

Leadership for Young Children

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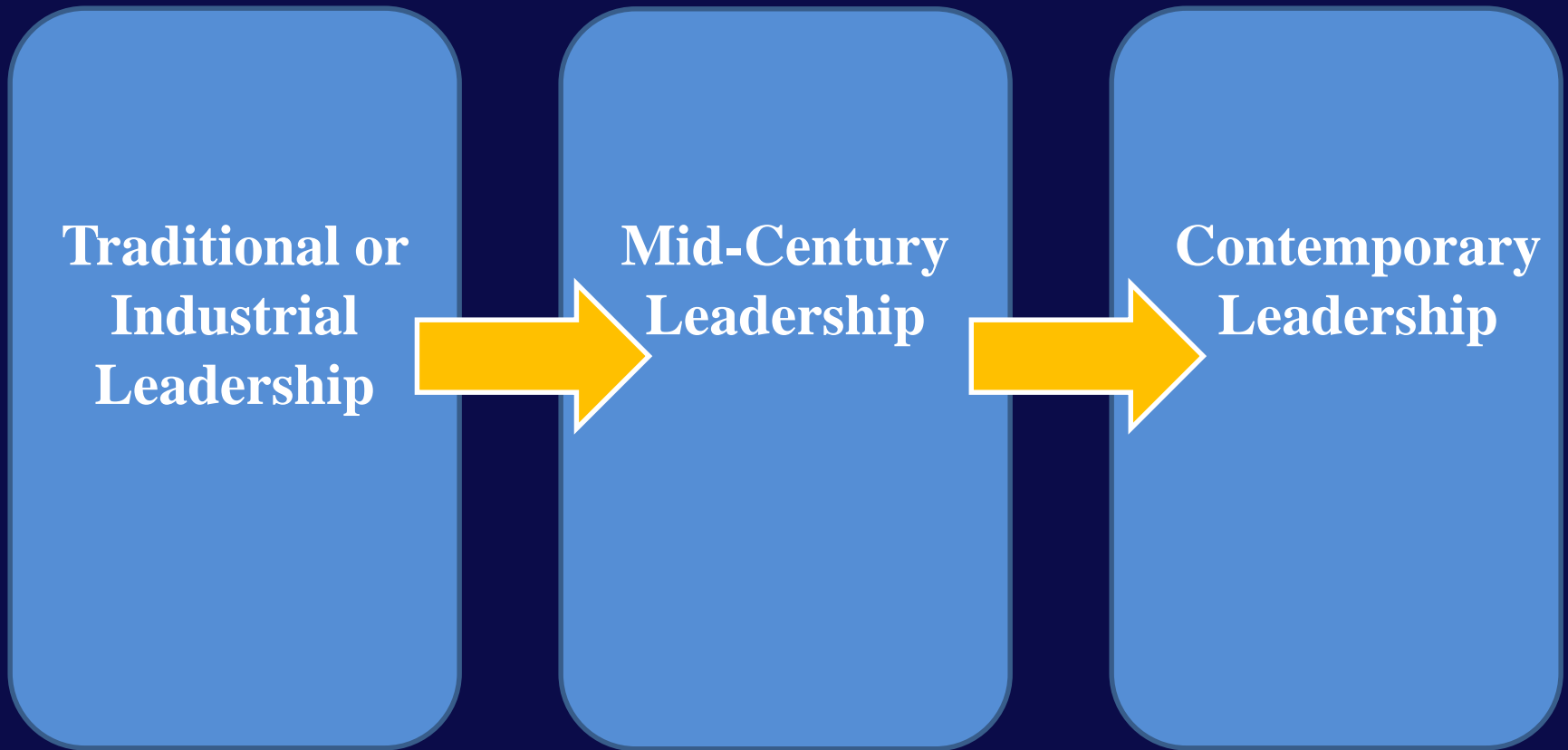
Presentation Overview

- 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 Personal 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?*

Part II: Emerging Ideas About Leadership

- *Unit of Analysis Changed from Individuals to Institutions (Senge, 1990)*
 - Systems thinking = cornerstone of the learning organization
 - Focus tends to be on the parts, rather than on the whole—we fail to see organization as a dynamic process
 - “Learning organizations are organizations where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together” (Senge, 1990)
 - Doesn’t discount personal leadership and learning; Says that personal mastery, individual learning, must occur for organizational learning to occur
 - Idea is that we don’t exist in organizations as individuals, but instead that we exist as part of a system, and leadership must be marshalled toward organizational effectiveness

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

- *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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