ROUTLEDGE RESEARCH IN EDUCATIONAL LEADERSHIP

Educational Leadership in Becoming

On the potential of leadership in action

Nuraan Davids and Yusef Waghid

ROUTLEDGE

an **informa** business

ISBN-13: 978-1-138-68933-6

90000

9 781138 689336

Routledge
Taylor & Francis Group

www.routledge.com

Educational Leadership in Becoming

Nuraan Davids and Yusef Waghid

3T G4 0052
B00103513

Educational Leadership in Becoming

On the potential of leadership in action

Nuraan Davids and Yusef Waghid

常州大学图书馆
藏书章

Routledge
Taylor & Francis Group
LONDON AND NEW YORK

First published 2017
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2017 N. Davids and Y. Waghid

The right of N. Davids and Y. Waghid to be identified as authors of this work has been asserted by them in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data
Names: Davids, Nuraan, 1970– author. | Waghid, Yusef, author.
Title: Educational leadership in becoming : on the potential of leadership in action edition / Nuraan Davids and Yusef Waghid.
Description: Abingdon, Oxon ; New York : Routledge, [2017]
Identifiers: LCCN 2016021541 | ISBN 9781138689336 (hardback) | ISBN 9781315537719 (ebook)
Subjects: LCSH: Educational leadership. | School management and organization. | School administrators.
Classification: LCC LB2806 .D2735 2017 | DDC 371.2—dc23
LC record available at https://lccn.loc.gov/2016021541

ISBN: 978-1-138-68933-6 (hbk)
ISBN: 978-1-315-53771-9 (ebk)

Typeset in Galliard
by Apex CoVantage, LLC

Printed and bound in Great Britain by
TJ International Ltd, Padstow, Cornwall

此为试读，需要完整PDF请访问：www.ertongbook.com

The authors present the argument that educational leadership is best described not in terms of a fixed state but instead as a state of "becoming", which best suits our potential to grow as leaders in spite of increasingly changing contexts.

Tena M. Versland, Professor of Educational Leadership,
Montana State University

This is a much-needed book and it is a powerful book, probing what an ethical educational leadership might look like, especially in the context of market forces. The authors, Nuraan Davids and Yusef Waghid, offer an incisive set of ideas, seeing effective leadership as always exploratory, critical and dialogical. While situated in South Africa, the book's themes and arguments are universal, and it offers resources for all in leadership positions in education. It is a book whose own time has come and it deserves the widest audience.

Ronald Barnett, Emeritus Professor of Higher Education,
University College London Institute of Education

This book must be read by all interested in Higher Education and Education systems and how they contribute to the development of democratic societies. The authors reveal how a cosmopolitan approach and engagement with leadership in Higher Education and Education Systems has overcome dysfunction through advocating for and realising 'quality in diversity'. The book is a truly humbling and a masterful defense of Educational Leadership as a Community in Becoming.

Alison Taysum, Programme Leader
MSc Educational Leadership, University of Leicester, UK

Educational Leadership in Becoming

Educational Leadership in Becoming reconsiders educational leadership in its current forms and presents a more plausible form of educational leadership to contend with the complexities currently found in universities and schools. Much of the literature in vogue concerning educational leadership ranges from transactional to transformative representations of the concept in relation to educational management and policy, curriculum inquiry, and pedagogical action. The primary aim of this book is to revisit some of the dominant understandings of educational leadership and to offer an extended view of the practice along the lines of potentiality and becoming.

Davids and Waghid argue that all current forms of educational leadership are insufficient for enacting responsible human action, particularly when it comes to addressing the combined issues of globalisation and equitable redress and transformation, whether in relation to leading schools or universities. The primary objective of the book is to draw on the Agambian notion of becoming in order to show that an educational leadership in becoming is better placed to not only address the myriad challenges besetting education but to also enhance the potential of leadership in action.

The book addresses an international audience by analysing conceptions of transformative leadership and should be read by anyone who is interested in education and educational leadership, as well as the impact of neoliberal agendas on education and society. It should also appeal to those interested in the philosophy of education.

Nuraan Davids is Senior Lecturer in the Department of Education Policy Studies at Stellenbosch University, South Africa.

Yusef Waghid is Distinguished Professor of Philosophy of Education in the Department of Education Policy Studies at Stellenbosch University, South Africa.

Routledge Research in Educational Leadership series

Books in this series:

Political Philosophy, Educational Administration and Educative Leadership
Reynold Macpherson

Educational Administration and Leadership

Theoretical Foundations
Edited by David Burgess and Paul Newton

Indigenous Leadership in Higher Education
Edited by Robin Starr Minthorn and Alicia Fedelina Chávez

Student Voice and School Governance

Distributing Leadership to Youth and Adults
Mark Brasof

Leading for Change

Race, intimacy and leadership on divided university campuses
Jonathan Jansen

Restoring Justice in Urban Schools

Disrupting the School-to-Prison Pipeline
Anita Wadhwa

Generational Identity, Educational Change, and School Leadership
Corrie Stone-Johnson

Educational Leadership in Becoming
Nuraan Davids and Yusef Waghid

To educational leaders-in-becoming

"The teacher . . . does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind . . ."

Kahlil Gibran, *The Prophet*

此为试读,需要完整PDF请访问: www.ertongbook.com

Tables

2.1 Gross higher education participation rates by race for 2005 to 2011 20

2.2 Graduation in regulation time, overall and by population group (%): 2006 first-time entering cohort, excluding UNISA. UNISA is South Africa's largest university. It has been excluded from these statistics because it is exclusively a distance-education institution 20

2.3 Attrition by end of graduation time, overall and by population group (%): 2006 first-time entering cohort, excluding UNISA 20

Foreword

How might one start a foreword such as this? With some remarks about the difficulties facing educational institutions – and the need, therefore, for good leadership? With some remarks about the challenges of leadership in a complex world and in the complex organisations that schools, colleges, and universities undoubtedly are? With some remarks about the paucity of literature that engages philosophically with the matter of leadership? Or even with the need to advance some new thinking about educational leadership? Any of these gambits would be apposite here, in relation to *this* volume. Across the world, in all countries, educational institutions face intractable difficulties; the leadership of such institutions, in turn, is confronted with the challenges of taking matters forward in a demonstrably complex environment; there is rather little in the way of a literature that engages philosophically with this situation; and new thinking about educational leadership is in short supply. All these regions of the territory here are assuredly real; any one of them would justify this volume, and we are, accordingly, in the debt of Nuraan Davids and Yusef Waghid on any of these accounts.

Perhaps some further reflections are in order too. I would want to say that both of the concepts of leadership and management are important – our educational institutions deserve nothing less than both good management and good leadership. But to say this is at once to drive a wedge between management and leadership. It is to disavow the modern tendency to conflate the two concepts, and it is, thereby, to resist any inclination to reduce 'leadership' to 'management'. To put the point tritely, good leaders are not necessarily good managers and vice versa: good managers are not necessarily good leaders. But this leaves open the further matter as to their relationships. In what ways do the concepts of leadership and of management differ? Where, in particular, lies the specificity of the idea of leadership?

I would like to suggest that educational institutions without effective leadership are directionless. They are rather like a ship that is holed. Good management can keep the ship afloat, but it cannot provide direction. The ship will be at the mercy of large forces at work that would orient it haphazardly in changing directions. Leadership is vital to help espy options and to gain the collective assent for possible directions (plural) of travel. Vision is a sometimes disparaged term these days, but it may yet be helpful in filling out a conception of leadership in a difficult world. In turn, then, arise questions over the saliency of any idea of a way

forward for an educational institution (faced, as it will be, by changing national policies, global ideas, people's identities and hopes, and so forth): should the character of any vision of the future for an educational institution be spelt out, or should it rather take the form of a general set of principles? But then, perhaps it is a dressed-up ideology or, worse still, a castle in the air.

There are, however, particular features of educational institutions that render the idea of leadership more problematic still. Educational institutions, especially tertiary institutions (such as universities), are institutions in which there is a circulation of ideas. Consequently, educational leadership has to make its way amid the turbulence of a swirl of proliferating and – very often – contending ideas. Educational institutions are not merely complex but are also *supercomplex*: they are characterised by this presence of ideas, at once multiple, proliferating, and rivalrous.

It is here that the ideas of Davids and Waghid about *leadership in becoming* and of a leadership in action are so important. A leadership that is sensitive to an educational institution being itself a space of ideas, and thereby competing ideas with that, has to be open and yet purposeful. Leading an institution is not a matter of running a debating society, even if it has some of that character. Headway has to be made, even while opening and, on occasions, provoking debate.

Sometimes, one's colleagues would rather remain focused on their own endeavours and be disinclined to engage with the matter of the future direction of the institution itself. As Davids and Waghid imply, where control, hierarchy, and judgement have been the order of the day, a role for leadership is that of enabling individuals to learn 'to talk back'. So leadership is in part that of stimulating a generation of ideas and views and forming strategic plans in the context of an unpredictable world. An institutional strategy, in these circumstances, becomes the formation of *hopeful fictions*. Such a leadership is never fully realised but is always in a process of becoming, aware of the thin ice over which it moves.

There is one other aspect of leadership worth bringing out here, one that brings together the observations just made. Management, however sophisticated, is often conducted as if educational institutions had a finite and a fixed supply of energy. The job of management, in such a setting, then becomes that of extracting the maximum output from the energy that is present. Talk of 'working smart', beloved of senior management team meetings, is testimony to such thinking (not to mention the tendency to equate value with what is measurable). But an extraordinary and largely unnoticed aspect of educational institutions is that energy levels are neither finite nor fixed.

Here enters a fundamental role for leadership: that of enhancing energy levels in an institution. There is much talk of low or falling levels of morale in educational institutions, and this is testimony to depleted levels of energy, a situation associated very often, it might be hypothesised, with managerial*ism*, with its assumptions of fixed resources that have to be managed. But goodwill, well-being, care, investment of self, and excitement about projects, not to mention hospitality, generosity, and having time for others, are testimony to an openness in energy levels. In a milieu where individuals and groups feel that the 'leadership'

is taking their own views and interests into account, we may hypothesize a high overall level of energy is likely to be present in an institution.

Such a consideration opens to (in the terminology of Davids and Waghid) a 'discourse ethics', in which leaders 'engage others communicatively through a justification ***and modification*** of views' (RB's emphasis). And here, 'modification' has surely to apply both to institutional members ***and*** to institutional leaders. In turn, educational leadership becomes in part 'an enactment of performance' so as to 'unleash a wide range of encounters'.

What is in view accordingly, in this volume, is a conception of leadership-as-critique, in which leadership stimulates counter ideas and is able to live with that dissensus, to 'engage in community with others', and to orchestrate an institution in moving forward. There is always potential for seeing more, for forming more collaborative projects, for working better together, for listening more to each other, and for widening the cognitive terrain of the institution. There is a necessary 'indeterminacy' here. Understood in this way, it is surely apparent that if, as it might be said, management is the art of the possible, leadership become ***the art of the impossible.*** The potential and the possibilities of institutions – and thereby of institutional leadership – are never fully realised but always repaying further endeavour.

All these are surely fundamental matters in working out a conception of educational leadership that is appropriate to the 21st century, and they constitute a large agenda for scholarly research. In this volume, Nuraan Davids and Yusef Waghid would not claim to have had the last word, but, in engaging so acutely with recent philosophical work, they have surely opened up new ways of engaging with this agenda.

Ronald Barnett
University College London Institute of Education

此为试读,需要完整PDF请访问: www.ertongbook.com