

Distributed leadership for professional learning

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Today...

- Introduction to the study, 'Distributed leadership for professional learning'
- A framework of effective leadership practice
- The principles of Te Whāriki applied to effective leadership practices
- Engaging with the updated curriculum: the role of the positional leader
- Unpacking the segments of the framework: hearing from teachers and leaders
- Questions and reflections

Distributed leadership for professional learning: Effective leadership practice in early childhood education

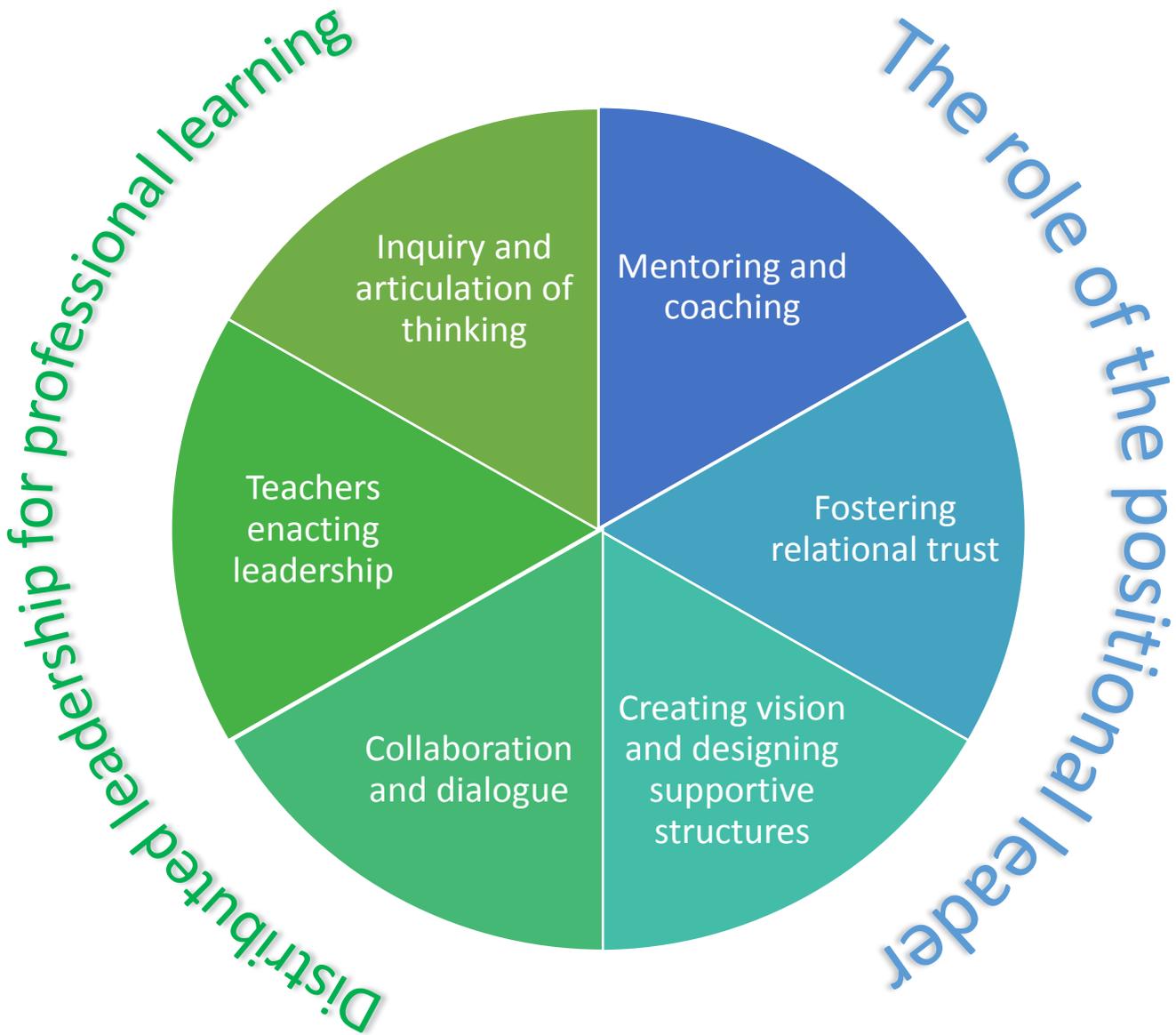
RESEARCH QUESTIONS:

- How does distributed leadership contribute to teachers' professional learning in early childhood education settings?
- What is the positional leader's role in facilitating distributed leadership for professional learning?

A Masters thesis research project, 2015-2017:

- Nationwide survey of qualified teachers and leaders in ECE, to develop a picture of current practice and understanding;
- Interviews with teachers and leaders in three identified high quality services, about distributed leadership and professional learning.

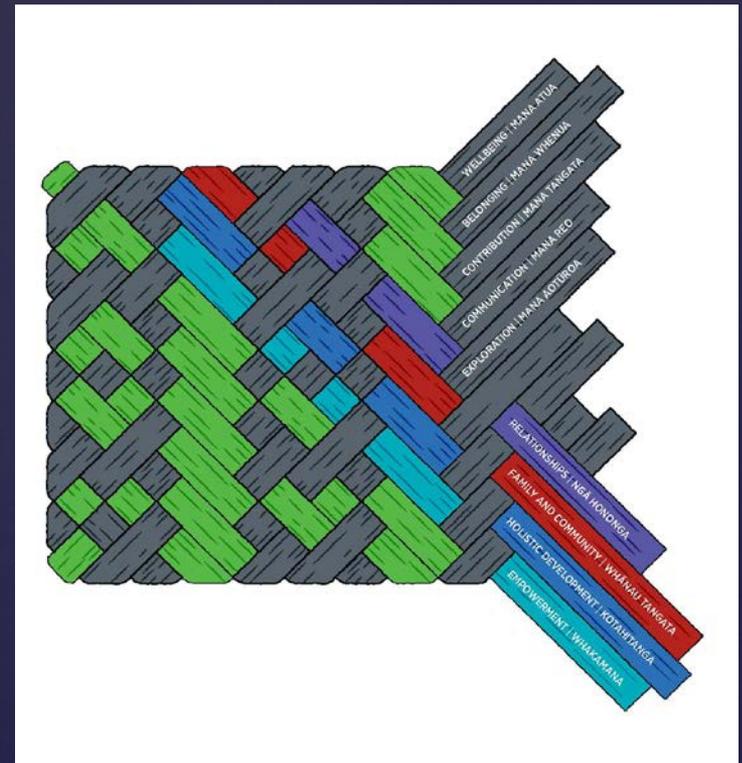
A framework of effective leadership practice:



Effective leadership practice	Principles of Te Whāriki
Fostering relational trust	Ngā Hononga -Relationships
Collaboration and dialogue	Whānau Tangata -Family and Community
Inquiry and articulation of thinking Mentoring and coaching	Kotahitanga -Holistic development
Teachers enacting leadership Creating vision and designing supportive structures	Whakamana -Empowerment

Engaging with the updated curriculum: The role of the positional leader

- Poekert (2012) claims that “teacher leadership leads to improved professional learning for colleagues and the teachers themselves” (p. 170).
- The positional leader has a critical role in facilitating distributed leadership and professional learning (Colmer et al, 2014).
- Being a leader of leaders is complex, particularly in a professional learning community where the focus is fluid (Edwards, 2012)



Think about leadership and professional learning in your own setting.

Talk to the person next to you:

What have you done to engage with the updated Te Whāriki?

Do you have any ideas for facilitating engagement in your team?



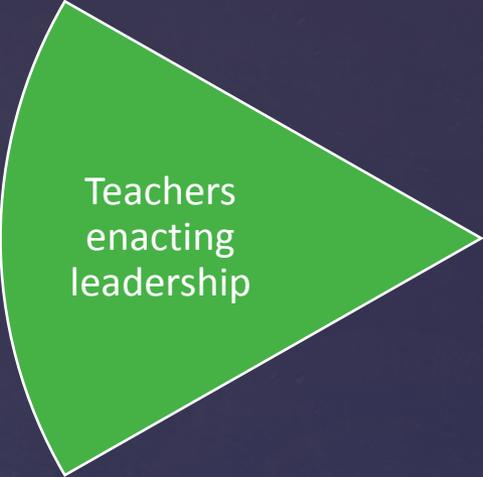


Inquiry and
articulation of
thinking

“Allowing teachers time to reflect and discuss [their teaching practice], and to put some of their strategies into place and then trial them out and then revisit them again.” (Positional leader)

“That process of writing [a presentation] actually helps me grow as a teacher and become a lot more articulate in being able to explain to others, to parents about why it is we do what we do. So I find that writing bit is actually one of the biggest tools for deepening my own knowledge.” (Teacher)





Teachers
enacting
leadership

“So for me it definitely contributes to my sense of satisfaction in my role as a teacher to have opportunities to be a leader, to be both led and to be a leader... I think that it’s motivating for teachers to have opportunities in a distributed leadership model, where teachers have opportunities to be empowered and to build their sense of belonging and to be part of a kind of family and community.”
(Teacher)

“The benefits are you get multiple perspectives and diverse views and different opinions, and you get more ideas, more knowledge.” (Positional leader)





Collaboration
and dialogue

“For me it’s the opportunity to share my knowledge with the team and then everybody getting on board and giving their two bits as well and creating a big learning environment where you’re all participating.” (Teacher)

“That’s how I think professional learning comes, when your ideas are challenged or you think about things in a different way, so having multiple opportunities for good conversation I think is crucial.” (Positional leader)



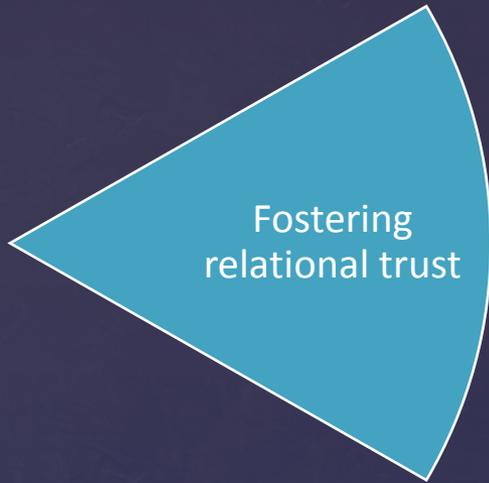


Mentoring and
coaching

“If you’ve got those relationships with your teachers and you know who they are as teachers but also who they are as their own person, you can help and support and mentor them to be capable leaders in different aspects of their teaching careers.”
(Positional leader)

“[Our positional leader] scaffolded people and really encouraged and supported people in that role so that everybody actually can grow their capabilities and their sense of achievement, and I think that that showed a great sense of attunement to looking at each person and nurturing those individual journeys for each of us.” (Teacher)





“Relationships are absolutely the foundation of anything that’s going to happen in a positive fashion, so I think by promoting really good open, positive, respectful and reciprocal relationships with your teaching team, and then you should be able to enable leadership... where potential lies I think.”
(Positional leader)



Creating vision
and designing
supportive
structures

“Each person has their own role but we have this shared vision, and if everybody’s always working towards it then we’re always leading our professional learning but we have some guidelines about sort of what we are wanting.” (Teacher)



Questions, comments, discussion



Reflect on takeaways in pairs

