Pedagogical leadership

Soft Skills Course
HRDC

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"Be not afraid of leadership.
Some are born leaders,
some achieve leadership, and
others have leadership thrust
upon them."
- with due apologies to
William Shakespeare

Context to leadership

- What are challenges being faced by our institutions

- Aspirations

  - what are the aspirations of the institution

  - what are aspirations of faculty

  - what are student aspirations

  - what are parent's aspirations

- what is the need or purpose for leadership?

- Individual reflection, each participant one question

Pedagogical leadership (academic institution)

- Leadership

  - balancing contexts/challenges and aspirations

  - evolving shared vision bringing aspirations together

  - evolving strategies towards shared vision

  - supporting collective action towards achieving shared vision

- Leadership is a role, not a person's attribute

  - shared leadership

  - dynamic leadership, moving across people

  - contingent model of leadership (vs trait theory) – https://www.pon.harvard.edu/daily/leadership-skills-daily/the-contingency-theory-of-leadership-a-focus-on-fit/

Deep 'technical' knowledge useful

- subject matter expertise/depth

- understanding of learner

- pedagogy knowledge/ good teacher

- thinking/reflection skills

- Any other necessary skills/knowledge/values?

Supportive of team

- encourage individual visioning in all

- encourage shared visioning amongst all

- encourage work towards shared vision

- support as required to address challenges

- collegiality as an important principle of leadership in education settings https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1054&context=charleston

- Democratic leadership most suitable for academic institutions

- Any other aspects/attributes missed out? relative emphasis?

What can you do

- you can be a leader
  - "Be not afraid of greatness. Some are born great, some achieve greatness, and others have greatness thrust upon them." — William Shakespeare, Twelfth Night
  - Few are born leaders and some have leadership thrust on them. But you can "achieve" leadership
  - position in hierarchy immaterial
- understand the context of the institution
  - challenges of stakeholders
  - aspirations of stakeholders
- ideate your own vision for yourself and your institution
  - encourage discussions in your team to evolve shared vison

Processes of developing shared vision

- deepen understanding of education

- collaborate with stakeholders

  - evolve shared vision

  - act on shared vision

  - refine shared vision continuously/iteratively

- identify specific 'projects' / activities to move from context towards this shared vision

You can learn to be a leader

- Buid your own vision

- deepen technical knowledge (education area of expertise) – depth + breadth (holistic understanding)

- deepen thinking/reflection skills

- deepen understanding about people

- deepen technical skills of facilitation, program management

You can practise to be a leader

- Leadership is a skill as well, so "doing" necessary to learn
  - institution development project
  - individual development project
  - connected to challenges and aspirations
  - time bound plan. reasonably difficult, clear aims

- individual reflection and sharing – when have I taken a leadership role – professional or personal spaces. Has vision been a factor in leadership? Does vision have to be important factor in leadership?

Readings

- Senge – The Fifth Discipine - chapter on Shared Vision

- Fullan, Michael G.
  The evolution of change and the new work of the educational leader

- Blake Mouton people-task matrix

- Contingency theoryof leadership