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**The study of managing and leading Early Childhood Education (ECE) settings emerged as an area of study included in teacher education degree programs during the 1990s. Since then, research driven policy and practice has been enhancing the work of ECE leaders. There is also an increasing recognition of the importance of leadership in establishing high quality ECE programs. The focus on governance, and its connection with management and leadership work in EC settings is more recent. This research has been driven by ECE scholars in Finland, Australia and the USA. This research affirms the importance of a commitment to learning, expert knowledge and the cultural and contextual nature of defining leadership practice when exploring the roles and responsibilities of ECE leaders in each country.**

**1. Leadership and management of ECE settings: What is known about the roles and responsibilities of those occupying leadership and management appointments in ECE settings in your country? Indicate their job titles and job expectations. Given the centrality of pedagogical work within ECE settings, what role do leaders play in leading pedagogy and managing the financial viability of ECE settings? How do they create an organizational culture of learning involving other practitioners?**

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**2. Governance and leadership of ECE settings: Depending on the organizational structure and management of the center, who is involved in governing ECE settings can vary. How are the roles of governance, leadership and management defined in ECE settings in your country?**

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**3. Key approaches to leading ECE settings: In many OECD countries, the history of leadership research indicates the move away from the traditional heroic single leader model to more distributed ways of leading ECE settings. Are there any preferred models of E C E leadership that are commonly found in your country?**

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**4. Preparation for leadership roles: Are there any specific requirements or essential criteria including professional qualifications that have been defined when appointing an educational leader to an ECE setting in your country? Is it sufficient to have a bachelor degree in ECE? Is it necessary to have experience of working in ECE settings? Is it possible for someone with little or no experience or expertise in ECE, to work effectively as a leader?**

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**5. Key challenges: What are the key challenges of leading, managing and governance of ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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