LEADERSHIP FOR COMMUNITIES OF LEARNING

FIVE THINK PIECES

The following five papers informed
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COMMUNITY OF SCHOOLS' (COSS) LEADERSHIP – THROWING MONEY AND HOPING FOR SUCCESS?

BY LINDA BENDIKSON

"…the direction needs to involve the development of leadership that can not only transform one's own school's outcomes, but also transform the outcomes of 'communities of schools'."

The purpose of this paper is to share some thinking about a possible direction for leadership development in New Zealand. The key assumption is that the direction needs to involve the development of leadership that can not only transform one's own school's outcomes, but also transform the outcomes of 'communities of schools'. My approach to this task is as follows:

- Describe the 'problem', as I see it, for which this leadership role is the proposed solution.
- Describe the attitudes, knowledge, and skill set required of such a leader.
- Make some suggestions as to the role that the Education Council could take to promote positive outcomes for New Zealand students within this policy setting.

THE PROBLEM.

Any change in policy is aimed at creating a lever to affect change in practice and outcomes. This move to 'Communities of Schools' is, ultimately, yet another attempt to "help raise student achievement" (2014 promotional brochure) by recognising "highly capable teachers and principals with proven track records… to share expertise across schools". This last sentence encapsulates the policy makers' theory-for-improvement. It may appear trite to cite these words but they are critical for defining what success will look like. Success is not about having lots of 'Communities of Practice' or having all schools involved, or having all schools wanting to be involved.

Presumably, the problem is New Zealand's slipping academic performance on international measures and success is improving outcomes to a measurably greater extent than would otherwise occur without this large input of funding. The Community of Schools idea is merely the latest theorised mechanism to achieve that. There are side benefits (such as alternative career paths) but they are not the raison d'etre of this policy.

THE ATTITUDES, KNOWLEDGE, AND SKILL SET REQUIRED OF A LEADER WHO WILL TRULY IMPACT ON OUTCOMES.

First, I consider these in terms of leading one's own school and then turn to what is different about leading a community of schools.

To effectively lead improvement in a school, a principal/leader must engender trust and confidence of both the other leaders and staff, as well as the community. Trust is developed when competence (knowledge and skill in the job) is displayed, when people are treated with respect (i.e., really listened to), when integrity is demonstrated in daily interactions (doing what you say you will do) and personal regard is displayed for people, beyond the basic requirements of the job (Bryk & Schneider, 2002). This is not to say that positional leaders have to consult on every

move they make; quite the contrary – when radical improvement is required a directive approach is most effective for short-term gains. But if the leader displays the qualities that develop trust (including a high level of on-the-job competence), they are more likely to capture the hearts and minds of enough 'followers' to make a difference.

So what is involved in the 'on-the-job' competence? Essentially, it involves a deep understanding of how to lead a process of problem identification and improvement; longer term improvement is gained by firstly working on smaller, more obvious problems that people want to solve, thereby creating a sense of accomplishment and sense of efficacy that you can improve. Goal achievement in one area, then leads to further achievement in the next area of focus (Timperley, Kaser, & Halbert, 2014). This process requires a mind-set that is not prevalent in New Zealand; that is, a willingness to measure what is sometimes called 'intermediate outcomes' (Bryk, Gomez, Grunow, & LeMahieu, 2015) and thereby to provide tight, feedback loops to all involved on how they are progressing toward the goal. Improvement goals only work if the people who need to do the work take on the organisational goal as a personal goal; thus, success requires individualised commitment to the goal and the belief that the goal can be reached. This is particularly true of the leaders in an organisation; they must be committed to the goal and prepared to have 'tunnel vision' (Locke & Latham, 1990) on achieving a narrowly defined outcome that represents a small bite towards larger outcomes. Once that goal is reached, the group becomes motivated to solve the next problem or attain the next goal.

"In a school setting the problem identification at the beginning of the improvement cycle is often the most difficult step to get right."

In a school setting the problem identification at the beginning of the improvement cycle is often the most difficult step to get right. This requires one to answer the questions – what is impeding the progress or improvement of significant groups in our school and how do we know? To answer the question, a reasonable degree of data literacy is required – otherwise the answers only rest in unsubstantiated opinions. Once a problem that is likely to have high leverage on student outcomes (if it is solved) is identified, enacting the rest of the cycle (Timperley et al., 2014) is no less problematic. Experience (with both individual schools and networks of schools) has illustrated how difficult schools find this process to enact in practice. However, if they are guided through it and fail, but learn why they failed, they are likely to go on and be successful.

Based on my experience, failure usually appears to occur for three reasons: school leaders do not apply 'tunnel vision' and focus narrowly, but feel compelled to have many goals and 'interventions'; leaders do not measure intermediate outcomes which provide essential feedback on progress towards the goal and allow for adaption of strategies early enough, and leaders do not sustain their efforts on the goal over the course of the year – their attention drifts away and therefore so does that of the team charged with reaching the goal.

To lead a network of schools takes all the above and more – confidence in one's own knowledge of the required process (which implies previous successful experience), courage to take a strong lead with the process, and the ability to inspire others to act in a timely way. Leading a network of schools is incredibly skilful and hard work. It is hard enough to carry out this improvement process at the single school level; the difficulties of collaboration are easily skipped over.

"…there are some promising and successful examples"

Luckily there are some promising and successful examples. One I have been fortunate to work with was the Tasman Learning and Change Network (LCN) comprising five small rural schools. They already had a high trust environment. My role was to introduce a process to guide their direction and create a tool to capture the data and convert it to a plan. With the facilitation of the network came enhanced confidence with analysing patterns from student and parent data (which

despite their within school strengths, they had been reluctant to make public to each other's teachers previously) and a realisation that the data was the central driver. These principals engaged readily and critically, and held each other to account for completing tasks on time. They always followed through – all of them – making the power of the process visible to them (by getting results early) in time to capture their energy and enthusiasm to keep working in that way. A barrier was being able to afford to bring in the educational expertise they wanted at times to help fill the gaps in their pedagogical content knowledge. Despite their high level of competence, I do not think they would have made the progress they did in affecting student and community outcomes without external facilitation that was heavily theory driven (leadership theory; goal theory; theories of interpersonal effectiveness) with a strong practical perspective on what the implications for their own leadership were. My mantra was – if you want changes in students, change yourselves first (instead of focusing first on teachers, for example).

The network leader has to create optimal conditions.

Optimal conditions	Risks
High level of trust exists already or is quickly developed by purposeful activity.	Artificially formed community of schools lack trust because it takes time to build trust. This causes a slow start which causes players to lose confidence that this will be anything more than a side-show to their real game of running their own school.
Gets going on a common problem early – not too much time taken because a robust, planned process of understanding the bigger picture (a scan) is undertaken.	Takes a long time in scanning the environment and is unable to effectively decipher the data and set a direction.
Whole group must be committed to the goal – so it must have value to every party for them to make a personal commitment to the goal	Lack of shared understanding about the focus on student outcomes due to so much emphasis being put on adult outcomes (career paths). Group picking 'soft' problems/ achievement challenges – something all can agree on but isn't going to impact significantly on student outcomes.

Optimal conditions	Risks
Applies 'tunnel vision' as a group of schools focused on a common problem.	Inability to use 'tunnel vision' to focus on small areas of improvement; Group does not clearly articulate and quantify what progress on the goal will look like. The outcomes for students are forgotten or never really focused on. Never gets the momentum from feedback loops on student progress, and commitment drops ensuring further lack of progress.
Sees selves as learners.	Sees selves as 'knowing how to do this' – but quickly start seeking shortcuts.
Engages PLD that is highly precise to the problem area and seeks evidence of early impact.	Engages in shared PLD – without any strong connection to monitoring impact on student outcomes.
Views collaboration as an opportunity to innovate whilst always checking for impact.	Views collaboration as opportunity to innovate for innovations sake or in order to market their schools.
	Sees this initiative as yet another convenient 'cash cow' to fund what they wanted to do in their own schools anyway or some shared activities across schools.

CONCLUSION:

I have observed all the behaviours in the right hand column and consider this shallow interpretation of the purpose of the community of schools to be the major risk that will undoubtedly be encountered in many. To avoid these risks a highly knowledgeable and skilful lead team is required with confidence in their knowledge of this process and a set of tools to draw upon to step people through the process in a way that is ever mindful of the need to check the consequences of decisions through their impact on students. Lead teams are needed on a national level as well as at the CoS level.

I have been astounded that this policy has been put in place with (seemingly) no consideration of where the skilful leaders were to come from or the assumption that if you can lead your own school well, you can lead a community of schools – I think that assumption is false and use the deep learning of the Tasman LCN as an example that outside expertise was needed despite a high level of within school competence.

"…a highly knowledgeable and skilful lead team is required with confidence in their knowledge of this process…"

Suggestions as to the role that the Education Council could take to promote positive outcomes for New Zealand students within this policy setting.

1. **Lead deliberately.** Guidelines to schools on CoSs look good to date but how will the EC ensure that this is enacted effectively across CoSs with all the usual human factors? I think it will take active leadership by a small group of people with successful past experience with managing that process in Learning and Change Networks (from the Ministry?) because they know the risks and opportunities, and what works and what does not. Explicit guidance will be needed. Just letting local Ministry offices do this will not be effective – it needs a knowledge and skillset that comes from having done this job effectively.

   Rec 1 – Hire an experienced leader of this process to actively lead and monitor this initiative with a few other lead players at a national level– use the expertise developed with the LCN work; don't reinvent the wheel.

2. **Provide active support mechanisms.** I don't think it would be useful to provide support in a 'one-size-fits all' way e.g., one contract. I think help will be available from individuals with LCN backgrounds who now work for themselves; from universities who will provide courses anyway and so on. But someone who is discerning and knowledgeable should be able to broker that help (the lead team I advocate for in Recommendation 1 above) and should be reviewing the help that comes from the market place with a longer term policy view (see below).

   Rec 2 – My tendency would be to encourage CoSs to seek guidance and support 'in the market place' and then use the team in recommendation 1, to monitor and map outcomes as part of the process. That would make year one a year of establishing where CoSs are working well, what support that is provided by the market is effective and to establish an evidence base for how to better support this process in the future.

3. **Monitor effects.** If the processes and outcomes are not carefully monitored in a timely way this will be yet another 'throw money' exercise where people enjoy 'doing PD together'. It will be too late to put in place accountability systems later so if these are not already in place, they need to be.

   Rec 3 – Establish how these CoSs will report on student and process outcomes each year, track those outcomes and react to them.

4. **Ensure the general approach to curriculum-based PLD is responsive to CoSs.** It was frustrating to work with a group of schools (e.g., Tasman and Melville LCNs), identify a very explicit area of need, identify someone who had the high level of capability to provide in-depth support to the group of schools, but find they were not 'under contract' to the Ministry and schools could not afford to pay for their services directly – or could afford a one-off engagement only. Only a few people in the country are expert in areas of literacy for example, and a lot of those experts work for themselves as small operators – schools need to have the ability to draw on their expertise.

   Rec 4 – Ensure that PD providers (both the talented individuals who work for themselves or in small businesses as well as in larger organisations) are able to be accessed on a 'needs' basis by CoSs.

5. **Consult on a broader vision** for New Zealand leadership development. There has never been a broad-based leadership strategy that New Zealand educationalists have been part of. This current CoS strategy looks like 'policy by subversion' – changing the educational landscape without any overt articulation of a vision or rationale. Once again, it appears to be a little piece of the puzzle with little thought given to implementation or the bigger picture.

> Rec 5 – Build a Professional Leadership Development Plan – create a vision that excites and provides direction through active consultation. The only time New Zealand has had a stakeholder based vision was with the Early Childhood Strategy. What is the strategy for middle leaders, aspiring leaders, first-time principals, experienced principals, as well as network leaders? How does the whole picture fit together?

Overall, then, my view is that, as usual, little thought has been given to implementation and if there is not active leadership of CoSs this will be yet another 'throw money' exercise with zero impact on student outcomes. There are very few expert people who really know how to implement the cycle of improvement and very few that are truly innovative in terms of 21st century learning opportunities. These CoSs will need ongoing monitoring and support from a small lead team with these skills if this is to be successful and, after a year of letting CoSs buy in their own support as they please, the lead team will be able to recommend a more systematic approach to their ongoing development. Further, these changes need to be considered as part of the bigger picture – how will we develop and sustain higher quality leaders overall? At the moment, we 'do our best' with those appointed by boards – we can do better than this. New Zealand is only as big as a city in most countries.

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LEADING IN COLLABORATIVE, COMPLEX EDUCATION SYSTEMS

Commissioned paper for New Zealand Education Council – Matatū Aotearoa

JANE GILBERT, AUT UNIVERSITY, AUGUST 2015

BACKGROUND

The last couple of decades have seen a great deal of discussion of how education needs to change to better meet the needs of "21st century learners".

According to the literature in this area, our education systems evolved to meet the needs of an earlier time – which is now over. Certain "mega-trends" in the world beyond education (most notably, the digital revolution, new, networked forms of knowledge, and "wicked problems" such as climate change) are calling some (not all) of education's foundational ideas into question.[1] System-wide, educationally-informed response is needed. Otherwise we can expect an increasingly fragile public education system that will slowly lose energy and eventually die.

Doing more of the same, with tighter targeting, and more technology, will *not* be enough. Preparing today's young people to thrive in the uncertainty, complexity and rapid change of "postnormality"[2] will involve radically new thinking. Developing this new thinking *across the system* requires new and different capacities *within* the system, as well as new ways of thinking *about* the system – in *system* terms.

Systems- and/or complexity-oriented approaches have been mainstream in a wide range of disciplines (e.g. ecology, neuroscience, meteorology, computer science and engineering) for a generation or more.[3] More recently, these approaches have been taken up in the social sciences, the learning sciences, management, business and leadership,[4] and in education.[5] In education their influence is particularly evident in educational philosophy,[6] curriculum studies,[7] and in the education policy/ leadership/governance area.[8]

Complexity thinking has been a strong theme in recent work by the OECD, first in the wider public policy area[9] and later in education policy work. This in turn has influenced mainstream policy work in New Zealand, including that of the Ministry of Education, and references to complex adaptive systems, networks, feedback, interaction, emergence and so on now appear regularly in policy documents.

Recent local policy developments, including the *Investing in Educational Success* initiative and its move to encourage collaboration between "clusters" or "communities of schools", and the emphasis on "system-ness", "networked", "transformational" and/or innovative forms of leadership, are all part of this international trend. However, in many cases (including the *Investing in Educational*

> "Preparing today's young people to thrive in the uncertainty, complexity and rapid change of "postnormality"[2] will involve radically new thinking. "

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1   See, for example: Gilbert (2005), Bolstad et al. (2012), Brynjolfsson & McAfee (2012), Snyder (2013), Weinberger (2011).

2   See Sardar (2010, 2013).

3   Capra (1996), Meadows (2008), Mitchell (2009), Capra & Luisi (2014).

4   Wheatley (2006), Snowden & Boone (2007), Garvey Berger & Johnson (2015).

5   Cilliers (1998), Miller & Page (2007), Byrne & Callaghan (2014).

6   Mason (2008), Osberg & Biesta (2010).

7   Davis & Sumara (2006).

8   Johnson (2008), Morrison (2010), Snyder (2013).

9   See, for example: OECD Global Science Forum (2008).

Success example), *elements* from systems thinking have been taken up and used outside the framework that gives them their meaning. The result of this is that these initiatives are unlikely to "work" in the ways intended: that is, in the case of IES, to produce improved student achievement by sharing "best practice" across communities of schools.

Change will not come from adding more "inputs" – new structures and new vocabulary (collaboration, clusters, networks and so on) – into the existing system. These new inputs will just be "colonised" to "old" ways of thinking, joining Modern Learning Environments, Networked Learning, Design Thinking, and a host of other "new" ideas designed to revolutionise practice that have become little more than buzz words, meaning everything and nothing.

System-wide change has to come from *within* the system, not from "top down" initiatives designed to produce specific kinds of change, thought to be knowable in advance. We need within-system initiatives designed to produce more – and deeper – *interactions* between the system's elements – people (teachers, students, school leaders, parents, policymakers, researchers, and so on) and their physical and intellectual environment/s. Increasing interaction (via appropriate structures) will shift the way the system "works" and how it "knows". Past "inputs" will be re-worked, and the system as a whole will be re-energised, with more resilience and more capacity for innovation.

The collaborative communities envisaged in IES *could* have this effect, but only if they are seen as – and allowed to function in – a system that has the capacity to generate its own new practices. To support this, new thinking is required, and new ways of working – at the policy level, but also at the school leadership and classroom level. The rest of this paper attempts to sketch out what this new thinking might look like.

COMPLEXITY THINKING

Complexity is nothing new: complex systems have always existed, and complexity has long been recognised as a property of large systems (e.g. natural ecosystems or large cities). However, past attempts to understand the various systems we are part of, have involved *simplifying* them. We have used "scientific" thinking to represent them as machine-like, made up of a number of parts, each with a different function, that act on each other to "cause" certain effects. Stability, predictability and certainty were goals, and systems were managed through control of the parts ("pulling levers"). However, machines are usually "closed" systems. They go on doing what they have always done, with no new inputs, gradually winding down until they eventually stop working or die. "Open" systems, on the other hand, take in energy from outside, which makes them "out of balance" and unpredictable, but, unlike closed systems, they are capable of adapting to change.
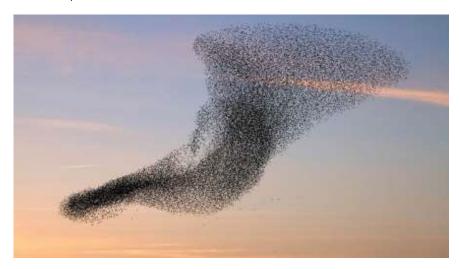
The IT revolution (among other things) has disrupted the modern world's tendency to see systems in terms of their parts, or as distinct from each other. However, while the interconnectedness and inter-dependence of everything is now widely recognised, the challenge to "traditional" ways of thinking it offers is not. Complexity thinking has developed to fill this gap.

For complexivists, the *system* is the focus. Complex systems are assemblages of large numbers of diverse, inter-dependent elements. Interaction, feedback and adaptation is continuous and dynamic. Out of this interaction, novel, system-wide patterns emerge that could not have been predicted from the properties of the individual elements, or of the system itself. Change is non-linear (not caused by the effect of one element on another), so that small changes to the system can

> "System-wide change has to come from *within* the system…"

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have very large effects, while large ones can sometimes produce little or no effect. Similar starting conditions can produce very different outcomes, depending on how the elements interact. Complex systems are self-organising (not designed or controlled by any one entity) and can quickly adapt to changing conditions.

For example, large flocks of birds flying together form a complex system. No single bird is "in charge", yet the flock's behaviour is organised, displaying a kind of group intelligence. As they fly together, each member of the flock adjusts its location and speed based on the location and speed of others nearby. Their collective actions create beautiful non-uniform swarming patterns that effectively protect individual birds from predators.

LEADING IN COMPLEXITY

Researching complex systems usually involves highly sophisticated mathematical modelling. Drawing on this, recent years have seen the rapid growth of a substantial literature on techniques for managing or leading in complexity. The most well-known of these is the Cynefin framework, developed by Dave Snowden and colleagues.[10]

Very briefly, Snowden argues that before planning what to do in any given situation, we need to decide whether the situation is simple, complicated, complex or chaotic, and tailor our actions accordingly.

In a **simple** system, we are working with known knowns – patterns that, because they occur repeatedly and predictably in the same form (e.g. night follows day), can be responded to using "tried and true" formulae, recipes or templates, which can be followed with relatively little expertise, producing standardisable results. Snowden calls this "best practice."

Complicated systems are also predictable and repeatable, but it is not yet clear *why* this is, so experts are needed, usually from different fields. Here we are working with known unknowns – new work must be done to make the unknowns known. Data must be collected, analysed, debated and argued over. Eventually the experts will agree on, and be able to define, what is going on, and what to do. Formulae can be developed and followed, and the solutions that have been developed are probably replicable, using far less expertise than was needed in the first place. Snowden calls this "good practice".

"…before planning…we need to decide whether the situation is simple, complicated, complex or chaotic, and tailor our actions accordingly."

10   See Snowden & Boone (2007).

The **complex** is the realm of the unknown unknowns. There are no "right answers", only "emergent" behaviours. Nothing is predictable or repeatable: we can't separate cause from effect in advance (although it may be possible after the event). In this situation it is not possible to "know what to do", because the rules keep changing. Acting in complex systems involves strategies for "understanding the present", understanding *what the system is doing now*. Snowden advocates using multiple, small-scale "safe-to-fail" probes to test the system's response, which can then be "amplified" or "damped down". Complex systems can't be controlled, but, Snowden argues, they can be "steered" in a general direction. Leading in complexity requires agreement on a *general* direction (or "vision"), but then, once this is is established, focusing on providing conditions that allow the system to move in that direction. Maximising the "quality" of the elements in the system, and the number of high-quality interactions between the elements will be important, as will collectively-developed safe-to-fail probes. Leading in complex situations involves developing the "collective intelligence" of the system as a whole, and then allowing it to function. Expertise is useful but not sufficient: what is most needed is the ability to "notice" the emergence of new patterns. Context is everything: strategies that "work" in one situation won't perform similarly in another situation with different starting conditions and different interactions. Mandated, one-size-fits-all solutions will not "work" in complex situations.

SNOWDEN'S CYNEFIN FRAMEWORK[11]

Complex	**Complicated**
Probe	*Sense*
Sense	*Analyse*
Respond	*Respond*
EMERGENT	GOOD PRACTICE
DISORDER	
Chaotic	**Simple**
Act	*Sense*
Sense	*Categorise*
Respond	*Respond*
NOVEL	BEST PRACTICE

In *chaotic* situations what is going on is totally new and unknowable. There is no relationship between cause and effect – patterns can't be found, even afterwards.

Leaders need to act quickly to stablise the situation and try to move it into one of the other zones.

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11   See http://cognitive-edge.com.

LEADING IN A COMPLEX EDUCATION SYSTEM

Educational systems are usually managed – at all levels – as if they belong in the simple or (sometimes) the complicated space. However, in times of major change things *aren't* simple, or complicated: they are complex, and need to be managed that way.[12]

Seeing education as a complex system opens up new ways to work with the ideas advocated in *Investing in Educational Success* (collaboration, clusters, networks, and so on).

There is plenty of useful literature on developing the "strong" forms of collaboration that would be needed to support this approach. Hargreaves & Fullan (2012), for example, argue that strong collaboration is much more than exchanging and/or pooling existing ideas, with no space for critique and/or extension – this, they argue, just reproduces the status quo. Developing secure, trusting relationships is important, but also not enough. Leading "strong" collaboration involves building a commitment to moving ahead *together*. It involves making it possible for everyone involved to participate in robust, collegial[13] debate in which everything is up for discussion, and disagreement, uncertainty and failure are expected.[14]

However, when using this literature it is important for leaders *not* to have in mind an "ideal type", a pre-determined "way of being" to be fostered. This linear logic is incompatible with complexity thinking.[15] Acting in a complex system involves maximising interaction. Light "steering" of the system (via the safe-to-fail probes outlined above), in a context in which there is general agreement on broad goals, is possible, but the main goal is to build a resilient, knowledgeable system with a "life of its own". New practices will emerge, probably in unexpected ways, from the system's interactions.

In "postnormal times" there is no one "right answer", no ready-made solutions: everyone needs to think for themselves, and to work with others to develop locally appropriate solutions. This is the *point* of collaboration. Collective "idea improvement", prototyping, testing, and re-developing ideas[16] is a key "21st century" skill, not just for students, but for teachers and school leaders.

Leading professional learning in schools that can genuinely foster "21st century" teaching and learning alongside the concepts advocated in *Investing in Educational Success* is no small task. The "cookie cutter" approaches that currently prevail will not be adequate: new ways of thinking are required. If education is viewed as a complex system, then a good start would be to develop strategies that focus on (i) maximising the "quality" of all the elements in the system, and (ii) maximising the number, density and depth of interactions between the elements. As Harold Jarche puts it (rather provocatively):

One should never bring a knife to a gun fight, nor a cookie cutter to a complex adaptive system.[17]

"One should never bring a knife to a gun fight, nor a cookie cutter to a complex adaptive system.[17]"

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12 For a very readable introduction to leading and managing in complexity, see Garvey Berger & Johnston (2015).

13 Not contrived or congenial – see Evans (2012) for a discussion of this.

14 See Chapter 6 of Hargreaves & Fullan (2012).

15 Osberg (2005).

16 Scardamalia & Bereiter (2006) call this "knowledge-building".

17 Taken from: http://jarche.com/2013/03/no-cookie-cutters-for-complexity/

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THINK-PIECE ON LEADERSHIP EDUCATION IN NEW ZEALAND

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Nā tō rourou	With your food basket
Nō taku rourou	With my food basket
Ka ora i te iwi	The people will thrive
Hutia te rito o te harakeke	Pull out the centre of the flax
Kei hea te kōmako e kō?	Where is the bellbird, the song?
Kī mai koe ki ahau	You ask me,
He aha te mea nui o te Ao?	What are the most important things in the world?
Māku e kī atu	I reply forcefully,
He tangata, he tangata, he tangata	It is people, It is people, It is people.

He mihi nui ki a tatou katoa, E ngā waka, e ngā reo, e ngā mana

Thank you for the opportunity to write this think-piece. I start with whakatauki for two reasons: Nā tō rourou underpins my work in leadership education signifying the power of partnership and reciprocal learning –ako – in elationship; the second whakatauki is to firmly situate this think-piece within the indigenous context of Aotearoa New Zealand education. Although it is important to heed of the research and lessons learned in other international contexts, we must honour the uniqueness of our dual cultural heritage and multicultural society and think about leadership and learning in this New Zealand context as we lead the way forward.

I have been thinking about the challenge put forward in this call for a think-piece for quite some time, but particularly so in the past five years, as academic director of the National Aspiring Principals' programme (NAPP). When asked to take this role my first thoughts were "Reproduction of the status quo – or transformation and sea-change in New Zealand education?" Obviously it was the latter that inspired me in my leadership. The hugeness of the responsibility also did not escape me. Could we create leaders who were more than we have ever been able to be ourselves? Our long-term systemic outcomes are:

- System leaders in New Zealand connected and working together to create knowledge and address inequity;

- Leaders in New Zealand as adaptive experts and agents for transformative 21stCentury system changes;

- Equitable and culturally responsive education in New Zealand.

Our immediate programme outcomes are the leadership capabilities (for example, self-efficacy and agency for change; a disposition to learn; strong moral purpose for equity; collaborative and connected system leaders creating new knowledge) that we believe are important if leaders are to achieve these systemic goals (Robertson & Earl, 2014). I will return later to how to develop educational leaders with these capabilities to carry such transformative system change. See NAPP Theory of Action in Appendix 1.

"Reproduction of the status quo – or transformation and sea-change in New Zealand education?"

CHARACTERISTICS OF EFFECTIVE EDUCATIONAL LEADERS

Effective educational leaders:

- are *self-aware*. They know their values, beliefs and assumptions about life, leadership and learning, and are critical, deep thinkers about how these perspectives impact on their leadership. They seek feedback;

- know how to *learn deeply* from their everyday work of leadership, and they know how to enter relationships as a learner to create new knowledge and inspire vision for what might be;

- know they are *system* leaders, not kura, kindergarten or school leaders. They care as much for the students in the institution down the road as they do for those in their own and they collaborate together with other leaders, within and across contexts, to think, and to transform the system of education;

- understand the importance of *partnership* in relationship, and know how to partner in leadership, in learning and as Treaty partners, as they learn the answers to the challenges they face, collaboratively with their colleagues and communities;

- are emotionally, socially, culturally and cognitively intelligent and responsive in their practice. They are ego-less in leadership and can *build capacity* in leadership by developing themselves and others around them. They see this as important leadership work;

- are *creative, informed thinkers* who cross boundaries to seek and explore new places and spaces of learning and knowledge and inspire others to do the same as they continuously focus on the *quality of teaching and learning*;

- are confident and intentional in leading transformative change, underpinned by a *strong moral purpose for equity* and future-focused learning opportunities;

- are *digitally confident* and competent in e-learning communities and understand the *potential* of technology, networks and connectedness for enhancing learning;

- are comfortable with *ambiguity*, complexity and not-knowing as they learn and adapt within their leadership practice.

NEW ZEALAND STRENGTHS AND WEAKNESSES TODAY

Strength: New Zealand has some of the most innovative and forward thinking policy documents in the international arena: for examples, New Zealand Curriculum, Te Whāriki, Ka Hikitia, Tū Rangatira, Success for All, Pacific Education Plan, Kiwi Leadership, Tātaiako.
Weakness: The policy rhetoric is there – the practice not necessarily so. Implementation plans and resourcing have not always accompanied and supported the implementation processes of these documents.

Strength: New Zealand leaders and teachers are amongst the best of the world educational leaders – self-managing, creative and competent. There are some powerful self-initiated examples of schools, kura and early childhood centres collaborating to improve learning journeys for all young people: as some examples, Waitakere Schools WAPA; COMET Auckland, Manaiakalani Cluster.
Weakness: The majority of education institutions are islands unto themselves, with little collaboration from leaders of other places of learning for the creation of knowledge and sharing of resources to improve learning opportunities for all students.

> **Strength:** New Zealand education is one of the most creative, innovative systems of education in the world and it is also the most easily transformed. It is ahead of its time in so many respects: e.g. self-management, cultural responsiveness, modern learning environments, curriculum, thinking, innovation, biculturalism.
> **Weakness:** We too often look to other countries for policy direction when education research has already highlighted their failing initiatives. We need to champion what is great about our education system and boost the status of the profession.

> **Strength:** Investment in leadership development over the past 20 years. FTP and NAPP and professional development contracts focused on leadership, assessment and clusters are examples of focused development of leadership capacity.
> **Weakness:** Education policy that is based on competition and choice – rather than an egalitarian, "every-school-a-great-school" (Hopkins, 2007) – ideology.

HOW TO DEVELOP A NEW TYPE OF LEADERSHIP CAPABILITY:

A profession-led system will only be successful if it doesn't just reproduce the status quo. Everything in a system can socialize that system back into being what it has always been unless there are interventions of transformative change that prevent this. We need leaders who can develop leaders who are *more* than they have been able to be themselves and this takes a special type of leadership and particular methodologies. As Roland Barth stated when he established the Harvard Principals' Centre in 1981 – the first leadership development centre – "If we want principals to go back into their school communities and lead in articular ways, we need to bring them in and work with them in those ways here." Guy Claxton has stated "Tell me what the 'ends' are, and I will tell you if the 'means' are ok." Thus, if we want metacognitive, critical, creative thinkers as leaders – then they need these experiences in their professional learning. If we want leaders who are digitally literate and confident, they need these experiences in their own learning. If we want leaders who can be Treaty partners and honour the dual cultural heritage of New Zealand then they need these experiences in their own professional learning. If we want leaders who can collaborate and create knowledge together to improve the quality of teaching and learning in the system, they need these experiences in their own learning.

To change teachers' teaching and leaders' leading, we have to change the people these educators are (Hargreaves & Fullan, 1992) and seek professional learning that changes their ways of thinking and their very identity of what it means to be a leader or teacher. These educators *themselves* need to go through the transformative process of triple-loop learning, that will challenge their alues, beliefs and assumptions, to change their mindsets and their mental models before they will change what they do in their daily professional practice (Robertson, 2013). We do this most effectively through experiences that take educators outside of their usual ways of knowing and being, and support and challenge the development of their *self-awareness* as learners through powerful coaching relationships that enable deep reflection.

An evaluation of the Austrian Leadership Academy (Stoll, Moorman & Rahm, 2007) described this programme as a "bold and creative initiative" which was set up to provide system leadership development for Senior Ministry leaders, government

"A profession-led system will only be successful if it doesn't just reproduce the status quo."

officials, university leaders and colleges of education, inspectors, school leaders, and aspiring leaders *together*, in an effort to manage the introduction of national reforms and to lead processes of school improvement. The leaders work in learning partnerships and in collegial team coaching groups of three sets of partnerships to critically reflect and create knowledge together as they conduct projects in their own leadership throughout the year. "Individual learning and development, project leadership and network relationships [across the system] are the key elements of the Leadership Academy's programme" (p. 17) as they develop leadership density across the system. Peer and group coaching is also a key feature of the National Principal Program in Norway (Aas & Vavik, 2015) as well as in a 12-nation study of leadership development through an international self-assessment tool and group coaching (Huber & Hiltmann, (2011).

> There are four key principles for leadership learning to be powerful in transformative change of leaders:
>
> - Personalised, self-regulated, reflective and meta-cognitive learning;
> - Connected and networked leaders sharing and creating knowledge together;
> - Coaching leadership capacity in self and others;
> - Inquiry-focused leadership and learning, informed by research and evidence. Coaching, by experienced leaders, peers and peer group, both online and kanohi ki te kanohi, are underpinned by these four principles.

There are differing understandings of what coaching is, and, as well, coaching is too often used to describe conversations between educators that are not actually coaching. Coaching leadership and potential in others is a facilitative style of leadership that seeks a co-construction of knowledge and a way of leading that is collaborative, capacity building, and focused on the shared creation of knowledge. This is the type of leadership relationship necessary for clusters of leaders in a collaborative self-managing system. My own research and development over 25 years in *coaching leadership* (Robertson, 2005) is based on the principle of partnership in relationship – ako – which then extends within and outside of individual contexts. Leaders and teachers who know how to enter a relationship as a partner – rather than one-way, hierarchical interactions – and know how to learn from their practice, with and from others, which is the most important skill for quality teaching (Hattie, 2011) and leadership (Robertson, 2013). Deep learning conversations (Robertson, 2015), with people who have the skills to ask the questions that take educators into the triple-loop learning space, are key to changes in leadership and teaching identity, and therefore, ultimately, practice.

In five years of consistent work and formative learning in the Aspiring Principals' Programme, we know we have made a difference to these aspiring leaders' mindsets. However, it was the experienced and very credible past-principal coaches who work with them who needed to be the first to change if we wanted a new type of leadership and not a reproduction of the status quo – and they did. They came in with the mindset "I will teach them all I know" and through coaching new skill development and deep reflection, they have not only changed their own practice but have developed system leaders for New Zealand schools who have a disposition to learn, and a strong moral purpose for addressing inequity and for seeking the solutions to student under-achievement collaboratively with other leaders. The following are two of many of the reflections on this change by the experienced leader coaches themselves:

It took me too long to appreciate this coaching model – focusing on individual people and changing mindsets, not just the mindsets of the people I am attempting to lead, but my own mindset as well. When I left principalship I took up golf and bridge and got a coach for both those activities, yet I never had a coach for the most important job I have ever done in my life… be a school principal.
Graham Young, Aspiring Principals' Coach.

I am gaining a deepening understanding of and appreciation for 'the way' of Coaching Leadership, as a powerful and effective tool for facilitating positive change and self-learning in others, and, simultaneously, in myself. How I wish I had known about and used a coaching approach in my years of principalship. What a difference it might have made!
Nick Major, Aspiring Principals' Coach

WHAT CAN THE ROLE OF THE EDUCATION COUNCIL BE?

Increase the status of the profession. If a system can attract the smartest graduates into the profession like Finland, Japan, and Singapore, it will have the best education system (Wiliam, 2010).

Develop a culture of commitment for continuous life-long learning with the profession and pathways to support this.

Continue to develop accountability, standards and codes of practice for the profession.

Support the profession to inspire quality teaching and leadership.

Lead dialogue on teaching and leadership Commission *research*.

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APPENDIX A:

Long-tail of Underachievement, Māori and Pasifika

Hard-to-staff Schools

Lack of leadership capacity in schools

Inequity in New Zealand Education

NAPP Programm

ASSUMPTIONS

- Leadership is relational
- Leaders are learners throughout and about their leadership
- Leaders are self-regulated learners in a generative process
- Learning is individual and social. Leaders learn with others through their leadership practice
- Leadership is about transformational change and requires moving into the unknown
- Leaders themselves need to change within the change process
- Educational leadership is driven by a moral purpose of equity and social justice
- Trust and respect underpin effective leadership practice
- Awareness of self is key to developing in leadership capability
- Learning is a process of knowledge building that requires the blending of both tacit and explicit knowledge in an interactive and iterative consideration of ideas
- Surfacing values, beliefs and assumptions make them overt and available as tacit knowledge for use in new learning
- Collaborative inquiry provides a forum for challenging and developing ideas and creating new learning and feeling through feedback and reflection
- Learning occurs through problematizing beliefs and practise and challenging ideas.

EXPECTED INTERMEDIATE PROGRAMME OUTCOMES FOR NAPP PARTICIPANTS

Reflective leaders who:
- Feel self-efficacy and agency as a learning leader
- Are self-directed leaders and learners
- Have a growth/learning mind-set (open to learning)
- Are comfortable with ambiguity and not knowing
- Are culturally responsive
- Solve and pose problems and shape the future
- Are intentional in leadership decisions
- Are driven by moral purpose of equity and social justice
- Are self-aware as people and leaders
- Engage in single, double and triple loop learning
- Are confident and engaged with e-learning environments
- Are comfortable using evidence and data for decision making
- Are knowledgeable about the multi-faceted role of the school principal
- Deliberately challenge ideas – their own and others – to improve the ideas
- Provide descriptive feedback to colleagues
- Have experienced a personal/professional transformation
- Have lead transformative practice
- Are ready to take on formal leadership roles

CURRICULUM
Self-development: Leading change: Leading learning: Future-focused learning environments: Role of the Principal

PRINCIPLES OF PROFESSIONAL LEARNING

- Personalised, self-regulated, reflective meta-cognitive learning
- Connected and networked leaders sharing and creating knowledge
- Coaching leadership capacity in self and others
- Inquiry focused leadership and learning informed buy research and evidence

PROCESSES, SUPPORTS AND ACTIVITIES

- Self-directed learning through inquiry
- Coaching from an experienced and skilful educational leader
- Peer coach
- National PLG with one bi-cultural hui and network
- Local PLG face-to-face and e-network
- Multiple and broad learning environments

EXPECTED LONG TERM PROGRAMME OUTCOMES

- Leaders from NAPP with self-efficacy and agency in addressing disparities in New Zealand education
- Leaders from NAPP as change agents
- Leaders from NAPP actively connected across the country in learning networks and partnerships to share and

EXPECTED LONG TERM SYSTEMIC OUTCOMES

- Leaders in New Zealand connected and working together
- Leaders in New Zealand Adaptive and Agents for 21st C. system changes
- Equitable and culturally responsive education in New Zealand

Programme Team Learning and inquiry approach to delivery

Development of coaches

Multiple innovative learning environments

Treaty of Waitangi Partnerships

NATIONAL ASPIRING PRINCIPALS PROGRAMME: THEORY OF ACTION

NETWORKED LEADERSHIP

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AUGUST 2015 FOR THE EDUCATION COUNCIL.

INTRODUCTION

We live in an increasingly networked world, not simply from the point of view of the technical infrastructure that connects us, but in terms of the way individuals and organisations understand their lives and ways of working to be more intimately connected with each other, and the need to be more responsive to the change that is occurring around them. Networked organisations must be more open and more innovative, with a greater emphasis on working as 'we' not 'me'.

As more organisations adopt a 'networked mindset' a new style of leadership is emerging. Networked leaders take a more collaborative and open approach in all aspects of their work, and in their concept of the workplace. Teamwork and collaborative decision-making are replacing the traditional forms of corporate hierarchy. The role of leadership is evolving into a broad based team building approach that encourages higher levels of participation and expression of creative thought in the workplace. Internal "crowd sourcing" is opening up new pathways to organisational development and in the process, creating a new business model that gives employees more ownership of their work than ever before.

Our education system is not exempt. In the networked world, what happens within and between schools must be built upon a culture of open innovation and collaborative leadership. This represents a paradigm shift for New Zealand schools, where the focus on self-managing, autonomous schools has led to high levels of intra- and inter-school competitiveness. We've lost sight of the moral purpose of schools, emphasizing structures, job security and individualism over what's in the best interest of learners and their whānau.

Networked leaders should focus on actions that will shape the culture of learning more powerfully and develop the professional capital of teachers as a group. The more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater will be their influence on student outcomes.

Understanding the education system as a 'network' is consistent with the concept of 'system-ness' identified by Fullan (2014), involving partnership with the sector, and establishing a commonly owned strategy in the system as a whole.

UNDERSTANDING NETWORKED LEADERSHIP

I have chosen to use the term 'networked' over 'collaborative' as I believe it best captures the paradigm shift that our school leaders must be prepared for. While collaboration is an unavoidable way of working within the networked environment, many would argue that collaborative activity already exists in the structures of our current education system.

> "As more organisations adopt a 'networked mindset' a new style of leadership is emerging."

There are three ways that leadership may be considered in the networked world:

1. Leadership *of* the network

This scenario regards the network as an organizational structure (e.g. a cluster) that can be managed and led by a sufficiently qualified and experienced person or team. Traditional (hierarchical) forms of leadership are likely to be transferred into this thinking, regarding collaboration as a form of sharing or delegation, but ultimately holding responsibility for all actions and decisions. This view is not considered appropriate into the future.

2. Leadership *in* the network

This scenario considers the manifestation of leadership across all levels of the organization. Following the boss' orders just doesn't work in networks. Leadership in the network occurs as a result of an open culture within and across an institution. Principals create leadership positions that allow capable and willing teachers to work in a more focused leadership capacity, and so leadership exists and is expressed across the network as a whole. It is often referred to as a distributed leadership approach, which involves distributing responsibility on all levels, working through teams, and engendering collective responsibility.

3. Leadership *as* the network

This scenario requires an understanding of the network as something to belong to and participate in, rather than something that can be owned or managed. It is this shift in thinking from a resource economy to an access economy that has resulted in the rise of what Moses Naím calls "micropowers," which can exert influence not because of who they are or what they own, but what they represent and are able to connect to. We see this sort of thing happening commonly nowadays in social networks such as Facebook or Twitter.

So here we see the fundamental shift. In earlier times, leaders exerted influence through centralized control of resources. Today, however, power lies in networks, not nodes. A small group of passionate enthusiasts can connect to others that are like-minded, who in turn can recruit still others to the cause.

Networked leadership is relational, collective, and emergent. It is both distributed *and* democratic. All teachers collectively assume responsibility for the well-being of the school. Teachers, students and whānau don't simply have a voice in running the school—they actually run it.

Through shared and active engagement, networked leadership can result in the development of leadership capacity to sustain improvements in teaching and learning, and ensure high levels of success and achievement for learners.

HOW CAN WE PREPARE LEADERS FOR A NETWORKED WORLD?

Preparing school leaders for this task will require them to be equipped with the language and tools they need to be able to discern and describe network activity, the insights they need to understand network structure, and an appreciation for how to manage a network's context (including whānau and community requirements).

"Networked leadership is relational, collective, and emergent."

What's happening currently?

School leadership development is recognised as a priority area in many countries, with a variety of approaches taken to addressing it – including in New Zealand.

The National College of School Leadership has operated in the UK since 2002, taking school leaders out for periods of intense leadership development. One of the successful initiatives of this organization was the creation of the National Professional Qualification for Headship (NPQH) which became mandatory for all new head-teachers in Spring 2009 but is no longer mandatory.

Since 2011 the National Aspiring Principals Progamme (NAPP) has provided a vehicle for developing adaptive, culturally responsive, digitally literate leaders for New Zealand schools through inquiry learning, and building their understanding of the research base around leadership. Whilst very innovative in its approach, the programme has more recently come under criticism for accepting candidates on a self-selection basis, and not having a system for identifying the potential candidates for the programme before they apply. Further, this programme is optional for anyone seeking to become a principal, and data collected in recent years suggests that participation in the programme is not a high priority for BoTs when selecting a new principal.

New Zealand also has the First Time Principals (FTP) programme, a national induction programme for Principals delivered by The University of Auckland Centre for Educational Leadership. This programme matches first time principals with experienced mentors who can help them work through what they need to know. This programme also has been criticized recently for its emphasis on management concerns, rather than the aspirations of leadership.

Australia has more recently taken a more systemic approach to leadership development, with the establishment of the Australian Institute for Teaching and School Leadership (AITSL). They have established a principal preparation programme as a part of this.

School leaders in Australia also have access to frameworks and tools that provide a system wide view of development. These include the School Improvement Tool from ACER that brings together findings from international research into the practices of highly effective schools and school leaders, and the ACEL Leadership Capability Framework that sets out the capabilities educational leaders need for effective and successful practice.

The Ontario Leadership Framework also describes a set of core leadership competencies and effective practices for principals, vice-principals and supervisory officers.

While all of the above offer examples of what is happening, the effectiveness of each model should be considered in light of the key findings in Barbara Watterston's environment scan of principal preparation programmes prepared for AITSL.

Challenges in New Zealand

With the current focus on the development of Communities of Schools (Learners) New Zealand is in a unique position to reconceptualise its approach to professional leadership development. However, this will involve addressing a number of challenges that exist as a consequence of 25 years of operating in an old paradigm of independent, self-managing schools and of government policy that has been introduced without sufficient time to consider the congruence of drivers and desired outcomes. Specifically, those challenges include:

1. A history of competition within and between schools, reinforced at all levels by current policy and regulations.

2. Emphasis on school structures and employment conditions that reinforce the traditional hierarchical approach to school leadership.

3. Lack of system-ness and accountability in the design and implementation of current leadership development programmes.

4. Lack of a leadership development pathway with leadership qualification that are recognized and required before taking on leadership positions.

5. Lack of any form of leadership framework to offer a system-wide approach for individuals and schools to use.

6. Lack of rigor around entry into leadership programmes – or into leadership roles.

Compounding the work for New Zealand educators in moving forward is the fact that the New Zealand Ministry of Education has chosen drivers for their IES initiative that focus on rewarding the "hero" teachers and principals at the expense of fostering deep forms of collaborative and democratic activity within and between schools.

The most critical challenge in New Zealand, as elsewhere, is to ensure that whatever is developed is done so with a 'network lens', and doesn't simply borrow or adopt a set of principles or strategies designed for a traditional paradigm.

"The most critical challenge in New Zealand, as elsewhere, is to ensure that whatever is developed is done so with a 'network lens'…"

BUILDING A STRONGER PROFESSIONAL LEADERSHIP COMMUNITY

The key to building any form of professional community lies in understanding that a community operates more as an ecology rather than a structure or 'thing' that can be 'owned' and managed. In this regard, the community envisaged as being most effective in terms of developing professional leadership must operate as a network does, where hubs form and evolve, and links connect.

The onus in such a community must be on the leader him or herself. Without a strong and diverse personal network, a leader will lack the ability to influence decisions, be unable to bring expertise into the organization as needed, and may not have the emotional resources required to thrive in a complex environment.

So no amount of coercion will make a community operate, and no amount of structural planning and thinking will ensure it operates in the way it is planned, but there are some key principles that will increase the likelihood of success:

1. Develop a set of professional standards for leaders that are well researched, and present these in the form of a framework that is accessible and easily understood.

2. Ensure all programmes integrate theory and practice linked to professional standards, and provide a context and well-structured method to encourage and support program participants.

3. Design programmes of support and engagement that reflect the key principles of effective professional development:

   a. In-depth

   b. Sustained over time

c. Contextually relevant

d. Linked to practice

4. Build a programme of support around mentoring and coaching relationships, providing appropriate training for mentors/coaches.

5. Allow the community to grow and operate through a combination of 'push and pull' – with a fluidity of direction coming from both the 'facilitators' of the community and the participants within it.

6. Provide tools to measure program effectiveness and evidence of impact, during programs and over the longer term when a person becomes a principal.

7. Provide a range of blended learning opportunities that integrate face-to- face (residentials, workshops), community-based and online interactions, and a mix of directed and self-directed activities, within a framework of ongoing reflection.

8. Provide a robust, modern online environment (or suite of environments) within which the interactions and discourse can evolve. This should be easy to access and use, and integrate with many of the existing environments that participants are already using.

ROLE OF THE EDUCATION COUNCIL

"The Education Council is mandated to lift the status of the teaching profession, and help build understanding of the role quality teaching and educational leadership plays in contributing to the wellbeing of New Zealand."

The Education Council is mandated to lift the status of the teaching profession, and help build understanding of the role quality teaching and educational leadership plays in contributing to the wellbeing of New Zealand. The professional learning hub on the Education Council website shows how a number of professional learning projects interact, from induction of new teachers into the profession through to appraising fully registered teachers.

It would seem a logical progression then, to consider extending this continuum to include similar processes for the induction, mentoring and appraisal of leaders within the system. In so doing it would be important that the following considerations are given to how this might be implemented:

• How will the view of leadership as a 'network' activity be reflected in the design of the overall leadership development pathway, and the programme(s) of development to support participants in it?

• How will the effectiveness of the Networked Leader be evaluated and assessed? By whom?

• What role might a national leadership framework play in this? How would it be developed and by whom? If developed, would it be mandatory to use it?

CONCLUSION

In this paper I have sought to establish a view of leadership that is required to operate effectively within the 'network' paradigm that schools are now operating within. The network paradigm is not a structural or organizational concept – it is ecological, highly relational and collaborative. A networked leader must start by *changing thinking* about networks and schools and demonstrate a growth mindset. Second, they must then demonstrate a *change in behaviour*, shifting from hierarchies to collaborative and democratic ways of working, and from thinking of 'me' to 'we'. Third, there must be *system change* to provide the appropriate structures, supports and drivers in place to ensure that these changes can take root and become 'the way we do things' in our education system into the future.

Finally, any form of leadership development programme should mirror the principles outlined in this paper. It should operate within the networked paradigm, promoting high levels of collaborative inquiry and activity, activated by strong mentoring and coaching relationships. The primary focus of leadership development within this network should focus on actions that will shape the culture of learning more powerfully and develop the professional capital of teachers as a group.

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EDUCATIONAL LEADERSHIP FOR TOMORROW

MASON DURIE

FOUNDATIONS FOR LEADERSHIP

Educational leadership has largely evolved to meet the needs of the education sector, but it also shares principles and values that have wider application to leadership generally. Aspects of that wider dimension are well illustrated in three Māori whakatauaki (proverbs).

> *Te amorangi ki mua, te hapai o ki muri*
>
> *The leader at the front is backed by the workers behind*

This whakatauaki is a reference to marae protocol where the speakers are at the front of the marae and the workers are at the back making sure that guests are well cared for. There is an implication that leadership is as much a function of followers as it is of the leader.

There is a further whakatauaki that links leadership to navigating into the future.

> *Ki te kahore he whakakitenga ka ngaro te iwi*
>
> *Without foresight or vision the people will be lost (Potatau Te Wherowhero)*

The clear message is that leaders cannot be content to simply lead for today. They need to have an eye to the future and to the pathways that will enable their people to reach new heights.

Finally, a well-known whakatauaki recognises leadership as a collective endeavour:

> *Ehara taku toa i te toa takatahi*
> *Engari i te toa takatini*
>
> *My success should is not mine alone: it was not individual success but the success of a collective*

Ehara taku toa downplays the importance of independent leadership in favour of the collective strength that comes from shared leadership.

STYLES OF LEADERSHIP

The meanings derived from three proverbs have general applicability but are also germane to education and the education sector. They point to leadership that is inclusive ('*ki mua, ki muri*'), strategic ('*he whakakitenga*'), and collaborative ('*te toa takatini*').

Inclusive Leadership recognises an inter-dependent relationship between leaders and followers. Leaders must be responsive to their people and make their interests a high priority. The aim is to assist others realize their aspirations rather than determining aspirations on their behalf. In this approach, the leader's success is a

function of the success of followers. Although the contributions are different, the relationship is built around mutual benefits, common goals, and a shared agenda.

Strategic Leadership requires an understanding of change and a readiness to manage change. While technological advances will have a major impact on learning, 'learning to learn' will become increasingly important as values, opportunities, complexities, and unforeseen challenges emerge. A strategic leader does not necessarily know what the future will look like, but does know that change will be inevitable, will impact on established patterns of learning and will require speedy adaptation with tools for learning that are designed to manage change.

Collaborative Leadership recognizes the power of collective impact. Moreover, given the multiple determinants of educational success or failure, it is increasingly apparent that collaborative leadership is necessary to address complex multi-dimensional problems. Collaboration with leaders from other sectors and from a range of different disciplines is as important as collaboration with leaders in the whole education sector.

APPLICATION TO EDUCATIONAL LEADERSHIP

Leaders for Learning

An important question for educational leadership hinges on identifying the main purpose of leadership. Conventional leaders in education have tended to be leaders of schools. The followers are other teachers as well as students. Success is largely reflected in the reputation of the school – on sports fields, in examinations, and in the exercise of civic responsibilities. The institutional focus presumes that educational leadership is essentially the same as leadership of schools.

> "An important question for educational leadership hinges on identifying the main purpose of leadership."

But if the overall goal is to ensure that communities and populations have the necessary knowledge and understanding to cope with future development, then 'leadership for schools' confines educational leaders to a narrow institutionalized arena. What is needed are 'leaders for learning'.

Leaders for learning are enthused by the vision of communities; they accept a brief that transcends schools to embrace learning for whole communities – including schools. They work with families, employers, children, rangatahi, adults, older people, teachers, professionals, Iwi, and other community leaders.

Loyalty to learners

Leaders for learning give top priority to learners. Their first loyalty is to learners, rather than to schools, and their efforts are geared towards ensuring that learners have the best possible learning opportunities in learning environments that match their ambitions and their skills. Educational leaders are not necessarily teachers but they know how to engage with teachers who can make a difference and teachers who can align their practices to the aspirations of learners. Leaders for learning are educational brokers. They are committed to optimal learning conditions and are open to innovation, advocacy, and lobbying on behalf of all learners.

Whānau at the Centre

Learning cannot be separated from family and whānau. The intergenerational transfer of knowledge, attitudes, values and culture provides a medium where learning can be enhanced – or alternately stifled. When socio-economic circumstances are favourable, and cultural identity is secure, whānau are more

likely to enhance learning for their children and grandchildren. Whānau Ora is a government policy that aims to increase whānau capability by encouraging a co-ordinated and coherent approach to whānau development. Providers of services to whānau are encouraged to work together towards a common whānau-centred goal. However, although education has been recognized as a key determinant for positive whānau change, educational leadership has been largely absent from Whānau Ora programmes. Educational leaders need to be there. They can offer insights into learning and opportunities for learners of all ages and can add value to the services provided by other agencies.

Alliances for Learning

Apart from involvement in programmes such as Whānau Ora, educational leaders can be key agents for the development of alliances for learning. Alliances between schools can offer a wider range of opportunities in sport, culture, and curriculum, than can a single school operating in relative isolation. Five secondary schools in Palmerston North for example combine forces each year to form a strong and competitive kapa haka group. Alliances will be especially important in communities where smaller schools lack sufficient scope to provide a full complement of subjects or sporting facilities. Alliances for learning do not require schools to amalgamate but do require the development of a framework for co-operation so that learner aspirations can be better addressed. Educational leadership is critical for building the framework that will facilitate joint commitment. Alliances for learning are also important between levels of education: pre-school, primary, secondary, and tertiary education.

A Community Curriculum

Communities in New Zealand vary greatly in size, rural and urban locations, cultural make-up, and socio-economic conditions. As leaders for learning, educational leaders need to be aware of community learning needs so that appropriate opportunities can be offered. Where there is community support for a particular type of learning that is not already available, educational leaders should work with other community leaders to investigate feasibility and desirability for a new facility. Māori immersion education will be a high priority for some communities. Facilitating community aspirations will require interaction with Government and lobbying on behalf of the community.

Community learning needs will invariably reach beyond a school curriculum to encompass concerns such as on-line bullying, youth suicide, digital communication, care of older people, early childhood education, or support for disabilities. Learning to manage contemporary environmental risks or to take advantage of contemporary opportunities will be part of a community curriculum.

Leaders for Tomorrow

Significant steps in developing a New Zealand-specific approach to education have occurred over the past twenty years. But the next 20 years will bring fresh challenges that will test leaders trained for practice in-turn-of the century environments. Strategic leaders differ from institutional leaders in several respects. Rather than defending the school or past glories, strategic leaders go beyond schools in order to address community approaches to change as well as the likely impacts of change. They are increasingly aware of global markets and environmental risks and engage in strategic visioning so that they might be better informed about change possibilities. Instead of guarding tradition, they are more interested in scoping the future, and far from seeking autonomy (for their school) they are more interested in building networks and alliances.

"…to move towards mid-21st century realities there is a case for shifting the balance…"

Strategic leaders want learners to be ready for change and to acquire new ways of gaining and processing knowledge.

SHIFTING THE EMPHASIS

Educational leadership has been critical for achieving the standards of education that now typify New Zealand. But in order to move towards mid-21st century realities there is a case for shifting the balance towards loyalty to learners as well as loyalty to schools; towards the future as well as the past; towards communities as well as educational institutions; and towards collective impact as well as sectoral uniquness.

Making the shift will have significant implications for the Education Council. The Council will require a clear rationale for the shift, buy-in from the profession, an indicative assessment of the benefits; and sufficient capability from leaders who can grapple with the change.

The Council may need to consider the role of 'regional principals' who will not only have leadership roles within schools in the region, but will also move into wider roles where they are able to contribute to the reduction of barriers to learning and to increase the uptake of learning.

EDUCATIONAL LEADERSHIP – THE KEY POINTS

Three Maori proverbs highlight three key aspects of leadership relevant to leaders in education: leadership that is inclusive, strategic, and collaborative.

Educational leaders in the future will be distinguished by styles of leadership that embrace loyalty to learners, active participation in whānau and family development, a readiness to establish alliances for learning, and the creation of new learning opportunities that will support community aspirations.

In addition to being leaders for schools, educational leaders will also be part of a wider network of community leaders, concerned as much with barriers to education and learning as about teacher management, pedagogies and teaching practice. Along with leaders from other disciplines they will be part of an integrated and coherent network dedicated to building strong, resilient, and well informed whānau.

The expanded roles will necessitate changes to current expectations and leaders who will have clear obligations to communities, as well as schools.