

References

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EDUCATIONAL LEADERSHIP AND THE LIMINALITY OF SPACE AND TIME IN CRISIS AND CONFLICT: A CRITICAL THEORY PERSPECTIVE

In this theoretical piece on liminality and educational leadership in times of crisis and conflict, I attempt to connect the theme “Actual problems of social development in a society of change” with the subtheme of “Leadership in the social sphere.” I find the theory of liminality presents a rich foundation for the exploration of this idea. Liminality, often associated with a state of ambiguity or transition, can indeed offer valuable insights into how educational leaders navigate turbulent periods, or thresholds, in societal change or upheaval. Liminality manifests as two critical domains of leadership practice: that of space and place, and that of time and temporality. Both space and time are expressions of liminality and play an all-too-often under-examined role in leadership decision making and problem solving.

In this paper, I will draw extensively from the critical theorist, Erich Fromm, to frame my discussion. Critical theory, as espoused by Fromm, informs liminality and leadership in significant ways that I will explore in detail.

Space and Place in Liminality

Educational Leadership in Spaces of Conflict and Crisis. Educational leaders in areas of political discord, social unrest, or war, such as Ukraine and Palestine, operate in spaces fraught with challenges. Understanding the local dynamics and the socio-political context becomes crucial for effective leadership.

Place-Conscious Leadership. Integrating place-conscious work, as you study, becomes pertinent. Leaders should be attuned to the cultural, historical, and geographical nuances of their educational settings, recognizing how these factors shape responses to crises.

Liminal Practice in Time and Temporality

Innovative Conceptualizations of Time. Educational leaders can benefit from innovative perspectives on time and temporality. Embracing non-linear or cyclical views of time may allow for a more holistic understanding of crises, fostering adaptive responses.

Liminal Temporal Thresholds. Recognizing liminality as a temporal threshold can guide leaders in navigating the uncertainty of crises. Viewing crises as transitional phases prompts leaders to anticipate change, adapt swiftly, and envision post-conflict educational landscapes.

Toward a Critical Theory of Liminal Leadership

Fromm's humanistic perspective emphasized the importance of understanding individuals in their socio-cultural context. Applied to educational leadership, this approach encourages leaders to recognize the humanity of all stakeholders, including students, teachers, and the community, even in the midst of conflict. Fromm's notion of social character focuses the leader on the impact that societal structures have on individuals. In spaces of conflict, educational leaders must be attuned to the social character and well as the productive ideal of their communities, considering how historical and cultural factors shape the collective mindset and responses to conflict and crises. Additionally, Fromm placed an emphasis on ethical values and humanistic ethics. This Frommian ethics can guide educational leaders in conflict zones. Leaders must navigate crises with a commitment to ethical decision-making, fostering a sense of responsibility and empathy among stakeholders.

Critical theory, as advanced by Fromm, prompts educational leaders to critically interrogate power dynamics within their educational spaces. This includes examining how political, social, and cultural forces shape the dynamics of conflict and crisis. Fromm's humanistic ethics provide a foundation for ethical leadership in conflict zones. Educational leaders, informed by Fromm's ideas, can prioritize the well-being of individuals and communities, seeking to create educational spaces that promote human dignity even in challenging circumstances.

Recommendations for Educational Leadership

Cultivate Adaptive Leadership. Encourage educational leaders to develop adaptive leadership skills. This involves the ability to respond flexibly to unforeseen challenges, considering the unique socio-political dynamics of the conflict zones they operate in.

Promote Inclusivity and Equity. Emphasize the importance of fostering inclusive and equitable educational environments. Leaders should be mindful of potential disparities exacerbated by crises and work towards mitigating these challenges.

Facilitate Collaborative Community-Based Networks. Encourage educational leaders to establish collaborative networks within and outside their communities. Building partnerships can enhance resilience and resource-sharing during crises.

Emphasize Socio-Emotional Support and Contingent Curriculum Design. Educational leaders must prioritize the psychological well-being of students and staff. Implementing support structures, including counseling services, can help mitigate the impact of conflict on the educational community. Also, leaders can advocate for flexible curriculum designs that allow for dynamic responses to changing circumstances.

Advocacy and Activism and International Collaboration. Higher education leaders can engage in research and advocacy to address the root causes of conflict. This involves contributing to knowledge that informs policy and societal change.

Higher education leaders can facilitate international collaborations and exchange programs to provide students and faculty with exposure to diverse perspectives, fostering a broader understanding of global issues.

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ГЕНДЕРНИЙ АСПЕКТ ЛІДЕРСТВА В КОНТЕКСТІ СУЧАСНИХ СОЦІАЛЬНО-ФІЛОСОФСЬКИХ ВИКЛИКІВ

Тема нашого дослідження досить важлива, оскільки в сучасному світі лідерство є одним із ключових факторів, що визначає напрямки розвитку суспільства та вирішення проблем розвитку як самого суспільства, так і низки конфліктів, які виникають у сучасному суспільстві на всіх рівнях його дії, саме тому слід нагадати, що, як писала Л.В. Гриженко, діяльність визначних лідерів повинна мати «позитивний вплив на розвиток тієї чи іншої організації, нації чи держави в цілому» [4, с.48]. Дослідження історії розвитку людської спільноти підтверджують існування категорій людей, що володіють якостями «вести за собою», та груп людей, що відповідно відтворюють стереотипи поведінки тих, «кого ведуть», саме вони постійно шукають приклад того, хто веде та впливає. У межах нашого дослідження слід, насамперед, нагадати, що інтерес до лідерства формувався, починаючи від Платона, Аристотеля, Н. Макіавеллі, О. Шопенгауера, Ф. Ніцше і до Ю. Габермаса, Ж. Лакана і М. Фуко. Не припиняються наукові розвідки і у наші дні. Услід О. Собчишин повною мірою можна погодитися, що «лідерство, так само як і суспільство, зазнало значних трансформацій, в кожному історичному періоді мало своє формулювання, є складним, синтетичним явищем, але по цей час залишається найважливішою запорукою успіху розвитку людства» [6, с. 466].

Актуальними є дослідження у контексті вивчення гендерних відмінностей. Втім, розуміння ролі гендеру в лідерстві стає все більш актуальним у системі сучасних соціально-філософських викликів, насамперед таких, які постали перед Україною та світом в наші дні.

Якщо підходити до наукового розгляду саме гендерних особливостей у лідерстві, то ми можемо навести матеріали, в яких акцентується увага на тому,