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Advocacy leadership in early childhood: Educators' perspectives

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ADVOCACY LEADERSHIP IN EARLY CHILDHOOD: EDUCATORS' PERSPECTIVES

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Abstract

This research examines possibilities for advocacy leadership in Australian Early Childhood Education and Care (ECEC) settings regulated by current ECEC policy (Council of Australian Governments [COAG], 2009a). Advocacy leadership has been defined by Blank (1997) as leading with long- term planning and vision which can be utilised to reform public regulations and policy. Building upon Blank's (1997) construction of advocacy leadership, this research considers ways to open possibilities for advocacy leadership in the Australian ECEC context through exploring the position of educational leader through changing research approaches. Of central concern in this research are apparent silences regarding advocacy leadership in the implementation and development of current policies including the National Quality Framework for Early Childhood Education and School Aged Care (NQF).

A focus group and an individual interview were used as data collection methods to gather educators' perspectives about advocacy leadership for themselves. Topical life history narratives were used as methodology to provide narratives for data analysis about one topic related to the participants' work life. Participants were asked to share stories of their work life in response to questions about leadership in early childhood education. Participants were invited to join the focus group using purposeful selection. Four ECEC educators who did not hold a leadership position, were certificate, diploma or bachelor qualified with a minimum of five years' experience and from the wider Brisbane area were invited to participate. Subsequently, one participant was invited to elaborate on her life history narrative responses through an individual interview. Although the research was focussed on the role of educational leaders in advocacy leadership, the participants were not educational leaders themselves. Data collected includes: a start list of constructs; transcripts of educators' responses (from both the focus group and the interview) to questions about leadership prior to, and during, the introduction of the NQF; and field notes.

A Foucauldian genealogical analysis was used to analyse the data which were located in educators' topical life history narratives about their work. These were read through three discursive lenses, administrative, educational and governmental lenses. A reading of the data through these lenses shows ways in which administrative and educational leadership discourses can be seen to be predominant ways educators narrate their perspectives of leadership. At times, these narrations appear to express their experience of leadership as competing expectations and priorities. The analysis of the data reading for techniques of governmentality highlights ways in which there are multiple opportunities to construct

leadership in ECEC. The consideration of ways discourses and techniques of governmentality enable and constrain advocacy leadership opens possibilities for thinking about and doing leadership differently in ECEC. This research could inform both ECEC leaders and educators in their practices and responses to current policy.

Table of Contents

List of Figures

List of Tables

<div align="center">**List of Abbreviations**</div>

AITSL	Australian Institute for Teaching and School Leadership
COAG	Coalition of Australian Governments
ECEC	Early Childhood Education and Care
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
NQF	National Quality Framework
NQS	National Quality Standards
NQS Consultation RIS	National Partnership Agreement Consultation Regulation Impact Statement
OECD	Organisation for Economic Co-operation and Development

<div align="center">**Glossary of Terms**</div>

This glossary is designed to support the reader to maintain flow while reading this research.

Advocacy leadership	Leading with long-term planning and vision which is utilised to implement changes for improved public policy and regulations to meet each community's needs (Blank, 1997).
Educator	An educator is a person providing care and education for children aged from birth – six as part of an ECEC service. An educator has a certificate, diploma or bachelor qualification and does not hold a formal position of leadership (Australian Children's Education & Care Quality Authority [ACECQA], 2013).
Educational Leader	An educational leader is a person who the approved provider of an ECEC service designates in writing as an experienced educator who is a suitably qualified individual to lead the implementation and development of educational programs in the setting (National Regulations) (Australian Children's Education & Care Quality Authority [ACECQA], 2013, p. 197).

Educational Leadership	Leadership of curriculum, teaching and learning (ACECQA, 2013). Although the educational leader is in an expected position of leadership due to their title, the practices of educational leadership can also be located across a range of positions (Waniganayake, Cheeseman, Fenech, Hadley, & Shepherd, 2012).
Foucauldian discourse	Foucault's discourse can be thought of as "Practices that systematically form the objects of which they speak" (Foucault, 1972, p. 49).
Leadership	Leadership can be thought of as ways leaders encourage followers to achieve goals towards their vision of quality improvement. Leadership can be difficult to define and can be investigated through nuances in local contexts (Rodd, 2013).
Leadership in ECEC	Leadership in early childhood education and care may occur through a formal position of leadership, or leadership practices employed by educators (Rodd, 2013).
Leadership team	The leadership team can include directors and educational leaders (Creche&Kindergarten, 2016)

Statement of Original Authorship

This thesis contains no material published elsewhere or extracted in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma.

No parts of this thesis have been submitted towards the award of any other degree or diploma in any other tertiary institution.

No other person's work has been used without due acknowledgment in the main text of the thesis.

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Signature: *Lauren Beane (signature redacted)*
Date: 26/01/17

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Chapter 1

Research Context

Major policy and regulatory reform in current Early Childhood Education and Care (ECEC) prior-to-school settings affects a workforce of 140,000 leaders and educators in Australia (Productivity Commission, 2015). This research examines possibilities for advocacy leadership in such settings regulated by Australian policy impacting this workforce. Advocacy leadership involves leading with long-term planning and vision which can be used to reform public regulations and policy (Blank, 1997). Building upon Blank's (1997) construct, this research opens possibilities to consider alternative perspectives of advocacy leadership in the current policy context in Australia. An analysis of possibilities and limitations for advocacy leadership is explored through early childhood educators' perspectives of educational leaders' practices. Of central concern in this research are opportunities for advocacy leadership in the implementation and development of policies impacting on educators in ECEC.

This chapter offers an overview of the current ECEC context. While teaching in pre-service education, I became interested in new possibilities which might become available to educators during the introduction of new policy frameworks. In particular the importance of considering educators' perspectives of advocacy leadership in ECEC. To begin with, an overview of advocacy leadership in international, national, and local ECEC contexts is presented (Section 1.1). Next, the position of the educational leader in current Australian ECEC policy titled the *National Quality Framework for Early Childhood Education and School Aged Care* [NQF] is outlined (Council of Australian Governments [COAG], 2009a) (Section 1.2). Then, an exploration into educators' perspectives of ECEC leadership policy development is provided (Section 1.3). Finally, the purpose of the research–to explore new possibilities for advocacy leadership– is discussed (Section 1.4).

1.1 Advocacy Leadership in Early Childhood Education and Care

Leadership can be thought of as ways leaders (and those aspiring to engage in leadership) collaborate with followers to achieve goals towards their shared vision. Leadership is difficult to define and can be investigated through nuances in local contexts (Rodd, 2013).

This research focuses on leadership within the context of early childhood education and care. One dimension of leadership known to contribute to policy and regulatory reform is advocacy leadership (Blank, 1997; Muijs, Aubrey, Harris, & Briggs, 2004). This leadership dimension fosters development of long-term visions of the future, by "developing a good understanding of the field, legislative processes and the media, as well as being a skilled communicator" (Muijs et al., 2004, p. 162). Practices of advocacy leadership include: reflecting on, and making changes to policy which impacts staff such as "support for staff training and credentialing; accreditation; strong licensing standards; decent salaries; and resource-and-referral services" (Blank, 1997, p. 39). Contributing to policy and regulatory reform on behalf of children, families and educators is central to the work of advocacy leadership (Blank, 1997). However, as McCrea (2015), Stamopoulos (2012) and Waniganayake et al. (2012) suggest, although processes and practices of advocacy leadership contributed to the quality reform agenda, the current leadership policy documentation is silent regarding the term *advocacy*. Despite an absence of the term advocacy, professional and ethical responsibilities of ECEC leaders engaging in practices of advocacy leadership are acknowledged by national and international professional organisations (Early Childhood Australia [ECA], 2016; National Association for the Education of Young Children [NAEYC], 2011).

ECA (2016) and NAEYC (2011) maintain an expectation that leaders advocate to reform policies for children, their families, and educators (the profession). For example, ECA (2006) states "In relation to myself as a professional I will…advocate in relation to issues that impact on my profession and on young children and their families" (p. 2). Current contributions of advocacy leadership in ECEC are well-established as being predominantly associated with advocating for children and families (Ang, 2015; Mevawalla & Hadley, 2012). Such contributions are less frequently associated with advocating for the status of the profession, and least emphasis is given to advocacy specifically for educators (Mevawalla & Hadley, 2012). Ebbeck and Waniganayake (2005) account for this by describing advocacy leadership on behalf of educators as being unpopular because it could be misread as being self-seeking, as "speaking out about the early childhood profession itself has been neither popular nor acceptable because it might be misread as being self-seeking and/or militant" (p. 162). Including advocacy for educators as an element of advocacy for 'the profession' might be one way the ECEC sector lessens the perspective of being self-seeking. Advocacy literature is predominantly

focused on families and children suggesting that advocacy for educators is worthy of an investigation (Ebbeck & Waniganayake, 2003).

Although advocacy for educators is less prominent than advocacy for children and families, connections between advocacy and educators have become increasingly evident over the past decade in ECEC leadership literature (Diamond, 2014; Waniganayake et al., 2012). Over the past ten years there has also been an increase in public interest for quality ECEC provision; "Advocacy about and for early childhood professionals is gaining momentum" (Ebbeck & Waniganayake, 2003, p. 162). Such public interest can be seen recently through the National Press Club Address and three Productivity Commission reports that focus on quality provision of ECEC in Australia (Ellis, 2016; 2011, 2014, 2015). This research addresses the issue of an apparent absence of focus on advocacy in leadership policy while public interest gains momentum, by investigating educators' perspectives of advocacy leadership through their narratives. An analysis of educators' narratives contributes to knowledge about educators' perspectives of ECEC advocacy leadership for educators. The next section considers contributions of advocacy leadership to ECEC policy reform at international, national and local levels.

1.1.1 Constructions of advocacy leadership through ECEC international, national and local level policies.

Advocacy leadership is discussed in the literature as occurring at three levels: international, national and local. However, constructions of advocacy leadership at international and national levels are more prominent than local constructions of advocacy leadership (Blank, 1997). This section begins with constructions of international advocacy leadership (Section 1.1.1.1). Then, constructions of national advocacy leadership are explored (Section 1.1.1.2). Next is an exploration of advocacy leadership from a local level (Section 1.1.1.3). Exploring practices that construct advocacy leadership that focuses on educators at a local level could open up new possibilities of what it means to engage in advocacy efforts at international, national and local levels.

1.1.1.1 Constructions of international advocacy leadership.

The Organisation for Economic Co-operation and Development (OECD) could be considered to have contributed to advocacy leadership through vision and long-term planning for reforming international ECEC polices such as the OECD Thematic Review

(OECD, 2000). This review was established to highlight areas of concern related to ECEC policy in twelve OECD member countries including Australia (OECD, 2000; Press & Hayes, 2000). One of the areas raised by the research relating to quality in ECEC was identified as leadership. Following this, the OECD published a series of ECEC reports titled *Starting Strong.*. Through this work the OECD provides a platform for international debate on reforming policy, with a specific focus on the improvement of quality service provision. This debate could be considered as contributing to the construction of advocacy leadership at an international level through vision and long- term planning for reforming policies about quality in ECEC.

1.1.1.2 Constructions of national advocacy leadership.

Recent national ECEC Productivity Commission (2011, 2014, 2015) inquiries and related reports could be considered contributions to constructs of advocacy leadership at a national level. These reports provide national opportunities for the sector to respond to issues which may influence policy and regulations impacting ECEC workforces. Such an issue has been raised by ECA (2014):

> The employment of a residual and unqualified workforce in ECEC has historically been highly problematic with a high failure rate, inefficiencies from constant training and high rates of staff turnover and workplace injuries, as well as poor quality outcomes and in some cases catastrophic failures resulting in child fatalities or harm. (p. 38)

This might suggest that national ECEC organisations which engage in advocacy leadership maintain a particular focus on constraints placed on educators' practices. However, ECEC policies and regulations can both constrain and enable educators' practices (Moss, 2014). Literature focusing on inclusion of educators' perspectives of policy and regulations opens new possibilities for educators to be positioned as advocates (Fenech, Sumsion, Robertson, & Goodfellow, 2008), providing educators' perspectives contribute to leadership literature in the national context.

1.1.1.3 Constructions of local advocacy leadership.

Lack of clear national policy on ways leaders enact advocacy for educators at a local level raises questions about how leadership is at work in local ECEC services (Nupponen, 2006). There are multiple possibilities for the inclusion of advocacy for educators in policy

and regulations. One possibility might be to consider ways policies relating to leadership might include advocacy for educators. Inclusion of educators' perspectives on their expectations for advocacy leadership is the focus of this research.

1.1.2 Nationally reformed ECEC policy raising possibilities for advocacy leadership.

New ways of representing leadership in nationally reformed policy could create additional opportunities for enacting advocacy leadership for educators in local settings. An official policy document to emerge from the Australian quality reform agenda is the *National Quality Framework for Early Childhood Education and School Aged Care* [NQF] (Council of Australian Governments [COAG], 2009a). The NQF is comprised of a suite of standards, regulations, law, and curriculum documents. The operationalisation of the NQF is addressed through legislation and regulations in the *National Quality Standards* [NQS] (Australian Children's Education & Care Quality Authority [ACECQA], 2013), *Education and Care Services National Law* [NL]*,* and the *Education and Care Services National Regulations* [NR] (Ministerial Council for Education Early Childhood Development and Youth Affairs [MCEECDYA], 2011). The term *advocacy leadership* is not included in current ECEC policy of the NQF, NQS, NL or NR (Stamopoulos, 2012; Waniganayake et al., 2012). However, educators' perspectives of the work of educational leadership in the implementation of the NQF could open a space for considering advocacy leadership enactment. This is further explored in the next section which introduces the position of educational leader.

1.2 The Position of Educational Leader in the NQF

Within the NQF, a new leadership position titled *educational leader* has been mandated (MCEECDYA, 2011). The person in the title role of *educational leader* can be expected to practise educational leadership of curriculum, teaching and learning. "Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning" (ACECQA, 2013, p. 172). It is important to distinguish that, although the *educational leader* is in a formal position of leadership due to their title, the practices of educational leadership can also be located across a range of positions held by educators in ECEC services. Significantly, in leadership in early childhood, both leaders

and ECEC educators can engage in leadership (Rodd, 2013). Within an ECEC service are a range of formal positions that have leadership responsibilities. These positions are detailed in the NQF documents and include: the *educational leader*; service leader; manager; co-ordinator; nominated supervisor; approved provider; responsible person; and assessor (COAG, 2009a). Additionally, there are titles for people in positions of ECEC leadership which are not included in the NQF documents, such as director and leadership team (COAG, 2009a; Creche&Kindergarten, 2016). Ways the *educational leader* is addressed in current Australian policy documents are reviewed in this section.

The expected practices of an *educational leader* are addressed in two documents in the NQF, the *National Quality Standard* (NQS) and *National Regulations* (NR) (MCEECDYA, 2011). The NQS is the totality of the seven Quality Areas (QA), which contain 18 Standards and 58 Elements. The NR supports the NQF legislation by providing specific details on operational requirements for leaders in ECEC. There are two areas in the NQS that relate to educational leaders: Staffing (NQSQA4) and Leadership (NQSQA7) (ACECQA, 2013). There are also two associated national regulations: Staffing Arrangements (NR4.4) and Leadership (NR4.7). Although it would seem reasonable to expect, based on the title, that the requirement for an *educational leader* is part of the leadership standard, there is no specific reference to the term *educational leader* in the leadership standards or elements. Further to this, the position of *educational leader* is not specifically regulated as part of leadership in the National Regulations (NR4.7). National Regulation (118) makes specific reference to the requirement of an *educational leader* as part of Staffing (NR4.4), which has implications for educational leaders' positions as leaders. An explanation of the implications for the position of educational leader follows in the next paragraph.

Regulation 118 is a legal requirement for educational leaders to be on ECEC premises as a staff member, not as a leader engaged in policy and practice decision-making (MCEECDYA, 2011). National regulations which locate educational leaders as part of Staffing, and not Leadership (See Figure 1) situate educational leaders as subordinate to a hierarchy of management, administration, approved provider, nominated supervisors, co-ordinators, and regulators (ACECQA, 2013). The positions of educator and *educational leader* and their positional relationship in National Quality Framework structures are represented in Figure 1.1 (COAG, 2009a). The staff occupying a formal position of leadership according to the NR are in bold (NR4.7). An analysis of the position of

6

educational leader in both the NQS and NR suggests educational leaders are working at multiple positional roles between leader and subordinate, which could be challenging in practice. Regulatory positioning of educational leaders in the NQS and NR, as staff and not as leaders, raises for consideration ways advocacy leadership may be perceived through the implementation of the NQF (COAG, 2009a).

ACECQA Regulatory Authority			
ACECQA Assessor			
Approved Provider			
(NR4.7 Leadership)			
Service Leader	**Responsible person in charge**	**Committee/ Management**	**Coordinator**
Nominated Supervisor			
(NR4.4 – Staffing)			
Educational Leader			
Educators (Bachelor, Diploma, Certificate III Qualified)			
Staff Member			
Volunteer and Student			

Figure 1.1. Organisational hierarchy under current Australian regulatory authority.

NQS and NR references to the position of an *educational leader* and their practice of leadership can be considered complex due to their positions in staffing and not leadership. Such complexity has implications for educators' perspectives of educational leaders and leadership work in which they can engage. The term, *educational leader,* being excluded from leadership regulations has the potential to create ambivalence at best, and confusion at worst, for both educational leaders and educators (Nuttall, Thomas, & Wood, 2014). Ambivalence and confusion might influence educators' perspectives on educational leaders and ways in which they might work in relation to practices of advocacy leadership. Obtaining educators' perspectives of educational leaders' practices of leadership within NQF parameters may open possibilities for considering the work of advocacy leadership.

One way to investigate the complexity of educational leadership is by disrupting expected responses to policy through the perspective of educators (Niesche, 2011). The

intention in this research is that the expected responses of ECEC leaders to changes implemented through the NQF can be disrupted by asking new questions – questions that relate to educators' perspectives of leadership, and the leadership practices of leaders with whom they engage. Educational leadership in response to NQF policy might open a space to think in new ways about advocacy leadership. To think in new ways requires a disruption of taken-for-granted assumptions and ways of thinking about leadership in policy contexts (Bown, Sumsion, & Press, 2011; Hard, 2006; Thomas & Nuttall, 2014). There are multiple ways to disrupt taken-for-granted assumptions about educational leadership in ECEC. One way this can occur is through finding new ways of examining current NQF policy and regulations of educational leadership. Analysing educators' perspectives on educational leadership in the NQF regulations may bring to light opportunities and constraints for advocacy leadership practices.

1.3 Educators' Perspectives on Leadership

In order to consider educators' perspectives on educational leadership in ECEC, this section contrasts early childhood educators' contributions in the school and prior-to-school settings. An analysis of leadership policy development in prior-to-school ECEC contexts offers an opportunity to consider ways in which educators' perspectives may have (or have not) contributed to leadership policy development. An analysis of the perspectives which do or do not contribute to policy illuminates new opportunities for educators' perspectives informing leadership policy. In the role of policy developer, COAG (2009a) consulted a range of stakeholders to inform policy regulating the position of *educational leader* in the NQF, NQS (ACECQA, 2013), NR and NL (MCEECDYA, 2011). Stakeholders in initial consultations to inform this policy included government officials, peak ECEC bodies, academics, families, and workers in welfare, health, and children's sectors (COAG, 2009b). The *National Partnership Agreement (NPA) Consultation Regulation Impact Statement (RIS)* was developed as a response to stakeholder consultation. Observe ways educators contributions are excluded in the following quote from Element 6.2.2 of the NPA Consultation RIS. It suggests that the main perspectives contributing to the NQS policy development were those of government agencies, parents, and economists, with limited perspectives of educators. (ie. a member of staff in an educational setting with a certificate, diploma, or bachelors qualification who does not hold a leadership position):

"Data to model the impacts of the proposed new National Quality Standard has been collected and collated from a wide number of sources including publicly available data, administrative data maintained by DEEWR (including Child Care Services and Child Care Benefit data), data collected by the NCAC and state and territory government data. The findings of other projects commissioned by DEEWR and the National Early Childhood Development Steering Committee (NECDSC) have also been utilised, including:

- an online survey of parent choice (in relation to price and quality)
- modelling of the costs of providing Long Day Care and Family Day Care
- economic modelling of parents' workforce participation decisions, and behavioural modelling analysing the supply of and demand for ECEC in an integrative model framework."(COAG, 2009b, p. 37)

Exclusion of the educators' perspectives to inform the NQS raises questions about differences in opportunities for educators in prior-to-school early childhood contexts compared with parents, economists and government agencies. This difference in opportunities for educators' perspectives to inform leadership policy development will be contrasted with opportunities afforded early childhood educators in school contexts.

Based on the description above, it appears that educators' perspectives were not a focus in prior-to-school early childhood context NQF leadership policy development. However, this is not seen to be the case for policy development in school early childhood contexts. Policy developed for leadership in school early childhood contexts utilise a 360° data gathering tool for validating leadership (Australian Institute for Teaching and School Leadership [AITSL], 2013). The 360° leadership model used in school early childhood contexts incorporates educators' perspectives of leadership as important data to inform leadership policy development. Leaders of early childhood educators in school contexts obtain feedback in the form of ratings against 15 leadership attributes from educators (staff), leadership team, students, principal, peers, and others to inform their leadership policies. These processes inform the development of leadership policy and practices. This contrasts with the experience of educators in the prior-to-school contexts, where educators' perspectives of leadership did not appear to contribute to policy development.

The comparison of educators' perspectives to policy development in both contexts opens a space to consider current contributions of advocacy leadership for educators in prior-to-school contexts. Differences between school and prior-to-school contexts suggests that educators within the prior-to-school ECEC contexts have differing opportunities to inform leadership policy and regulations compared with their school-based early childhood educator peers (ACECQA, 2013; COAG, 2009a; MCEECDYA, 2011). There appears to be less opportunity available for educators in prior-to-school contexts to contribute their perspectives during reform of leadership policy compared to those early childhood educators in school contexts. Exploring educators' perspectives might create spaces to consider what enables and constrains some ECEC educators to have their perspectives heard, while others are not afforded the same opportunity. Following this it might be possible to explore what this relationship might be to advocacy leadership.

This section has provided an overview of ways in which educators' perspectives might contribute to leadership policy in school and prior-to-school contexts. This has highlighted ways leadership policy development can be seen as a different process for early childhood educators in these two contexts. This research responds to this difference by providing an opportunity to listen to prior-to-school educators' perspectives about leadership policy and practices. It is expected that this work will contribute to literature on educational leadership practices of advocacy leadership, and possibly support both ECEC leaders and educators in their responses to the NQF. Henceforth, this thesis focuses on educators' perspectives of educational leaders' practices in the prior-to-school context.

1.4 Purpose of the Research

Recent policy changes in Australian ECEC contexts demonstrate a focus on improving quality through new regulations (Productivity Commission, 2015), including the position of an educational leader as part of the staff (MCEECDYA, 2011). This research investigates educators' perspectives of ways that advocacy leadership might be at work while implementing the NQF as the current mandated policy in ECEC. Recall, current leadership practices in the NQF are primarily informed by government agencies, parents and economists, not educators who work directly with children (Section 1.3). By gathering and analysing educators' perspectives of leadership in ECEC, possibilities are opened to explore opportunities and constraints for advocacy leadership.

Chapter 2

Review Of Literature

The previous chapter discussed new possibilities for exploring educators' perspectives of advocacy leadership, focussing on important contributions at international, national and local levels. This chapter explores a broad range of educational leadership literature to inform research questions that will investigate advocacy leadership in ECEC. It begins with a broad overview of the educational leadership literature (Section 2.1). It then highlights ways ECEC leadership literature is positioned within the broader educational leadership literature (Section 2.2). It then analyses current literature around changing approaches to educational leadership (Section 2.3). Subsequently, ECEC leadership is investigated through a framework comprised of five dimensions of leadership, namely administrative, educational, community, conceptual and advocacy leadership (Kagan & Bowman, 1997). Consideration is given to the possibility of disrupting such a framework for viewing ECEC leadership, further explained through Foucault's notions of discourses and governmentality (Foucault, 1991a) (Section 2.4). The last section in this chapter outlines the research questions appropriate for exploring educators' perspectives of advocacy leadership in ECEC (Section 2.5).

2.1 Leadership in Educational Contexts

A review of leadership within the broad educational literature is necessary in order to contextualise ECEC leadership in a wider theoretical context and situate this research. Leadership has a contestable definition (Robbins, Millett, & Waters, 2004). Reviewing broader leadership literature is important since many current discussions of ECEC leadership emerge from earlier and more generalised conceptualisations of leadership. It is necessary to explore such constructions of behavioural, trait, and situational leadership theories to situate ECEC leadership literature within the broader context (Kruger & Scheerens, 2012).

Behavioural theories differentiating leadership from management in education rely on leaders engaging in definedbehaviours (Lingard, Hayes, Mills, & Christie, 2003). These theories dominated educational leadership research since the 1950s and analysed

interconnectedness between leadership and management (Kruger & Scheerens, 2012). The 1970s saw some research around these distinctions by investigating situational behaviours and actions of leaders in educational organisations. Later, Sergiovanni (1984) and Hughes (1985) used behavioural theories in an attempt to quantitatively measure behavioural dimensions with associated tasks to distinguish similarities and differences between leadership and management. Hughes (1985) conducted research into a school principal task typology to designate time associated with educational work (leadership behaviours) and administrative work (management behaviours). He determined that leadership behaviours and management behaviours are separate. Time spent leading educational practice is termed *educational leadership behaviours* (Hughes, 1985). Leadership behaviours include developing a shared vision, determining goals and ways to achieve them, communicating effectively, modelling and mentoring (Rodd, 2013). Time spent leading organisations through administrative work is termed *management behaviours*. Thus, since the mid 1980s, educational leadership behaviour research generally affirmed the notion that management and leadership are separate behaviours in which people in positions of leadership in educational institutions engage (Hughes, 1985; Sergiovanni, 1984). However, management and leadership behavioural theories were limited because they did not include references to leaders' traits.

Trait theories are predominantly associated with masculine leaders and top-down hierarchical approaches (Kruger & Scheerens, 2012). Literature around trait theories assumes that particular personality traits produce effective educational leadership, regardless of the organisation type in which a leader operates (Kruger & Scheerens, 2012) and their situations in local educational contexts (Ball, 2013). Personality or trait theories in educational leadership literature have been critiqued by Northcraft and Neale (1994) as leadership appearing to present the notion of a 'great person'. There has been a call for change to heroic male trait theories in educational leadership as they take a narrow perspective of leadership and are ill-fitting in current social contexts (Black & Porter, 2000; Limerick & Cranston, 1998). Trait theories are critiqued because such theories are pre-determined by who current leaders are, and not what leaders do. This approach was described as deterministic by Kruger and Scheerens (2012, p. 3) as "The personality approach appears to provide a rather deterministic view of leadership". Further, Lingard et al. (2003) identify these theories as limited and antiquated because they do not include situational factors.

Situational leadership theories promote shared leadership models where leaders and followers together engage in leadership practices (Kruger & Scheerens, 2012). Research by Hersey, Blanchard, and Johnson (2001) examined leadership through connections between leaders, followers and the situation, which they propose to be the main elements of leadership. Incorporating situational factors such as maturity of the leader or willingness of the follower may have contributed to contemporary shared leadership approaches such as the distributed leadership approach (Kruger & Scheerens, 2012). Bass and Stogdill (1990) argue that situational factors influence leaders' decisions to maintain democratic or autocratic leadership styles. Emerging from situational leadership research are constructions of shared leadership theories in current educational contexts. One example of situational leadership in educational contexts is distributed leadership (Kruger & Scheerens, 2012). This leadership type is frequently theorised as a panacea for educational leadership (Heikka, Waniganayake, & Hujala, 2012) because it opens opportunities for those without a formal position of leadership to engage in educational leadership practices. However, the distributed leadership structure has been critiqued by Davis, Sumara, & D'Amour (2012) for inefficient communication and resistance to change:

> A distributed [leadership] network is characterized by tight and extensive local connectivity, but no large-scale systemic connectivity. This network structure has the advantage of being very robust. However, distribution and communication is very inefficient—and, by consequence, phenomena with this structure are highly resistant to change. (p. 4)

This critique of the distributed leadership approach as highly resistant to change highlights the importance of seeking new possibilities to research educational leadership. Australian ECEC is currently in a time of change. Effective leadership during this time can significantly improve outcomes for children, families, and educators (Hujala, Waniganayake, & Rodd, 2013).

2.2 Significance of Leadership in ECEC

In 2000, international and Australian research in ECEC aimed to locate key indicators of quality in which leadership became a key focus (Press & Hayes, 2000). Concepts of quality differ in ECEC (Dahlberg, Moss, & Pence, 2007). However, an OECD (2006)

13

review identified seven key quality indicators; leadership and management, structural quality, orientation quality, educational concept and practice, relationships between children and educators, quality child outcomes, and targeting services to meet the needs of families and local communities. Subsequent research in ECEC has suggested that these quality indicators in ECEC are influential in improving life trajectories for children (Muijs et al., 2004; Woodrow & Brusch, 2008). In response to the OECD (2006) work, COAG (2009b) moved to incorporate a focus on the quality indicators, including leadership and management, into early childhood policy and practice. Such a focus on leadership and management contributes to the significance of ECEC leadership in current contexts (Woodrow, 2012). The introduction of new regulations around educational leadership in ECEC are a significant change impacting on educators in current Australian NQF contexts (Nuttall et al., 2014). The next section reviews multiple ways new regulations might impact educational leadership approaches in ECEC.

2.3 Changing Educational Leadership Approaches Within Education Research

Leadership in times of policy and regulatory change can be complex, with this complexity fuelled by a climate of uncertainty and changed expectations, and educational leadership could benefit from a broader range of leadership theoretical approaches (Gillies, 2013; McDowall Clark, 2012; Niesche, 2011; Nuttall et al., 2014; Savage, 2013). Some issues to consider for educational leadership in changing policy environments include: accountability pressures; issues associated with relationships with and between educators; and increased focus on managerialism (Niesche, 2011). Managerialsm is a broad term referring to managerial model which impose policies on educators with little opportunities for educators to collaborate (Osgood, 2006). Rather than exploring the latest best practice model of leadership, available in abundance in the educational leadership literature (Nuttall et al., 2014), the focus in the present study explores educators' perspectives of leadership in the NQF.

One way of conducting research beyond a 'best' model approach is through research which is informed by a Foucauldian lens (Foucault, 1991b). A Foucauldian lens resists the notion of a single 'best' model and allows for the exploration of the complexity of ways educators might experience leadership. This research approach would support exploration of ECEC educators' perspectives on educational leadership practices. Educational leadership can be considered a catalyst for bringing internal change, which

can create new possibilities as "change comes about through the recognition of new possibilities rather than being enforced from above" (McDowall Clark, 2012, p. 298). One way to explore new possibilities for changing educational leadership practices in ECEC settings such as advocacy leadership is through an investigation into practical applications of leadership from educators' perspectives.

Before moving onto the next section, three new constructs will be introduced. *Foucauldian genealogical analysis, discourses* and *governmentality* are introduced to contextualise the research. Understanding work practices of educational leadership requires sophisticated theorisation, which can be seen in the work of Niesche (2011), Savage (2013), Thomas and Nuttall (2014) and Nuttall et al. (2014). Niesche (2011) and Savage (2013) argue that working within a changing policy context requires nuanced tools with which to better understand the pressures and constraints that face educational leaders in their daily work. They both draw on Michel Foucault (1926 – 1984), a French Philosopher's work to explore tools to support their exploration of educational leadership:

> I would like my books to be a kind of toolbox which others can rummage through to find a tool which they can use however they wish in their own area… I would like the little volume that I write on disciplinary systems to be useful to an educator (Foucault, 1994, pp. 523-524).

To explore the disciplinary system in education, both Niesche (2011) and Savage (2013) incorporate the notions of *discourse* and *governmentality*. Governmentality is a set of techniques designed to govern individuals and administer populations (O'Farrell, 2005). Further to this, Niesche (2011) uses a *Foucauldian genealogical analysis* of discourse. A Foucauldian genealogy analysis is an analytical tool that can be used to disrupt discourses (Foucault, 1983). To do this, particular discourses are first located in the narrative data. Then these discourses are read through multiple lenses that can show the possibility of multiple constructions of leadership. Hence, this approach can be used to explore techniques of governmentality in ECEC leadership, which raises possibilities for other ways of recognising and practising leadership. A genealogical analysis of discourses can be incorporated in ECEC contexts to disrupt dominant discourses in ECEC, which opens possibilities of thinking differently about ECEC workforces (MacNaughton, 2005; Thomas, 2009). Such an analysis positions *discourses* as "practices that systematically form the objects of which they speak" (Foucault, 1972, p. 49). In this sense, discourses can produce and be produced by objects of which they speak. Discourse shape and are shaped

by context, power and knowledge (Foucault, 1972). A genealogical analysis of discourses and techniques of governmentality that form educational leadership could provide a powerful example of a nuanced tool to think differently about leadership practices (Niesche, 2011). This could move beyond traditional 'leadership model' approaches to researching educational leadership, which opens a space to explore advocacy leadership for educators.

A Foucauldian genealogical approach to this research requires poststructural analytic lenses. Such lenses provide opportunities through which new possibilities for educational leadership enactment may become visible (Niesche, 2011; Thomas & Nuttall, 2014). Thomas and Nuttall (2014) engage poststructural lenses to identify participant's talk which both accepted and disrupted the taken-for-granted binaries imposed on educational leadership. They consider what possibilities are made available when seemingly opposite leadership discourses at work in the NQF are held together. This present study on advocacy leadership draws on the work of Foucault and poststructural research approaches to consider new possibilities and ways to think differently about how educational leadership at work in the NQF. An exploration of literature reviewing current dominant concepts of ECEC leadership and what may therefore be influential to educators when they articulate their perspectives of advocacy leadership is presented in the following section.

2.4 Five Dimensions of Leadership in ECEC

In the late 1990s there appears to be a significant turning point in the ECEC leadership literature where leadership is recognised as being complex (Kagan & Bowman, 1997). An ongoing topic of the ECEC leadership literature has been questioning what leadership is and how leadership is practised (Rodd, 2006). Kagan and Bowman (1997) explored these complexities through five dimensions of leadership in ECEC: *advocacy leadership; administrative leadership; educational leadership; community leadership; and conceptual leadership*. Kagan and Bowman's (1997) work has been used as framework to explore complex questions about leadership in ECEC(Aubrey, 2011; Ebbeck & Waniganayake, 2003; Fleet & Patterson, 2009; Nupponen, 2006; Sumsion, 2001; Waniganayake et al., 2012). This section first explores opportunities for advocacy leadership in the NQF (Section 2.4.1). Then the four remaining dimensions are explored to determine their relevance to an exploration of advocacy leadership in ECEC and the NQF: administrative

leadership (Section 2.4.2), educational leadership (Section 2.4.3), community leadership (Section 2.4.4) and conceptual leadership (2.4.5). The final section of this chapter considers ways in which advocacy leadership might be explored through Foucault's (1991a) notions of discourses and techniques of governmentality (Section 2.4.6)

2.4.1 Advocacy leadership dimension.

Advocacy leadership involves leading with long-term vision to advocate for changes to policy at international, national and local levels (Blank, 1997). Advocacy work has been associated with feminine leadership styles (Grieshaber, 2001). ECEC leadership literature includes a significant body of literature relating to feminine styles of leadership due to the high percentage of females in ECEC (Muijs et al., 2004; Rodd, 2013). ECEC leadership is seen as relational and takes place through a more feminine style of leadership focussing on interrelationships of professional partnerships (Waniganayake, 2002). Henderson-Kelly and Pamphilon (2000) and Dunlop (2008) also review literature around relational leadership, which is characterised by warm and emotional leadership. Noddings (1984) describes feminine relational approaches to ECEC leadership as an *ethic of care*. Hard (2005a, 2006) makes reference to relational approaches as an ethic of care, a feminine style, or discourses of 'niceness'. Fasoli, Scrivens, and Woodrow (2007) support the notion of the need for an ethic of care (Duncan, 2012), and Dalli (2008) highlight benefits of collaborative relationships within an *ethic of care*. However, Fitzgerald (2003) and Hard (2005a) challenge feminised notions of an *ethic of care,* arguing it may marginalise additional approaches to practising ECEC leadership. Positioning advocacy leadership through an *ethic of care* discourse might both enable and constrain advocacy leadership.

A crucial variable in enacting advocacy through leadership is creating a political commitment, as identified by Nupponen (2006), Sumsion (2006) and (Woodrow & Brusch, 2008). Grieshaber (2001) explores advocacy work through such a perspective and suggests this involves potentially confrontational, risk-taking, conflicting, critiquing, negotiating and authoritarian behaviours. Confrontational, conflicting and authoritarian leadership behaviours are in contrast to taken-for-granted discourse of an *ethic of care*. However, disrupting an *ethic of care* and potentially confrontational leadership discourses can open new possibilities for advocacy leadership enactment. Working in a context where leadership discourses are seemingly opposite, such as *ethic of care* and confrontational advocacy, can be associated with tension. According to Dunlop (2009, p. 37), "the most

challenging aspects of leadership…caused them [leaders] tension, especially as they were working to be responsive and nurturing at the same time as having to be an authority figure". Osgood (2004) suggests there are middle roads to maintaining an *ethic of care* through being responsive and nurturing and sometimes displaying confrontational characteristics of an authority figure, which can be challenging. Analysing educators' perspectives of educational leaders' practices through educators' perspectives, opens a space for considering constraints and possibilities for advocacy leadership enactment within the sector.

There appears to be no specific mention of advocacy in relation to leadership work within the NQF (Waniganayake et al., 2012). However, advocacy leadership appears to be an expectation, it could be argued through the requirement to review policies in QA 7.3.5: "Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly" (ACECQA, 2013, p. 164). If educators' perspectives of policies are given authentic consideration such as the 360 degree model used in early childhood primary school contexts during such reviews, this might indicate advocacy leadership of educators' perspectives. Waniganayake et al. (2012) and Gibbs (2003) detail advocacy as an important professional and ethical responsibility of leadership and recognise the absence of advocacy as part of the daily work of leaders in the NQF as a significant issue for ECEC. Obtaining educators' perspectives on educational leadership practices through a genealogical discourse analysis would illuminate opportunities to consider practices of advocacy leadership for educators.

The possibilities afforded by advocacy as a dimension of ECEC leadership are opened up when there is a disruption to dominant binary thinking around leadership in ECEC. The way in which advocacy in ECEC has been considered by Macfarlane and Lewis (2012) can be seen as an example of such binary thinking at work. They suggest that ECEC practitioners are divided by differing disciplinary and philosophical approaches and will advocate for different constructs depending on their prior-to-school or school context. This notion that practitioners must be united to engage in advocacy work and, if they are not they are divided, could position advocacy leadership as a binary:

> The impact of such divisions on how practitioners advocate in particular
> contexts…means that in times when political activism or advocacy is
> required ECEC practitioners are divided rather than united. Such
> division has constrained rather than enabled practitioners in terms of

how they support each other in the practice and political arenas in

Queensland and Australia. (p. 63)

As discussed, advocacy leadership involves potentially conflicting, confrontational, risk-taking and negotiating by leaders (Grieshaber, 2001). Attempting to secure unity under such conditions appears contrary to the nature of advocacy leadership work. From a poststructural perspective, there are multiple ways of engaging in advocacy work which may be united (ethic of care discourse) or divided (confrontational discourse), or one of multiple other ways of engaging in advocacy which could be a combination of both or neither of these discourses. However, the quotation does open for question perspectives that there are constraints around binary thinking in advocacy leadership. Such constraints around binary thinking highlight the need for research which can challenge the notion that educational leaders are positioned to operate as either caring or confrontational advocacy leaders.

2.4.2 Administrative leadership dimension.

In the broad educational leadership literature, there are distinct differences between management and leadership (Kruger & Scheerens, 2012). However, in early childhood leadership literature leadership is complex, and distinctions between management and leadership are less clear. Administrative leadership is associated with managerial work practices such as management of finances, resources, and administrative tasks (Culkin, 1997). Administrative leadership arose in practices of ECEC leadership during shifts and changes in political and social contexts (Culkin, 1997). For five decades between the 1880's and the 1930's, concern for the care and education of all young children changed from a philanthropic movement to government regulated through the development and implementation of new laws (Brennan, 1994). Since the 1990's there has been further movement from not for profit community based ECEC services, or government services, to privatised for-profit commercial centres with impacts including competing quality, education, and economic agendas in a growing ECEC sector which are experienced by educators (Fasoli et al., 2007; Fullan, 2005). These impacts were highlighted by Urban (2014), "under Australian ownership there were tensions between the educational goals of the ECE system (qualification requirements for teachers, professional autonomy, leadership, collaboration with families etc.) and the business model of the centres which was derived from the Australian commercial childcare approach" (p.25). Such privatisation could be seen as bringing an economic agenda into the ECEC sector

(Woodrow & Press, 2007). Along with private investment came an economic agenda which could be seen to bring business principles with an administrative focus. Consequently, administrative leadership styles became a focus in ECEC (Hard, 2005b; McCrea, 2015; Rodd, 2013) and may provide links to the current prominence of administrative leadership and management in NQF policy (NQSQA7) (Waniganayake et al., 2012).

Underlying economic influences to administrative leadership work which emphasise managerialism over a relational approach have been reported to be a mismatch in the ECEC context (Woodrow & Press, 2007). Osgood (2004) recounts that participants in her research considered managerial approaches to administrative leadership as inappropriate in ECEC. Approaches which emphasise managerialism may have established leadership with less of a focus on relational elements of working with people (Woodrow, 2008). It is important to highlight that administrative leadership can also be practised through a collaborative leadership approach between educators and leaders which might be considered relational (Hujala et al., 2013). Literature which examines administrative leadership in privatised ECEC markets recognises leadership as complex and difficult to define as there are many situational factors which vary in ECEC (Hujala et al., 2013; Rodd, 2013). Importantly, perspectives of leadership in the literature have begun to open discussions about how complex leadership is in current policy contexts (Waniganayake et al., 2012).

Administrative leadership appears prominently in the NQF through the NQS and NR and mandated positions of leadership responsibility attached. This can be seen in NQSQA 7.3: "Administrative systems enable the effective management of a quality service" (ACECQA, 2013, p. 164) and is mandated by 21 National Regulations (MCEECDYA, 2011). These regulations around administrative leadership work include financial and personnel documentation. Such documentation is a legal requirement which ACECQA assessors examine during inspections– "records of attendance, enrolment records, policies and procedures, meeting minutes, safety checklists, staff and family handbooks, newsletters, feedback forms and/or communications books" (ACECQA, 2013, p. 16). Such prominence of assessing administrative leadership raises questions about how such approaches to leadership may have become a focus (Woodrow, 2012). Moving beyond dominant leadership discourses of administrative leadership found in the NQF

could open possibilities to rethink leadership in additional ways including advocacy leadership.

2.4.3 Educational leadership dimension.

Educational leadership relates to ways in which educational programming and practices are developed, implemented and reviewed (Rodd, 2013). This type of leadership can include practices such as motivating, inspiring, affirming, challenging or extending the pedagogy and practice of educators (Rodd, 2013; Waniganayake et al., 2012). The prominence of the educational leadership dimension in the NQF can be seen in the mandate for an educational leader in National Regulation 118 (MCEECDYA, 2011):

> The approved provider of an education and care service must
> designate, in writing, a suitably qualified and experienced educator,
> co-ordinator or other individual as educational leader at the service to
> lead the development and implementation of educational programs in
> the service. (p. 68)

This regulation provides background for this research which adds to current developments in ECEC research emerging from recent policy changes that focus on educational leadership (Fenech, Giugni, & Bown, 2012; Grarock & Morrissey, 2013; Stamopoulos, 2012; Thomas & Nuttall, 2013; Waniganayake et al., 2012).

Incongruence between the rhetoric of governance in the NQF and the daily operations of ECEC programs is explored in recent research by Thomas and Nuttall (2013), Stamopoulos (2012) and Fenech et al. (2012). Through their studies of educational leadership in the NQF, Thomas and Nuttall (2013) and Grarock and Morrissey (2013) highlight the importance of obtaining leaders' and educators' perspectives of the work of educational leaders. Rather than consider educational leadership rhetoric in the NQF, Grarock and Morrissey (2013) take a traditional theoretical approach by defining ECEC educational leadership models. Instead of defining the 'best' leadership model, Thomas and Nuttall (2013) propose that educational leaders' practices vary and are constantly changing, which provides opportunities for practising educational leadership in different ways. Practising educational leadership in a different way includes ways which are not prescribed in the NQF. According to Thomas and Nuttall (2013) educational leadership can be:

a constantly changing form and process of self-construction, not a fixed set

of behaviours or end point to be achieved that has been dictated by a

designated role. This is an exciting possibility for the ECEC field, because

it allows for new ways of understanding leadership to be imagined that go

beyond leadership as a designated 'position'. (p. 42)

Imagining new ways of understanding leadership that go beyond designated positions is important because there is currently no provision for advocacy in the NQF. However, based on the Thomas and Nuttall (2013) study, there are possibilities for educational leaders to enact leadership in multiple ways. This opens opportunities for multiple constructions of leadership including community and advocacy leadership.

2.4.4 Community leadership dimension.

Community leadership seeks to mobilise communities into action to support their local ECEC centres by leaders sharing the importance of early childhood education with their communities (Crompton, 1997). The importance of this expectation of ECEC community leadership was explored by Gibbs (2003) and Woodrow and Brusch (2008) who write about ways leaders mobilise communities into action. However, they write about this through discourses around advocacy and activism. Woodrow and Brusch (2008) argue for community leadership which focuses on advocating for social justice as a way of resisting the emerging dominance of a neo-liberal agenda. Community leadership builds relationships which can be related to advocacy practices by "working locally to produce knowledge, strengthen local relationships and achieve a broader goal of advocacy for children" (Woodrow & Brusch, 2008, p. 91). Advocacy practices appear to be underlying part of the dimension of community leadership.

Community leadership can be seen to contribute to advocacy leadership work through ECEC community philanthropists. Community philanthropists began contributing to ECEC at the end of the 19th century (Brennan, 1994; Press & Hayes, 2000; Woodrow & Press, 2007). Early childhood community leaders worked as advocates attempting to mobilise ECEC communities to influence changes to government policy in Australia for over a century. This work began with the establishment of a Kindergarten movement in 1895 (Brennan, 1994). The kindergartens established through this movement were educational and predominantly funded by government, with some kindergartens opening as not-for-profit community organisations (Press & Hayes, 2000). Community leadership

established leadership practices where power is generated in collaboration among ECEC educators, leaders and community (Muijs et al., 2004). However, a case study by Cheeseman (2007) explains that community leadership can also be constrained during such collaborations and hence engagement in advocacy practices may be required (Waniganayake et al., 2012). As advocacy is a desired element of community leadership, consideration of educators' perspectives of leadership might enable new possibilities for advocacy leadership.

An analysis of the NQF reveals traces of the dimension of community leadership through an expectation that 'the service' leads the local community. This dimension is less prominent than administration and educational leadership because it is not part of the leadership quality area. Traces of community leadership can be seen as part of Quality Area 6 which is called *Collaborative Partnerships with Families and Communities* (ACECQA, 2013):

> *The service* has an active presence in the local community, seeks to
> strengthen community links and uses community resources to meet the
> needs of local families and their children. (p. 163)

The NQF positions 'the service' as contributing to strengthening community links and resources. A valuable approach for the service to achieve these aims would be to engage with the dimension of community leadership (Waniganayake et al., 2012). Exploring connections between advocacy and community leadership might be one way to engage in conceptual leadership.

2.4.5 Conceptual leadership dimension.

Conceptual leadership relates to leadership of new conceptual ideas, challenging taken-for-granted understandings to explore additional possibilities because "for a field to advance, individuals in the field must be open to new ways and processes of thinking, willing to challenge conventional assumptions, and prepared to think forward and to think broadly" (Kagan & Neuman, 1997, p. 59). A broad variety of research has been conducted, focussing on conceptual leadership which critiques and challenges policy and regulatory frameworks in ECEC (Cheeseman, 2007; Fenech, 2006; Fenech et al., 2012; Fenech & Sumsion, 2007; Fenech et al., 2008; Fenech, Sumsion, & Shepherd, 2010; Osgood, 2006). Such critiques and challenges of conceptual elements of ECEC policy can create possibilities for additional perspectives of policy. Engagement in conceptual leadership

can be seen in the critiques of Cheeseman (2007) and (Fenech, 2011) when they challenge pedagogical silences in ECEC policy. Fenech (2006), Fenech et al. (2010) and Osgood (2006) also demonstrate this type of leadership when they critique regulatory environments to open spaces for educators' resistance to governing policies. Such challenges and critiques could be seen as contributions to advocacy leadership by way of bringing policy awareness to a broader audience.

Conceptual leadership appears to be positioned as part of leadership in QA 7: "QA 7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community. QA 7.2 There is a commitment to continuous improvement" (ACECQA, 2013, p. 167). The expectation of leaders in QA 7 is to enact conceptual leadership within the organisational culture and commit to set new ways of thinking and challenging concepts and assumptions. It is through challenging assumptions in governing processes such as leadership in the NQF that spaces for advocacy leadership might become available.

2.4.6 Exploring leadership dimensions.

Advocacy leadership appears to be interrelated within administrative, educational, community and conceptual leadership dimensions. These dimensions of leadership which can be found in the NQF are examined by Stamopoulos (2012) and Waniganayake et al. (2012) who recognise advocacy leadership as an important element that is noticeably absent from ECEC leadership literature. Stamopoulos (2012) and Fenech et al. (2012) questioned the capacity for regulations in the NQF to translate into effective leadership practice. The arguments presented by Stamopoulos (2012) and Waniganayake et al. (2012), recognising advocacy leadership discourses as being absent from NQF policy, support the premise of research to explore additional perspectives which include educators' perspectives of leadership in the NQF. There also appears to be a need to examine educators' perceptions of practices of leadership as a result of changed regulations since the introduction of the NQF.

Although the term *advocacy leadership* appears to be silent in the current NQF policy, there may be possibilities for advocacy leadership through an exploration of discourses that educators might draw on to construct advocacy leadership. As discussed earlier, an additional way to explore advocacy leadership in the NQF might be to disrupt current taken-for-granted dominant discourses of leadership by exploring the notion of

24

governmentality in educators' constructions of leadership (Section 2.3). Foucault's (2000) techniques of governmentality are an additional way educators' narratives can be examined to look for possibilities of advocacy leadership in their relations with each other – "I intend this term of governmentality to cover the whole range of practices that constitute, define, organise and instrumentalise the strategies that individuals in their freedom can use in dealing with each other" (p. 300). Through a Foucauldian lens, this statement suggests that governmentality can be thought of as a set of techniques and instruments which can be used to administer the conduct of people. Governmentality can construct what is possible for individuals to do and think in the discipline of education (O'Farrell, 2005). In this research, governmentality provides a framework to analyse constructs of power in educators' narratives when they expressed their perspectives of leadership. An exploration of discourses and techniques of governmentality leads to research questions which explore what these possibilities of advocacy leadership might look like from the perspective of educators.

2.5 Research Questions

The research questions arise from the review of literature in this chapter which considered five dimensions of leadership: administrative, educational, community, conceptual, and advocacy leadership (Section 2.4). This analysis of the educational leadership literature positions advocacy leadership as integrated with these other dimensions of leadership. However, at times the complexity of this integration seems to be dismissed in the literature as either an *ethic of care* or as confrontational advocacy (Section 2.4.1) This research considers what it may mean to engage with, rather than to overlook, such complexity and to work to deconstruct these examples of binary (or opposite) notions of advocacy (Section 2.4.1). It questions the concept of universal constructs of leadership and works to open spaces to think differently about educational leaders' enactment of advocacy leadership (Section 2.4.6). This work can be done by engaging with educators' perspectives of leadership since the introduction of the NQF. This issue is investigated through the following research questions:

> 1. What discourses do early childhood educators draw on to articulate their perspectives of leadership?

2. What techniques of governmentality are at work as early childhood educators narrate their perspectives of educational leaders' positions and practices in leadership hierarchies?

3. How do discourses and techniques of governmentality enable and constrain advocacy leadership?

These three research questions allow for an investigation focussed on complexities in early childhood leadership and deconstruction of binary notions of advocacy leadership.

This chapter reviewed the literature around leadership in educational contexts, demonstrated the significance of leadership in ECEC, highlighted changing educational leadership approaches, and outlined five dimensions of leadership in ECEC to formulate a research purpose and research questions. Chapter 3 presents the research design used to conduct the investigation into educators' perspectives of advocacy leadership in early childhood education and care.

Chapter 3

Research Design

The previous chapter provided a review of literature which began with a broad overview of educational leadership. Then the review situated early childhood educational leadership literature as being significant for this research. Next, outlining ways by which educational leadership literature can be approached from multiple perspectives opened opportunities for this research design. After that, an investigation into the five dimensions of leadership provided an opportunity to consider how leadership in ECEC is complex and this raised issues to be considered in the research questions (Chapter 2) (Kagan & Bowman, 1997). The review of literature provided the context for the research design.

This chapter offers an overview of eight research design sections. The first section describes the appropriateness of the way in which a postmodern epistemology has informed and shaped this research (Section 3.1). In the next section, a poststructural theoretical framework is outlined (Section 3.2). Then an overview of ways by which a Foucauldian genealogical approach and topical life history narrative shape the methodology for this study is provided (Section 3.3). Subsequently, an outline of participant selection processes is presented (Section 3.4). After that, four data collection strategies are outlined (Section 3.5). Then, Foucauldian genealogical analysis is detailed as a data analysis strategy (Section 3.6). The next section offers an overview of rigour in the research design (Section 3.7). Finally, ethical considerations are outlined (Section 3.8).

3.1 Postmodern Epistemology

A postmodern epistemology allows thinking that enables alternative possibilities for advocacy leadership. This epistemology challenges the notion that there is one right, universal way of constructing knowledge of leadership and questions fixed enactment of educational leadership (Ball, 2013; Niesche, 2011). A postmodern standpoint provides an opportunity to locate a proposed universal truth of leadership in the NQF and challenge this notion to open possibilities for advocacy leadership.

A postmodernist framework positions participants as knowing something within their situational limits, without claiming to know the truth of everything (Richardson & St.

Pierre, 2005). Situational limits around participants position them as having local, partial, and historical knowledge. Situating this research within a postmodern framework raises possibilities of truth and knowledge being open to local challenges and changes. Local challenges involve analysing dominant 'universal' ways of knowing how to practise leadership, which could open fluid, multiple and local ways of knowing how to practise leadership (Niesche, 2011). Analysing dominant ways of knowing educational leadership can create space for thinking in new ways about thinking about and doing early ECEC leadership (Thomas & Nuttall, 2014). These additional ways of thinking about educational leadership open space for multiple ways of enacting advocacy leadership within current policy.

Postmodern approaches to research provide an opportunity to add to knowledge by allowing a challenge to universal notions of leadership emerging from current policy expectations. A postmodern approach to challenging universal truths or dominant discourses rejects any research based on a deductive approach to confirm a hypothesis, which potentially creates new dominant discourses (MacNaughton, Rolfe, & Siraj-Blatchford, 2010). A dominant discourse can become entrenched and turn into such a universal way to speak and act that it is rarely questioned. This research does not seek to create a new dominant discourse but to illuminate new spaces for advocacy leadership.

3.2 Poststructural Theoretical Framework

This section provides an overview of poststructural constructs used in this research, such as discourses, discursive practices, power relations, governmentality, disciplinary power and universal truths. The theoretical framework used is poststructuralism (MacNaughton, 2005; Niesche, 2011; O'Farrell, 2005). This study positions discourses, power, governmentality and truth within a poststructural orientation which provides multiple possibilities for constructions of knowledge (St. Pierre, 2010). Challenging taken-for-granted assumptions can open possibilities for exploring advocacy leadership.

Multiple constructions of advocacy leadership are explored through a Foucauldian notion of *discourses* "as practices that systematically form the objects of which they speak" (Foucault, 1972, p. 49). In Foucauldian terms, discourses both shape and are shaped by knowledge and relations of power which, it can be argued, both use and create discursive practices around advocacy leadership. *Discursive practices* are a set of rules about what is possible to say, the rules for the production of statements, determining not

merely what can and cannot be said at one moment, but also—and more importantly—what it is possible to say. (Buchanan, 2010, p. 135). Educators participate in discursive practices through relationships which can form them as subjects (Foucault, 1972). This is known in Foucauldian terms as *power relations*. This means discourses form power/knowledge which shapes what is silenced or available for educators to articulate their perspectives of advocacy leadership. Power relations between educators and leaders have been identified by Mevawalla and Hadley (2012) as limiting advocacy practices in ECEC. For this reason, a poststructural genealogical discourse analysis is incorporated to analyse power relations around educators and leadership (Section 3.3.1). The poststructural discourse analysis scrutinises discursive practices available to educators and educational leadership. The analysis of dynamic and changing educators' discourses about ECEC leadership illuminates power relations at work, enabling and constraining advocacy leadership discourses and practices.

In this research, disrupting dominant discourses of leadership through lenses of governmentality opens a space for considering advocacy leadership. Foucault (1991a) refers to governmentality as ways by which the conduct of people is administered. Governmentality is a set of techniques, each with instruments, which construct what is possible for people to think and do within the education discipline (O'Farrell, 2005). In this research, governmentality provides a framework to analyse constructs of power in educators' narratives when they expressed their perspectives of leadership. Foucault (1991a) explores governmentality through disciplinary power and power relations.

Disciplinary power is the power of institutions to control subjects. Disciplinary power includes three techniques: *hierarchical surveillance; normalising judgements; and examination* (Foucault, 1977). Hierarchical surveillance is a technique which makes it possible to observe disciplinary power at work in educators' narratives of early childhood leadership construction and practices. Foucault (1977) refers to the notion of surveillance as a gaze which operates from the top to the bottom, and from the bottom to the top, and horizontally, "a network of gazes that supervise one another" (Foucault, 1977, p. 171). There are two ways this can occur. The first is through physical surveillance when adults are in a room together. The second is through the gaze of surveillance when there is the possibility that someone may be engaging in surveillance, but is not physically present. To give a simple example of Foucault's notion, some drivers might only be motivated to drive at or under the speed limit because they can see the physical presence of police, and this is

physical surveillance. Other times, the same type of driver might not see physical presence of police but are concerned about the gaze of surveillance, or the possibility that police might catch them speeding through their surveillance equipment which they cannot see. This is an example of the gaze of surveillance.

One way to apply Foucault's notion to early childhood contexts is to consider ways in which adults in an ECEC room are in a network of gazes that supervise one another. Adults who might be in attendance in an ECEC room include parents, colleagues, educational leaders, directors, and regulatory assessors (Osgood, 2006). Educators experience surveillance as a kaleidoscope of gazes which are at work in multidirectional ways among these adults. In an early childhood setting, both the physical and the gaze of surveillance are multidirectional. For example, at times parents might be physically present in a room with an educator and supervising ways educators are practising. Parents might also supervise educators through the gaze of surveillance. This might occur when parents are not physically present in the room but have the opportunity to supervise what the educators do by reading through the program. This hierarchical surveillance gaze is also multidirectional so at other times it might be educators who are supervising ways in which the parents or regulators are practising, for example, to ensure assessors' reports are written to include their perspective. Therefore, hierarchical surveillance refers to the ultimate gaze which is capable of drawing knowledge from the total of the multidirectional gazes which are supervising one another (Foucault, 1977).

Normalising judgements and examinations are the final two techniques of disciplinary power. The former relates to judgements which are made against norms to determine if a specified act is permitted or forbidden by disciplines (Foucault, 1977). Foucault (1977) suggests that when subjects act in accordance with norms, they are elevated to a higher level in their discipline's hierarchical system. That is, normalising judgements are made against normalised practices to homogenise subjects, measure differences between subjects, and place them in a hierarchical system. Normalising judgements can be made about subjects' actions or practices such as their paperwork. When subjects do not act according to norms, normalising judgements can be made about their differences from the norms, and a perpetual penalty is imposed (Foucault, 1977). A perpetual penalty is enacted by placing the subject on a lower level in the discipline's hierarchical system if an act they engage in is considered outside the norms (Foucault, 1977). Examination as a technique of disciplinary power relies on both hierarchical

surveillance and normalising judgements. The combination of the first two techniques with examination ensures an individual, rather than solely the mass population, can be seen. Examination breaks individuals down so they can be seen and modified (Foucault, 2009). Both normalising judgements and examinations are important techniques of disciplinary power.

There are up to four instruments within each technique. Foucault (1977) highlights ways techniques and instruments make all details of life visible, for example in the discipline of education. The four instruments used in hierarchical surveillance are: physical surveillance, feelings of surveillance, complexity of surveillance; and finally frequency of surveillance. The two instruments used in normalising judgements are paperwork, and perpetual penalties. Two instruments in examination are writing and quality of examinations. Foucault's techniques and instruments of governmentality are useful concepts for analysing ways in which leadership discourses are constructed in educators' narratives (Niesche, 2011; Savage, 2013).

A poststructural theoretical framework in this research opens possibilities for new ways to consider ECEC educational leadership practices. Exploring educators' perspectives of different ways in which educational leadership works to accept or resist these dominant discourses might bring to light new ways to think about and action advocacy leadership in ECEC. The choice of poststructuralism is appropriate to explore educators' perspectives on educational leadership by allowing a disruption to the notion of universal truth of what it means to 'do leadership'.

3.3 Research Methodology

Postmodern research methodologies create "the provision of space for alternative voices" (Duncan, 2012, p. 105), whereby local knowledge of educators and the uniqueness of contexts such as ECEC are acknowledged, as opposed to the privileging of universalising truths of leadership. Grieshaber (2010) suggests that "the postmodern project, together with its associated research paradigm [poststructuralism], has been valuable for those who have been marginalised by essentialist understandings" (p. 186). She argues that essentialist understandings which become dominant discourses marginalise their binary opposite. The dominant discourse of leadership in ECEC is from the leaders' perspectives, which can marginalise the binary opposite, the educators (Section 1.3). This postmodern methodology allows for early childhood educators' voices to be positioned as legitimate

voices in this conversation. This research does not seek to present educators' voices as a new dominant discourse but to add their perspectives to the leadership literature to open possibilities for leadership practices.

3.3.1 Foucauldian genealogical approach.

A Foucauldian genealogical approach to this research allows for consideration of why educational leadership is the way it is, and ways advocacy leadership could be available. One way to explore how leadership is the way it is, is to explore educators' perspectives of leadership. Then ways in which these additional voicings of perspectives position particular ways of viewing leadership, or discourses, as dominant can be considered. A dominant discourse of leadership constructs one privileged way to view leadership. Such dominant notions that privilege one way of practising leadership over another way of practising leadership can be termed *regimes of truth*. In Foucauldian terms, a regime of truth can be produced by power relations (Holstein & Gubrium, 2013). Regimes of truth are products of power relations which privilege certain knowledge and silence others (Kendall & Wickham, 1999). An example of a dominant discourse which could be considered a privileged regime of truth in current policy is the administrative leadership discourse (Woodrow, 2012). Administrative leadership discourses can dominate other leadership discourses or ways of knowing. A Foucauldian genealogical approach can challenge underlying regimes of truth that dominate practices (Fitzgerald, 2003; MacNaughton, 2005; Tobin, 1995). A challenge to regimes of truth which construct universally expected leadership practices through dominant discourses, opens opportunities for advocacy leadership. Hence, a genealogical approach is appropriate for exploring multiple opportunities for advocacy leadership in current Australian policy contexts.

Current ECEC policy (COAG, 2009a) mandating the requirement to have an educational leader is of specific interest in this genealogical approach to research. Ways of understanding and speaking about leadership that inform policies, that is, discursive practices, promote assumptions about leadership frameworks, and these assumptions can be problematised and critiqued (Scheurich & McKenzie, 2005). A genealogical analysis of educators' perspectives of leadership might bring to light discursive practices which shape and are shaped by ECEC policy expectations. Normative assumptions about educational leadership ignore the messy reality of the daily work of leaders and can limit possibilities

of educational leadership (Niesche, 2011; Savage, 2013). Using a Foucauldian genealogical approach to explore the messy daily work of leadership can provoke new thought about the construct of educational leadership (Niesche, 2011). The Foucauldian genealogical approach is further explored later (Section 3.6). Exploring educators' perspectives through their narratives on the topic of their work lives opens opportunities for thinking differently about advocacy leadership.

3.3.2 Topical life history narrative.

Topical life history narrative research records participant stories which stress just one aspect of experience, such as work life. Participants are asked to share narratives on this topic (Burnette, 2016). Work life history (Germeten, 2013) is used as a way to listen to and record the voices of early childhood educators as they narrate their perspectives of a particular element of their employment life history. In this research, narratives of educators' responses to questions about leadership are used. Topical life history narrative records links between a personal history with broader historical and social contexts (Shopes, 2013). This research attempts to make links between educators' work life history narratives in their professional work life history, and the broader historical and social discourses occurring in ECEC at the time of collecting the narratives. Specifically, ways in which educators perceive educational leadership practices during a time of NQF policy change, which could be seen as a historical event.

In this research, participants' narratives are explored through broad sets of questions. This approach allows flexibility so the participants can speak about what they wish in their reflective accounts of the past. The questions "do not have a set structure but begin with an expansive question that invites participants to respond in a way that recognises the significant life events that have led them to their current state and attitudes" (Rymarz & Belmonte, 2014, p. 194). Life history narratives are used to locate participants' messy stories of their daily work lives as "people strive to configure space and time, deploy cohesive devices, reveal identity of actors and relatedness of actions across scenes. They create themes, plots, and drama. In so doing, narrators make sense of themselves, social situations and history"(Burnette, 2016, p. 610). Such plots were located in the topical life history narratives which educators collaborated to share in their work life. The use of topical life history narrative to link educators' perspectives on educational leadership and practices of advocacy leadership presents new opportunities for practising

leadership. Such opportunities challenge universal truths and allow for consideration of alternative ways of perceiving, thinking about and doing advocacy leadership.

Life history narrative does not claim to present the 'truth' of participants' stories but is a methodology which can be used to explore governmentality, disciplinary power, power relations governmentality, and discursive practices at work in and through the constructions of participants' narratives (Dowling Naess, 2001). It is not an expectation of truth in the life story being told that is important but historical contexts of the construction of these stories. In exploring methodological distinctions, Hatch (2007) writes of "lives as lived, lives as experienced, and lives as told" (p. 225). These constructed stories can tell of lives lived, and lives experienced through participants' telling of their lives and perspectives. Thomas (2009) argues that an "analysis of life history narratives provides opportunities to disrupt dominant discourses through which power relations work to create regimes of truth" (p. 75). Disrupting dominant discourses within regimes of truth can be explored through educators' life history narratives of leadership to open places for advocacy leadership.

Educators' topical life history narratives are gathered through methods which support this research by providing a narrative data set to allow for an analysis of educators' perspectives (Bathmaker, 2010). These narratives are collected through focus groups and individual semi-structured interviews which are complementary strategies (Chase, 2005). The focus groups provide the opportunity to explore socially constructed discourses (deMarrais & Lapan, 2004). Interviews provide the opportunity for gathering in-depth narratives (Alvesson, 2011) of educators' perspectives of leadership in ECEC. Through this process, narratives became available to the researcher of educators' perspectives of advocacy while experiencing educational leadership practices. These life history narratives open possibilities to consider ways advocacy leadership could be an available discourse. Ways in which the topical life history narrative data were collected from participants are further elaborated later (Section 3.5).

3.4 Participants

A range of locally based prior-to-school early childhood organisations were invited to participate in this research through Facebook. This medium provided an opportunity to reach a broader audience of educators from a range of settings, rather than approaching organisations' gatekeepers to provide the invitations to the educators. Participants were

invited from a mix of non-profit and profit-based organisations with a range of services for children aged from birth to six years. The issuing of invitations to multiple organisation types and services was an attempt to reflect the diversity in which educators in the prior-to-school ECEC sector work. Purposeful selection of participants from this range of organisations made life history narratives available from multiple settings (Maxwell, 2005). Through an analysis of available life histories, educators' perspectives of advocacy leadership in multiple types of ECEC settings became available for multiple genealogical readings.

Systemic and purposeful selection of participants with local knowledge within the field of study is appropriate for research incorporating topical life history narratives (Glesne, 2006; Marshall & Rossman, 2011; Maxwell, 2005). The field of study in this research is ECEC and the topic of the life history narratives was educators' perspectives of educational leaders' practices of advocacy leadership. Only female educators responded to the invitation and four of the six female participants who were available attended. They were selected when they identified themselves as:

- possessing qualifications at a certificate, diploma or bachelor level;
- minimum of five years' experience as an educator;
- currently educating in a service that is governed by the NQF and NQS regulations;
- working within the Brisbane area; and
- not holding a leadership position.

These five selection criteria were advertised on Facebook and participants sent me a private message if they believed they matched the criteria. When it was confirmed they were all in the Brisbane area for availability to attend data gathering processes, they were selected. Participants in this research were selected to provide their perspectives of leadership. Therefore they were required to be educators and not hold a formally recognised employment position of leadership such as Director or Room Leader. Using a small number of educators as participants in this research is consistent with in-depth data collection in qualitative research. A minimum of five years' experience allowed for a topical examination of educators' lives in employment (Patton, 2002).

These participants were interviewed in a focus group. Focus groups predominantly involve small groups of participants and a researcher, and are held in a non-threatening environment (Teddlie & Tashakkori, 2009). The four participants in the group gave time to

share and listen to other participants' perspectives. After the focus group, an initial analysis of the transcripts determined one participant to engage openly in her narratives of the work of educational leadership. Purposeful selection criterion were used to invite one participant for a semi-structured interview (Glesne, 2006; Maxwell, 2005). The participant was identified through hesitations and inconsistencies in her narration of her perspectives of leadership which could be considered disrupting taken-for-granted truths (Section 3.6). This participant was interviewed with the view to bring to light new possibilities for thinking, speaking about and doing advocacy leadership.

3.5 Data Collection

Postmodern epistemology and a poststructural theoretical framework influenced the use of four data collection strategies. The first is a start list of constructs (Section 3.5.1), next is a focus group (Section 3.5.2), then an individual semi-structured interview (Section 3.5.3), and finally, field notes (Section 3.5.4).

3.5.1 Start list of constructs.

The first stage of data collection is the "start list of constructs" (Lasky, 2005, p. 904). This is a starting list of enabling and constraining discourses drawn from the literature review. Thomas (2009) incorporated a start list of constructs within a life history methodology to look for possible ways ethics and professionalism of early childhood educators might be articulated by participants without the specific use of those terms. The start list is incorporated as a data collection strategy to consider ways participants' narratives might reference advocacy leadership without using the term *advocacy leadership*. The start list is presented in Appendix A. A start list developed from the literature review established links between administrative, educational, community and conceptual leadership with advocacy leadership (Section 2.4). A start list as a data collection strategy was designed to look for possibilities of advocacy leadership discourses, not to constrain educators' perspectives of ECEC advocacy leadership.

3.5.2 Focus group.

Focus groups work effectively to explore educators' topical life history narratives, because such a data collection method is "profound in its potential for revealing socially constructed meaning and underlying attitudes" (deMarrais & Lapan, 2004, p. 89). One focus group of four participants provides participants the opportunity to think about and

contribute their perspectives of advocacy leadership. Focus groups provide an avenue for educators to talk about their perspectives. Permission was sought from participants to record their focus group on a small electronic recording device (Patton, 2002). The recorded data were transcribed verbatim into scripts in order to begin the data analysis (Barbour, 2010). Evidence of advocacy leadership in participants' narratives during the focus group was analysed.

Focus groups create both opportunities and constraints to data collection. Barbour (2010) suggests a group approach to data enables participants to "step back from their taken-for-granted behaviours and assumptions and provides space to 'problematise' concepts and ideas to which they may previously have paid scant attention" (p. 31). This is an opportunity suited to the aim of exploring taken-for-granted assumptions of educational leadership and to look for new possibilities for advocacy leadership. A challenge in using focus groups for data collection is the impact of the researcher on the data generated (Barbour, 2010; Chase, 2005). Impacts of the researcher might influence ways in which participants articulate and modify their perspectives of leadership. One purpose for this research was to highlight the educators' perspectives, rather than the researcher's perspectives; however, co-construction of educators' perspectives is acknowledged to occur between the researcher and participants. To assist in minimising this challenge, some strategies to support educators' perspectives were incorporated. These strategies were: open-ended questions, rephrasing educators' perspectives, and reflexivity (Alvesson, 2011) (Section 3.7). The approach of using these strategies to minimise constraints of focus groups aimed to encourage the exchange of educators' perspectives without any one particular perspective dominating or being silenced. Examples of open-ended questions are included (see Appendices B &C).

Venues and timing of the focus group were negotiated with participants to support participants to in feeling comfortable about sharing their perspectives (Glesne, 2006). Because the educators were sharing their perspectives of leadership, the focus group did not meet in the participants' workplaces. To increase participants' experience of being in a comfortable environment to share their perspectives, a variety of options were presented to participants. The focus group was conducted at a mutually convenient place in July, 2014.

3.5.3 Individual interview.

Individual semi-structured interviews are utilised as a way to have a conversation with a purpose (Marshall & Rossman, 2011). The use of an individual in-depth interview following the focus group opens opportunities to explore specific elements of life history narrative (Chase, 2005). In order to begin the individual semi-structured interview, an analysis of the focus group transcripts highlighted one participant to be invited. One participant was invited as I identified that she engaged in a broad range of the discourses which I analysed from the focus group data. It was important to select this participant as specific elements of her life history narrative provided further opportunities to explore multiple perspectives of leadership in ECEC. One purpose for the individual semi-structured interview included collecting further data of a participant's perspectives of ECEC leadership through her professional life history narrative. During the individual semi-structured interview, she was prompted with some of the discourses highlighted from the focus group data analysis and was encouraged to reflect on her perspectives of leadership. The interview questions to support the participant's reflections on leadership are in Appendix C. The interview was held in September, 2014.

The relationship between researcher and a participant both enables and limits narrative interview research. While collecting data in the interview, the co-constructed nature of the data between participant and researcher is acknowledged (Alvesson, 2011). Such reflexivity is further addressed when outlining the rigour of the research (Section 3.7).

3.5.4 Field notes.

Field notes provided opportunities for the researcher to engage in reflection about the content and process of the research (Hatch, 2007; Patton, 2002). The process of maintaining field notes prior to and after the focus group and interview assisted with providing context for data collection and data analysis.

3.6 Data Analysis

A Foucauldian genealogical discourse analysis was used as the data analysis strategy. Such an approach to analysis involves a simultaneous process of multiple reading of transcripts (Hatch, 2007) and coding data by discourses (Benaquisto, 2008), such as paperwork. These processes are consistent with poststructural theoretical perspectives underpinning

this research. Analysing through multiple readings and coding offers an opportunity to analyse leadership discourses which both enables and constrains educators' perspectives of leadership. As Ball (2013) notes, "Foucault offers the possibility of a different kind of theoretical and political project, which does not automatically privilege its own position" (p. 19). A genealogical analysis provides an opportunity to think differently about practices of educational leadership enactment in the NQF, such as advocacy leadership for educators.

Foucauldian genealogical discourse analysis has been conducted to identify leadership discourses that enable and constrain advocacy leadership. Genealogy does not seek to identify universal truths, rather, it seeks to identify "the accidents, the minute deviations" (Foucault, 1991, p. 81). Such an analysis of educators' narratives about leadership provides an opportunity to analyse traces of taken-for-granted constructs of leadership, then, to consider ways in which these constructs may both enable and constrain perspectives of advocacy leadership. A genealogical analysis of data seeks to bring to light ways in which universal truths may be constructed and challenge these truths by looking for the 'cracks' in participants' narratives (Niesche, 2011). Importantly, cracks and hesitations in participants' narratives are read in this research as ways in which educators engage in resistance to narrate their experience of leadership by drawing on dominant discourses. Analysing participants' resistance through cracks, such as hesitations and vocalised pauses, provided an opportunity to consider what educators' perspectives of leadership might tell us about regimes of truth at work in current policy around leadership. Such an analysis looks for ways in which this sets rules for what discourses are at work in the regulation of advocacy leadership.

This genealogical analysis provides for the deconstruction of ECEC leadership techniques of governmentality, such as power and universal truths that work to regulate leadership. Such an approach opens possibilities and the importance of questioning dominant discourses without the issue of replacing them with new dominant discourses (Thomas, 2009). A Foucauldian genealogical analysis is a productive site for deconstructing and analysing data sets developed through educators' narratives of leadership influenced and driven by multiple discourses, including advocacy discourses.

Multiple readings are aligned with poststructural research and increase opportunities to locate data that told multiple stories about what enables and constrains advocacy leadership in current ECEC policies. Coding and multiple readings of focus

group and interview transcripts provided an opportunity for the researcher to locate discourses in the data which might support a response to the research questions. Multiple readings of the transcripts through several discursive lenses supported the researcher in their construction of the whole (Hatch, 2007). Leadership discourses, which participants drew on when they narrated their topical life history, were analysed to identify hesitations, disruptions, and deviations of regimes of truth. These discourses were analysed in conjunction with the start list and field notes to look for and record emerging discourses and techniques of governmentality which enable and constrain advocacy leadership. The start list provided an opportunity to read the data with an initial view to seek educators' possible perspectives of advocacy. The field notes provided an opportunity to reflect on which elements of the educators' narratives were told with emphasis. Leadership discourses and techniques of governmentality were examined and deconstructed in a genealogical analysis of discursive practices in ECEC leadership. New possibilities for advocacy leadership were explored through conducting a genealogical analysis of educators' narratives through multiple reads, and coding data by discourses.

Through multiple readings of the focus group and individual interview transcripts, coded discourses pertinent to the research questions became evident (Benaquisto, 2008). Discourses were identified from a range of leadership discourses which were located in the narratives of the participants. Data were coded to identify ways in which leadership discourses are drawn on by participants as they narrated their perspectives of leadership. Collecting and coding data by these discourses enabled the data to be presented in organised data sets of discursive lenses. Analysis looked for ways in which these discourses might both enable and constrain practices of advocacy leadership. This analysis process provided opportunities to generate new ideas and concepts, which opens possibilities for advocacy leadership and different ways to think, speak and do advocacy leadership.

3.7 Rigour Through Authenticity and Reflexivity

A postmodern epistemology challenges terminology such as 'validity' or 'trustworthiness' as signifying assumptions about research purposes (Marshall & Rossman, 2011). From a poststructural perspective, seeking validity of life history narratives is challenged by the notion of the need to form *regimes of truth* or universalising discourses to achieve validity. Forming new *regimes of truth* or dominant discourses to achieve validity in this way is

incongruent with this research. For this reason, the terms *authenticity* and *reflexivity* are used to establish that this research has rigour. Authenticity and reflexivity are established through research design, data collection, and data analysis (Grieshaber, 2010).

Authenticity is one way in which rigour can be established in postmodern research (Alvesson, 2002). Three authenticating strategies are embedded in this research: the research design, the data collection and the data analysis. These three strategies maximised opportunities to authenticate the research. The first strategy was the research design which included a focus group and individual interview providing opportunities for rich data (Denzin, 2010; Maxwell, 2005). Open-ended research design began with open-ended questions during the focus group, then the individual interview. The open-ended nature of the research design allowed the researcher to be open to the data. This research design is open-ended because it does not seek findings and conclusions but finishes with possibilities which may work to continue to disrupt taken-for-granted assumptions in line with the aims of this research. The research design allowed for authenticity through engaging one of the participants for a follow-up individual interview, providing opportunities for rich data.

The second and third authenticating strategies involved data collection through member checking and data analysis through fairness (Glesne, 2006; Morrow, 2005). Authenticity was undertaken during the data collection which involved member checking to ensure the individual interview participant had the opportunity to review the focus group transcript prior to beginning the interview for mutual construction of meaning. It was also undertaken during data analysis through prolonged engagement with the data, and cross-checking between transcripts, recordings and field notes. A key criteria used for authenticity in this data analysis process was fairness, as "fairness demands that different constructions of the data be solicited and honoured" (Morrow, 2005, p. 252). Presenting three different constructions of the same data through discursive lenses of administrative, educational, and governmental was one way in which the fairness criteria of authenticity was addressed. Data collection and data analysis both provided opportunities to plan for authenticity in this research. Reflexivity provided another opportunity.

Through reflexivity, researchers can consider 'what' and 'how' questions, exploring alternative ways of thinking about participants' narratives. Reflexivity supports the 'what' and 'how' research questions in this research design (Gubrium & Holstein, 2012). I acknowledge that I share some contextual awareness of prior-to-school education and care

settings with the participants due to my own teaching background. This might mean that my reading of participants' perspectives of leadership was influenced by my background knowledge of contextual and cultural features in prior-to-school settings. However, I engaged in reflexivity throughout this research by continually editing during the writing process to highlight ways in which I tell my own story of the participants' perspectives, not a universal truth, keeping in mind that "the researcher's analysis, no matter how oriented to participants' point of view, reflects more than anything the researcher's interests, choices, and concerns" (Chase, 1996, p. 51). I acknowledge that I engaged in mutual constructions of meanings with the participants in the data collection and analysis, however this final product is my situated version of the educators' perspectives of leadership in ECEC.

3.8 Ethical Considerations

Ethical considerations of narrative inquiry raised three main questions: who can write the narrative; whether the participant's voice is heard; and if participants' anonymity will be protected (Creswell, 2012). This section addresses these three ethical considerations of narrative inquiry.

To address who can write the narrative, ECEC Facebook page administrators received a message requesting permission to invite participants who would like to volunteer for this research. After permission was given from the administrator, potential participants were sent an informed consent letter (Alvesson, 2011). The informed consent letter detailed permission to audio record all focus groups and interviews for transcription, analysis and publication using pseudonyms. The letter also outlined the requirements of all participants' attendance in one focus group and the potential of attendance at a follow up individual interview. Prior to beginning the focus group, the research purpose and use of their narrative data were explained again verbally. After the explanation, participants' willingness to volunteer was confirmed again verbally before beginning the focus group session. One participant was invited to a follow-up individual interview.

To ensure participants' voices were heard during the data collection, reflexivity between the participants and researcher was used during the research design (Edwards, 2010). Field notes provide multiple opportunities for the researcher to reflect on the narrative being constructed through providing further clarification of initial thoughts to compare with the recording before the individual interview (Hatch, 2007).

Inclusion of participants' voices is important in narrative inquiry, however, ethical approval is required to protect participants who require confidentiality and anonymity (Creswell, 2012). Both the focus group and interview sessions were held in locations which were not related to the participants' workplace to protect their confidentiality from staff, parents or children who might be at their work premises. Immediately following data collection, participants' identities were secured through the allocation of pseudonyms on the transcriptions, then throughout the data coding and analysis processes. All electronic data with actual names of participants are stored on a computer which is protected by password with hard copies of the transcripts locked in a filing cabinet. Only the researcher and her supervisors have access to these files.

Ethics review was sought and undertaken by the Australian Catholic University (ACU) Human Research Ethics Committee, number 2014 153Q (ACU, 2013)

3.9 Summary

This chapter described how *advocacy leadership* was investigated in the implementation of current policy in ECEC settings through problematising 'universal' discourses of leadership. The investigation was undertaken with four female educators who hold a bachelor, diploma or certificate qualification, have a minimum of five years' experience, currently work within a service regulated by the NQF, are not in a position of leadership, and are located in the Brisbane area. These educators' perspectives were collected through life history narratives. Gathering topical life history narratives occurred through the use of a focus group and an individual interview. A Foucauldian genealogical analysis of the data analysed possibilities for advocacy leadership in ECEC leadership practices. This work makes a contribution to ECEC literature about educators' expectations for advocacy leadership. Such a contribution could support ECEC leaders and educators in their responses to and practices of ECEC policy. The next chapter presents the first data analysis of ECEC leadership discourses (Chapter 4).

Chapter 4

Leadership Discourses

Chapter 4 is the first of two data chapters presenting educators' perspectives of ECEC leadership through two discursive lenses of administrative leadership and educational leadership. The first research question, 'What discourses do early childhood educators draw on to articulate their perspectives of leadership?' is addressed in this chapter. Recall, discourses are practices that form particular objects (Section 2.3). Ways in which these discourses form educators' perspectives of leadership in ECEC since the introduction of the NQF are explored.

This chapter presents a Foucauldian genealogical discourse analysis of ECEC leadership. Two reads of the same narrative data provides an opportunity to present varying perspectives of the data. The read of the data extract is through an *administrative discursive lens*. This is done to consider ways by which educators' position administrative leadership, and ways by which administrative leadership discourse positions educators (Section 4.2). Next is a read of the same data extract through an *educational discursive lens*. This supports an exploration of ways educational leadership discourse is positioned by educators, and ways educational leadership discourse positions educators (Section 4.3). The chapter finishes with connections between these two leadership discourses (Section 4.4).

4.1 Administrative Leadership Discourse

The first read of the narrative data looks at leadership through an administrative discursive lens. Administrative leadership discourses are at work when educators focus on paperwork, policy, change, and regulations in their narratives (Section 2.4.1). The following excerpts show multiple occasions where educators' perspectives of administrative leadership expectations are evident in participants' responses to questions about leadership. During the focus group, the four educators focussed their discussion on increased amounts and types of paperwork they were expected to undertake since the introduction of the NQF. I read the emphasis in educators' narratives on amounts and types of paperwork as administrative leadership discourse at work as they express their perspectives of leadership.

The increased amount of paperwork was introduced into the focus group discussion by one participant, with endorsement from the other three participants. Two of these participants are educators at the same centre in different rooms. Following a question asking participants to share their experience of leadership prior to the introduction of the NQF, one participant (Tanya - pseudonym) mentioned the NQF and then two others (Linda, Ellie – pseudonyms) introduced the notion of increased paperwork.

Tanya: I think the previous experience of leadership **pre-NQF** was more of a hands-on approach. (T:53)

Linda: It was, now there is so much paperwork [since the introduction of the NQF]. (L:55)

Ellie: They [leaders] are just worried about all the paperwork, **following NQF** (E: 65)

These comments contribute to the notion that administrative leadership expectations, and particularly paperwork, have increased since the introduction of the NQF. The differences in the expectations of paperwork, "pre-NQF" (T:53) and from the introduction of the NQF, "now" (L:55) or "following NQF" (E:65) (since the introduction of the NQF), was repeatedly stated following a question about leadership since the NQF:

Researcher: How have you experienced leadership after the introduction of the National Quality Framework? (R:527)

Tanya: Well, on the day-to-day running, and your teaching, and your educating, and your experience with the children, probably very little difference; although, there seems to be a hell of a lot more paperwork… (T:529)

Linda: Paperwork (L:532)

Tanya: And a hell of lot more, aah, you have to cross your boxes sort of thing [paperwork]. Like, you know, you didn't have to explain (hesitates) (T:533)

Linda: Every little move. (L:535)

Tanya: Why you…(hesitates) (T:536)

Linda: Why are you doing this this way? (L:537)

Tanya: ... change those child's pants… now you've got to write down why you're doing everything [paperwork]… (T:538)

Linda: It is [writing down why you're doing everything - paperwork] just too full-on, I think. You're not focussing on what's important; you're focussing on all these other things to make sure. Are you alright? Is this

covered? Is this (hesitates)? You know, it is taking away from your
priorities. (L:546)

Tanya: It is [writing down why you're doing everything - paperwork] taking
            away from your priorities of guiding, supporting and learning alongside
            a child. Whereas, now you're thinking, aw my God, what was that for?
            (T:549)

Linda: Have I done this [paperwork]? (L:551)

Ellie: And, is his folio [paperwork] good enough for when they come
            through? (E:552)

Tanya: Aw, my God, I hope people don't pop in today because (hesitates)
            (T:553)

Christine: You've got one child who's taking off and one carer to look after all
            these other children plus you've got paperwork. It is just (hesitates)
            (C:553)

Linda: Too much! (L:556)

These persistent references to increased paperwork by all educators indicate that they
perceive a change in leadership since the introduction of the NQF, which appears to place
an emphasis on administrative requirements, that is, more paperwork. The following
analysis of this data extract presents one perspective of such change in leadership
expectations as an example of administrative leadership discourse at work.

        All participants in the focus group contributed either verbally or non-verbally in a
discussion about increased paperwork. This was confirmed through both the narrative data
and field notes. The discussion began with one participant whose narrative I read as
making links between administrative leadership expectations of increased paperwork, and
the introduction of the NQF, when she stressed the word 'now':

Linda: *Now* there is so much paperwork [since the introduction of the NQF]
            (L:55). (emphasis added)

The prompt for this discussion was a question about educators' experience of leadership
before the introduction of the National Quality Framework. Linda's usage of the term *now*
indicates that she is comparing leadership before the introduction of the NQF, with now
(since the introduction of the NQF). I read her narrative as implying that since the
introduction of the NQF, leadership work in early childhood services has more of an
emphasis on the requirement to complete paperwork, which is associated with

administrative leadership expectations. Another participant appears to highlight the increase in paperwork when she used a slang expression:

Tanya: There seems to be [since the introduction of the NQF] a *hell of a lot more paperwork* (T:529).

Tanya places emphasis on the increased amount of paperwork since the introduction of the NQF in her slang reference to "a hell of a lot more" (T:529, T:533). In this way she appears to emphasise her perspectives of increases in the administrative expectations placed on them by leaders. Next, Linda appeared to support Tanya's perspective when she repeated the word "paperwork" (L:532). Field notes indicate that when Linda repeated the word paperwork, she threw her hands up in the air and nodded repeatedly while looking at Tanya. Then, Linda looked around at the other educators and they all nodded in agreement. Following further discussion of changes in the amount of paperwork since the NQF, Linda commented "too much!" (L:556). I read this exclamation as frustration about the amount of increased paperwork educators *now* experience. Increased paperwork appears to be a significant change in educators' experience of administrative leadership expectations since the introduction of the National Quality Framework.

The interaction in the data above provides a further way in which I have read administrative leadership expectations at work in educators' narratives through the types of paperwork expected of them since the introduction of the National Quality Framework. Recall, educators are expected to complete a variety of paperwork types through the ACECQA's compliance assessment of NQF (Section 2.4.2). Regulation of leadership in early childhood privileges administrative leadership discourses (Nivala & Hajula, 2002; Osgood, 2004; Woodrow & Press, 2007). As such, leaders in early childhood are expected to privilege administrative work of educators. One example of such administrative work could be paperwork. Such privileging can be seen in the following narrative when educators relay their experiences of paperwork in response to questions about the impact of the NQF on leadership. Checklists, explanatory documentation, folios, health and safety, and incident records are all paperwork types educators are expected to document (ACECQA, 2013). Across the four educators these paperwork types were identified in educators' narratives about leadership expectations since introduction of the NQF. Despite their limited experience working together, their narrative suggests shared perspectives on the changes to the types of paperwork, when there are constant examples of them finishing off each other's sentences. I read this as a moment that they all shared similar perspectives

47

of changed administrative leadership expectations in the types of paperwork expected since the introduction of the NQF and the analysis of data follows.

Checklists were the first type of paperwork discussed by participants in their responses to questions about their experience of leadership:

> Tanya: And a hell of lot more, aah, you have to cross your boxes sort
>   of thing. Like, you know, you didn't have to explain [pre-NQF]
>   (T: 533)

Tanya's reference to crossing boxes can be associated with an administrative leadership expectation that she complete checklists as one paperwork type. She used slang for the second time "a hell of a lot more" (T: 533), which I read as her emphasising the way there is a considerable increase in paperwork expectations since the introduction of the NQF. Tanya's use of slang in her example of paperwork expectations such as checklists, appears to set the tone for the remaining educators to share similar perspectives, expectations which could be considered administrative leadership.

Explanatory paperwork is the second type of paperwork discussed by educators when they contributed their perspectives of leadership. Tanya introduced explanatory paperwork, "like you know you didn't have to explain [pre-NQF]" (T: 553). She then hesitated immediately after introducing explanatory paperwork. Tanya indicated that pre-NQF she was not required to explain through paperwork. She may have only used checklists which did not require explanation, only to "cross your boxes" (T: 533). Tanya's reference to explanatory paperwork could be read as an additional paperwork type expected by leaders and as such could be read as an example of changed administrative leadership expectations since the introduction of the NQF. Linda appeared to support Tanya's discussion of explanatory paperwork change by finishing off her sentence. Linda implied that changed leadership expectations of explanatory paperwork included documenting every little movement:

> Tanya: You didn't have to explain (hesitates) (T: 533)
>
> Linda: Every little move (L: 535)
>
> Tanya: Why you (hesitates) (T: 536)
>
> Linda: Why are you doing this [every little move], this way? (L: 537)

This phrasing indicates that from participants' perspective, prior to the introduction of the NQF they "didn't have to explain… every little move" (T: 533, L: 535). I read this as educators' reference to explanatory paperwork detailing *what* educators do in minute detail is a new requirement since the introduction of the NQF. My reading of this suggests that prior to the NQF, educators were required to explain in their paperwork, however the emphasis seems to focus on the way they are now required to write about their mundane movements. I read the requirement to write down every mundane detail of what they are doing since the introduction of the NQF as participants highlighting a significant tension for them. The apparent tension raised by Linda was built on by Tanya. She referred to explanatory paperwork requiring *what* she does, but also *why* she does it, too:

> Tanya: Now you've got to write down *why* you're doing everything. (T: 538)
> (emphasis added)

Tanya's and Linda's combined contribution suggests that now (since the introduction of the NQF) administrative leadership expectations of paperwork include *what and why* of "every little move" (L: 535). The way both educators appeared to collaborate on this narrative suggests that the expectation to document minute details of *what* and *why* they engage in "every little move" (L: 535) in their paperwork was a tension for them. This was also narrated by Tanya in her individual interview:

> Tanya: And before NQS we didn't have that feeling. We talked about when there was other people in leadership prior to these people that are there now that, you know, no one ever felt that, oh my god, that scrutiny under the microscope (TI:29).

During the focus group, the participants appeared challenged by what could be seen as changed administrative leadership expectations, that is, to minutely detail what and why they do everything through explanatory paperwork since the introduction of the NQF. This notion of being challenged by increased administrative leadership expectations was further supported during the individual interview.

Health and safety paperwork is a third type of paperwork which I read in Linda's response to a question about leadership. She suggested this type of paperwork took her focus away from other things:

> Linda: It is [paperwork] just too full-on, I think. You're not
> *focussing* on what's important; you're *focussing* on all these

other things to make sure. Are you alright? Is this covered?

Is this (hesitates)? (L: 546)

First, Linda suggested that the paperwork was too much and changed her focus from what she considered important "it is [paperwork] just too full-on, I think. You're not focussing on what's important" (L: 546). She then elaborated on what she focusses on now which she saw as being unimportant "Are you alright? Is this covered?" (L: 546). Needing to be focussed on health and safety paperwork types to make sure everything is "covered" (L: 546) appeared to be less important for Linda. I read this as a way she tries to prioritise when she first says, "Are you alright?", and second, "Is this covered?" (L: 546). In these ways she is referencing a focus on health and safety paperwork instead of what is important which could be responding to the child. It could be that Linda sees checking if someone is alright should be followed by an action which helps the person to be alright. Instead, Linda's second thought was focussed on "Is this covered?" (L: 546). I read this apparent intensification of administrative leadership expectations of health and safety paperwork types since the introduction of the NQF as creating a sense of tension for Linda, who was required to change her focus on what she perceives as important.

Folios are a fourth type of paperwork which I read in another participant's contribution to the discussion about leadership:

Ellie: And, is his folio [paperwork] good enough for when they come through? (E: 552)

This reference to folios was contributed after all the other educators narrated their perspectives of changed administrative leadership expectations of paperwork. I read Ellie's narrative as a concern with the quality of paperwork expected since the NQF change in administrative leadership expectations. Ellie's contribution was proffered after Linda had explained how paperwork was changing her focus away from what was important to her. Ellie built on this and included the expectation to first, complete paperwork, and second, spend time thinking about whether the quality is "good enough?" (E: 552). Ellie's narrative might link to Linda's contribution about first, needing to attend to a situation, and second, paperwork which took away her focus. I read this as a moment when Ellie built on Linda's contribution to suggest that thinking about the quality of the folio, "Is it good enough?" (E: 552), takes away from her focus, too. She may also have an additional focus but must attend to quality of paperwork instead. This apparent change in prioritising folio

quality appeared to be a change in Ellie's experience of administrative leadership since the introduction of the NQF.

Incident records are read in the data analysis as the final type of paperwork referred to by the group of educators in their collective response to a question about leadership since the introduction of the NQF:

Christine: You've got one child who's taking off [leaving the room] and
               one carer to look after all these other children, plus you've
               got paperwork! It is just (hesitates) (C: 553)

Christine tells of a time when one child is "taking off" (leaving the room) (C: 553) and an educator leaves the room to retrieve the child. This suggests Christine is concerned about compliance with adult to child ratio regulations in the NQF. Christine appears to summarise educators' contributions about administrative leadership emphasis on paperwork when their preference is to focus on "all these other children" (C: 533). She begins by explaining a situation as "You've got one child who's taking off" (C: 553). She then considers what is happening to the other children, "One carer to look after all these other children" (C: 533). Then she exclaims, "Plus you've got paperwork!" Field notes indicate Christine appears to be exasperated by the way educators are required to focus on paperwork when she perceives children should be their immediate concern. Christine hesitates after summarising all four educators' contributions of changed leadership expectations about the requirement to detail what and why of every minute movement since the introduction of the NQF. Linda finishes Christine's sentence about the apparent frustration of all these paperwork types of every minute movement as being:

Linda: Too much! (L: 556)

This collaborative narrative indicates that the increase in administrative leadership focus on completing paperwork such as checklists, explanatory paperwork, health and safety, folios, and incident records is seen as too much documentation. The group collectively went into detail to describe ways in which they see administrative leadership expectations of paperwork intensification. This raises questions about why the educators would go to such lengths about this particular experience of leadership since the introduction of the NQF.

The four educators' collective narrative suggests they experience frustration with an administrative leadership intensification of paperwork. Educators documenting children's

and their own experiences are expected practices of early childhood educators (Arthur, Beecher, Death, Dockett, & Farmer, 2014). However, educators in this research appear to be frustrated by the emphasis given to paperwork as an example of administrative leadership expectations: "There seems to be [since the introduction of the NQF] a hell of a lot more paperwork" (T: 529). Educators' frustration seemed to be associated with leadership expectations placed on them to focus on administrative tasks; tasks such as high quality and minutely detailed paperwork of "every little move" (L:535). The participants appear to see this as significant change in their perspectives of leadership following the introduction of the NQF and as "too much" (L:556). This prominence of administrative leadership raises questions about how such approaches to leadership have become privileged (Woodrow, 2012).

This section has provided an analysis of ways in which administrative leadership discourse is at work in educators' responses to questions about their perspectives of leadership since the introduction of the NQF. Educators explored changes in their experience of leadership expectations through a collaborative narrative about the increased administrative tasks such as amounts and types of paperwork. An administrative discursive lens has provided an analysis of connections between paperwork and significant change in administrative leadership expectations. In this section, I read this administrative leadership at work as a dominant discourse educators drew on to articulate their experience of significant change in leadership. The next section is an additional read of the same narrative analysed through an educational leadership discursive lens.

4.2 Educational Leadership Discourse

The multiple ways educational leadership discourse is at work in educators' narrative data are explored in this section. The same narrative data extract provided in the previous section is also examined in this section to provide an additional analysis of participants' perspectives of leadership (Section 4.2). First, an analysis of participants' narratives suggest educators perceive there is a change in educational leadership expectations. Such changes include expectations of their practices since the introduction of the NQF. Following this, ways by which changing educational leadership expectations can be read in educators' narratives of changes in their practices and priorities are outlined.

Educational leadership discourse is at work in participants' narratives of changes in expectations since the introduction of the NQF. Tanya's narrative presents an opportunity

to consider one example of how perspectives of leadership relate specifically to educational leadership:

Tanya: I think the previous experience of leadership **pre -NQF** was more of a hands-on approach. (T: 53)

I read an educational leadership approach in Tanya's reference to "a hands-on approach" (T: 53) to "leadership pre- NQF" (T: 53). A hands-on approach suggests that leaders are familiar with children, educators, educational programs and practices (COAG, 2009a). It is argued that a "hands-on approach" (T: 53) enables leaders to use such familiarity to engage in educational leadership (Nupponen, 2006). Tanya's use of the words "was more" (T: 53) suggested changed perspectives of educational leadership. It appears Tanya is clear about change in leadership when she used past tense to reference her experience of educational leadership. I read this to imply that since the introduction of the NQF, there is less of a hands-on approach to educational leadership.

At another point in the focus group when educators were asked about their experience of leadership following the introduction of the NQF, an initial response from one participant suggested there was little difference in educational practice:

Tanya: On the day-to-day running, and your teaching, and your educating, and your experience with the children, (hesitates) probably very little difference. (T: 529)

I read Tanya's narrative as an example of ways an educational leadership discourse is available to her, which informed her educational practice of "teaching" and "educating" children "day to day" (T: 529). Next, Tanya stated there is "very little difference" (T: 529) in educating children in her experience of leadership since the introduction of the NQF. Tanya did not say there have been no changes, so when she said "little difference" (T:529) it meant there were minor changes in her experience of educational leadership. In Tanya's statement about leadership since the introduction of the NQF, she initially suggested there was "little difference" or minor change in "teaching", "educating" and "experience with the children" (T:529). However, she hesitated after her presentation of these examples of change and appeared uncertain by saying "probably" (T: 529). I read such uncertainty as a moment that Tanya was not definitive about educational leadership change in contrast to the change she expressed about administrative leadership changes. I read this hesitation to be as definitive about changes as a tension for Tanya. There appears to be a tension when she tries to suggest there is only a little difference since the NQF,

but also maintain her professionalism as an educator who is expected to be aware of new leadership expectations.

Educational leadership discourse is at work in the data when participants share their perspectives of changes in their priorities. Building on Tanya's statement about daily educational practices with children, I read Linda's next contribution as a way she implies that educational practices are her priority:

Linda: It [paperwork] is taking away from your priorities (L: 546)

A change in leadership expectations to privilege paperwork is "taking away from your priorities" (L: 546), the priorities were expressed by the group as being educational. Tanya built on Linda's statement about changes in educational *priorities* by clearly stating that changing priorities are educational:

Tanya: Your priorities of guiding, supporting and learning alongside a child (T: 549).

Through this statement, Tanya provided clarity that her priorities are educational practices. Linda and Tanya built on each other's statements to share their perspectives of changes in educational leadership expectations which take away from their priorities. Their apparent shared perspective of educational practice appears to prioritise "guiding, supporting and learning alongside a child" (T: 549). Tanya now appears to be definitive that change in educational leadership was influencing their educational priorities of "learning alongside a child" (T: 549). They were changing their own educational practice as a response to their perceived changes in leadership expectations which privilege paperwork. Privileging leadership expectations which focus on paperwork appeared to the researcher to silence educational leadership priorities of "learning alongside the child" (T: 549). I read educators' narratives about changes in their practice as educators' response to the reduced privileging of practices which could be associated with educational leadership discourse since the introduction of the NQF.

This analysis has presented ways in which educational leadership discourse is at work in educators' responses to questions about leadership through their discussion of changed priorities. Similarly, educators also appeared to articulate changed practices in response to their perception of changes in "focussing on what's important" (L: 546). I read these references to changes in focus as educators' referring to educational practices as their "priorities" (T:549) and as "what's important" (T:546):

Linda: It [paperwork] is just too full-on, I think. You're not

                focussing on what's important; you're focussing on all these

                other things to make sure. (L: 546)

I read Linda's contribution as one way in which leadership discourse changed from being focussed on educational leadership to being focused on "all these other things" (L: 546). Educational leadership is read by me in this statement when Linda implied her focus should be on "what's important" (L: 546) –educational practices. The educators establish that "paperwork" is not their priority but they are obliged to prioritise it, even when their preference is important educational work. Changes in their educational focus are a response to their experience of changes in educational leadership expectations since the introduction of the NQF.

This section applied an educational discursive lens to analyse multiple ways in which educational leadership discourse is at work in educators' narrative data. I read educational leadership discourse in educators' narratives of changes in educational practices and priorities. Ways in which educators' examples of leadership since the NQF were read as drawing on educational leadership discourse to articulate their perspective of leadership were presented.

4.3 Summary of Leadership Discourses

This chapter has argued ways administrative and educational leadership discourses are at work in educators' perspectives of leadership. I have read the narrative data as potentially competing discourses. Educators' narratives suggest that their perspectives of administrative leadership expectations are focused on a prioritising of paperwork. However, they also appear to articulate educational leadership expectations that prioritise practising with a focus on education. In this way, these two narratives appear to suggest educators experience competing discourses. Such an experience of competing discourses was read as an example of educators' experience of tension caused by competing leadership expectations regarding paperwork and educational priorities. It can be argued that leadership discourses are messy and there is greater complexity being experienced by the educators than tension with competing discourses. This provides an opportunity to move the analysis beyond suggesting that educators are simply confused about leadership and gives consideration of other complexities at work in leadership (Thomas & Nuttall, 2014).

My reading of the data –first through an administrative discursive lens, then through an educational discursive lens– provides an opportunity to consider the messiness of leadership discourses which can produce multiple constructions of leadership in ECEC. To add to this messiness, I read an additional construction of leadership through a third discursive lens in the next chapter. Chapter 5 draws on Foucault's notions of governmentality and discourse to explore multiple constructions of leadership through a third lens of governmentality (Foucault, 1991b).

Chapter 5

Governmentality

The previous chapter explored an administrative discursive lens (Section 4.2) and an educational discursive lens (Section 4.3). This chapter works with a new lens to examine the possibility of additional constructions of leadership. Chapter 5 is a Foucauldian genealogical discourse analysis, read through the governmentality discursive lens to locate techniques of governmentality in educators' perspectives since the introduction of the NQF. A Foucauldian genealogical discourse analysis of data provides a means to disrupt taken-for-granted truths and dominant discourses (Foucault, 1980). Recall, disrupting dominant discourses is a way to open possibilities for thinking otherwise (Section 3.2). A disruption of dominant discourses of leadership through the lens of governmentality opens possibilities for leadership in ECEC. One possibility could be ways in which spaces for advocacy leadership might be enabled in educators' expectations of leadership.

The discursive lens of governmentality informs research question 2, "What techniques of governmentality are at work as early childhood educators narrate their perspectives of educational leaders' positions and practices in leadership hierarchies?" In response to this question, governmentality is used as a means to consider ways the data can be read in an additional way to see another perspective of educators' perspectives of leadership.

The combination of the discourse and governmentality data analysis about educators' perspectives of leadership (research questions 1 and 2), informs research question 3: "How do discourses and techniques of governmentality enable and constrain advocacy leadership?" However, the response to this question is different to the response to the first two questions. The response to this question is not about educators' perspectives of leadership as the first two questions are. The response to question 3 is my narrative about ways in which advocacy leadership might be enabled and constrained after I completed the analysis of educators' perspectives which were presented in response to questions 1 and 2.

The governmentality discursive lens uses the same data extracts analysed earlier through the administrative discursive lens (Section 4.2) and educational discursive lens (Section 4.3), together with additional new data from the individual interview. Foucault

(1991a) uses constructs of power as a means to deconstruct ways in which governmentality is at work in particular disciplines such as education. In this research the data are being analysed using two constructs of power. The first construct of power is disciplinary power. This is governmentality through the power of institutions to control subjects (Section 5.2). The second construct of power is power relations, which is governmentality through the power of subjects to be controlled through their own practices (Section 5.3). Ways in which power is at work through governmentality, and how this might enable and constrain educators' expectations for advocacy leadership are highlighted in the final section of this chapter (Section 5.4).

5.1 Disciplinary Power

The lens of governmentality is applied to the educators' narratives to explore disciplinary power. This type of power constructs subjects through the use of simple techniques to train them as objects and mechanisms of power (Foucault, 1977). Through this lens, disciplinary power can be seen as techniques and instruments used as mechanisms constructing educators' perspectives of leadership in ECEC. An analysis of the data to read for techniques and instruments of disciplinary power, opens possibilities to consider ways governmentality may be at work through the NQF. This analysis of the data focuses on ways NQF constructs leadership through making particular leadership discourses available, and ways these might be privileged and silenced.

There are three techniques represented in disciplinary power (Foucault, 1977) which can be used to read the educators' narratives of leadership. *Hierarchical surveillance* is the first of these techniques which shows ways surveillance of educators can be read in the educators' narratives (Section 5.2.1). *Normalising judgement* is the second technique of disciplinary power which highlights ways educators appear to narrate feelings of judgement (Section 5.2.2). *Examination* is the third technique of disciplinary power which opens for consideration educators' apparent concern about examination of the quality of their paperwork (Section 5.2.3)

5.1.1 Hierarchical surveillance.

Hierarchical surveillance is the first technique of disciplinary power which I read in each of the educators' narrative data in response to questions about leadership. Recall, hierarchical surveillance is an ultimate gaze which draws knowledge from the multidirectional gazes which supervise one another (Section 3.2). There are four instruments of the technique of hierarchical surveillance that can be identified in the educators' narration of perspectives of leadership in ECEC. These instruments are: 1. educators' narratives of adults attending their rooms to engage in hierarchical surveillance (Section 5.2.1.1); 2. educators' expressions of feelings about the gaze of hierarchical surveillance (Section 5.2.1.2); 3. complexity of hierarchical surveillance within varying organisational structures (Section 5.2.1.3); and 4. ways the educators narrate their experience of the frequency of hierarchical surveillance (Section 5.2.1.4). An overview showing the four instruments of hierarchical surveillance, and the data extracts of the participants' narratives of leadership, are shown in Table 5.1.

Table 5. 2

Hierarchical Surveillance Read in Educators' Narratives of Leadership

Instruments	Tanya	Linda	Ellie	Christine
Other adults in Hierarchical Surveillance	When you know they're coming, you do everything by the book [NQF]. (T:909)		Is his folio good enough for when they [adults] come through? (E:552)	
Feelings about Hierarchical Surveillance	I hope someone doesn't pop in today (T:553).			
Complexity of Hierarchical Surveillance	Reporting to up the ladder [*sic*] (T:826)	Each year we have a different committee (L:471)	Or you can go to the *union* (E:837)	
Frequency of Hierarchical Surveillance		Each year we have a different committee (L:471)		She comes in hourly to check in on the rooms (C:236)

5.1.1.1 Hierarchical surveillance through physical attendance.

One way hierarchical surveillance is apparent in ECEC is when other adults, including those in positions of leadership, physically attend the educators' rooms. Ellie and Tanya both narrated their consideration of other adults attending their rooms during their daily work when narrating their perspectives of leadership. Ellie contributed to an exchange with Tanya when she expressed her hope that the paperwork is "good enough for when they [adults] come through" (E: 552). Ellie's narrative suggests she perspectives hierarchical surveillance in her response to a question about leadership when she needs to have her paperwork "good enough" when they engage in physical surveillance. I read this as a way Ellie appears to be referring to adults who engage in physical hierarchical surveillance when she says "they come through" (E:552) to attend her room for surveillance.

Tanya builds on Ellie's contribution by referring to her experience when ACECQA assessors visit: "When you know they're coming [ACECQA assessors], you do everything by the book [NQF]" (T:909). Keeping in mind that these narratives are in response to requests that the educators share their thoughts on leadership, one way I read Tanya's comments is as an experience of hierarchical surveillance by individuals in positions of leadership. In this example, a possible response from educators is to change their practices to ensure they work "by the book [NQF]" (T:909) when ACECQA assessors visit. Thus, I read this educator as adapting her practices during times when other adults in positions of leadership are attending her rooms. Ellie's and Tanya's examples could indicate they experience leadership expectations that are different depending on the circumstances –"by the book" (T:909) when other adults are engaging in hierarchical surveillance of their practice, and not by the book when no one is engaging in surveillance of their practice. One way this could be read is educators' experiencing leadership through differing expectations which could potentially create an experience of insecurity for educators. Such insecurity could raise questions about how educators feel about ways leadership and hierarchical surveillance are practised.

5.1.1.2 Feelings about the gaze and practice of hierarchical surveillance.

Ways in which educators express their feelings about the gaze of and practice of hierarchical surveillance can be read in Tanya's narrative data. Recall, Foucault presents the notion of 'the gaze of hierarchical surveillance' as the possibility that someone can engage in surveillance, but without being physically present (Foucault, 1977) (Section

5.2.1). Tanya's responses to questions about leadership suggest she associates leadership with her feelings about the possibility of hierarchical surveillance. I read this as Tanya being concerned with the gaze of hierarchical surveillance that someone is going to check on her paperwork. When contributing to the educators' discussion about increased leadership expectations of their paperwork, Tanya added "and I hope someone doesn't pop in today" (T: 553). Tanya's contribution is read by me as expressing a feeling that someone may come in at any time to check on her paperwork. I read this as a reference to the gaze of hierarchical surveillance highlighting an experience of being under pressure for Tanya, that someone might attend her room unannounced. Tanya's contribution is read by me as one of the disciplinary power techniques of hierarchical surveillance at work when leaders are present, and also during times when leaders are not present, because she does not want anyone to check. This might be an example of a way to ensure Tanya completes her paperwork when she feels under the gaze of hierarchical surveillance. Educators' expectations for advocacy leadership might be constrained if they feel that the disciplinary power technique works through the gaze of hierarchical surveillance to ensure educators maintain paperwork. It might constrain this educator's expectation for advocacy leadership because she feels the focus is an administrative leadership expectation of paperwork which is why she does not want them to attend her room unexpectedly.

When hierarchical surveillance operates solely as a gaze without the practice of surveillance, it appears to be less effective at guaranteeing Tanya completes her paperwork. I read her response as a possible feeling of insecurity about the gaze of hierarchical surveillance. However, she appears concerned about paperwork only when hierarchical surveillance is practised and an adult is actually watching or checking that she is operating "by the book [NQF]" (T:909). Tanya's contribution is read by me as an example of resistance to leadership expectations through her seeming awareness that the gaze of hierarchical surveillance is ever-constant, but the practice of hierarchical surveillance is less constant. This seeming awareness of differences between the gaze and practice of hierarchical surveillance from the leadership team appears to control when she completes paperwork. I read her seeming awareness of the gaze as an expression of a feeling of insecurity if the paperwork is incomplete and an adult attends unexpectedly. However, an adult practising hierarchical surveillance unexpectedly could also enable advocacy leadership. Hierarchical surveillance as a technique of governmentality might enable advocacy leadership by providing space for educators to engage in resistance if they

have other priorities, and to open opportunities for discussion if they are found not to have completed their tasks.

5.1.1.3 Complexity of hierarchical surveillance in organisational structures.

Two perspectives of hierarchical leadership structures at work in early childhood contexts appear to add to the complexity of hierarchical surveillance experienced by the educators. They are educators' expectations of hierarchical structures and ACECQA's expectations of hierarchical structures. Complexity of hierarchical surveillance within both structures will be outlined.

First is a discussion of the complexity of educators' expectations of hierarchical surveillance through the levels of leadership hierarchy located in the data from Level 1 at the top to Level 10 at the bottom (Figure 5.1).

1	Federal Parliament (Referred to as Canberra)			
2	The Local Federal Member		The Union	
3	ACECQA Regulatory Authority			
4	ACECQA Assessor			
5	Approved Provider			
6	Service Leader	Responsible person in charge	Management e.g. Committee	Coordinator
7	Nominated Supervisor e.g. Director		Educational Leader	
8	Management e.g. Committee			
9	Teachers (Bachelor Qualified) Educators			
10	Assistants (Diploma, Certificate III Qualified)			

Figure 5.1. Organisational hierarchy in educators' narratives of their experience of leadership.

As evidenced in one educator's contribution of her experience of leadership in ECEC, she first positions the teachers as providing leadership for the assistants, then directors above them, and committee as the leaders at the top of the hierarchical leadership structure. In a later discussion, Tanya adds further levels above the committee (Figure 5.1):

Tanya: We've got the teachers (Level 9) which provide leadership and direction for the assistants (Level 10) as well as the children; and then the directors [director and educational leader] (Level 7), which provide directorship for the centre and support for the teachers and the assistants as well; and the leaders above them, would be the committee (Level 6) (T:134).

Committees (Level 6) are perceived by Tanya as hierarchically senior to the director and educational leader (Level 7) in her organisation. In response to research question 2: "What techniques of governmentality are at work as early childhood educators narrate their perspectives of educational leaders' positions and practices in leadership hierarchies?", I read Tanya as positioning the educational leader as more senior to teachers (Level 9), and assistants (Level 10), and at the same level as the director (Level 7), with the committee above them (Level 6). At different times during the focus group and individual interview, educators used terms referring to third parties who could be in a position to engage in advocacy leadership but are not included in ACECQA's documentation, such as the director, local member, and the union. The following excerpt shows ways these terms such as director are narrated by educators:

Researcher: Do you think that leaders should be advocating for educators' [pressures] to improve the conditions of educators to committees, to organisations…? (R:813)

Tanya: When you are reporting to up the ladder, ah, you know, the *assistants*, we're pushed for pressure, whatever. Then the *educator*, you know, we're doing as much…and now we've got to do all this programming and all these learning stories. We're pushed for time, and the *director's* saying, "Well, we've gotta do all that plus we've gotta manage the centre." You go to the *committee* and the committee says, "We understand. We've listened to you. Let's take it to the *local member*." And the local member goes, "Ok, I'll address it." (T: 826)

Linda: Mmmm. Noted. (L:832)

Tanya: Noted. That's it. (T:833)

Researcher: So, is that an issue that has happened in your centre? (R:834)

Tanya:	Yes. Yes it has. (T:835)
Researcher:	That is a pathway that has occurred? (R:836)
Ellie:	(Nodding) Or you can go to the *union*. (E:837)
Tanya:	Go to the union and they say, "Aw, yes", again, "It's noted" (T:838).
Linda:	That's our voice… (L:839)
Tanya:	But then, what's it gonna do, get to *Canberra* and be on the bottom of a list of things this big? I mean…we're really, really, undervalued and under respected. (T:840)

In this excerpt the educators share their experience of leadership through "reporting to up the ladder" (T: 826), which is Tanya's expression for reporting to those in a hierarchically senior position responsible for surveillance of her practices. They include people in the hierarchy who are not stated in the ACECQA framework, such as the local federal member and the Union which she positions near the top of the hierarchy (Level 2). As educators and regulators appear to be articulating diverse hierarchical structures, this adds to the complexity which might contribute to some of the apparent insecurity they feel in their experience of leadership: "We're really, really, undervalued and under-respected" (T:840). The complexity of hierarchical surveillance is reflected in such statements because this educator feels she needs to go through the local federal member, who in turn goes to a Federal Minister who will represent her issues in Parliament (Figure 5.1). Hierarchical surveillance as a technique of governmentality appears to be at work in educators' expressions about leadership hierarchy in ECEC.

Next is a discussion of the leadership structure which is presented in the current Australian Children's Education and Care Quality Authority's mandate which includes hierarchical leadership expectations from Level 1 at the top to Level 9 at the bottom (Figure 5.2).

1	ACECQA Regulatory Authority			
2	ACECQA Assessor			
3	Approved Provider			
4	Service Leader	Responsible person in charge	Management e.g. Committee	Coordinator
5	Nominated Supervisor e.g. Director			
6	Educational Leader			
7	Educators (Bachelor, Diploma, Certificate III Qualified)			
8	Staff Member			
9	Volunteer			

Figure 5.2. Organisational hierarchy in ACECQA's hierarchy of leadership

Two noticeable differences between Figures 5.1 and 5.2 are the terminology used to describe the hierarchical leadership structures, and the order in which they are placed. For example, in describing the leadership structure in her context, Tanya uses terms which are not included in ACECQA's hierarchical structure, such as directors, teachers and assistants (Figure 5.1). There are very different terms used in the expectations of ACECQA, "assessor" and "provider", and the ways educators narrate their experience, "the union" and "the local member". The ACECQA's expectations (Figure 5.2) are different from educators' expectations (Figure 5.1) which suggests educators might benefit from some further information around ACECQA's expectations

A similarity between Figures 5.1 and 5.2 includes educators in some organisations who are expected to defer to the committee through a series of hierarchical leadership structures (Waniganayake et al., 2012). The ACECQA's expectation for the committee in the leadership hierarchy is high, with it being positioned at Level 4 (Figure 5.2), while the educators' version positions the committee at Level 6 (Figure 5.1). I read this complexity as a constraint for advocacy leadership because it might make it difficult for educators to know who is engaging in hierarchical surveillance and who might also engage in advocacy leadership

The complexity of hierarchical surveillance appears to be impacted upon through participants' perspectives that leadership expectations change annually with new committees (L:471). The position of the committee as an important element of leadership

is raised in Linda's response to a question about leadership when she highlights that the committee changes: "Each year we have a different committee" (L:471). For Linda, the complexity of leadership expectations changing yearly with new committees appears to be important. Their shared organisational structure appears to position the committee at the top of the hierarchy above the educational leader, however, expecting a new committees each year to understand all the complexities of a centre is a challenge in itself. There are many ongoing complexities requiring attention which may not yet have been presented to the committee and require urgent attention. In such circumstances, the educators look to the director or educational leader for direction and the committee is then positioned as lower. This is then justified by the educators stating "each year we have a different committee" (L:471). There is a complication between the ACECQA expectations, and educators' practical, lived experience of hierarchical surveillance which changes annually. The ACECQA expects a committee changing yearly to be at the top of the hierarchy, and the practical experience of educators is that directors and educational leaders are often the major decision-makers who provide continuity. I read this complication as a disconnect between the ACECQA and educators lived experience. ACECQA positioning the committee higher than the educational leader on a leadership hierarchy might constrain educators' perspectives of educational leaders' capacity to engage in advocacy leadership as they are lower than the committee as decision makers.

However, when new committees are being inducted each year, this might be an opportunity to enable educational leaders to engage in advocacy leadership. One expectation of the leadership team is to be a part of the committee and work together with other committee members (Ebbeck & Waniganayake, 2003). Even though the ACECQA has provided a hierarchical leadership structure, the educators are actually seeking advice from their local federal member, "Let's take it to the local member" (T:826) or to the union "Or you can go to the union" (E:837) .when there is a significant issue. They appear to hope that the local member will represent them in Parliament when they need advocacy leadership, rather than use the internal channels expected by the ACECQA regulatory body. It appears to be only a faint hope because they appear to feel representation of their voice by their local federal member will "get to *Canberra* and be on the bottom of a list of things this big? I mean…we're really, really, undervalued and under-respected" (T:840). Opening dialogue with new committees each year might enable educators to feel more valued and respected about having their voice heard, rather than having to rely on their

voice being represented in Parliament, which their narrative suggests they feel will not be helpful (T:840). I read this as an opportunity for educational leaders to establish dialogue each year with new committees which might enable advocacy leadership.

Educators appear to share an experience of complexity of hierarchical surveillance depending on the hierarchical structure of their organisation. The management of these structures is complex, which might impact on educators' experience of hierarchical surveillance. This complexity is supported by Rodd (2013) who suggests that there is a range of diverse hierarchical leadership structures in ECEC prior-to-school settings. They range from privatised corporate structures with long-term managerial staff, to not-for-profit community organisations with volunteer committees that change on an annual basis (Section 2.4). This range of differing leadership structures aligns with Foucault's (1977) notion that disciplinary power operates through a network of gazes of hierarchical surveillance which is multidirectional. Such surveillance can add complexity to the work of educators based on their need to report to committees, educational leaders, and directors, some of which are not included in the NQF. It may be necessary for leadership teams to acknowledge disciplinary power at work through techniques of governmentality to help educators become familiar with complexities of hierarchical surveillance. They might organise some discussion with educators specifically regarding who they can contact, and how they do this, when they require advocacy leadership. I read hierarchical surveillance as an instrument of governmentality as a significant issue raised by educators as the complexity of this surveillance impacts educators' perspectives of leadership.

5.1.1.4 Frequency of hierarchical surveillance.

Frequency of surveillance is another instrument of hierarchical surveillance I read in the educators' narrative data of their experience of leadership in early childhood. This section about frequency of hierarchical surveillance focuses on enablers and constraints to advocacy leadership in response to research question 3, "How do discourses and techniques of governmentality enable and constrain advocacy leadership?" In replying to a question about leadership in ECEC, one educator shares her experience of a challenging situation in which she appears to want some leadership support to help to resolve the situation. In the following extract Christine refers to a person in a position of leadership as attending her room hourly in order to help with a situation. I read this when Christine

makes reference to the frequency of hierarchical surveillance from her director and ways in which managing resources and budget appear to be perceived as part of surveillance:

Christine: There's no controlling this child. This child will just jump up and take off and there's an educator chasing him down the hallway because he's just gone. (C:231)

Linda: He's gone. (L:233)

Christine: You know, **so that takes that educator out of the way**. You know, it's just, and I do believe that they [educators in the room] approached the director about it because **she has difficulties with this child** as well when **she comes to check on the rooms**. So, you know, **she comes in hourly to check on the rooms.** [Emphasis added] (C:234)

Researcher: And what is her response to this? (R:237)

Christine: ...I don't think it's being handled very well. (C:245)

Tanya: So is the leadership [director and educational leader] in that situation hands tied because of… (T:246)

Christine: I think mostly budget. (C:247)

Tanya: Resources and budget. (T:248)

All: Yeah (nodding). (A:249)

Christine: …. and maybe they're limited, (C:253)

Tanya: So you would be assuming that in that instance…. (T:254)

Christine: I am assuming, yeah I am assuming because nothing's been done about it. (C:255)

Tanya: …that that leadership role there, is that they've stretched their resources…… as much as they can to…they've stretched their resources so, therefore, they're managing the best they can. (T:256)

Christine: They're managing… (C:260)

Christine narrates the challenge of an educator leaving the room to respond to the needs of an individual child, "there's an educator chasing him down the hallway because he's just gone…. so that's one educator out of the way"(C:231). This might concern Christine because when she is under hierarchical surveillance in this type of situation, she is not complying with adult-to-child ratios because there are two educators required to remain in the room so they are now understaffed (MCEECDYA, 2011). Then Christine immediately mentions that the director comes hourly to check in, which might be one way she enacts her responsibility to ensure safety regulations and adult-to-child ratios are being met: "She [director] comes to check on the rooms" (C: 236). Christine may be sharing this information about hierarchical surveillance because she could feel insecure that someone will "check" (C:236) on her. Such hierarchical surveillance, or checking, could both enable and constrain educators' perspectives of advocacy leadership because it can be read in multiple ways.

After stating that the director checks on them, I read Christine as taking the topic of hierarchical surveillance a step further by mentioning that the frequency by which this occurs, "she comes in hourly to check" (C:236). This educator's perspective of advocacy leadership could be enabled because she might perceive hourly surveillance as a beneficial approach to leadership because they are present and experience the challenges that the educators have in their rooms was expressed in "she (director) has her own difficulties with this child" (C:234). However, hierarchical surveillance could be read as constraining this educator's perspective because she appears to perceive this approach to leadership as being ineffective –"I don't think it's being handled very well. (C:245). The above analysis of the data presented hierarchical surveillance as potentially both enabling and constraining educators' perceptions of advocacy leadership. However, it appears that as the director "has her own difficulties with this child (C:234), plus Christine's expression that "I don't think it's being handled very well" (C:245), and additionally, "nothing's been done about it" suggest the educator is experiencing tension. The educator's perspective of the frequency of hierarchical surveillance appears to both enable and constrain advocacy leadership, and this might be during a time of building tension.

Christine suggested the educators in her room were looking for leadership when the director was approached about their situation, but instead were receiving management through hourly hierarchical surveillance which the educators associate with management: "They're managing the best they can" (T: 256) and "They're managing" (C: 260). One

expectation educators appear to have of leadership might be that they should accept hourly hierarchical surveillance from people in positions of leadership. However, this appears to exacerbate the situation because the educators perceive the response of the director as overseeing :"…managing" (T:256) and "…managing" (C:260), which is different from leadership. One way I read this data is that the educators perceive the director as engaging in management, and not leadership, because she is using a managing strategy of hourly hierarchical surveillance instead of supporting the educators with a longer term strategy as would be appropriate for leadership of a situation (Rodd, 2013). However, exploring the frequency of hierarchical surveillance as a technique of governmentality at work in educators' perceptions of leadership might be beneficial. This could provide a way for educators to feel their concerns are being supported through hourly checking in the short term, and also that there are leadership processes in place for the longer term.

I read the educators' collaborative narrative about a lack of resources as a justification for the director to engage in managerial hierarchical surveillance, instead of leadership, from the statement that "the leadership role there is that they've stretched their resources…as much as they can to…they've stretched their resources so, therefore, they're managing the best they can". (T:256). It might be that educators' references to a lack of resources and the budget constrains the director from engaging in leadership to resolve issues for the longer term, such as providing an extra staff member to improve safety for everyone. Extra resources and budget to provide more staff would in turn reduce the need for the director to engage in a managerial approach such as hourly hierarchical surveillance. Such time-consuming managerial practices of hourly hierarchical surveillance on the rooms might constrain opportunities for advocacy leadership. These opportunities for advocacy leadership might be constrained through hierarchical surveillance as the technique of governmentality because the director has other challenges then engaging in leadership practices such as visioning, planning and implementing longer-term strategies to support educators in such challenging situations.

5.1.1.5 Summary of hierarchical surveillance.

The above discussion of hierarchical surveillance was read by the researcher through the four instruments: 1. attendance of other adults in educators' rooms; 2. feelings about surveillance; 3. complexity of organisational surveillance; and 4. frequency of hierarchical surveillance. This discussion provided an opportunity to consider ways discourses and

governmentality can both enable and constrain educators' expectations of advocacy leadership within leadership hierarchies. Examining the governmentality technique of hierarchical surveillance through these instruments could be one way to disrupt dominant discourses of administrative and educational leadership. Such a disruption of dominant discourses of leadership raises possibilities for educators' expectations of advocacy leadership. Administrative and educational leadership discourses contribute to constructing the four instruments of hierarchical surveillance. Together, these four instruments contribute to an overwhelming perception of a culture of hierarchical surveillance at work in leadership expectations that educators appear to have since the introduction of the NQF. A dominant focus on administrative and educational leadership dimensions might constrain expectations for advocacy leadership through a narrow focus of hierarchical surveillance. To add to this messiness, I provide another read of the data which suggests that administrative and educational leadership discourses might simultaneously enable expectations for advocacy leadership. Disrupting dominant discourses through the three discursive lenses shows ways in which discourses both enable and constrain possibilities for advocacy leadership.

5.1.2 Normalising judgement.

Normalising judgement is the second notion of Foucault's techniques of disciplinary power which can be used to show governmentality at work in educators' perspectives of leadership (Niesche, 2011). In this study, the data were analysed using the disciplinary power instrument of normalising judgement as an analysis tool. Recall, normalising judgements are judgements, for example, about an educators' paperwork which is made against norms. When judgements about differences to the norms are made, a perpetual penalty can be imposed (Foucault, 1977). There are two instruments of normalising judgement which I read in the educators' narratives about leadership in the discipline of education, namely, 1. perpetual penalty and 2. paperwork.

An overview of the connection between perpetual penalty and paperwork and the data extracts of four educators' narratives of leadership are shown in Table 5.2. These are: first, an experience of perpetual penalties evident through educators' narratives (Section 5.2.2.1); and second, normalising judgement made visible through paperwork (Section 5.2.2.2) (Table 5.2). These two instruments will be explored to highlight ways that power is at work in educators' narratives of leadership which I read as normalising judgements in ECEC.

Table 5. 3

Normalising Judgements Read in Educators' Narratives of Leadership

Instruments	Tanya	Linda	Ellie	Christine
Perpetual Penalty	We need to make sure that we get this right, otherwise we're in big trouble (T:675)	…..but the fear of it [ACECQA assessment] all. (L:1035)		
Paperwork		It was… now there is so much paperwork (L:55)	They're just worried about all the paperwork, following NQF (E:65)	Plus you've got paperwork. (C:553)

5.1.2.1 Perpetual penalties.

I read an experience of perpetual penalties in the educators' narrations of their experience of leadership. In response to a question about ways they experience leadership since the introduction of the NQF, two educators spoke about their experience of preparing for an ACECQA assessment. These assessments could be seen as an example of disciplinary power at work through governmentality of normalising judgements. I read an experience of normalising judgements in two educators' narratives of their experience of leadership in ECEC (Table 5.2).

Tanya: We need to make sure that we get this right, otherwise we're in big trouble (T:675)

Linda: But the fear of it [ACECQA assessment] all (L:1035)

Educators appear to want to engage in the "right" (T:675) or permitted acts but are concerned with consequential "big trouble" (T:675) if their acts are judged as forbidden and not "right" (T:675). I read educators' apparent concern with getting "this right" (T:675) as an example of their concern with normalising judgements being made by the leadership team of their work. This is one way disciplinary power can be seen operating through educators' narratives of leadership in early childhood education. Hence, when Tanya refers to "big trouble" (T:675) and Linda refers to "fear of it [ACECQA assessment] all" (L:1035), I read these comments as an experience of insecurity and of the

educators demonstrating awareness of the consequences for their practices. I employ Foucault's (1977) notion of perpetual penalties to read educators' contributions as associated with fear of perpetual penalties.

I read perpetual penalties as breaches of the NQF National Law (NL) and National Regulations (NR). Penalties include a lowered ACECQA rating and the cancellation of a centre's licence (MCEECDYA, 2011). The hierarchical ACECQA rating system begins at the top with: Excellent, then Exceeding, then Meeting, followed by Working Towards, and the bottom rating, Significant Improvement Required (ACECQA, 2013). This analysis of educators' narratives in the data suggests they are concerned by "trouble" (T:675) and "fear" (L:1035) which I read as examples of perpetual penalties when normalising judgements are made about their practices. I read such judgements as possibly resulting in perpetual penalties such as a lowered ACECQA rating or the cancellation of the centre's licence and this contributes to the educators' concerns of "trouble" (T:675) and feelings of "fear" (L:1035). This possible concern can be seen as disciplinary power operating through perpetual penalties to control educators through normalising judgements to comply with current NQF regulations. My analysis of the data to read for normalising judgement in educators' narratives suggests perpetual penalties are linked with the ACECQA assessment process.

5.1.2.2 Paperwork.

An additional way normalising judgements can be made is through administrative leadership discourses focussing on expectations of educators to complete paperwork in compliance with the NQF regulations. The previous chapter highlighted the completion of multiple types of paperwork as an administrative leadership expectation. In this section, a governmentality lens provides an additional way to focus on paperwork as a leadership instrument for making normalising judgements. Three educators focussed on paperwork in their articulation of their experience of leadership since the introduction of the NQF:

Linda: Now there is so much paperwork [since the introduction of the NQF] (L: 55)

Ellie: They're [educators] just worried about all the paperwork, **following NQF** (E: 65)

Christine   Plus you've got paperwork [since the introduction of the NQF] (C: 553)

I read educators' narratives as making comparisons between their perceptions of leadership expectations of their paperwork prior to –"now" (L:55), and after – following NQF"(E:65) the introduction of the NQF (Section 4.2). My read of these three narratives through a governmentality lens suggests that dominant discourses operate to normalise educators' expectations for leadership. From this lens, it appears that the dominant discourse of administrative leadership contributes to normalising judgements of educators' expectations of leadership in ECEC. A focus on increased administrative paperwork in these three educators' narratives since the introduction of the NQF suggests increased paperwork is one way they now experience leadership practices through normalising judgements. Educators' perceptions of leadership expectations that they engage in more paperwork could be an indication of normalising judgements being made visible in daily practice. Statements such as "[Leaders are] worried about all the paperwork following NQF" (E:65) (Table 5.2) are read as suggesting that educators experienced a shift to increased leadership expectations of their paperwork since the introduction of the National Quality Framework. This possible shift in normalising judgements of leadership practices which can appear to prioritise paperwork regulations identifies administrative leadership as a discourse which is dominant in the NQF.

5.1.2.3 Summary of normalising judgements.

Administrative leadership discourses produce normalising judgements that appear to constrain educators' expectations for advocacy leadership. This can occur through perpetual penalties and institutional paperwork expectations since the introduction of the NQF. New leadership norms since the introduction of the NQF appear to have constrained educators' expressions of what could constitute advocacy leadership through a focus on the paperwork expectations evident in the educators' narratives. Advocacy leadership is currently silenced as an available norm for leadership in the NQF (Waniganayake et al., 2012). That is, according to the regulations of the NQF, there is no expectation, currently, for leaders to engage in advocacy leadership for educators. Highlighting the normalising judgements at work as a technique of governmentality might be one way to enable new possibilities for discourses for advocacy leadership.

5.1.3 Examination: Discipline through documentation examination.

Examination is the third technique of Foucault's (1977) construct of disciplinary power used in this analysis of the data to show how governmentality may be at work in ECEC

leadership practices. The data are analysed using the disciplinary power technique of examination as a means of analysis (Niesche, 2011). Foucault's (1977) notion of examination situates subjects as engaging in a range of written tasks. Recall, educators are engaged in writing a range of types of paperwork (Section 4.2). Disciplinary power is maintained through the examination of writing to "break down individuals, places, times, movements, actions and operations. It breaks them down into components such that they can be seen, on the one hand, and modified with the other" (Foucault, 2009, p. 56). There are two instruments of examination which I read in this quotation and in the data. The first is the leadership expectation of writing documentation which breaks down individuals' movements and actions for examination (Section 5.2.3.1). The second is the expectation that the writing for examination is of a certain quality so that the actions under examination in the writing can be modified after examination (Section 5.2.3.2). These two instruments of writing and quality will be used as way to look for ways examination can be seen at work in educators' perspectives of ECEC leadership (Table 5.3).

Table 5.3

Examination Read in Educators' Narratives of Leadership

Instruments	Tanya	Linda	Ellie	Christine
Writing	Now you've got to write down why you're doing everything. (T:528)	[Write down] Every little move. (L:535)		Plus you've got paperwork.[to write] (C:553)
Quality			Is his folio good enough for when they come through?(E:552)	

5.1.3.1 Writing for examination.

The data are read through the lens of governmentality to locate disciplinary power through educators' narratives of examination. I read Tanya's contribution as an example of writing to break everything down into components in her response to a question about leadership when she says "now you've got to write down why you're doing everything" (T: 528). Writing down "why you're doing everything" (T:528) is one way Tanya expresses leadership expectations that all her operations are documented and under examination. I read Tanya's narrative about the need to document everything as one example of

Foucault's (1977) construct of examination. Examination of documentation is a taken-for-granted leadership expectation in educational settings (Arthur et al., 2014). This expectation of leadership to make educators' practices knowable is an example of disciplinary power at work (Niesche, 2011). Disciplinary power can be seen to be at work in Tanya's response to a question about leadership. This is one way the technique of examination could be seen to be an example of current NQF leadership expectations.

An additional read of the data for perspectives of examination presents Ellie's narrative. She responded to a question about her documentation by using an example of when the ACECQA come to do an assessment. She appears to draw on administrative and educational leadership discourses to narrate her experience of when her writing is being examined:

Ellie: But I think it's an unfair system in the way that you've got, you've got the people that come around and do your checks, and everything like that; and it's one person's opinion on what your practices are; and all these different people have different views. (E:891).

I read Ellie's contribution as complex as it appears to draw on both administrative and educational leadership discourses. Her statement could be read as administrative leadership discourse focussing on the technique of examination when she refers to "people that come around and do your checks" on documentation for example, and an "unfair system" (E:891). Stating the system is unfair suggests she might be experiencing a sense of insecurity with administrative processes. However, she appears to work in a sophisticated way to balance her possible feelings of insecurity regarding the unfair system, with her own judgement of the quality of the process "and it's one person's opinion on what your practices are; and all these different people have different views (E:891). She might be saying this as a way to suggest that an assessor's view might not align with her view so she might be treated unfairly during this process. However, there are other ways to consider Ellie's statement.

Ellie could also be seen to draw on educational leadership discourse. Through her apparent struggle to position the examination as unfair, and explain that everyone has different views, she appears to open a space for advocacy leadership. In the educational leadership discourse space, it is recognised that everyone has different views and this might be apparent during an examination. This educational leadership discourse enables various educators to explain their specific views. In this way, rather than there being a taken-for-

granted correct way to practise, there are many different ways. Educational leaders exposing multiple ways of practising the governmentality technique of examination could enable opportunities for advocacy leadership.

5.1.3.2 Quality of examination.

The technique of examination can be seen at work through expectations educators have of leadership to examine the quality of documentation of all their operations (Niesche, 2011). The following data in this analysis can be located in Table 5.3 above. I read Linda's narrative as making reference to examination of her documentation when she responds to questions about leadership. She raises the notion that there is a leadership expectation that an examination of all her mundane movements such as "every little move" (L:535) will take place. I read this as further evidence that Foucault's (1997) notion of examination is at work in educators' narratives of leadership expectations. When Ellie raises the issue of her folio documentation coming under scrutiny in the question, "Is his folio good enough for when they come through?" (E: 552), her use of the phrase, "for when they come through" (E:552) could be suggesting that adults will examine her children's folios when they come through her room. An analysis of the data in Ellie's contribution suggests she could be experiencing some insecurity about an examination. She may experience insecurity because of her questioning about the quality of her documentation and if it will be good enough for examination in the event they "come through" (E:552) to examine her paperwork. I read this as a way Ellie engages in documentation which satisfies disciplinary techniques of hierarchical surveillance and normalising judgements, but that she might be uncomfortable when the disciplinary technique of examination is at work if she has not completed her paperwork if they come through. Examination can be seen as an important technique of disciplinary power as there are clear leadership expectations that quality documentation will be available for examination so educators ensure it is completed.

The disciplinary power technique of examination can contribute to control the quality of documentation in educational settings (Niesche, 2011). Such quality control of educators' documentation is a leadership expectation (Waniganayake et al., 2012). Disciplinary power appears to be at work in Ellie's concern with leadership expectations that examination of her documentation would show it to be of high quality, that is "good enough" (E: 552). An analysis of Ellie's contribution in the data suggests she could be experiencing some insecurity about an examination of the quality of her documentation in

the event they "come through" to make a judgement about whether the paperwork "is good enough" (E: 552). This form of governmentality reinforces leadership expectations of quality which uses both disciplinary power and power relations where educators self-govern their documentation practices. Ellie could be controlled through the disciplinary power technique of examination to engage in quality documentation through leadership expectations. However, I also read Ellie's statement as suggesting she might be engaging in power relations whereby she has an opportunity to self-govern the quality of her documentation (Section 5.3). The governmentality technique of examination through disciplinary power and self-governance can contribute to control the quality of documentation.

5.1.4 Summary of disciplinary power.

This section presented a read of the data for disciplinary power and highlighted the messiness of educators' perspectives of ECEC leadership through techniques of governmentality: hierarchical surveillance, normalising judgements, and examination. These three techniques of governmentality were located in the educators' narratives of leadership since the introduction of the NQF and analysed to show ways multiple readings of the same data can open new and messy opportunities for advocacy leadership. Hierarchical surveillance was read through four instruments: engagements of other adults in hierarchical surveillance, feelings about hierarchical surveillance, complexity, and frequency of hierarchical surveillance. Normalising judgements were read through two instruments: perpetual penalties and paperwork. Examination was read through two instruments: writing for examination and quality of examination. These three techniques of governmentality and their associated eight instruments of disciplinary power could be seen to contribute to control educators' perspectives of leadership. However, governmentality also highlights the power of educators to control their own perspectives of leadership through power relations. The next section further explores this notion of power operating in governmentality through power relations (Foucault, 2000).

5.2 Power Relations

The second power construct of governmentality to be applied to the educators' narratives is an analysis of the data to read for power relations. Power relations are a mode of power whereby a subject does not perform on others, but performs upon others' actions, or upon

themselves (Foucault, 1982). One way subjects perform upon themselves is through techniques of the self. Foucault (1987) uses the term, techniques of the self, to relay ways subjects understand expectations of their practice, "the way in which the individual establishes his [sic] relation to the rule and recognizes himself [sic] as obliged to put it into practice" (p. 27). In this research, techniques of the self are used to analyse educators' expectations of ECEC leaders' practices. Foucault's (1987) notion of the rule situates subjects in relation to obligations which are privileged in their discipline according to particular dominant discourses. Administrative and educational leadership discourses were presented in the previous chapter as being more privileged than others in the NQF (Section 4.2). Educators' narratives can be read as examples of resisting dominant taken-for-granted ways of constructing leadership as they enact techniques of the self.

5.2.1 Techniques of the self.

The analysis of the data presented in this section looks for ways in which educators engage in techniques of the self when they narrate their perspectives of leadership in ECEC. There are two instruments embodied in techniques of the self which can be read in the educators' narratives. The first is resistance. Next is feelings (Zembylas, 2003). One reading of the data, looking for ways in which resistance may be at work in educators' narratives through hesitations, is presented (Section 5.3.2). Then, feelings about pressure and stress are identified in the data when educators appear to narrate these perspectives in their environment and they use pressure and stress as a means to justify certain behaviours of their leadership team (Section 5.3.3). An overview of the two instruments of techniques of the self and the narrative extracts of the educators' narratives of leadership is shown in Table 5.4. This supports an analysis of the data which suggests governmentality operates through techniques of the self which are at work in educators' expectations of advocacy leadership.

Table 5.4

Techniques of the Self Read in Educators' Narratives of Leadership

Instruments	Tanya	Linda	Ellie	Christine
Resistance	Aahm (T:984) (hesitates) (T:984, 990, 984),	Mmmmm (L:984)		
	They're [director and educational leader] narky people. (T:996)	Exactly. Agree (L:997)		
Feelings about pressure and stress	We're under pressure (T:886) (Educational leader's and director's names) are under so much pressure because of the NQF (T:990)	….too stressful. (L:295)	And it's all this pressure (E:1014)	I just watch how stressed out everybody is (C:1100)

5.2.2 Resistance.

Resistance is the first instrument of techniques of the self that I read in the educators' narratives of ECEC leadership. Foucault (1982) discusses resistance as a site of struggle in which subjects engage in techniques of the self to bring power relations to light. One way in which resistance can be located is through cracks in participants' narratives (Niesche, 2011). Recall, cracks in participants' narratives are identified through moments of silence as the educators engage in hesitations and vocalised pauses such as, Aahm, or Mmmmm (Section 3.6). It is during these moments of silence that I read Tanya and Linda engaging and struggling together when they narrate their experience of leadership in the centre where they both work. Together, I read Tanya's multiple hesitations with Linda's affirmations as a way they might be resisting taken-for-granted discourses of leadership which could be perceived as being dominant. It is important to note that this is not a struggle identified by Tanya and Linda, but a struggle which I have read into their

narratives. The following excerpt shows multiple occasions where Tanya hesitates and Linda affirms in response to questions about leadership:

Tanya: Yea, I don't know if Linda would agree. Of course this is all confidential, we can say it. I said I wasn't going to say names, but we can, because (hesitates) Aahm, I was saying, if you look at the directorship and the leadership of a centre, regardless of whose leading it, aah, 5 or 6 years ago (hesitates) (T:984)

Linda: Mmmmm (L:989)

Tanya: …to now, would you say that because (director's name) and (educational leader's name) are under so much pressure **because of the NQF** (hesitates) (T:990)

Linda: Mmmmm (L:993)

Tanya: They're [director and educational leader] not as happy, they're not (hesitates) (T:994)

Linda: No (L:995)

Tanya: They're [director and educational leader] narky people. (T:996)

Linda: Exactly. Agree. (L:997)

Tanya: And they're [director and educational leader] narky at us, like [thump table]: "You haven't done that. You need to. We have told you, you need to stand here when that person goes there." For God's sake, I know they're there! (T:998)

Tanya hesitates multiple times before saying anything negative about the leadership team at her centre. Although Linda does not say anything negative about the leadership team, she appears to support Tanya to tell her story through nodding and affirmations, such as a repeated vocal "Mmmmm" (L:989, 993) after each of Tanya's hesitations. First, Tanya signals to Linda that she is about to name the educational leader and director and hesitates before she gets a nod from Linda that she can continue. Next, Tanya begins to compare the leadership of the centre since the introduction of the National Quality Framework and hesitates again. Then Tanya identifies both the director and educational leader and states that they are under pressure because of the NQF and hesitates again. Each time Tanya hesitates she appears to struggle in her narration of her experience of leadership. I read this struggle as resisting drawing on taken-for-granted dominant leadership discourses of administrative and educational leadership. Tanya appears to want to say something different from the taken-for-granted leadership discourses discussed earlier (Section 4.4).

Linda also appears to want to support Tanya to resist drawing on dominant discourses and provides affirmation that Tanya's resistance is acceptable by nodding. Tanya appears to read Linda's responses as affirmation so she then states the leadership team is "not as happy" (T: 994) and hesitates, then says they are "narky people" (T:996), then hesitates. At this point Linda says "Exactly. Agree" (L:997). After this clear positive affirmation from Linda, Tanya finally blurts out "and they're [director and educational leader] narky at us" (T:998) as she thumps the table. Tanya's apparent resistance to narrate her experience through dominant discourses of leadership reaches a climax after she hesitates three times before she finally narrates a negative story about her experience of leadership, with Linda's approval. I read the struggle Tanya and Linda appear to experience when communicating their shared perspective of leadership as resistance to rely on dominant taken-for-granted leadership discourses. This instrument of techniques of the self highlights ways resistance might open a space for what is possible to say about ECEC leadership to say something otherwise.

It might have been difficult for Tanya to narrate her experience without hesitations because a taken-for-granted leadership expectation is for early childhood educators to work as collaborative members of a team (Rodd, 2013; Waniganayake et al., 2012). One way in which educational leaders can engage in leadership without being in a position of leadership, is through collaborative leadership (Hujala et al., 2013; Waniganayake et al., 2012). Recall, educational leaders have the title of leader but in a nominal way because they are regulated as staffing (NR4), and not leadership (NR7) (Section 1.2). Leadership expectations includes sharing leadership vision, and collaborating to set and evaluate goals while using positive communication (McCrea, 2015; Rodd, 2013). Privileged leadership expectations, such as positive communication in collaborative leadership can constrain opportunities for educators to talk negatively about leadership in their centres. Talking negatively about the leadership team appears to be counter to leadership expectations of promoting shared vision and achieving goals through effective communication and collaborative relationships (Rodd, 2013). I read the educators' narratives of leadership as resisting taken-for-granted discourses of leadership when they engage in techniques of the self through their hesitation to speak negatively of leadership. Through an analysis of the data, I identified resistance through hesitation as a major feature in one excerpt of the educators' narratives of leadership since the introduction of the NQF.

5.2.3 Feelings about pressure and stress.

The second instrument of techniques of the self is *feelings* which I read in the combined references to pressure and stress in the narrative data of educators' perspectives of ECEC early childhood leadership. In the individual interview, Tanya stated that she feels the pressure: "I really do feel that the pressure has just taken away a lot from the, aahm, ah, the niceties that you used to have as a centre, like a whole centre" (TI:514). Feeling pressure is not a dominant discourse of ways in which a subject expresses feelings. For example, one dominant feeling might be happiness. However, from a poststructural perspective it is possible to explore less prominent discourses and Tanya's statement raises questions about what she means when she says she feels pressure. The notion of pressure was explored in more depth through an analysis of the focus group transcript.

Tanya was the first educator who was located in the focus group transcript as making reference to the director and educational leader as being under "so much pressure" (T:990). After this she referred to the leaders as "not as happy" (T:994), and "narky at us" (T:998). I read this data as suggesting that Tanya must first say she feels the leaders are under pressure as a justification before using terms such as "narky" (T:998) to narrate her experience of leadership. This reading of the data positions Tanya as engaging in techniques of the self to articulate her experience of leadership, that, adapting Foucault's words, she performs "operations on [her] own body and soul, thoughts, conduct, and way of being, so as to transform [herself] in order to attain a certain state of *happiness*" (Foucault, 1988, p. 18). Just as Foucault (1988) shows ways *happiness* is at work in subjects' techniques of the self, in ECEC, positive statements are generally expected of educators to maintain a state of *happiness* (Ikegami & Agbenyega, 2014). Tanya might be engaging in techniques of the self to maintain a state of happiness because this is what is expected of early childhood educators.

Tanya's references to leadership in the narrative data can be read as examples of ways in which she engages in techniques of the self. In this instance, Tanya appears to operate her "thoughts, conduct, and way of being" (Foucault, 1988, p. 18) to say something negative about leadership. "narky" (T:998). However, first she must say something which justifies it, "under so much pressure because of the NQF" (T:990) to preserve a "certain state of *happiness*" at work (Foucault, 1988, p. 18). For example, Tanya states she feels leadership is under "so much pressure" (T:990), as her justification before she can say "They're [director and educational leader] narky people… and they're

[director and educational leader] narky at us," (T:996, T:998). This way of making justifications before saying something negative about an experience of leadership shows the complexity at work when educators engage in techniques of the self. An *ethic of care* might be at work here. Recall, an *ethic of care* is one way in which advocacy could be seen at work in ECEC (Section 2.4). On one hand an *ethic of care* dominant discourse is at work in Tanya's need to hesitate to say something negative, and at the same time, she is resisting this dominant discourse by naming the director and educational leader as narky. I read this as a way she appears to engage in technique of the self as she works to position herself within an *ethic of care* discourse, and also to resist the *ethic of care*.

At various stages throughout the focus group, each of the educators makes references to pressure and stress as they articulate their perspectives of leadership. When educators were asked to share how they feel about leadership since the introduction of the NQF all of the educators made references to pressure and stress at some point during the discussions:

Ellie: And it is all this pressure (E: 1014)

Linda: Too stressful (L:295)

Christine: I just watch how stressed out everybody is (C:1100)

Tanya: We're under pressure (T:886)

I read these references to pressure and stress as ways educators engage in techniques of the self to give justifications for "narky" leadership so that they can "maintain a state of happiness" work (Foucault, 1988, p. 18) in their work environment and relationships. The use of justification as a technique of the self provides opportunities to explore additional advocacy discourses. From this reading, educators can both experience pressure and stress, and use pressure and stress as a technique of the self to justify "narky" leadership and highlight the possibility of confrontational advocacy leadership (Section 2.4.5). Recall, confrontational advocacy leadership can include risk taking, critiquing and confrontations and I read this in the literature as a binary with *ethic of care* advocacy leadership. Confrontational and *ethic of care* advocacy leadership were also identified in the start list of constructs and therefore form part of the data analysis for this research. In the previous paragraph I suggested that Tanya's narrative can be read as her attempting to resist an *ethic of care* discourse, while also working to resist being confrontational. As

Tanya's narrative data can be read as attempting to resist both the *ethic of care* discourse, and the confrontational discourse, this opens a space which can both enable and constrain possibilities for advocacy leadership.

Educators' narratives about working in an environment of increasing pressure and stress open an opportunity to disrupt their perspectives of leadership. The following analysis of data disrupts the dominant discourse to read for possibilities of advocacy leadership. After the educators appeared to express perspectives of competing expectations and priorities which create an environment of pressure, I responded by asking a question which was not part of my intended focus group questions. It seemed appropriate to ask the educators when they thought the leaders should advocate for them about their increased pressures. Tanya answered by explaining that leaders also are under pressure:

> Tanya: If something about that [educators' increased pressures], was really going to be registered and acknowledged, maybe. But I would say, if we went and said constantly, week after week, "We're under pressure", the leaders would say, "So are we"… [leadership is] under so much pressure because of the NQF. (T: 867, T: 990)

One way I read Tanya's contribution is that she is uncertain that an appeal to leaders to advocate regarding her pressures would be "registered and acknowledged" (T: 869). This view could be an additional way Tanya again works to resist drawing on dominant discourses as a means of advocacy for educators' increased pressures. In her narrative response to a question about advocacy leadership, she appears not to draw on either the discourse of administrative leadership or that of educational leadership. However, she does focus on empathy for leaders' perspectives of pressure. She prioritises leaders' experience of pressure rather than leaders' engagement in advocacy leadership about pressure experienced by educators. Her empathy for leaders' experience of increased pressure suggests that her perspective of leadership might be connected to an experience of an *ethic of care* towards leaders. Recall, *ethic of care* is one way advocacy can be seen at work in ECEC (Section 2.4). It appears that in this context of increased work pressure, educators appear to connect to an *ethic of care* advocacy for their leaders in their narratives. I read this as a way leaders might be able to access the element of advocacy in educators' narratives. This could be one way advocacy leadership can be enabled, and, because this would be educators engaging in advocacy for those in positions of leadership, this could be a form of collaborative advocacy leadership.

The engagement of educators in an *ethic of care* towards leaders' perspectives of pressure also appears to be one way that educators justify their perceived absence of advocacy, which might constrain and enable advocacy leadership. I read this in the data after Tanya described leaders as under pressure since the introduction of the NQF:

> Tanya: Now, it is the leaders that are put under so much pressure of, we need to make sure that we get this [NQF assessment] right, otherwise we're in big trouble. Therefore, you now, as it goes down the line, you now have to do it this way. (T: 675)

This excerpt suggests that leaders are under pressure to "get this [NQF assessment] right, otherwise we're in big trouble" (T: 675). So leaders appear to employ their position in the hierarchy down the line in order to have practice completed in particular ways. Thus, Tanya appears to perceive educational leaders as part of the hierarchical structure which starts with senior leadership/management and "goes down the line" (T: 675) through leaders, and then to educators. Tanya's perspective also appears to indicate that leadership expectations place them under pressure, as in "You now…you now have to do it this way" (T: 675). I read this as a way Tanya justifies her director and educational leaders' approaches to leadership through an *ethic of care* to ensure the leaders aren't "in big trouble" (T: 675). Such *ethic of care* advocacy operating in ECEC contexts opens a space to enable advocacy leadership.

5.2.4 Summary of power relations.

The messiness of power relations was read in the data through techniques of the self analysed through resistance and feelings about pressure and stress in ECEC leadership. Feelings about pressure and stress can be considered a constraint but also a way of enabling leadership in early childhood education and care. However, the presentation of pressure and stress demonstrates there are multiple ways that power relations are in operation which produces fluid and fragmented leadership in local contexts (Section 5.3.3). Pressure and stress could be a dominant discourse in ECEC which could be seen as being disrupted. To disrupt is a Foucauldian notion which provides an opportunity to locate dominant discourses, then question a notion of universal truths to open new possibilities (Foucault, 1980). A disruption of leadership dominant discourses of pressure and stress opens an opportunity to think, speak and do leadership differently in ECEC contexts. That is, to construct different leadership discourses for ECEC. This analysis of

the data incorporated the governmentality technique of the self as a means to disrupt dominant discourses of ECEC leadership. This reading provided an opportunity to enable messiness in the construction of leadership, opening spaces for advocacy leadership.

5.3 Summary of Governmentality in ECEC Leadership

The lens of governmentality has been used as means to explore ways disciplinary power and power relations are at work in educators' narratives of leadership. Disciplinary power is evident in the narrative data and highlighted through techniques of governmentality including: hierarchical surveillance, normalising judgements, and examination (Section 5.2). Power relations were evident through an analysis of data to show ways techniques of the self are at work in educators' narratives of leadership (Section 5.3). I read these techniques at work in educators' narratives as expressions of resistance and, at the same time, expressions of pressure and stress in their perspectives of leadership. Such acceptance of and resistance to dominant discourses opens up the possibility for silenced discourses such as advocacy leadership.

An analysis of the data to read for disciplinary power and power relations constructing early childhood leadership shows this construction of leadership as fluid and fragmented. When educators' narratives can be read as engaged in both acceptance of and resistance to dominant discourses, I read this as a way to highlight leadership as fluid and changing through these constructs of disciplinary power and power relations. I read leadership possibilities of such power as both enabling and constraining educators' expectations for advocacy leadership. Attempts to engage predominantly disciplinary power without considering complex power relations can constrain advocacy leadership. This chapter brought disciplinary power and power relations into question, and outlined some conditions whereby educators might act in a way which encourages leaders to engage in advocacy leadership, thereby influencing leadership power relations. Governmentality highlights educators' perspectives of leadership expectations and ways in which the changing nature of power opens possibilities for practising leadership in additional ways.

Chapters 4 and 5 presented possibilities to open a space for advocacy leadership by reading the data through multiple lenses. Presenting multiple reads of the narrative data through three discursive lenses of administrative, educational (Chapter 4) and governmentality lenses (Chapter 5), demonstrates that educators' perspectives of

leadership can be constructed in multiple ways. This then makes it possible to consider additional perspectives which might not yet be an available discourse for educators, such as advocacy leadership. I am not attempting to present one right or universal perspective to read educators' perspectives of early childhood leadership. None of the three reads of ECEC leadership in early childhood is certain. Constructing leadership through three separate lenses shows there is not one single way to perceive or enact leadership expectations. The next chapter, Chapter 6, is a further data chapter and provides additional ways of thinking about educators' expectations of leadership. It is the final chapter and is not a conclusion presenting a universal taken-for-granted new truth of leadership but the offering of an additional possibility to open a space for advocacy leadership.

Chapter 6

Advocacy Leadership

The purpose of this research was to explore educators' perspectives of ways they perceive leadership in the work of educational leaders and how this relates to expectations of advocacy leadership. This was contextualised during a time of shifting leadership practices with the introduction of the National Quality Framework (COAG, 2009a). Educators' narrative data from the focus group and interview were analysed to open possibilities for new knowledge around enablers and constraints of educational leadership practices to enact advocacy leadership. Advocacy leadership was explored through the following three research questions:

1. What discourses do early childhood educators draw on to articulate their perspectives of leadership?

2. What techniques of governmentality are at work as early childhood educators narrate their perspectives of educational leaders' positions and practices in leadership hierarchies?

3. How do discourses and techniques of governmentality enable and constrain advocacy leadership?

Following the introduction, the three research questions are explored to build a picture of educators' perspectives of leadership so as to consider implications of this for advocacy leadership. The focus of research question 1 was to explore the discourses educators draw on when they relay their perspectives of leadership (Section 6.1). Research question 2 focussed on ways techniques of governmentality might be at work in educators' perspectives of educational leaders in the leadership hierarchy (Section 6.2). Research question 3 built from the first two questions by exploring how discourses of leadership and techniques of governmentality might enable and constrain expectations for advocacy leadership (Section 6.3). Then, the concluding section addresses limitations, possibilities and future research (Section 6.4).

Although advocacy leadership appeared to be a silenced discourse which was not a discourse available to educators, I was able to read the data for ways the educators made

reference to possibilities of advocacy. My reading of the data suggests there might be a dichotomy in educators' perceptions of ways educational leaders could engage in advocacy leadership. The analysis of participants' narratives in the data shows that educators perceive educational leaders through this dichotomy as: 1) confrontational at times when implementing their interpretations of administrative and educational tasks in the NQF, or 2) engaging in *ethic of care* relational approaches. The literature shows that advocacy leadership can be considered through a binary of either a confrontational leadership style or *ethic of care* relational leadership approach (Macfarlane & Lewis, 2012). This research adds to the literature by challenging the notion that advocacy leadership should be presented through a modernist binary perspective. My analysis of the participants' narratives in the data suggests that there is an additional way of reading the data through a post-modernist framework. From a post-modern perspective, rather than leaving the data analysis as an either/or dichotomy, educators can choose to use both in order to engage in advocacy leadership. This way, the inclusion of advocacy leadership to the work of educational leaders can both enable leaders to engage with the leadership requirements of the NQF, and respond to a relational approach in the work that they do.

6.1 Advocacy Leadership Discourses

The first research question is: What discourses do early childhood educators draw on to articulate their perspectives of leadership? The educators' responses show administrative leadership and educational leadership as two available dominant discourses that they can draw on to construct their views of leadership (Section 4.3). The analysis of the data shows ways that educators appear to narrate their experience by drawing on these discourses which appear to be dominant in the NQF (COAG, 2009a). However, leadership regulated under the NQF silences advocacy leadership (Waniganayake et al., 2012). Advocacy leadership can be located in educators' narratives when they draw on administrative and educational leadership discourses.

This research explores ways administrative leadership and educational leadership discourses can be engaged with to disrupt the notion of a dominant or universal truth of leadership. An example of such a universal truth is a corporatised perspective of leadership in ECEC (Nivala & Hajula, 2002; Osgood, 2004; Woodrow & Press, 2007). As such, leaders in early childhood are expected to privilege administrative and educational work of educators (COAG, 2009a). As Tanya and Linda both draw on administrative and

educational leadership discourses in response to questions about how they experience leadership, I read this as an experience of competing leadership discourses.

This research adds to the literature by suggesting there are competing administrative and educational dominant discourses of leadership which have implications for the educators' perspectives of leadership. As educators predominantly draw on competing discourses of administrative and educational leadership discourses, these discourses were used as discursive lenses to locate advocacy leadership in the data... This research suggests that instead of silencing such competing discourses, they could be highlighted. Fench et al. (2010) propose challenging regulatory regimes of truth, this research aligns with such a proposal by suggesting that highlighting competing leadership discourses instead of silencing them could be one way to challenge leadership regimes of truth. It might be possible that resistance is highlighted as an element of competing discourses. Grieshaber (2010) and Ortlipp, Arthur and Woodrow (2011) suggest resistance is an important element of working in the ECEC context and such resistance was identified in the data analysis of this research.. Leaders awareness of silences, resistance and competing discourses could position them well to offer support in the form of advocacy leadership to educators and leaders when they have greater awareness of the complexities. This could be one way advocacy leadership could be enabled in early childhood settings.

The data analysis identified complexities of leadership through multiple discursive lenses to illustrate educators' perspectives of ECEC leadership (Section 4.4; Section 5.4). The analysis of the data which was read for leadership through an administrative discursive lens, an educational discursive lens, and a governmentality discursive lens supports an argument that there are multiple constructions of ECEC leadership. Having multiple constructions of leadership opens the possibility of constructing leadership in new and different ways. An additional way is through advocacy leadership which is presented to add further complexity to the ways we can think about leadership beyond competing dominant discourses of leadership. This additional construction of advocacy leadership is not presented as a newly constructed and dominant discourse of leadership. Rather, it is presented as a silenced discourse with possibilities which might contribute to the complex ways to think about leadership, and the role and the work of educational leaders in ECEC.

6.2 Educators' Location of Educational Leaders Within Hierarchical Frameworks

The second research question is: What techniques of governmentality are at work as early childhood educators narrate their perspectives of educational leaders' positions and practices in leadership hierarchies? The use of governmentality in this research provides a way to consider how educators locate educational leaders as part of the leadership/management group. The exploration through the discursive lens of governmentality goes beyond a focus solely on policies presented through the NQF as governing leadership (Section 5.1). Disciplinary power and power relations operating through techniques provided a tool to analyse the data which presented leadership in ECEC as a complex assemblage of multiple forces. One way to consider this complexity is through a situational leadership approach (Kruger & Scheerens, 2012). For example, in educators' narratives of leadership, the committee can be situated as both above and below educational leaders. The influence of local knowledge and unique contexts on ways in which educators locate educational leaders in the leadership hierarchy are part of this complexity, and shows ways leadership is situational. A new learning, through the analysis of the data through a governmentality lens is that educators' perspectives of leadership are local rather than taken-for-granted truths of leadership found in policy documents. For example, the data analysis of educators' narratives suggest that educators locate educational leaders as part of the senior leadership hierarchy with directors (Figure 6.1).

National Quality Framework			
1	ACECQA Regulatory Authority		
2	ACECQA Assessor		
3	Approved Provider		
4	Service Leader	Responsible person in charge	Manage-ment e.g. Committee	Co-ordinator
5	Nominated Supervisor e.g. Director		
6	Educational Leader		
7	Educators (Bachelor, Diploma, Certificate III Qualified)		
8	Staff Member		
9	Volunteer		

Educators' Narratives			
1	Canberra		
2	The local member		The Union
3	ACECQA Regulatory Authority		
4	ACECQA Assessor		
5	Approved Provider		
6	Service Leader	Respons-ible person in charge	Manage-ment. e.g. Committee	Co-ordinator
7	Educational Leader		Nominated Supervisor e.g. Director
8	Management e.g. Committee		
9	Teachers (Bachelor Qualified) Educators		
10	Assistants (Diploma, Certificate III Qualified)		

Figure 6.1: Comparison of NQF hierarchy and educators' narratives of hierarchy.

Educators' perspectives of educational leaders are that they are in an equivalent position to the nominated supervisor (director). However, the NQF places the educational leader as subordinate to the nominated supervisor (Figure 6.1) (Council of Australian Governments [COAG], 2009a). I read this difference as an example of local knowledge of educators' perspectives of educational leaders, which both shapes and is shaped by leadership discourses (Chapter 4) and power relations (Chapter 5). This means administrative and educational leadership discourses constrain what is available for educators in order to articulate their perspectives of advocacy leadership. This shaping of discourses is known in Foucauldian terms as power relations (Foucault, 2001). Power relations limit possibilities for educators' perspectives about the position of the educational leader.

This research has disrupted the notion that the position of educational leader must enact one particular type of leadership emanating from the role of educational leader in the NQF. This type of universal truth is constructed because discursive practices create the terminology and the position. This research has also disrupted that notion of a universal way of understanding the practice of leadership, as educational leaders also engaged in administrative leadership at times. A disruption to any universal notion of educational leadership enables advocacy leadership because it shows there are other possibilities for enacting the role of educational leader. This leads to questions of where the educational leader is positioned by educators if they were to engage in advocacy leadership. This is not an answer but it raises the possibility that there are additional ways by which the educational leader might engage in advocacy leadership.

6.3 Enablers and Constraints in Educators' Expectations of Advocacy Leadership

The third question is: How do discourses and techniques of governmentality enable and constrain advocacy leadership? First, the data analysis of educators' discourses through techniques of governmentality showed that dominant expectations of administrative leadership discourses both enable and constrain advocacy leadership. Advocacy leadership can be silenced, and thus constrained, through privileging the administrative leadership discourse with hierarchical surveillance and an extra focus on paperwork. However, privileging the administrative leadership discourse can also enable educators' expectations of advocacy leadership. Educators appear to perceive leaders as 'confrontational' in their directions to focus on administrative paperwork. Recall, one way in which advocacy leadership is at work is through *confrontational* advocacy leadership (Section 5.3.3). Educators appear to perceive confrontational leadership as justified at times. Advocacy leadership can be enabled through ensuring that educators comply with NQF so they do not get into "big trouble" (T: 675) which might be confrontational at times. The examples above show that privileging the administrative leadership discourse can be perceived as being both constraining and enabling of educators' expectations of advocacy leadership.

When the participants spoke of leadership, they presented some ideas which I read as struggles for them (Section 5.2.3; 5.3.2). The educational leadership discourse was drawn on when educators expressed their experience of struggling with their priorities to focus on children and maintaining their daily tasks. There are multiple ways that advocacy leadership can be enabled by helping educators to work through their struggles with

94

competing expectations placed on them. One expectation comes from changes in the NQF, and the other expectation comes from the notion of what it means to be a good ECEC educator. Educators appear to experience pressure as they work to hold together the seemingly opposite expectations of both administrative and educational leadership. The pressure on educators relates to how they accommodate the changing perspectives of dominant administrative and educational leadership expectations. However, educational leadership discourse provides an opportunity for educational leaders to enable advocacy leadership by exploring the notion that there is no universal way to practise, rather there are multiple opportunities by exploring silenced discourses.

When the data were analysed, it appeared that educators were narrating perspectives of tension. These apparent references to perspectives of tension were then analysed for references to ways in which leaders might engage in advocacy for the educators' tension. An unexpected result of the data analysis was that educators were empathic for those in leadership positions. However, their empathy is consistent with relational approaches located in the literature. The educators appeared to have no expectations of advocacy leadership for themselves from those in leadership positions, however, they spoke of why they need to advocate for the leaders. What was surprising was that I set out to explore ways in which educational leaders engage in advocacy leadership for educators, however, it was the educators who were feeling responsible for advocacy for the educational leaders. Rather than advocacy being something extended from the educational leaders to educators, these participants felt that they had a responsibility to advocate for the educational leaders in the support that they provided to them.

Ways that educators position educational leaders in the leadership hierarchy can constrain advocacy leadership as the educators do not appear to perceive educational leaders as high in the hierarchy, rendering them unable to engage in advocacy leadership. There were some significant differences between the ACECQA's expectations of leadership in the hierarchy and the perspectives the educators narrated which might constrain advocacy leadership. It might be constrained because advocacy leadership appears to be a silenced discourse. Further, advocacy leadership appears discursively constructed by educators through an *ethic of care* discourse to construct their perspectives. However, this is just one element of a binary in advocacy leadership between acting out of an *ethic of care* and confrontational advocacy leadership (Section 5.2). When educators perceive educational leaders as being confrontational, educators are not responding to this

as a form of advocacy leadership as they do not appear to recognise this as advocacy. They may respond to advocacy leadership through an *ethic of care*. Such a difference in practices and expectations could constrain the way in which it is possible for advocacy leadership to be at work in an early childhood context. From educators' perspectives, the leaders are under pressure so educators engage through an *ethic of care* advocacy for leaders. Thus, my read of educators' perceptions of *ethic of care,* and hierarchical positioning of educational leaders both enables and constrains possibilities for advocacy leadership.

6.4 Possibilities for Advocacy Leadership

Possibilities for advocacy leadership are explored through educators' perceptions of leadership in ECEC. Educators can construct their perceptions of leadership only through the discourses which are available to them and within the limits imposed via techniques of governmentality. These discourses and techniques of governmentality operate through disciplinary power and power relations to create a particular set of allowable discursive practices for advocacy leadership. Recall, discursive practices are a set of rules which create what is possible to say at any given moment (Section 3.2). These discursive practices have constructed ways in which advocacy leadership can be both enabled and constrained at the same time (Section 6.3). Discourses and techniques of governmentality which create the possibilities for advocacy leadership to be simultaneously enabled and constrained are shown in Figure 6.2. However, the borders between such constructs are not even or straight, but fluid.
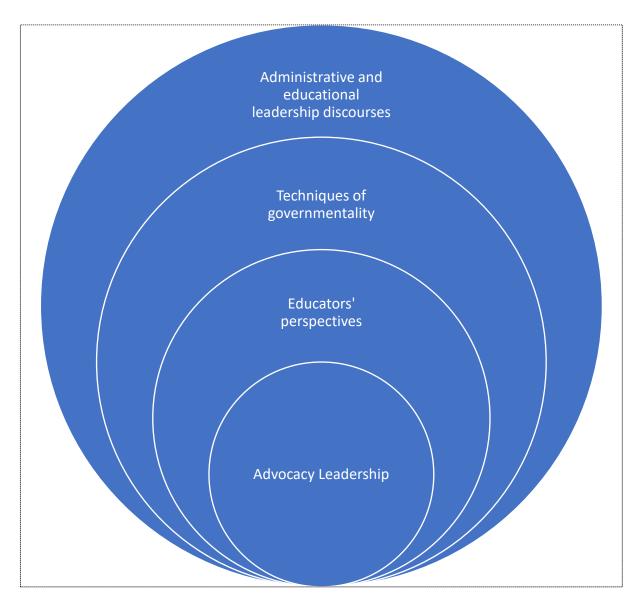
Figure 6.2: Discursive practices for enabling and constraining educators' perceptions of advocacy leadership.

This research has shown that administrative and educational leadership discourses are dominant discourses available to educators to construct their perspectives of leadership, and advocacy leadership is a silenced discourse. It has also shown that disciplinary power and power relations shape the ways in which techniques of governmentality influence what is available for educators with which to construct their perspectives of leadership. Through shifts and changes in the discourses and techniques of governmentality which are available to educators, it might be possible to construct additional discursive practices, thus opening opportunities for advocacy leadership.

Competing expectations and priorities which educators appear to experience in their narratives of leadership contribute to tension, pressure and stress which might both

constrain and enable their perspectives of advocacy leadership. One possibility to explore this experience could be to reflect on ways educators and the NQF use different terminology to name those who might advocate for them in the hierarchy (Figure 6.1). Another way could be to consider the benefits of including educational leaders as part of the leadership and not staffing standard in the NQS and NR (Section 1.2; 5.2; 5.3). There are many ways to explore ways in which leadership is enabled and constrained, and opening a conversation with all stakeholders about their expectations might open possibilities for advocacy leadership.

6.5 Limitations and Possibilities for Future Research

From a postmodern perspective there are no universal truths, just limitations and possibilities for perspectives of multiple truths. One issue which might have been a limitation for this study could be limitations in the discourses which were available for educators to draw on for exploring advocacy leadership. Future research could provide an additional opportunity to disrupt dominant leadership discourses from the leaders' perspective. There is unfinished work around the perspectives of leadership in this research as there is only one perspective presented. It would be interesting to provide a group of participant leaders with the educators' perspectives from this research to know more about what leaders think about the educators' perspectives of their leadership. An investigation of leaders' perspectives might support leaders to become aware that some of their leadership practices could be misread by educators. In the same way that leaders might be interested to know this, so too might other stakeholders such as committees, assessors, nominated supervisors, and the ACECQA (Figure 6.1). Providing data from this research to others might provoke further disruption to the dominant discourses of leadership and open new spaces for advocacy leadership in early childhood.

There are some questions which have been raised throughout this research in relation to leadership in the sector. These might contribute to questions for a future research project: If it's expected that educators will be in leadership roles, what support do they need? What does a focus on administrative and educational leadership mean for educators and how can advocacy leadership support educators in working in this complex environment? Situating future research within a postmodern framework raises possibilities of truth and knowledge being open to local challenges and changes. This could open fluid,

multiple and uncertain ways of engaging in educational leadership practices for advocacy leadership.

This thesis has made a contribution to the literature in a number of significant ways by exploring educators' perspectives of leadership in early childhood through a Foucauldian lens. This lens has opened opportunities for considering ways competing discourses, binaries, silence, power, governmentalities, resistances, and regimes of truth might be operational in and through leadership in early childhood. These are significant contributions to the literature as they open possibilities to theorise and possibly to practice leadership in early childhood in additional ways. My contribution of educators' perspectives of advocacy leadership within this complex environment is a start and can be further expanded through the development of a research plan. The research plan begins with dissemination and feedback of this research. Then possibly engaging in subsequent research to consider leaders' perspectives of advocacy leadership, then implement and evaluate leaders' perspectives.

6.6 The End of the Beginning

Over the past three and a half years, I have begun to construct my research identity through the research process in the Masters of Education (Research) degree. When I began this research, I felt very passionately about the experience of educators and pre-service teachers in early childhood education and care with the introduction of the NQF (COAG, 2009a). I was excited about the new possibilities for advocacy which might become available to the educators with the introduction of the role of 'educational leader' in this new policy agenda. This passion led me to identify Poststructuralism as an appropriate theoretical framework to guide and inform my study. Previously, I was unaware of how the researcher's theoretical framework should influence all aspects of a research study including the research questions, the data collection and the reporting of the analysis. During this time, I also learnt about the art and craft of thesis writing, realising now that it can take many drafts to produce quality writing. I communicated my research to a broader audience through conference presentations. My thinking about this topic was stimulated and challenged by the feedback from conference participants.

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Appendix A

Start List of Constructs for Advocacy Leadership

This is not a definitive list of discourses but examples of discourses from the literature
which educators might talk about to imply advocacy leadership, without specifically
articulating the words advocacy leadership. This is a recognised data collection strategy
within a Foucauldian genealogical approach (Lasky, 2005). This start list begins with the
notion of advocacy leadership as a binary. This research seeks to problematise the binary
and look for advocacy leadership in multiple ways in between.

Ethic of care advocacy leadership discourses	Possible operational contexts for advocacy leadership discourses	Confrontational advocacy leadership discourses
Vision	Quality Improvement Plans	Conflict/Challenge
Support for Staff	Training	Change/Reform
Intentional	Staff Meetings	Problem/Issue/Complaint
Professional/Ethical	Accreditation	Rights
Status of the Profession	Policy	Power
Collaborative Partnerships	Philosophy Statement	Action
Shared Leadership	Planning	Service Delivery
Respectful Relationships	Leadership	Excluded
Community of Practice	Management	Influence
Meaning Making	Administration	
Communication		
Multidisciplinary team		
(Crompton, 1997; Dahlberg et al., 2007; Duncan, 2012; ECA, 2016; Fasoli et al., 2007; Fletcher & Käufer, 2003; Fullan, 2005; Heikka et al., 2012; Muijs et al.,	(Ang, 2011; Aubrey, 2011; Aubrey, Godfrey, & Harris, 2012; ACECQA, 2013; Blank, 1997; COAG, 2009a; Ebbeck & Waniganayake, 2003; Rodd, 2006)	(Dahlberg, Moss, & Pence, 1999; Dunlop, 2008; Grieshaber, 2001; Hard, 2006; Macfarlane & Lewis, 2012; Muijs et al., 2004; Nupponen, 2006; Rodd,

2004; NAEYC, 2011; Noddings, 1984; Rodd, 2006; Sirij-Blatchford & Manni, 2006; Waniganayake et al., 2012; Whalley, 2012)		2006; Stonehouse, 1994; Sumsion, 2006; Waniganayake et al., 2012; Woodrow & Brusch, 2008)

Appendix B

Focus Group Questions

1. Can you tell me about your experiences of leadership in your early childhood settings?
   o Does anyone else share this experience of leadership?
   o Does anyone have a different experience of leadership?
2. Is leadership different since the introduction of the NQF?
   o What does this look like?
   o How does this impact educators?
   o Can you tell me about a time when this impacted you?
   o How do you feel about this?
   o Does anyone else share this experience?
   o Does anyone have a different experience?
   o Can you tell me about a time when other educators were impacted?
   o Does anyone else share this experience?
   o Does anyone have a different experience?
3. Are there similarities with leadership before the introduction of the NQF?
   o What does this look like?
   o How does this impact educators?
   o Can you tell me about a time when this impacted you?
   o How do you feel about this?
   o Does anyone else share this experience?
   o Does anyone have a different experience?
   o Can you tell me about a time when other educators were impacted?
   o Does anyone else share this experience?
   o Does anyone have a different experience?
   o

Appendix C

Interview Questions

1. During the focus groups you talked about a time when leadership impacted other educators. How did you feel about this?

2. Can you tell me about the response of other educators to this?
   o How do you feel about this?

3. What was the response of leadership to other educators on such occasions?
   o How do you feel about this?

4. What do you think a leader should/or shouldn't do on such occasions?
   o Why?

5. Would you do this yourself?
   o Why/Why not?

6. Can you tell me if other educators might do this?
   o Why/Why not?

7. Can you tell me about a different time when leadership impacted other educators?
   (Repeat similar questions as above)

8. Is there a particular leadership position involved?

9. How does the educational leader operate in your centre?

10. Is the educational leader available in such circumstances as we were discussing?

11. Why/Why not?

Appendix D

Focus Group and Individual Interview

- I am undertaking a research project investigating leadership practices in early childhood education and care.
- As part of this project I am interested in hearing your perspectives of leadership enactment in your early childhood education and care settings.
- One of the reasons I am interested in this research is because there have been some changes to leadership structures in early childhood education and care as a result of the introduction of the NQF. There is limited literature regarding educators' perspectives of leadership in the NQF so I am interested to know more about what you think about leadership in early childhood education and care.