



ACKNOWLEDGEMENT OF COUNTRY

We acknowledge that we meet today on the traditional lands of the Palawa people, in particular the Muwinina people. We also acknowledge the Wurundjeri people of the Kulin nation where this research took place. We pay respect to the deep knowledges embedded within Indigenous communities and the ongoing connections of, and care for Country. We also acknowledge the past, present and emerging leaders from Indigenous communities who work to keep culture strong and vibrant.

Reimagining Educational Leadership: Collaboration and Vision

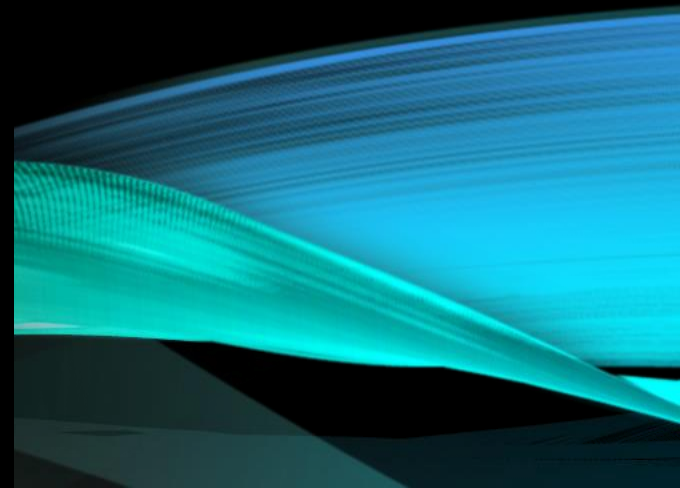
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A RELATIONAL
APPROACH TO
LEADERSHIP:
AUTHENTIC
ENGAGEMENT
WITH PEOPLE,
PLACES AND
IDEAS...





WE WONDERED...

What happens if you don't begin with the technical, compliance structures of educational leadership?

What if you begin with concepts, philosophy, "BIG" ideas as a starting place?

“Personal and professional development, like education, should not be seen as static or unchangeable qualities, achieved once and for all, but rather as a process, an ongoing path that we follow from birth throughout our lives, now more than ever. Personal and professional development and education are something that we construct ourselves in relation with others, based on values that are chosen shared and constructed together. It means living and living ourselves in a permanent state of research”.

(Rinaldi, 2006. p 137 in Pacini-Ketchabaw et al, 2015, pg 6)

UNDERPINNING CONCEPTS

- Place
- Image of the Child
- Relationships

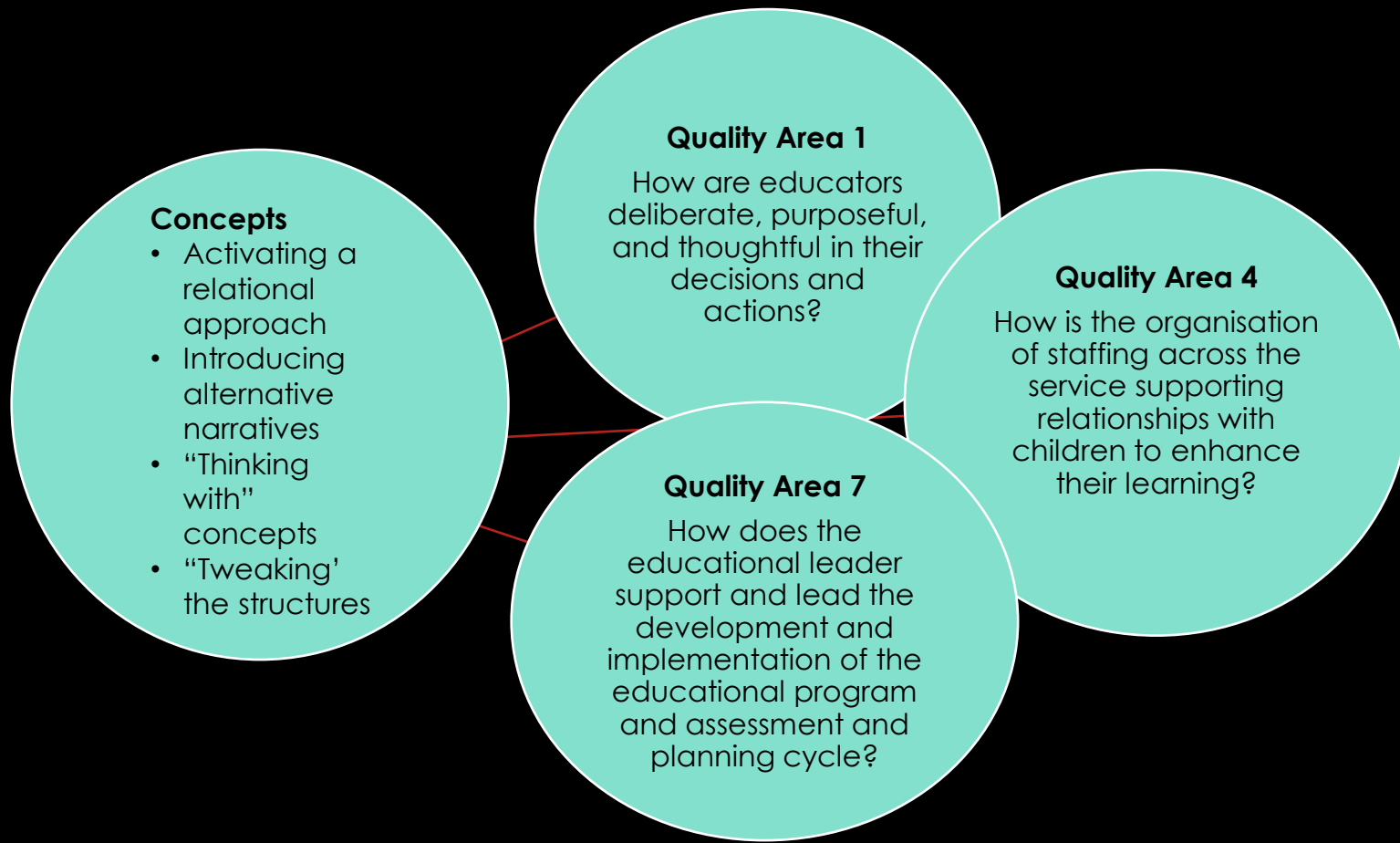




SELECTING AN EDUCATIONAL LEADER

“Neither the National Quality Standard nor the legislative requirements are prescriptive about the qualifications, experience or required skills for the person chosen to be the educational leader. The flexibility of these provisions allows approved providers to choose the person best suited to take on this role”

HOW ARE PEDAGOGY, LEADERSHIP AND COMPLIANCE FRAMEWORKS ENTANGLED?



BUILDING A SHARED UNDERSTANDING: “THINKING TOGETHER”



An abstract graphic on the left side of the slide, featuring a vibrant red background with flowing, organic shapes in shades of red and a hint of green at the top.

ENGAGING WITH COMPLEXITY

“When we complicate our ways of knowing and doing with children, we move beyond one “best” way of responding and open up many possibilities, thus we refer to a shift from understanding practice (singular) to complexifying practices (plural)”.

(Pacini-Ketchabaw et al, 2015, pg 20)

THROWING
THE BALL...





EDUCATOR AS RESEARCHER

“As co-constructors of knowledge educators partner with the children, families and their colleagues to collaboratively research, document, critically reflect on, deepen, and share their contextualized understandings. The educator as researcher and co-constructor considers new provocations and resources to build on the children's questions, learning and interests”.

(Rinaldi, 2001 in Pacini-Ketchabaw et al, 2015 pg 66)

TRANSFORMING PRACTICE

How might we
consider the active
role of the materials
provided?



TRANSFORMING PRACTICE

How can engaging with Place respectfully foreground Aboriginal perspectives?



Welcome to Country Joy Murphy & Lisa Kennedy

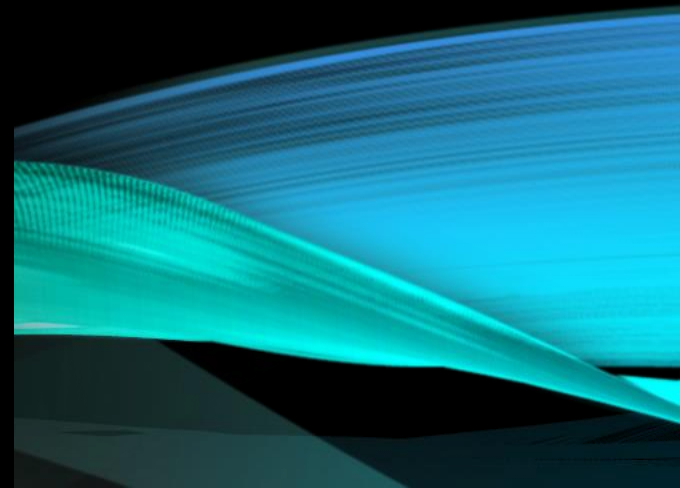
TRANSFORMING PRACTICE

What pedagogies
are required to
enable children to
participate *with* the
world?





QUESTIONS?



REFERENCES

Murphy, J. & Kennedy, L.(2016). *Welcome to Country*. Australia: Walker books.

Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., & Sanchez, A. (2015). *Journeys: Reconceptualizing early childhood practices through pedagogical narration*. Toronto: University of Toronto Press.