



**Evolutionary Trajectories of 'Indigenous' Leadership through
the Lens of Innovation Scale and Diffusion**

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Moving away from 'traits-based' approaches and behavioral models paradigm, leadership has increasingly been conceptualized as a complex and adaptive interactional process, with varied and multi-leveled demands (DeRue, 2011; Hallinger, 2011; Walker, 2012). In this presentation, I extend such burgeoning line of thinking by outlining the evolutionary trajectory of leadership in schools against a backdrop of change-reform towards inquiry-based pedagogies. Grounded in case examples of how innovations for inquiry-based pedagogies are being seeded and spread in Singapore schools, I identify intertwining tenets of adaptive, instructional, distributed, connective, ecological, and *apprenticing* leadership that underpin unique social, cultural, economic and political characteristics, *indigenous* to Singapore's multicultural orientations. I argue that the intertwining tenets of 'indigenous' leadership orientations should not be seen as distinctive but co-dependent and co-evolutionary, critical for engendering fundamental epistemic shifts for innovation scale and, more importantly, sustainability in schools.