THE CONCEPT OF DISTRIBUTED LEADERSHIP IN EDUCATION: DIVERSITY AND EVOLUTION OF APPROACHES

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The purpose of the article is to analyze the theoretical and practical aspects, methodological approaches associated with the concept of distributed leadership (DL). This notion is very complex, contradictory, and there are many opinions regarding its essence, content, and genesis in the history of science, key components. Recent integrated educational innovations, the dynamic development of digital technologies, and the constraints associated with the pandemic call for a stronger teamwork of faculty and students and a rethinking of the overall concept of leadership. Leadership roles are many and varied, from facilitation, collaboration and influence, as well as carrying other aspects such as power and prestige. It should be added that the concept of "distributed leadership" is closely related to related concepts, such as "shared leadership" (SL), "collective leadership", "collaborative leadership", "co-leadership", "emergent leadership", "dispersed' leadership" and so on. Distributed leadership has many different aspects that are difficult to clearly define, but the vast majority of experts agree that This is the transfer of attention from the specifics of leadership styles, which are determined by the qualitative psychological and behavioral characteristics of formal and informal leaders, to a broader and systemic context, a distinctive feature of which is teamwork and collective creativity. The article analyzes different approaches to distributed leadership and emphasizes the need for its practical application in the field of education. DL has a huge impact on the qualitative improvement of the organizational culture of the team, the development of optimal solutions to complex problems, contributes to the preparation of proactive, creative individuals. This is very important in the field of education in a pandemic, when the role of digital technologies and the creativity of teachers is significantly increasing. It should also be emphasized that there is a close link between DL and the effectiveness of teachers.

Keywords: *leadership, distributed leadership, online learning, educational institutions, pandemic.*

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КОНЦЕПЦІЯ РОЗПОДІЛЕНОГО ЛІДЕРСТВА В ОСВІТІ: РОЗМАЇТТЯ ТА ЕВОЛЮЦІЯ ПІДХОДІВ

Метою статті є аналіз теоретичних і практичних аспектів, методологічних підходів, пов'язаних з концепцією розподіленого лідерства (РЛ). Це поняття дуже складне, суперечливе, і існує багато думок щодо його сутності, змісту, генезису в історії науки, ключових компонентів. Останні інтегровані освітні інновації, динамічний розвиток цифрових технологій та обмеження, пов'язані з пандемією, вимагають ефективної командної роботи викладачів і студентів та переосмислення загальної концепції лідерства. Ролі лідера різноманітні, починаючи від сприяння, співробітництва та впливу, а також мають інші аспекти, такі як влада та престиж. Слід додати, що поняття «розподілене лідерство» тісно пов'язане з суміжними поняттями, такими як «спільне лідерство» «колективне лідерство», «співлідерство», «емерджентне лідерство», «дисперсне лідерство» тощо. Розподілене лідерство має багато різних компонентів, які важко чітко визначити, але переважна більшість експертів сходяться на думці, що це перенесення уваги зі специфіки стилів керівництва, які визначаються якісними психологічними та поведінковими характеристиками формальних і неформальних лідерів, до

ширшого та системного контексту, відмінною рисою якого є командна робота та колективна творчість. У статті аналізуються різні підходи до розподіленого лідерства та наголошується на необхідності його практичного застосування у сфері освіти. РЛ має величезний вплив на якісне підвищення організаційної культури колективу, вироблення оптимальних рішень складних проблем, сприяє підготовці ініціативних, творчих особистостей. Це дуже важливо у сфері освіти в умовах пандемії, коли значно зростає роль цифрових технологій та креативності педагогів. Слід також підкреслити, що існує тісний зв'язок між РЛ та ефективністю роботи педагогів

Ключові слова: лідерство, розподілене лідерство, он-лайн навчання, навчальні заклади, пандемія.

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КОНЦЕПЦИЯ РАСПРЕДЕЛЕННОГО ЛИДЕРСТВА В ОБРАЗОВАНИИ: РАЗНООБРАЗИЕ И ЭВОЛЮЦИЯ ПОДХОДОВ

Целью статьи является анализ теоретических и практических аспектов методологических подходов, связанных с концепцией распределенного лидерства (РЛ). Это понятие очень сложное, противоречивое, и существует много мнений по поводу его сущности, содержания, генезиса в истории науки, ключевых компонентов. Последние интегральные образовательные инновации, динамичное развитие цифровых технологий и ограничения, связанные с пандемией, требуют эффективной командной работы преподавателей и студентов и переосмысления общей концепции лидерства. Роли лидера разнообразны, начиная от содействия, сотрудничества и влияния, а также имеют другие аспекты, такие как власть и престиж. Следует добавить, что понятие «распределенное лидерство» тесно связано со смежными понятиями, такими как «общее лидерство», «коллективное лидерство», «солидерство», «эмерджентное лидерство», «дисперсное лидерство» и т.д. Разделенное лидерство имеет много разных компонентов, которые трудно четко определить, но подавляющее большинство экспертов сходятся во мнении, что это перенесение внимания со специфики стилей руководства, определяемых качественными психологическими и поведенческими характеристиками формальных и неформальных лидеров, к более широкому и системному контексту, отличительной чертой которого выступает командная работа и коллективное творчество. В статье анализируются различные подходы к распределенному лидерству, и отмечается необходимость его практического применения в сфере образования. РЛ оказывает огромное влияние на качественное повышение организационной культуры коллектива, выработку оптимальных решений сложных проблем, способствует подготовке инициативных, творческих личностей. Это очень важно в сфере образования в условиях пандемии, когда значительно усиливается роль цифровых технологий и креативности педагогов. Следует также подчеркнуть, что существует тесная связь между РЛ и эффективностью работы педагогов

Ключевые слова: лидерство, распределенное лидерство, онлайн обучение, учебные заведения, пандемия.

Introduction. The requirements for the training of quality professionals are constantly growing in conditions of powerful scientific and technological progress, dynamic transformations in the labor market, the emergence of new professions, etc. Great importance in this process is given to the organization of effective cooperation between teachers and students, which is largely due to the type of dominant leadership styles. To this should be added the negative consequences of the pandemic, which limit the ability to organize direct team effective work of all subjects and translate it into cyberspace. The concept of distributed leadership becomes even more relevant.

Analysis of recent publications. The problem of leadership as a concept of management of education is quite relevant in modern domestic (S. Kalashnikov, V. Kremen, N. Nychkalo,. M. Skiba, O. Tovkanets, O. Yurik) and foreign (W. Bennis, J. Collins, S. Covey, P. Drucker, D. Goleman, S. Jamison, J. Kouzes, A. Rashid, B. Posner, J. Wooden) scientific research. Many works of famous scientists (N. Bennett, R. Bolden, M. Bouwmans, J. Diamand, P. Gronn, J. Harvey, J. Spillane, P. Runhaar, C. Wise, P. Woods,) are devoted to general theoretical issues of distributed leadership. H. Ahmad, A. Cameron, V. Cook, S. Marshall, M. Mulder, A. Normore, J. Orrell, B. Solly investigated the application of distributed leadership in education. However, in Ukraine this issue has long been on the periphery of scientific research.

The purpose of this article is a comparative analysis of different approaches to clarifying the essence and content of the concept of distributed leadership and the possibility of its application in education. .

Presentation of the main material. The World Health Organization (WHO) decided to increase the level of global threat in connection with the coronavirus and transfer the situation from epidemic to pandemic on March 11, 2020. There were about 250 million people worldwide from 196 countries that fell ill, of which more than 5 million died in the end of November 2021. In Ukraine, these figures are close to 3 million and 80 thousand, respectively [6].

This situation has seriously affected the education system in the world. According to UNESCO, on April 2, 2020, a record was recorded for the closure of educational institutions in the world, which concerned 1,484,000,000 students (86.3% of the total). In Ukraine, this figure was 6,785,000. Despite the measures taken, at the end of November 2021 in Europe there were only 4 countries where schools were partially open (Bulgaria, Romania, Serbia and Ukraine) [7]. The situation with regard to the coronavirus continues to worsen. The European office of WHO gives pessimistic forecasts regarding the pandemic. In November 2021, about 4,200 people died from coronavirus in Europe every day, which is almost 2 times more than in September. Thus, by March 2022, the total number of deaths in region could be more than 2,000,000. [16].

The negative impact of the pandemic is forcing radical changes in the educational process. This applies not only to content of curricula, but also the transparency of information exchange, the organization of effective interaction between teachers and students in order to introduce new motivational mechanisms. New forms of leadership, among which distributed leadership in many countries around the world is proving its effectiveness, have a significant role.

The range of opinions about the origins of the concept of leadership is also unusually high. G. Oduro proposes to date it almost 1250 BC. [12]. This opinion can be considered rather an exception from the general understanding of the origins of DL, because the vast majority of experts believe that serious research on distributed leadership began in the 1980s.

R. Bolden was conducted one of the largest and most in-depth studies of the origins of distributed leadership. In his work "Distributed Leadership in Organizations: A Review of Theory and Research" he identified some of the most popular approaches to this issue in the early XXI century. [4]. British scientist P. Gronn defined 3 types of DL. 1. Spontaneous cooperation, where a team is formed for a short time from individuals with different knowledge, skills and experience to solve only one or several specific tasks. 2. Intuitive working relationships: when the division of responsibilities among team members is formed gradually, in the process of completing the task, the role of the leader can change quite often. 3. Institutionalized practice: when stable groups are created within the team to solve specific problems and increase the effectiveness of cooperation between people [9].

Another British expert, J. MacBeath, together with his colleagues G. Oduro and J. Waterhouse, proposed an interesting typology of distribution. 1. Formal distribution: where leadership is intentionally delegated or devolved. 2. Pragmatic distribution: where leadership roles and responsibilities are negotiated and divided between different actors. 3. Strategic distribution: where new people, with particular skills, knowledge and/or access to resources, are brought in to meet a particular leadership need. 4. Incremental distribution: where people acquire leadership responsibilities progressively as they gain experience. 5. Opportunistic distribution: where people willingly take on additional responsibilities over and above those typically required for their job in a relatively ad hoc manner. 6. Cultural distribution: where leadership is naturally assumed by members of an organization/group and shared organically between individuals [11].

In the first decade of the XXI century, the ideas of an American professor J. Spillane (Northwestern University, IL, US) gained particular popularity regarding DL. He identified three types of distributed leadership. 1. Collaborative DL, where several team members simultaneously act as project leaders. 2. Collective distribution: when team members perform separate tasks in a common project and the leader's position can change. 3. Coordinated distribution: when the completion of certain stages of work in the process of implementing a common project entails a change in leadership functions. [15].

DL does not mean abandoning traditional individual leadership, but emphasizes an atmosphere of mutual trust between educators and their formal leaders. The sphere of education is becoming more complex, new forms and methods of teaching appear, there is a constant diversification of tasks and responsibilities. The constant exchange of knowledge, skills and information is becoming a categorical professional imperative for teachers. Timely execution of complex tasks becomes impossible without the practical use of the rich arsenal of distributed leadership opportunities [13, p. 4].

In the scientific literature on distributed leadership in education, it is rightly indicated that as the tasks become more complex and the requirements for the effectiveness of their solution increase. It is necessary to use a variety of points of view, combine a variety of approaches and practical experience of teachers [10]..

Today, theoretical issues have given way to issues of practical importance. So, V. Cook examines several areas of activity where distributed leadership can bring tangible effects.

– To form an atmosphere of mutual trust and responsibility, despite the spent moral, intellectual, financial, and temporary efforts. They will ultimately be more effective than traditional problem solving methods.

– Consider all pros and cons for making decisions, ensure the active participation of team members in discussions for a complete analysis of tactical and strategic problems.

– Try to adequately perceive real problems and purposefully develop cooperation, mutual understanding, transparent and open exchange of information, knowledge and experience of team members.

– Build flexible and effective feedback systems; ensure that active listening is involved in the planning and implementation of initiatives.

– Uncertainty in the field of education will grow, as evidenced by the experience of online and distance learning in the context of the pandemic. Schools, universities, institutes of technical and vocational education and training should improve interaction, look for new extraordinary and effective forms of cooperation with business, media, trade, commercial, social, political, scientific organizations, cultural institutions, advertising agencies and so on. The importance of a flexible combination of promising and current tasks, as well as the introduction of innovative teaching methods into practice, is sharply increasing.

– The cost of an objective assessment of planning and the results achieved will skyrocket. Timely adjustments to the content of curricula will largely determine the effectiveness of the team of teachers [5].

The famous Spanish researcher I. Garcia identifies four dimensions of DL:

1. Shared vision, mission, and goals. Everyone is committed to the shared goals of the institution with a sense of purpose or long-term vision

2. Distributed Leadership Practices. principal assumes that the sum of the whole is greater than the individual parts because the shared decision making and collaboration translate into learning for the organization.

3. Professional development of teachers, complexity of the tasks. This dimension includes reflection and dialogue to delegate, orient, leverage and improve the skills and knowledge of all teachers, and create a positive and effective common culture, as well as provide a consistent and coherent school curriculum between subjects and levels, as well as a system of goals and incentives.

4. Shared decisions of the Organization. Work is conducted based on cooperation rather than competition, to promote productivity within the school, with a "holistic" vision of the organization and with flexible professional practices [8, p. 193-194].

British expert B.Solly (principal of Uppingham Community College in Rutland) has own point of view. He thinks that there are three key principles to distributed leadership – autonomy, capacity and accountability. Each is of equal importance and all are inter-dependent.

1. DL is a necessary condition for achieving a certain autonomy of educational institutions for making responsible decisions. The ideal option can be considered a flexible combination of compulsory disciplines of the state standard, a set of disciplines at the choice of the institute of education and a certain set of optional disciplines at the choice of a student (listener, student). This combination of disciplines, as well as their teaching methods, must be changed in a timely manner, taking into account the requirements of the labor market and employers. This will strengthen the initiative and creativity of teachers, top and middle managers of educational institutions.

2. Autonomy presupposes accountability with which it is closely related. It is obvious that making an autonomous decision is impossible without responsibility for its implementation. At the same time, the final and full responsibility is borne by the formal leaders of educational institutions. Thus, the issue of creating an atmosphere of trust, mutual motivation for achieving the final result is being actualized. Creativity, initiative and independence must involve accountability. Distributed leadership principles will only be effective if these conditions are met.

3. The third prerequisite for a successful DL is capacity. Along with autonomy, and accountability, the necessary tools for implementing the planned solutions must be involved. They can take the form of time, material and financial resources, or mentoring. We must remember that for the

implementation of strategic ideas, teachers should not be unduly loaded with current work. [14].

In Ukraine, the issue of distributed leadership has recently begun to be actively developed. In particular, O. Tovkanets says that the main features of distributed leadership as a reflection of the model of social justice can be defined as follows: leadership is a set of interacting components: leaders, followers and educational situation; leadership is exercised not only by the director and administration of the educational institution; the leader's actions are focused on teaching students; leadership is based on the interaction, influence and organization of the learning process; each leader receives support in their professional practice; lifelong learning is a priority for both teachers and students; a sense of community prevails; recognition of the value of the contribution of each representative of the educational institution in the learning process; special structures are created that provide an opportunity for cooperation; relationships of trust prevail; leaders can be not only representatives of the administration, but also other participants in the educational process [1, p.40]. This content definition corresponds to the theoretical approaches outlined above.

There are many another approaches for the DL in Ukraine. For example, O. Yuryk practically identifies an agile leadership and DL. She notes that the agile leader creates a context in which great things happen without his direct intervention. He (she) must give up the role of hero in favor of employees and team members. Leave the stage and dedicate yourself to directing: consciously create an effective environment in which teams work.

In order for the decentralization of management in the company to take place and become effective, the chief executive needs to transform from a leader-commander to a leader-gardener. Becoming someone who notices and fuses talents creates conditions for the development of people, companies and business in general. In essence, the term "Agile leader" is synonymous with enabling.

The author proposes three conditions for agile leadership: setting clear goals, forming a structure that fits the context and creating an organizational structure [3].

The concept of the "New Ukrainian School" is more important, because it notion has been transferred to the normative plane. It states the following principles: respect for the individual; friendliness and positive attitude; trust in relationships; dialogue - interaction - mutual respect; distributed leadership (proactivity, the right to choose and responsibility for it, the horizontality of connections); social partnership (equality of the parties, voluntary commitment, binding implementation of agreements) [2].

We believe that the meaning of "distributed partnership" is not included in the definition of "partnership pedagogy". Most likely, these are related concepts.

Conclusions. The concept of "distributed leadership" is in its infancy. We are confident that the discussion on its content will be long and effective. Today we can mention a few key points: distributed leadership is not intended to identify or replace individual or formal leadership; it focuses on increasing the role of social interaction, initiative, creativity and independence of teachers in the development and implementation of strategic decisions; DL helps to improve the interaction of team members, ensures the unity of motivational mechanisms, and promotes team cohesion; distributive leadership is able to reduce the gap between leaders and their employees and encourage the division of leadership functions; distributive leadership assumes that the diversity of roles involving school leaders and teachers in social contexts and situations is based on duties and responsibilities and is not based on position in the organization; distributive leadership practices are widely spread through collaboration, collective effort and in coordination with the organization

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