

Discussion

- ▶ What are the key challenges for the PCET sector at this moment in time as you see them?
- ▶ Where have these challenges come from?
- ▶ What do you see as the key skills needed for PCET professionals at this moment in time as well as for the future?
- ▶ What are the challenges facing our students?



Reflection

- ▶ What are we doing now to prepare ourselves as practitioners for the challenges of the future?
- ▶ What are we doing now to prepare our students for the challenges of the future?
- ▶ What could we be doing differently?

Select one issue that you agree in groups as having the biggest impact on the PCET sector and conduct a SWOT analysis for feedback to the class

Strengths	Weaknesses
Opportunities	Threats

Leadership & Management in Education

Task

- ▶ In groups consider as many people as you can think of who you would describe as effective leaders
- ▶ Select one individual and list the qualities that you think make them an effective leader, prepare to feedback to the group as a whole

Management V Leadership

- ▶ Functions of **Management** are concerned with **logic, structure, analysis and control**
- ▶ Produces predictable results
- ▶ The crux of management lies in an ability to obtain commitment to organisational objectives
- ▶ **Leadership** is about **Creating a Sense of Direction, Communicating the Vision, Energising, Inspiring and Motivating.**

A matter of definition

- ▶ Leadership is a **dynamic process** at work in a group whereby one individual, over a **particular period of time**, and in a **particular organisational context**, **influences** the other group members to commit themselves freely to the **achievement of group tasks or goals**.

Questions for Reflection

- ▶ Do you agree with making a distinction between the two terms?
- ▶ Is it better to be a manager or a leader?
- ▶ Can we measure the effectiveness of leaders?
- ▶ Would you add or change anything when considering leadership and management in an educational context?
- ▶ Are teachers leaders or managers?

- ▶ "Always it seems the concept of leadership eludes us or turns up in another form to taunt us with its slipperiness and complexity. So we have invented an endless proliferation of terms to deal with it...and still the concept is not sufficiently defined."

Bennis, 1959

Types of Leader

- ▶ Charismatic - Napoleon, Hitler, Churchill
- ▶ Traditional - Prince Charles
- ▶ Situational - Bruce Willis in 'Armageddon'
- ▶ Appointed - Managers, Supervisors
- ▶ Functional - Functional capability.

Core Leadership Skills

- ▶ Administrative Skills
- ▶ Interpersonal Skills
- ▶ Conceptual Skills

Administrative Skills

- ▶ The competencies needed to carry out the purposes & goals of the organization
 - Involve planning, organizing work, coordinating work activities
 - Allow leaders to accomplish the mundane, but critically important, aspects of leadership
- ▶ Divided into three specific skill sets:
 - Managing People, Managing Resources, & Showing Technical Competence

Interpersonal Skills

- ▶ People skills—the abilities that help a leader to work effectively with subordinates, peers, & superiors, to accomplish the organization's goals
- ▶ Divided into three specific skill sets:
 - Being Socially Perceptive
 - Showing Emotional Intelligence
 - Managing Interpersonal Conflict

Conceptual Skills

- ▶ Conceptual skills involve the thinking or cognitive aspects of leadership, such as concepts and ideas.
- ▶ Divided into three specific skill sets:
 - Problem Solving
 - Strategic Planning
 - Creating Vision

Theories of Management Style

- ▶ Authoritarian versus Democratic
- ▶ People versus Task

- ▶ Management/Leadership is not just a straightforward choice between this or that style
- ▶ Principally a question of balancing a number of key factors, such as:
 - ▶ the nature of the task;
 - ▶ the composition of the group;
 - ▶ the degree of authority available; and
 - ▶ the personal attributes of the leader
- ▶ Not achieved in a vacuum but in a living organisation.

Leadership within Education

- ▶ **Managerial leadership** - centres on functions, tasks and behaviours of people. Generally power is exerted through authority within the hierarchy.
- ▶ **Instructional leadership** - focuses on teaching and learning and teacher behaviour when working with students.
- ▶ Student learning is at the heart of this approach
- ▶ Hallinger and Murphy (1985), instructional leaders:
 1. define the school mission;
 2. manage the instructional programme;
 3. promote school climate.

- ▶ **Transactional leadership** - bargaining for goods and services. Use of positive reinforcement in such scenarios can help boost performance.
- ▶ **Transformational leadership** - emphasis here is on the process rather than the outcome.
- ▶ **Moral leadership** - dependent on the values and beliefs of the leaders.
- ▶ **Invitational leadership** - Approach stresses the interdependence and collegiality among staff members in working towards common goals.

- ▶ **Interpersonal leadership** - considers leadership in respect of the normal daily life of the teacher. Importance of such leaders as fostering good personal relations with individuals and groups within the school.
- ▶ **Distributed leadership** - according to Leithwood *et al* (1999), leadership should be distributed amongst teachers as below:
 1. setting directions - vision building, goal consensus and the development of high performance expectations;
 2. developing teachers - providing individualized support, intellectual stimulation and the modelling of values and practices important to the mission of the school;
 3. organizing and building a culture in which colleagues are motivated by moral imperatives and structuring, fostering shared decision making processes and problem solving capacities;
 4. building relationships with the whole school community;
 5. promoting collaboration within and across the school through networking.

References/further reading

- ▶ Donoghue, T. (2017) *Understanding Contemporary Education*. London: Routledge.
- ▶ Hallinger, P. and Murphy, J. (1985). Assessing the instructional management behaviour of principals. *The Elementary School Journal*, Vol. 86, No. 2, pp. 217-247
- ▶ Leithwood, K., Jantzi, D. and Steinbach, R. (1999). *Changing Leadership For Changing Times*. Buckingham: Open University Press.
