

Transformative leadership for social justice and equity outcomes

Lynne Rutherford, Gowrie SA



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Gowrie SA

- Opened in 1940
- Children from six weeks to school age
- 112 children per day at Thebarton site in 6 rooms, 50 children per day at Underdale site in 3 rooms
- Primary caregiving implemented since 1996



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Leadership Structure

- Four year degree qualified Program Leader
- Diploma or degree qualified Team Leader
- Diploma or degree qualified Assistant Team Leader



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Dilemma stories and perspectives

My Perspective	Educator perspective
Educator perspective	Educator perspective



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Evaluation of the project

- Transformative learning experience
- Wanting to move to transformative leadership

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Conditions to support transformative leadership

- Networking within staff groups
- Narrative based professional learning
- Policies and processes
- Consideration of social justice and equity



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Networking within staff groups

- Reduction in 'same way of thinking'
- Seeking, hearing and considering more perspectives
- Discussing power and authority



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Narrative based professional learning

- Social constructivist approach
- Collaborative enquiry
- Sustained internal knowledge
- Practice improvements



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Policies and processes

- How do you support families and children with priority circumstances?
- Should everyone be treated equally?



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Equity

- Equality versus Equity on Youtube

<https://www.youtube.com/watch?v=NQIpB12aN9w>

<https://www.youtube.com/watch?v=JBvIYnAnQFQ>



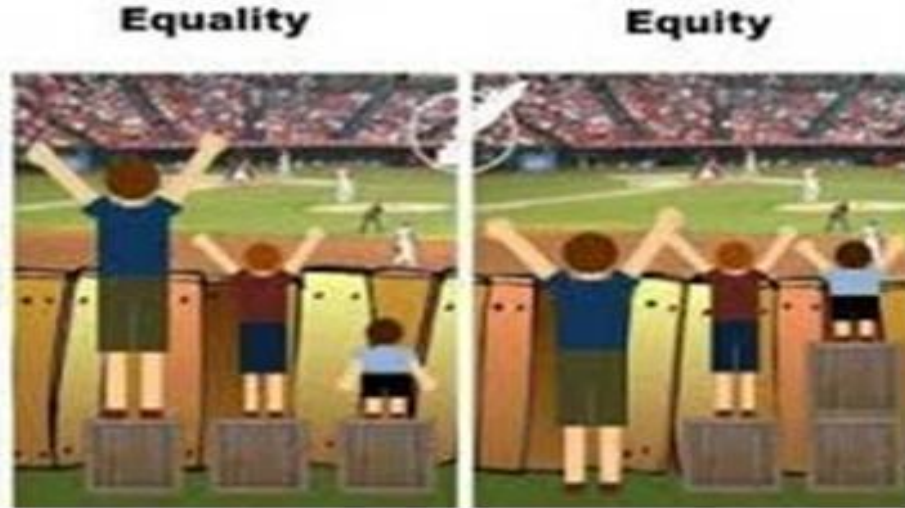
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Equality vs Equity



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Social justice and equity

- Supporting the wellbeing of children and families
- Responsibility of government, organisations, services, people?



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Challenges

- Understanding equity vs equality
- Family understandings
- Time
- Government policies and attitudes



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Opportunities

- Learning and challenges
- Change
- Ripples in a pond



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Thank you.

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Gowrie

South Australia



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