

Educational Leaders: How Influential are they in Guiding and Supporting Change?



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Who is the Professional Support Coordinator in each state and territory?



The Professional Support Coordinator is a Programme Element of the Inclusion and Professional Support Program, funded by the Australian Government Department of Education.



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It's about you. Always!
Communities@Work

**ACT PROFESSIONAL
SUPPORT COORDINATOR**

Gowrie

South Australia



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Shared Leadership

“Distributed’, ‘participative’, ‘facilitative’ or ‘collaborative’ models of leadership call for a shift away from the traditional vision of leader as one key individual towards a more collective vision, one where the responsibility for leadership rests within various formal and informal leaders.’

(Siraj-Blatchford & Manni 2006, p. 20.)



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Theories for Distributed Leadership

- ‘Borrowed’ initially from school sector literature
- Distributed leadership relates to the way in which interactions with individuals makes leadership more effective, acknowledging expertise rather than role.
- Distributed leadership can lead to common understandings and ways of working together

(Harris 2009)



Distributed Leadership

According to Margy Whalley (in Colmer & Rutherford 2011):

‘we are responding to a complex, changing and often chaotic world...if we are to build a sustainable workforce we need proud professionals – confident, competent and reflective practitioners who are capable of developing leadership learning within their own centres and capable of building learning communities across centres.’



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Change

- *‘Effective leaders have positive attitudes to new experiences’*
(Rodd 2006)
- *‘Individuals who see change as a challenge and therefore have the power to create change have been described as lifelong learners’*
(Claxton 2001 in Rodd)

‘We cannot be alive without changing, the challenge of life is to have the courage to change’

(adapted from Rinaldi 2012)



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Change is...

- Continuous improvement
- Not a special 'event'
- An ongoing, cyclical process
- A process that takes time
- Effective when people lead and participate in it



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‘Innovation and change need to be handled carefully and the leaders’ role is to find ways to engage all educators so they can contribute to their full extent. This means nurturing commitment and finding ways to build challenges into staff’s daily work’

(Colmer and Rutherford 2011)



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Voices from the Field

Educational Leaders from the A.C.T will describe how they have embraced their role *'...working with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.'*

(ACECQA 2011, p. 178.)



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‘The function of leadership is to produce more leaders, not more followers.’

(Nader, R n.d.)

‘In your work with educators and children, you have a rare opportunity to assist in developing the leaders of tomorrow’

(Livingston, R 2014)



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Reflections

- ‘How can we develop the skills and capacity of team members in a way that leads to improved shared leadership?’ (ACECQA 2011, p. 178)
- What provocations can you pose to foster a culture of critical thought and reflection in order to establish learning communities?
- What type of leader do you aspire to be?



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