Lecture Title: Middle Leadership and improvement in school leadership
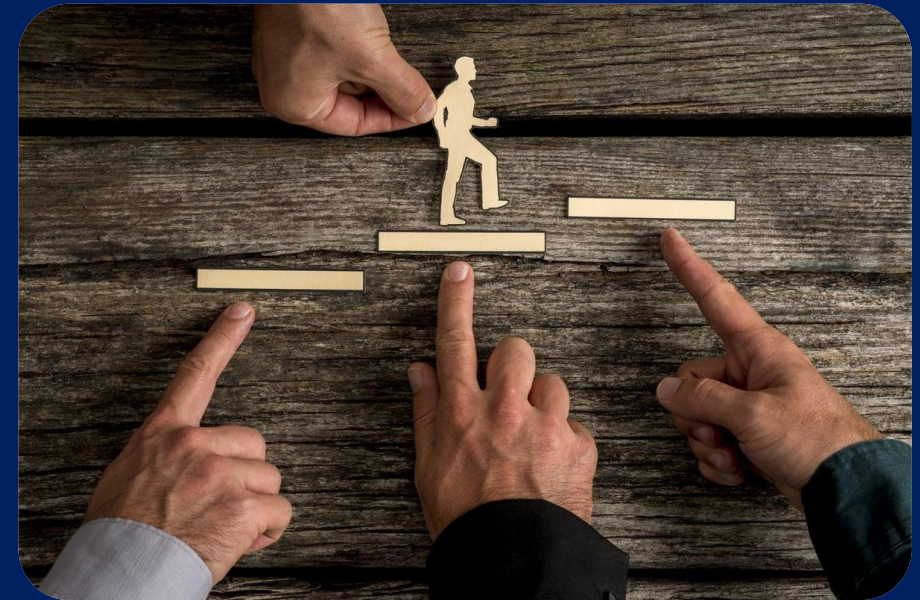
Lecturer: Dr Ian Mifsud

Date: 15th November 2022

21 ACADEMY

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

Session Overview

- Perspectives of Quality Education

- Measuring Quality

- Coffee Break

- School Improvement

- Leadership for Improvement

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Perspectives of Quality Education   I

Perspectives of Quality Education   II

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Perspectives of Quality Education   III

Sport

Dance

Beauty

Music

21
ACADEMY
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Perspectives of Quality Education   IV

Sport

Dance

Beauty

Music

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Perspectives of Quality Education   V

- *'Despite its importance, many people find quality **an enigmatic concept**. It is perplexing to define and often difficult to measure. One person's idea of quality often conflicts with another and [...] **no two experts ever come to the same conclusion when discussing what makes an excellent school, college or university**.'*

(Sallis, 2002: 1)
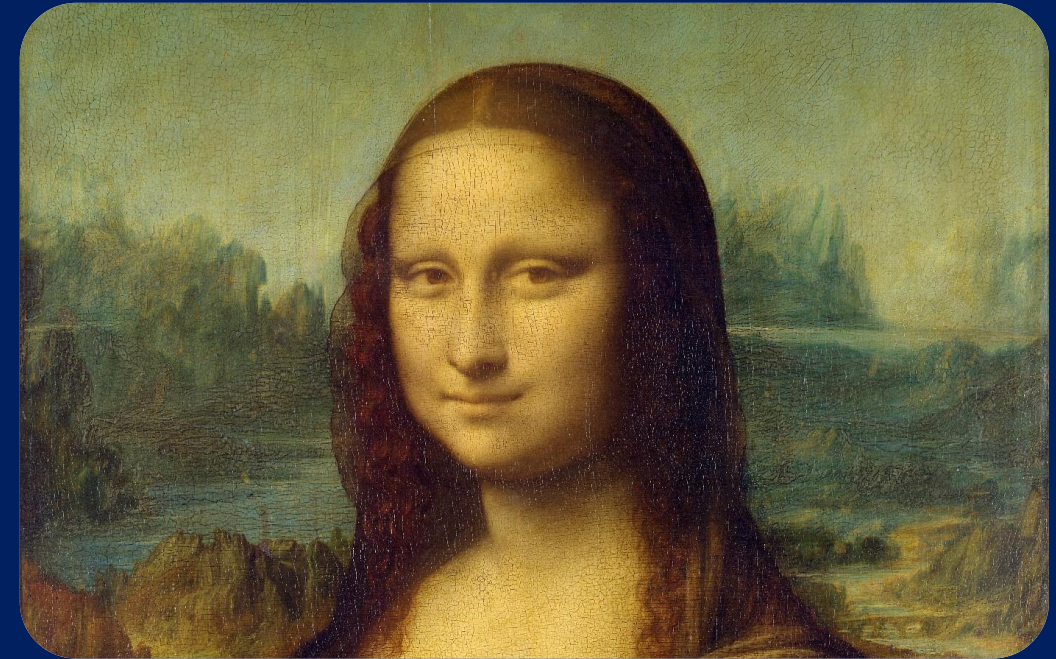
Sallis, E. (2002). Total Quality Management in Education - Third Edition. London, UK: Kogan Page Ltd.

www.21Academy.education

Perspectives of Quality Education   VI

- Quality may be defined as '*an **ideal** with which there can be **no compromise**, as well as a **relative concept**, by which a product or service meets an **ascribed standard**...[this standard]...has two aspects to it. The first is the **measuring up to specification**. The second is **meeting customer requirements**.*'

(Rao, 2007: 14, 15)

Rao, V. (2007). Quality Education. New Dehli: APH Publishing Corporation.

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Perspectives of Quality Education   VII

- *'the quality of something can be said to be **part of its nature'*** (Sallis, 2002: 12);

- Reference to an earlier session: *[E]ducare, means to **bring up, to rear, to foster**. In Latin a wet-nurse educates a baby, the sea educates a fish, the earth educates a beast, the air educates a bird, the rain educates flower. ... Education is the process by which an individual is adjusted to his whole ambit of existence; **the whole being is the subject of education; and the whole of life is its end***.

  (Leathes, 1913: 1, 2)
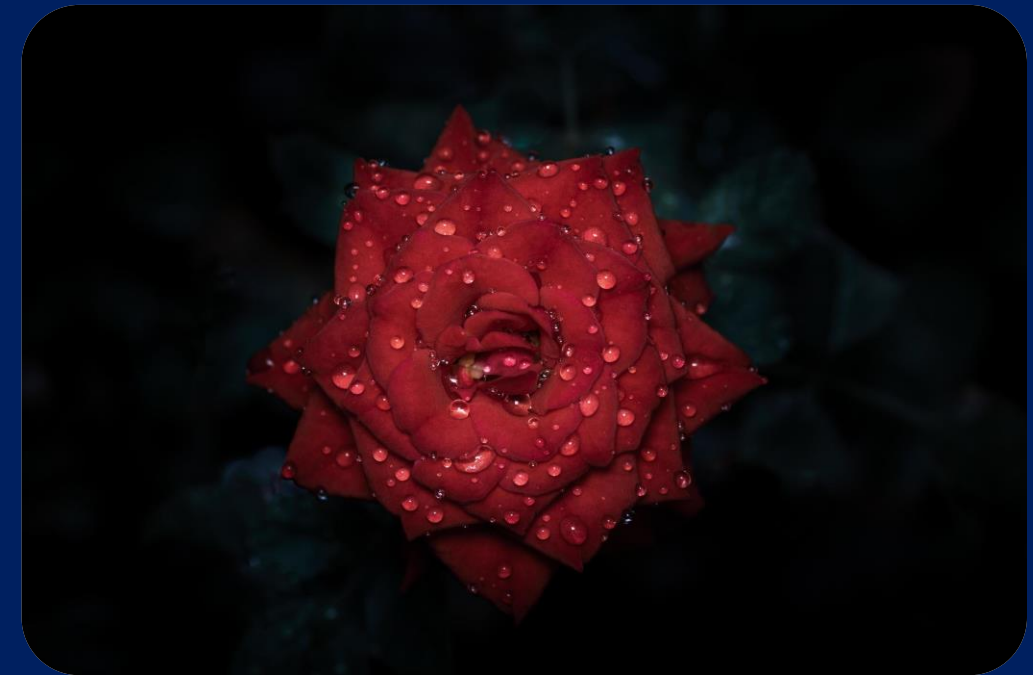
IMAGE SOURCE:
https://static.vecteezy.com/system/resources/prev
iews/002/469/835/large_2x/red-rose-and-rain-
drops-free-photo.jpeg

Leathes, S. M. (1913). What is Education. London: G. Bell & Sons Ltd. Retrieved January 16, 2010, from http://www.archive.org/download/whatiseducation00leatrich/whatiseducation00leatrich.pdf

Sallis, E. (2002). Total Quality Management in Education - Third Edition. London, UK: Kogan Page Ltd.

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Perspectives of Quality Education   VIII

- Characteristics commonly associated with quality in education:
  - **outstanding educators and leadership,**
  - **sound values,**
  - **focus on pupils' needs and on learning,**
  - **stakeholders' involvement,**
  - **tangible results,**
  - **adequate modern resources,** and *a*
  - ***well-balanced and challenging curriculum.'***

(Sallis, 2002: 1 – 2, Freeman, 1994: 21-25);

Freeman, R. (1994, April 1). Quality Assurance in Secondary Education. Quality Assurance in Education, 2(1), 21-25. Retrieved December 8, 2009, from
http://www.emeraldinsight.com/Insight/viewPDF.jsp?contentType=Article&Filename=html/Output/Published/Emeral dFullTextArticle/Pdf/1200020103.pdf
Sallis, E. (2002). Total Quality Management in Education - Third Edition. London, UK: Kogan Page Ltd.

Perspectives of Quality Education   IX

- Quality education appears to depend on the quality of schools, on their *'intellectual capital, […] social capital, […] and organisational capital'* to enhance teaching and learning.

(Hargreaves, 2003: 24, 25);

Hargreaves, D. (2003). Education Epidemic - Transforming Secondary Schools through Innovation Networks. London: DEMOS. Retrieved December 26, 2019, from https://dera.ioe.ac.uk/23217/1/educationepidemic.pdf

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Perspectives of Quality Education   X

- *"**Intellectual capital** embraces what we usually call human capital...— their knowledge, skills, capabilities, competences, talents, expertise, practices and routines. ... Culturally, **social capital** consists in the trust that exists between the school's members and its various stakeholders; structurally, social capital is the extent and quality of the networks among its members... **Organisational capital** refers to the knowledge and skill about how to improve the school by making better use of its intellectual and social capital, especially to enhance teaching and learning."*

(Hargreaves, 2003, pp. 24-25)

Hargreaves, D. (2003). Education Epidemic - Transforming Secondary Schools through Innovation Networks. London: DEMOS. Retrieved December 26, 2019, from https://dera.ioe.ac.uk/23217/1/educationepidemic.pdf

Perspectives of Quality Education   XI

- To bring about quality education *'there must be the will to undertake change, the skill to make it happen and the persistence to see it through.'*

(Harris, 2006: 112)

- *Striving for maximum stakeholder involvement is critical to change success.'*

(Sims & Sims, 2004: 119)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

Sims, S. J., & Sims, R. R. (2004). Managing School System Change - Charting a Course for Renewal. Greenwich: Information Age Publishing Inc.

Perspectives of Quality Education   XII

Flux
Idiosyncrasy
Universality
Context Gene
Purpose
As the Binding Agent
Content Gene
Base Spectrum
ilo Base Pairs in DNA
Agency Gene
Double Helix
Stability
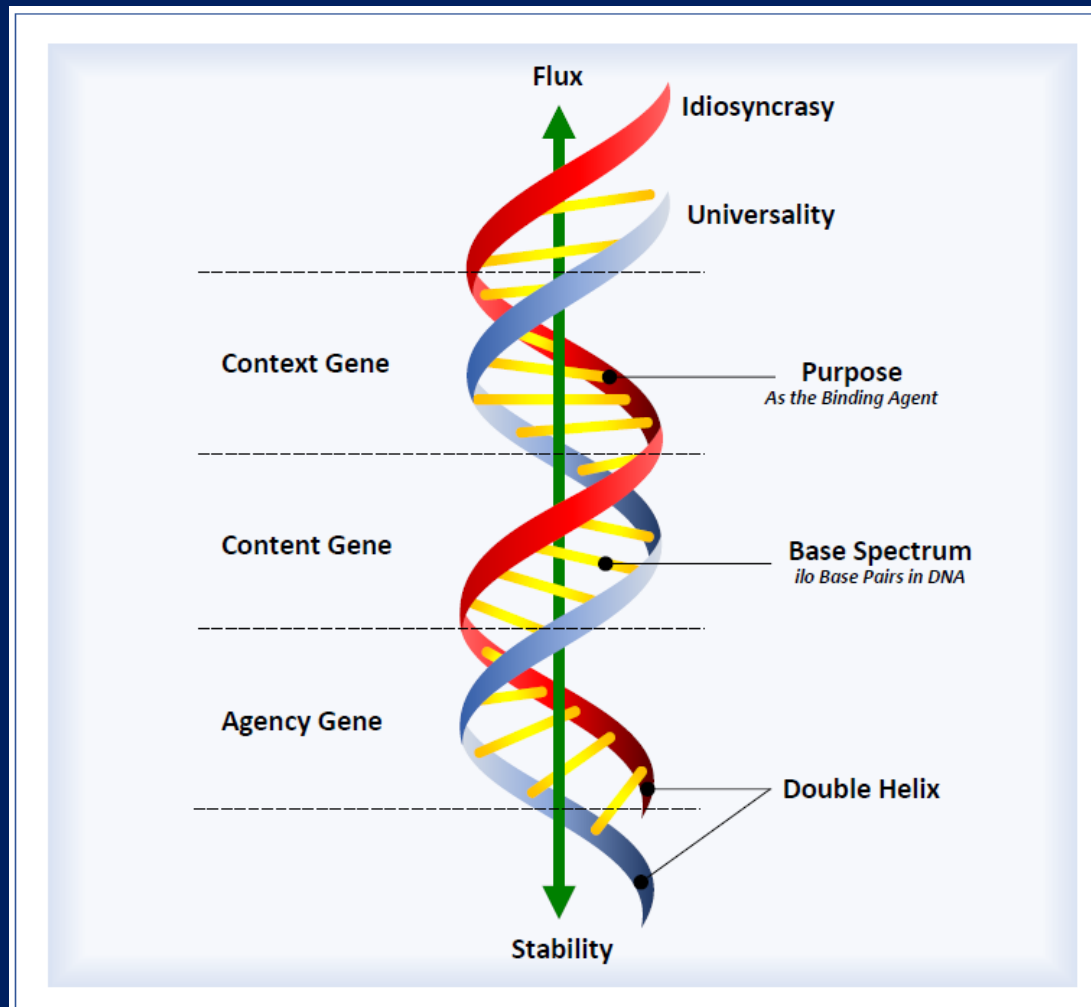
- **The Pivotal Axis: Stability vs Flux**
  - *Time; Timeliness*
- **The Binding Agent – Purpose**
  - *Integrity; Positionality*
- **The Double Helix – Idiosyncrasy vs Universality**
  - *Inclusion? Enablers?*
- **The Genes:**
  - *Context*
    - *Structures; Power; Tangibility*
  - *Content*
    - *Experience/Outcome; Actors*
  - *Agency*
    - *Organisational/ Individual Action; Overt/Covert Action*

Mifsud, Ian (2020) Notions of Quality Education through an Educational Policy–the Reflexive Case Study of a Collegial School Network in Malta. PhD thesis, University of Lincoln.

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Measuring Quality   I

- ### *Transcendent View:*

  *'To be educated may indicate that we have been made more knowledgeable, better able to cope with life's demands, better at understanding ourselves and others—but it essentially means **to have become better**, in some sense, **as a person**. Of course, this analysis does not necessarily tell us precisely what it is that makes us "better" by being educated'.*

  Burbles, N. (2004: 4)

Burbles, N. (2004). Ways of Thinking About Educational Quality. Educational Researcher, 33(6), 4-10. Retrieved October 31, 2009, from http://edr.sagepub.com/cgi/content/abstract/33/6/4

Measuring Quality   II

- *Sociocultural Reproduction:*

Education aspiring to achieve "sociocultural reproduction", conveys "the values and assumptions of a particular group, place, and time", hence "**promoting a certain degree of conformity and consistency across generations**".

(Burbles, 2004: 4)

IMAGE SOURCE:
https://probonoaustralia.com.au/wp-content/uploads/2018/06/inequality.png

Burbles, N. (2004). Ways of Thinking About Educational Quality. Educational Researcher, 33(6), 4-10. Retrieved October 31, 2009, from http://edr.sagepub.com/cgi/content/abstract/33/6/4

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Measuring Quality   III

- *'Both the transcendent and the socio-cultural reproduction models of educational aims can be characterized as **teleological views** because they **evaluate educational activities in relation to a set of ultimate ends** (the teloi) that education ought to serve: pursuit of such things as truth, rationality, and moral character as goods in themselves; or ends that serve the interests of social and cultural stability and development.'*

Burbles, N. (2004: 4)

Burbles, N. (2004). Ways of Thinking About Educational Quality. Educational Researcher, 33(6), 4-10. Retrieved October 31, 2009, from http://edr.sagepub.com/cgi/content/abstract/33/6/4

Measuring Quality   IV

- Burbles (2004: 6-7) also advocates the voice of "*postmodern distrust*" towards universal educational goals under the name, "**anti-teleological views**". The author suggests that any educational provision which has pre-set objectives is constraining the individuals involved in the process inhibiting them from "*defin*[ing], *negotiat*[ing], *and establish*[ing] *their own educational purposes*".

- reiterating Jacques Rancière's classic, *The Ignorant Schoolmaster* (1991), Burbles (2004: 7-8) dismisses educational aims as reinforcing a "*divide between educational haves and havenots, even when undertaken under the guise of a commitment to equal opportunity*" since they imply a **deficiency by definition**.

IMAGE SOURCE:
https://idscreate.com/wp-content/uploads/2020/06/How-to-Discover-your-Purpose.jpg

Burbles, N. (2004). Ways of Thinking About Educational Quality. Educational Researcher, 33(6), 4-10. Retrieved October 31, 2009, from http://edr.sagepub.com/cgi/content/abstract/33/6/4

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Measuring Quality   V

- *Teaching about **why we emphasize learning certain things, and not others — exploring the origins, the choices, and the controversies inherent in those judgments** — is part and parcel of a certain way of teaching them: a way of teaching that takes seriously the "why" question students often pose, and revises and rethinks its own aims in the process of teaching and learning.*

Burbles, N. (2004: 9)

Burbles, N. (2004). Ways of Thinking About Educational Quality. Educational Researcher, 33(6), 4-10. Retrieved October 31, 2009, from http://edr.sagepub.com/cgi/content/abstract/33/6/4

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Measuring Quality   VI

- '**quality is not easily assessed**' (Freeman, 1994: 21)

- quality assurance in education should consider the following principles:

  1. Focusing on **pupils and on learning**

  2. Quality must reflect **stakeholders' needs**

  3. Quality has to be **demonstrable**

  4. Quality is about **feedback**

  Freeman, R. (1994: 21-22)

Freeman, R. (1994, April 1). Quality Assurance in Secondary Education. Quality
Assurance in Education, 2(1), 21-25. Retrieved December 8, 2009, from
http://www.emeraldinsight.com/Insight/viewPDF.jsp?contentType=Article&File
name=html/Output/Published/EmeraldFullTextArticle/Pdf/1200020103.pdf

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Measuring Quality   VII

The '*direct contact between* the *provider and the end-users',* the need for a timely delivery, the '*problem of intangibility'* and difficultly measurable outcomes make education more of a service rather than a product, and as such '*the quality of the service is determined both by the person delivering and the person receiving the service'* (Rao, 2007: 20 - 22).

Rao, V. (2007). Quality Education. New Dehli: APH Publishing Corporation.

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Measuring Quality   VIII

Nevertheless, schools are also increasingly being **challenged against notions of quality and efficiency advocated by external forces for more productivity**.

(Boyd, 1998, p. 2)

Boyd, W. L. (1998). Productive Schools from a Policy Perspective: Desiderata, Designs, and Dilemmas. In W. L. Boyd, & W. T. Hartman, Resource Allocation and Productivity in Education: Theory and Practice. Westport, Connecticut; London: Greenwood Publishing Group Inc.

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Measuring Quality   IX

Whilst refuting the stance of education and efficiency as being at opposing poles or *"antithetical"*, **fears raised on the compatibility of these two spheres are as legitimate as the inevitable pressures for greater accountability**.

(Boyd, 2004, pp. 161-162)

Boyd, W. L. (2004). Are Education and Efficiency Antithetical? Education for Democracy vs the "Cult of Efficiency". Journal of Educational Administration, 42(2), 160-173. Retrieved December 8, 2009, from http://www.emeraldinsight.com/Insight/viewPDF.jsp?contentType=Article&F FileFil=html/Output/Published/EmeraldFullTextArticle/Pdf/0740420203.pdf

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Coffee Break … we reconvene at …

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AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

School Improvement I

Sammons (1999: 195-210) proposes eleven key characteristics for effective schools:

	Characteristic	Description
1.	Professional leadership	Firm and purposeful A participative approach The leading professional
2.	Shared vision and goals	Unity of purpose Consistency of practice Collegiality and collaboration
3.	A learning environment	An orderly atmosphere An attractive working environment
4.	Concentration on teaching and learning	Maximisation of learning time Academic emphasis Focus on achievement
5.	High expectations	High expectations all round Communicating expectations Providing intellectual challenge

School Improvement II

Sammons (1999: 195-210) proposes eleven key characteristics for effective schools:

	Characteristic	Description
6.	**Positive reinforcement**	Clear and fair discipline Feedback
7.	**Monitoring progress**	Monitoring pupil performance Evaluating school performance
8.	**Pupil rights and responsibilities**	High pupil self-esteem Positions of responsibility Control of work
9.	**Purposeful teaching**	Efficient organisation Clarity of purpose Structured lessons Adaptive practice
10.	**A learning organisation**	School-based staff development
11.	**Home-school partnership**	Parental involvement

Sammons, P. (1999).
School Effectiveness –
Coming of Age in the
Twenty-First Century.
Lisse: Swets &
Zeitlinger.

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School Improvement   III

- *As Fullan (1999: 1) notes, 'we have been innovating for student improvement for most of this century yet the extent to which this has resulted in* **improvement in the life chances of students is debatable***'.*

- *The concentration on* **system-level reform** *and change has propagated a view of school improvement that is* **'top-down', that is concerned with outcomes rather than process***.*

(Harris, 2006 :6)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

www.21Academy.education
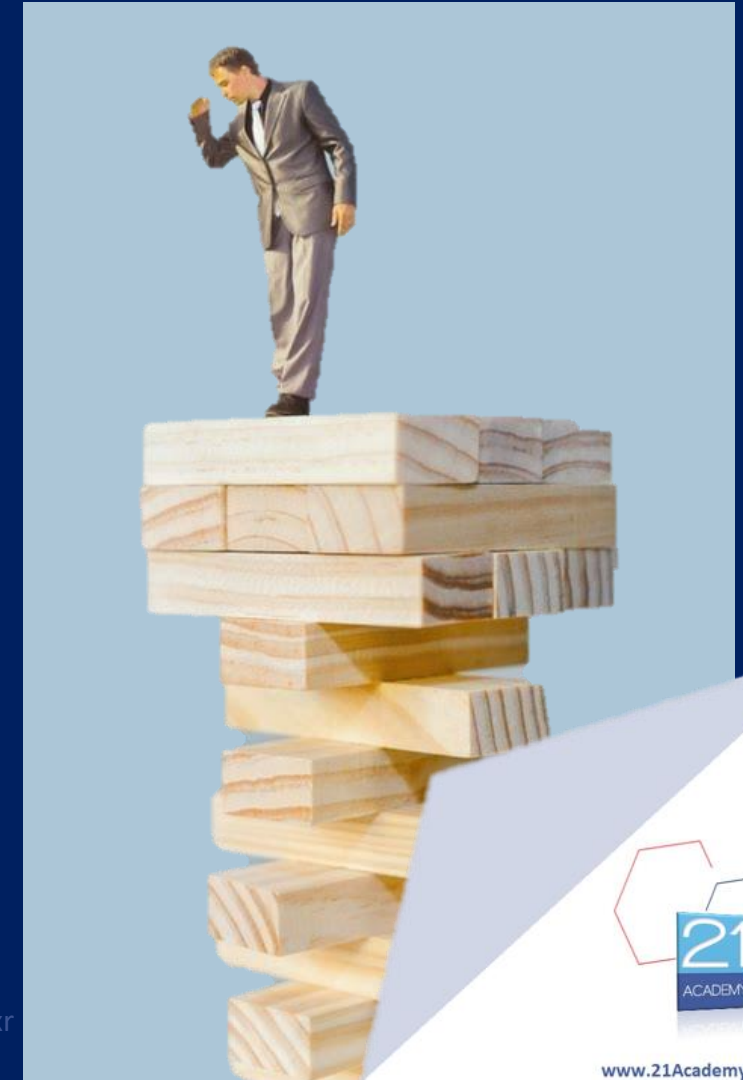
School Improvement   IV

- *There is growing recognition that simply **applying more pressure upon schools to improve is unlikely to yield positive results**.*

- ***Differential school improvement strategies are required for schools in varying … contexts**. Improvement approaches are needed that match the growth state of the school and fit its particular set of developmental needs.*

(Harris, 2006 :7)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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School Improvement   V

- *The legacy of 'innovation overload' is well known and where schools face multiple changes and competing priorities improvement is unlikely to occur.*

- *Fullan (1999: 4) suggests schools will need to cope with the powerful and competing forces of stability and change.*

(Harris, 2006 :7)

IMAGE SOURCE:
https://s3.amazonaws.com/questoracle-staging/wordpress/uploads/2019/05/2814
4453/Managing-Change.jpg

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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School Improvement   VI

- *Hopkins (1996: 32) defines **school improvement** as a 'strategy for educational change that **enhances student outcome** as well as **strengthening the school's capacity for managing change'.***

- *It views the **school as the centre of change** and **teachers as an intrinsic part of the change process**.*

- *It suggests that for school improvement to occur **teachers need to be committed to the process of change** which will involve them in examining and changing their own practice.*

(Harris, 2006 :10)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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School Improvement   VII

- *Firstly, school improvement research has demonstrated the **vital importance of teacher development in school-level change**. It has consistently shown that **teacher development is inextricably linked to school development and is an essential part of school improvement** (Hopkins et al., 1994).*

(Harris, 2006 :11)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

www.21Academy.education

School Improvement   VIII

- *Secondly, school improvement research has reinforced the **importance of leadership in securing school-level change**. It has shown that leaders within improving schools have **vision and drive change forward**. It has also demonstrated that **within improving schools leadership is shared and distributed** (Harris et al., 2001).*

- *Thirdly, school improvement work has shown that there is no one blueprint for action but approaches to **improvement will vary across different types of school**.*

(Harris, 2006 :11)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

Leadership for Improvement   I

- *The importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice* (Jackson, 2000; Harris and Bennet, 2001).

(Harris, 2006 :66)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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Leadership for Improvement II

- The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives. Our goal is to shape policies that foster prosperity, equality, opportunity and well-being for all. We draw on 60 years of experience and insights to better prepare the world of tomorrow.

https://www.oecd.org/

Leadership for Improvement III

- The **Teaching and Learning International Survey** (TALIS) is the first international survey that provides **a voice to teachers and school principals**, who complete questionnaires about issues such as the professional development they have received; their teaching beliefs and practices; the assessment of their work and the feedback and recognition they receive; and various other school leadership, management and workplace issues. **TALIS relies on teachers' and school leaders' expertise as professionals to describe their work situation as accurately as possible, as well as their experiences in and feelings about their schools and working conditions**. It is not an assessment, but a self-reported survey.

https://www.oecd.org/

Leadership for Improvement   IV

https://www.youtube.com/watch?v=abeekuAmgWg
https://www.oecd.org/

Leadership for Improvement   IV

- *Hallinger and Heck (1996) highlight four areas in which leadership influences school improvement. … through:*

  1. *… establishing and conveying the **purposes and goals** of the school.*

  2. *… the interplay between the school's organisation and its **social network**.*

  3. *… the influence of **people**.*

  4. *… **organisational culture***

(Harris, 2006 :66)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

Leadership for Improvement   V

- *Riley (2000: 47) suggests that:*
  - *There is **no one package for school leadership**, no one model to be learned and applied regardless of culture or context. ...*
  - *School leadership is **more than the effort of a single individual**.*
  - *Leadership is not static.*
  - *School leaders do not learn how to do leadership. They are **often rule breakers** and are willing to **change in response to new sets of circumstances**.*

(Harris, 2006 :68)

IMAGE SOURCE:
https://www.gettingsmart.com/wp-content/uploads/2014/10/change-leadership-482x335-1.jpg

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

www.21Academy.education

Leadership for Improvement   VI

- *… core characteristics of effective leaders:*
  1. *… having a clear personal **vision** of what … to achieve.*
  2. *… are in the thick of things, **working alongside** … colleagues.*
  3. *… **respecting teachers' autonomy**, protecting them from … demands.*
  4. *… look ahead, **anticipate change** and prepare people for it …*
  5. *… **are pragmatic**. … able to grasp … the political and economic context and … are able to negotiate and compromise.*
  6. *… are informed by and communicate clear sets of … **values** … their **moral purpose** for the school (Macbeath, 1998:63).*

(Harris, 2006 :68)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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Leadership for Improvement   VII

- *… effective leaders are constantly and consistently **managing** several **competing tensions** and dilemmas; and, … effective leaders are, above all, **people-centred**.*

(Harris, 2006 :71)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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Leadership for Improvement   VIII

- *The role of the leader in school improvement is to ensure that **the school is a learning environment for both staff and students**. This necessarily involves building the capacity within the school for learning and improvement to take place.*

(Harris, 2006 :73)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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Leadership for Improvement   IX

https://www.youtube.com/watch?v=uFSGbodqosg&t=302s
https://www.oecd.org/

Leadership for Improvement   X

- *… an increasing emphasis upon the links between leadership and the culture of the organisation as a route to school improvement … has encouraged a movement away from the notion of leadership as a series of transactions within a given context towards a view of* **leadership as transformational, having the potential to alter the cultural context in which people work***.*

(Harris, 2006 :67)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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Leadership for Improvement   XI

- *This transformational leadership perspective, as Diguan and Macpherson (1992) explain, focuses on the* **moral values and value-laden activities** *of a leader and how these are disclosed to other colleagues. … Transformational leadership is people-rather than organisation-oriented and requires a leadership approach that* **transforms the feelings, attitudes and beliefs of others**.

(Harris, 2006 :67)

Harris, A. (2006). School Improvement: What's in it for schools? London: RoutledgeFalmer.

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End of Lecture 4 – Any Questions? Thank you

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS