

Paper 8

Transitional approaches in achieving distributive multi-disciplinary leadership[s] to support resilience and wellbeing in complex urban schools

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Queensland schools are increasingly concerned with mapping, understanding and supporting student and teacher wellbeing (c.f. Thompson, et al, 2019; DET, 2018). We would also add “measuring”. Underscoring this concern are the social realities of complex urban communities and schools for whom the benefit of schooling is countered by their experiences of poverty, social and economic inequalities, and discrimination. Singh and Glasswell (2016) have argued that dominant functional models of distributed leadership espoused in recent education policies serve neoliberal agendas of performativity and accountability, rather than unlocking the critical potential to support leadership interactions or ‘distributed activity’ across complex school sites, in partnership with stakeholders and their interrelated communities. This paper explores two understandings of and approaches to resilience and wellbeing in urban schools in Queensland to focus upon the role that distributive, “multi-disciplinary leaderships” can play. In doing so, better insights into wellbeing *gestalt*, which many schools take for granted, or indeed, hope for the best, as a consequence of schooling rituals and practices, can be cooperatively generated and pursued.

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