



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.

Assignment 1

- COMPONENT WEIGHTING: 60%
- WORD COUNT: 5000 WORDS
- DUE: 11.59pm 28/01/2019

- With careful reference to relevant theories of change, management and leadership, present a case study of one contemporary educational change initiative which includes:

- A critical reflection on the case for change
- Critical analysis of the implementation and operation of the initiative
- Evaluation of the leadership and management approaches used to initiate change
- Critical exploration of the different demands placed on educational leaders

Assignment 2

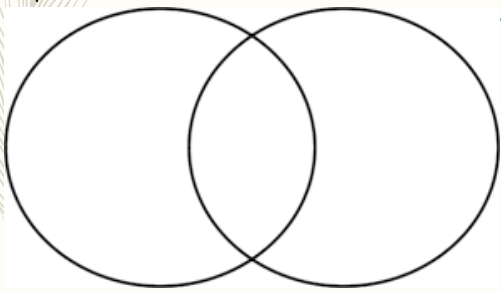


- COMPONENT WEIGHTING: 40%
- WORD COUNT: 15 MINUTES PER PERSON
- w/c 11th February 2019
- Individual Presentation
- What makes an effective educational leader in times of change?

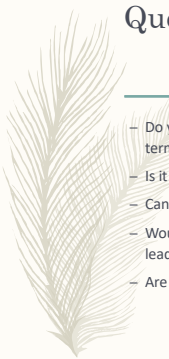
Operational Definitions

Leadership
requires...

Management
requires...



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



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



Mintzberg’s Managerial Roles (1973)

Interpersonal Role	Informational Role	Decision Roles
Figurehead	Receipient	The Entrepreneurial
Leader	Dissementor	Disturbance Handler
Liaison	Spokeperson	Resource Allocator
		Negotiator

What makes a great leader?

TABLE 1-1 Definitions of Leadership

- Leadership is "the behavior of an individual . . . directing the activities of a group toward a shared goal" (Hemphill & Coons, 1957, p. 7).
- Leadership is "the influential increment over and above mechanical compliance with the routine directives of the organization" (Katz & Kahn, 1978, p. 528).
- Leadership is "the process of influencing the activities of an organized group toward goal achievement" (Rauch & Behling, 1984, p. 46).
- "Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished" (Richards & Engle, 1986, p. 206).

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- "Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose" (Jacobs & Jaques, 1990, p. 281).
- Leadership "is the ability to step outside the culture . . . to start evolutionary change processes that are more adaptive" (Schein, 1992, p. 2).
- "Leadership is the process of making sense of what people are doing together so that people will understand and be committed" (Drath & Palus, 1994, p. 4).
- Leadership is "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization . . ." (House et al., 1999, p. 184).

Leonard and Leggett, 2012

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

Whilst the Leadership Standards for Wales already set out the skills, knowledge and behaviours expected of leaders, we believe it appropriate to set out some of the distinctive attributes we should see in our middle leaders. These include:

- Ability to recognise and drive excellence in teaching and learning including effective use of classroom observation.
- Strong inter-personal skills – including motivating and leading others to achieve and dealing with challenging situations.
- Ability to build effective relationships with colleagues they manage and with those who manage them.
- Understanding and applying the factors that translate vision into effective action.
- Reflecting on their leadership practice and that of others.
- Supporting others in their leadership role through coaching and/or mentoring.

WG, 2014

- Ability to analyse performance, including effective use of data.
- Engaging with the latest thinking and educational research (including leadership theory in education and beyond) and sharing that within and beyond the school.
- Knowing when it is appropriate to take risks and being able to manage risk effectively.
- Understanding the nature of leadership responsibilities that relate to the next tier and applying this to developing their own leadership capacity.
- Commitment to continual professional learning and improvement for self and others set against the context of impact on learner outcomes.
- Willingness to embrace accountability and to hold others to account (including challenging other middle leaders to ensure consistency).
- Promoting collaboration within the school and across schools.

WG, 2014

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
(e.g. New Deal)

Professional Standards

Read the professional standards for leadership in Wales

With a partner, reflect on your reading.

- To what extent do you believe this document sets out the qualities of a school leader?
- What are the advantages of this approach to developing leadership in the sector?
- What are the disadvantages?



Task

– [Everyday leadership](#)

– What are the key points and message of this video?

Bibliography

– Estyn (2015) *Best practice in leadership development in schools*, Cardiff: Estyn. Available at: <https://www.estyn.gov.wales/sites/default/files/documents/Best%20practice%20in%20leadership%20development%20in%20schools.pdf>

– Leonard, L. & Leggett, R. (2012) *Leadership*, Essex: Pearson Education Ltd.

– Welsh Government (2014) *Leadership development – provision for middle leaders*, Cardiff: Welsh Government. Available at: <http://learning.gov.wales/docs/learningwales/publications/150623-provision-for-middle-leaders-en.pdf>
