and emphatic to teachers' needs. I lead through team effort. I lead by example. One teacher said "I'm following you". I see myself as one who is able to advise parents. I am also a community leader who is respectful and apologetic."

She currently has a Bachelor's degree in ECE since 2015 and described how that course of study has helped her in her role as principal:

> Yes, somewhat. I did a leadership course during my degree. I did not take it seriously at the time. But I did a leadership project in the course that impacted me. I had to practically develop a school. The paperwork was completed, budgeting, design uniforms, school safety plan, nutrition plans. Other courses such as Child Rights and Participation also helped, the drama presentations on child rights. Preparing for workshops also helps as I have to prepare brochures and seminar talks.

Being a new principal, Principal Gamboge identifies a few areas she would like to improve on. "Supervisory management is an area of leadership I would like to improve on. I want to know how to motivate staff. Sometimes there are challenges with the professionalism of teachers. Coming from among the staff to being a principal takes adjustment." Despite being new, the principal was very active and very aware of her surroundings and the various ECI activities. She was very interactive with parents as well as teachers.

Principal Navajo. Principal Navajo was very accommodating and excited to participate in the research study. She is over 50 years old and taught for 15 years before becoming a principal for the past 20 years. Principal Navajo is extremely passionate about her role as principal and is at the ECI by 7:30am. Her passionate attitude led her to become emotional at times during the interview. She is an efficient administrator, who had up-to-date records in her log book, attendance registers, lunch and school fees accounts. She also had a library and various books in her office. She is dedicated to the growth of all children in her care, and is committed to the growth of the institution. She works very closely with the school board and community. Principal Navajo describes her view of herself as a leader in the following way:

> God is my leader and He has been my role model. I am a motivator, I encourage and pray with staff. I am also a team player, I seek to get ideas from my staff and community. I have seminars and meetings at the beginning and the end of the year. I outline expectations at the beginning of year and review at the end of the year. I include a mix of activities for the staff such as retreats and training, always with a spiritual focus. I invite special speakers for fasting and prayer. For the children, we have special devotions, week of prayer, physical education, sports days and clean class competition. I am very good with parents and do a number of home visits. So many areas of leadership.

Principal Navajo holds a diploma in Early Childhood Education since 2010 and is seeking to complete a bachelor's degree. She believes her training has helped to improve her leadership skills generally, however she expressed reservations about specific training as a principal. Being in charge of a ECI requires special training as roles are not solely pedagogical. Principal Navajo elaborated on the specific leadership training needs, "I am grateful for the financial training at workshops and that has helped me immensely but I need to know what is expected of me. How can I know if I am fulfilling my role? I need training in special education, technology and communication."

Head of Department Denim. Head of Department (HOD) Denim was very cooperative and expressive in her views. She spoke freely of her role, her journey and ways in which the government could improve the early education programme. She is over 50 years old and has been the head of the Infant Department for over 10 years. Prior she was a classroom teacher for 28 years. HOD Denim describes her view of herself as a leader in the following way:

> Yes, I see myself as a leader. Originally, I wanted to do Early Childhood in college but not enough numbers. So I did the Primary Education course. I taught at the primary level initially but then was shifted to the Infant Department. I saw it as a demotion, but after a while started to like early childhood. I learned to do the lesson plan and I've grown over the years. I'm very involved and my colleagues respect me, though they see me as "demanding". I'm very passionate about my job despite behaviour of children and I'm always thinking of ways how I can go further. I want to push them further.

HOD Denim holds a Masters in Primary Education since 2009 and asserts that her educational qualifications and training have assisted in preparing her for the role of head of department. "Yes, I did a supervisory management course. I also did School Management and Administration. However, more management strategies would be

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helpful in the area of administration, financial management and staff communication." HOD Denim expressed concern for improved communication among teachers in the department as well as between management and the infant department. Teamwork was important to her.

Principal Jade. Principal Jade is very controlled and timely in her approach and responses. She spent most of her years in adult education, operating a training facility for thirty years. Subsequent to retirement, Principal Jade spent eight years as a classroom teacher, eight years as an ECI principal with three of those years at this current ECI. Principal Jade describes herself as a leader as follows "Yes, I have a passion for children. I educated my own children before they enrolled in formal schooling. I also participated in the home schooling of my grandchildren. I am knowledgeable in the field of management and entrepreneurial leadership."

Principal Jade currently holds a Master's degree in Science in Education. She believes that her training has helped her in areas of Administration, Curriculum Management and Project Management. Aware of her deficiencies, Principal Jade identifies technology as the main area needing improvement.

Conclusion

In this chapter, I presented an overview of the interviews, observations and surveys conducted. A brief description of the leadership background of all seven EC principals in the interview was given. Their perceptions of self as a leader was shared, along with insights into what type of training was crucial to improving their leadership. Discussion ensued on the interview and survey source of data collection, highlighting the background of ECIs and the composite demography of research participants. Next, I turn my attention to describing the key findings of the study.

Chapter 6: Research Findings

Introduction

For this chapter, I share the findings of the research. I generated data from the surveys, which had fifty participants in total and from the interviews and observations, which had seven participants. Survey data is presented in a statistical format, while the interview and observational data are presented in prose format. However, where applicable, survey, interview and observational data are combined and distinctly stated. I present excerpts from the data collected, based on the central and guiding research questions of the study, which are:

> *Central: How is leadership enacted in Jamaican early childhood settings?*
>
> *Guiding Questions:*
>
> 1. How do EC policies impact principals' leadership practices?
> 2. How does training affect EC principals' leadership practices?
> 3. What are the supports that assist principals in fulfilling their work in EC settings?
> 4. What are the constraints that inhibit principals' leadership roles in EC settings?
> 5. What does leadership mean to Jamaican EC principals in a post-colonial era?

This chapter presents five categories based on the five guiding questions stated above. These five categories are: Policy-Practice Enactment, Training, Constraints, Supports, and Post-colonialism. In the final section of the chapter, I present the views of EC principals in regards to some general factors affecting the growth of ECD in Jamaica.

Policy-Practice Enactment and Leadership
(How do EC policies impact principals' leadership practices?)

As the literature review indicated, the practice of EC leadership is approached differently in various parts of the world. Because the concept may be manifested in different ways, the case of Jamaica is unique, though in considerable respects is influenced by various international and local policies, history, the availability of financial and material resources, and the cultural milieu. These all serve to shape the current ECD sector in Jamaica and direct how EC policies impact principals' leadership practices. While considering the different approaches to leadership in ECD, the concept of policy-practice enactment refers to the translation of text into action and the abstractions of policy ideas

into contextualized practices (Ball et al., 2012). In this study, policy-practice enactment refers to the actual day-to-day practices of EC principals.

The practice of leadership, or the enactment of it, can best be captured by observation and firsthand experience. The experiences of EC principals were examined in conjunction with the EC Act and Regulations 2005, which is often referred to as the *'EC policies'* in this study. For this first section, I share principals' views on how EC policies impact their leadership practices. The research showed that policies heighten principals' knowledge, intensify principals' performance yet increase workload, improve daily programming, enhance principals' level of involvement, expanded communication, and increase operational cost. Each component is presented sequentially.

General Awareness of the EC Act and Regulations 2005. In order to assess how the EC policies impact principals' leadership practices, it is important to ascertain their levels of awareness of the EC Act and Regulations 2005. Principals in the observational ECIs had moderate to high levels of awareness. This was also the case with the majority of EC principals surveyed, 92 percent had moderate to high levels of awareness as seen in Table 6.1. Eight percent indicated they had little or rare knowledge of the policies. Newly employed principals reported to be among this category.

Level of Awareness	No. of Principals	Percentage
High awareness	**27**	54%
Moderate awareness	**19**	38%
Little awareness	**3**	6%
No awareness	**1**	2%
Total	**50**	100%

Table 6.1: Level of Awareness of EC Act and Regulations 2005

All principals in the study attested that they have copies of these policies, and were primarily exposed to the requirements at the time of implementation through the Early Childhood Commission's (ECC) sensitization workshops and zone principals' meetings. Principals' interaction with the EC polices increased as they sought to implement them in their daily practices and work towards the meeting the registration requirements.

Policies Heighten Principals' Knowledge. Overall, the research indicated that EC policies heightened principals' knowledge of the goals of the Jamaican ECD sector. Of the total respondents surveyed 93 percent believed that EC policies greatly influenced their leadership practices. Principal Sienna shared, "Yes – Standards influence my practice. I realize what I am to do by law. I adhere to rules that lead to safety and develop activities according to the policies." Principal Bondi also viewed the policies as a helpful guide:

> Yes, being a new principal, most of the requirements I was not aware of, but the seminars have assisted me to improve. I have the standards in mind and try to work with them. I have completed the fire, nutrition, disaster and first aid requirements. The school was inspected in June 2015 and those were approved.

Principals of observational ECIs attest that the EC policies serve as a benchmark for their actions and their school development plans. Principal Navajo expressed that she was current in her understanding of the EC Act and Regulations however; she needed to address areas of discipline. "Yes, I have gone through the Act, I believe I need to take it more seriously. Policies need to be put in place as it relates to flogging. All others requirements are in place – nutrition, safety, first aid and ratios."

Principal Jade on the other hand confessed that she was not up-to-date with the EC Act 2005, accepting the need to be more cognizant. While agreeing to its import, and adhering to specific policies, she communicated her apprehension. "The twelve standards are too high for Jamaica and our childhood school system. It's not realistic for our financial situation. We also do not have the qualified human resources." This view pervades some sections of the society. It would be informative to capture the general views of EC principals on this stance. Policy enactment demanded many areas of leadership skills to be activated; such skills include organization, problem analysis, and decisiveness, prioritizing values and applying stress tolerance.

Policies Intensify Demand for Performance and Increase Workload. Since the implementation of the EC policies, principals' focus on personal performance, student readiness and pressure for change was intensified. Principals deemed the policies very important and they connected their enactment practices with levels of performance. While principals were aware of the policies, they had varying views and experiences with enacting and balancing daily activities. The struggle to balance their actual practices with

those of policy demands was reflective of the change process. Principal Coral indicated, "I am somewhat aware, not fully. We have had training but I don't have time to read for myself and conceptualize. To be honest we don't always focus on the policies given all the demands of the day to day activities." In the face of intensity and increased work demands, EC principals have had to employ coping mechanisms as they seek to manage their daily routine.

Daily Routine of Early Childhood Principals. EC principals have a demanding daily schedule. Generally, the school day begins at 8:30 a.m. and ends at 1:30 p.m. While not exhaustive, Table 6.2 shows a number of tasks principals seek to accomplish daily and/or weekly. The tasks are reflective of activities that most EC principals generally perform.

Daily/Weekly Activities	
Open Office	Contact parents re. outstanding fees
Greet parents and visitors	Handle telephone calls
Visit classes and observe	Send text messages and emails
Supervise lessons and lesson plans	Prepare purchase requisition forms
Update attendance/enrolment data	Prepare payment vouchers
Update student data forms	Prepare petty cash vouchers
Collect and record all lunch fees	Prepare letters/circulars to parents
Collect and record any other fees	Update school fee payment records
Confirm lunch numbers	
End of the Day Activities	*Other Activities*
Review Lesson Plans	Plan staff meetings
Total lunch fees collected	Plan Parent-Teacher Meetings/Seminars
Total any other fees collected	Organize professional development sessions
Prepare deposit slips	Appraisals for teachers and general staff
Update cash book	Disciplinary meetings with staff
File receipts	Discipline students
Prepare cheques	Take students to medical centres
Correspond with Management Board	Applying First Aid
Correspond with Early Childhood Commission/MOE	Issue stock to kitchen staff weekly
Log incidents injury to students	
Log daily activities	

Table 6.2: Sample Activities of EC Principals

In addition to the stated activities, principals often serve beyond what is required or observed. Some ECI principals are at school two hours before schedule and until late evening. They arrive early to update school records, accommodate parents who have to go to work early and ensure children on the breakfast programme are fed. EC principals remain late to accommodate parents who work late, facilitate members of staff who attend evening classes and ensure surroundings and paperwork are ready for the following day.

Principals also routinely oversee the daily timetable by making visits to classes. The general daily "Time Table" schedule for ECIs looks like the sample in Table 6.3. This timetable reflects a skeleton of the general guide for ECIs. Principals and teachers heavily use this guide, but are allowed to tailor the activities for their specific context. Devotional activities took place in public, faith-based and community basic schools.

TIME TABLE	
Attends ECI between 6:30 -7:30am	
8:00- 8:30am	Arrival/Greeting/Free Activity
8:30 – 8:40am	Transition
8:40 – 9:00am	Devotion and Registration
9:00 – 9:05 am	Transition
9:15 – 9:30am	Circle Time (Large Group)
9:30 – 9:35am	Transition
9:35 – 9:55am	Guided Learning (Small Group)
9:55 – 10:00am	Transition
10:00 – 10:30am	Snack
10:30 – 10:35am	Transition
10:35 – 11:00am	Guided Outdoor Play
11:00 - 11:05am	Transition
11:05 – 11:30am	Guided Outdoor play
11:30 – 11:40am	Transition
11:40 – 12:30am	LUNCH
12:30 – 1:00pm	REST, Lullabies and Registration
1:00 – 1:20pm	Story Time, Music, Movement
1:20 – 1:30pm	DISMISSMAL
1:30 – 2:30pm	Evaluation and Preparation for next day

Table 6.3: Sample Daily Time Table for ECIs

Two EC principals interviewed in this study were also classroom teachers. This situation can occur in cases where the school population is small and funding is not available to employ an additional teacher. One principal from the survey noted, "I believe EC principals who also have a class are put under pressure. To be effective at anything, you need full devotion and as such some areas are neglected or not done properly."

According to the principals interviewed, it is critical to implement the policies, as doing so is considered an indicator of sound leadership. Sound leadership for EC principals involved enforcing the policies with deep commitment, meeting inspection requirements, taking charge of the implementation process and ensuring student readiness is at its peak.

Most EC principals viewed the policies from an assessment standpoint. Principal Navajo cited, "Yes, the Act gives guidelines, thus guiding my actions. If more attention is paid to it then the inspection results would be better." Principal Sienna shared similar views but perceived that supervision decreases procrastination or tardiness. "Yes, I could be inspected. I want everything to be prepared. If there's no visit or supervision, then work lags behind. There has been no inspection for some time since April 2015. The policies point to best practices, so it follows that it's good to observe them." Principal Coral placed emphasis on the policies, as she wanted her school to be on top:

> The policies are important, 100 percent. I try my best as I want my school to be in the top. I grant permission for university students to do community service in my school. They conduct observations and do interviews. By their recommendations I seek to improve the school's performance. The development officer also visits the school and make recommendations for improving teaching-learning and general performance.

While principals had varying reasons for "doing" policy, they all agreed that the EC policies increase their workload and intensified the demand for performance.

Policies Improve Daily Programming. In relation to policies regarding the daily programming, all EC principals surveyed stated they ensure programmes for children are developmentally appropriate, while 98 percent professed to creating a nurturing environment for children. Principal Gamboge informed, "Yes. We work by the policies. Holistic development of children is emphasized. Nutrition and safety is highly focused. All our teachers have their food handlers' permit but police records need to be renewed."

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All EC principals surveyed upheld the view that children ought to be provided with safe play spaces, 73 percent believed that they guaranteed such a space, others had limitations due to lack of space and appropriate play equipment. Regarding the subject of behaviour management, 70 percent of principals believed they created an orderly atmosphere all the time, while the remaining 30 percent expressed they encountered challenges with maintaining order. All principals in the study indicated that they promote and have a strong focus on moral values and they emphasized positive interactions between children and teachers.

With regard to school-based health initiatives, the policies offer a way to initiate changes to health practices. Requirements met included training in CPR, installations of first aid kits and establishing hygienic rest areas. On the topic of nutrition, all principals in the survey regarded nutrition policies as crucial. Sixty percent indicated they pay close attention to menu and food preparation. The remaining 40 percent, while deeming nutrition as important, left food supply and a balanced supplement to the provisions provided by the government or snacks supplied by parents. Principal Jade informed, "We have weekly meal plan for the proper nutrition for the children; the menu is changed every two weeks." Principal Coral highlighted "There is also a challenge with the nutrition of the children; they do not eat healthy snacks. For this reason, we have instituted a fruit day, though all parents do not cooperate."

In keeping with policies relating to student readiness goals, 51 percent of principals in the survey indicated that they monitored classrooms activities all the time, 38 percent often and 11 percent some times. Additionally, 40 percent of principals maintained records of children's progress all the time, 45 percent often and the remaining 15 percent sometimes. Principals specified that they initiate intervention strategies to improve children's readiness skills to different degrees, 47 percent all the time, 47 percent often and 6 percent sometimes. The majority of EC principals (93%), indicated that they along with teachers work together on development goals for children's progress and the overall development plan of the school.

In the observational ECIs, over 80 percent of ECIs indicated they initiate intervention strategies for improving student readiness skills in all areas of development. Table 6.4 highlights the strategies implemented by these EC principals.

Cognitive	Physical	Socio-emotional
Reading Room	Dance and Movement classes	Nutrition Programmes
Spelling Bee competitions	Afro-centric martial arts	Values and Attitudes Programmes
Spanish classes	Sign Language	Behaviour Groupings
Extra lessons	Finger/writing games	One to One Charting
Word Games	Inter-sports/Champs	Parental Seminars
Speech classes	Swimming	Home visits
Chorale Speaking		

Table 6.4: Strategies for Improving Student Readiness Skills

Student readiness skills greatly determine performance in Grade One assessments, and general readiness for primary level schooling. Many parents also consider student readiness a major indicator of an ECI's performance. Hence, principals pay ardent attention to improving readiness skills, particularly the cognitive element. Enactment of policies served as a means of accomplishing day-to-day goals, creating short-term goals and sustaining long-term goals.

Policies Enhance Principals' Level of Involvement. EC principals communicated that they were more involved in decision-making since the inception of the EC Act and Regulations 2005. Principals were asked to what degree they influence decisions regarding the implementation of policies proposed at a higher level of administration, i.e. at the management committee or school board level. Just over 93 percent indicated they were actively engaged in policy decisions at the school board level and could thus activate decisions at the local level. What is more, principals felt the EC Act and Regulations 2005 drive the decisions taken by the school board and that their suggestions were many times accepted and approved.

Coupled with this high level of involvement in decision-making, came a sense of belonging, usefulness and agency. School boards were described as cooperative, accommodative, respectful, encouraging, having no opposition and quick to act on recommendations. The remaining 7 percent of principals indicated they rarely or never influence policy decisions. HOD Denim for example noted, "You're always aware of the plans as department plans are made together. Cooperative planning is a requirement of the principal, yet she wants to have direct say from inception. Innovativeness and

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initiative is inhibited." Another HOD related that she too faced limitations when policy decisions are made. "Because you are not the main one in charge then others do not always listen or take your recommendations."

While policies significantly heightened involvement in policy-decisions, a few principals felt their input was not valued or considered. This situation occurred in ECIs where the HOD was not the main decision maker, as well as in ECIs where the school board was either autocratic or not very active.

Policies Expanded Communication. Communication skills significantly impact principals' ability to lead effectively. During the enactment of the EC Act and Regulations 2005, one main role of the principal was to communicate the vision and implementation plan for their ECIs. This plan required communicating and interacting with various stakeholders, i.e, school board, staff, parents, community and corporate entities. Principals shared that the policy implementation process was an overwhelming one, but the quality of communication with staff determined the level of cooperation and accomplishments. They found that enactment requires a combined effort, with open dialogue. Motivating staff, garnering their ideas and providing feedback, was crucial to the implementation process.

EC Principals also discovered that one important factor in successful policy enactment was being able to communicate policy in an understandable and practical way, particularly to parents. Additionally, they noted that when the policies were initially conceptualized, different stakeholders had various ideas concerning desired approaches and means of implementation. Consensus on approach and implementation was not always reached. However, over time and through continuous dialogue, principals and stakeholders discussed and examined the financial implications, the inability to employ additional staff or the lack of physical space for expansion. The reality revealed that some plans were not sustainable. The policy decisions were enabled or constrained by the ways in which stakeholders discussed or communicated about them.

Policies Increase Operational Costs. Overall, the majority of EC principals lamented the grave cost involved in implementing EC policies. While seeking to enforce the law, HOD Denim commented on the recurrent financial expenses of adhering to the policies:

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> We have to abide by the rules. They [MOE] are responsible for the overall education. Still, I believe registration of school, food handler's permit, police record which become outdated or expired, schools should not have to finance these ventures. We cannot afford to implement these policies because government does not follow through on granting financial assistance. Also, while we need to adhere to the Fire Department rules for example, more exit pathways are needed, more fire extinguishers are needed, but more important things are needed. Children's nutrition, daily needs of children, are urgently important.

Principal Coral spoke to the need for funding to meet the demands of the EC policies, "Space is a challenge, the school premises are very small. The perimeter fencing needs to be hoisted; it is too low and puts children's safety at risk. This requires funding which we are still seeking. We also need funding to erect an outdoor play area."

A number of EC principals reported that though they seek to keep up-to-date with the requirements of the law, due to unavailability of funds, they are unable to renew their medical, police record and food handlers' permit, which expires annually. One principal informed that while teachers are willing to renew their police record and food handlers' permit, funding annually is a challenge.

Another perspective arose from principals who were incapacitated by financial or resource constraints. One principal noted, "We make the effort to follow the Education Ministry's approved policies, but EC principals reinforce particular aspects of the EC Act and Regulations 2005 based on their specific needs or limitations". While they deemed all the policies to be important, the principal-leader has to choose what policies to implement immediately and which must be delayed based on their context.

Training/Qualification and EC Leadership
(How does training influence EC principals' leadership practices?)
As the literature review revealed, EC leadership has been constantly developing. An important aspect of that leadership is training (Kagan & Hallmark, 2001; Muijs, Aubrey, Harris & Briggs**,** 2004). The main intent of this part of the investigation sought to gain particular understanding on participants' perception of how their training influenced their day-to-day leadership practice. Put differently, is there any link with training and leadership practices.

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First, it is important to reiterate that none of the participants in this study indicated they had any specific EC leadership qualifications. This may be due to unaffordability of funds to pursue programmes, lack of matriculation requirements, or the limited offerings of EC leadership courses in Jamaica. The only known EC leadership course offered is at the Masters level. Notably, some principals have completed courses in upper school educational leadership/administration (18%) and others in ECE (34%). Yet others (8%) completed up to Level 3 vocational level training which focuses on administrative courses. Thornton et al., (2009) makes the point that although some notions of leadership from other education sectors can be applied to the ECD sector, the nature and context of ECE requires specific training.

The valuable focus on training can be maintained by recalling the historical roots related in the introductory chapter. Many principals, and EC teachers in general, entered the EC profession as apprentices, others advanced to principalship without any training in leadership. More recently, some newly appointed principals have no training in ECE or EC leadership.

In comparing the qualification levels of EC principals in the wider survey and the observational data, there were some similarities. For the wider pre-school data, the majority of EC principals (90%) are qualified teachers with the recommended base level three-year teaching diploma, or above. The data from the observational ECIs also show a similar percentage, with 86 percent or six of seven principals, having the recommended teaching diploma or above. There is some comparison also to be drawn with the specialized areas of training. In the observational ECIs, four of the seven principals i.e., 57 percent, have ECE training. For the wider survey data, as indicated previously, 44 percent have training in ECE.

There is also good reason to recall, that of the 2,847 basic schools operating island-wide, fewer than 200 principals have the pre-requisite ECE teaching diploma or above qualifications (ECC, 2012). Furthermore, over half of the EC principals surveyed earned their latest qualification between one to five years ago. Almost 40 percent earned their current qualification between six to ten years ago. The remaining 10 percent earned their qualification more than ten years ago. Thus, when discussing the influence of training on principals' leadership, it is important to keep in mind that reference is being

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made to any general education programme, ECE teacher training or vocational training, and not EC leadership training. Also, note that for half the participants, their ECD training took place over five years ago.

Finally, the principals in the study all engaged in professional development programmes, workshops and seminars, organized or offered by the Early Childhood Commission These training sessions included curriculum development, teaching-learning strategies, child development, nutrition, financial administration and record keeping. Based on this background and from the data collected, the notion emerged that while principals have no EC leadership qualification; their general and ECE training has influenced their leadership practices, as well as position them as leaders.

Training Positions Principals as Leaders. College-trained teachers who are assigned as principals in ECIs are often granted opportunities to be zone leaders and presenters at monthly principals' and teachers' workshops. They assist Developmental Officers in preparing for workshops, organize monthly activities and advocate for teachers' needs. In some cases these principals are often assigned duties to collect and prepare reports, update principals on current and upcoming events, and are the liaison person between the ECC and the teachers in each zone. Other principals guide in curriculum supervision and evaluating daily lesson plans. Overall, trained teachers assigned as principals are viewed as central leadership figures.

The majority (62%) of EC principals indicated that their training helped them very often, 18 percent stated all the time and another 18 percent sometimes. Due to the knowledge gained from various courses in their study, EC principals attested that they were able to apply the knowledge and skills learned in areas of student-learning, child development, supervision, financial management and project management. Furthermore, 87 percent of principals surveyed believed training greatly prepared them for the role of principalship. They were more assertive, empowered, motivated and felt more purposeful.

While the majority of principals had commendations for their training experience, not all principals had similar experiences or felt the same. Two principals shared that because they were not preparing to be principals, they did not take the management and administrative courses seriously. Other principals expressed that some aspects of their

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training did not assist them. They analyzed that too much of the training was theoretical and the focus was geared towards pedagogy, "I believe that there is much more training that I need, not merely as a teacher but specifically as a principal", one participant expanded. These views are similar to what other studies show in the review of literature (Hujala, Waniganayake & Rodd, 2013; Siraj-Blatchford & Manni, 2006, 2007; Stamopoulos, 2012; Taggart et al., 2000).

Principals are also positioned as leaders in the enactment of EC policies. Prior to the implementation of the EC Act and Regulations 2005, principals attended sensitization sessions, information and training sessions conducted by the ECC. Drawing from the surveys and observations, participants believed that their training has helped them in enacting the EC Act and Regulation policies. Principals vouched that these training sessions, along with prior training in their general education and vocational courses helped them with the analytic skills to peruse policy documents and translate policy into concrete day-to-day practices. They were able to make decisions on what practices to affirm and which to absolve.

EC principals found that leadership assertiveness in a policy enactment arena meant developing a general awareness of the policies, examining what was already in place at the local level and prescribing future action. The enactment of policies became an engagement tool for enhancing and refining leadership skills, as well as guiding and directing their daily practices. In evaluating the relationship between training and leadership, principals had an opportunity to position themselves as leaders, test their knowledge base and enhance their leadership skills.

Professional Development Sessions. EC principals considered workshops, developments sessions and seminars as pivotal in supporting their leadership. While some complained that the sessions were not as consistent as they used to be in the past, whenever they are organized they gain knowledge and skills that assist their leadership. Considered helpful and informative, are the ECC workshops and Zone Principals' sessions. While a few EC principals noted that the sessions were more geared towards principals who are untrained, new or inexperienced, the majority believed these developmental sessions assist significantly in improving their leadership practice.

For principals who have pursued their college degree and who are currently pursuing college training, they singled out the Exceptionalities course as being fundamental in dealing with children who had challenging behaviours. Principal Coral commented, "this course helped me in identifying and addressing children with different behavioural challenges. Knowing about various disabilities helps to identify various special needs and make recommendations". Professional development sessions are valuable to principals and helps keep them up-to-date.

Supports and Early Childhood Leadership
(What are the supports that assist principals in fulfilling their work in ECD settings?)

For this section, I share EC principals' position on areas of support that assist them in fulfilling their work. These supports range from governmental assistance, corporate assistance, support from school board, support from staff, parents and community, professional development sessions, and spiritual dependence and resilience. These supports are presented in turn below.

All EC principals expressed appreciation for the support given by the MOE, Jamaica. Such supports cited by EC principals included: nutrition and materials grant, food supplies, a recently instituted breakfast programme and supplying child friendly furniture. Commended for their role in inspecting ECIs, the ECC was identified as another government agency that lends support. Principals stated that the ECC inspection process is a very detailed and helpful one, and the recommendations made contribute to the development of the overall operations of ECIs.

A few principals however expressed concern that inspections are not conducted on a regular basis and the scheduling appears ad hoc. EC principals indicated that while the inspection process is demanding, it helps them to be "on guard" and more responsive to addressing the recommendations. The ECC was also commended for guiding principals' practice and giving advice to principals. One principal shared, "When you call the ECC, you get advice and they are always available."

Another government agency mentioned that renders support for EC principals' day-to-day activities, is the Programme for Advancement through Health and Education (PATH). PATH is a conditional cash transfer programme. It provides cash transfers to poor families, who are subject to comply with certain conditions. One such condition

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requires children to have minimum attendance at pre-school. Principals attest that this funding has helped to increase educational attainment and improve health outcomes of children in their care.

Corporate Assistance. The most outstanding area of support identified was that of assistance from corporate business places and ECD entities. Repeatedly mentioned was CHASE Fund whom principals stated has supported by way of funding scholarships, providing training for teachers, doing building additions and renovations, supplying play equipment and upgrading bathrooms. Crayons Count was also a huge supporter mentioned. Principals expressed gratitude for the educational books, mixed crayons and other pre-school supplies from this EC mobile unit programme. The Barita Foundation helps with curriculum advancement in areas of literacy and numeracy, provides monitoring and advice on student readiness. Barita Foundation also implement reading rooms, outfits these rooms with books and supplies as well as maintain reading rooms with a resource staff. The Sagicor Adopt a School Programme has helped with erecting libraries and funding pre-school programmes.

Jamaica Private Power Company and the Jamaica Public Service have an avid Feeding Programme in some ECIs. These two entities have also supplied refrigerators and stoves to eligible ECIs in proximity to their establishments. Dairy Industries has contributed food items, consistently painted classrooms and playground equipment, erected permanent concrete park benches, built garbage areas, mow lawns and trim trees. Caribbean Broilers supports particular ECIs by contributing chicken, eggs and snacks monthly. Tastee Limited, a famous Jamaican patty company, assist by contributing patties and other food items. Another food entity, National Bakery, also supplies food items and grants. Gatorade has given grants for Sports Days and contributed towards the 'Sponsor a Child' awards. One EC principal reported that the Member of Parliament supplies educational books, fund Basic School Champs and contribute to bus fares. Toilet facilities have also been refurbished.

The Social Development Commission collaborates with ECIs in doing community projects, like drain cleaning, Labour Day projects and organizing educational activities. ECIs have also gotten assistance from various professional groups. Health professionals assist with immunization, dental appointments and health talks. The police or security

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forces help with safety and security drills for children. The Fire Department helps with demonstrations for fire drills and how to use fire extinguishers. Various clubs and societies, including The Kiwanis Club, also support ECIs with social development programmes. A number of faith-based institutions or churches also render support by assisting with devotions for ECIs, counselling parents and staff, and loaning their facilities for educational and recreational use.

Support from Management Committee or School Boards. The Management Committee or School Board also renders support to EC principals. While not all principals held this view to the same degree, Principal Bondi argued that the hard work of the management board is often not highlighted or regarded. She inferred that while it is a volunteer position, the members of her school board work hard as with a full time job.

> Yes, I make recommendations to the school board and there is no opposition, they are very supportive. The electrical wiring of the school needed to be addressed and I sought help through a neighbouring church. The school board agreed and the wiring was addressed. Based on my initiative, the floors were renovated and the separation of male/female washroom was completed.

Principal Bondi was eager to transmit that the process was a dual one. The school board also makse recommendations, and they use their initiative, "The school board makes recommendations to improve the school and seek to address. One example, the perimeter fencing needed attention and the school board got it done. Two fathers on the board helped with concreting the floor."

Similarly, Principal Gamboge conveyed that her contribution is valued and respected, "Yes. My ideas and recommendations are approved. The chair is very supportive. They meet whenever requested. Right now the play area needs to be improved. I have already brought this to their attention at a board meeting… They are very cooperative, respectful, encouraging and they check up regularly." And Principal Navajo was eager to share that the current school board is driven by agreed upon targets, "I have excellent board members, particularly the chairman. The chair has initiative and drive, always follow-up and ever reminds me of the targets." Another principal shared that a board member goes beyond the call of duty, even using his personal vehicle to transport children for school trips.

Generally, the principals asserted the pivotal role of school boards in implementing the EC Act and Regulations 2005. They avow how instrumental they have been in improving the physical environment, acquiring play equipment, enhancing the teaching-learning, and providing emotional support. In some ECIs, members of the school board are reported to be vigilant in overseeing the teaching-learning process, and assisting principals in their daily activities.

Staff Support. EC principals believed that a supportive staff makes all the difference. They help to make leadership more manageable and they create an encouraging environment. While principals acknowledged that not all staff are supportive, for the ones that were, they encourage the principal, perform delegated tasks, go beyond the call of duty, communicate well with staff and parents, their children often do well on student readiness assessment, and they have a positive attitude and demeanor. Overall, principals were happy and grateful to have teachers on staff that support their leadership. They could "always count on them".

Principal Jade remarked, "It is the staff that carry out changes. We do a SWOT analysis; both of the ancillary and academic staff, and they perform the duties. They execute and carry the work load". Principal Navajo spoke about the kindness of staff members, how they share educational materials or other personal items with colleagues. HOD Denim stated that the principal shares materials among staff, while staff would share materials they "buy out of pocket". Principal Sienna was eager to share that teachers are very cooperative and use their initiative, "They stay after school and render extra support for children who need one-on-one support to ensure they are learning". Principal Gamboge was impressed that staff were involved with the plans and development goals of the ECI. "Staff give their ideas, make suggestions, staff reminds me of plans and things to implement, they type out activities or plans of a meeting, prepare records and help with the discipline of children."

Fundraising activities are a major way for ECIs to acquire additional funding for their daily operations. Staff support is important in organizing, implementing and executing fundraisers. Through the support of staff, fundraising ventures have helped to expand and renovate ECI buildings, create additional bathrooms, improve playground

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facilities, tile floors, install water tank, erect garbage receptacles and obtain fixtures and educational supplies.

Parents and Community Support. In many of the ECIs, community organizations as well as parents are supportive. Community members and parents serve on the school board and execute plans assigned to them. Community members and parents ensure the ECI grounds are kept safe, protect play equipment and offer support for school maintenance. Principal Gamboge spoke of the level of volunteerism and related some parents will work without expecting financial rewards. "Some parents even volunteer to guard the school door and we commend them".

Principal Sienna mentions that community members have been employed to the ECI, strengthening the community-school partnership. Others supply items to ECIs. Community grocery stores and parents contribute food items, tissues, soaps, strips and play materials. Parents assist with lunches, fee sponsorship and graduation exercises. Community interests give ideas, make recommendations and church members offer expertise by doing bank reconciliation. On Sport Days, parents offer their time and expertise, even sponsoring tents to protect children from over-exposure to sunlight.

HOD Denim indicated that while the general populace of the community is poor, parents purchase materials, though less than 50 percent of them. In contrast to many principals interviewed however, Principal Jade related that 99% of parents pay fees. This she attributed to the type of parents they catered to, and their affordability level. Beyond payment of full fees, Principal Jade expounded that parents also pay additional for extra-curricular activities, contribute to Jamaica Day, Sports day and fundraising ventures. Supporting the school rules and encouraging proper student behaviour is also an appreciable area of support mentioned by Principal Jade. Additionally, the HOD of Jade Preparatory noted "parents demand more on account of their expectations and payment of full fees. We also have less children than basic schools. While MOE requires the same standard of work for all schools, parents of Preparatory schools expect more."

Principal Coral expressed strongly in garnering support from parents and community members, and believes in involving them in many of the schools' activities.

> Parent and stakeholder participation is important. Parents volunteer to help with the school, for eg. They go the bank or the market. They participate in activities of the school like Sports Day. They are always willing and ask "what next"? They

are involved in concerts and any activities of the school. Parents are very supportive. They will even take time off from work.

Principal Navajo also sang high praises for the parents and the community.

The general community is supportive. One parent in particular, a police officer, contributes food items, trophies, fans for classrooms. And because we are affiliated with the church, other church members sponsor trophies and contribute to school fees. People even call the school to pray with principal.

Through leadership and community engagement, principals have accomplished much.

Spiritual Dependence and Resilience. Despite the confessed pressure and overwhelming workload experienced by EC principals, their level of spiritual dependence and resilience spoke volumes. In times of frustration, injury to children, challenges with uncooperative staff and difficult parents, injuries to children and times of giving up, many principals confess to asserting their faith and depending on God for assistance. The majority of EC principals referred to their faith in God as a measure of sustenance and perseverance. Principal Sienna remarked that had she not been depending on God the daily tasks as a principal would be overwhelming. She declared, "Thanks be to God for sanity". Principal Navajo credited her belief in God as her source of strength and direction. She spoke of specific challenges faced working and studying at the same time, dealing with a challenging staff members and meeting building demands of the EC Act and Regulations 2005. Her resilience was very pronounced as she emotionally related incidents she had overcome.

Principal Bondi believed that if parents were more interested in praying with their children or taking them to church, a change in their behaviours would be evident. Not unexpected, was the religious atmosphere that permeated the ECIs visited as observed in the devotional exercises, the songs, prayers and stories done. Overall, principals were very passionate about educating and caring for the nations' children. Comments such as these were noted: "I am very passionate about my job despite the behaviour of children"; "I am grateful to be serving as a principal. I love my job"; "I enjoy working at my institution and especially with the children"; and "Although I am faced with many challenges… I enjoy my job and will continue to work with staff and all stakeholders for the development of our children". Religion and resilience are twin passions in the lives of many principals.

Constraints and Early Childhood Leadership
(What are the constraints that inhibit principals' leadership roles in EC settings?)

In this section, I share EC principals' views on areas that hinder their leadership. These hindrances are classified in four categories: training needs and qualification concerns, government-related issues, work-related concerns and personal challenges. These constraints will be described in turn.

Training Needs and Qualification Concerns

While crediting their past training in the preparation of their career, EC principals surveyed identified areas of weaknesses that required specific leadership training. The gaps in training hindered principals' proficiency and speed, and at times increased their frustration. EC principals expressed that they would be more efficient if they had extensive training in these five priority areas: Identifying Special Needs (39%), Financial Management (37%), Instructional Leadership (35%), Technology (35%), and Conflict Resolution (33%). Other areas of training cited included Record-keeping, Managing Change and Child Development, but these were considered less important than the training needs listed above.

There was some similarity in the leadership training needs of EC principals in the wider schools' survey and the observational ECIs. For example, Financial Management and Communication Skills were significant areas requiring training. Other areas mentioned in the wider survey were also reflected in the observational ECI data, though to a lesser degree, included the need for training in: Identifying Special Needs, Technology and Record-keeping.

Need for Continuing Professional Development. In the area of administration, the policy enactment process promotes the need for continuing professional development. Just over 50 percent acknowledged that despite competing concerns they are aware of the importance of continuing professional development. Time constraints, lack of funding and levels of interest were factors presented as hampering access to personal research, official courses, and short or long-term upgrading. Principals were equally concerned that there was a lack of continuing professional development for teaching staff. "Staff needs to be trained on an ongoing basis" one principal cited. While EC policies seek to address the issue of trained personnel by initiating one trained teacher in each basic school, some

principals raised concerns for existing untrained teaching staff. A significant number of teachers have completed vocational training programmes, however, they have not advanced to the diploma or degree level. In response to the need for continuing professional development among this group of teachers, almost 84 percent of principals indicated they strongly encourage or assign staff to engage in both short and long-term courses. Seventy-four percent of principals recorded that they evaluate teachers' performance and provide feedback towards improving the quality of staff. The majority of principals stated they impressed staff to develop the knowledge, skills and attitudes that would ensure children develop their full potential.

As revealed, not all ECIs have the full complement of trained teachers. Figure 6.1 shows that of the forty-six ECIs that responded to this survey item, the figures range from four ECIs having zero trained teachers, to three ECI having between sixteen to twenty trained teachers. For the EC principals in the observational ECIs, 70 percent recorded that a lack of qualified teachers was not a major concern in their institution. However, as can be seen in Table 6.5, the data collected reveals nineteen of the fifty-one teaching staff or just a little over 37 percent are trained.

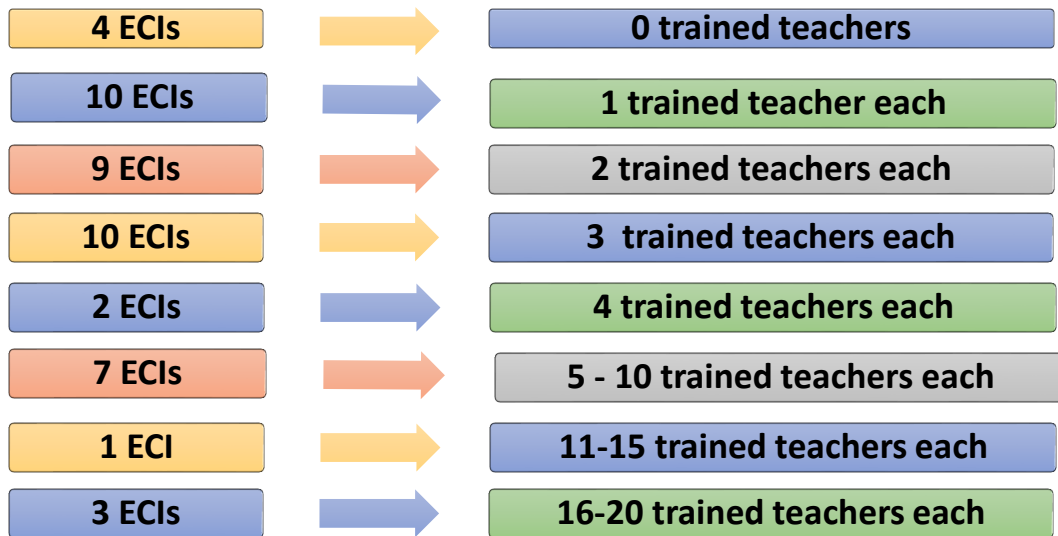|	
4 ECIs	0 trained teachers
10 ECIs	1 trained teacher each
9 ECIs	2 trained teachers each
10 ECIs	3 trained teachers each
2 ECIs	4 trained teachers each
7 ECIs	5 - 10 trained teachers each
1 ECI	11-15 trained teachers each
3 ECIs	16-20 trained teachers each

Figure 6.1: Trained Teachers in ECIs – Survey

ECIs and Type	No. of Academic Staff Members	Trained Teachers (Diploma and/ or above)
Sienna Basic School	9	2 trained (2 pending)
Coral Basic School	7	1 trained (2 pending)
Bondi Basic School	3 (inc. principal)	1 trained teacher
Gamboge Basic School	9	1 trained (4 pending)
Navajo Basic School	10	4 trained
Denim Infant Dept.	3 (inc. Infant head)	3 trained
Jade Preparatory School	10	7 trained
TOTAL	51 (73%)	19 (37%)

Table 6.5: Trained Teachers in Observational ECIs

Qualified and Specialized Staffing, and Ratios. In regards to qualification of teachers 69 percent of EC principals believed that the ECD sector is significantly affected by the lack of trained teachers, while 72 percent shared the concern that there is an inadequate number of trained EC principals. Coupled with the need for qualified staff, principals expressed the need for specialized staff such as special educators, guidance counsellors, caregivers and teacher assistants. Principals felt that the presence of specialized staff would assist them with better evaluation, appropriate intervention and general improvement of discipline. Also concerning are the large teacher-pupil ratios. The national average for pupil-teacher ratios in ECIs is 1:53 for children ages 3-5 years (MOE, 2013). Although the ECIs observed in this study all had lower pupil-teacher ratios compared to the national average, ninety-six percent of principals in this study believed the large ratios affect student learning. Eighty-six percent believed the average national student readiness rates are affected by the large ratios and this poor performance impedes the growth of the ECD sector.

Government-related Issues
EC principals had much to say about government's input as they sought to fulfil their day-to-day leadership activities. Government-related issues that hindered their leadership included low financial input, limited and unrealistic policies, limited supervisory support, dual governance of ECIs, need for expansion of parenting education, and, the need for public awareness campaigns.

Low Financial Input. Of all the factors affecting the ECD sector in Jamaica, low government budgeting ranked among the highest. All EC principals believed that government's low financial input shows the poor consideration given to ECD. In harmony with this view, 93 percent of principals believed that low wages for EC staff negatively impact the growth of ECD. One principal puts it this way "Just to reinforce, there needs to be higher salaries for us; we are not paid for the quality of work done." There was also the issue of shortage of instructional materials to which 88 percent of principals reported was a challenge to leadership. An equal percentage of participants purported that poor ECI buildings and infrastructure significantly affect EC leadership and ECD in general. One principal indicated that many ECIs will not be able to meet the outdoor play and equipment standards as spacing is an issue; moreover, she perceived the government should have considered this and made funding arrangements to address the needs. Another principal reinforced, "lack of adequate play areas hamper many ECIs and the students' physical and emotional development are negatively impacted".

The multiple concerns raised by participants in this study are recursively linked to financial access and availability. In this policy reform process, the participants depend heavily on the government to make sources of funding available, if not provide it themselves.

Limited and Unrealistic Policies. EC principals generally believed that while policies are very demanding, they provide structure and direction for the ECD sector. Many recent strides have been made towards improving the legislative framework of the sector. However, 83 percent of all EC principals felt that EC policies were limited in scope; i.e, they were not introduced with reasonable timelines; the particular needs of the various ECIs were not judiciously considered; and the policies were not accompanied by any financial assistance component. They also deemed reallocation and restructuring plans to be limited, unclear and inaccessible. Twenty-five percent of principals were concerned that the current standards of the ECC are too high and quite unrealistic. Others with similar views felt that the high standards inhibited agency and limited their ability to implement policies. Despite the perception of unrealistic goals, principals were dedicated to the task of implementing the policies and improving their ECI. One principal

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highlighted, "the policies are difficult to implement, but we have to just market ourselves. As a result our school population has doubled over the past three years."

EC principals while welcoming the need for educational reform and improvements, contend that policy implementation, in a sense, requires thorough investigation, expansive consultation and continuous evaluation to be most effective.

Limited Supervisory Support. Another area of constraint highlighted by some principals was lack of support from the government. Regarding support from the highest governing body, 11 percent of EC principals surveyed expressed the view that they receive supervisory support from the Early Childhood Commission (ECC) all the time in implementing policies, while 66 percent reported inadequate support from developmental officers. The remaining 23 percent specified rare or absent support from the ECC. To compound the issues, 62 percent of EC principals expressed that they have inadequate mentorship for the post of principalship. Principals believed that their leadership would be more effective if they were mentored by Developmental Officers. Principals hereby reinforced the need for leadership training.

Dual Governance of Early Childhood Institutions. Other principals felt impressed to share their concerns regarding the governance of ECIs. The main concern was that of duality of oversight, which added to their already demanding schedule and pressures. One principal from the survey lamented:

> It is my hope that the ECC and the Ministry of Education will come together and have an agreement on the policies governing the EC sector, especially as it relates to teacher student ratio, issuing of permits and licenses, remuneration of teachers, vacation leave, zoning of schools. There also needs to be a level playing field for all EC organizations, especially at the primary level. The two entities need to work together and acknowledge the work done by teachers, respecting what they have done. They also need to provide greater financial support.

Along the same lines, another principal from the survey stated:

> Due to the fact that EC principals have to answer to both the Ministry of Education and the ECC officers, there are times when we have to provide information/documents to both entities. They would be similar in some ways; however, the two of them need separate reports. What we need is to be covered under one umbrella for all ECIs.

One principal also appealed for timeliness in the submission of requested documents. Often, the principal cited, work requested and submitted is not of the highest quality due

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to "the short time given to provide sensitive information". The need for harmony and timeliness in governance is a valid concern and is important to investigate.

Need for Expansion of Parenting Education. Ninety-six percent of participants deemed it crucial for the government to intensify parental education and training. They (93%) related that a considerable number of children are from single parent homes and these, mostly mothers, are not always equipped or stable to raise children. They clarified that some are teenage mothers, while others are unemployed. Another 84 percent of participants cited child abuse and neglect as a factor requiring attention. All principals agreed that the low economic status of parents significantly impeded children's full potential and growth.

EC principals highlighted that these parenting education programmes should not only target parents, but EC principals themselves should be engaged in parenting education to enhance parent support and gather necessary counselling skills. One principal explained:

> The study has heightened my concern for parent support. Parenting skills, particularly for female mothers are severely lacking. Parents in this community do not support their children's education. While violence does not affect the school directly, the indirect effects are evident in the children's behaviour and their callousness towards violence. I need leadership training to educate parents and counsel children.

Principals agreed that parenting education was crucial due to the prevailing social concerns. They also recognized the need for parent support intervention.

Need for Public Awareness Campaigns. Principals strongly recommended the need for improving their moral standing in society, while calling attention to the importance of educating the nation on ECD. Ninety-three percent of EC principals held the view that government should play a more prominent role in educating the public on ECD and the role of EC principals. This would significantly alter the view of the public towards EC principals and staff. Significantly, 70 percent reported there is a lack of voice and respect for EC staff. One principal noted, "Through this study, the public will have an idea of what happens in EC schools. People don't observe before they pass assertions." Yet another principal sounded, "The study is relevant to create an awareness of what goes on with operators of ECIs; it will highlight challenges faced and expose or open up the

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unknown of EC leadership." It is important to principals that their leadership contribution be acknowledged.

Work-related Concerns and Personal Challenges

Other constraints that inhibited principals' leadership roles encompassed work-related and personal challenges. Drawn from the surveys and interviews these challenges surfaced: Training needs, lack of continuing professional development, heavy administrative workload, inadequate financial and material resources, lack of staff and community support, negative public perception of principals, behavioural challenges of children, political and violent connections, communication challenges and other personal leadership challenges.

Heavy Administrative Workload. One of the most outstanding area of constraint identified was the heavy administrative workload required on a daily basis; 87 percent of EC principals indicated they are overwhelmed by the increased workload brought on by the EC Act and Regulations 2005. Another 84 percent of principals identified heavy paperwork, submission of documents and stringent accountability as too demanding. Coupled with this mounting pressure 79 percent of principals believed these demands lead to burnout on the job. Given the increased expectations of principals since the implementation of the EC Act and Regulations 2005, 75 percent of EC principals believe they deserve better compensation for the work they do in advancing children's welfare. The remaining 25 percent indicated they had little or no concern for remuneration or funding.

Workload challenges were compounded by poor human resource skills and poor time management. On account of the many reports, logs and demands daily, one principal highlighted she could manage her time better, however, "I confess to procrastinating and leaving reports for the last minute." Principal Gamboge lamented that while she plans, many unexpected events occur in any one day, "Ad hoc activities, children misbehaving, dealing with ADHD, hyper-active children, incidents, even a possessed child takes up the time." These areas of challenge also speak to the need for leadership training.

Inadequate Financial and Material Resources. Another major area of constraint was the inadequate financial resources available to operate an ECI; 70 percent of EC leaders indicated such a concern. For basic schools the main source of funding comes

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from parents through school fees. However, EC principals indicate that 75 percent of families have low economic status and as such cannot always afford to pay school fees consistently. Principal Coral alluded to "the ongoing challenge in collecting school and lunch fees.

Closely linked to the shortage of financial resources, is that of material resources, with 44 percent of principals specifying such a need. While not widespread, 27 percent of principals indicated inadequate furniture posed a challenge. Principals of private community basic schools cite that while the government provides grants, the demands are sometimes greater than the funds provided. For other EC principals, they explain that because governmental funding is linked to the ECI enrolment, then funding is adequate for them. However, they cite that stringent accountability poses another demand for on-going paperwork. Principal Navajo highlighted a particular concern for faith-based ECIs:

> Particular church schools are determined to be well-to-do and so there is a great challenge with collecting school fees. Many parents believe we don't need any funds. Currently we have less than 50% collection rate. I try many methods to collect, send reminders, implement one-to-one payment plans, do home visits and send home circulars.

The tension between policy enactment, financial viability, public perception and leadership practices is on-going, and pervades the responses of EC principals.

Lack of Staff and Community Support. Over 56 percent of the participants indicated that a lack of cooperation and support from staff, posed a major hindrance for their leadership. EC principals were most concerned about the daily level of pedagogical preparation of teachers of which they indicated 50 percent of teachers were not always prepared. Absenteeism and lateness were also ranked among the concerns regarding staff, with 37 percent reportedly being absent or late.

EC principals reported a 63 percent lack in parental and community support. Principal Bondi highlighted that, "The majority of the parents are not supportive, they do not assist with homework or programmes of the school. Little attend PTA Meetings." HOD Denim echoed, "Children leave with their homework scrapbook and many return with the task not always done. Even though parents find funding for hairdos, the children don't have glue or crayons. Education for these parents is not valued." Lack of support from the school board was also a challenge cited by 33 percent of EC principals.

Principal Sienna expressed her frustration, "The inactiveness of the board hinders me, they take no action taken after meetings." The lack of support from stakeholders has a negative effect on principals' leadership.

Negative Public Perceptions of EC Principals. Some respondents in the study explained that a significant portion of the public has a negative view of the EC cadre in general. The reasons cited included unprofessional behaviour, being untrained, having inappropriate relationships, even with parents, and over-emphasis on money. Principal Gamboge remarked, "Teachers focus on money too much. They complain that there is no financial encouragement. Some don't pull their weight but focus on funds. These are the same ones who need to address unpunctuality and absenteeism."

In reference to the two-tier education system, some principals highlight that there is a different reaction from some parents and entities towards Basic Schools. Preparatory Schools are seen to be more favoured than Basic Schools. "They look down on community schools and are prejudiced towards them," one principal stated. However, while highlighting the value of Basic Schools, Principal Navajo was willing to apportion blame in a balance way. "People should not look down on Basic Schools as we work hard and care for our children. In all honesty though, some principals have caused this reaction from the public, due to their poor social behaviour." HOD Denim accentuated the social behaviour issue as being severe, as some teachers expose negative and unprofessional behaviours on social media.

Another respondent expressed that preparatory school teachers are more respected and cited lack of competence on the part of the majority of Basic School teachers.

> I don't think the public views them (Basic School teachers) as very bright and capable persons. The public does not laud them. About 40% of them are very respectable. The way they speak and carry themselves leaves much to be desired. It has to do with their competence, not simply being in the position.

In seeking to offer a solution, Principal Sienna expressed what she believed the public would like to see:

> The public wants someone who is knowledgeable, trusting, honest, understanding, caring and respectful. Some teachers need advice, recommendations and strong rebuke. Staff should not speak against the school with parents. Generally, EC teachers are not respected, specifically basic school teachers, so they need to improve their behaviour, attitude, conduct, dress.

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The views of the public's perception regarding EC principals remain a top concern amongst EC leaders in this study.

Behavioural Challenges of Children. Another area of hindrance to EC leadership mentioned was behavioural challenges of children. Seventy percent of principals expressed that children's behaviour was less than desired. Some principals asserted that violence in communities, poor parenting, large teacher-pupil ratios and poor infrastructure of some schools contribute to overall poor behaviour. Principal Gamboge expressed that children from homes with poor parenting skills give major problems, "These children's behaviours are many times poor, they are disrespectful to teachers, they don't know how to address adults". Linked to this concern of behavioural challenges, were the student readiness needs of children. Forty percent of EC principals perceived that children with challenging behaviours display poor student performance in their readiness assessments.

Political and Violent Connections. Politics plays a major role in the Jamaican society and affects every area of policy-making and implementation. In this study however, the EC principals surveyed (14%) expressed little concern for political pressures or connections. They did not make political connections with policy enactment. Principals' responses were based on lack of immediate threats or direct exposure to violence. While schools are sometimes subject to vandalism and theft, only 23 percent of participants expressed these as a concern. One principal indicated however that her ECI has been robbed twice, "but you move on Miss, and put measures in place to secure as best as you can". As mentioned prior, the ECI in this study that was located in the most violent community, the principal reported the school has never been the subject of attack. She informed, "The ECI is protected". The response to issues of violence and crime that plague the Jamaican society was more indifferent than expected.

Communication Challenges. The continuing policy process meant principals had to keep updating and informing stakeholders. This was most efficient with the use of technology and social media. However, some principals indicated, they had a challenge particularly with the use of computers. In communicating with parents, another phenomenon arose where principals had to interact with new policy jargon. This meant

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principals had to learn and apply new terminologies and be more attentive of the communique they prepared. A few principals indicated challenges with the use of the English language, and wanted to ensure they maintain good language skills. Generally, the policy process alerted EC principals of the need to be conscious of their oral, verbal and written communication skills.

Post-colonialism and Early Childhood Leadership
(What does leadership mean to Jamaican EC principals in a post-colonial era?)

Jamaica has had 460 years of colonial influence. The educational sector is by no means exempt from this influence. The views of EC principals regarding the relationship between leadership and post-colonialism are rare and valuable. Four areas were identified as having an influence on their leadership practices. These are colonial heritage, two-tier education system, British foundation for education, female over-representation and low remuneration. These are discussed here.

Colonial Heritage. The colonial past was viewed from vastly different perspectives. Only 10 percent of EC principals believed that the slavery or colonial past has significantly affected leadership at the EC level in Jamaica, 44 percent said somewhat, 34 percent said very little and 12 percent said not at all. Some EC principals made direct links with the colonial past and social relations, and communication skills. They believed that the behaviours of some parents and children cause disciplinary and communication challenges for EC principals. Principal Coral explained:

> I believe parents have poor parenting and communication skills and this has been inherited by their children. Many of the children are very hostile. They are hostile in communicating to each other, even when playing. Children fight a lot, curse and kick a lot. They are very aggressive. I believe this is connected to slavery days, the violence incited and generated from then.

Principal Bondi expanded on the concern of parenting and other issues affecting the community. She believed that complex issues stemming from the colonial past have propagated illiteracy and resulted in many social challenges. Ultimately, these issues affect her leadership:

> Parents have an angry attitude. Illiteracy among these parents is very high as there is a general lack of education. There are issues of teenage pregnancy and single parenting. About 25 of 32 parents are teenagers. There are also different partners for one mother. Most parents do not understand the importance of education, and

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all this affects and impacts leadership negatively. Children are over-exposed to smoking, even to sexual matters, and they are very expressive.

Principal Navajo captured other aspects of the colonial past she perceives affect leadership. For example:

There are a number of single parents struggling to manage and they are still having children. As it relates to some teachers, they still need task masters over them to do their work. Not all teachers are responsible and use their initiative; you have to keep monitoring them. Some teachers and parents believe that children must be flogged to do their work. Remuneration is still a challenge. EC teachers are still paid poorly.

Another principal saw a direct connection with teaching styles and approaches of the past. Principal Gamboge observed that some principals and teachers still maintain the "chalk and talk" method historically used in the past.

Some principals still promote the teacher-centred, chalk and talk approach, where the teacher once dominated. More play and child interaction is promoted now. Children are encouraged to express themselves. For example, teacher role-playing, having a phone conversation with children. Children are the architect of their own learning, and play should be pleasurable, not stifled.

HOD Denim cited poor parenting, unemployment issues, lack of priority and lack of community development as historical continuities. She confessed a personal trait however, that may be linked to the colonial past, "The staff says 'I am demanding. I like to get things done a certain way.' The staff says things like 'Anything I say, is so it go'." HOD Denim explained that she may be perceived as a hard task-master, as she insists on getting the job done. From observation, HOD Denim insists that children get their work done. She is very vigilant, experienced, knows how to interact with the children and is strong on discipline.

Some respondents felt it is time to move on from references to the colonial past. Principal Jade expressed frustration at slavery being used as a tool of apportioning blame:

We should be knowledgeable on our past but release the past and focus on our potential. We should focus on our goals and current structures. We must be taught responsibility and become visionaries. Slavery happened over 100 years ago. Yes, slavery was a dehumanizing system, overwork made them infertile, but we survived. We should honour our fore-parents, but come into our own.

Principal Sienna added to this view of colonization:

The main connection with colonialism is mentally. Slavery still has an impact on our thinking. Historically, women had to go work, but had nowhere to leave their

children for "baby care". This approach has changed. Even though children are not developmentally ready for formal schooling, parents now focus on their children's learning.

While not a significant number of principals have expounded on the connections with post-colonialism and leadership, it is clear that there are many and varied views worth pursuing.

Two-Tier Education System. One area historically linked to the colonial past is an inherited two-tier education system. Such a system involves the separation of educational opportunities for children from rich and poor backgrounds. Factors aligned to this two-tier education system are gaps in performance, high teacher-pupil ratios, poor attendance, lower literacy and numeracy levels. About 32 percent of principals stated the two-tier education system significantly affects their leadership, 56 percent somewhat, 5 percent very little and 7 percent, not at all. This research showed that the two-tiered education system affects EC leadership in areas of leadership support, supervision, financial and resource availability, student readiness outcomes and overall leadership performance. Because most private preparatory cater to the middle-upper classes then certain financial, social and resource challenges do not exist. One principal in such a school indicated, "we do not have such a concern." This in reference to meeting particular funding demands required by the EC Act and Regulations 2005. Some principals recorded that the two-tier education system is being perpetuated by current social classes and financial capability, and not necessarily by historic events or colonial roots.

British Foundation for Education. Another factor that impacts leadership in ECD is the curriculum. Eight percent of EC principals believed that the current curriculum is significantly influenced by a traditional British foundation for education. Another 43 percent felt somewhat, 35 percent, very little and 12 percent, not at all. Principals had mixed views as to what a curriculum should entail. They viewed the inclusion of food, dance, dress and cultural influences from other nations as expanding knowledge. Others felt that African heritage should be emphasized more, or dominate the curriculum, as Jamaicans are vastly of African descent.

Female Over-Representation. Historically, as noted earlier, female practitioners have dominated the ECD sector. It is estimated that over 98 percent of all EC staff are

females (ECC, 2013). Still, only 7 percent of participants considered this dominance highly significant. Another 47 percent indicated female dominance somewhat concerning, 14 percent very little and 33 percent not at all. No direct link was made between female dominance and any leadership trait, pattern or approach. EC principals felt that women are essentially caregivers but men who are so inclined are free to enter the profession. Other EC principals noted that sometimes it would be good to have a male figure for children who have no fathers or who have visiting fathers. Yet others viewed male teachers would be important for areas of sports or for providing a sense of security. Overall, the principals interviewed did not give studied thought to the issue of female dominance in their profession.

Low Remuneration. Low remuneration was identified as a major heritage from the colonial past with 93 percent of principals identifying low wages as a major concern. Principal Navajo related, "Remuneration is still a challenge. EC teachers are still paid poorly." Principal Sienna echoed this view by stating, "Well, one thing continues, the stipend is still small. That should change too."

The views of EC principals concerning the connections between post-colonialism and leadership are varied. However, their expressions should be considered for deeper study and examination.

Conclusion

The results shared in the first section of this chapter addressed five broad categories: Policy-Practice Enactment, Training, Constraints, Supports, and Post-colonialism. In the final section of the chapter, I presented the views of EC principals in regards to some general factors affecting the growth of ECD in Jamaica. It became clear that policies significantly influence EC principals' practices, as well as publicize the broad needs of ECIs across Jamaica. The EC policies in themselves served to map current debates and provide agency for EC principals to express their day-today-practices, experiences and concerns. The upcoming chapter, will seek to analyze the policy-practices and data shared.

Chapter 7: Policy-Practice and Text Analysis

Introduction

For this chapter, I have analyzed the findings of the research. The convergence of the official policy, EC Act and Regulations 2005, and the local enactment of this policy was foundational in examining the grounded practices of EC principals. In analyzing the multiple aspects of EC leadership and enactment, the analytical framework for this study: *Post-colonial, critical policy enactment conceptual framework,* illustrated in Chapter 3, provided the methods and lenses through which to consider interpretations and illuminate understanding. As a tool of analysis, the *framework* offered a resource to examine the interplay between policy text and policy-practice, as well as a point of reference for analyzing issues in EC leadership and evaluating the policy-practices and experiences of EC principals in their capacity as leaders. This process enhanced my understanding of the enactment process, congruencies and any discrepancies or inconsistencies between the official policy and EC principals' actual policy-practice experiences.
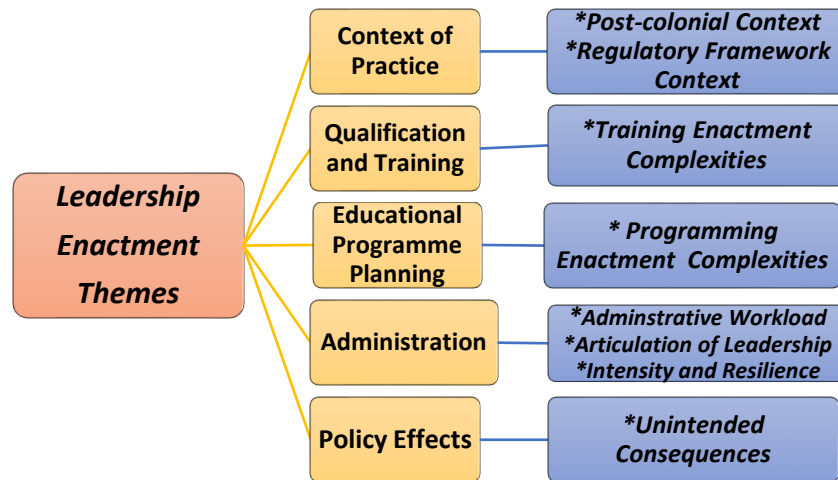

Figure 7.1: Leadership Enactment Themes

The central research question: "*How is leadership enacted in Jamaican early childhood settings",* leads this analysis. I generated data from the EC policy documents, surveys, interviews and observations, based on identification of salient themes, recurring ideas and patterns. The analysis was derived from triangulation of all data sources. What emerged from the data examined, I have organized into the following major dominant

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themes: Context of Practice, Qualification and Training, Educational Programming, Administration and Policy Effects. These themes are further articulated with sub-themes as seen in Figure 7.1. Throughout the chapter, I present discussions based on the themes and features of enactment. These themes are discussed in turn based on the composite data presented in the Findings chapters.

Context of Practice

As stated in chapter 3, context is a conditioning feature of enactment. The contexts of practice are the translated and mediated actions of policy-makers (Ozga, 2000). Principals interpret and execute their day-to-day activities based on their understanding and local context. For this study, three areas of context were vitally connected to understanding current practices in EC settings: post-colonial context and the regulatory context.

Post-colonial Context - Jamaica

The historical and cultural context is important in understanding education policy enactment as policy-practices are shaped by context and social expectations (Rao & Li, 2009; Willis & Trondman, 2000). Being aware of Jamaica's post-colonial history and its effect on ECD, embellishes one's understanding of the current status of EC leadership. Oke (2009) posits that a broader conception of the policy space views policies as having a role in constructing historical processes. For this reason, I review aspects of history that shape localized practices.

As cited in the introductory chapter, the Jamaican education system is rooted in colonialism. Free schools and plantation schools in the 1800s focused on properly fitting children to submit and young men to fit in society. Since emancipation in 1834 leading up to the 1970's, the impetus and tradition at the local level was geared towards satisfying urgent social needs, which led to numerous pockets of ECIs or basic schools in mediocre facilities, led by untrained principals/head-teachers using various methods (BvLF, 1972). Many stakeholders articulated that children were not receiving the stimulation and training pertinent in ECD programming (BvLF, 1972). The inherent challenges from the colonial era have persisted even after independence in 1962 to the

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present time (Morrison & Milner, 1997). The most pressing concerns span marginalization practices, low certification of EC staff, a two-tier education, the propagation of the British education system, average performance of the Jamaican child and women still dominate the profession and leadership of ECIs.

Marginalization Practices. In analyzing the historical and post-colonial contexts of Jamaica, we can see how marginalizing practices and policies continue to be perpetuated. The main example of marginalization practices identified by EC principals throughout this research study is the low remuneration of ECD staff. Another marginalization practice identified was the lack of entitlement to services such as equivalent remuneration scales, health benefits and plans, mental health intervention and EC leadership training.

In the review of related literature, inadequate remuneration and lack of commensurate salaries coupled with poor working conditions and low status (Kagan, et al., 2006; Stamopoulos, 2012) were identified as long-standing features of the ECD workforce. In all instances preschool teachers are paid much less than all teachers at upper levels of schooling, and also when compared to every other field. Even in instances where principals have upgraded their training and have acquired higher levels of qualification, many were not paid higher wages. (Kagan, 2003; Rodd, 2013; Sylva et al., 2004). These findings were similar to the experiences of principals in this study. Walker (2013) makes the point that while education policy agendas are often devoid of equal provisions for the ECD corps, to alleviate inequalities, remuneration issues must be addressed. Little debates hang on the need to enhance resources for the ECD cadre and provide incentives for long-term outcomes in ECD (Kagan 2003; Stamopoulos, 2012; Webb, 2005). The endemic remuneration challenges and "lack of entitlement to services" illuminate how marginalizing practices in the ECD sector are not merely things of the past.

Training and Qualification. Of historical significance is the training experience of EC principals. It would be disingenuous to disavow knowledge of the training passage outlined in the introductory chapter. During the colonial and post-emancipation era, teachers for the early years gained entry to the profession through apprenticeship. Gradually in-service training was introduced. Later EC vocational programmes were

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created to address training gaps. It was only in the late 1970's that degree programmes were offered.

Low certification remains a challenge since post-colonial times. While many initiatives have been enforced to address training needs, in this research, none of the EC principals had training in EC Leadership. Of note, EC leadership and management training was first offered at the Masters level in 2004 by the University of the West Indies, Jamaica. Many EC principals are not able to access this programme as the majority do meet matriculation requirements or have the funding. Other training programmes offer training in general ECE but the EC leadership component is lacking. Literature also illuminates that in many instances trained teachers are the ones often promoted to principalship without appropriate training for leadership.
(Ebbeck & Waniganayake, 2003; Rodd, 2005). This is a recurrent case in Jamaica.

What must be enforced is the need for a concentrated training programme, specifically designed to build a cadre of trained EC leaders. As reinforced by Thornton et al., (2009) many areas of a general education programme may be applied in assisting an EC principal in fulfilling daily roles, however, applicable leadership training in EC leadership is essential. The case being proffered is a training programme specifically designed to prepare EC principals as leaders in their field, specialists in EC leadership, comprehensive EC leaders who can transform all areas of EC school leadership. Of no less importance, is an EC leader prepared to guide the teaching staff and devise strategies to enhance teaching-learning towards optimal development of all children.

Advocates of the conceptual leadership model (Hujula et al., 2011; Hujala et. al 2013; Kagan & Hallmark, 2001), press the case further highlighting that EC leadership is not limited to administration and management tasks but a holistic process that involves all staff, parents, community, pedagogy, advocacy; the whole spectrum of ECD. These researchers advocate that specialized training will prepare an EC leader to lead in all areas of school development.

While the principals surveyed felt that the absence of trained teachers affect the ECD system, at their local levels however, principals expressed that their ECIs were not affected. They believed that years of experience helped them in getting the job done. They compensated for any lack in training with their experience and creativity. It was

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evident that experienced principals had a certain confidence, fluency, and "know it all" about their roles and duties. An air of automaticity was manifested in principals' practices and enactment of duties. This approach exhibited by EC principals was in direct contrast to Rodd's (2013) findings, which showed that a lack of training resulted in high levels of reticence and frustration.

Female Domination. The historical reasons for the gender imbalance in the ECD sector stems from beliefs that ECD is not only women's work, but less valuable work (Cunningham & Dorsey, 2004; Sanders, 2002; Stamopoulos, 2012). Rooted in the colonial ideology, elementary schools were staffed by females who were prepared for the teaching profession, (Hamilton, 1997; Sherlock & Bennett, 1998). Female domination became a distinguishing feature of ECD. However, this was not always the case. In the Jamaican colonial history, more men entered the teaching profession at the elementary level, but overtime they grew less at the EC level due to unattractive salaries and the introduction of female colleges (Hamilton, 1997). Comparatively, more men dominate at higher levels of education (OECD, 2001, 2011). Moreover, the diminishing presence of men in the teaching profession is reflected across the world with over 80 percent of females at the primary level and over 90 percent at the EC level (OECD, 2001, 2011).

Females still dominate the ECD workforce (Bennett & Taylor, 2006; Hard, 2011; Kanter, 1983; Lawler, Mohrman, & Ledford, 1992; Morrison, 1992; Sanders, 2002). In this study, the majority of principals (95%) were females. The literature does suggest feelings of marginality (Kagan, 2003; Stamopoulos, 2012) in an otherwise male dominated arena of education, but the majority of EC principals surveyed did not regard female domination as a challenge, threat or concern. No connection was made with the female-dominated profession of ECD and marginalization practices, issues of equity or mitigating leadership aspirations. Principals focused on the role of women as caregivers and meeting their day-to-day challenges.

Interesting to note, that while in the past gender divisions and perceptions of appropriate male and female roles largely influenced traditional jobs of the sexes, recent data shows that Jamaican women have been gradually entering formerly male dominated fields. According to the International Labor Organization (ILO), the Caribbean region has the most female managers in the world, with Jamaica having the highest proportion of

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women managers globally, ahead of all other countries like United States and the United Kingdom (ILO, 2015). Among the managers in Jamaica, almost 60 percent are women (ILO, 2015). Similarly, almost 60 percent of women are breadwinners for their homes (Jamaica Survey of Living Conditions, 2014). More women are receiving advanced degrees; there has been a steady 70-30 ratio in favour of women at the University of the West Indies (World Bank, 2015). These realities could contribute to the perspectives of EC principals in the study.

However, not everyone is convinced regional women are close to pulling ahead of men in Caribbean societies. Hernandez-Ramdwar (2008) notes the majority of top positions are still dominated by men, even if countries like Jamaica have had female heads of state, males dominate the justice, social, political and religious systems. Stamopoulos (2012) stresses that gender biases across the education system contribute to keeping wages for EC workers disrespectfully low, which then become a barrier to recruiting and sustaining good EC educators, even men. Exposure to literature on the status of females in ECD from past to present could serve to elucidate EC principals' thoughts on the current complexities and effects on empowerment and leadership.

Two-Tier Education System. During the colonial period, a two-tiered education system was developed in order to divide and rule the population on behalf of the political elites. The colonial administration perpetuated an inherent policy of divide and rule and the education system was central to these efforts (Fanon, 1961; Gibson, 2003). This divide and rule policy is still evident in societies affected by colonialism: the Caribbean, African countries, South Pacific Island countries, the Middle East, Algeria and Canada. The result is a public school system fraught with overcrowded classrooms, poor infrastructure, subsidized salaries, an inspection process, and a curriculum reinforcing segregation.

As described by the principals in this research study, in private ECIs, specifically independent schools, many parents faithfully pay high school fees on the promise of higher score achievement and value-based or faith-based teaching. These are complemented by high disciplinary levels, an expanded curriculum that may include languages, a flush of extra curricula activities and one-to-one personalized time based on a result of smaller class sizes. Others may pursue private schooling for their children for

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prestige, or to channel a course of learning that leads to future reputable job opportunities locally or abroad, as well as leadership prospects. It is noted that exorbitant school fees automatically exclude some parents and make "preferred" schools inaccessible to others.

Incumbent upon this divide and rule policy, the most pressing concerns in ECD are rendered invisible and decontextualized based on the inherent structural inequities, notably, a two-tiered education system. This two-tiered education system demonstrates the inequities and gaps evident between the public and private school system in Jamaica. The demand for such independent programmes is also perpetuated by a lack of public school spaces, even as some public Infant schools are deemed preferred schools. On the premise that the government provides limited spaces for all children, the existence of independent schools fulfils a demand for educational opportunities in excess of that which government infant schools or basic schools currently provide (MOE, 2016).

Based on student assessment results and the outlook of many parents, traditional independent schools are believed to have a record of distinction. One may be led to believe that principals of independent ECIs are more competent than those of basic schools principals, based on student readiness outcomes. An air of competitiveness looms, and in a time of economic crisis, the pressure to maintain status while maintaining enrolment levels, is apparent. This atmosphere adds pressure to EC principals who seek to strengthen curriculum performance, maintain discipline, strengthen leadership and be accountable to parents.

Attending to the post-colonial framework and history, what is at stake is this: historical experiences perpetuate boundaries, division and inequities. The imaginary boundary lines between the leaders of public and private ECIs have shaped and informed their daily leadership practices. The preponderance of views strongly suggests that there are retentions of colonialism that affect the growth of ECD while simultaneously perpetuating a system of inequalities.

Protracted Use of the British Education System. Through a post-colonial lens, another aspect of the past that has shaped the current EC leadership context is the propagation of the British education system. The power and continued dominance of Western ways of knowing is still fundamentally exists. While modernity in forms such as globalization and cross-border developments are persistently promoted and

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manifested, EC principals are not primarily in a position to always negotiate the policy process or the curriculum content. The curriculum content promoted by principals forms the basis for assessment of children and teachers. Such elements within the EC curriculum, contains British culture, religion, dress, music, dance, games, religious prayers, songs and rhymes. Some of these cultural and performing art forms are still taught or passed down from previous generations.

Generally, few principals 10%) gave significant thought to the continuity of the British education system inherited from colonial times. While negatives effects of the colonial past and its attendant cultivated tendencies were identified, not many principals made connections with the education system. Principals seemed completely trusting of the curriculum and were more intent of pursuing their daily agenda.

Rose (2007) makes the crucial argument that countries regarded as less developed depend on international organizations and systems that have great material and ideational agendas. From the point of dominance and policy transfer, less developed countries are under intense flow of external pressures to implement and adopt policies (Grek, Lawn, Lingard & Varjo, 2009). It is especially to be noted that Hartmann (2007) views international agencies such as UNESCO as empowered regimes structured to perpetuate globalized ideals, curriculum and educational policies. From a critical viewpoint these arguments cement the view of continued colonization and dominance, only in a different form (Andreotti, 2011; Bailey, 2007; Mignolo, 2000).

International Policy influence. Viewed from another angle, international influences have fundamentally shown ways in which globalization influences change in principals' practices. As cited in the literature review, international policy documents concerned with ECD have been rapidly increasing since the 2000's (OECD, 2001, 2006; UNESCO EC and Family Policy Series, 2011; UNICEF Research Centre, 2008; World Bank, 2003). These policies have impacted and promoted systematic investments in ECD programmes and underpin policies in many countries. What has ensued is an expanding interest in ECD and a growing demand for research and analysis of policies. Also impacted is the relationship between policy and practice in caring for and educating children; the concern for sound leadership practices; and inequalities within and without the ECD sector.

For Jamaica, international policy frameworks as those mentioned above have guided the government in examining or creating educational policies that inform and guide daily practice. In keeping with international and national strategic goals, Jamaica developed its own public policy to govern the ECD sector. Decisions about transforming vision into action, reinforcing policies, engendering values, allocating budget, upgrading curriculum and addressing leadership gaps, have been enforced. However, as indicated in the literature, one main challenge of written public policy is that execution at the local level varies (Ho, 2011; Shore & Wright, 1997; Willis & Trondman, 2000). Policies are understood through studying the cultural representations and practices. Throughout this study, translation of policies varied and were left to individual interpretations and understandings of EC principals, and were heavily impacted by the context of practice. This is a common theme in comparative education research on policy transfer.

Yes, improvements in the ECD sector are necessary, but there must be caution taken with imported education policies and ideologies. Even when policies are adopted to be culturally relevant, locally mediated and re-contextualized, the consequences of transfer remains unpredictable (Beech, 2006). Each ECI is different, types of leadership are different, communities social needs are different and financial and resource viability vary. To ignore differences in contextual capacity at the local levels, have resulted in unintended and unexpected consequences for educational practice such as the deterioration of education quality (Carnoy & Rhoten, 2002). This has especially been the case in the transfer of policies from developed to developing nations, a reflection of contemporary forms of colonization.

Lewin (2007) declares, it is not appropriate to import established models from countries that are well-funded, highly professionalized and well-regulated educational systems, then place them in educational conditions far from reaching these standards. EC principals have lamented throughout the study that they do not have the appropriate material and human resources to implement very costly and technically demanding EC policies. Policy-makers must remain aware of the resources available and evaluate all stages of policy implementation to ensure their feasibility (Lewin, 2007).

Post-colonial Retentions and Response. The antagonistic energies of the past transform themselves in the present, into a creative syncretism. Reviewing the history

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exposed the implications for the ECD sector, as well as the retentions that affect EC principals' leadership. Foremost, the impact of the colonial past was striking in its manifestation. The majority of EC principals indicated that their leadership was not significantly impacted by female over-representation, the colonial educational system, or the international influence on local policies. The notion of power and knowledge may be applied. Within the ambit of the *Post-colonial, critical policy enactment conceptual framework,* we can see how the transfer of knowledge is accepted without examination. The power exerted through authorship thwarts recognition, undermines agency and promotes dependence. This reflects what Bailey (2007) shows is the on-going domination and subordination of colonized peoples and their unsighted acceptance of being dominated. As related in the findings chapter, principals enforced policies without question and as an indicator of sound leadership.

Principals' responses indicated little awareness or concern for colonial influences. Responses such as "slavery is over" or that "we have moved on" divorced them from pursuing any connections. For those who shared their knowledge of the colonial past, they did not explore the significance of the past on their current leadership practices. A few saw the international influence as integration and global inclusion. One principal distinctly noted that she was not aware curriculum or policies had any international input. It is one thing to be ignorant of the colonial history, but it is altogether another thing to dismiss its significance. Crotty's (1998) position is also worth considering; by critical analysis of the past, current structures will be exposed for what they are, rather than how we make them appear to be. Knowing the historical and social context of one's own cultural location is crucial to appreciating the multiple perspectives of events in the past and the multiple ways in which they may be challenged or overcome in the present.

Mignolo (2000) reasons that contrary to popular reasoning, education does not liberate people and communities from oppression, but rather perpetuates ignorance of the shadow side of neocolonialism, oppression and continued exploitation of people and populations in the formerly colonized world. Andreotti (2011) expands this view stating that education plays the crucial role of perpetuating coloniality. Ignoring the past is what "colonialism" is all about, for it disconnects us from our identity, our rights, and blocks

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our understanding of current struggles (Andreotti, 2011). Moreover, educational interests and public education continue to play a role in perpetuating coloniality as they recondition historical, social, cultural thinking, as well as knowledge/power production, limit our knowledge and ability to apprehend reality; and emphasize the non-conscious ways in which our traumas, fears, desires and attachments affect our decisions in ways that we often cannot identify (Andreotti, 2011).

Considering these scholarly views, they provide insight into the perspectives and positions taken by EC principals. Andreotti's (2011) use of the term "reconditioning" is applicable. Principals have been overshadowed by immediate challenges. They essentially reasoned that their leadership practices were overhauled by "more pressing" and immediate demands such as "the child who is hungry." For others, so bombarded were they by the policy demands, that they were driven to employ coping mechanisms, enforce resilience and focus on the tasks at hand. This mirrors findings from Starr and White (2008) that principals in demanding situations "are too busy just coping with the local, the everyday, the immediate, and have no time to participate in broader politics or contexts" (p. 4).

Fundamentally, in many demanding systems, such as those connected with policy environments and leadership stresses, it is not uncommon in some cultures to apply resilience as a process to harness resources to sustain well-being (Masten, 2014: Panter-Brick & Eggerman, 2012). There was much adaptive capacity and motivation among principals in the study, even as they specified sustaining their livelihood being another driving factor. From a multidisciplinary standpoint EC principals directed attention to dealing with adversities and challenges in their immediate context rather than focus on any post-colonial connections or constraints.

Regulatory Framework Context

In this section of the study, I look at the regulatory context in which EC principals perform their duties. The government of Jamaica has made a progressive move in integrating all the services of ECD under one agency, the Early Childhood Commission (ECC). The ECC is an agency of the MOE responsible for coordinating all activities, development plans and programmes for the ECD sector. The EC Act and Regulations

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2005 brought standardization, uniformity and a measure of consistency. "Standards make an enormous contribution to most aspects of our lives –although very often, that contribution is invisible. It is when there is an absence of standards that their importance is brought home" (International Organization of Standardization, 2004). The EC policies provided a benchmark for regulating and monitoring the growth of ECIs, applying some measure of accountability based on the same standards for all ECIs, and enhancing principals' leadership choices and practices. The EC Act and Regulations 2005 serve to guide supervision as well as legitimate charter for the techniques of administration and as an operating manual for everyday conduct. The policy describes the requirements that an ECI must meet in order to be registered by the ECC as a legally operating institution.

As Ball (1994) indicates, the examination of the policy process at any phase illustrates the 'messy realities' of policy enactment. This is true when analyzing the EC Act and Regulations 2005. Under the EC Act and Regulations 2005 laws, ECIs must provide the services that children need to grow and develop their full potential. While all standards surfaced to some degree in the study, I capture details on what the official EC Act and Regulations 2005 policies say in regards to three relevant standards for this study: staffing/professional qualification (Standard 1); educational programme (Standard 2); and administration (Standard 11). I compare these EC policies with the practices of EC principals observed or reported in the interviews, observations and surveys.

Principals' Qualification and Training

One area of quality that affects leadership and policy enactment is the level of educational training of EC principals. Practices can be highly varying, due to various levels of training or the lack thereof, pedagogical knowledge or personal experience, which influence the intention, interpretation and enactment of the policy (Engelbrecht & Van Deventer, 2013, Oswald, 2007). Research has shown clearly that ECD is a very specialized field, which requires well-trained staff (Siraj-Blatchford, 2010; Stamopoulos, 2012; Sylva, et al. 2010). The qualifications, education and training of ECD staff are therefore crucial in policy implementation and enactment (OECD, 2006).

The regulatory framework Standard 1 (Table 7.1) requires ECI operators and supervisors of children to be trained in ECD; not specifically EC leadership. Further, the policy specifies the level of training for a qualified teacher as diploma trained. It is recognized

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that the bachelor's degree is the standard for higher education throughout most of the world.

Under STANDARD 1:2 - Professional Qualifications, *"The Act states that:*
a person shall not operate an early childhood institution or shall not employ any person in the institution for the purpose of caring for the children therein unless they meet the qualifications prescribed in Regulations made by the Commission with the approval of the Minister (Section 15 (1, 2, & 4), pg. 11). The Act also states that a person who contravenes this subsection commits an offence (Section 15 (3), pg. 11)."
"The Regulations state that:
a. *The operator and every employee of the institution have training in ECD by an institution approved by the Commission; (Regulation 6 (1) (a), pg. 2).*
b. *the operator of an ECI which provides care for children over 36 months shall employ at least one qualified teacher at the institution; (Regulation 6 (3), pg. 3)*
i. *"Qualified teacher" means a person who, at minimum, has been issued a diploma by a recognized teacher training college." (Regulation 6 (6), pg. 3).* **(**ECC, 2007)

Table 7.1: Standard 1:2 Professional Qualification

In the analysis of this study, about 40 percent of principals had training in ECD, but not at the required diploma level or above. Recognizing that not all principals and teachers meet the required legal standards, the ECC Registration Guidelines indicate opportunities available for the EC cadre to access training at the various teacher training colleges and vocational training centres island-wide (ECC, 2017). Additionally, the ECC has established time-frames based on individual ECI needs and the availability of the training institutions to meet the needs of the sector (ECC, 2017). Whereas some EC principals have sought to improve their educational training and developmental needs, it is acknowledged that certificate training cannot adequately address critical needs of EC leadership such as ethic of care, pedagogy, child development, social work, administration, budgeting, conceptual and personal development aspects of leadership (Waniganayake & Stipanovic, 2016). Training in universal precautions, paediatric first aid, child abuse and special needs are also requirements to meet the ECC standards which are areas not adequately addressed in a vocational programme.

While Jamaican EC principals in this study are not trained in all of the areas required by policy, they are still expected to function as leaders in their ECIs and communities. Research evidence strongly indicates the need to have training or formal

preparation for those appointed to leadership roles in the ECD sector (Rodd, 2015; Waniganayake, 2002, 2015). In studies conducted in England for example, it was found that "the quality of the learning environment increased with the EC leader's qualifications" (Siraj & Kingston, 2015, p. 47). Principals are expected to provide guidance in leading pedagogy, programmes and policy within EC settings (Aubrey, 2016). To achieve all this, principals need formal EC leadership qualifications (Fleet, et al., 2015; Garvis, et al., 2013; Rouse & Spradbury, 2015; Sims & Waniganayake, 2015; Waniganayake, 2015). Other substantive research shows that high quality EC service provision is built upon having a well-qualified workforce (Adamson, 2008; OECD, 2006, 2012).

   Training Enactment Complexities. In spite of consensus on the importance of well-trained staff and qualified EC leader, various challenges exist that impede the policy enactment and intended realization of the policies. One main challenge surrounds funding. Governments often fear the funding consequences of raising staff qualifications (OECD, 2006). Higher qualifications often mean greater financial or fiscal management and funding and budgeting considerations. Essentially, higher qualifications mean increased wage demands and the attendant increased costs of services. Although the evidence is strong that improved training and qualification levels raise the quality of interaction and pedagogy in ECD services, governments often choose not to invest in raising qualifications or funding staff training (OECD, 2006).

   Funding is a critical concern for Jamaica. Over the last 30 years, real per capita GDP increased at an average of just one percent per year, making Jamaica one of the slowest growing developing countries in the world (World Bank, 2017). Total government debt at the end of 2016 was 122 percent of GDP (World Bank, 2017). Yet, it is commendable that ECIs are being supported towards achieving full compliance to training requirements. Steps have been taken by the Jamaican government to institute at least one trained teacher in each ECI, where only few existed before. Notwithstanding, it was found in this study that in cases where principals are assigned to ECIs, the majority were not trained in ECE or had leadership training. This lack of leadership in assigning appropriate staff for young children cannot be overlooked. There is a leadership vacuum that has not been well addressed to improve ECD.

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There has also been the challenge of inadequate preparation for EC principals in training programmes. Increasingly governments have been paying attention to preparing teachers for EC settings as a measure of accountability, however less attention has been given to preparing and recognizing that principals' key role in leadership enactment (Waniganayake & Stipanovic, 2016). Colleges and universities in Jamaica currently produce EC teachers, eligible to educate the EC age cohort. Typically, EC courses consists of a few administrative and/or management units of compulsory courses, but these EC programmes do not focus on preparing trained EC leaders. In other cases, principals who completed upper level leadership training indicated that the courses were not specifically related to ECD. This is also the case in other countries such as Australia and many OECD countries (Waniganayake & Stipanovic, 2016).

As noted, many principals in Jamaica have either entered the EC profession through apprenticeship, in-service training, promotion from a teacher position, vocational training or general education training. While these areas of training are all recognized, "learning on the job' with support from some generic training is no longer considered adequate for transition to leadership positions" (Waniganayake & Stipanovic, 2016, p. 258). With the introduction of EC Act and Regulations 2005, the variations in leadership, management and administration patterns across settings indicated multiple leadership approaches. Various levels of training and experience are indicators that foundational underpinnings may not be sufficiently developed for a principal to be in a leadership positon (Parker-Rees et. al., 2010). Additionally, lack in training or experience can result in differences in leadership capacity, ability to accommodate change, formulating a clear vision, recognizing existing needs in relation to empowerment or expertize of self or staff (Aubrey, et al., 2012).

The approach to leadership preparation, capacity building and enactment through formal studies needs to be promoted. "The inclusion of leadership as a core element and the promotion of early identification of leadership in pre-service training is vital" (Rodd, 2013, p. 258). This statement directs attention to equipping principals to effectively manage their day-to-day roles. Targeting leadership capacity building through the acquisition of a specialist body of knowledge, skills, capabilities and understandings, is crucial for educational leadership (Waniganayake & Stipanovic, 2016). Specific leadership training may make

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the difference between strong and weak leaders, and significantly improve daily leadership tasks (Muijs et al., 2004). Formal qualifications in ECE can also make a difference in supporting leadership decision-making (Berry & Adamson, 2008; OECD, 2006, 2012).

Another challenge surrounds the development of policies and programmes that acknowledge a need for integrating and providing specific EC leadership training (Waniganayake & Stipanovic, 2016). The challenge is one of expertise of technical know-how. In response to this need, technical assistance has been provided to encourage many nations to focus on EC policy development and planning (UNESCO, 2007). A growing number of countries have been providing focused professional development on relevant EC content to school administrators (Louis, Leithwood, Wahlstrom & Anderson, 2010). Robust models, development policies and plans have been developing to improve training of EC leaders. One main challenge however is that the impact of these models has not been evaluated. To understand more clearly the impact of each element of training, is a useful step to consider in the process (Louis, et al., 2010; Szekely, 2013).

This study reveals that in the areas of qualification and training of principals, there are gaps between policy and practice that need to be addressed. Developing leadership capacity is a crucial component in achieving policy targets and improving educational quality at the ECD level. It is important that these gaps in EC leadership are addressed. Vargas-Baron (2013) indicates if policies are lacking, or one or more elements are overlooked, then the implementation of the policy will be inadequate or unsuccessful. She goes further to state that policies should be implemented and enacted effectively in order to help ensure that equity, quality and accountability will be achieved. Public policies are developed to be implemented as intended. In cases where implementation have not been faithfully implemented, quality improvement and resource development, including training and accreditation systems, will not be realized, nor will gaps will not be filled (Vargas-Barón, 2015). It is the leadership responsibility to make sure resources are mobilized and allocated to respond appropriately to EC leadership gaps. Often it is useful to revisit the policy, assess the gaps, and apply the specificity required for effective implementation (Vargas-Barón & Schipper, 2012).

Educational Programme Planning

Comprehensive programmes that meet the school readiness needs of children is another requirement under the EC strategic policy plan. This requires all ECI operators to have a developmental/educational programme plan to meet the school readiness needs of children. Physical, cognitive and socio-emotional development are all essential ingredients of school readiness as seen in Table 7.2.

Under STANDARD 2:1- Developmental/Educational Programme Planning:
"Early childhood institutions have comprehensive programmes designed to meet the language, physical, cognitive, creative, socio-emotional, spiritual, cultural and school readiness needs of children.
The Regulations state that every early childhood institution shall develop and implement a flexible daily programme plan composed of activities that take into account –
(a) the developmental stages of different age groups; *(b) individual abilities and needs;* *(c) the need to respect each child's primary language while encouraging the use of standard English as the official language of Jamaica;* *(d) the need to encourage a non-sexist approach to learning and play that recognises children's preferences and not their gender;* *(e) differences in learning styles;* *(f) the need to provide a variety of experiences in order to promote the physical, social, emotional, creative, intellectual and spiritual development of children; and* *(g) all specific areas of development." (ECC, 2007)*

Table 7.2: Standard 2:1 - Educational Programme Planning

Table 7.2 outlines the goals and domains designed to ensure comprehensive child development in ECIs. Standard 2 policy identifies the skills, knowledge, and attitudes necessary for success in pre-school, in readiness for the next stage of schooling and for later learning in life. Additionally, principals must have an overall picture of the vision, curriculum, and assessment goals of the school and manage how these intersect to meet school readiness goals. Ultimately, principals are responsible for every student and every member of staff, as they leverage their leadership skills and power to ensure success.

Programming Enactment Complexities. To implement an effective, organized and flexible programme, EC principals need to be competent and organized. Competencies in various areas of leadership is surely an asset (Zaccaro, 2007). EC principals in the study had different leadership approaches to educational programme

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planning. Some were methodical in their approach, others focused on discipline, others were rudimentary, yet others used a team approach. They attributed their approaches with their levels of training, experience, supports and resource availability. Principals attested that their child development and curriculum supervision courses helped them with monitoring teaching and learning activities. They were also increasingly aware of the impact of nutrition and community social effects on children's learning through workshops. Their knowledge on developmental stages of different age groups; learning styles of children, individual abilities and needs of children improved as they completed various courses or went to workshops. EC principals also incorporated their knowledge in the supervision of teachers and monitoring of the learning process.

In this research, there was a link between training and improvement of EC principals' leadership abilities to oversee the daily educational programming. As their educational scope improved through training so did their curriculum supervision and intervention strategies. This finding cements the views of Sylva et al., (2004), who state that the higher the qualifications of leaders, the higher the quality of the curriculum experiences and the more coordinated the programme structure. Qualified school leaders are crucial in directing a comprehensive school programme, designed to address the care, educational and developmental growth of children (Bella & Bloom, 2003; Taggart et al., 2000). These qualities combined, significantly impact student performance (Stamopoulos, 2012). Leadership effects on student learning occur largely because leadership strengthens professional community i.e., teachers' engagement in professional development (Louis, et al., 2010).

While EC principals' attested to improvements in executing the daily educational programme, there were indications that children's performance needed attention. The 2014 student readiness results shared by principals for their ECIs revealed that just over half of the children in these ECIs gained over 80 percent mastery in the Grade One Inventory assessments. This record may mean intervention strategies are needed. Over 80 percent of ECIs initiate various intervention strategies. This may also mean that some of the EC leaders in this study focused more on the socio-emotional needs of the children in their ECI rather than their academic development. This reflects much of the EC literature, which argues that EC programmes should prioritize children's social and emotional

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development over the cognitive aspects of school readiness. Of note, there appeared a disconnect with record-keeping of children's progress in some ECIs. Less than half of principals indicated they maintain records of children's progress all the time.

Issues attributing to average output in pre-school are multi-faceted and the absence of scholarly local research makes it difficult to target the complexities. Kagan, Tarrant, Carson and Kauerz (2006) purport that a qualified EC staff and adequate teacher-student ratios are crucial qualities in determining student performance and overall programme quality. Successful leadership has a perceptible impact on students' learning and programme quality (HMIE, 2000) and are therefore central to improving ECD programmes. Langford (2012) outlines that successful implementation of a curriculum framework and effective school leadership includes requisite structural features such as adequate investment in buildings and outdoor environments, in human resources and staffing, varied learning materials, adequate ratios of qualified educators to children. In varying degrees, these are all challenges in the Jamaican context.

In addition to student assessment concerns, EC principals were justifiably concerned about the daily level of pedagogical preparation of teachers of which they indicated 50 percent of teachers were not always prepared. Absenteeism and lateness were also ranked among the concerns regarding staff, with 37 percent reportedly being absent or late. Low morale among ECD staff contribute to poor preparation and output (Kagan, Kauer & Tarrant, 2008; Lower and Cassidy, 2007; Rodd, 2013; Stamopoulos, 2012). These are issues that greatly impact educational programming and demand leadership attention. Heikka (2014) argue that in keeping with the expanding roles of principals, pedagogical leadership is a key component.

Of all the policy standards discussed by EC principals, development programmes for children were rated highest. With the implementation of the EC policies, it became more important to ensure that the daily programme schedule was addressing the requirements. Notably, for many participants, the central focus coalesced around educational attainment, particularly cognitive outcomes. Indeed, this focus on the cognitive output has its roots from the inception of the Basic School system in Jamaica. The focus on children's capabilities and a schools' performance remain deeply

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entrenched in student assessment outcomes today. Hence, principals pay ardent attention to improving readiness skills.

The focus on educational attainment at the EC level is not unique to Jamaica. Education, literacy and lifelong learning are key drivers of development; millions of families in the developing world see education as the only way out of poverty (Dillon & Huggins, 2010). Despite various barriers, observers from developed countries often comment on the powerful motivation of children in the developing world to access educational opportunities (Dillon & Huggins, 2010). Jamaica is classified as an upper middle income developing country by the World Bank, the socio-economic development has been stymied by extended periods of low economic growth and high levels of public debt (Jamaica Country Report, 2009). However, there is a strident focus on education, with a radical approach by many parents demanding high educational output, in preference to other areas of readiness for young children (UNICEF, 2014).

EC scholars promote developmentally appropriate approaches anchored in nurturing children (Machel, 2017; Lo, Das & Horton, 2016). Some dig deep into comparative studies showing that each education system is inextricably linked to the culture of a country (Kettley, 2006; Mellanby & Theobald, 2014). The pervasive influence of the cultural approach on learning is extremely impacting, influencing school success and educational attainment (Follari, 2015; Mellanby & Theobald, 2014). Other researchers indicate that early cognitive development is a good predictor of later attainment targets (Lerner, Liben & Mueller, 2015). Nevertheless, nurturing the developing mind still has to be tackled in a way that best develop further strategies for learning (Mellanby & Theobald, 2014). EC principals require a platform that is culturally-relevant, incorporating changes as expertise is developed, and maintaining that basic platform for encouraging teaching material that is more complex.

For many EC principals, the very existence of their ECI, its progress and continuity, were entrenched in the activation of the daily programme. However, EC principals generally felt that the demands of the EC Act and Regulations 2005 did not adequately consider their infrastructural and resource availability context. Some contended with limitations in space, which dictated the types of physical activities that children could engage in. Health challenges, such as dusty playgrounds, limited outdoor

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shade areas, poor perimeter fencing, poor lighting, poor air quality, inappropriate furniture were others factors that affected daily programming. Some ECIs had fewer children and could therefore provide individualized attention. The public school observed had the highest teacher-pupil ratio. Principals reinforced that the general requirements for implementing the daily programme and the curriculum, required funding and resources for which some cannot implement or sustain. Nevertheless, principals opted to take the position of choosing what standards they could implement given their context.

Administration

Since inception of the EC Act and Regulations 2005, EC principals' roles have expanded significantly and the demands for organizational and instructional effectiveness have increased. ECIs must meet several requirements in order to be certified and licensed to operate. Under the strategic policy plan the regulatory framework require all ECI operators to meet certain administrative requirements as evidenced in Table 7.3.

Under Standard 11:1, Management, the regulation stipulates:
"ECIs have a management structure that ensures good administration. There are policies, procedures and programmes that ensure child, family and staff well-being.
The delivery of a high quality early childhood development programme requires good governance and effective leadership, supported by policies, procedures and programmes. These systems ensure that national laws, regulations and standards for ECD are met, and ensure that the workplace climate is supportive and enabling and that the needs and concerns of stakeholders, including parents, community members and donors, are addressed. Good governance includes performance evaluation at all levels in the system." (ECC, 2007, p. 206)

Table 7.3: Standard 11:1 Administration

As part of the administrative roles of EC principals, the regulatory framework outlines various plans, policies and procedures. These include policies for children's behaviour management (Standard 3); health and sanitation plans and reporting procedures for illness (Standard 6); a nutrition plan (Standard 7); emergency and fire safety plan, and reporting procedures for child abuse and injury (Standard 8); and a policy for parental involvement (Standard 10). Also specified in Standard 11 are responsibilities for EC leaders involving maintenance of proper records. Records for children that must be kept

span emergency contacts, health records, progress reports, as well as illness, accident and attendance records. EC principals are also responsible for maintaining records of teachers including training and qualification data, police records, medical certificates of health, food handler's permit, job description and terms of employment, attendance records, reports of any injury which occurred at the ECI and emergency contacts.

Principals were very interested in meeting the administrative requirements and the full registration process. On observation, they strove to meet the criteria as prescribed. Most produced records for the ECI, staff and children. Registration and attendance records were highly maintained. Principals were eager to show evidence, but also open to share setbacks. Some confessed that plans for the emergency and fire plans were not complete. This some attributed to a lack of know-how in completing such plans. Record-keeping was an area identified as needing improvement. Others indicated that documents such as police records and food handlers' permit were outdated. Written plans for areas of health, sanitation, fire and nutrition were in place, however some principals cited major structural challenges such as the absence of a sickbay, lunchroom, adequate washrooms for children and ramps for wheelchair access.

Administrative Workload. The stringent inspection and requirement process saw EC principals working tirelessly to implement guidelines crucial for the sustainability of their ECIs. Working for long hours and again when they got home was part of the regularity of their schedule. The majority of EC principals welcome the policy certification process, and have made strides in meeting the requirements. However, in addition to producing reports, meeting deadlines, accessing financial support, principals indicated high levels of stress in meeting the requirements of the certification process to. Their views are corroborated by national newspaper articles about this situation (Jamaica Observer, 2016; Francis, 2016).

Similarly, researchers have lamented the difficulties EC principals face in balancing administrative roles, which often take precedence over teaching programme supervision (Jeffery & Troman, 2004; Rodd, 1997). This was true in this study. All principals emphasized that current EC policies increased their workload. While they agreed that supporting teaching and learning, modeling and mentoring teachers were pivotal, the workload redirected their attention to administrative duties. Increasingly, they

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wrestled between their administrative, teaching and leadership roles. While they had a fair knowledge of what was expected of them, they were not always able to achieve their goals due to the heavy workload. As Starr and White (2008) explained, "workload proliferation, educational equity issues, the re-defined principalship, escalating role multiplicity, and school survival" (p. 3) had significantly altered the way principals did their jobs. The workload directed the kind of leadership principals rendered.

Intensity, Passion and Resilience. Intensity, passion and resilience are positive values transmitting perseverance, drive, determination and high motivation. These were evident in the participants studied. It is Miller and Hutton (2014) who declare that intensity quickens in the face of adversity and uncertainty, is resilient, determined and persevering. EC principals remained resolute and resilient, finding articulate and innovate ways to address the needs (Jamaica Observer, 2016; Francis, 2016). For every challenge, principals maintained a buoyant spirit. Both on observation and in their responses, as EC principals executed their daily routine, it became increasing obvious that their schedules were not predicated on a fixed time schedule; their day was not limited to assigned administrative tasks; nor was it confined to the care and educational needs of children. Unplanned visits from parents and community members, identification of children's needs, occasional accidents or a visit to the hospital due to injury, all amidst sudden or pressing deadlines from the ECC, marked the full-day comprehensive service of an EC principal.

Masten (2014) writes about stressful environments, including workplaces environments. Resilience is used in reference to the capacity of a dynamic system to adapt successfully to disturbances that threaten the viability, the function, or the development of that system (Masten, 2014). The application of resilience in demanding circumstances such as this policy enactment context is not uncommon (Masten, 2014). Despite the issues of an evolving and sometimes conflictual policy context and, policy demands, EC principals expressed concern for the children in their care. Fixity of purpose scaffolds principals' professional practice and provides the intensity with which they lead; preferring to focus on what they could do for students, within the limits of their school's capacities rather than focusing on the broader economic and/or social contexts (Miller, 2015). For many, EC teaching was "all I know", principals expressed they

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enjoyed their jobs, and were intent on pressing forward in the field and contributing to changing the lives of children.

By way of observation, the element of teamwork was also an outstanding factor in alleviating the stresses of daily demands for some principals. Researchers highlight that coordination of collective work and outcomes, decrease stress levels and provide powerful support for principals, while developing leadership capabilities (Ancona, et al., 2011; George, et al., 2011; Hujala et al., 2013). Donor support also served to encourage principals as they assisted extensively in providing resources, sustaining educational programmes and generally helping principals to meet policy goals.

For most of the principals interviewed, they possessed a moral drive and obligation grounded in their Christian beliefs that they must give of their best. Their sincerity and care for children's best was evident in their relations with children. Their professional practice was characterized by their passion and selflessness. De Souza, Bone and Watson (2016) argue that spirituality enhances organizations by providing meaning to work. At the individual level, spirituality and the faith factor push employees to persevere and drive self-integrity and identity, which contributes to professionalism, leadership development and mindfulness (De Souza, et al., 2016). Spirituality has also been found to enhance nurturing connections in schools, classrooms and enhance principal-teacher relationships (De Souza et al., 2016; Mata, 2006, 2015).

Articulation of Leadership. One of the key concepts identified throughout the research was the pride and articulation of leadership expressed by principals. While a number of authors (Rodd, 1998; Woodrow & Busch, 2008) in the literature indicate reticence by practitioners to assert their leadership, all EC principals in the study saw themselves as leaders in their own rights. The majority of respondents rated themselves as "very good" leaders. They attributed this stance to certain self-evident characteristics and traits spanning trustworthiness, empathy, being a team player, respectful, energetic, having influence and being a motivator and positive role model. Hutton (2011) pointed out the importance of personal characteristics, abilities and qualities, which are all elements in identify the success of a principal.

The focus on asserting leadership was common among the EC principals in this study. Principals for the most part believed a leader is in charge or at the helm, and

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should exert the energy expected of a leader. Paramount in the various perspectives shared, EC principals focused on attributes that suggest that a leader is an all-rounder (Dunlop, 2008; Solly, 2003). Participants' descriptions of a leader ranged from being a visionary, getting tasks done, molding young minds of children birth to eight years, creating an environment for learning and creating structures and processes with children at the centre. One principal asserted the view that EC leadership must always result in growth, innovation, goal-achievement and accomplishment of mission. This view perhaps adds to the complexity of enacting policies within EC settings, as there are many expectations of EC principals to meet requirements and overcome challenges.

Not only by verbal confessions was this leadership articulation evident, but also in the principals' observed actions. Principals were energetic and the dynamism they exhibited spoke to their years of experience. They exhibited natural leadership abilities, confidence and eagerness, and eagerly spoke of their achievements and future plans to develop their ECIs. Evident in many of their responses was a structured and authoritarian approach to leadership, which was also observable. Miller (2013) uses the expression "dominant leader-centered authoritarian leadership style" to describe the flourishing approach of school leaders in the Caribbean. Principals' supervision was resolute, they reinforced children to obey, and commanded respect. Regardless of pressures, EC principals reinforced the idea that a leader must be in charge.

Mentoring and Coaching. In the quest for improving general administration in ECIs, it became evident that a current focus must not only be placed on training, but also mentoring and coaching. Principals indicated their frustration in completing some administrative tasks, managing time and relating to difficult members of staff. Demands for continuous reports and urgent submissions, left some weaker principals feeling obscure and stronger principals feeling stretched. Additionally, principals valued the training sessions by the government that aimed to develop their administrative skills, but a significant number expressed the need for closer monitoring and scaffolding to help them articulate and execute plans. As Rodd (2005) points out a lack of training and coaching in areas of administration, may be the cause of frustration and eventual burnout. This point is further underscored by researchers who stress the value of proper mentoring and coaching is often neglected (Davis & Ryder, 2016; Hujala et al., 2013). Given the

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emphasis in the policy framework on a management structure that ensures good administration, mentoring and coaching are good indicators to enhance principals' leadership.

Policy Effects

The *Post-colonial, critical policy enactment conceptual framework* guiding this study helps to expose the values underlying policy issues and their proposed solutions. In assessing the provisions for early education in Jamaica, we find that at various levels there is support for sustaining and investing in ECD. This support is encapsulated in the values held by the government, corporate society, donor agencies, parents and EC principals themselves. Indeed, Hard (2008) stressed that undertaking leadership activity in ECD must be underpinned by values, and these values determine educational input. Throughout the study, it was evident that there was heightened and on-going interest in improving ECD services. Also outstanding were the various approaches towards improving the sector. The arguments drew on both practical and ethical considerations.

In establishing the EC Act and Regulations 2005, it is clear that the Jamaican government values early education and sees the sector as a top priority. These policies augment their legal commitment to improve the ECD sector and conscientiously expand provisions for young children to access quality educational opportunities. On examination of the EC policies, the government understands that to maximize the potential for children, policies must be of the highest quality. For these reasons, much effort has been placed in sensitizing the public about the value of ECD through community meetings, advertisements, establishment of a regulatory body and framework, formulation of a parenting commission and centres, and increased budget allocation. However, it is not enough to have good policies; of greater importance is the need to implement them.

Access to Policy. Access to ECD policies is widespread among EC principals in Jamaica. Except for a few new principals (8%), the participants were fully aware and armed with documentation. Even in the face of resource challenges, they knew what needed to be done to meet full registration and improve EC settings. The need for ongoing exposure to the policies, continued evaluation and proper orientation of new

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principals are important. Generally, EC principals welcomed the policies and were quick to cite direct governmental support in areas of supervision, inspection, monitoring, nutritional contributions, play materials and operational financial support.

Not all principals felt that at every phase of the policy implementation process, details were accessible. One concern was in regards to the Rationalization Programme that the MOE established to transition basic schools to infant schools/departments. This Rationalization Programme forms part of the larger regulatory framework to ensure policy implementation and registration of all ECIs. Under this programme, the Jamaican government offers the services of trained teachers, as well as nutritional packages to improve the overall status of ECIs. Once basic schools are able to access help from the government and corporate entities towards meeting the policy standards, they become eligible for rationalization. To date (2017), 227 basic schools have been rationalized into infant departments under the Rationalization Programme (CHASE Fund, 2017).

However, principals expressed concern that details of the rationalization policy implementation have not been communicated clearly, in entirety, or shared in a timely manner. Mainly, principals felt aspects of the policy were inaccessible particularly regarding how the EC level of education will be managed on primary school compounds. It is agreed that young children require special facilities such as child-sized washrooms, child-sized desks and appropriate play and outdoor equipment. Principals indicated that to utilize over-sized furniture and equipment, or have limited play areas for young children would defeat the intended policy outcomes. As Britto, Engle and Super (2013) notes however, it is not uncommon for public policies to be inaccessible or to be limited in scope. Inspite of this acknowledgment, the concerns raised by principals regarding inaccessibility to policy warrants attention.

For some principals, they felt that they were not part of the policy formulation process. In a study conducted by Gulpers (2013) in Jamaica, teachers expressed a willingness to participate in developing policies but felt that policymakers did were not genuinely interested in their opinions. For others, they were deeply concerned about the effects of policy on their day-to-day activities. Overall, some principals in this study did not feel they have much influence on the policy process. In order to ensure educational

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improvements and successful policy reforms, it is vital that the government engage more closely with principals.

Leadership Skills Heightened and Support Increased. Principals indicated that their leadership skills were heightened with the advent of the EC policies. Day and Sammons (2016) observed that with new policy initiatives come a strong focus on accountability and leadership responsibility, which serve to shape EC leaders. Particularly, principal linked heightened leadership skills to meeting EC policy targets, improvements in student learning and garnering greater community support. Supportive parents and community members are a source of encouragement for principals' leadership (Hughes & Pickeral, 2013). The overwhelming support of corporate entities also boosted principals' leadership and led them to initiate creative ways in meeting policy requirements.

Public Perception. Some principals expressed that the public had a positive view of the EC cadre, and reinforced that the public valued their contribution. However, as cited previously other principals shared that from the public's point of view, the image of the ECD profession can be dismal. Media and verbal criticisms of teachers, along with misconduct of some teachers, serve to project a perception of incompetence. Average performance on student assessment outcomes also serve to devalue principals. While research has not been done surrounding the impact of these perceptions, the severity of the view is recognized by the principals in this study. Beliefs and perceptions about ECD are important influences among EC staff and the public (Garvis, Fluckiger & Twigg, 2013). These authors surmise that negative perceptions about the EC cadre involve being undermined as a type of teacher not equivalent to others. The historical connection concerning low wages, and ECD being considered a female profession (Hamilton, 1997) is also related to low public perception of the sector.

Unintended Consequences of Policy

Various trends identified during the research and based on implementation of the EC policies have resulted in unintended consequences. These include preoccupation with implementing legislation, focus on accountability, competition among peer principals, high levels of stress, the routinization of teaching and increased workload associated with

reporting. These consequences are indicative of policy frameworks void of on-going evaluation and support mechanisms (Mtahabwa, 2010; UNECSO, 2015). Emphasizing the outcome or the product over the process in policy enactment have resulted in failure and frustration in executing some day-to-day activities (Ball, 2012: Vargas-Barón, 2015, Vargas-Barón, & Schipper, 2012). Principals' inability to meet all demands affected their morale. Leadership in early childhood may become unattractive both to current and prospective principals.

Ironically, the policy demands while on the one hand served to regulate and improve ECD operations; on the other hand, the demands did not adequately support their role as instructional leaders. They highlighted that administrative demands led them to sometimes neglect their role as pedagogical leaders. Ball (2012) warns that policies may avert principals' attention from the educational best interest of students, to a focus on reaching policy targets. Evaluation demands and requirements may hold ethical concerns and inherently affect interpretation and enactment of policy. The aim for balance between administrative and educational duties posed an intellectual as well as an emotional challenge for EC principals. Siraj-Blatchford and Manni (2007) encourage a balanced approach, even in the face of demands. Some principals were able to cope but for others the emotional stresses obstructed their personal and family life. A few principals shared experiences that led them to the "brink of insanity." It is true, access to policies speak volume, but enactment of policies can be frustrating and overwhelming (Mtahabwa, 2010). Without the appropriate supports for all within EC settings principals, teachers and children, the health and safety implications are clear.

Another major consequence of policy that arose had to do with loss or uncertainty of livelihood for some EC principals and staff. Principals were concerned for basic schools that are subject to continued poor infrastructure, tentative teaching-learning facilities, and ultimately failure to improve the quality of services. The implications are clear for viability. While donors are avid supporters of developments in ECD, there is no doubt that many of these facilities will not be able to meet the criteria for accessing renovation funds. Vargas-Barón (2015) highlights that during policy reforms some ECD offerings will be terminated; however, policy provisions should be in place to address

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these cases. Policies for disengagement, reallocation and placement should be made distinct, and time should be allotted in cases of transition.

Need for Evaluation and Funding Framework. One crucial aspect of a policy framework is an evaluation and enactment component. Studies have indicated that in cases where the government is the implementer of education policies a lack of knowledge among local level actors in the education system may 'frustrate the successful implementation' of the education policy (Loeb & McEwan, 2006). This was not the case in this study as participants were very knowledgeable about the EC policies. However, EC principals experienced other areas of frustration as they enacted policies, mainly due to economic, social and administrative demands. The process of implementation is most successful when accompanied by ongoing research and evaluation frameworks (Wills & Trondman, 2000) that identify and address challenges. Effective education policy implementation cannot result in the absence of a structural evaluation framework (Loeb & McEwan, 2006). There is a need for an ongoing EC policy evaluation framework in the Jamaican context.

Accompanying this evaluation framework should be a funding mechanism for implementation and quality-improvement activities (Frede, 1995). Currently, the majority of ECIs (87%), particularly privately operated basic schools, are partially funded and often lack the resources to enforce all areas of the policy requirements. There is a need to recognize the realities and differences that exist in private, public, faith-based, and community operated ECIs. Some ECIs have strong boards of management, others are non-existent; some communities are crime-riddled, others are less susceptible; some ECIs are adequately funded, while others struggle to survive financially. Policies should be evaluated, reviewed and expanded on a recurrent basis. Longitudinal studies provide more accurate data towards sustained outcomes. For successful policy implementation, a robust regulatory and evaluation framework with a funding component serves to support quality ECD services, upgrade teacher qualifications and improve student outcomes (McLachlan, 2011). These are all issues that the policy process did not address or expect.

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Conclusion

In this chapter, I analyzed the findings of the study deriving from the policy-practices and the policy text. I focused on the various contexts of practice and employed the *Post-colonial, critical policy enactment conceptual framework,* as a means of interpreting and understanding principals' leadership in EC settings. I elaborated on the leadership themes of the study and discussed some implications of policy-practices that surfaced. In Chapter 8, the final chapter, I will summarize the findings and analysis of the study and offer a conclusion.

Chapter 8: Conclusion

Introduction

Internationally, as well as historically, few researchers or policy makers have paid attention to EC leadership in relation to EC leaders' policies and practices (Gallagher et al. 2000; Thomas & Nuttall, 2014). This is true to the Jamaican context. Various policies and reforms existed since the formal inception of the Ministry's Early Childhood Programme in the 1970s, to address teacher education, student assessment, enhancement of basic schools, curriculum revision and child protection acts. However, it was not until 2005 that comprehensive policies were developed to regulate care and education for young children or direct leadership in EC settings. There was a need for standardization and uniformity in the sector, which would serve to guide EC principals in their daily duties. As the literature and research on the importance of ECD steadily grew, Jamaica instituted policies to regulate and formalize ECD programmes (ECC, 2007; Campbell, 2014). This included the regulatory framework of the EC Act and Regulations 2005. The standards contained therein define the legal and expected care and education for children, and provides policy makers with a formal system to systemically chart and standardize the progress and development of ECD.

These EC policies have had a direct impact on the practice and enactment of leadership in EC settings. To meet the standards of the EC Act and Regulations 2005, EC principals have been compelled to devise creative ways to lead, supervise, balance administrative and instructional duties, and sustain their ECIs. I was inspired to focus on EC leadership as a distinct discipline in the context of this policy enactment arena. The research study set out to examine how leadership is enacted in Jamaican EC settings. The aim was to provide analytic insight into EC leadership, amplify awareness and highlight how EC principals enact or contextualize leadership in their everyday policy-practices. The introduction of EC policies generated a challenge to create effective leaders and exposed the need for leadership training.

This study was guided by five questions. The first research question was, "*How do EC policies impact principals' leadership practices?*" This study revealed that education policies impact principals' leadership practices to a significant degree. The

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majority of EC principals in the study welcomed the policy framework and used it as a benchmark to guide their daily practices. Based on the implementation of the EC policies, principals reported improvements in their levels of professionalism, communication skills, knowledge of ECD policy and standards, and daily programming and supervision. On the other hand, however, policies served to increase administrative workload, operational cost and stress. Policy-practices were highly varying, based on local and situational context, which affected the intention, interpretation, and enactment of the policy. It was clear however, that while EC principals interpreted and enacted the policies differently, their leadership capacity was influenced in significant ways.

The second research question was *"How does training influence EC principals' leadership practices?"* Through this study, we have seen how training and the practice of leadership were seen as closely linked. While principals had different levels of training and qualification, they attested that training significantly influenced their performance as leaders. They were able to identify areas of training that influenced their productivity, levels of confidence, motivation, interpersonal exchanges with staff, community interactions, and create influence over an audience. Principals who had training in areas of child development, budgeting, administration and supervision expressed that they had less challenges in enacting related areas of the policy. Principals who did not have extensive training experienced challenges in areas of child development, special education, curriculum management, administration, record keeping, communication and computing.

Training also enhanced softer leadership skills and characteristics such as resilience, high energy, initiative, tolerance, a sense of humor, analytical ability, and common sense. Based on principals' workshops some principals developed a clear vision of how the ECI could serve children; they aligned resources and priorities with the vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision.

The justification for my insistence on qualified EC principals was based on research findings, which indicate that there is a strong correlation between EC leadership training, well-qualified leaders towards achieving better learning outcomes and ECD programme quality (Ang, 2011; Muijs et al., 2004; Thomas & Nuttall, 2014). Because EC

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principals had different levels of training, this may have impacted their interpretation and enactment of polices, their level of leadership capacity and levels of frustration. What is recommended is an EC leadership training programme that directly prepares principals to be take up leadership roles in ECD.

The third research question guiding the study was **"*What are the supports that assist principals in fulfilling their work in EC settings?"*** In this study, EC principals were supported in both professional development and school improvement. Sources of support came through government, donor, and corporate assistance, management committees, staff, parents and communities. Personal development, spiritual dependence and principals' own passion and resilience served as enablers. The demands of EC policies and the societal demands for sustained performance meant that the role of principals can be less satisfying, rewarding and attractive. Nevertheless, the supports they received greatly encouraged them in fulfilling their daily roles. Participants spoke about the supports they received from corporate entities such as CHASE Fund, Crayons Count, Barita Foundation, Social Development Commission, food entities, clubs and societies and clubs, which provided budgetary and material support. Government agencies and EC supervisors provided opportunities for training, supervision and clarity about their roles and expectations as EC leaders. School boards were instrumental in supporting policy improvements, teaching learning and emotional support. Staff support came by way of team-work, providing teaching-learning activities and emotional support. Members of Parliament, parents and community members supported student learning, daily activities and provided resource materials. These supports enabled principals to keep pace with administrative and instructional demands, focus and prioritize the most important areas of the job and, in effect transform young children's lives.

The fourth research question for the study was, **"*What are the constraints that inhibit principals from fulfilling their work in EC settings?"*** The results showed that EC principals experienced numerous constraints that inhibited their leadership roles. Constraints span training needs, lack of specialized staff especially in special education and large pupil-teacher ratios, Challenges relating to the government included low financial input, unrealistic policy demands, limited supervision and mentorship from developmental officers, dual governance, and lack of public education campaigns on

ECD. EC principals also experienced work related concerns to include. heavy administrative workload, inadequate funding and resource materials, lack of support from some staff and community, negative perceptions from the public, behavioural challenges of children, negative perceptions by the public, political and violent connections, communication and personal leadership challenges. This study has also shown how EC leadership in Jamaica is also distinguished by low status and remuneration, lack of entitlement to services, poor work place conditions, infrastructural challenges and high stress levels. As a consequence of the implementation of EC policies, principals struggled to balance their leadership between pedagogical roles, administrative management and operational involvement. In shifting their leadership priorities, principals were also confronted with maximizing teaching-learning and student readiness outcomes. Principals also had to cope with their emotions and family demands, and demonstrate a lot of self-control.

The fifth and final research question for the study was "***What does leadership mean to Jamaican EC principals in a post-colonial era?*** This research question singularly made EC principals contemplate their leadership practices in relation to historical, social, cultural and economic factors. The majority of principals resolved we should "move on" from colonial ideals and thinking. Principals did not state much connections with the colonial past and their current working conditions. Comparatively few, in examining the post-colonial context, contemplated that historical factors such as the two-tier education system, British education system, and female domination in ECD, affect their leadership practice. In regards to the two-tier education system, principals perceived stiff competition between private and public ECIs. Based on affordability, the middle-upper classes can afford private EC offerings where there are lower pupil-teachers ratios, better resources and nutrition. EC principals determined that these affordances result in better student readiness results, better working conditions and lower pupil-teacher ratios. In turn, sections of the society apportion blame to some ECIs for average performance of children. The negative perception of the public towards some EC principals were linked to the two-tier education system, where teachers of independent schools were more respected and regarded than teachers of basic schools.

A few principals associated post-colonial factors with current leadership practices,

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social and cultural factors. They identified autocratic leadership styles, stringent supervision, hostile attitudes of parents, disciplinary challenges in children's behaviours, teenage pregnancy, single parenting, devaluing of education and over exposure of children to sexual immorality as direct and indirect connections to post-colonialism. Very few principals advanced current economic factors, such as low remuneration, poor infrastructure or lack of entitlement to services as being a holdover to the historical or colonial past.

Though the majority of principals did not communicate the significance of post-colonialism on their leadership practice, they advanced that the focus should be on current challenges. They cited striving to balance their roles, devising ways of maintaining discipline, promoting inclusive leadership, finding creative ways of garnering community and corporate support, adapting to policy changes and managing stress as areas requiring their attention.

Limitations

There are a number of limitations associated with this study on EC leadership in Jamaica. First, this case study used a sample of fifty survey participants and seven interview-observational ECIs. For the survey, a minimum of eighty respondents were targeted and eight for the observational ECIs. However, as indicated previously, low sample sizes for a survey applies in cases where a researcher is using statistical analyses to test hypotheses (Wolf et al., 2013). In this study, the goal was descriptive and exploratory, describing a set of data collected. Given these considerations, the findings do not allow for making any generalized comments about the leadership of ECD in Jamaica or allow for the use of the results to engage in any massive policy intervention programmes to 'improve' leadership in EC settings.

Second, the study draws on the lived experiences of Jamaican EC principals only, and in various categories of ECIs. These ECIs varied in scope, size, social class and other features, and should therefore be treated as heterogeneous. The data collection applied a mixed methods approach, but did not group participants in major sub-sets. In this respect, the study was not comparative, which has implications for determining leadership needs for any particular type of early childhood setting.

The third limitation of the study concerns my positionality as an employee of the Ministry of Education. This position may have influenced the results of my study as participants may have provided me with responses to my questions based on what they presumed I wanted to hear. This is indicative of the Hawthorne effect in qualitative research, which directs attention to being observed, or having one's behaviour assessed (McGambridge, Wilton & Elbourne, 2014). Nevertheless, evidence shows that multiple conditions lead to various effects in the observation process, self-awareness being only one (Gale, 2004; McGambridge, et al., 2014). In this research, self-awareness proved an asset as principals' leadership capacity was the central focus.

Additionally, my positionality has influenced how I have been able to analyze my data as I have worked with EC principals in a research capacity prior. I also have background knowledge on principals' daily work activities, as I have worked as an Education Officer and Teacher-trainer for EC teachers. Nevertheless, I have factored concerns regarding privacy, validity and reliability in the findings and my results. The use of the mixed methods approach also aimed at increasing trustworthiness.

Despite the limitations in scope, this study has shown the importance of leadership in ECD in Jamaica; it helps to refine our perceptions of EC principals and their leadership status; and, it exposes the relationship between leadership and policy enactment.

Considerations for Future Research

The purpose of this study was to acquire a basic understanding of EC leadership and highlight how EC principals in Jamaica enact leadership in their everyday policy-practice in the context of the implementation of the EC Act and Regulations 2005. This study serves as a starting point for research on ECD leadership, and may be used as a base for further research in this area. Here I outline areas for future research to build upon the findings from this study.

There is need to expand the research to include other stakeholders within the education system including official MOE policy makers, a wider cross-section of principals, faculties of education offering educational policy and school leadership programmes, teacher-training colleges, corporate and funding agencies, school boards,

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EC teaching staff, parents, community members, as well as children. Much more research is required to tease out the differential experiences of EC leaders based on age, training and qualifications, and length of teaching and leadership experiences. In particular, given that gender biases related to EC leadership have not to date been cited in the research literature as pervading issues of concern, this may also be another area for future research.

The pre and post impact of EC policies on leadership development, leadership and policy enactment in public versus private ECIs, inexperienced teachers promoted to EC principalship, and EC leadership and leaders of EC leaders, are other areas for future research. There is also need for longitudinal studies, which trace policy enactment in EC settings over time. Another consideration for future research would be to expand the use of the mixed methodology and involve more participants. For example, questionnaires for whole-school inquiry could be developed to capture a wider range of responses, and focus groups would provide a deeper and more comprehensive understanding of the various elements of EC leadership.

Given the perception of some parents and the public about the role of principals in terms of student readiness outcomes, empirical studies are needed to better understand the relationship between leadership policy enactment and student outcomes, which was not the specific focus of this study. Finally, further research is needed to evaluate the contributions EC principals have made to ECD in Jamaica. Based on findings from this study, I have become increasingly aware of the demands placed on EC principals and their high levels of resilience, pride and enthusiasm for their work. Thus, more research should be dedicated towards capturing first-hand experiences of EC principals and how they draw upon their own personal sources of resiliency and pride to meet the needs of children in EC settings regardless of the challenges they face.

Overall Summary Findings

This qualitative case study was conducted in Jamaica with EC principals from across the island. I explored their EC leadership policy-practices in relation to the EC Act and Regulation 2005, particularly elements of Standard 1: Staffing/professional qualification, Standard 2: Educational programme, and Standard 11-: Administration. The study was

guided by five research questions seeking to understand: how EC policies impact principals' leadership practices; how training influence EC principals' leadership practices; what supports assist principals in fulfilling their work; what constraints inhibit principals' leadership roles and what does leadership mean to Jamaican EC principals in a post-colonial era. The mixed-methods approach involved interviewing and observing seven participant principals from the urban city of Kingston and conducting a survey with fifty principals from a wider cross section of principals across the island.

The findings from the review of the EC Act and Regulations 2005 policy documents revealed that there were gaps in policy implementation and practice. While Standard 1 required EC principals to be trained in ECD, the majority were not trained up to the required EC diploma level. Further, the policy did not stipulate specialized leadership training for EC principals. Due to lack of training and/or mentoring, in various areas of leadership, principals indicated their inability in fulfilling some roles. While provisions were made for remunerating one trained teacher in each basic school with a specified population, those assigned by the government as principals, were not all EC trained. It was found that this lack in EC training affected their leadership performance and moral status.

Although Standard 2 required EC principals to develop and monitor a sound educational programme, their efforts were hampered by various constraints including lack of finances, inadequate spacing for outdoor play and infrastructural challenges. Similarly, Standard 11, which focused on sound administration and management, principals faced constraints with time, workload demands and balancing between administrative and instructional roles. Compounding the issues, findings indicated that there was a high teacher-pupil ratio in many cases with one school having a high of 1:33, against the approved ratio of 1 adult: 9 or less children and a group size of 19 or less children for 3-6 year olds.

Results indicated that the Early Childhood Commission was charged with regulating, monitoring and implementing the education activities; however, the Ministry of Education also made disparate or similar reporting requests of EC principals. In seeking to respond to both entities, EC principals reported a failure in coordination, poor timeliness and poor production of requested materials.

The lack of an adequate governmental funding component resulted in heavy dependence on donor, corporate and community support. However, in cases where ECIs could not meet the criteria for accessing renovation funds, ECIs have faced closure, staff reallocation and loss of jobs. Donor, community and school board support was not always sustained.

The study was essentially concerned with EC leadership in a policy enactment environment. In the Jamaican context, policies do not often stipulate specific provisions for EC leadership qualification, and inadequate provisions are allocated to improve the leadership capacity of principals. In many instances, the importance of specialized training is poorly advocated or inadequately promoted.

It was found that while principals have had general education training, ECE training, vocational training, short courses, and training in workshops, principals are often promoted to positions of principalship without appropriate leadership training or preparation. Additionally while principals have had training in ECE, most have had that training for over five years. Participants also indicated gaps in knowledge in areas of administration and professional development. They needed continuous professional training and ongoing policy enrichment. New principals also related a need for orientation in policy enactment. These findings were in line with findings in existing literature where EC leadership training has been viewed as an international problem.

Other global findings indicated that ECD is dominated by females, and this in relation to stigma, low remuneration and historical positioning. This study mirrored international findings, in that, 95 percent of the participants in this study were females. The findings differed in respect to the domination of male headship, where men often hold leadership positions.

In addition, low wages, unequal pay scales and lack of entitlement of services were found to be characteristic of EC staff internationally, as it was in this study. Moreover, the study showed that while administrative workload increased with the advent of policy implementation, salaries or incentives were not commensurate. Heavy workload also affected principals' emotional state and family life. Additionally, principals were excluded from entitlement of services such as organized health benefits, retirement packages, legal representation and government-sponsored educational

leadership programmes for full qualification. Education policy agendas often exclude provisions for the ECD corps. There is a need for government to grant commensurate salaries for all trained staff in ECIs, and establish scheduled remuneration increases and increments. Policies should gradually expand to include provisions for health and welfare of ECD principals.

EC principals felt they did not have a successful avenue to advance their concerns. In cases where concerns were raised with developmental officers, principals felt these were not advanced to the relevant body for change, and often no feedback was forthcoming.

In this study, the enactment of the policy was a dynamic and multi-faceted process, heavily influenced by historical, economic, international and current political contexts. The interactions between the mandated policies and the various contexts were evident. Post-colonialism framed enactment through the continuity of a two-tiered education system, protracted use of the British foundation of curriculum and female domination in the ECD field. From an economic standpoint, some ECIs remain structurally ill-equipped, while others are ineligible to access funding resources. Yet others are faced with physical space limitations that inhibit improvements. The dependence on international policies that are not sustainable was in question. Some principals identified that the policy targets are unrealistic and not feasible for the local economic and resource contexts. The historical significance or post-colonial connections with the current status of ECD, received severed attention. EC principals focused on the day-to-day activities, endeavoring to meet policy requirements, rather than focus on the broader historical, economic and/or international contexts.

One outstanding finding that permeated the research was the level of resilience, passion, intensity and high morale Jamaican principals' displayed, in the face of constraints and negative perceptions from some sections of the society. Principals were proud that despite limitations and full support, they were still able to make a valuable contribution to the lives of children, parents, and communities.

Conclusion

This case study, "Exploring EC Leadership and Policy Enactment in Jamaica" initiated thoughts on the policy-practices, leadership experiences and situations of EC principals in their EC settings. The data collected and analyzed revealed some intriguing findings that warrant replication and further research. This study has demonstrated that ECD leadership is demanding, dynamic and complex. EC leadership needs to be studied as a distinct field, separate, but building upon the broader body of literature on educational literature.

EC principals' approaches to leadership were based on local context, passion, personal and professional training, experience, and governmental demands. While EC policies served to refocus educational targets and regulate the ECD sector, they also challenged principals' leadership. The growing demand for quality ECD programmes, the need for support, the multi-faceted constraints, the training competency needs, as well as personal needs, have done little to lighten the load of EC principals. Yet, despite all the demands, all EC principals engaged in the study exhibited high levels of resilience and affirmed the rewards of leadership in ECD. They asserted themselves as leaders.

The overall findings confirmed issues in EC leadership that are common to other developing countries, as well as other countries internationally. Such issues included the limited or absent leadership training opportunities, variations in training for ECD staff, absence of policy provisions for EC leadership training.

This study intended to bridge gaps in EC leadership studies. Several researchers confirm that research on EC leadership was mainly anecdotal, did not connect with other educational sectors and were limited in terms of processes and outcomes (Dunlop, 2008; Hard & O'Gorman, 2007; Muijs et al. 2004; Scrivens, 2001; Stamopoulos, 2012). As indicated, research in EC leadership in connection with policy enactment is rare, yet increasingly valuable (Thomas & Nuttall, 2014). Therefore, this study linked EC leadership with policy-practice. It promoted the centrality of making policy provisions to improve EC leadership capacity. The study also confirmed the findings by Stamopoulos (2012) that EC leadership training is specialized and different from training in upper levels of schooling. No principal in this study had specialized training in EC leadership.

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In conclusion the three main concerns deriving from the study are: lack of policy provisions for building EC leadership capacity; lack of focus on advancing EC leadership through training, thereby building a cadre of trained EC leaders; and, limited resources and funding for advancing EC leadership capacity, principal preparation and the quality of ECD services on a whole. In general, the Jamaican government, the public and EC principals themselves are interested in improving provisions for ECD. EC leadership is one main area that can contribute to the development of ECD. To improve the current policy implementation process, the government should invest in researching the benefits of EC leadership training, evaluate current EC principals training needs, amend policy provisions to clearly indicate specific EC leadership qualifications of EC principals; inaugurate EC leadership development programmes and identify training facilities for adequately preparing EC principals; and provide the necessary funding component for pursuing EC leadership courses.

Finally, the success of the policy is rooted in the decisions and practices of the EC principals. Because EC principals are the ones enacting the policies, their voice, work, experiences and value must be considered. All need to understand better the realities of EC principals, but also that EC leadership approaches vary from one principal to another based on context. The experiences shared in this study provided such insight that should cause parents, the public and policy makers to take a deeper look at and evaluate experiences and voices of ECD leaders in Jamaica. It is prudent that any intervention be informed by empirical studies and based on principals' lived experiences. The principle of participatory democracy cuts against undermining the voices of those who are actually enacting the policy. Principals should have an avenue and measure of autonomy in reporting policies that in their view are effective, not effective, unrealistic, or that are non-existent. EC principals need to know that when they report concerns regarding their services, these concerns will be duly considered for review, feedback and change.

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Appendices

Appendix 1: Approval of PhD Thesis Proposal

Appendix 2: Research Ethics Approval

Western Research

Research Ethics

Western University Non-Medical Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: Dr. Marianne Larsen
Department & Institution: Education\Faculty of Education,Western University

NMREB File Number: 107373
Study Title: Early Childhood Leadership Policy Enactment in Jamaica
Sponsor:

NMREB Initial Approval Date: January 28, 2016
NMREB Expiry Date: January 28, 2017

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Western University Protocol		2015/12/03
Instruments	School Observation Grid	2015/12/03
Recruitment Items	Email - Observations	2015/12/03
Letter of Information & Consent	Survey	2015/12/03
Letter of Information & Consent	Observation	2015/12/03
Instruments	Interviews	2015/12/03
Recruitment Items	Survey	2016/01/26
Other	Online Survey with Letter of Information	2016/01/26

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ Health & Human Services under the IRB registration number IRB 00000941.

_____
Ethics Officer ▮▮▮▮▮▮▮▮▮▮ or delegated board member

Ethics Officer to Contact for Further Information: Erika Basile ___ Nicole Kaniki ___ Grace Kelly ___ Mina Mekhail ___ Vikki Tran ___

This is an official document. Please retain the original in your files

Western University, Research, Support Services Bldg., Rm. 5150
London, ON, Canada N6G 1G9 t. 519.661.3036 f. 519.850.2466 www.uwo.ca/research/ethics

Appendix 3: Dissertation request for Approval Ministry of Education, Jamaica

October 30, 2015

Dr. Grace McLean
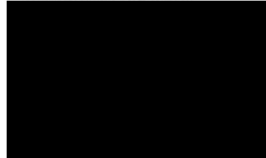
Re: Dissertation Thesis: **Early Childhood Leadership Policy Enactment in Jamaica**

Dear Dr. McLean:

I am requesting permission on behalf of my advisee, Nathalee McKnight, a PhD Candidate at the University of Western Ontario, to conduct research in Early Childhood Institutions in Jamaica. Her approved dissertation thesis will examine how leadership is enacted in Jamaican early childhood settings as it pertains to policy-practices, qualification and training, supports and hindrances to leadership. Her results will be used to amplify awareness of Early Childhood leadership, understand how principals enact leadership policies and contribute to improved educational outcomes for children in Jamaica.

Mrs. McKnight will be utilizing a mixed-methods research approach that will include a survey questionnaire, interviews and observations of principals. Specifically, she is requesting permission to survey a random sample (N=120) of principals in early childhood institutions throughout the 14 parishes of Jamaica. Upon completion of her survey, Mrs. McKnight would like to conduct four (4) to eight (8) case study interviews and observations based on initial results of her quantitative data.

As a Jamaican, Mrs. McKnight is culturally responsive to the needs and interests of Jamaicans. Overall, I am confident that her professional development as a researcher and her appropriate research design has prepared her with the skills needed to fulfill her research interests in Jamaica. Upon completion of her research study, Mrs. McKnight will provide a full copy of her dissertation (including executive summary) and will be available to present the results of her research with the Ministry of Education. Accompanying this letter is a copy of her survey questionnaire, interview and observation grid to be disseminated in the schools, as well as consent forms for principals. Should you require any additional information, please feel free to contact me. Thank you for your time and consideration. I look forward to receiving your favourable response.

Sincerely,

Marianne Larsen, Ph.D.
Associate Professor, Faculty of Education

University of Western Ontario, Faculty of Education, 1137 Western Road London, ON, Canada
N6G 1G7

Appendix 4: Permission Letter to Researcher (MOE, Jamaica)

Reply or subsequent reference to this communication should be made to the Permanent Secretary and the following reference quoted:

MINISTRY OF EDUCATION

2-4 National Heroes Circle
Kingston 4, Jamaica
Tel: 876-612-5792-5
Fax: 876-967-1837
www.moe.gov.jm

February 8, 2016

Mrs. Nathalee McKnight
University of Western Ontario

Dear Mrs. McKnight:
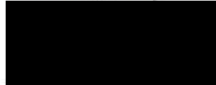
This serves to acknowledge receipt of letter dated October 30, 2015 from the University of Western Ontario requesting permission for you to conduct a study with research titled **"Early Childhood Leadership Policy Enactment in Jamaica"**.

As cited, your research will cover a number early childhood institutions throughout the 14 parishes of Jamaica.

Please be advised that the Ministry has granted permission for you to proceed with this research, with the understanding that confidentiality and anonymity be maintained. Please find a copy of the **Guidelines for conducting Research at the Ministry of Education.** We would appreciate you forwarding a copy of the findings of this study to the Ministry of Education.

The Ministry wishes you all the best in completing your dissertation.

Yours sincerely,

Grace McLean, PhD
Chief Education Officer

Copy: Ms. Dorrett Campbell – DCEO – Schools' Operation Unit
Dr. Joan Reid, Executive Director, Early Childhood Commission

Hon. Rev. Ronald Thwaites M.P. - **Minister of Education**• Dr. Maurice D. Smith, CPFEd - **Permanent Secretary**

Every Child Can Learn
Every Child Must Learn

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www.manaraa.com

Appendix 5: Permission Letter to Early Childhood Institutions (MOE, Jamaica).

MINISTRY OF EDUCATION

Reply or subsequent reference to this communication should be made to the Permanent Secretary and the following reference quoted:

2-4 National Heroes Circle
Kingston 4, Jamaica
Tel: 876-612-5792-5
Fax: 876-948-7755
www.moe.gov.jm

February 8, 2016

Attention All Early Childhood Principals

Mrs. Nathalee McKnight from the University of Western Ontario, is desirous of conducting a research entitled "**Early Childhood Leadership Policy Enactment in Jamaica**", as part of her doctoral studies. She has been granted permission by the Ministry of Education to collect data at the school.

She is planning on doing mixed-methods research approach that will include a survey questionnaire, interviews and observations of principals. Please extend to her the usual courtesies that will facilitate this research. Your institution will be contacted by her to determine a suitable date and time for the visit.

Grateful for your usual support.

Yours sincerely,

Grace McLean, PhD
Chief Education Officer

Copy: Ms. Dorrett Campbell, Deputy Chief Education Officer
       Ms. Barbara Allen, Senior Director - Planning & Development Division
       Dr. Joan Reid, Executive Director, Early Childhood Commission

Hon. Rev. Ronald Thwaites, M.P. - Minister of Education• Dr. Maurice D. Smith, CPFEd - Permanent Secretary•

Every Child Can Learn
Every Child Must Learn

Appendix 6: MOE Guidelines for conducting Research (MOE, Jamaica)

MINISTRY OF EDUCATION

Guidelines for Conducting Research at the Ministry of Education

Introduction

It is the policy of the Ministry of Education to support research on the education sector for its improvement, whether for the systematic collection of data / information to test a hypothesis or for study of existing practices with a view to changing or improving the sector. As such, the following are guidelines for individuals requesting permission to conduct research in the Ministry of Education and or its agencies and entities.

Procedure:

Ministry

- A letter from the researcher as well as the documentation from the relevant institution should be sent to the Planning and Development Division through the Permanent Secretary/CEO indicating the background of the research and the rationale for undertaking the particular research.
- The Planning and Development Division in consultation with relevant Senior Officers and/ or Executive Management Group, determines whether or not approval will be granted
- If approval is granted, the request is forwarded to the respective division/ unit/ department for follow up with the researcher.
- Where schools will be requested to participate in the research, an introductory letter is prepared under the signatory of the Chief Education Officer/Deputy Chief Education Officer or the Regional Director for the respective School Administrator.
- Divisions/units/departments provide guidance on protocol and availability of data/information to be collected. Where personal student information is requested, written approval must be sought from the individual school and parents/guardians.
- Researchers must be aware of the Child Care and Protection Act.

School

- The researcher makes contact with the Region and the school(s) and provides a schedule of his/her activities.
- The researcher must present the institution's standards of integrity and ethical practice form to the school in which they intend to carry out the research.
- Researcher must present proper identification

Planning and Development Division	March 2013	Page 1

- Where the researcher must interact with students a teacher must be present or be in full view of the students.
- Schools must conduct due diligence to ensure that the guardian/parent who gives the consent is the one recognised by the school as having the authority to do so.
- Conditions of anonymity and use of the information must be clearly stated and agreed to, in writing by both parties, if this is desired.
- The researcher must be informed that the research must conform to standards of integrity and ethical practices. Data must be treated with the strictest confidence for the students being studied.
- A copy of the research must be submitted to the Ministry through the relevant division/unit/department/region/school.

Appendix 7: Email Script for Recruitment – Interview and Observations

Western

Email Script for Recruitment

Subject Line: Invitation to Participate in Research – Interview and Observations

You are being invited to participate in a study that we, Nathalee McKnight and Dr. Marianne Larsen are conducting. Briefly, the study focuses on **"Early Childhood Leadership Policy Enactment in Jamaica"**. Your participation will provide valuable information towards understanding how leadership is practiced in Early Childhood Development (ECD) settings in Jamaica.

If you agree to participate, you will be asked to engage in an interview and observation schedule at your Early Childhood Institution for a continuous one-week period. There will be a maximum of eight (8) Jamaican EC principals participating in this exercise.

Participation in this study is voluntary and you will not be compensated.

If you would like to participate in this study please see attached letter of information and consent form.

You will be sent a one-time reminder after the initial week of request, to indicate consent and willingness to participate. If you agree to participate, we will arrange a week convenient to you in which the interviews and observations may be conducted.

Thank you,

Marianne Larsen, PhD, Associate Professor
University of Western Ontario

██████████████████████

Nathalee McKnight, PhD Candidate
University of Western Ontario

██████████████████████

REB ID: 107373   Version Date: 8 December, 2015   1 of 1

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www.manaraa.com

Appendix 8: Email Script for Recruitment - Survey

Western

Email Script for Recruitment

Subject Line: Invitation to Participate in Research - Survey

You are being invited to participate in a study that we, Dr. Marianne Larsen and Nathalee McKnight are conducting. Briefly, the study focuses on "Early Childhood Leadership Policy Enactment in Jamaica". Your participation will provide valuable information towards understanding how leadership is practiced in Early Childhood Development (ECD) settings in Jamaica.

If you agree to participate, you will be asked to complete a survey at a place convenient to you. It is anticipated that the entire task will take approximately 30-45 minutes in total. There will be 80-120 Jamaican EC principals participating in this survey.

Participation in this study is voluntary and you will not be compensated.

If you would like to participate in this study kindly right click on the link below to access the letter of information and complete the on-line survey:

https://qtrial2015q4az1.az1.qualtrics.com/SE/?SID=SV_9QYiXIIYUHIIG0J

You have three weeks to submit the survey. You will be sent a one-time reminder after two weeks of the initial request, to submit completed survey in one week.

Thank you,

Marianne Larsen, PhD, Associate Professor,
University of Western Ontario

Nathalee McKnight, PhD Candidate
University of Western Ontario

REB ID: 107373   Version Date: 26 January, 2016   1 of 1

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Appendix 9: Letter of Information and Consent Form: Interview and Observation

Western 🛡️

Project Title: Early Childhood Leadership Policy Enactment in Jamaica

Principal Investigator:

Marianne Larsen, PhD, Associate Professor,
University of Western Ontario

███████████████

Study Investigator:

Nathalee McKnight, PhD Candidate
University of Western Ontario

███████████████

Letter of Information and Consent Form – Interview and Observation

You are being invited to participate in this research study regarding Early Childhood Leadership Policy Enactment in Jamaica. In your capacity as principal of an Early Childhood Institution (ECI), your participation will provide valuable information towards understanding how leadership is practiced in Early Childhood Development (ECD) settings in Jamaica.

The purpose of this letter is to provide you with information required for you to make an informed decision regarding participation in this research.

The purpose of this study is to enhance understanding of the distinct nature of EC leadership and how this leadership is practiced by principals in various Jamaican ECD settings. This part of the study will be conducted over a continuous one-week period.

Semi-structured interviews will be conducted on Day 1, seeking to understand how principals of different ECIs enact policy and practice leadership. EC Institution-based **observations and field notes** will succeed initial/first day interviews and will be conducted on Days 2-4. Observations will aim to ascertain current leadership policy-practices and confirm supports and constraints of leadership. **Post-observation interviews** will be conducted on Day 5. This follow-up interview will serve to corroborate practices observed or clarify any discrepancies in initial interview.

REB ID: 107373   Version Date: 8 December, 2015   1 of 4

For inclusion in the Interviews and Observations:

A. Individuals who are **Early Childhood principals** are eligible to participate in this study.
B. All case study participants must agree to participate in **both the interviews and observations.**
C. All participating EC principals will be from the **corporate area** (Kingston and St. Andrew).
D. Four (4) to eight (8) Jamaican EC principals will be purposively selected to represent **public and private**; and **high performing** and **low-performing** ECIs, as well as **trained and untrained principals.**

For the Interviews and Observations, participants will be excluded if:

a. They are **NOT** Early Childhood principals
b. They wish **only** to be observed or **only** to be interviewed; i.e participants must agree to being both observed and interviewed or they cannot participate
c. Their ECI is **NOT** in the corporate area (Kingston and St. Andrew)

If you agree to participate, you will be asked to engage in the interviews and observations over a continuous one-week period at your Early Childhood Institution. The **Interviews** to be conducted on the first and last days. The initial interview will be for an estimated 60-90 minutes. The last day interview will be a follow-up and will use the same interview schedule. This last day interview will be approximately 45-60 minutes. All interviews will be audio-recorded. However, if you wish not to be audio-recorded, you will still be eligible to participate in the interviews. Audio-recordings are optional.

Observations will be conducted over a continuous 3-day period. No specific types of activities will be targeted for observation but rather your regular school-day routine in half-hour time slots. The frequency of any leadership related or policy-specific practices (eg. emphasis or integration of policies, leadership or monitoring traits) performed, will also be recorded. There will be a maximum of eight (8) Jamaican EC principals participating in these interviews and observations.

There are no known or anticipated risks or discomforts associated with participating in this study. The possible benefits to participants may include self-reflection on their leadership practices, as well as assess and deepen their understanding of policy-enactment.

The possible benefits to society may include an enhanced understanding of: how principals actually enact policies or carry out day-to-day leadership activities; how policies shape leadership; and how the understanding of EC leadership impacts practices and aspirations. In addition, this research will address a gap in the existing research literature on EC leadership in relation to policy-practice.

You will not be compensated for your participation in this research. Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the

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study at any time with no effect on your future academic status or employment. You do not waive any legal rights by participating in this study.

Identifiers such as: the name of principal, signature, name of school, telephone number and email address, will be collected from you. These identifiers will be collected separately, linked with a unique ID and stored on a separate master list. The identifiers will only be used by the researcher to connect you to the data collected.

Paper files (consent form, interview record, observation grid and field notes), as well as audio files, will be converted electronically and stored in a personal electronic file with computer password protection. The lap top computer will have a secure network equipped with institutional firewalls. Subsequent to collection of data, the data will be de-identified prior to copying to a USB with password protection.

The electronic data will be removed from all devices as soon as the information is no longer needed and subsequently deleted after the storage period. No correspondence will be retained for longer than 5 years. Paper copies will be destroyed. The electronic copies of data will be deleted after the storage period. Any paper copies will be destroyed. All data collected will remain confidential and accessible only to the investigators of this study. If the results are published, your name or any personal information will not be used. If you choose to withdraw from this study, your data will be removed and destroyed from our database. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may contact you or require access to your study-related records to monitor the conduct of the research.

If you require any further information regarding this research project or your participation in the study you may contact Dr. Marianne Larsen @ ▬▬▬▬▬▬▬▬▬ or via email @ ▬▬▬▬▬▬▬ or Nathalee McKnight at ▬▬▬▬▬▬▬▬▬▬▬

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Research Ethics 1-519-661-3036, email: ethics@uwo.ca.

If the results of the study are published, your name will not be used. If you would like to receive a copy of any potential study results, please contact Nathalee McKnight @ ▬▬▬▬▬▬▬▬

If you agree to participate in this study, kindly sign the attached Consent Form and email it to Nathalee McKnight @ ▬▬▬▬▬▬▬▬▬▬▬▬ for return.

This letter is yours to keep for future reference

Consent Form

Project Title: Early Childhood Leadership Policy Enactment in Jamaica

Document Title: Letter of Information and Consent Form - Interview and Observation

Principal Investigator and Contact:
Marianne Larsen, PhD, Associate Professor,
University of Western Ontario

████████████████████

Study Investigator and Contact:
Nathalee McKnight, PhD Candidate
University of Western Ontario

████████████████████
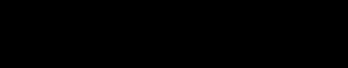
I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

I agree to be audio-recorded in this research

☐ YES ☐ NO

I consent to the use of unidentified quotes obtained during the study in the dissemination of this research

☐ YES ☐ NO

Participant's Name (please print): _____

Participant's Signature: _____

Date: _____

Appendix 10: Letter of Information and Consent – Survey

Project Title: Early Childhood Leadership Policy Enactment in Jamaica

Principal Investigator:
Marianne Larsen, PhD, Associate Professor
University of Western Ontario

Study Investigator:
Nathalee McKnight, PhD Candidate
University of Western Ontario

Letter of Information and Consent - Survey

You are being invited to participate in this research study regarding Early Childhood Leadership Policy Enactment in Jamaica. In your capacity as principal of an Early Childhood Institution (ECI), your participation will provide valuable information towards understanding how leadership is practiced in Early Childhood Development (ECD) settings in Jamaica.

The purpose of this letter is to provide you with information required for you to make an informed decision regarding participation in this research study.

The purpose of this study is to enhance understanding of the distinct nature of EC leadership and how this leadership is practiced by principals in Jamaican ECD settings. Specifically, the study sets out to: a) bolster individual and collective meanings of the term 'EC leadership'; b) ascertain current leadership policy-practices; c) identify supports and constraints of leadership; and, d) engage and develop thoughts on EC leadership, particularly in post-colonial contexts.

Individuals who are Jamaican EC principals are eligible to participate in this study. 80-120 principals from all categories of ECIs (public/private; urban/rural; trained/untrained) and who are willing to complete the on-line survey, can participate.

Individuals who are NOT Jamaican EC principals will not be eligible to participate in this study. Completion of the survey is limited to a maximum of 120 participants.

If you agree to participate, you will be asked to complete an on-line survey. It is anticipated that the entire task will take 30-45 minutes in total. The task will be conducted at a place convenient to you.

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This survey will be administered to 80-120 Jamaican EC principals from all categories of ECIs. There are no known or anticipated risks or discomforts associated with participating in this study.

The possible benefits to participants may include self-reflection on their leadership practices, as well as assess and deepen their understanding of policy-enactment.

The possible benefits to society may include an enhanced understanding of: how principals actually enact policies or carry out day-to-day leadership activities; how policies shape leadership; and how the understanding of EC leadership impacts practices and aspirations. In addition, this research will address a gap in the existing research literature on EC leadership in relation to policy-practice.

You will not be compensated for your participation in this research. Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect on your future academic status or employment. You do not waive any legal rights by participating in this study.

All data collected will remain confidential and accessible only to the investigators of this study. If the results are published, your name will not be used. If you choose to withdraw from this study, your data will be removed and destroyed from our database. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may contact you or require access to your study-related records to monitor the conduct of the research.

If you require any further information regarding this research project or your participation in the study you may contact Dr. Marianne Larsen @ ▮▮▮▮▮▮▮▮▮▮▮▮ or via email at ▮▮▮▮▮▮▮▮ or Nathalee McKnight @ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Research Ethics 1-519-661-3036, email: ethics@uwo.ca.

If the results of the study are published, your name will not be used. If you would like to receive a copy of any potential study results, please contact Nathalee McKnight @ ▮▮▮▮▮▮▮ or via email at ▮▮▮▮▮▮▮▮

Completion of the survey is an indication of your consent to participate. Kindly right click on link below to complete the on-line survey:

https://qtrial2015q4az1.az1.qualtrics.com/SE/?SID=SV_9QYiXIlYUHIIG0J

This letter is yours to keep for future reference.

Appendix 11: Interview Schedule for Principals

Interview Schedule for Principals

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Date: _____

Age Group: Under 40   40-49 ☐   50-59 ☐   60 and over ☐

Type of School: _____   No. of Teachers: _____

No. of Trained Teachers: _____   Enrolment (3-5 year-olds):_____

SECTION 1 – GENERAL BACKGROUND
This section asks about you, your education and position at school.

1. How many years have you been a principal? _____

2. How many years have you been a principal at this ECI? _____

3. How many years did you spend as a class teacher before you became a principal? _____

4. What is your highest level of education? _____
   NCTVET   Diploma   Bachelors   Masters   Phd/Ed.D

5. If you already hold a degree or certificate, what field is it in?
   _____

6. When did you earn that degree or certificate? _____

7. Has your educational qualifications and training prepared you for the role of principal? Elaborate.

   _____

   _____

   _____

   _____

   _____

8. What are your leadership training needs? _____

   _____

   _____

   _____

   _____

ID: _____

SECTION 2 – EARLY CHILDHOOD LEADERSHIP
This section asks about your vision of an EC leader

9. What does the term EC leadership mean to you? _____

_____

_____

_____

_____

10. Do you regard yourself as an EC leader? Elaborate _____

_____

_____

_____

_____

11. What, in your opinion, is the public's view of EC principals?

_____

_____

_____

_____

12. What are the supports that assist you in your job as principal? _____

_____

_____

_____

_____

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13. What are the constraints that hinder you from fulfilling your work as a principal?

_____

_____

_____

_____

14. What do you believe is most important for strengthening your EC leadership role?

_____

_____

_____

_____

SECTION 3 – POLICY PRACTICES
This section asks about leadership policy-practices in your capacity as principal.

15. Are you aware of the EC Act of 2005? To what extent?

_____

_____

_____

_____

16. Does the EC Act of 2005 influence your leadership practices? In what ways?

_____

_____

_____

_____

17. How much emphasis do you place on ministry-approved policies? Elaborate.

_____

_____

_____

_____

18. Do you influence decisions about implementing policy taken at a higher level of administration? If yes, in what ways?

_____

_____

_____

_____

19. What supports do you receive in implementing the EC Act of 2005? _____

_____

_____

_____

_____

20. Do you have any challenges in implementing the EC policies? Please elaborate

_____

_____

_____

_____

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21. In what ways do you believe Jamaica's slavery or colonial past, impact EC leadership?

_____

_____

_____

_____

_____

22. Do you reinforce EC policies with staff? In what ways?

_____

_____

_____

_____

_____

23. Do you work as a team to implement EC policies? In what ways?

_____

_____

_____

_____

_____

24. a. Do you evaluate teachers' performance? _____

    b. How often do you evaluate teachers' performance? _____

25. Do you make recommendations to improve teachers' professional development and training? If yes, please state?

_____

_____

_____

_____

26. a. Do you monitor children's progress? _____

    b. How often do you monitor's children's progress? _____

27. Do you maintain records of children's progress? _____

28. Do you use performance results of children to develop student readiness goals? _____

29. Do you initiate intervention strategies to improve student readiness? Give examples.

_____

_____

_____

_____

30. Is there anything else you would like to share about your work as an early childhood principal or about this study?

_____

_____

_____

_____

This is the end of the interview. Thank you very much for your cooperation!

Appendix 12: School Observation Grid

EC Leadership Research Study   © N. McKnight Dec, 2015
SCHOOL OBSERVATION SHEET

ONE TIME OBSERVATION

OBSERVATION TIME: _____   DATE: _____

SCHOOL DAY BEGINS: _____   SCHOOL DAY ENDS: _____

PHYSICAL SETTING	DESCRIPTION AND NOTES
SCHOOL YARD (clean, orderly, perimeter fence)	
SCHOOL BUILDING (concrete, board, partitioned, floor levels)	

                                        ID: _____

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ONE TIME OBSERVATION	DESCRIPTION AND NOTES
SCHOOL DISPLAYS (EXTERNAL – bulletin boards, artwork, school rules)	
PRINCIPALS' RECORDS (Log book, attendance, incident records)	
GENERAL ATMOSPHERE OF THE SCHOOL (Principals' rapport with teachers, children, community)	

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WELL BEING OF CHILDREN (Nurturing, caring environment for children)	
DISCIPLINE OF SCHOOL (children orderly, children monitored, conflict resolution)	

DAILY OBSERVATION #: _____   DATE: _____

PRINCIPAL'S LEADERSHIP PRACTICES	TIME/ FREQUENCY	EVIDENCE AND NOTES
Principal's Routine and focus on school schedule **(Morning, midday, afternoon - classes and breaks)**		
Leadership characteristics and practices as mentioned in interview		
Emphasis on /integration of Policies		

REB ID: 107373   Version Date: 8 December, 2015   **4** of **7**

ID: _____

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DAILY OBSERVATION #: _____   DATE: _____

PRINCIPALS' POLICY SPECIFIC PRACTICES	TIME/ FREQUENCY	EVIDENCE AND NOTES
Enablers/Support for Leadership		
Inhibitors/Constraints to Leadership		

ID: _____

DAILY OBSERVATION # _____   DATE: _____

PRINCIPALS' POLICY SPECIFIC PRACTICES	TIME/ FREQUENCY	EVIDENCE AND NOTES
Monitoring of Teachers' Performance		
Recommendations for Professional Development and Training		
Interaction and Team Work with Teachers		

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DAILY OBSERVATION # _____   DATE: _____

PRINCIPALS' POLICY SPECIFIC PRACTICES	TIME/ FREQUENCY	EVIDENCE AND NOTES
Monitoring of Children's Progress		
Student Readiness Records and Intervention Strategies		
Events/Critical Incidents Response		

REB ID: 107373   Version Date: 8 December, 2015   **7 of 7**

ID: _____

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Appendix 13: Online Survey

On-line Survey - EC Leadership Policy Enactment in Jamaica
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Project Title: Early Childhood Leadership Policy Enactment in Jamaica

Principal Investigator: Marianne Larsen, PhD, Associate Professor
University of Western Ontario

Study Investigator: Nathalee McKnight, PhD Candidate
University of Western Ontario

Instructions for Completing Principals' Survey. The purpose of this study is to ascertain how leadership is practiced in Jamaican Early Childhood settings. There are 20 questions to complete. The entire task will take 30-45 minutes. Completion of this survey indicates your consent to participate. If you have any questions on how to proceed, please email Nathalee McKnight at ▇▇▇▇▇▇▇▇▇▇▇ or call ▇▇▇▇▇▇.

Participant Background

Q1 What is your gender?
- Male (1)
- Female (2)

Q2 These questions relate to your years of service as an Early Childhood principal.

	0-5 years (1)	6-10 years (2)	11-15 years (3)	16-20 years (4)	21 years or more (5)
a. How many years have you been a principal? (1)	○	○	○	○	○
b. How many years have you been a principal at the ECI where you currently work? (2)	○	○	○	○	○
c. How many years did you spend as a class teacher before being appointed principal? (3)	○	○	○	○	○

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Q3 What is your highest level of formal education?
- ○ NCTVET (1)
- ○ Diploma (2)
- ○ Bachelors (3)
- ○ Masters (4)
- ○ PhD/Ed.D (5)

Q4 If you already hold a degree or certificate, what field is it in?
- ❑ Education Administration/Leadership (1)
- ❑ Early Childhood Education (2)
- ❑ Guidance and Counseling (3)
- ❑ Curriculum and Instruction (4)
- ❑ Other (5) _____

Q5 When did you earn your latest degree or certificate?
- ○ No certification (1)
- ○ Currently enrolled (2)
- ○ Less than 1 year ago to 5 years ago (3)
- ○ 6-10 years ago (4)
- ○ More than 10 years ago (5)

Q6 My educational qualifications and training have prepared me for the role of principal?
- ○ Strongly Disagree (1)
- ○ Disagree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Agree (4)
- ○ Strongly Agree (5)

Q7 What are your current leadership training needs? Please select all that apply.
- ❑ Child Development (1)
- ❑ Instructional Leadership (2)
- ❑ Technology (3)
- ❑ Managing Change (4)
- ❑ Financial Management (5)
- ❑ Identifying special needs (6)
- ❑ Conflict Resolution (7)
- ❑ Record Keeping (8)

Q8 How do you rate yourself as a leader in Early Childhood Development?
- ○ Poor (1)
- ○ Fair (2)
- ○ Good (3)
- ○ Very Good (4)
- ○ Excellent (5)

Early Childhood Institution (ECI) Setting Background

Q9 In which parish is your ECI located?
- ○ Westmoreland (1) _____
- ○ St. Elizabeth (2)
- ○ Manchester (3)
- ○ Clarendon (4)
- ○ St. Catherine (5)
- ○ St. Andrew (6)
- ○ Kingston (7)
- ○ St. Thomas (8)
- ○ Portland (9)
- ○ St. Mary (10)
- ○ St. Ann (11)
- ○ Trelawny (12)
- ○ St. James (13)
- ○ Hanover (14)

Q10 Where is your ECI located?
- ○ A rural area (1)
- ○ An urban area (2)
- ○ An inner-city community (3)
- ○ A farming community (4)
- ○ A tourism community (5)
- ○ Other (please indicate) (6) _____

Q11 At which type of ECI are you currently a principal?
- ○ Basic (1)
- ○ Infant (2)
- ○ Infant Dept. (3)
- ○ Preparatory (4)

Q12 What is the current enrolment of children 3-5 years at your ECI?

- ○ 1-50 (1)
- ○ 51-100 (2)
- ○ 101-150 (3)
- ○ 151-200 (4)
- ○ 201 or more (5)

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Q13 Indicate the number of teaching staff at your ECI. (Include yourself if you teach).
- ○ 1-5 (1)
- ○ 6-10 (2)
- ○ 11-15 (3)
- ○ 16-20 (4)
- ○ 21 or more (5)

Q14 How many trained teachers at the diploma level or above are at your institution? (Exclude yourself).

Q15 Using the GOILP as the indicator, what were the 2014 student readiness results for your ECI?

% Mastery (39)

% Near Mastery (40)

% Non- Mastery (41)

Early Childhood (EC) Policy Practices

Q16 What is your general level of awareness of the EC Act of 2005?
- ○ No awareness (1)
- ○ Little awareness (2)
- ○ Moderate awareness (3)
- ○ High awareness (4)

Q17 Below you can find statements about your leadership practices at this ECI. The statements are in reference to the policies in the EC Act of 2005. Please select one choice in each row.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	All of the Time (5)
a. Early Childhood policies influence my leadership practices (1)	O	O	O	O	O
b. I influence decisions about implementing policy taken at a higher administrative level (2)	O	O	O	O	O
c. I receive supervisory support from the government to implement policies (3)	O	O	O	O	O
d. My leadership training helps me in implementing policies (4)	O	O	O	O	O
e. I am overwhelmed by the increased work load brought on by EC policies (5)	O	O	O	O	O
f. I reinforce Ministry approved policies to teachers and other staff (6)	O	O	O	O	O
g. I encourage professional development of teachers in accordance with policies (7)	O	O	O	O	O

h. I evaluate teachers' performance and provide feedback (8)	○	○	○	○	○
i. I ensure programmes are developmentally appropriate for children (9)	○	○	○	○	○
j. I create a nurturing environment for children (10)	○	○	○	○	○
k. I ensure children have proper nutrition (11)	○	○	○	○	○
l. I guarantee children have safe play spaces (12)	○	○	○	○	○
m. I create an orderly atmosphere in the school (13)	○	○	○	○	○
n. I promote moral values in the school (14)	○	○	○	○	○
o. I emphasize positive interactions between children and teachers (15)	○	○	○	○	○
p. I monitor classroom activities in keeping with student readiness goals (16)	○	○	○	○	○
q. I maintain records of children's progress (17)	○	○	○	○	○

r. I use student performance results to develop student readiness goals (18)	○	○	○	○	○
s. I initiate intervention strategies to improve student readiness (19)	○	○	○	○	○
t. I take responsibility in coordinating the curriculum (20)	○	○	○	○	○
u. I resolve problems with the time table or lesson planning (21)	○	○	○	○	○
v. We work on goals and/or a school development plan as a team (22)	○	○	○	○	○

Challenges to EC Leadership

Q18 In your ECI, to what extent is your leadership hindered by the following factors? Please select one choice in each row.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	All of the Time (5)
a. Lack of qualified teachers (1)	○	○	○	○	○
b. Lack of ongoing professional development (2)	○	○	○	○	○
c. Lack of pedagogical preparation (3)	○	○	○	○	○
d. Lack of cooperation by teachers (4)	○	○	○	○	○
e. Lack of parental/community support (5)	○	○	○	○	○
f. Lack of support from Education Officer (6)	○	○	○	○	○
g. Inadequate mentoring for principalship (7)	○	○	○	○	○
h. Lack of support from school board (8)	○	○	○	○	○
i. Lateness or absenteeism of staff (9)	○	○	○	○	○
j. Shortage of instructional materials (10)	○	○	○	○	○
k. Inadequate furniture (11)	○	○	○	○	○
l. Inadequate financial resources (12)	○	○	○	○	○
m. Violence & crime (13)	○	○	○	○	○
n. Political pressures (14)	○	○	○	○	○
o. Student behavioural challenges (15)	○	○	○	○	○
p. Poor student performance (16)	○	○	○	○	○

q. Low economic status of families (17)	○	○	○	○	○
r. Heavy administrative work load (18)	○	○	○	○	○
s. Demands of the job that lead to burnout (19)	○	○	○	○	○
t. Low salary compensation (20)	○	○	○	○	○
Other (please indicate here) (21)	○	○	○	○	○

Early Childhood Development in Jamaica

Q19 In your opinion, to what extent do the following factors affect EC development in Jamaica? Please select one choice in each row.

	Not at All (1)	Very Little (2)	Somewhat (3)	Significantly (4)
a. Limited EC policy development (1)	○	○	○	○
b. Low government budget for ECD (2)	○	○	○	○
c. Two-tier education system (3)	○	○	○	○
d. British foundation for education (4)	○	○	○	○
e. Slavery/colonial past (5)	○	○	○	○
f. Lack of qualified teachers (6)	○	○	○	○
g. Inadequate number of trained EC principals (7)	○	○	○	○
h. Dominance of female principals (8)	○	○	○	○
i. Lack of voice & respect for ECI staff (9)	○	○	○	○
j. Poor school buildings and infrastructure (10)	○	○	○	○
k. Low wages for EC Staff (11)	○	○	○	○
l. Average student readiness skills nationally (12)	○	○	○	○
m. Large teacher-pupil ratios (13)	○	○	○	○
n. Shortage of instructional resources (14)	○	○	○	○

o. Inadequate financial resources of ECIs (15)	○	○	○	○
p. Low economic status of families (16)	○	○	○	○
q. Single parent homes (17)	○	○	○	○
r. Child abuse and neglect (18)	○	○	○	○
s. Inadequate parental education and training (19)	○	○	○	○
t. Lack of public education on early childhood (20)	○	○	○	○

Q20 Is there anything else you would like to share about your work as an early childhood principal or about this study?

Curriculum Vitae

Name: **Nathalee T. Brooks-McKnight**

Post-secondary Education and Degrees:

The University of Western Ontario
London, Ontario, Canada
2013-2017 Ph.D. - *(GPA - 4/4)*

The University of South Florida/Shortwood Teachers' College
Florida, USA/Kingston, Jamaica
2005-2007 M.A. - *(GPA - 3.94/4)*

University of the West Indies/Shortwood Teachers' College
Kingston, Jamaica
2001-2003 B.Ed. - *First Class Honours*

Shortwood Teachers' College
Kingston, Jamaica
1997-2000 Dip.Ed. - *First Class Honours*

Honours and Scholarships and Awards:

CHASE Fund Policy and Leadership Scholarship
2013-2017

Organization of American States Scholarship
2013-2015

General Teachers' Scholarship
2001-2003

Related Work Experience

Teaching/Research Assistant
The University of Western Ontario
2013-2017

Education Officer
Ministry of Education, Jamaica
2005 to present (2017)

Early Childhood Instructor/Trainer - 6 years

Early Childhood Teaching – 4 years

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