Moral and ethical dimensions of transformative leadership for developing flourishing school communities

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“Ethics is about how we inhabit uncertainty together.”

(Massumi 2003, 217)
Leadership

• How we lead
• Why we lead the way we lead
• Morals and Ethics in Leadership
• Learning and leading within community
Principles of Transformative Leadership

- Acknowledging power and privilege
- Articulating both individual and collective purposes
- Deconstructing and reconstructing knowledge frameworks
- Effecting equitable change
- Transformation: democracy, equity, diversity, excellence
- Balancing critique and promise
- Demonstrating moral courage

(Shields 2009, 2011, 2018)
Transformative Leadership

(Morality,Courage,Interdependence,Global Awareness,Public & Private Good)

Democracy
Equity
Justice

Inequities
Transformation

Redistribute Power
Challenge Knowledge Frameworks
Mandate for Transformation

Critique and Promise

Transformative Leadership

(Shields 2018)
Leadership Appreciation and Practice

- Leadership that is relational, virtuously lived, personal and professionally developed, ethically grounded in multi-dimensional intersectional dynamics.
  - Ethic of care
  - Ethic of justice,
  - Ethic of critique
  - Ethic of professionalism
  - Ethic of community

- Creating goodness, wellbeing, betterment and flourishing individual and school communities
A Multidimensional Ethical Framework

Justice
- Participation, Equal Access, Due Process
- Policy Formation and Implementation, Assessment
- Rights and Responsibilities, Resource Allocation

Care
- Quality of life
- Cultural enrichment
- Individuality
- Loyalty
- Human Potential
- Human Dignity
- Empowerment
- Environment

Critique
- Definitions of Values
- Hierarchy Privilege
- Class Distinctions and Distortions
- Structured Inequality
- Power Definitions
- Culture and Silence and Domination

Profession
- Ethical Standards
- Ethical Reflective Frameworks: ethical knowledge, inquiry, critical imagination, action, ethical efficacy, awareness, confidence, sensitivity, collective capacity.

Connectivity
- Personal/professional
- Relational reciprocity
- Head, heart, hand, soul

Community
- Cultures of trust, care, collective efficacy
- Moral tone, purpose
- Relationships
- Life-worlds
- Ecosystems

Adapted from Campbell 2013; Furman 2004; Frick & Frick 2010; Ladkin 2015; Langlois 2013; OCT 2006; Shapiro & Gross, 2013; Starratt 2012
How do education leaders in K-12 schools and school systems appreciate and practice moral and ethical dimensions of transformative leadership in developing flourishing learning communities?

- Nature of ethical and moral dimensions: moral sensitivity and awareness, moral imagination, virtuousness, ethical knowledge
- Ethical transformative leadership discernment, decision making and action
- Reflective, consciousness, personal/professional, capacity, wisdom practice
- Lived experiences: formation, over time, in and within community
- Hermeneutic phenomenology
Conceptual Connections: A Work in Process

Human Flourishing and Betterment
*Ethics in Society*

Moral Architecture
*Ethics in Leadership system/organization*
  - Transformative leadership
  - Ethical moral leadership

Relational
*Ethics in Community*
  - Ethic of community (Furman 2004)
  - Ethic of connectivity (Frick and Frick 2010)

Human Flourishing
*Ethics in Person*
  - Ethic of care (Noddings 1984)
  - Ethic of critique (Starratt 2012)
  - Ethic of justice (Starratt 2012)
  - Ethic of profession (Starratt 2012)
  - Virtuous ethics theory (Aristotle)

Adapted from Campbell 2013; Furman 2004; Frick & Frick 2010; Ladkin 2015; Langlois 2013; OCT 2006; Starratt 2012
Theory of Betterment

- Courteous respect
- Communication
- Reflective habits
- Commitment
- Education goals
- Attitude Disposition
- Policies
- Personal relations
- Democratic process
- Virtues
- Ethical principles

(Moral architecture: Wagner & Simpson, 2009)
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