

Postmodernism and the Implications for Educational Leadership: National Implications

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ABSTRACT

One could argue that postmodernism is the wave of the future. To fully gain a comprehensive understanding the function of postmodernism one must first obtain a comprehensive understanding of the structured components of postmodernism. The Epistemological aspect of the postmodernism leadership paradigm model provides the foundation we as educators call knowledge. The abstract conceptualization of epistemology is used in relation to understanding critical thinking as it relates to educational leadership. In terms of axiology, applying the value of knowledge as it relates to educational leadership can be afforded to support the metaphysical component. Metaphysically, the knowledge must be applicable in terms of being tangible through concrete experiences, philosophical surveillance as well as critical thinking - - abstract conceptualization as educational leaders relate it to their educational philosophy. Each component represents a separate metaphysical entity. In which, the axiology order is necessary to build the foundation. In retrospect, the epistemological order is given to create an intricate pattern for the postmodernism leadership model.

Introduction

Critical thinking has taken root, in which, it is a central point that focuses on the characteristics of methods and theoretic underpinning of the postmodernism leadership model. Informal logic or critical thinking draws upon justification and pedagogical strategies that foster growth from the traditional role of logic and it is aimed as a mechanism for supporting a meaningful thought process. Cognitive remediation and intellectual readiness for educational leaders should respond in an order in which education is expanded upon.

Reflecting on a variety of trends in education, include those in developmental and cognitive psychology, curriculum theory, problem solving, and hands on methods, in addition to elements of formal and informal logic, has resulted in minimal qualified educational leaders suited for integration of existing subject matter, particularly in K – 12 schools, as well as knowledge of comprehensive explorations of teaching and learning. Critical thinking can be equated to the inadequacy of the educational reform. Teaching practices, strategies and methods, as well as leadership, in general, remain housed within preparation programs, leadership philosophies, teaching philosophies, communications, or composition; generally adhere to the political integrity, if not insularity, of disciplinary learning in regards to competent educational leaders and teachers.

Purpose of the Article

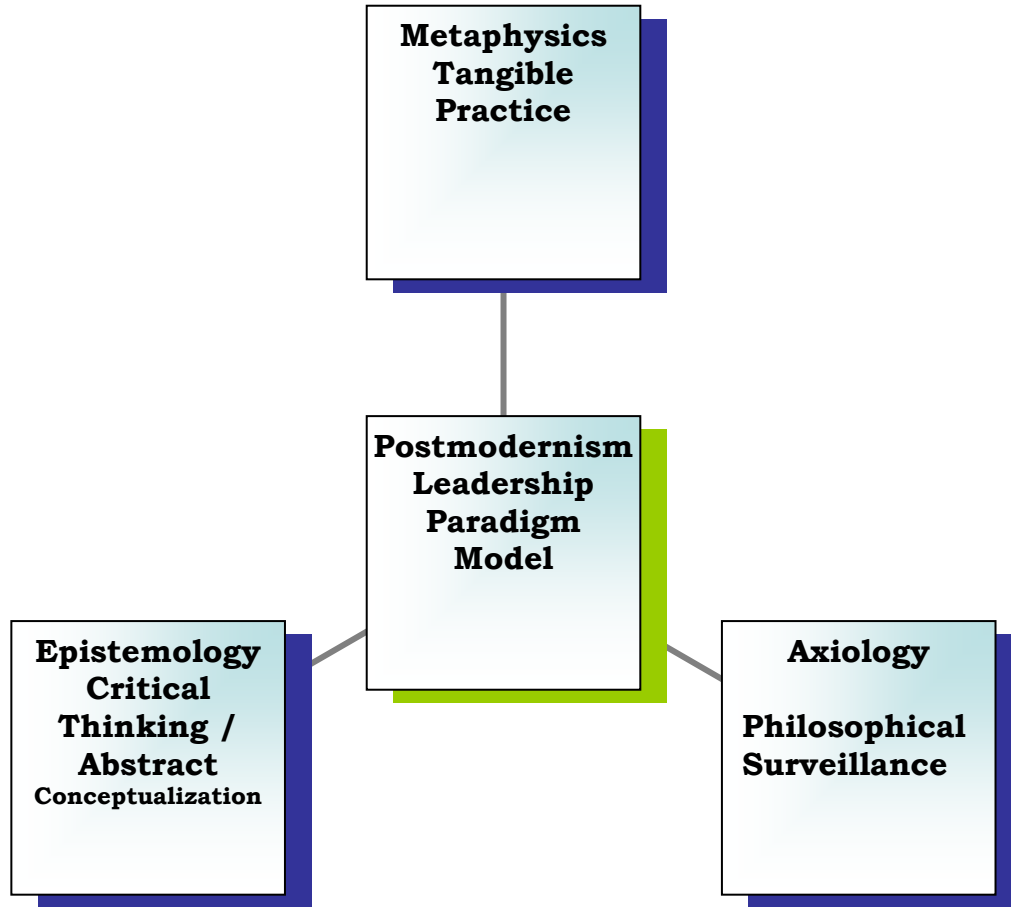
The purpose of this article is to discuss Postmodernism as it specifically relates to educational leadership and how it fosters, metaphysics, epistemology, as well axiology and recommendations that pertains to concerns with critical thinking, expansion educational leaders view points, to become consistent with educational reform in education and to aid educational leaders in becoming a complete person. Critical thinking needs a paradigm shift that is deeply rooted in the social and moral requirements of thinking in the complex society where we reside, and a critical look at prevailing pedagogical practices that will strengthen the educational reformation. This requires a normative force of educational reform through critical thinking be made transparent in its application to education and the theoretic weakness of prevailing conceptions of informal logic to be exposed and dealt with accordingly. Much modernist disapproval of post modernism is simply that it doesn't conform to old rules (English, 2003).

Postmodernism is about constructing a way of looking at the world of ideas, concepts and systems of thought through the historicity of context and the shifting nature of linguistic meaning and symbols as they are manifested in discursive practices which run through educational administration and related fields (English, 2003). Discursive practices represent all forms of human communication, verbal and non-verbal, and the context and culture in which they are embedded. The post modernist approaches to theory with the idea that meta-narratives (theories) are essential for the establishment of professional practices, but that many theories can contain practices which will prove beneficial to educating children in a variety of settings (English, 2003).

Postmodernism leadership paradigm model is the creation and implementation of postmodernism in the realm of education through the practical application of metaphysics, axiology and epistemology. Metaphysics is defined as ones perception through observations and practical experiences. Axiology is defined as the, ability to place value in which it stems from the use and remembrance of the other component of the postmodernism leadership paradigm model. Epistemology is the comprehension and the ability to process information critically. The definition of the terminology used in this article stems from their original definitions, but they have been altered slightly to fit into the postmodernism leadership paradigm model, which was created by Taiwana Anthony.

Postmodernism leadership paradigm model, figure listed below, displays information on how each component can be applicable in the area of educational leadership.

Figure 1 – 1: Postmodernism Leadership Paradigm Model



Recommendations

Recommendation One - Critical Thinking / Abstract Conceptualization

Informal logic has yielded the compromise for critical thinking. Rather than explore institutional and pedagogical reasons that critical thinking is rare among our educational leaders, most critical thinking advocates during the preparation phase of educational leaders and it inadvertently places limits on interventions. Informal logic tends to look at the available content, it's usually short in form, and it frees the complexity of learning to think critically in academic disciplines. The charge for educational leaders too comprehend, teach and or model critical thinking is applicable. Critical thinking has little or no value when contrasted with the depth and breadth of

information and skills included in the traditional academic disciplines, and it is not reinforced.

In retrospect, limiting critical thinking skills to students renders a charge of seriousness. Isolation of critical thinking and informal logic skills and attitudes from leadership to teaching across the disciplines, to an extent that underlying the goals of critical thinking in which they are crucial to all learning, leadership, and application. Informal logic forms an essential part of inquiry, in which, it inadvertently trivializes the education in the form of critical thinking, modeling and learning by the insights of educational leaders. Current methods in education have not solved major sociopolitical and instructional problems of race or class, and they have not reduced the gap between the socioeconomic haves and have not's (English, 2003). The problem is deeper than what it appears. The only thing many administrators fear is the loss of control that modernism provides (English, 2003).

Even if educational leaders are successful to some degree, critical thinking skills are a requirement. The remediation of educational leaders who are deficient cannot enable self-serving or self help in regards to being an exemplar in the educational leadership. Preparation programs are essential to the academic or educational industry in regards to critical thinking skills, to moral and epistemological critique of education found in the critical thinking movement, most notably, that of Harvey Siegel, Richard Paul, and from critical theory, Henry Giroux (Siegel, 1988; Paul, 1990; Aronowitz and Giroux, 1991). Whether it is Siegel's, rights of learners, Paul's moral and social reflexiveness of strong-sense and critical thinking, or Giroux's apprehensiveness of domination; critical thinking presents a challenge in educational leadership as well as educational philosophy.

In regards to critical thinking, educational leaders should attempt to develop both theory and the practice to support the reform of education, modeling, teaching and learning. The unpredictability of the social and intellectual needs for understanding, and the ever-broadening population we are called upon to serve, that respects the special expertise of the academic disciplines in the definition of subject matter and pedagogy, while asking colleagues from all disciplines to explore the critical thinking skills as it relates to teaching of their subject matter through the lens critical thinking. Postmodern paradigm eschew informal logic and strives to articulate the role of critical thinking across the wide range of disciplines as well as utilizing out of the box thinking concepts as a means to leadership and educational philosophy. Declaring that yoking schools to learning will change them when nothing else is changed in them is simply the latest Trojan horse proffered by those who have the most to lose (English, 2003).

Recommendation Two – Tangible Practice

The fundamental understanding of character has much to do with the essentiality of traits exhibited by a educational leaders. In recent years there has been a growing interest in the nature of character and character education, based upon a belief that positive character traits can be both taught and learned the nature of character and its relationship to educational leaders has also taken on increased significance. Various authors of leadership have looked at issues of a leader's character. James Hillman, in *The Soul's*

Code: In Search of Character and Calling, describes the "invisible source of personal consistency, psychology today calls character. Character refers to deep structures of personality that are particularly resistant to change" (p. 260). All such movements amount to the idea of paradigm shift (English, 2003).

The most radical method of eliminating the idea of a paradigm shift is to remove the boundaries of the paradigm itself as expressed in the tenets of modernism (English, 2003). Much of the leadership literature includes as an implicit assumption the belief of positive characteristics can and should be encouraged and practiced by educational leaders. Robert Greenleaf, who's the originator of the term servant-leadership, wrote a great deal about the nature of servant-leadership and character.

Education is experiencing a rapid shift in paradigms and not-for-profit organizations--away from the more traditional autocratic and hierarchical models of leadership and toward servant-leadership *as a way of being in relationship with others*. Servant-leadership seeks to involve others in the decision making process, is strongly based on ethical and caring behavior, and it enhances the educational leaders personal growth of workers while improving the caring and quality of organizational life.

Recommendation three – Philosophical Surveillance/ Observation

If leaders are put in context and tell the story of their struggle to change material conditions in society while changing their very being into what they are not, we find the struggle of the desire for will to serve and will to power. Crafting analytic myths about leader-objects as beings without what Nietzsche (1883-1888) called will to power does not help us breathe life into a static typology of leadership, until educational leaders should recognize the leader is in angst over what he or she is not, over the lack.

In the Nietzschean dimension of *will to power* is a fundamental attitude of leadership explaining more than will to task or will to people. Leaders make changes by inscribing the world with their own human action and an imagination. The leader is never just one modality. Through the postmodernism paradigm model, the leader should be able to move from concrete to abstract and from global to local, from past to future in affecting change of self, by desiring what it is not.

Abstract and educational leader concepts that are in a single category miss the struggle of being, and the typologies have no meaning in the existence of realism. Educational leaders change their existential and social field in the educational society. Educational leaders wield power, while they aim to serve, and educational leadership assumes power.

Educational leaders struggle within their conscious being, and change from one modality of leadership to another over time. James MacGregor Burns (1978), emerges from, and always returns to, the fundamental wants and needs, aspirations, and values of the followers (p. 4). The servant leader, say in bureaucracy, the bureaucrat has the moral obligation to serve and in an ideal world, moral ends are valued over means. The transactional leader (bureaucrat) according to Burns, approaches followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. The means are valued over the ends.

Nietzsche and Machiavelli, the leader is driven by much ambition, and acts beyond simplistic dualities of good not evil. The Prince is a transactional leader, given to use any means to achieve a better bargain. Leadership is split between those who serve the ambition of power and those who serve the people. Jennings (1960) looked at the

Prince and Superman/ Superwoman, and Hero, but ignored the Bureaucrat-- Jennings' interpretation of the Organization Man, the corporate executive director who is the epitomy of the transaction leader.

Educational leaders tend to hear a lot of voices these days. The bureaucratic and heroic leader has a single voice. The opinion and revolutionary leaders who worry about and sometimes include many voices Boje (2000a) provides a review of voices of leadership. The point to be made is rarely does the bureaucrats stay in the ideal, and to transaction instead of transformation, or serve people instead of power, or stay monophonic figurehead rather than involve other voices. The leader is always switching from one modality to another.

Recommendation Three - Vigorous Application/ Accountable Talk

The most important tip comes first. If you do this first action well, the rest will follow. If the ideas educational leaders are promoting are congruent with their core beliefs and values, the components of the postmodernism leadership paradigm model. Starting with a deep understanding of why they want to see the change or improvement. Make certain it is congruent with what the educational leader deeply believes in.

Future Recommendations

- Educational leaders should model the behavior you want to see from others.
- If educational leaders make a rule or design a process, follow it, until they decide to change it.
- Educational leaders should act as if you are part of the team, not always the head of it.
- Educational leaders should help people achieve the goals that are important to them, as well as the goals that are important to you.
- Educational leaders should do what they say they're going to do it.
- Educational leaders should build a level of commitment with their school.
- Educational leaders should use every possible communication tool to build commitment and support for the schools culture.
- Educational leaders should be able to use accountable talk in conversations with people so people are clear about expectations and direction.
- Educational leaders should ask a veteran to provide feedback to them when they fail to walk their talk.

In 1513, Machiavelli wrote, "There is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new system - - for the initiator has the enmity of all who would profit by the preservation of the old system and merely lukewarm defenders in those who would gain by the new one."

Concluding Remarks

In conclusion, as the postmodernism leadership model gel together to form the three components, the subject of the complete man, complete person or omni person can proceed through this process, the metaphysical stage that affect changes physically, where the epistemological notion that affect their mental capacity as well as illuminate energy to make change.

The postmodernism leadership paradigm models can effectively illustrate the process of the interaction to others who portray themselves as servant leaders in educational leadership. This paradigm can be accepted as a formula for problem solving in a postmodern fashion in which it is essential to the development and continuation of a good servant leader working educational environment.

In addition, a conceptual understanding of the post modernism leadership paradigm model is indispensable to any leader who wishes to use it as a means to solving problems. The postmodernism leadership paradigm model is subject to an individual's interpretation and or adoption. The paradigm model concept can be applicable or carried into broader areas of leadership. More importantly, the paradigm model will be able to provide a systematic way to combine philosophy and educational leaders ability to problem solve, in which, it will inadvertently foster attribute for the betterment of the school or school district.

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