



TRANSFORMING EDUCATION: EFFECTIVE CHANGE IN LEADERSHIP AND MANAGEMENT

Welcome to the module

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 and reflect upon some of the main theories of the management and leadership of change, challenging the relationship between theory and practice of educational leadership, management and transformation, where appropriate.

Analyse and evaluate the management and leadership of change with educational contexts and formulate, analyse and solve contemporary problems within education in Wales and UK.



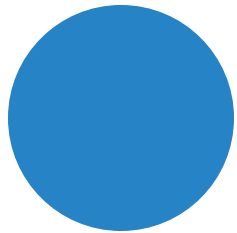
MANAGEMENT VERSUS LEADERSHIP

Think about the differences between management and leadership, what do the different roles involve?

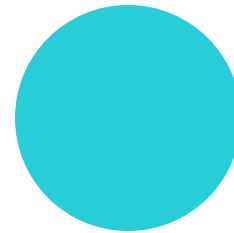
Discuss with your colleagues and note some ideas down to share with the group.

Can we see areas where these roles overlap?

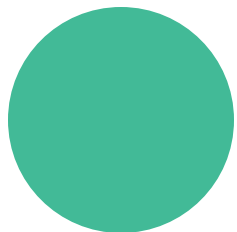
MANAGEMENT V LEADERSHIP



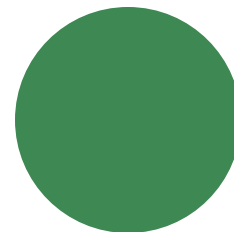
Functions of **Management** are concerned with **logic, structure, analysis** and **control**



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

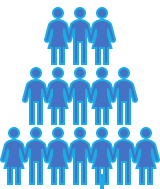


CONCEPTUALISING LEADERSHIP...

'Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers' (Fullan et al 2007, p. 17)

'Defining leadership as a process means that it is not a trait or characteristic that resides in the leader, but rather a transactional event that occurs between the leader and the follower.' (Northouse, 2010, p.3)

'If we are to begin to understand what leadership is, it is worthwhile to examine what leadership is not. Leadership is not hierarchical, top down, or based on positional power and authority.' (Rosenbach 2015, p.1)



LEADERSHIP AS A PROCESS

What can leaders influence?

- Choice of strategy/objectives
- Motivation of others to achieve objectives
- Mutual trust and cooperation of others
- Organisations and coordination of work activities
- Allocation of resources
- Development of member skills and confidence
- Learning and sharing of new knowledge
- Design of formal structures, programmes and systems
- Shared beliefs and values of members

(Leonard and Leggett, 2012)

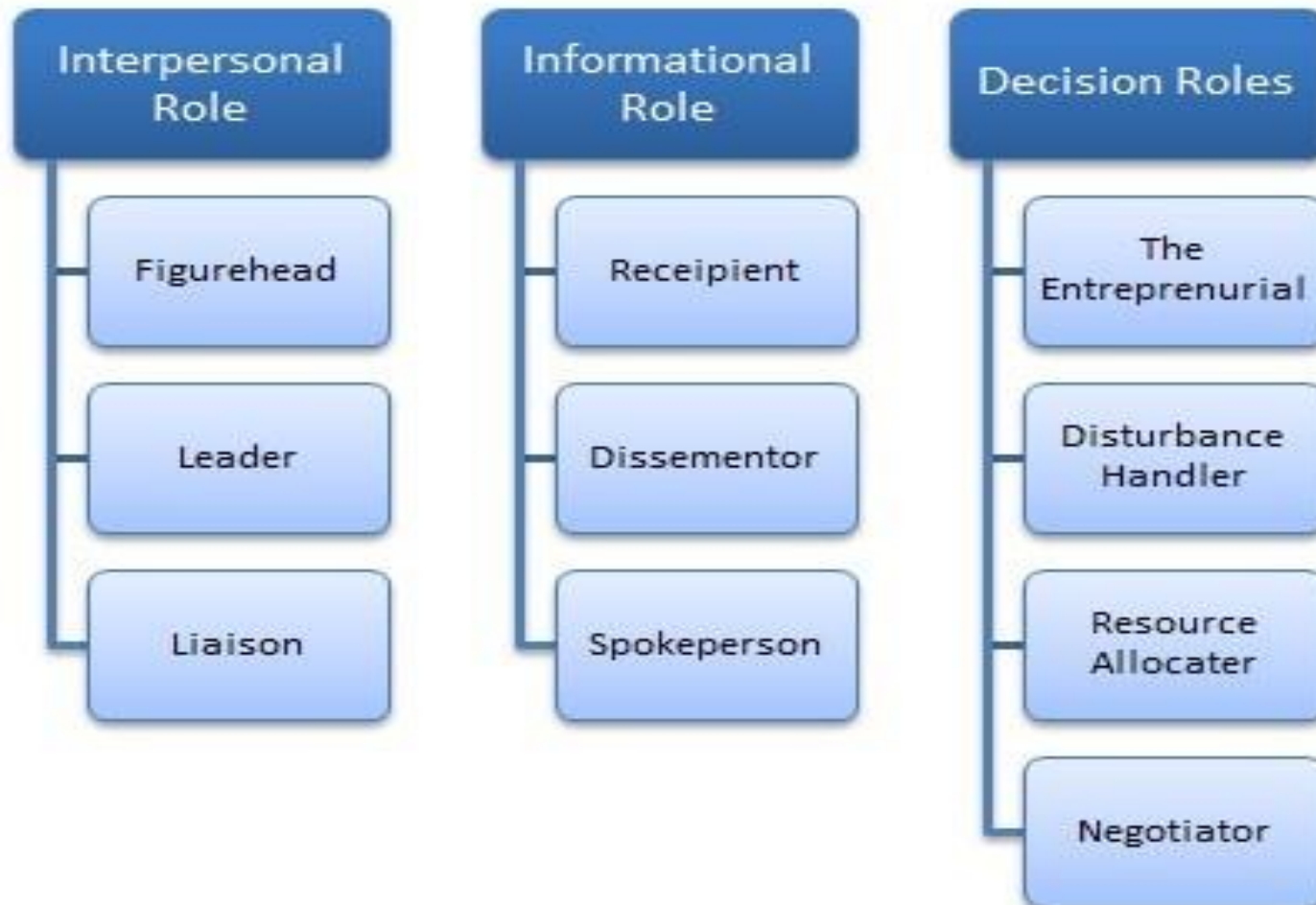
UNDERSTANDING MANAGEMENT

'Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.' (Covey, 2004, p. 101)

'Managers are people who do things right and leaders are people who do the right thing' (Bennis & Nanus, 1985, p.221)

'Whereas leadership is concerned with the process of developing mutual purposes, management is directed toward coordinating activities in order to get a job done. Leaders and followers work together to create real change, whereas managers and subordinates join forces to sell good and services' (Rost, 1991, p.149)

MINTZBERG'S MANAGERIAL ROLES (1973)





The most effective school systems emphasise the importance of good leadership at all levels and the best leaders have a very strong focus on leading improvements in learning and teaching and supporting their staff to improve their own skills.

Estyn, 2015





ESTYN, 2015

Collaboration amongst professionals

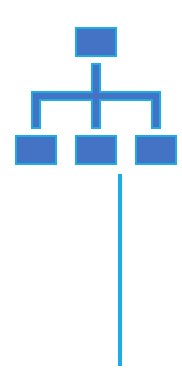
Opportunities for sharing of best practice

Role of reflective practice leading to reflexive teaching

Good use of data (including research)

Models of distributed leadership

Underpins WG policy and practice



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

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