

# *Leadership for Young Children*

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# *Presentation Overview*

- *Part I*            *The Three Phases of Leadership Thinking*
- *Part II*           *Emerging Ideas About Leadership*
- *Part III*          *Considering Leadership in Education*
- *Part IV*          *Leadership in ECE/Special Education*
- *Part V*            *The Five Faces of Leadership*

*Part I:*

*The Three Phases of  
Leadership Thinking*

# *Leadership Evolution at a Glance*



# *Part I: The Evolution of Leadership Thinking*

- *Traditional or industrial leadership phase (Biddle, 2010)*

- Leadership is linear and bureaucratic
- Decisions are made from a top-down approach
- Predominant model until the 1960s
- Structurally based on defined hierarchies
- Based on assumptions of people's powerlessness, their lack of personal vision and their inability to master the forces of change (Senge, 1990)
- Influenced businesses, corporate America, and schools

# *Part I: The Evolution of Leadership Thinking*

- *Mid-century leadership phase*

- Focus shifted from:

- One key individual to many contributing individuals
- One institution to cross-institutional leadership
- The process of leadership to the results of leadership

- For example, the leadership required to get results across organizational boundaries (Archer & Cameron, 2012)

# *Part I: The Evolution of Leadership Thinking*

## *• Mid-century leadership phase*

– Identified new skills for this kind of “new leader”:

- Build relationships
- Resolve conflicts
- Share control

– Identified new mindsets:

- Value diverse cultures
- Value diverse skills and experiences
- Value diverse thinking

# *Part I: The Evolution of Leadership Thinking*

- *Mid-century leadership phase*

- Collaborative Leadership

- “An organization cannot flourish—at least, not for long—on the actions of the top leader alone”(Fullan, 2002)
- Leadership should go beyond position and authority to be seen as an emergent and interactive dynamic (Uhl-Bien, Marion, & McKelvey, 2007)

# *Part I: The Evolution of Leadership Thinking*

## • *Contemporary phase*

- Shared leadership: a dynamic and interactive influence process in which individuals in a group share the responsibility of leading one another to achieve group/organizational goals (Pearce & Conger, 2003)
- “Effective followers make an active decision to contribute towards the achievement of the goal and demonstrate enthusiasm, intelligence, self-reliance, and the ability to work with others in pursuit of the goal” (Kelley, 1992)
- Idea that everybody is both a leader and a follower
  - The challenge of leadership is for an individual to know when to be what

*Part II:*  
*Emerging Ideas About*  
*Leadership*

# *Part II: Emerging Ideas about Leadership*

- *Distinguishing between management and leadership*
  - Began with leadership = management
  - Leadership creates the systems that managers manage (Kotter, as cited in Archer & Cameron, 2012)
  - Leadership tasks: [Future-oriented] to create vision and strategy, to communicate, to set direction, to motivate action, and to align people (Kotter, 1996)
  - Management tasks: [Present-oriented] to implement, to organize, to monitor, and to improve

# *Part II: Emerging Ideas about Leadership*

- *Defining the characteristics associated with leadership*
  - One theorist (Biddle, 2010) suggests that there are three variables that affect leadership and contribute to organizational success
    - *The Three R's*
      - Relationships, reciprocal learning, and reflection
  - Relationships
    - *Sharing roles and responsibilities amongst the group creates a strong network of relationships*
    - *Leadership must be a collective relationship where individuals are both shapers of and shaped by one another (Biddle, 2010)*
  - Reciprocal learning
    - *Leadership is about learning together and constructing meaning and knowledge collectively and collaboratively (Lambert, as cited in Biddle, 2010)*
  - Reflection
    - *In the process of leadership, individuals collectively reflect upon their work to gain insight and to create effective action (Biddle, 2010)*

# *Part II: Emerging Ideas about Leadership*

- *Defining the characteristics associated with leadership*
  - Competence
    - Do you have relevant knowledge and required skills?
    - Will your abilities and actions inspire trust and confidence in others?
  - Character
    - Are your values clear to yourself and to others?
    - Do you live up to your values?
  - Compassion
    - Do you show individualized concern for those you lead?
    - Do you practice inclusive leadership?
  - Courage
    - Will you do what is right, rather than what is easy?

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# *Future Ideas About Leadership*

- *We have seen that ideas about leadership are not constant, but rather that they change over time*
- *Given that we are moving toward a society that allows for more independent working (e.g., home offices, telecommunicating), what will leadership look like in the future?*
- *What kinds of leadership will a technological society need?*

*Part III:*  
*Considering Leadership in*  
*Education*

# *Part III: Considering Leadership in Education*

- *Leadership in education reflects the general trajectory of leadership theory's evolution*
- *Traditional phase*
  - Principal is the authority
    - His rule reigns
    - Imbued, via union policies, with extraordinary authority
  - Phase persisted through the 1960s
  - With the advent of the common school, current federal policies demand that school and student results improve

# *Part III: Considering Leadership in Education*

- *Mid-century phase*

- Need for a focus on collaboration with teachers and community agencies
- Need for community partnerships
- Era when schools were becoming hubs of community services
- Many principal academics established to equip principals with leadership qualities appropriate for their new roles
- State licensing changed to require additional leadership training

# *Part III: Considering Leadership in Education*

- *Contemporary phase*

- Move to a focus on results
- Current federal policies demand that school and student results improve (Smith, Robb, West, & Tyler, 2010)
- Educational leadership has been shown to have a strong and positive effect on student achievement, school culture, and the achievement of quality in educational institutions (Wise & Wright, 2012)
- So, new pressure on school leaders to become educational leaders
- Many feel, however, that with the increase in federal and state demands, leaders are far more akin to managers

# *Part III: Considering Leadership in Education*

- *Contemporary phase*

- Move to a focus on *teachers as leaders*
- Teacher leadership has become a crucial element in school reform (Billingsley, 2007)
  - Fosters collaborative and mutually defined goals
  - Enhances student achievement
- Term asserts that teachers have a significant role in how schools operate and in the teaching and learning processes (York-Barr & Duke, 2004)
- Work of teacher leaders varies greatly, however

# *Part III: Considering Leadership in Education*

- ***Three waves of ideas about Teacher Leadership***
  - (Silva, Gimbert, & Nolan, as cited in Billingsley, 2007)

## ***First Wave***

- Teacher leaders' roles were highly structured and formalized (e.g., master teacher, lead teacher)



## ***Second Wave***

- Acknowledged teachers' pedagogical expertise
  - Instructional leadership positions emerged (e.g., team leaders, curriculum developers, staff development facilitators)



## ***Third Wave***

- Teacher leaders redesign schools, engage in problem solving, mentor, and provide colleagues with professional growth opportunities

*Part IV:*  
*Leadership in ECE/  
Special Education*

# *Part IV: Leadership in ECE*

- *Traditional phase*

- Leadership in ECE also followed the general evolutionary trajectory, but the many differences in ECE make it a bit dissimilar
- Director as leader
  - ECE had authorities much like principals during this period
  - Due to the scope of their responsibilities and the lack of a supporting infrastructure, however, ECE leaders were more like managers
  - Hierarchical
  - There are still many ECE settings, particularly in small for-profit centers, where staff are often not protected by union contracts
  - Because many ECE centers are smaller than schools, there is a more intimate focus on pedagogy and parents

# *Part IV: Leadership in ECE*

- *Mid-century phase*

- Recognized leadership in EC settings as unique

- These settings do not typically adhere to conventional management and leadership theories (Henderson-Kelly & Pamphilon, as cited in Wise & Wright 2012)
- Instead, these settings have a shared leadership model—intimate and collaborative (Kagan, 1994)
- Settings could have taught k-12 a great deal, particularly about community and parent engagement aspects of leadership

# *Part IV: Leadership in ECE*

- *Contemporary phase*

- Practically, leaders are being besieged
  - Need support at every turn, being asked to do more with less
- Empirically, limited research on leadership in early childhood (EC) settings
- Definitionally, no clear understanding of what we mean by “leadership” or what it should really do in light of competing demands (Wise & Wright, 2012)
- When it is a topic of conversation, focus is on the child-teacher dynamic, rather than on the managerial role of EC leaders (Muijs, Aubrey, Harris, & Briggs, 2004) or on diverse kinds of leadership needed to advance ECE

# *Part IV: Leadership in Special Education*

- *Doesn't follow a similar trajectory*
  - In part, because the field is newer
  - In part, because so much of special education leadership comes from teachers
  - In part, because there is a fairly good data base on special education teachers in general
  - In part, because of the challenges special educators face

# *Part IV: Leadership in Special Education*

- *Data base*

- Special education teachers who have the skills and the opportunities to collaborate often tend to work with others in ways that are consistent with those of a teacher leader (Billingsley, 2007)
- Teacher leaders in collaborative settings initiate new programs and ideas, motivate others, and engage in problem-solving (Rosenholtz, 1989)
- Special educators take on a leadership role in problem-solving meetings and in school-wide implementation and interpretation of curriculum-based assessments (Zigmond et al., 1995)
- Special education teachers are leaders because they confront the educational barriers for children with special needs (Billingsley, 2007)
- Special education teachers have a “sophisticated understanding of how their schools and districts function organizationally and politically”
  - These teachers are the leaders that provide the vision, direction, and plans for special education (York-Barr et al., 2005)

# *Part IV: Leadership in Special Education*

- *CEC leadership*

- Council for Exceptional Children (CEC) created new advanced content standards that state that special educators must develop “new responsibilities for leadership” (CEC, as cited in Ludlow, 2011)

- “Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments” (CEC, 2012)

# *Part IV: Leadership in Special Education*

- *Leadership guidance*

- Ludlow (2011) summarizes strategies special educators can use to develop their leadership skills:
  - Identifying and implementing evidence-based practices in instruction
  - Using online resources for curriculum development, instructional delivery, behavior support, and stress management
  - Creating/maintaining effective co-teaching partnerships with general educators
  - Using electronic tools to simplify progress monitoring and data-based decision making about student outcomes and intervention programs
  - Developing skills for maintaining a positive attitude
  - Assuming an advocacy role in providing policy makers with a practitioner's perspective on key state/federal policies that impact special education

# *Part IV: Leadership in Special Education*

- ***Challenges to teacher leadership*** (Murphy, 2005; Sherrill, 1999; Wasley, 1991; York-Barr & Duke, 2004)
  - Hierarchical school structures
  - High costs of collaborative work
  - Lack of administrative support for new teachers
  - Stress among teacher leaders
  - Traditional separation of special and general education
  - Focus on compliance and the legal regulation of special education
  - Instability in the special education teaching workforce
    - **Chronic and persistent shortage of special education teachers** (Smith, Robb, West, & Tyler, 2010)
  - Lack of a conceptual “think” to guide action for supporting teacher leaders

# *Part IV: Leadership in Special Education*

- *“Special education leaders need the support of district and school administrators to create a more unified culture in which all see their responsibilities to students who have disabilities and work collectively toward meeting students’ needs”*

– (Billingsley, 2007)

*Part V:*  
*The Five Faces of*  
*Leadership*



# *Part V: The Five Faces of Leadership: Administrative Leadership*

- *Early childhood care and education (ECCE) program can be thought of as a business organization that provides services to children and families*
- *Administrator of the ECCE program is the director*
- *Effective administrative leaders:*
  - Provide for ongoing learning for staff
  - Direct child and family services
  - Build internal and external communication networks
  - Manage the program's finances
- *Directors of early childhood programs are central to program quality*
- *Managers vs. Leaders*
  - Managers in EC settings focus on the specific details of daily operation
  - Leaders engage in reflective, dynamic, value-based planning and organizing
    - Provide vision, inspiration, structure, and direction to their colleagues

# *Part V: The Five Faces of Leadership: Community Leadership*

- *ECCE community leaders help the community understand why ECCE is important*
- *Effective ECCE community leaders:*
  - Show the community that quality ECCE significantly affects children's later success in school and in life
  - Convince other community leaders to place ECCE prominently in the community agenda
  - Influence community policies to create quality ECCE programs by outlining what needs to be done
  - Assist in securing the human and financial resources needed for quality ECCE programs

# *Part V: The Five Faces of Leadership: Conceptual Leadership*

- *Conceptual leadership is about creating new ideas*
- *Effective ECCE conceptual leaders:*
  - Think about the field of ECCE as a whole, rather than as individual programs
  - “Think together” by collaborating with others in the field
  - Are responsive to diverse perspectives
  - Look towards the future and consider possibility
  - Reach out to other institutions and their leaders, families, and communities
  - Seek to impact the social good by considering how ECCE contributes to society

# *Part V: The Five Faces of Leadership: Advocacy Leadership*

- *The significant progress that has been made in the field of ECCE is due in large part to the strong leadership and advocacy within the ECCE community*
- *ECCE advocates have demonstrated strong leadership skills by influencing both federal and state ECCE policies and private sector investments*
- *Effective advocacy leaders:*
  - Have a vision for what they believe children need to grow and thrive
  - Are able to communicate this vision
  - Are able to plan for the long-term
  - Use data strategically
  - Use their time, resources, and efforts in an effective and timely manner
  - Are persistent
  - Know how and when to compromise
  - Work collaboratively with colleagues

# *Part V: The Five Faces of Leadership: Pedagogical Leadership*

- ***Effective ECCE pedagogical leaders:***
  - Achieve and maintain credibility in both the practitioner and research worlds
  - Make their ideological assumptions about ECCE and the sources of these assumptions explicit
  - Engage in open discussion and exchange with their colleagues by presenting their ideas in public forums and documents
  - Help researchers and practitioners understand each others' perspectives and their contributions to the field of ECCE
  - Are able to communicate the views and findings of practitioners and researchers to others involved in field (e.g., families, school boards, etc.)
  - Set the pedagogical agenda by maintaining an awareness of the issues in pedagogy
  - Identify new developments in pedagogy



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