

Possibilities of Distributed Leadership Development in the Context of Changes: A Case of Pre-school Education Institutions

The article discusses distributed leadership of pre-school education institutions in the context of changes. Based on theoretical research data, it is possible to state that Lithuanian legal documents, the administrative environment, and specifics of institutions' activity create vast possibilities for development of distributed leadership in these organisations.

Keywords: distributed leadership, formal leader, pre-school education institution.

Straipsnyje analizuojamos ikimokyklinio ugdymo įstaigų pasidalytosios lyderystės plėtojimo galimybės pokyčių kontekste. Remiantis teorinio tyrimo duomenimis, galima teigti, kad Lietuvos teisiniai dokumentai, administracinė aplinka, įstaigų veiklos specifika sudaro plačias galimybes pasidalytosios lyderystės plėtojimui šiose organizacijose.

Raktiniai žodžiai: pasidalytoji lyderystė, vadovas, ikimokyklinio ugdymo įstaiga.

Introduction

Seeking to become the country of smart society and economy, or smart governance (governance promoting leadership), the whole Lithuanian society needs changes, and it is discussed in "Lithuania's Progress Strategy *Lithuania 2030*" (Lietuvos Respublikos švietimo ir mokslo ministerija, 2013). These strategic objectives condition necessary changes in the state governance, as well as in the public sector, which

accommodates society's needs and, therefore, should use resources sustainably. In the educational system, while implementing this strategy, it is aimed at more enhanced concentration of an organization's human resources. Also, more active involvement of pupils' parents is necessary as well as other education institutions located in the place of residence (including higher education institutions), and other organisations that can contribute to the implementation of the set aims. To have

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effective results in the foreseen changes, there is not enough to have only principals' leadership, i.e., heads of education institutions (directors and their deputies). Therefore, the need for another governance culture in education institutions is becoming relevant, as top managers need to pay attention not only to development of their own abilities and possibilities, but also promote leadership of their institutions' community members (Lietuvos Respublikos švietimo ir mokslo ministerija, 2013; Valuckienė et al., 2015).

In the last decade, leadership has been comprehensively analysed as the competence of a head, organisation's members and the organisation itself. Also, leadership has been analysed as the process which has influence on the efficiency of organisation's activity in the Lithuanian secondary school. It is acknowledged that leadership is one of the factors having huge influence on the quality of the education institution's activity (Laurinčiukienė, Šiurkienė, 2012). The research in this sphere was conducted by D. Žvirdauskas (2006), D. Baronienė, D. Šaparnienė and L. Sapigienė (2008), G. Cibulskas et al. (2010), G. Cibulskas and V. Žydzūnaitė (2011), J. Navickaitė (2012), etc. The longitudinal studies of the change in Lithuanian education leadership were conducted as well (Beresnevičiūtė et al., 2011; Katiliūtė et al., 2013). Based on the third longitudinal research, the monograph "Leadership for Learning: Theory and Practice for a School's Change" (Valuckienė et al., 2015) was published. The project "Time for Leaders" initiated by the Ministry of Education and Science significantly contributed to the dissemination of leadership ideas in Lithuania: the first stage took place in 2009-2011, the second – in 2011-2015, the third is foreseen in 2017-2020. This project creates wider

possibilities in developing leadership competences of education communities and strengthening the decentralization of education governance, promoting self-dependence of education communities and improving education quality (Valuckienė et al., 2015). Due to this project, the newest scientific studies analysing leadership in education institutions and the best practices of its development were translated into the Lithuanian language. Fifteen municipalities participating in the project created unique models for development of leadership (<http://www.lyderiulaikas.smm.lt/>).

The conception of *learning for leadership* was chosen to promote the change of the school (Valuckienė et al., 2015), and one of the key elements in it is *distributed leadership*. Creating the theoretical background of *learning for leadership*, considerable attention was paid to the features and development of *distributed leadership*. It is assumed that the different context of education institutions determines the need for different leadership and development in organisations. (Kivunja, 2015). Therefore, foreign researchers increasingly turn to the particularity of management of this process in education institutions of different age groups. A lot of scientific studies on leadership in early childhood education institutions have been conducted in Finland (Nivala, Hujala, 2002; Heikka, Waniganayake Hujala, 2012; Heikka, 2014), Australia (Waniganayake, 2014), China (Chan, 2013). According to J. Heikka et al. (2012), recently attention of researchers and practitioners to *distributed leadership* in early education has been increasing, and it results from the necessity to solve emerging leadership challenges in this sector, employing innovative methods. These

researchers pay attention to the fact that while conducting scientific research in the sector of children's early age education, it is significant to consider the context of organisations, their uniqueness, especially close relationship between pre-school education institutions and families, as well as communities.

Though over the past few years foreign researchers paid more attention to leadership in the early age education institutions, the lack of scientific research on the topic of *distributed leadership* has been still felt (Tseng et al., 2016). There is also lack of Lithuanian researchers' attention to leadership, namely, *distributed leadership*, that is developed in pre-school education institutions. It is surprising, as the number of such institutions is increasing in Lithuania. According to the data of Lithuanian Department of Statistics "Modern Lithuania. 1991 – till now", the need for pre-school education institutions has been increasing: in 2009, there were 642 pre-school education institutions with 91 683 places for children, while in 2016 there were 737 pre-school education institutions with 123 339 places. Having in mind that the number of general education institutions in Lithuania has significantly decreased (according to the map of 2014-2020 period investments to general education structure prepared in 2016 by the Ministry of Education and Science), in 2004-2005, there were 1634 general education schools and their 420 divisions, in 2014-2015, only 1200 schools and 168 divisions), it is relevant to research leadership in Lithuanian pre-school education institutions, because optimizing the number of education institutions in regions, i.e., closing schools, these institutions have become the basic and significantly important in

developing *leadership culture* in local communities.

The object of research: *distributed leadership* of pre-school education institutions.

The aim of research is to reveal the development possibilities of *distributed leadership* in pre-school education institutions in the context of changes.

Objectives:

1. To theoretically summarise scientific approach to *distributed leadership*.
2. To define the concept of *distributed leadership*, as the competence of the head of an education institution.
3. To reveal the importance of the heads' *distributed leadership* in the process of management organisation's changes.
4. To ascertain legal and administrative environments for development of *distributed leadership* in pre-school education institutions in Lithuania.

Research methods. Seeking to implement the set research objectives the authors performed analytical analysis of content of theoretical literature and other sources (strategic documents, legal acts, methodical recommendations). The analysis was chosen to accumulate and summarise theoretical insights, so that to find regularities of distributed leadership development in education institutions, and reveal new aspects of research on distributed leadership.

The concept of distributed leadership

Distributed leadership is the idea that has been much discussed in the last decade. *Distributed leadership* (as competence and process) has become the object of interdisciplinary studies: it is researched by

psychologists, sociologists, educologists, and managers. *Distributed leadership* is analysed as the feature of an organization's quality, and the process from the perspective of the head/principal or the organisation. Within the educational sector, this theoretical concept is developed researching most the expression of *distributed leadership* in general education schools (Spillane, Halverson 2004; Murphy et al., 2009; Harris, 2012; Heikka et al., 2012; Waniganayake, 2014; Spillane, 2015; Spillane, Mertz, 2015, etc.). Thus, analysing deeper the features of *distributed leadership*, its development and management in pre-school education institutions, the reference will be made in this article particularly to the above-mentioned authors. Pre-school education institutions in their mission (education) are related to general education schools, thus most of the aspects of *distributed leadership* conception do not contradict to *distributed leadership* occurring or developed in educational institutions of another type.

As noted by A. Harris (2012), presently distributed leadership is **the dominant idea of leadership**, though its beginning can be traced back much earlier in organizational theory in the middle of the 1960s or possibly earlier. According to R. Dukynaitė (2015), the term *distributed leadership* first was used by C. Gibb (1954), who analysed the change of processes influenced by non-formal and formal groups, as well as the differences between *one person-focused leadership* and *distributed leadership*. R. Dukynaitė (2015) notes that often researchers in looking for subtle differences in managerial processes differentiate between *distributed leadership* and *shared leadership*, however, often these concepts are used as synonyms. The latter position was observed in Lithuanian science as well.

R. F. Elmore (2000) claims that the idea of *distributed leadership* is not very complex. According to the author, in an organization all individuals differ in their abilities, competences, and the nature of performed work. These abilities might be *shared* with others inside an institution. In distributed leadership the attention should be paid not only to *teaching, learning from each other, communication and collaboration*, but also to community members' *participation* in an organization's activity, *the support of initiative, involvement into decision making, the distribution of power and activity* among different staff members, formal and non-formal leaders (Leithwood et al., 2006; Harris, 2010; Duif et al., 2013; Dukynaitė, 2015, etc.). *Distributed leadership* is one of leadership ways to *reach the aims of an organization* (Harris and Spillane, 2008). The researchers emphasize that both formal and non-formal leaders *have to take responsibility* for overall performance. The authors who have analysed leadership in education institutions (Duif et al., 2013) propose that the effective leaders of the 21st century have to *strengthen learning environment*, where students and professionals *would share knowledge, trust, and overall sense of responsibility would be promoted*. *Distributed leadership* means that all members of an organization are *responsible and accountable for their contribution* to collective results (Elmore, 2000).

As stated by A. Harris (2010), the idea of *distributed leadership* is quite popular, as: it is empirically substantiated, because its positive influence on the results of an organisation and self-education has been proved; it has the counselling and normative power. According to the author, this is the form of leadership when influence on an organisation and decisions are made when **several persons are working**

together rather than a single person is managing.

The researchers often investigate the influence of *distributed leadership* to the organizational performance outcomes and students' learning outcomes (Harris, 2012; Day et al., 2009). A. Harris (2012) also notes that considerable attention in studies should be paid to analysis, which ways and models of distributed leadership are the most efficient and not to seek to prove that distributed leadership is effective. There had already been such scientific studies before. For example, K. Leithwood et al. (2006) noted that the outcome of distributed leadership and its influence to an organization depend on the type of distributed leadership: 1) *planned distributed leadership*, when team members share the functions, responsibility, they become organizers of implementation of made decisions, representatives in other groups, structural divisions; 2) *self distributed leadership*, when it is necessary, in an organization, non-formal groups meet to solve the problems; 3) *demand distributed leadership*, when clustered steering group demands the rights for decision making and their implementation. The above mentioned A. Harris, who in 2008 investigated the expression of distributed leadership in organizations, already wrote about the different *strategies of development of distributed leadership*. When leadership reveals only through delegation, it is possible to ascertain **the surface level of distributed leadership** in an organization. When in the development of leadership new teams are created, roles are shared, responsibility is taken, and it is shared among members, it is possible to talk about **the middle level of distributed leadership**. **The deep level of distributed leadership** is seen in an organization's

culture – distributing leadership becomes the norm of work.

In summarizing the researchers' observations of the last decade, it is seen, that *distributed leadership* in an organization mostly manifests by the following features: the overall staff's participation in an organization's performance, professional sharing of available abilities, learning from each other, communication and collaboration in seeking for an organization's aims, high trust in each other, taking of responsibility and accountability for their own activity and collective results, participation in decision making, distribution of power and activity between formal and non-formal leaders, etc. Of course, in developing *distributed leadership* in an organization, formal heads and formal leaders have significant influence as well.

Distributed leadership as the competence of a head in educational institution

According to K. Leithwood et al. (2006), the concept of *distributed leadership* does not mean that formal governance structures, formal heads in organizations are unnecessary. On the contrary, formal heads are important, only, not vertical hierarchical relationship is important, but **horizontal relationship**, not management as influence, but management as **interaction**, **creation of space for other persons' leadership**. As noted by A. Harris (2012), in developing *distributed leadership* at school, the school principal's role is especially important, as different changes at schools start namely in the principal's office. Thus, it depends only on formal leaders whether other persons' initiative will self-develop, in taking urgent actions, or the initiative

will be suppressed, if no attention will be paid to it (Murphy et al., 2009).

Researchers note that the dissemination of ideas of *distributed leadership* in an organization often poses difficulties for formal leaders, as: their power and authority decrease, the difficulties may occur in moving from management position to leadership and interaction in an organization, the need arises to trust each other (Harris, 2012).

Today, formal leaders are inevitably forced to change themselves and their personality, their attitude to changes emerging in an organization, and have to create conditions for other members of an organization to reveal their leadership talent. In other words, a school leader has to re-orientate himself/herself and be able to refuse power and authority, to shift away from leadership as position to leadership as interaction with other members of an organization, and to build a high degree of reciprocal trust in formal and non-formal leadership practice (Harris, 2012). According to A. Harris (2010), formal institutional leaders have to be initiative and benevolent, not assessing other persons' leadership as the loss of their own power. Moreover, they have to avoid the excessive control of other colleagues' behaviour, to actively promote and assess innovative ideas coming from all school members. This means that school leaders have to feel time and place, to perceive the staff's possibilities and to know when to withdraw allowing other staff members to contribute and participate in decision making, as well as to coordinate the overall activities (Leidhwood et al., 2006; Obadara, 2013).

As it was already mentioned, no less important aspect in developing distributed leadership in an organization is high trust in employees (Harris, 2012; Ch. Day

et al., 2009). According to researchers, the trust, as a significant factor for the progressive distribution of leadership, in an organization is created by its members' moral values, approach, reliability, recurring actions, individual relationship and an organization's atmosphere substantiated with trust.

In other words, in developing *distributed leadership* in an organization, the formal heads' competences are very important, as it depends on heads whether the conditions favourable for the expression of employees' leadership will be created in the institutions managed by them. Formal heads, seeking for *distributed leadership* in an organization, should take the following steps: to support, promote and assess the initiative of others; to create mutual trust relationship; to involve employees into decision making; to reduce control and allow others to take responsibility. It is obvious that a formal head who lacks leadership abilities will hardly be able to create the conditions for the leadership of other members in an organization, especially the development of *distributed leadership*.

Head's role in developing distributed leadership in the context of changes in organisation

According to researchers of change management (Hayes, 2010; Sakalas et al., 2016), changes in an organization can be complex and partial, regulated and unregulated, evolutionary and revolutionary, favourably accepted or employees may oppose to them. However, all of them are determined either by external circumstances, which cannot be comprehensively controlled, or internal causes, and most often by both external

and internal factors. In order to react efficiently to the changes taking place in external environment, to avoid conflicts inside an organization, it is necessary to manage the changes implemented in an organization (Zakarevičius, 2003; Stoškus, Beržinskienė, 2005; Bersėnaitė, Šaparnis, Šaparnienė, 2006; Sakalas et al., 2016). Education organizations are not an exception. Their type, activity region, available human resources and the nature of challenges often determine the strategies of change management, if a change is not strictly regulated from outside. However, whatever change management model or their cluster is chosen, a head's personality (or agent's personality who is responsible for a change) is always seen in the centre of changes, his/her ability to focus the staff to reach the aims (Stoškus, Beržinskienė, 2005; Sakalas et al., 2016). A. Raipa (2014) also emphasizes that one of the essential components of public organizations' preparedness for change management are the abilities of institutions' leaders. R. Gill (2003) also noted that effective leadership is necessary for changes. According to J. Hayes (2010), leaders play a significant role in

an organization in recognizing the need for changes, identifying the aims, setting the direction of change, formulating the strategy of changes, involving others, motivating people, providing support for others, creating the context favourable for the change in an organization. J. Murphy et al. (2009) emphasise the importance of formal heads in changing the structure of an organization and purposely creating conditions for pedagogues to meaningfully work together. **The creation of conditions for development of other persons' initiative** changes the culture of an organization and a formal leader's role in an organization. The formation of new culture in an organization, as it is noted by J. Murphy et al. (2009), starts when a head evaluates available culture, collating it with desired new organizational culture, later reforming the culture: by developing and supporting teachers' leadership and further managing for *distributed leadership*. A. Harris (2012) states that in future the structural changes and work restructuring will become the main activity of leadership in those organizations where the ability to adapt and novelties will be the key to sustainable development.

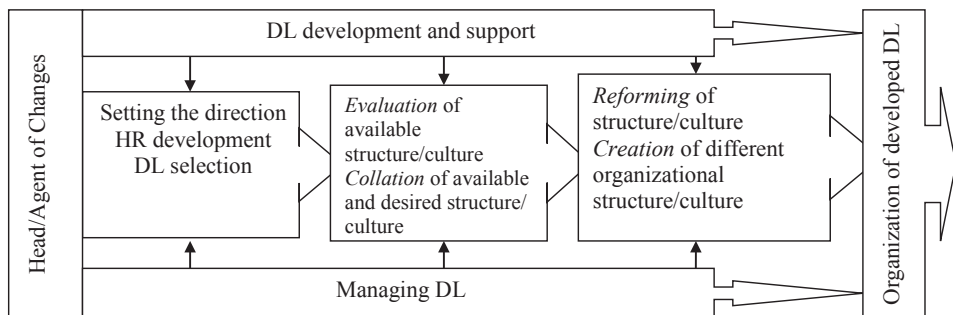


Fig. 1. Development of head's distributed leadership in an organisation

Source: created by the authors in accordance with A. Harris (2012), J. Murphy et al., (2009), T. Duif, Ch. Harrison and N. van Dartel (2013), K. Leithwood et al., (2006), etc.

Note: HR – human resources; DL – distributed leadership.

In conclusion, it is possible to state that formal heads play a significant role in developing *distributed leadership* in an organization in the context of changes (Table 1). Researchers point out an important role played by leaders in an organization while recognizing the need for changes, setting the direction of change (vision, aims, expectations), in formulating the strategy of changes, conducting the development of human resources (inclusion of others, individual support, intellectual stimulation, motivation, modelling), in creating the content in an organization favourable for the change. Also, formal leaders are important in changing the structure of an organization (in purposely creating the conditions for pedagogues to meaningfully work together), as well as in changing the culture of an organization (in creating conditions to develop other person's initiative). The development of distributed leadership in an organization takes the following steps: the evaluation of an organization's present structure and culture, collation with desired structure and culture, their reformation and the creation of different structure and culture. Formal heads are important in developing and supporting the staff's leadership and further managing for distributed leadership.

Legal and administrative environment of distributed leadership development in pre-school education institutions in Lithuania

Recently, the changes in the sector of pre-school education in Lithuania have been determined by Education Reform, which aims and the main stages are seen in the

documents regulating education policy and consistency of its implementation – National Education Strategy 2013–2022 (Lietuvos Respublikos švietimo ir mokslo ministerija, 2013), Conception of the Good School (Lietuvos Respublikos švietimo ir mokslo ministerija, 2015), Qualification Requirements for Pedagogues (the order of the Minister of Education and Science No. V-774, 29/08/2014), Description of Pre-school Age Children's Achievements (2014), Methodical Recommendations for Pre-school Education (Lietuvos Respublikos švietimo ir mokslo ministerija, 2015), etc.; the documents formalizing the changes of education policy of the Republic of Lithuania, as well as the guidelines for education development foreseen in the strategic documents of European Commission (Communication from the Commission 2020 <...>, 2010; The Council and the Commission of European Cooperation in Education and Training in the Strategic Framework ("ET 2020") <...>, 2015). The perspectives discussed in these documents, as well as the best practices of other countries enable pre-school education institutions to change: the management of education process, curriculum, interaction with environment (local communities, social partners, other education institutions, etc.) are increasingly improving. There is an obvious shift in the education policy of Lithuania to the development of *distributed leadership* in education institutions, and it is as follows:

- To create and regularly update curriculum, considering the needs of local and school community, therefore, in the *Law on Education of the Republic of Lithuania* (Lietuvos Respublikos švietimo ir mokslo ministerija, 2011), the activation of the **interaction with community of education institution**

is emphasised. Also, this document highlights the importance of **democratic management** of an institution, **collaboration-based** relationships, **transparent** decision making, as well as communication with community members.

- In *Lithuanian Progress Strategy “Lithuania 2030”* (Lietuvos Respublikos Seimas..., 2013) special attention is devoted to smart governance – **the development of leadership and governance competences** not only in institutions of central and local authorities but also in **communities**.
- In national *Lithuanian Progress Strategy 2013–2022* (Lietuvos Respublikos švietimo ir mokslo ministerija, 2013) it is indicated that the dynamic interaction between education institutions and the members of society in creating smart society is an essential factor of success. It is emphasized that leadership should characterise in **the use of all education members’ and social partners’ abilities** to reach the aim of education, whilst management has to become more expedient and communal.
- In *Conception of the Good School* (Lietuvos Respublikos švietimo ir mokslo ministerija, 2015), it is clearly underlined that management and **leadership in school have to be shared**. It is emphasized that the major part of decisions is made by the school’s community, its different members manage activities, their personal initiative is promoted.
- The newly prepared *Description of Pre-school Age Children’s Achievements* (Lietuvos Respublikos švietimo ir mokslo ministerija, 2014) also provided the basis for each pre-school

education institution in Lithuania once more and essentially update the pre-school education programme in their institution, **involving** in this process the **institution’s community** as well.

These documents show the support to leadership, including *distributed leadership*, in education institutions of the Republic of Lithuania. How to become an organization, where distributed leadership is the norm of activity, partly is left to solve for an institution itself. In 2013–2017, active discussions at the levels of State and self-governance, separate education institution communities prove how it is important to agree on curriculum (program) developing leadership, environments, and competences.

Based on the *Description of Criteria for European Early Age Children’s Education and Care Quality* prepared in 2014, there was unified the perception of the EU countries on what is quality pre-school education and quality pre-school education program. Aiming at the quality of pre-school education program, the necessity to collaborate with children, colleagues, and parents was emphasized (Key Principles of a Quality Framework, 2014). Unlike other EU countries, in Lithuania, the State pre-school education programs which are common for all pre-school education institutions are not accredited. In Lithuania, the community itself, children’s parents, pedagogues, other specialists of each pre-school education institution **have to make an agreement on what is quality-based pre-school education**, what is a qualitative program of pre-school education (Lietuvos Respublikos švietimo ir mokslo ministerija, 2015 (Methodical Recommendations for Pre-school Education)). Thus, in different Lithuanian

regions the conception of quality pre-school education, the programs of pre-school age children's education (which are created by pedagogues of each institution) can be slightly different due to different members of education process, institution community's priorities, needs, and expectations. The providers of pre-school education, in preparing and updating pre-school education programs, keep with the *Description of Criteria for Pre-school Education Programs* (Lietuvos Respublikos švietimo ir mokslo ministerija, 2011). The deadline during which each pre-school education institution has to update pre-school education programs is not legally regulated, only the requirement to conduct systematically the updating of programs is emphasized. It is not regulated in legal documents how and in what way, in creating pre-school education programs, the education needs of families, who have pre-school age children, local community should be taken into consideration. Pre-school education institutions have to have internal resources (competences, possibilities for long life learning, etc.) **to prepare and regularly update such programmes**. This requires a high concentration of competences.

In *Methodical Recommendations for Pre-school Education* (Lietuvos Respublikos švietimo ir mokslo ministerija, 2015) it is indicated that in creating and developing pre-school education programs of an institution, it is necessary in institution's community to discuss how nowadays children's education is understood. And only when all community members – pre-school education teachers, education support specialists, institution heads, other staff of an institution, parents – would agree on overall conception of pre-school education that complies with children's

needs, parents' expectations, society's and State's interests, it would be possible to substantiate the development of program of a concrete pre-school education institution or group. It is obvious that in the process of creation and updating of programs, considerable role and responsibility are taken by pre-school education heads (directors and deputy heads for education), as they have to find the most effective way to organize these processes.

As D. Dambrauskienė (2016) notes, in *Qualification Requirements for Heads of Education Institutions* (Lietuvos Respublikos švietimo ir mokslo ministerija, 2015) it is indicated that pre-school education heads have to have higher, or equivalent to it, education, whilst the requirements for pre-school education heads are significantly lower, their education has to be not lower than higher college education, which differently to university education, is not related to the abilities to manage complex or partial changes, to research and analyse situations, create programs, etc. Today the requirements for curriculum, its content raised for pre-school institutions spark the discussions on the objectives raised for institutions and the compliance of heads' competences. We think that the heads of education institutions of both the State and municipality (including heads of pre-school education institutions) must have high competences of management, as they have to work within the network of organizations. The set of competences, where the examination of leadership and management competences is foreseen, and what is required while applying for the post in civil service must be applied to the heads of these institutions.

Today, when assessing the potential heads' suitability for the position in

a pre-school education institution, the leadership competence is not directly mentioned, since the specific abilities to develop it may unroll assessing general competencies. For example, when foreseeing the competence of managing people, the ability to motivate and inspire is mentioned, or when emphasizing the necessity to have the competence for managing the education and training of the community as well as strengthening its provisions, the overall implementation of strategies is constantly mentioned.

Thus, it is possible to state that the obvious support policy for leadership development in pre-school education institutions indicated in State documents would be hardly implemented, as the raised objectives for curriculum, creation of communities, in aiming at successful learners' advancement, the environment supporting leadership, are not sufficiently harmonized with the competences of a key person (head, principal) in leadership.

Conclusions

There have been extensive discussions about distributed leadership in the last decade and it has become the object of interdisciplinary research. This theoretical concept in the educational sector is more developed researching the expression of distributed leadership in schools. Researchers acknowledge that leadership (as well as distributed leadership) is contextual, therefore, it is necessary to consider the uniqueness of organizations, their relationship with environment and local communities. In recent years, foreign researchers (Nivala, Hujala, 2002; Heikka, Waniganayake, Hujala, 2012; Heikka,

2014; Waniganayake, 2014; Chan, 2013, etc.) have started to pay more attention to research on leadership in the context of early age education institutions. However, there is lack of attention from Lithuanian researchers to leadership in the context of pre-school education institutions.

In the twenty-first century, changes in the educational sector are inevitable, they are conditioned by social and economic changes of society, rapid development of science and technologies. Researchers (Leithwood et al., 2006; Murphy et al., 2009; Harris, 2012; Obadara, 2013, etc.) acknowledge that successful management of external and internal changes in organisations are determined by personality and leadership abilities of their heads. Having summarised the findings, it is obvious that in developing distributed leadership in organisations, formal heads and formal leaders still play a significant role. Formal heads determine what conditions will be created for realisation of staff's leadership. They determine how quickly and efficiently the structure and culture of an organization will be changing. The key direction of the head's activity is development of an organization's culture favourable for leadership. Also, development of distributed leadership may enhance the speed of implementation of this aim by decreasing control and increasing trust in each other, maintaining initiative, motivating personnel to take responsibility for the results of an organization's activity. Therefore, in this process, formal leaders inevitably have to change and develop their own leadership abilities as well.

Having analysed the legal and administrative environment for development of distributed leadership in pre-school education institutions in Lithuania, there may be drawn quite a favourable policy

for further distributed leadership development: regulation of systemic issues, support for creative initiative, and trust in the organization at local level. In Lithuania, the number of pre-school institutions has been increasing recently, and specifics of these institutions' activity and close relationship with communities traditionally create excellent conditions for development of distributed leadership in pre-school education institutions. Therefore, it is possible to state, that strategic attitudes towards education orientated to each learner's successful advancement, and involving the whole community of an institution would have to be easily implemented in Lithuania. The created close collaboration interactions with children's parents, other education institutions, as well as the local community, change

organizations' culture, making it favourable for leadership. On the other hand, there are doubts concerning the readiness of pre-school education institution principals to develop distributed leadership, especially when analysing the administrative environment of these institutions (the set requirements for heads' competences). Do pre-school education institution heads themselves have distributed leadership competences, if these competences are not tested before their appointment to a position?

The conducted analysis of theoretical material and legal regulations inspires the need to further empirically research development possibilities of distributed leadership in pre-school institutions, the challenges they face, particularities of implementation, as well as the best practices.

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IKIMOKYKLINIO UGDYMO ĮSTAIGŲ PASIDALYTOSIOS LYDERYSTĖS PLĖTOJIMO GALIMYBĖS POKYČIŲ KONTEKSTE

S a n t r a u k a

Straipsnyje nagrinėjama ikimokyklinio ugdymo įstaigų pasidalytoji lyderystė pokyčių kontekste. Sprendžiama problema: kokios yra pasidalytosios lyderystės plėtojimo galimybės ikimokyklinio ugdymo įstaigose.

Tikslas – atskleisti ikimokyklinio ugdymo įstaigų pasidalytosios lyderystės plėtojimo galimybes pokyčių kontekste.

Straipsnyje apibendrinamas mokslinis požiūris į pasidalytąją lyderystę, atkreipiamas dėmesys į tai, kad pastarąjį dešimtmetį daug diskutuojama apie pasidalytąją lyderystę, ji yra tapusi tarpdisciplininių tyrimų objektu. Šis teorinis konceptas švietimo sektoriuje labiau išplėtotas tiriant pasidalytosios lyderystės raišką mokyklose nei ikimokyklinio ugdymo sektoriuje. Mokslininkai pripažįsta, kad pasidalytoji lyderystė yra kontekstuali, tiriant ją, būtina atsižvelgti į organizacijų unikalumą, santykius su aplinka ir vietos bendruomenėmis, todėl užsienio mokslininkai pastaraisiais metais daugiau dėmesio skiria lyderystės tyrimams ankstyvojo amžiaus ugdymo įstaigose. Lietuvoje mokslininkų dėmesio lyderystei, ikimokyklinio ugdymo įstaigų kontekste, pasigendama.

Apibendrinus mokslininkų pastebėjimus, matyti, kad pasidalytoji lyderystė organizacijoje reiškiasi šiais požymiais: visuotiniu dalyvavimu organizacijos veikloje, profesionaliu dalijimusi turimais gebėjimais tarpusavyje, mokymusi vieniems iš kitų, bendravimu ir bendradarbiavimu siekiant organizacijos tikslų, pasitikėjimu vienų kitais, atsakomybės prisiėmimu ir atskaitingumu už savo veiklą ir kolektyvinius rezultatus, dalyvavimu priimant sprendimus, galios ir veiklos pasiskirstymu tarp formalų ir neformalių lyderių ir pan. Apibendrinus mokslinę literatūrą, galima teigti, kad, siekiant plėtoti ugdymo įstaigose pasidalytąją lyderystę, formalūs vadovai vaidina ypač svarbų vaidmenį, nes ugdymo įstaigos lygmeniu įvairūs pokyčiai prasi-

deda būtent vadovo kabinete. Mokslininkai išskiria svarbų lyderių vaidmenį organizacijoje, atpažįstant pokyčių poreikį, identifikuojant tikslus, nustatant kaitos kryptį, formuluojant pokyčių strategiją, įtraukiant kitus, motyvuojant žmones, teikiant paramą kitiems, sukuriant organizacijoje kaitai palankų kontekstą. Formalūs lyderiai taip pat svarbūs keičiant organizacijos struktūrą (sąmoningai sudarant sąlygas pedagogams prasmingai veikti kartu) bei keičiant organizacijos kultūrą (sudarant sąlygas kitų iniciatyvai plėtotis). Formalūs vadovai, siekdami efektyvios pasidalytosios lyderystės organizacijoje, turi keistis ir patys: palaikyti, skatinti ir vertinti kitų iniciatyvą; kurti abipusiu pasitikėjimu pagrįstus tarpusavio santykius; įtraukti darbuotojus į sprendimų priėmimą; mažinti kontrolę ir leisti atsakomybę prisiimti kitiems. Formalūs vadovai, patys stokojantys lyderystės gebėjimų, vargu ar sugebės sudaryti sąlygas kitų organizacijos narių lyderystei bei pasidalytosios lyderystės plėtrai.

Ištyrus Lietuvos ikimokyklinio ugdymo įstaigų pasidalytosios lyderystės plėtojimo teisinę ir administracinę aplinką Lietuvoje, galima teigti, kad naujai teisiniai dokumentai skatina pasidalytosios lyderystės plėtrą šiose ugdymo įstaigose. Puikias sąlygas pasidalytosios lyderystės plėtrai ikimokyklinio ugdymo įstaigose sudaro ir šių įstaigų veiklos specifika. Aktyviai sąveikaudamos su ugdytinių tėvais, kitomis švietimo įstaigomis, vietos bendruomenė, ikimokyklinio ugdymo įstaigos turi itin plačias galimybes pasidalytosios lyderystės plėtojimui. Tačiau lieka neatsakyti klausimai: kiek ikimokyklinio ugdymo įstaigų vadovų turi pasidalytosios lyderystės kompetencijų; kiek įstaigos pasinaudoja palankiomis teisinėmis bei administracinėmis sąlygomis pasidalytosios lyderystės plėtrai; su kokiais vadybos bei lyderystės sunkumais susiduriama ikimokyklinio ugdymo įstaigose šiame pokyčių laikmetyje; kokie yra efektyviausi pasidalytosios lyderystės plėtojimo būdai.