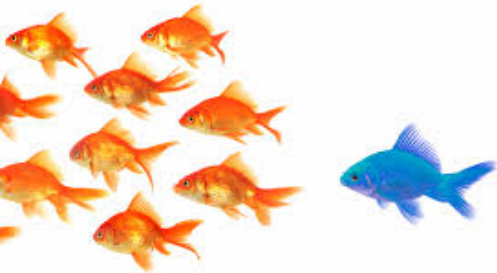


When you hear LEADERSHIP

What comes to mind?

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NZEALS

NEW ZEALAND EDUCATIONAL ADMINISTRATION AND LEADERSHIP SOCIETY

Growing leadership potential



Leadership for(e)
to the

Cultural inclusivity
Collaboration
Sustainability

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Leadership for Collaboration

Reconceptualising leadership practice from the ground up:
Are we missing the obvious in unsustainable times?

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Leadership for Collaboration

Reconceptualising leadership practice from the ground up: Are we missing the obvious in unsustainable times?



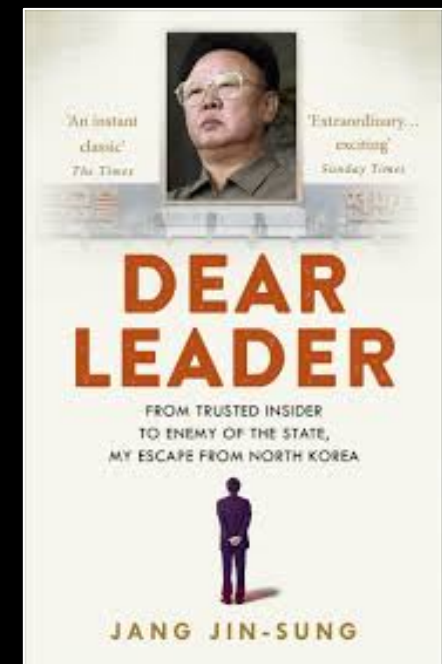
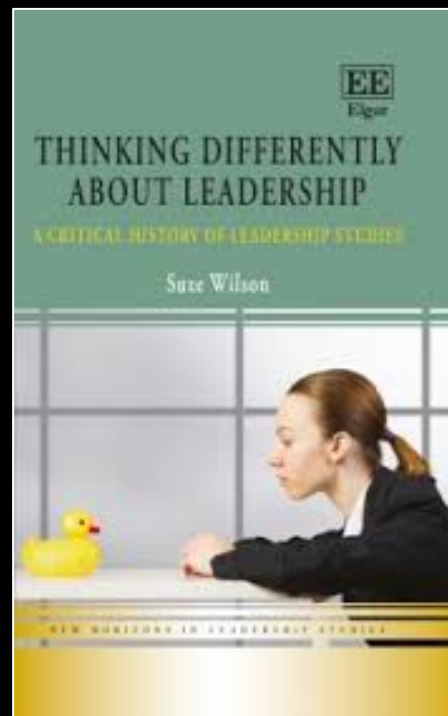
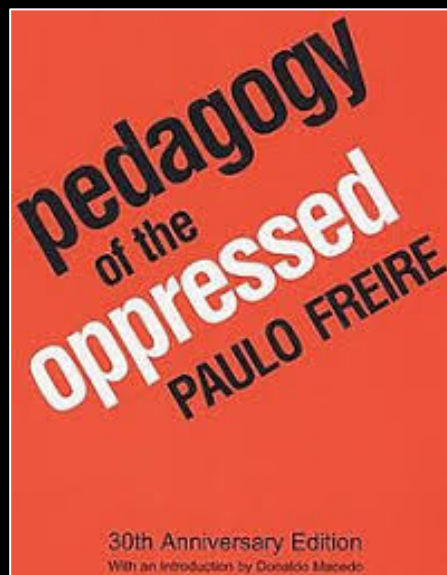
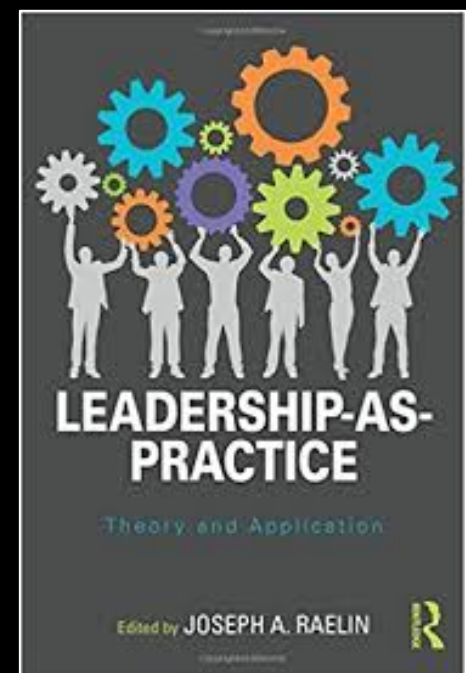
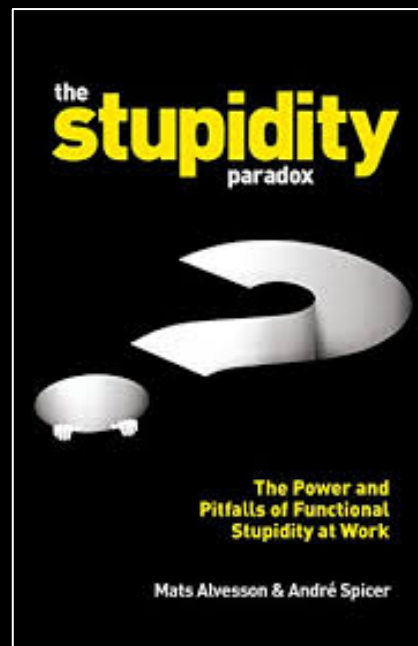
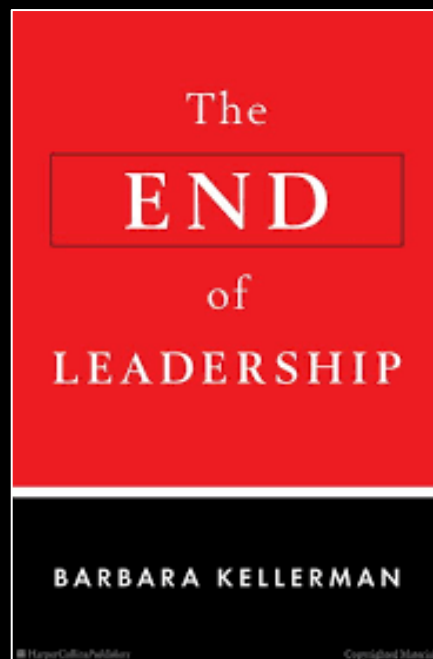


TED

Ideas worth
speeding
through?

CON
TES
TED

Ideas worth
weeding
through?



The

“while the leadership industry has been thriving ... leaders by and large are performing poorly” (Kellerman, 2012, p.xv)

“Holding on to an image of oneself despite evidence to the contrary requires a healthy measure of stupidity. Leaders – sometimes very good ones – often stop themselves from asking difficult questions” (Alvesson & Spicer, 2016, p.102)

“The foundation of the leadership-as-practice approach is its underlying belief that leadership occurs as a practice rather than from the traits or behaviours of individuals” (Raelin, 2016, p.3)

“in the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those they consider to know nothing” (Freire, 2000, p.72)

“when calls for ‘leadership’ constitute our default answer to every issue we consider problematic, then we may understand ourselves as rendered completely docile to the allure of leadership” (Wilson, 2016, p.161)

“Doesn’t North Korea need their cooperation?’ ‘Yes but we know how to make it happen on our own terms’” (Jin-Sung, 2014, p.253).

CONCEPT

TESTS

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CONCEPT TESTED





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WHY ARE THE BEARS WEARING HUMAN SUITS?

CONsider

WHAT IS LEADERSHIP?

HOW DO YOU KNOW IT IS OCCURRING?

Effective leadership
is occurring when
we can see outcomes
for children/students
leading to fruition.

When
Generative
Critical
Thinking
Happens

sense of
belonging
sense of a
common good.
part of whole
"team"

Understood agreed
purpose.

Engagement

He kākano
āhau

It is
socially
constructed

Opportunities
are
created

3
components:
Influence
Purpose
Shift

Engagement
growth
initiative

Team
engagement

When good
decisions are
made collaboratively
efficiently
effectively

How Do You
KNOW LEADERSHIP
IS OCCURRING?

Thinking
and is acting

Many ideas
linking +
inter-linking
to change energy

- when everyone is
drawn in due to interest
being generated
(shared purpose)
- when everyone has
an opportunity to and
wishes to contribute

empowered
engagement

Influence
with
purpose

Results
about the process

Trusting
relationships
are happening

Change
is
happening

Influence is being
deployed.

Reaction - positive or
negative occurs

Influence

there is
direction

• Open and
honest
communication

Re-framing someone's
reality - through eg
positioning or re-
framing - such that
certain ^{new} paths become
more or less likely, &
desirable.

Inspires
followers

group focus
to contend
with any issue
moving forward
(together)

Recognition
of opportunities

making changes
willingly towards
a collectively
valued goal.

Forces and flows
shared energy in
interactions.
bringing together
past, present, future
→ all around
(not only human)
spirit + collective

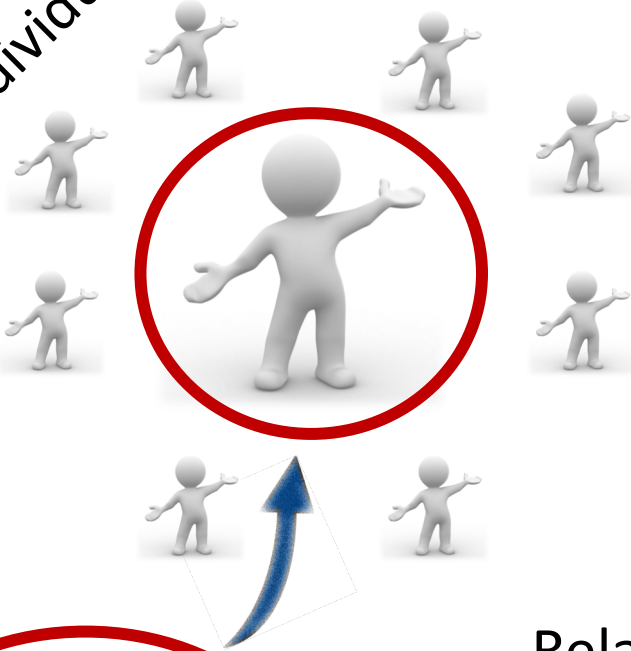
Encourages
initiative

A shared
purpose

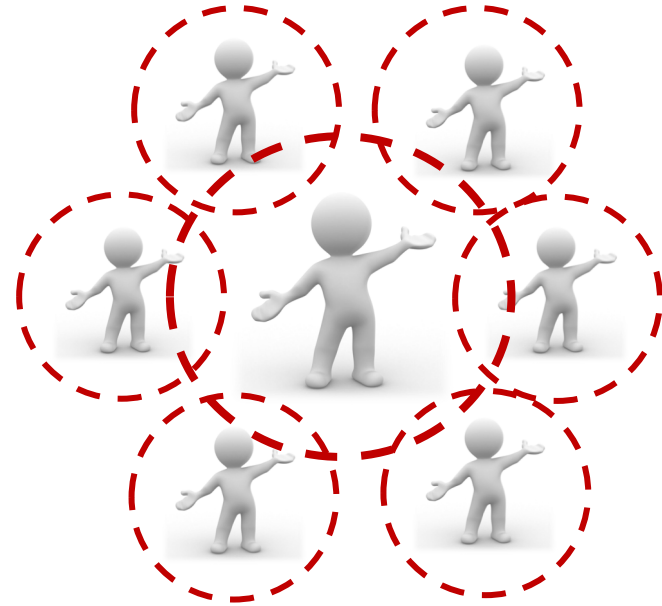
Shared
understanding

Some leadership ontologies

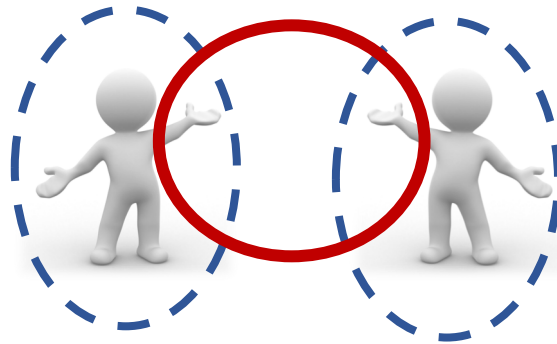
Individual



Distributed / Shared / Team



Relational



Co-

Establishment of
who the leaders
are in advance

One alternative – a process / practice approach

A process approach places the focus on practices, a focus that is lacking in the leadership studies field (Alvesson & Spicer, 2014).

Wilkinson and Kemmis (2015) shift “attention from the notion of leadership as a taken-for-granted and fixed state or role (implied in an entity view of organisations), to the activities and practices that constitute leading” (p.346).

Leadership occurs as a practice rather than reside in the traits or behaviours of individuals (Raelin, 2016, p.125).

Leadership is a consequence of collective activity

Not new in educational leadership:

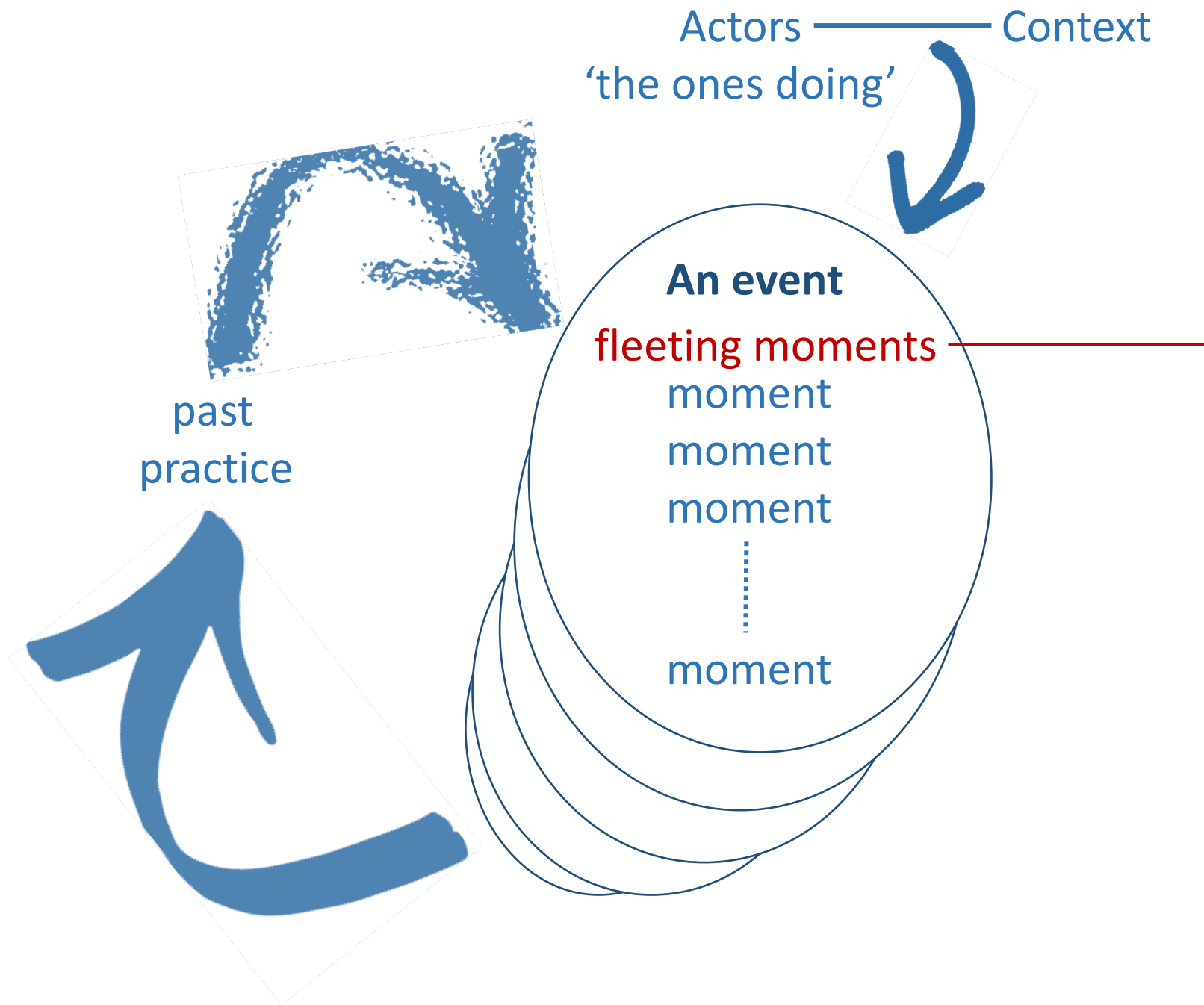
- “leaders’ practice (both as thinking and activity) is distributed across the *situation of leadership*, that is, it emerges through interaction with other people and the environment” (Spillane et al., 2004, p.8). Focus on leaders, followers and their situation.



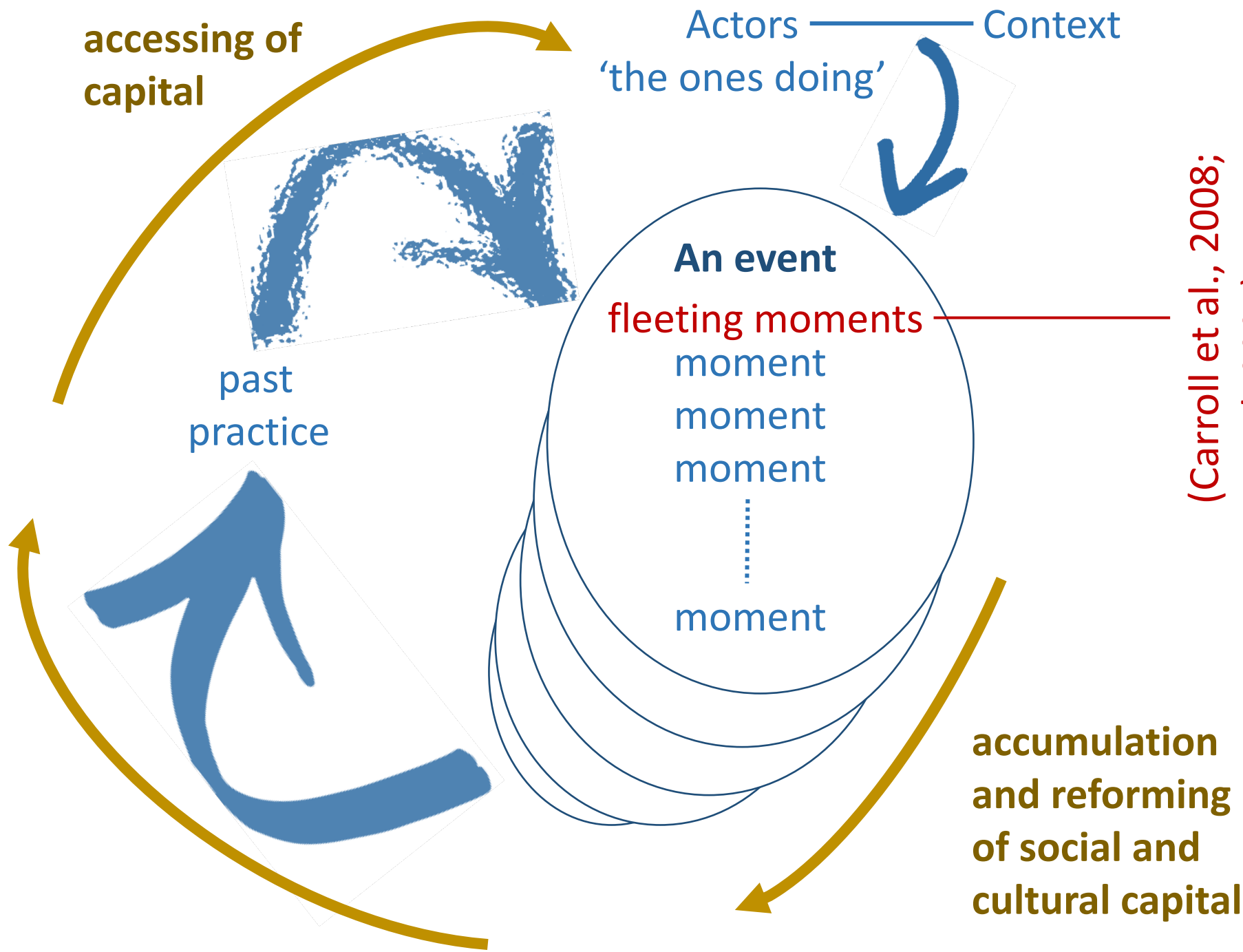
Leadership-as-practice

CONsider

Practice labelled as leadership (Carroll, Levy & Richmond, 2008; Wood, 2005) and collaborations (Kramer & Crespy, 2011) occur in a moment / as very short exchanges.



(Carroll et al., 2008;
Wood, 2005)



(Carroll et al., 2008;
Wood, 2005)

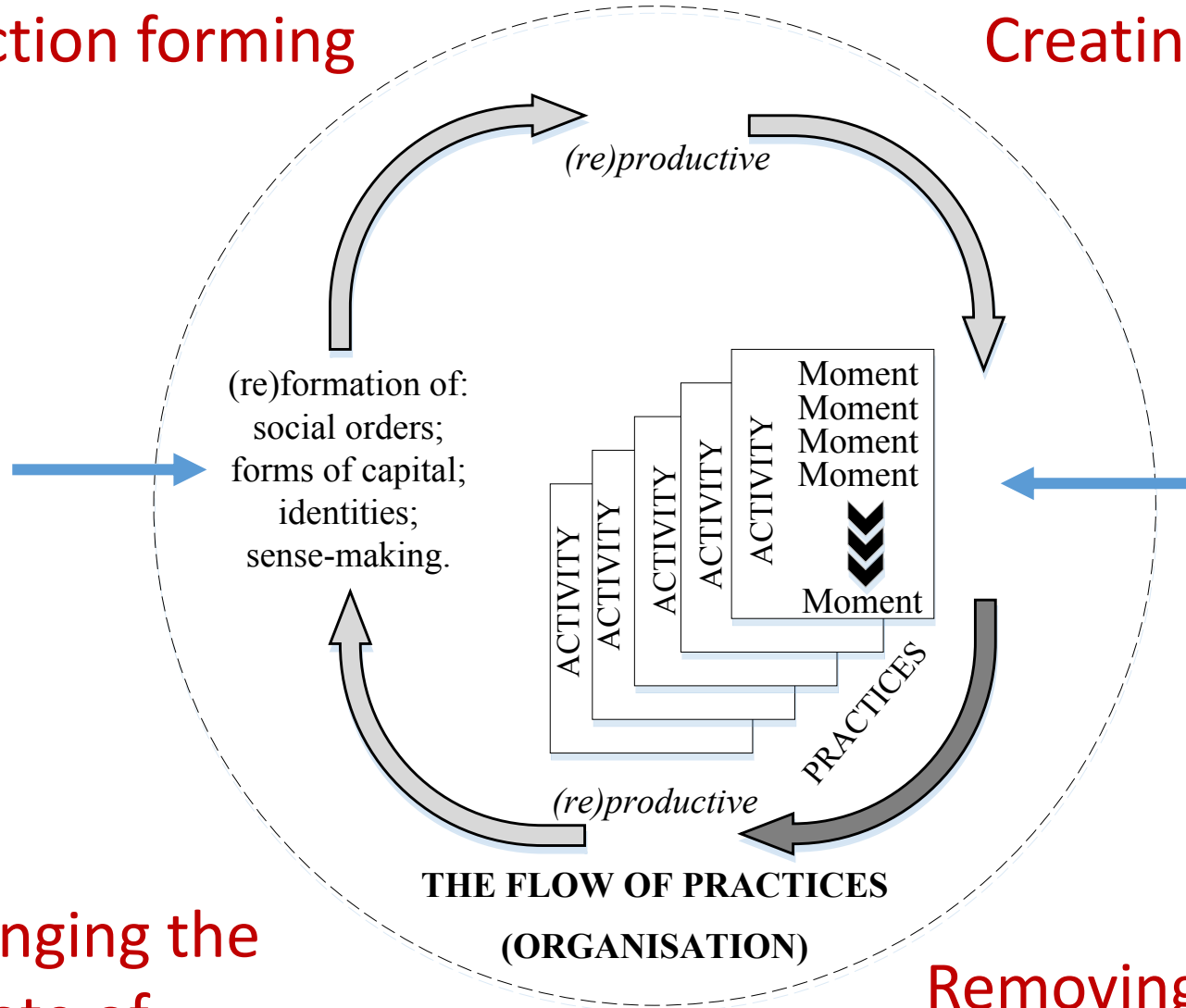
A flow of practices

“situated in historical and material conditions” (Nicolini, 2012, p.6)

Direction forming

Creating space for

See Youngs (2014; 2017a,b)



Practice labelled as leadership (Carroll, Levy & Richmond, 2008; Wood, 2005) and collaborations (Kramer & Crespy, 2011) occur in a moment / as very short exchanges.

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Changing the state of ...

Removing blockages

Figure adapted from Youngs (2017b)

A flow of practices

“situated in historical and material conditions” (Nicolini, 2012, p.6)

Direction forming

Creating space for

Influence – a shift

**To enhance the
conditions of learning,
teaching, research
indirectly or directly**

Self-efficacy

Collective
efficacy

Changing the
state of ...

Removing blockages

A flow of practices

“situated in historical and material conditions” (Nicolini, 2012, p.6)

Direction forming

Creating space for

Influence – a shift

Self-efficacy

**What is damaging the
conditions of learning,
teaching, research
in your organisation?**

Collective
efficacy

Changing the
state of ...

Removing blockages

Political impacts
Over assessment
excess teaching

Ideology +
Systems
that enable
teacher
growth

Overload
taking time to
clarify

Lack of
creativity

Lack of collaboration
Lack of trust
Changing it onto
the past
Lack of awareness
of context

Lack of
creativity

Inability to
attract good
teachers in
rural + remote
areas

Time
Relationships

Too many
initiatives i.e. from
MoE that interfere
with getting on
with teaching and
learning.

Negative social
conditions external
to school e.g.
poverty, health,
family values.

Break down of
relationships within
school

What is damaging the
conditions of learning
teaching, research in
your organisation?

Lack of focus
Prioritising
competing
voices.
Student behaviour

Siloed in
organisation

Differing
priorities

Lack of
self efficacy

Lack of
trust,
micromanagement
Project taken
over before
you start

Lack of

Barriers to Learning Teaching, research in your organisation?

voices.
student behaviour

Siloed in
organisation

Lack of
self efficacy

~~mis~~ lack of
trust,
micromanagement
Project taken
over before
you start

Organisational
deficits - that
impact directly
on resourcing +
decision-making

Cut-back management
led by the
numbers

Distraction
that take
your mental
+ physical
time + focus

lack of
shared
understanding

Indecisiveness

TENSIONS
BETWEEN
BUSINESS AND
PEDAGOGICAL
INTERESTS

CLOSED MIND

Counter
influences
lack of space
to think

NOT HAVING THE OPPORTUNITY
FOR DISCUSSION THAT
CHALLENGES THE STATUS
QO...
NOT HAVING THE ADEQUATE
ENVIRONMENT
AND TAKING CHALLENGES /
RISK

Time
crisis

LACK OF
CONNECTEDNESS

HEIRARCHIAL
STRUCTURES

unwilling
to take
risks

External
Expectations

Commodification
of
education
Market
Model

balance
between
teaching +
non-teaching
requirements

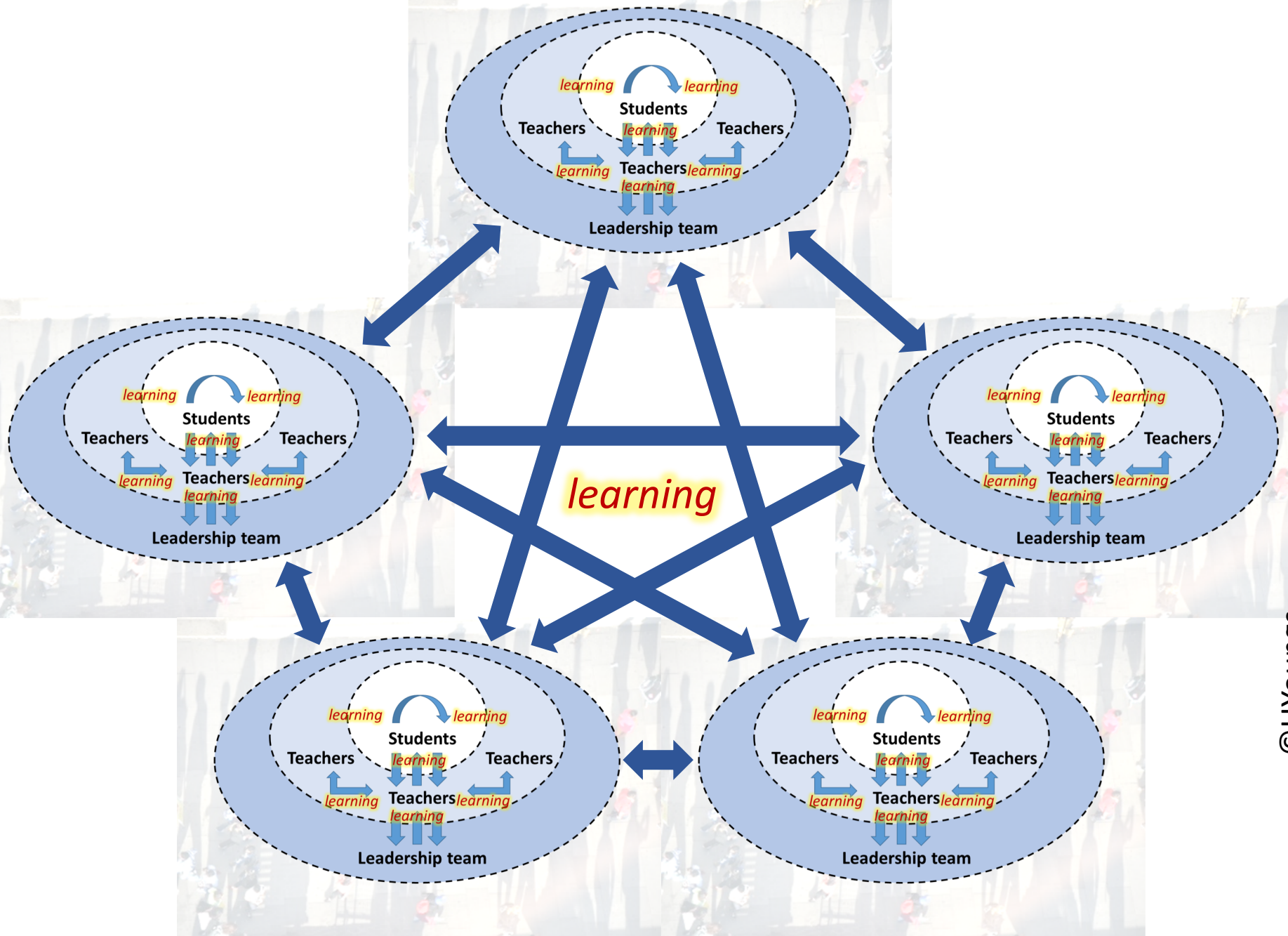
- Awareness & knowledge (lack of)
- Desire to support change
- Don't see the point in changing

Economics
v
Relationships

Personal
agendas



Potential and actual areas of learning



Student well-being



Teacher well-being
sgunoyH©

Adult learning

Scheduling

Staff well-being

Student well-being

Student learning

©HYoungs

Expectations

Systems

Capacity



Adult learning

Scheduling

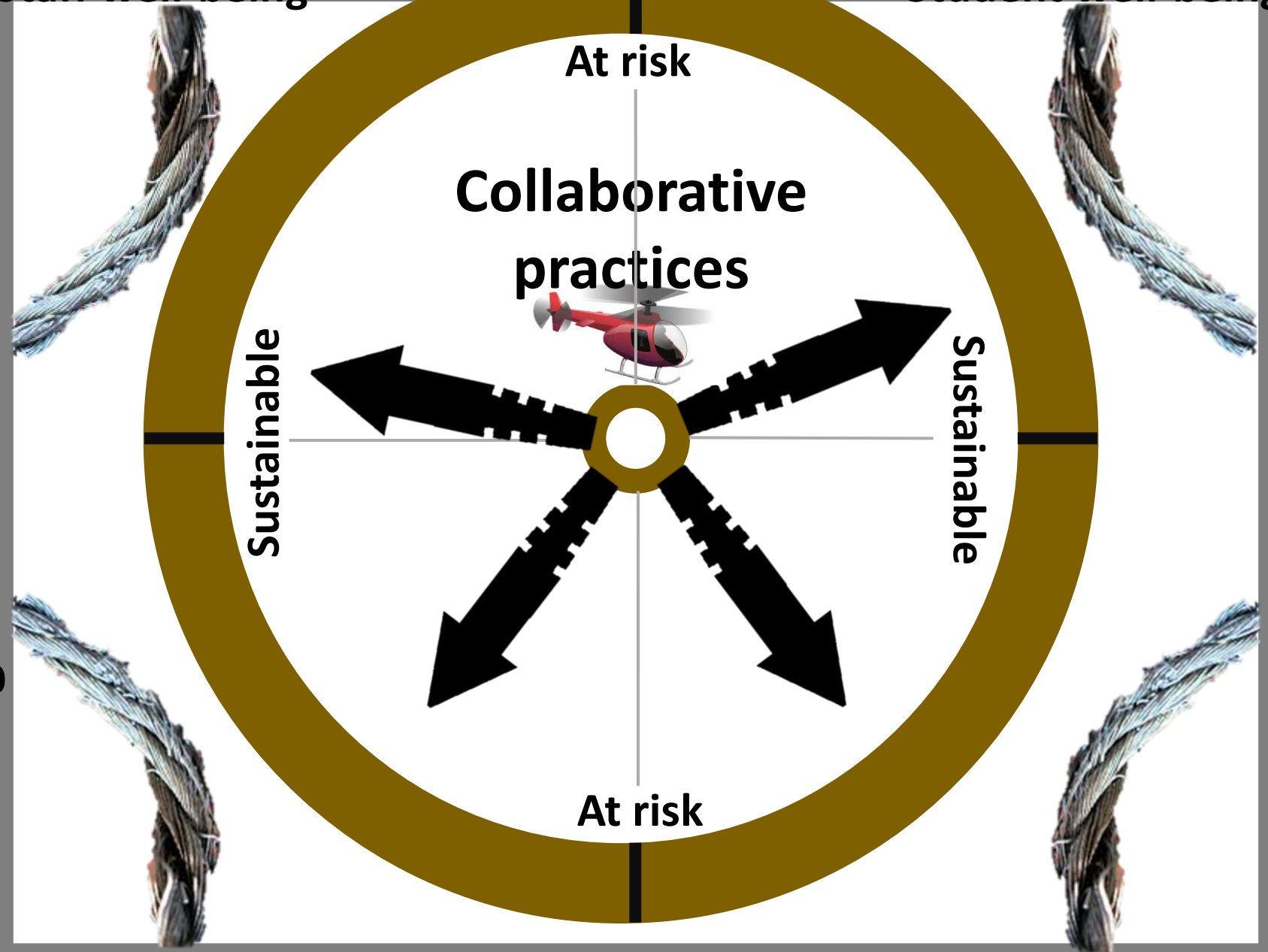
Staff well-being

Student well-being

Student learning

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Expectations



Systems

Capacity

Adult learning

Scheduling

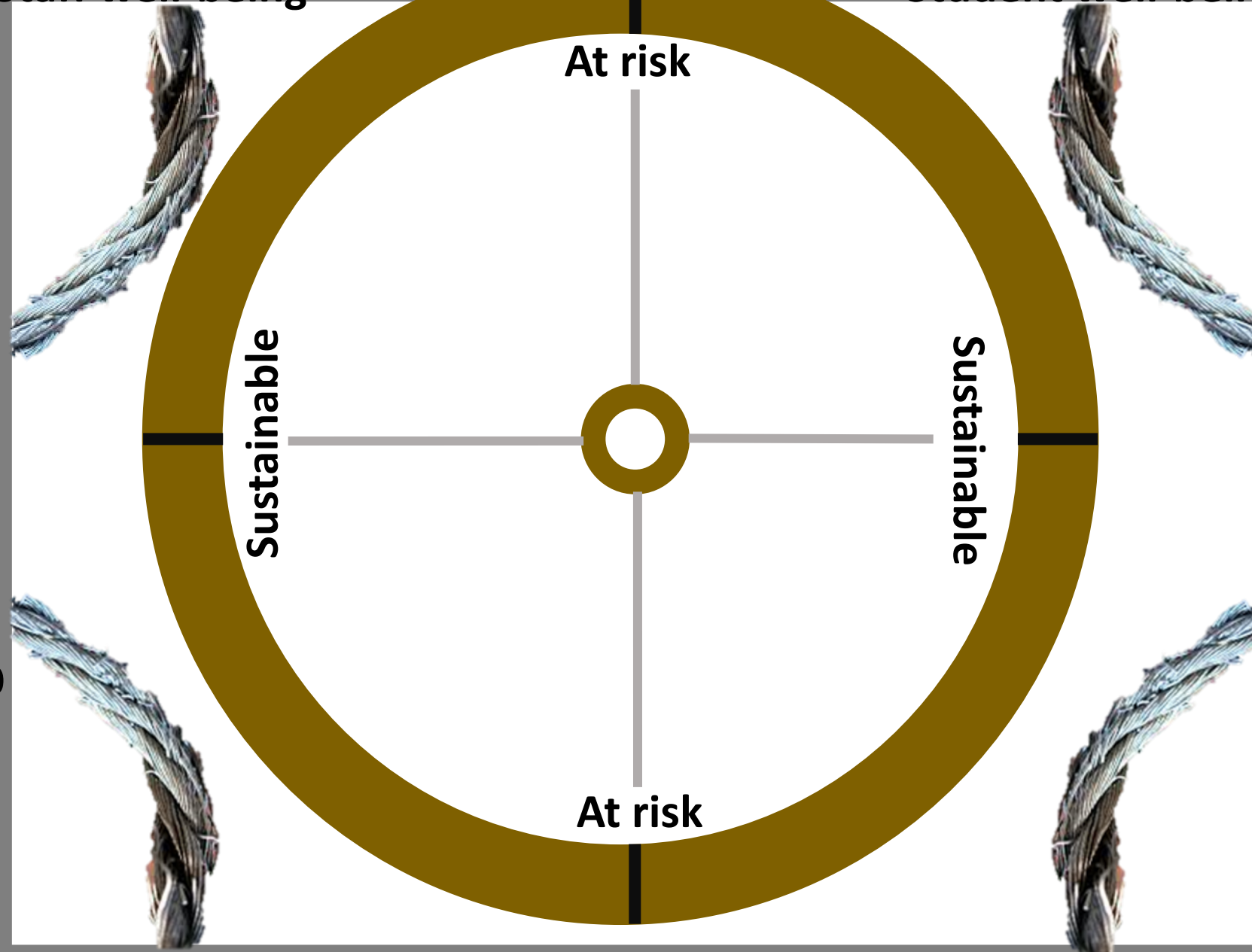
Staff well-being

Student well-being

Student learning

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Expectations



Systems

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Capacity

Scheduling

Staff well-being

Student well-being

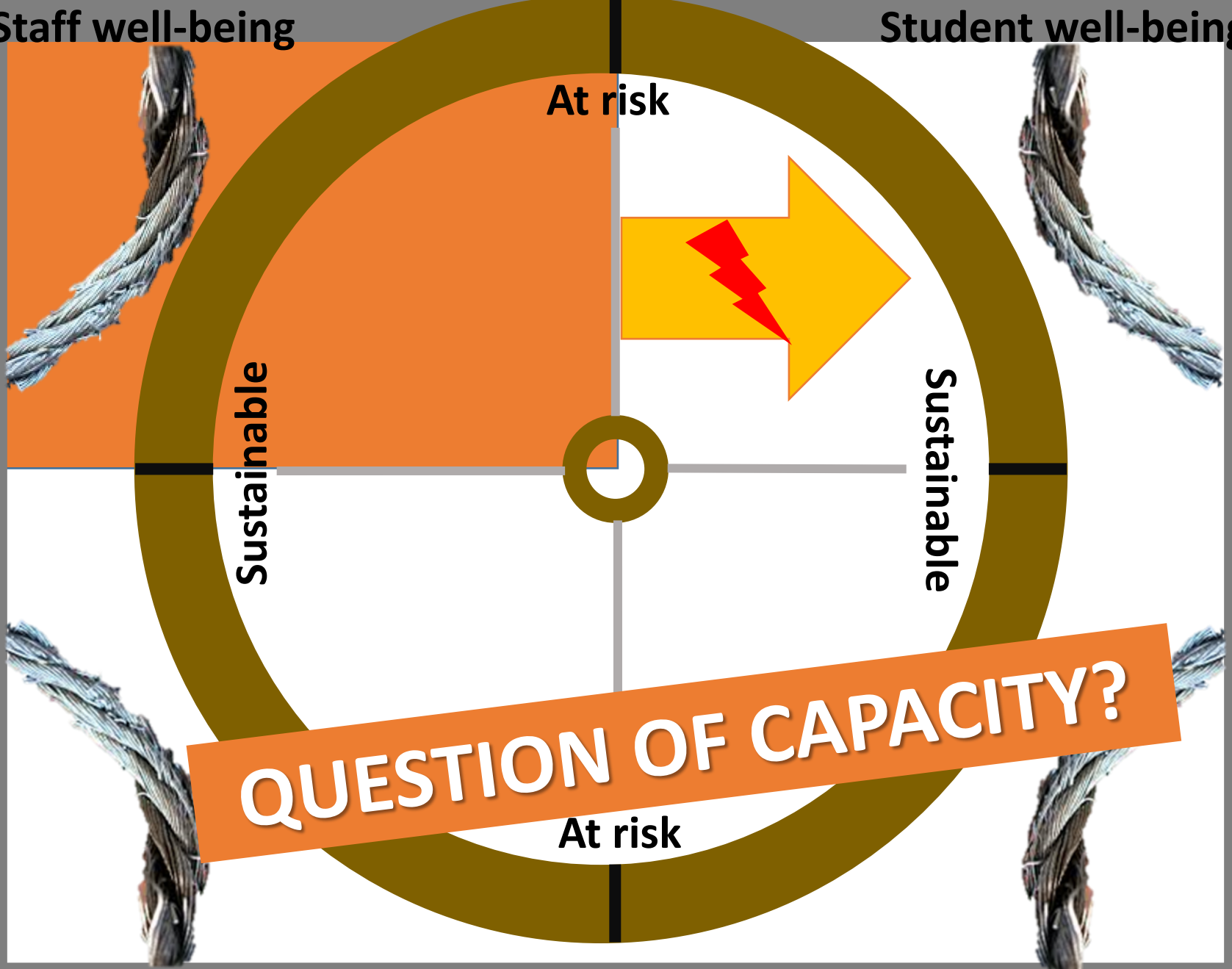
Student learning

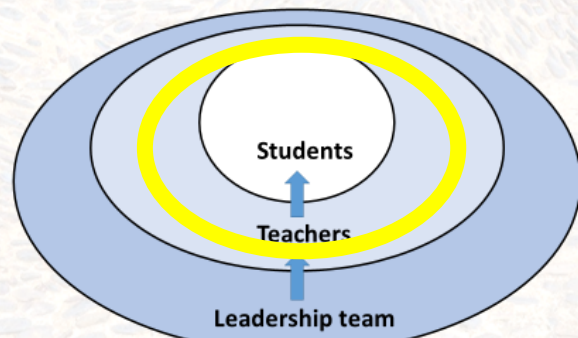
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Expectations

Systems

Capacity





Who are the learners in your school?

**focusing
learning**

Box 1. The 7 principles of learning

- Learners at the centre
- Social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning
- Building horizontal connections

Source: Dumont et al, 2010

the spiral of inquiry:

What is going on in your organisation?
Where is this heading for students?

Figure 1: Spiral of inquiry

What's going
on for learners?



Collaboration and inquiry

From Youngs et al. (2016, p.10)

challenging assumptions

open-mindedness

towards
others'
ideas

trying new
practices

increased
reflection

of current
teaching
practices

deeper awareness
and understanding

students' learning
needs

*In-depth quality
conversations and
collaboration with
other teachers*

*Improved
planning and
teaching
regarding
effective learning*

*promotion of students'
independence and
student driven learning
use of students' feedback
quality conversations
with students*

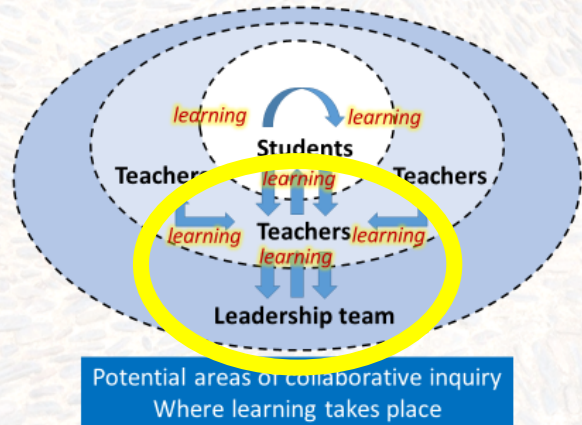
collegial - collaborative

pedagogy

students

inner-world

visible practices



bi-focusing learning

Box 1. The 7 principles of learning

- Learners at the centre and teachers
- Social nature of learning
- Emotions are integral to learning
- Recognising individual differences of teachers
- Stretching all students and teachers
- Assessment for learning and teacher well-being
- Building horizontal connections with teachers

Source: Dumont et al, 2010

Flipping the spiral of inquiry:

What is your hunch about the well-being and pedagogy of teachers (other staff)?

Figure 1: Spiral of inquiry

What's going on for teachers (and other staff)?



Adapted by HYoungs

How can we recognise collaborative practices?

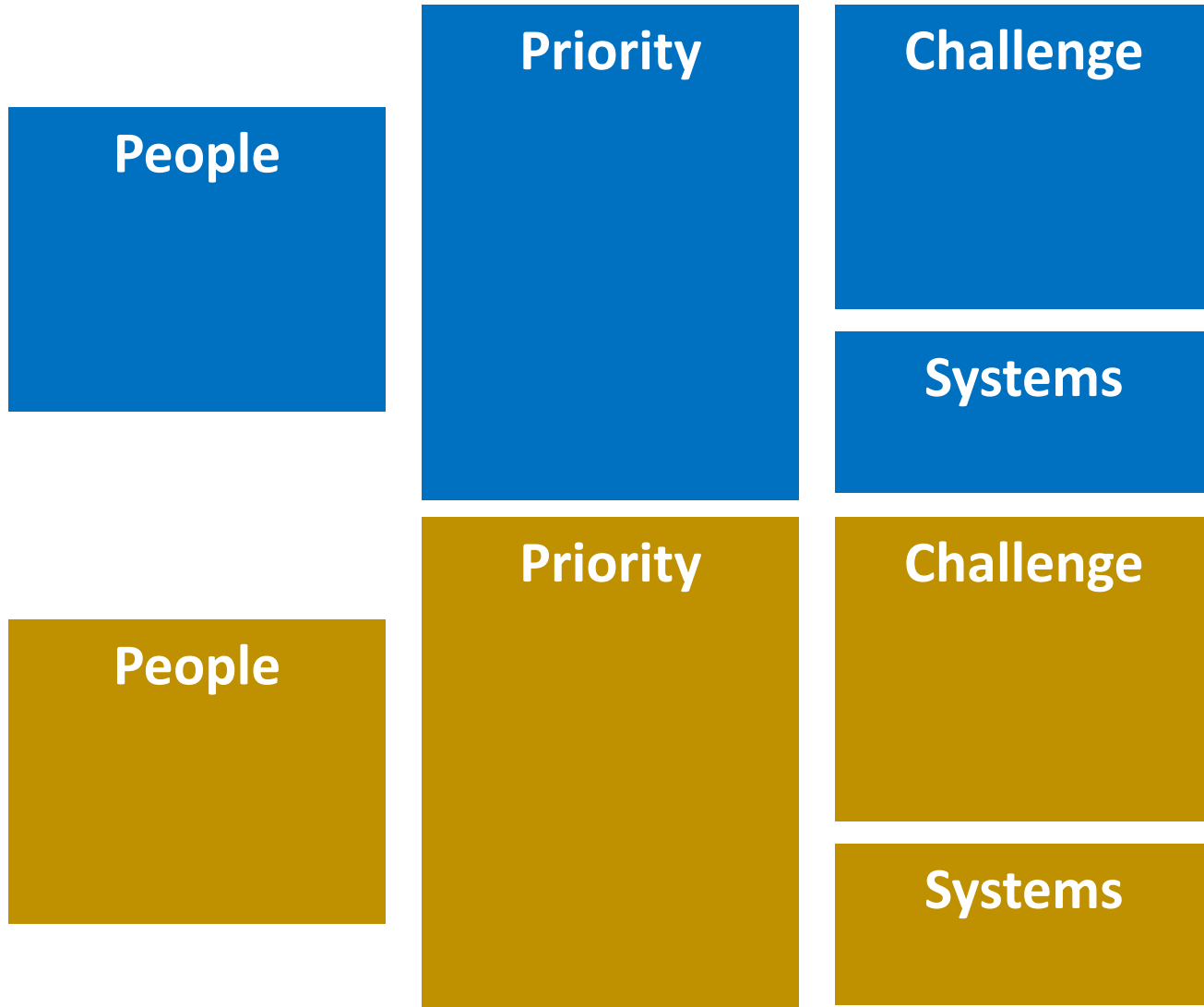
Eastern Learning Network voices

Spontaneous conversations
Sharing in team meetings
(structured and unstructured)
Communicating vulnerability
Defaulting looking into your
own practice
Cross team collaboration
Formal and emerging
leadership
Widening and deepening of
individual agency and
productivity

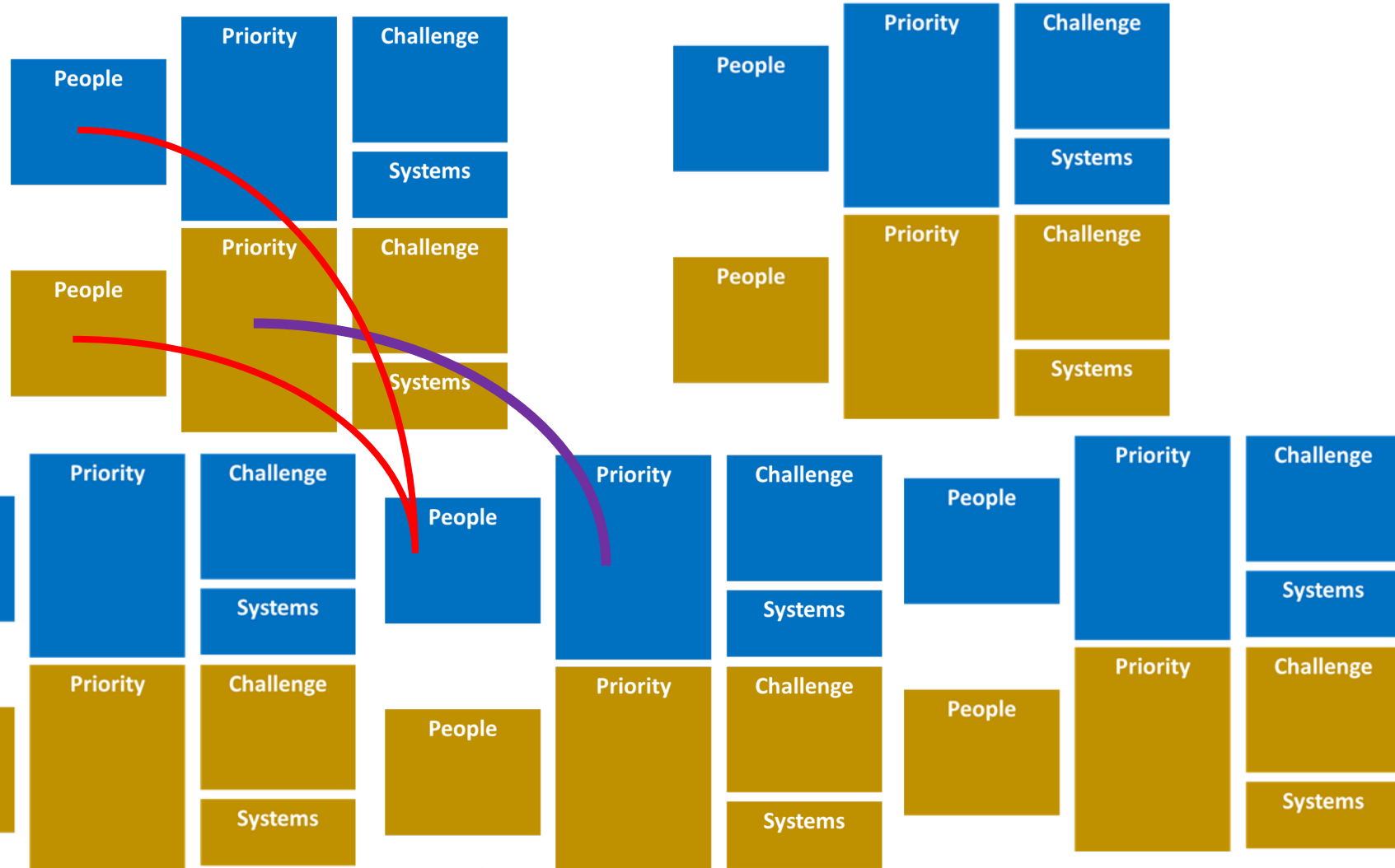
Ability to proceed reframe
and abandon
Trust and openness
Intentional structured time for
what we value
Openness to flexible
timeframes
Change in relationships and
relational trust
Shared vulnerability
Resourcing available
More movement in physical
environment



Mapping potential spaces of collaboration with others



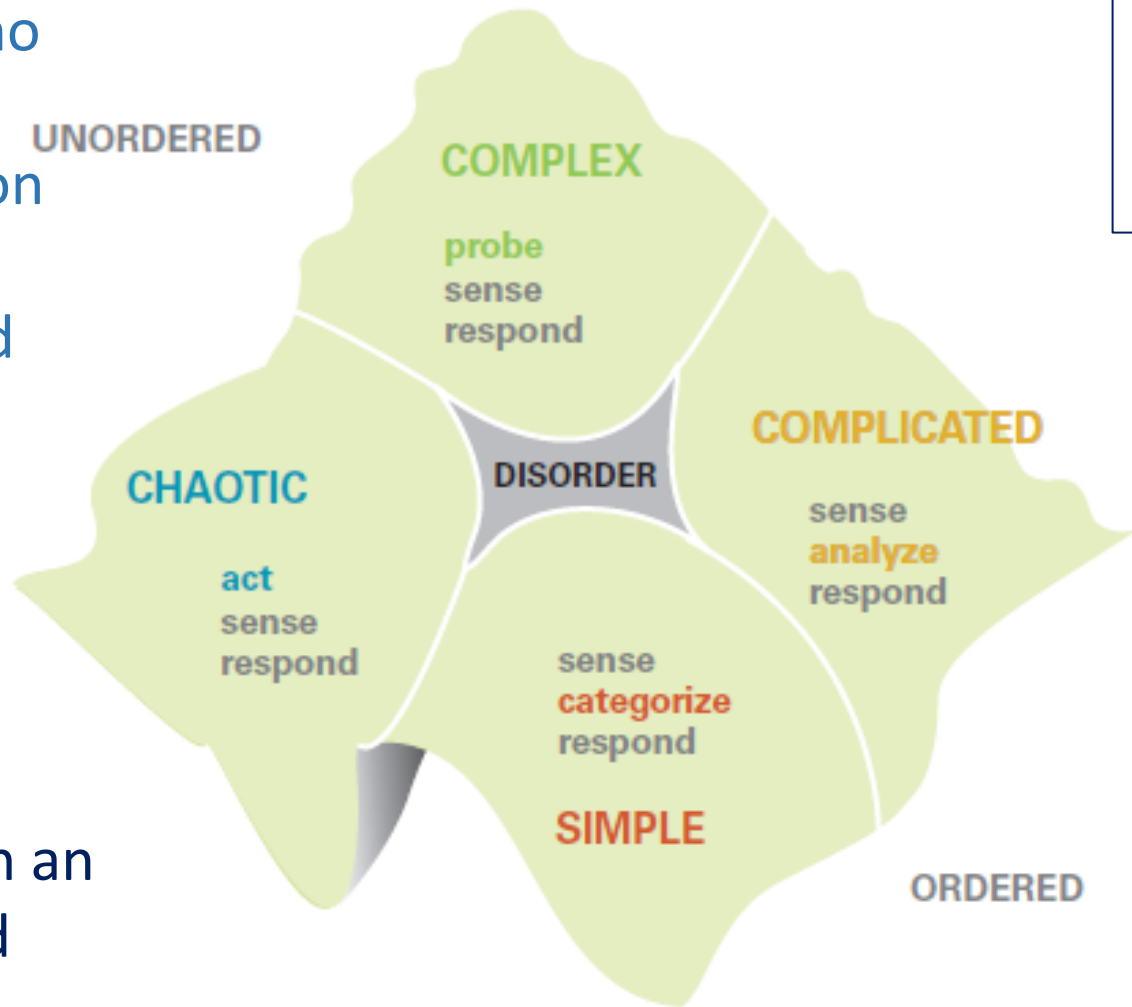
Mapping potential spaces of collaboration with others



The Cynefin Framework for decision-making

There is no apparent connection between cause and effect

The way forward is based on emerging patterns in an unordered world



The assumed position in education?

The way forward is based on known evidence

An ordered universe is assumed

(Snowden & Boone, 2007, p. 72)



One alternative – a process / practice approach

A process approach places the focus on practices, a focus that is lacking in the leadership studies field (Alvesson & Spicer, 2014).

Wilkinson and Kemmis (2015) shift "attention from the notion of leadership as a taken-for-granted and fixed state or role (implied in an entity view of organisations), to the activities and practices that constitute leading" (p.346).

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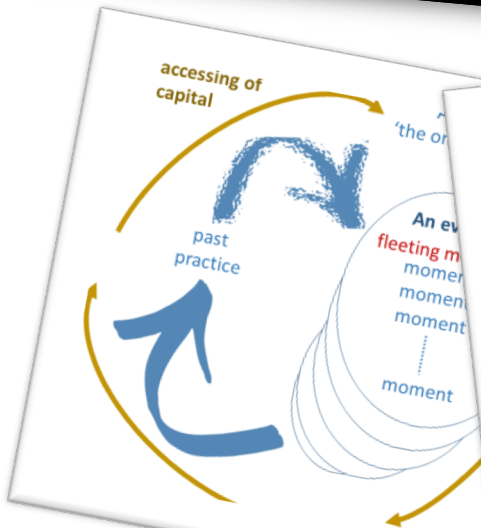
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Leadership-as-practice

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Potential and actual areas of learning





RECOGNISE YOUR NORM



ASK DIFFERENT QUESTIONS

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