Pedagogical Leadership Within Norwegian Research Literature for Early Childhood Education and Care (ECEC) – A Scoping Review

Inger Johanne Riis Tollnes*, Veronika Sørensen, Kristin Rydjord Tholin, Karin Hognestad, Lise V. Hannevig, Anne Marte Sanda, June Berger Storli, Anne Lene Kristiansen & Marit Bøe
University of South-Eastern Norway, Norway

*Contact corresponding author: Inger Johanne Riis Tollnes, e-mail: Inger.JTollnes@usn.no

The concept of pedagogical leadership is a significant applied term in the field of early childhood education and care (ECEC) in Norway, and a central concept in the guidelines for ECEC teacher education to emphasize pedagogical leadership. However, the concept of pedagogical leadership appears diverse and unclear (Kunnskapsdepartementet, 2018; Ødegård, 2011). In order to contribute a common understanding of the term within ECEC, there was a need for clarification of the term. The aim was therefore to summarize and provide an overview of the concept of pedagogical leadership in peer-reviewed articles and specialist books within Norwegian ECEC research literature. The study has been carried out as a scoping review, and the purpose of the scoping review method is to identify and describe available knowledge within a topic. Therefore, Norwegian and international electronic databases as well as research-based specialist books were searched with the Norwegian keywords for “pedagogical lead*/pedagogical leadership”. A search was also made by using the English keywords “pedagogical leader*/educational leader*”. Data was analysed through a qualitative thematic analysis (Braun & Clarke, 2006), and follows a five-step methodological framework for scoping review through identification of research questions, identifying relevant studies, selected/included studies, mapping data and collating, summarizing and presenting the results (Arksey & O’Malley, 2005). Six hundred and thirty-six contributions were identified, and a total of 35 contributions were included in accordance with the inclusion criteria, and a thematic content analysis was conducted. The literature review shows that pedagogical leadership is a broad concept and little explored, especially in the understanding of...
pedagogical leadership of children. Of the 35 contributions 17 explored the concept of pedagogical leadership, and the other 18 contributions used the term. Three main areas emerged through the thematic analysis: 1) Pedagogical leadership as management of learning processes for children, employees and organization, 2) pedagogical leadership as leadership tasks and leadership actions, and 3) pedagogical leadership as guidance and professional development of employees in line with our values. This literature review will therefore help to clarify the content of the term, and possibly lay the foundation for discussion to a common understanding of the term in the ECEC field. The study points to implications for the field and ECEC teacher education.

**Keywords:** early childhood education and care; early childhood education and care teacher education; pedagogical leadership; scoping review