



Izglītības kvalitātes valsts dienests

2021. gada 22. oktobris plkst. 10.00 - 17.00

Tiešsaistes konference “Laba un profesionāla pārvaldība izglītības iestādē izglītības kvalitātes un demokrātijas veicināšanai”



Izglītības un zinātnes
ministrija

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IEGULDĪJUMS TAVĀ NĀKOTNĒ



Distributed leadership and arts-based and embodied methods of leadership development

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Professor Philip Woods
University of Hertfordshire, UK



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Questions addressed by this presentation

What is distributed leadership?

Why is it of benefit to schools?

How can arts-based and embodied methods help in developing distributed leadership?

Distributed leadership

influential

different definitions and ways of practising it

often used interchangeably with terms such as shared leadership, collaborative leadership, democratic leadership, dispersed leadership, team leadership etc...

Distributed leadership: from the viewpoint of 3 problems

What is leadership?

DL as a **conceptualisation of leadership**. DL proposes that leadership is a collective phenomenon that arises from the ongoing and complex interactions between all those involved in a group or organisation – that is, leadership is (whether we like it or not) distributed.

How can the school and its educational outcomes be improved?

DL as a **strategy to widen leadership**. This expands awareness and increases capacity for leadership capacity beyond formal positional leaders. It means widening leadership so that more non-positional leaders become pro-active leaders and co-leaders of change to improve the school – including teachers, support staff and students.

How can the school be fair and inclusive and encourage participation?

DL as **democratic leadership**. This not only widens leadership but also is collaborative and works to enhance participation, equality of respect, mutual understanding, human learning and growth in their fullest sense, and feelings of community whilst respecting individuality. Democratic leadership has built into it ambitious values of social justice and democracy.

Benefits of distributed leadership to schools

learning

helping to foster both student and staff learning as a result of activities like co-leadership and collaborative enquiry by teachers and students that promote professional development, new knowledge and improvements in teaching

innovation

allowing the widest range of stakeholders to generate new ideas and participate in and evaluate change

democratic citizenship

helping to nurture capabilities for collaboration, pro-active agency, mutual understanding, critical reflection, deliberative democracy, creativity, imagination, etc.

Benefits of distributed leadership to schools

Distributed leadership working well does not happen automatically but depends on a number of factors

- strong co-ordination and planning
- cohesive culture
- focus on core purpose
- capacity building
- internal accountability
- enabling staff to collaborate

Arts-based & embodied methods and distributed leadership



Why are arts-based and embodied activities helpful in developing distributed leadership?



Arts-based & embodied methods and distributed leadership

challenges

Doing distributed leadership is less familiar and relationships are more fluid than in traditional leadership, and requires appreciation of complexity.

affective & aesthetic capabilities

For co-leading change, more attention is needed to affective and aesthetic capabilities - that is, awareness and appreciation of feelings and how what we do (and the climate and environment we create) harms, limits and enriches ourselves and others emotionally and in our spirit. This involves developing, for example

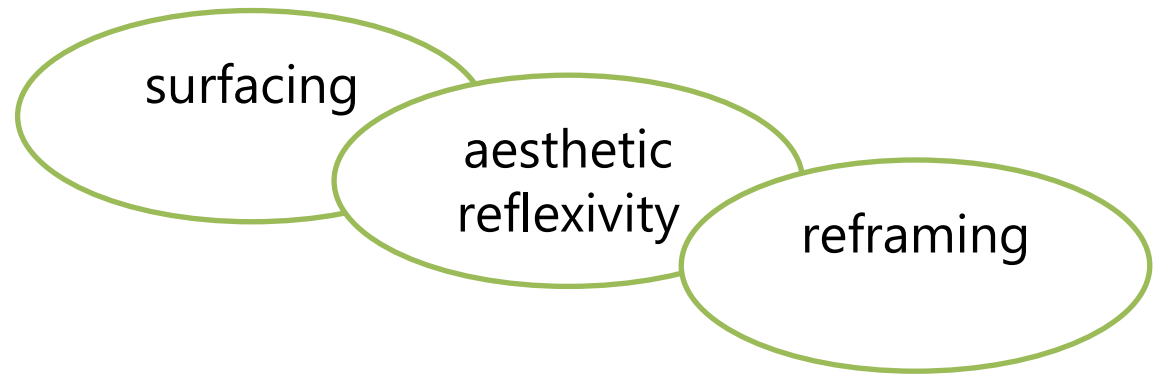
- attention to feelings
- habits of reflection
- the capacity to be adaptable about traditional status and authority
- emotional awareness and empathy
- ethical sensitivities
- openness to deep and different sources of creativity



Arts-based & embodied methods and distributed leadership

Arts-based and embodied methods involve guided sessions with activities such as movement, performance, creation of visual imageries and creative writing and expression. They help people open up their potential to nurture, in themselves and collaboratively, affective and aesthetic capabilities.

This is one way of representing the process:



There is evidence to show that such methods can have a powerful impact and enhance self-awareness, sensitivity to others, skills in listening and noticing, openness to new ideas, articulation of authentic values and confidence to be pro-active and lead with others.



THANK YOU



The Erasmus+ co-funded **ENABLES** (European Arts-Based Development of Distributed Leadership and Innovation in Schools) project aims to strengthen collaborative leadership of innovation in schools by developing and disseminating innovative methods of arts-based and embodied collaborative leadership development. Information about the project is available at <https://www.herts.ac.uk/cel/enables-arts-based-and-embodied-leadership-development>

Other resources on developing collaborative school leadership are available at <https://www.herts.ac.uk/study/schools-of-study/education/research/developing-collaborative-leadership>



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