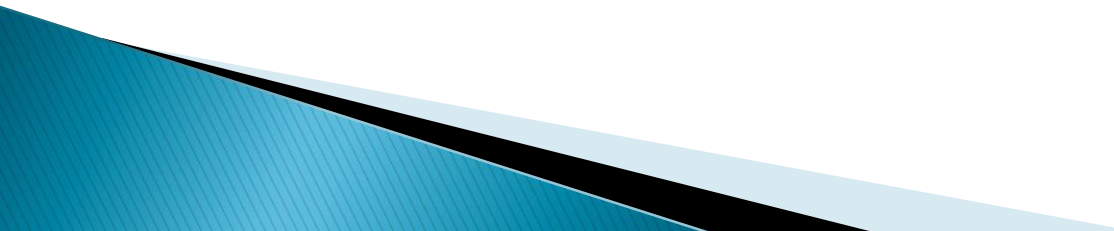


**EDUCATIONAL LEADERSHIP AND
MANAGEMENT: GLOBAL PERSPECTIVES ON
CHANGE AND CONTINUITY OVER THE
PAST 40 YEARS**

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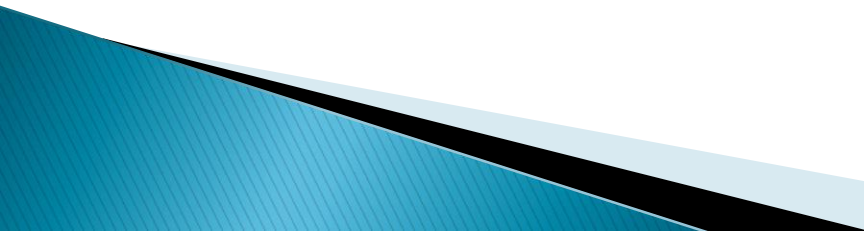
The 1970s: The Birth of our Field

- ▶ Congratulations to CEAS (founded 1977) from BELMAS (founded 1973)
 - ▶ Journal articles provide a helpful way to trace changes in our field
 - ▶ EMAL began in 1972 as EA: 1977 – volume 5 (later EMA, and EMAL from 2004)
 - ▶ The 1977 volume had only two issues (EMAL 2017 has six) & only 15 papers (54 in 2016)
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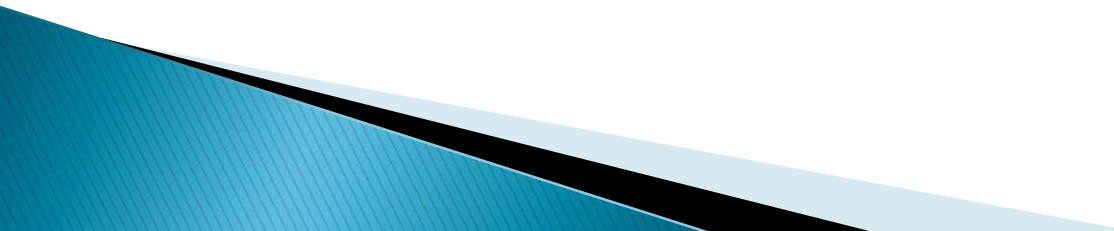
Topical subjects in EA1977

- ▶ A strong focus on UK education (only one international paper)
- ▶ A focus on system issues – 4 papers
- ▶ Stress on bureaucracy (e.g. ‘hierarchy’) but with emerging interest in three alternative models:
 1. Subjective approaches (Greenfield)
 2. Ambiguity approaches (anarchy)
 3. Political approaches (conflict)
- ▶ Practitioner descriptions of their schools
- ▶ How has this changed over 40 years?

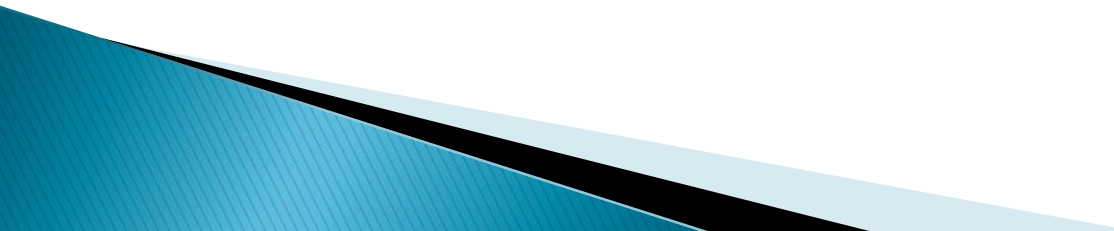
1977–2017: Changing labels

- ▶ Administration and management have been overtaken by ‘leadership’
 - ▶ Is this semantic or substantive? (Bush 2008)
 - ▶ More emphasis on vision and values, rather than processes and procedures (avoiding ‘managerialism’)
 - ▶ More emphasis on influence rather than authority, but not everywhere
 - ▶ Top–down approaches less dominant with emphasis on bottom–up and lateral interactions
 - ▶ What matters more – positions or people?
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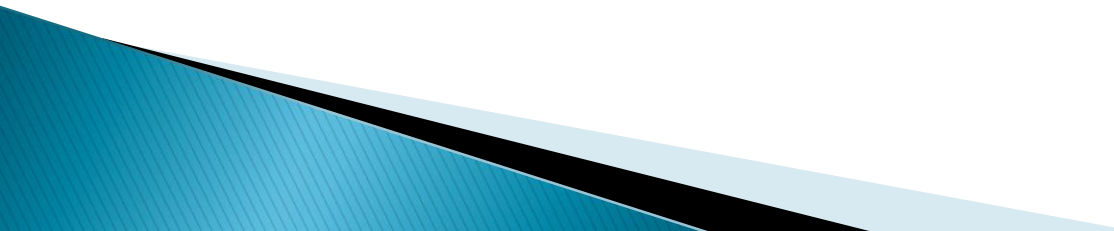
1977–2017: Few or many leaders?

- ▶ 1977: The school as a hierarchy (Packwood)
 - ▶ 1977: Vertical accountability (internal and external)
 - ▶ 1977: Solo positional leadership
 - ▶ 2017: Schools as complex multi-layered organisations, with many stakeholders
 - ▶ 2017: Multiple accountability pathways
 - ▶ 2017: Multiple leaders (formal and informal)
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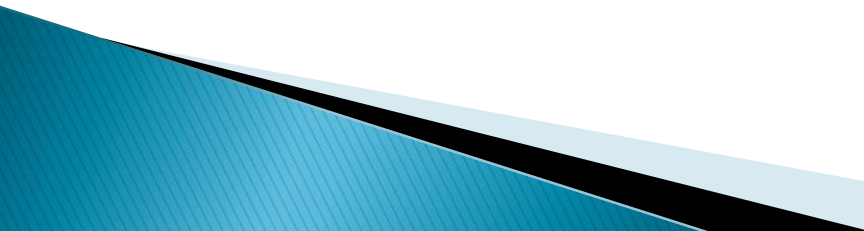
1977–2017: The nature of leadership

- ▶ In 1977, dominant assumptions related to bureaucracy, with a focus on positional authority, efficiency, hierarchy, and rational decision-making – Weber’s industrial model
 - ▶ In 2017, there are many leadership models; transformational, distributed, teacher, moral, instructional, etc. – but is this explosion of theory reflected in school practice?
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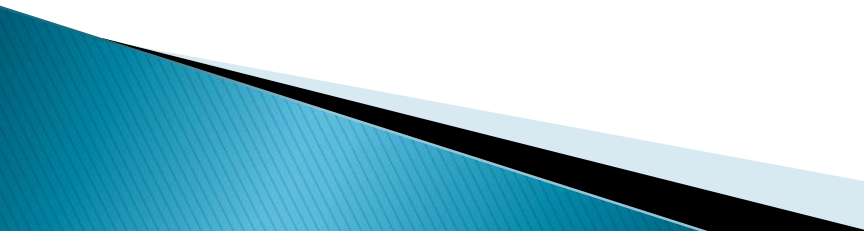
Why transformational leadership?

- ▶ Charisma more attractive than ‘grey’ bureaucracy
 - ▶ Transformational leadership inspires more commitment, and hence greater achievement
 - ▶ But this is solo leadership and might not be sustainable – what happens when s/he leaves?
 - ▶ Transformation may not always lead to good outcomes – Hitler?
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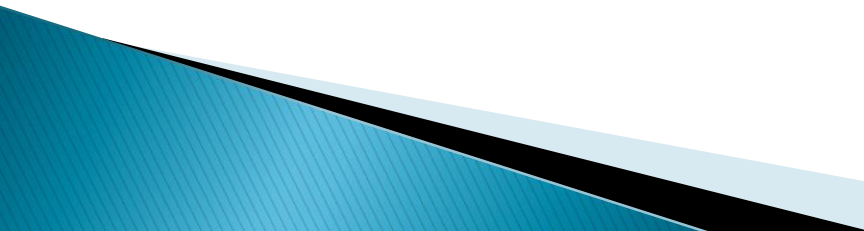
Why distributed leadership?

- ▶ A focus on multiple leaders may be attractive – see also collegiality (1980s) and participative leadership (1990s)
 - ▶ Focus on interactions, rather than actions – a stress on relationships in a ‘people’ business
 - ▶ Leadership may be informal and ‘emergent’, rather than positional
 - ▶ But DL may also be allocative – is it delegation, and a way to ease principal workloads?
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Why instructional leadership?

- ▶ Focuses on the main purpose of schools – teaching and learning
 - ▶ A focus on school AND classroom variables
 - ▶ Stresses the three Ms – monitoring, mentoring, and modelling
 - ▶ But who are the instructional leaders – principals, vice-principals, subject leaders?
 - ▶ Is distributed instructional leadership a way forward?
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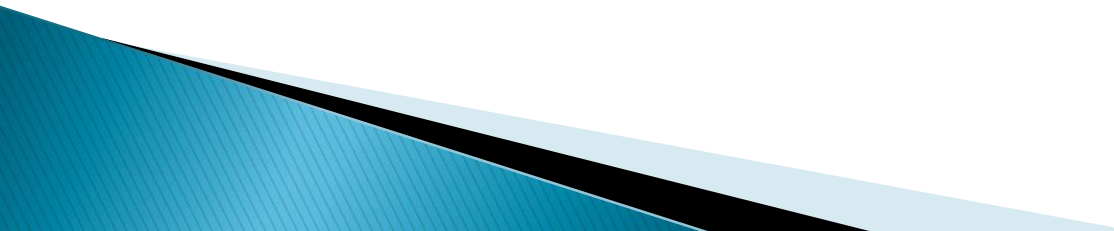
Preparing school leaders 1

- ▶ Leadership is becoming more **COMPLEX**: e.g. globalisation; changing demography and technology
 - ▶ Leadership is becoming more **DEMANDING**: e.g. high-stakes testing, and more intra-national and international comparisons
 - ▶ There are more **EXPECTATIONS** of leaders, to address social, as well as educational, issues – e.g. student health and welfare, and more complex family units
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Preparing school leaders 2

- ▶ Despite the growing pressures, most countries have not reformed their principal preparation and selection processes
 - ▶ Often, only a teaching qualification and teaching experience are required, plus political connections in some contexts
 - ▶ These are vital, but insufficient, requirements
 - ▶ Principals give up the job for which they have been trained (teaching) and start a job for which they have not been trained (leadership)
 - ▶ Many new principals feel under-prepared for their roles, and have to 'sink or swim'
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Preparing school leaders 3

- ▶ Specific leadership preparation is a moral imperative and an investment
 - ▶ Preparation requires a judicious balance of theory and practice (e.g. internships)
 - ▶ How do principals learn to be instructional, transformational and distributed leaders?
 - ▶ The most successful education systems have mandatory leadership preparation (Singapore, Hong Kong, China, South Korea, etc.)
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The future of educational leadership

- ▶ What can we expect over the next forty years?
 - ▶ The world will become even smaller, with greater interconnectivity between countries
 - ▶ Schools will be even more important as knowledge economies predominate
 - ▶ Successful nations will be those which invest in education, including school leadership
 - ▶ Interest groups, like CEAS, will become increasingly important
 - ▶ Best wishes for the next forty years
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