CHALLENGING POSITIONAL AUTHORITY: NAVIGATING LEADERSHIP AS COLLABORATION

HELEN WRIGHTSON & LEE-ANNE TURTON

2016
Waiho i te toipoto, kaua i te toiroa

Let us keep close together, not wide apart
Overview:

- Challenging positional authority
- Collective nature of leadership
- Kaupapa Māori model of leadership
- Building people’s capabilities
- Sustainable leadership
- Distributed leadership is transformational
Disrupting the taken for granted positional authority informed by managerial notion of leading as a technicist activity

Considering site ontologies in education and the influence on leadership practices (Wilkinson & Kemmis, 2016)

Discourse: reflected in site ontologies: human practices and material arrangements

How is leadership different from management? (Rodd, 2006)
DISTRIBUTED LEADERSHIP AS TRANSFORMATIONAL

Relationships between practitioners who relate to one another in practices.

Distributed Leadership

- Empower people
- Collaboration for innovation
- Shared vision
- Culture of trust
- Encourage teamwork
- Encourage risk taking
- Respect, authenticity and honesty
COLLECTIVE NATURE OF LEADING

- Challenging the positional/hierarchical leadership roles embracing the collective nature of leading practices in early childhood education
- Building people’s capabilities within learning communities
- Collaborative approach to leadership
- Whanaungatanga: celebrating diversity considering different ways of being
- Distributed leadership as transformation
Leadership is both an individual and a collective responsibility (Te Kōpae Piripono, 2006) and they defined it as a model of four responsibilities:

- having responsibility
- being responsible
- taking responsibility
- sharing responsibility

This is consistent with Māori kaupapa which seeks to position learning in a whānau context with all being involved in learning.
"The paradigm of leadership within adopts the views that everyone is capable of contributing towards leadership and that active involvement in the process of leadership should not reside in one or two high-status individuals alone. This makes relational interdependence a key component" (McDowell Clark & Murray, 2012, p. 38)
SUSTAINABLE LEADERSHIP

• Leading practices form part of the ‘characteristic arrangements of sayings, doings and relatings that are mutually necessary to order and sustain’ a practice such as that of learning communities” (Wilkinson & Kemmis, 2016, p.48)

• McDowall Clark and Murray (2012) refer to leadership paradigms promoting sustainability and advocate an ‘organic’ or ‘ecological’ paradigm based on:
  • “Relationships
  • Participation
  • Distributed, shared or collective responsibility” (p.7)
COMMUNITY OF PRACTICE

• Changing paradigms in communities of practice
• “Thinking about- and practicing- leadership” (Wilkinson & Kemmis, 2016, p.48)
• Learning communities as a lived practice - a broader sense of education’s purpose
• Creating and recreating a shared vision that is reflective of multiple perspectives
• “Education, from this purpose, becomes not simply a quest for credentials, but a striving towards ‘living well in a world worth living in’” (Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer, & Bristol, 2014, cited in Wilkinson & Kemmis, 2016, p.49)
CELEBRATING DIVERSITY
DIFFERENT WAYS OF BEING

• Heroic work of teachers in their day to day work
• Individual point of difference and how they contribute to the collective
• Catalytic agency (McDowall Clark & Murray, 2012)
• Celebrating diversity
• Focus on leading practices rather than leadership as a defined role (Wilkinson & Kemmis, 2016)
WHAT DOES THIS MEAN

- Practice informed approach: focus on leading practices not leadership as a role
- Transformative practice
- Adopting a more collective approach to leadership as opposed to traditional positional leadership and building people capabilities
- Empowering members of the team to share in decision making
REFERENCES


