

Transforming Education: Effective Change in Leadership and Management

Educational Change

Aim: To have critical understanding of management, leadership and change in the organisation of educational institutions.

- Critically analyse the macro-contexts of change in education; models of change; nature and elements of change in educational institutions; leading and management of change.
- Critically review some of the main theories of the management and leadership of change.
- Analyse and evaluate the management and leadership of change in an educational institution with which they are familiar;
- Critically reflect upon and challenge the relationship between theory and practice with educational leadership and management and transformation.
- Formulate, analyse and solve contemporary problems within education in Wales and UK.

Examples of models of leading change

- Reflect on a model/models of leading change that you have been part of or witnessed.
- Were they effective?
- Why?



Michael Fullan

The Six Secrets to Educational Change



- Reflect on the Fullan's ideas:
 - Identify Fullan's six secrets to educational change.
 - For each 'secret', give examples of what this might look like in practical terms.
 - What are the possible advantages of this way of working?
 - What are the possible disadvantages?

Action Based Leadership

- John Adair – [Good Leadership](#)
- Leadership in three areas:
 1. The task
 2. The individual
 3. The team

Adair's Leadership Theory
Each circle overlaps and influences the other

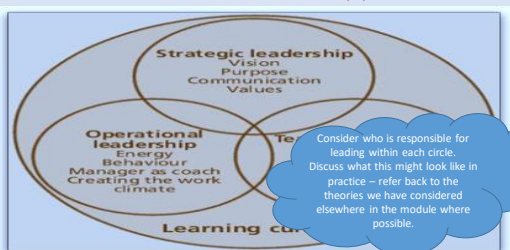


Adair's levels of leadership

- **1. Team Leadership**
 - A Team Leader is responsible for creating a specific outcome, given set resources and a timescale. This is normally a front line position. He/she predominantly works to short-term deadlines and targets and is concerned with quality, staff motivation, etc.
- **2. Operational Leadership**
 - An Operational Leader is normally a middle management position. He/she focuses on how the business as a whole is operated. There is an awareness of the importance of fostering a healthy institutional culture and climate.
 - Operational Leaders create and interpret policies and procedures, and administer financial rewards.
- **3. Strategic Leadership**
 - A Strategic Leader is normally a top level management position. He/she communicates a clear vision. The Strategic Leader promotes growth or consolidation.
 - They make sure that goals are translated into meaningful actions.

Apply this structure to an educational setting – who is working at each level?

Adair's Levels of Leadership



Consider who is responsible for leading within each circle. Discuss what this might look like in practice – refer back to the theories we have considered elsewhere in the module where possible.

Theory, Policy and Practice

- Central to best practice is the role of a management team (Mumford, 1995).
- An effective change manager will:
 1. Identify key staff
 2. Allocate staff the necessary time and resources to fully engage in the change process
 3. Make staff clearly aware of the vision and expectations for its implementation within their environment (Kinchin, Cabot & Hay, 2008).
 4. Ensure that staff should be able to implement new practices immediately after training, whilst the ideas and their enthusiasm are fresh.
 5. Plan opportunities for discussion, review and feedback with all those affected by changes in practice. Without this Eraut (2005) identifies a danger that new learning and changes will be dismissed, forgotten or have limited impact, possibly remaining within one person's sphere of work.

Theory, Policy and Practice

- Consider how changes and any new learning will be cascaded:
 - Through formal training or informal learning (Wenger, 2006)?
 - Through formal visible learning and informal invisible learning (Boud and Middleton 2003)?
- What are the benefits of each?

Possible Benefits

1. Making learning 'visible' is effective in delivering a clear message to staff that the training is to be put into practice as a means of changing (**and improving**) an aspect of the organisation's performance.
2. It delivers clear accountability to each person
3. An agreed time and place for delivery and a record of attendance, ensures each individual is responsible for their understanding and change in practice.
4. Boud and Middleton (2003) highlight the value of 'informal learning', as providing essential learning components such as observing good practice and asking critical questions in the context of daily delivery.

Theory, Policy and Practice

- If training needs are strategically planned, individual's new learning and practice can impact on the practice of an organisation, contributing to colleagues' 'nets of understanding' (Cook & Brown, 1999).
- However, if management support for new practice is perceived as weakening or a lack of belief in its potential suggested, the learning reverts to the individual who undertook training and is unlikely to impact on the organisation (Boud and Middleton 2003).
- Evaluation of these theories suggests that for organisational change to be effective, the factors required to be in place to facilitate this are wide and necessitate involvement from workers **across all strata of an organisation** who **clearly recognise what the change (good practice) will look like**.

Transformational Leadership

- Offers an alternative to:
 - Transactional leadership
 - Legitimate authority
- Appeals to moral values of the followers and an inspire trust, admiration, loyalty and respect .
- Has universal relevance.
- Transforms and motivates through:
 - Making people more aware of the importance of task outcomes
 - Encourage them to put their own self-interest aside for the sake of the team
 - Activates staff's higher order needs

Yukl, 2013

Transformational Leaders...



- Articulate a clear and appealing vision
- Explain how the vision can be attained
- Act confident and optimistic
- Expresses confidence in others
- Use dramatic, symbolic actions to emphasise
- Lead by example

Consider this in relation to the new curriculum – explain how a head teacher could respond in a transformational manner.

Yukl, 2013

Reflect



- What are the possible advantages of this type of leadership style?
- What are the possible disadvantages of this type of leadership style?

Participative Leadership



- A key function of leadership is to make decisions. The leader can enlist the aid of others in making decisions
- Based on democratic principles – upholding the right to influence decisions which will affect people
- Focuses on *empowerment* through delegation which gives individuals authority and responsibility
- Effectiveness can vary according to situation

Yukl, 2013

Encouraging Participation

- Encourage people to express their concerns
- Describe a proposal as tentative
- Record ideas and suggestions
- Look for ways to build on ideas and suggestions
- Be tactful in expressing concerns about a suggestion
- Listen to dissenting views without getting defensive
- Try to utilize suggestions and deal with dissent
- Show appreciation for suggestions

Consider this in relation to the new curriculum – explain how a head teacher could respond in a participative manner.

Yukl, 2013

Reflect



- What are the possible advantages of this type of leadership style?
- What are the possible disadvantages of this type of leadership style?

Task

- Imagine that you are the literacy coordinator in a primary school. The school purchased a literacy package from a company which is used to plan, teach and assess literacy across the school and this has been in use for some years. Since the introduction of the LNF and with the forthcoming new curriculum, you have concerns that this package may no longer be relevant.
- Discuss: how might you approach this problem with the staff across the school?
- Apply: consider how different leadership approaches will lead to different sets of actions and outcomes.

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