Pedagogical coordination: new models of educational leadership after the L.107/2015 enforcement

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The purpose of this study is to analyse the experience of pedagogical coordination and leadership in the Italian Early Childhood Education and Care system. Research aims to explore new possible models of pedagogical coordination and their evolution at the light of the new Law (L107/2015 and following decrees) which overcome the Split System turning it into an Integrated System.

The Law 107 obliges the presence of figures of coordination close to the pedagogical coordination which is a well structured and developed figure in ECEC system only in few Italian regions (especially in Emilia Romagna) and in the ECEC private and municipal institutions not in the governmental one. The intention of the legislator is to strengthen the process of innovation providing an educational leading figure which is recognised as element of quality (Bondioli 2001, Benedetti 2009, Catarsi 2010) for the ECEC services. Traditionally the educational leadership is performed by the school director and the pedagogical coordinator; comparing their functions in order to identify a new professional figure who join such structured and traditional professions.

The research foresees different phases. The first phase is the historical analysis of coordination process in the ECEC services within case studies have been identified; it will be followed by the Literature review on pedagogical coordination. This theoretical knowledge is the base to prepare the second phase which consists of interviews of school directors and high level coordinators, focus groups and in depth interviews with coordinators. Only in the third phase the literature review on educational leadership in ECEC at the international and national level will be conducted. The final phase will be the analysis of emerging educational leadership models.

The research analyses 2 case studies where there are coordinators within the national school system located in the Emilia Romagna Region. This study use qualitative research methods in order to examine in depth the development of the model and how it was experienced by the participants; the used instruments are interviews, semi-structured interviews and focus groups.

The paper presents first results of the data analysis.

Keywords: pedagogical coordination, educational leadership, ECEC governance