Lecture Title: Middle Leaders facilitate the work of senior leaders through teamwork

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Date: 07th March 2023

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AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

Session Overview

- What is Education?

- Interests Served by Schooling

- Contemporary Education in Malta

- Stakeholders in Education

- Involvement through Teamwork

What is Education?   I

What is Education?   II

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What is Education? III

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What is Education?   IV

What is Education? V

- *[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. Language has a sense of ancestry; it does not repudiate its origins. The Latin sense is still the true sense.*

(Leathes, 1913: 1)

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

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What is Education?   VI

- *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: 2)

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

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What is Education?   VII

IMAGE SOURCE: https://cronicaglobal.elespanol.com/business/guia-turistico-una-profesion-en-extincion_43533_102.html

IMAGE SOURCE: https://www.rei.com/adventures/trips/weekend/blue-ridge-parkway-backpacking.html

Two fundamental approaches to formal education:
- *'**Teleological**' - previously set aims*
- *'**Anti-Teleological**' - individual to shape his/her own education*

(Burbles, 2004: 5-6)

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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What is Education? VIII

- '*the meaning of* **the experience becomes intrinsically worthwhile** *to the student and no other outcomes may be necessary or required to justify it.*'

(English & Hill, 1994: 73)

English, F., & Hill, J. (1994). Total Quality Education: Transforming Schools Into Learning Places. California: Corwin.

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Interests Served by Schooling

- Ivan Illich criticises institutions, including the school. He argues that **we often mix up education with schooling**, and learning with receiving information. In this way, the school stands between knowledge and the learner. In short, Illich maintains that **schools corrupt people instead of facilitating their learning** …

(Illich, 1973)

Illich, I. (1973). Deschooling Society. Harmondsworth: Middlesex: Penguin.

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Interests Served by Schooling   II

- 3 types of interpretations of the history and purpose of schooling:
  - **_The liberal democratic_** *- schooling as a tool for individual self development and democratic participation.*
  - View schools as *key institutions that* **_progress individuals towards a freer and more democratic, caring and humane society_**.
  - Liberal philosophers, like John Dewey (1916/1966), **_critique the view that schooling should merely be a means to achieve specified ends_**, such as skilled labourers for the job market.

                                    (Gobby & Millei, 2017)

Gobby, B. & Millei, Z. (2017). *Schooling, Its History and Power*. ResearchGate. Downloadable from:
https://www.researchgate.net/publication/321491194_Schooling_Its_History_and_Power

Dewey, J. (1916/1966). Democracy and Education. New York: Free Press.

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Interests Served by Schooling   III

- 3 types of interpretations of the history and purpose of schooling:
  - *The critical* – schooling *reflects economic and social inequalities of society, and is used by the more powerful/advantaged social groups to reproduce the status quo (the way things are).*
                                        (Gobby & Millei, 2017)

- Paolo Freire (2005 :44) in *Pedagogy of the Oppressed* (1970) asserts that **the great humanistic and historical task of the oppressed: to liberate themselves and their oppressors as well.**


Gobby, B. & Millei, Z. (2017). *Schooling, Its History and Power*. ResearchGate. Downloadable from: https://www.researchgate.net/publication/321491194_Schooling_Its_History_and_Power

Freire, P. (2005). *Pedagogy of the Oppressed – 30th Anniversary Edition*. New York: Continuum Downloadable from: file:///C:/Users/ian.mifsud/OneDrive%20-%20Archdiocese%20of%20Malta/Opportunities/21%20Academy/freire-pedagogy-of-the-oppressed.pdf
IMAGE SOURCE: https://images.squarespace-cdn.com/content/58dff3f06b8f5b410f5e300b/1537205765453-AZDI7EIS5J2BD6TS0I9O/handcuffed-1251664_1920.jpg?format=1500w&content-type=image%2Fjpeg

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Interests Served by Schooling   IV

- 3 types of interpretations of the history and purpose of schooling:
  - *The governmental* - schooling *as a means to regulate and shape individuals according to society's norms*.
  - With the Enlightenment, in the 18th Century *education started being employed by the state to* **manage the moral and social development of its citizens**.
  - **Mass education is a part of a social and political transformation** enabling *a citizenry able to participate in a democratic society*

(Gobby & Millei, 2017)

Contemporary Education in Malta   I

- *The key challenge for Malta is to invest seriously, heavily and continuously in human capital in ways that affect life changes. We want all children to succeed.* **The next phase in Malta's education development is to ensure quality education for all***.*
- *The* **network** *is being accepted* **as the main organisational form** *which can give depth and scale to this process of* **transformation***.*

FOR ALL CHILDREN TO SUCCEED

A NEW NETWORK ORGANISATION
FOR QUALITY EDUCATION IN MALTA

MINISTRY OF EDUCATION, YOUTH AND EMPLOYMENT
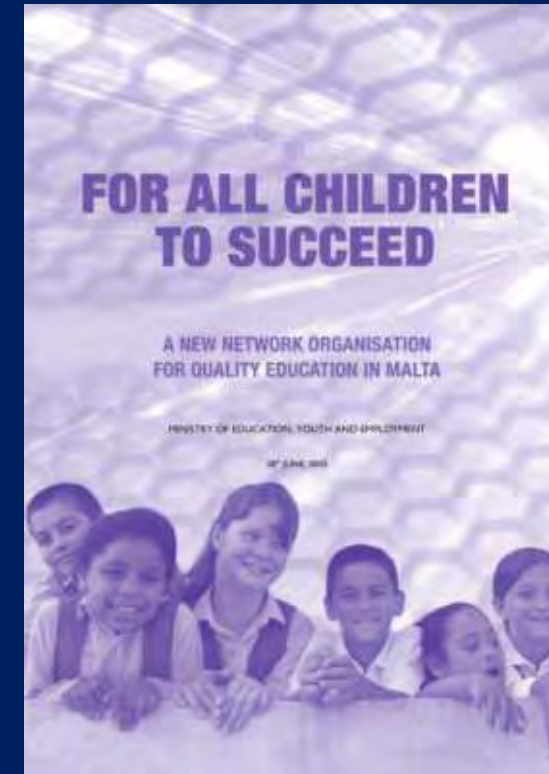
Ministry of Education, Youth and Employment (2005) For All Children to Succeed: A New Network Organisation for Quality Education in Malta. Malta: Salesian Press. Downloadable from:
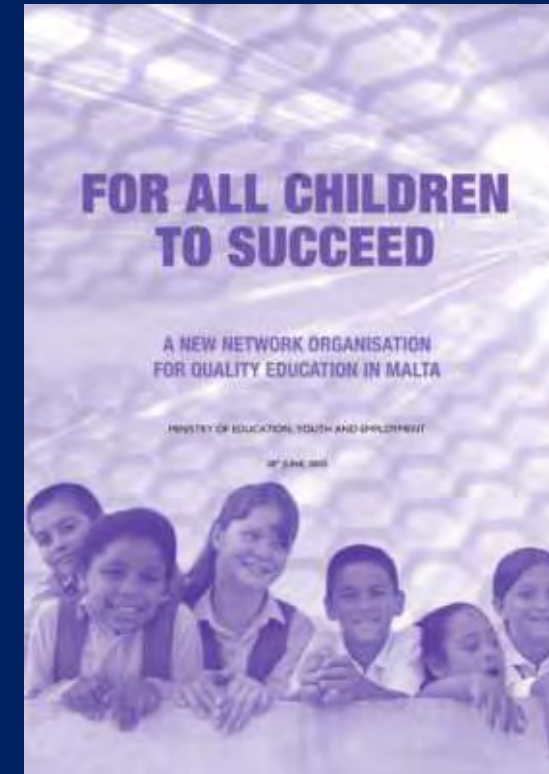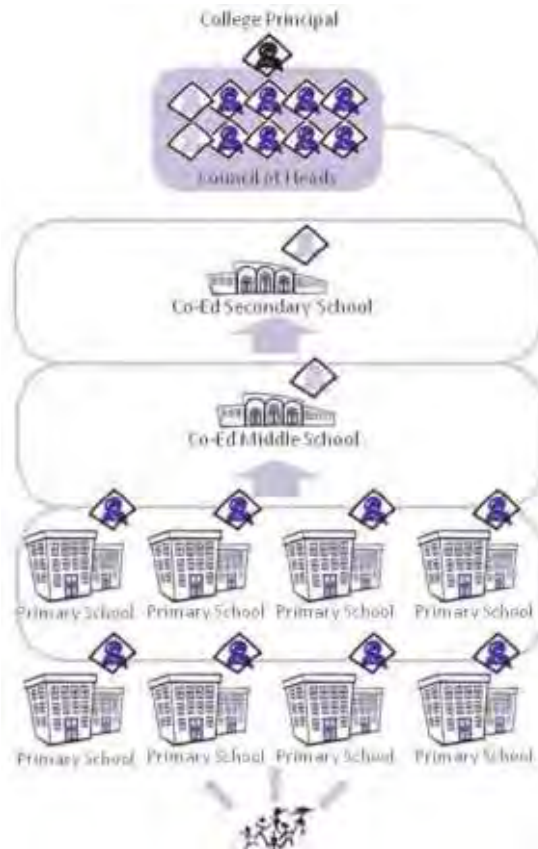https://education.gov.mt/en/resources/Documents/Policy%20Documents/for_all_children_to_succeed.pdf

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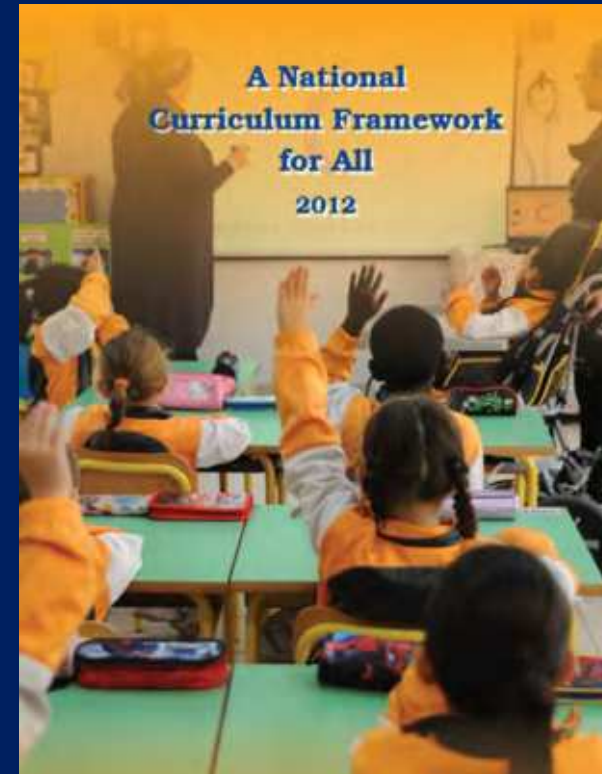# Contemporary Education in Malta   II
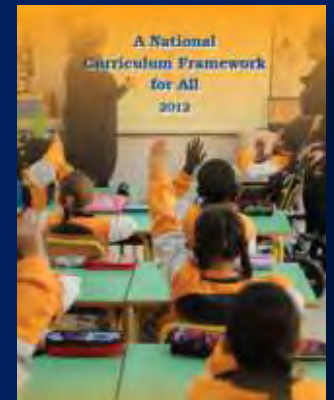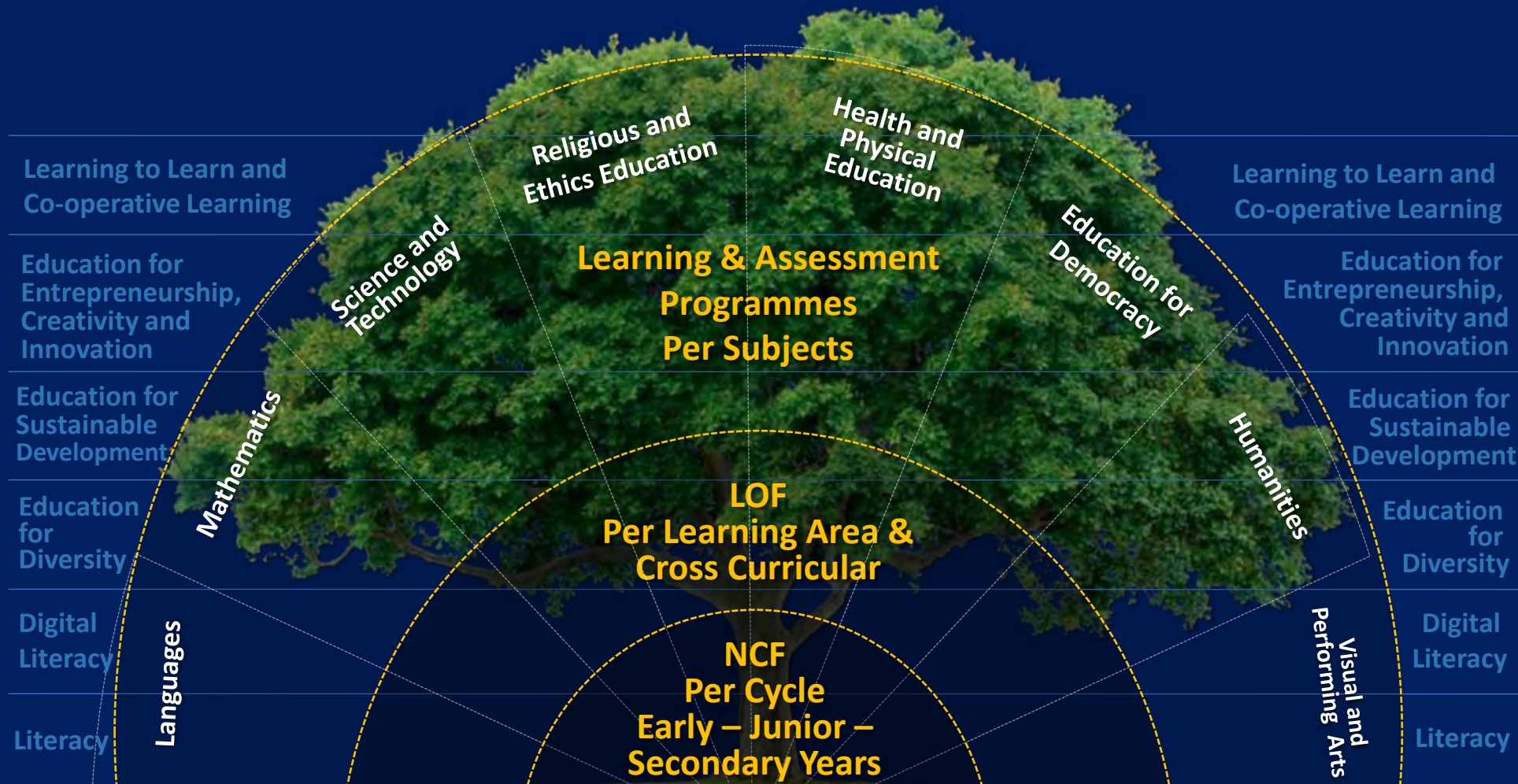
Contemporary Education in Malta III

- NCF **mainly aims** at developing:
  - **Lifelong Learning**
    Learners who are capable of successfully developing their full potential as lifelong learners;
  - **Employability**
    Learners who are capable of sustaining their chances in the world of work
  - **Active Citizenship**
    Learners who are responsibly engaged citizens who are able to strive for social justice in constantly changing local, regional and global realities.

Ministry of Education and Employment (2012) A National Curriculum Framework for All. Malta: Salesian Press.
Downloadable from: https://curriculum.gov.mt/en/Resources/The-NCF/Documents/NCF.pdf

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Contemporary Education in Malta   IV

Learning to Learn and Co-operative Learning

Religious and Ethics Education

Health and Physical Education

Learning to Learn and Co-operative Learning

Education for Entrepreneurship, Creativity and Innovation

Science and Technology

Learning & Assessment Programmes Per Subjects

Education for Democracy

Education for Entrepreneurship, Creativity and Innovation

Education for Sustainable Development

Mathematics

LOF Per Learning Area & Cross Curricular

Humanities

Education for Sustainable Development

Education for Diversity

Education for Diversity

Digital Literacy

Languages

NCF Per Cycle Early – Junior – Secondary Years

Visual and Performing Arts

Digital Literacy

Literacy

Literacy

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Stakeholders in Education   I

- *"Stakeholders are the social actors who play a role in the survival and success of the school system and who are affected by a school system' activities – that is they have a stake in its operations."*

(Sims & Sims, 2004, p. 68)

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

Stakeholders in Education II

- All members of society should feel *"responsible for the educational experience of each and every child* as **opposed to the idea that formal education is** *solely the business of the school"*

(Wood, 2005)

Wood, M. (2005, December 9). Assuring Quality in Schools. Times of Malta. Retrieved September 30, 2010, from http://www.timesofmalta.com/articles/view/20051209/education/assuring-quality-in-schools

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Stakeholders in Education   III

- … participation of stakeholders offers opportunities as well as challenges (Shannon, 2010: 558) but the latter should not be exploited as a justification to refrain from exploring the potential benefits, as such arguments persevere **the "*status quo, of maintaining power in whatever hands currently hold it*".** (Guba & Lincoln, 1989, p. 52)

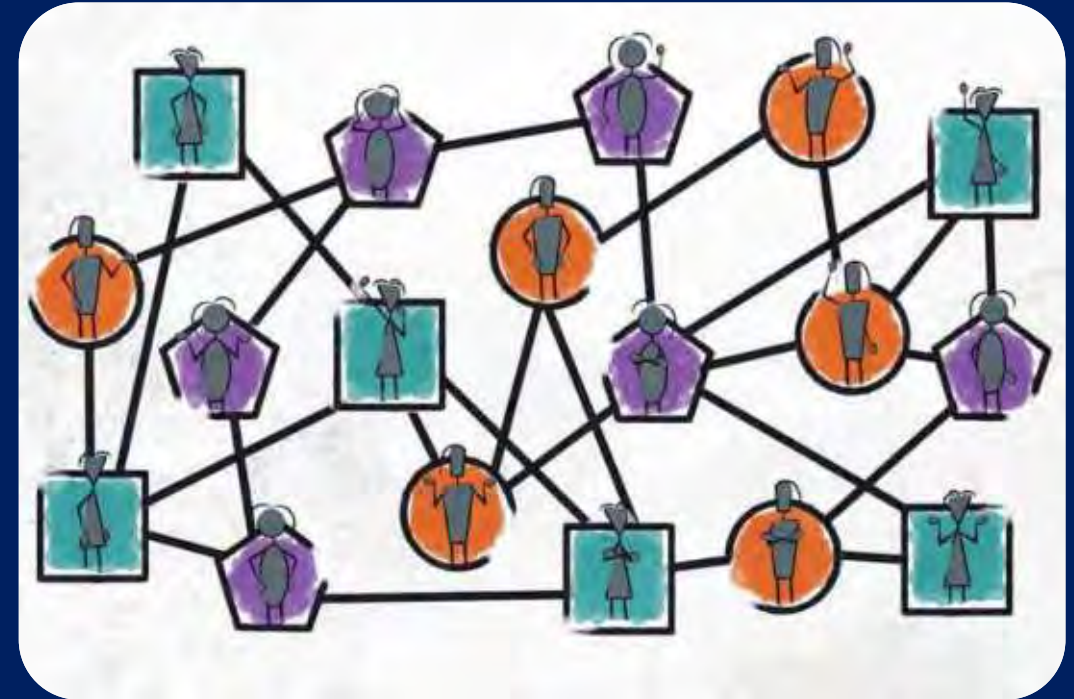Guba, E. G., & Lincoln, Y. S. (1989). Fourth Generation Evaluation. Newbury Park, CA: Sage.

Stakeholders in Education   IV

- … **distinction between internal and external stakeholders**, with the former representing those who are formally part of the organisation as against the latter being other groups or individuals who affect or are affected by the organisation but do not form part of it … However, in school systems, this distinction "*is difficult to maintain rigorously because many internal stakeholders have multiple stakeholder identities*"; for example school employees may well be parents, part of the local community and members of a teachers union (Sims & Sims, 2004, p. 70).

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

Stakeholders in Education   V

- *"the existence of a stake, whatever its form or size, is sufficient warrant in an open society for a stakeholder group to expect, and to receive the opportunity to provide input… and exercise some control on behalf of its own interests."* (Guba & Lincoln, 1989, p. 51)

Guba, E. G., & Lincoln, Y. S. (1989). Fourth Generation Evaluation. Newbury Park, CA: Sage.

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Stakeholders in Education VI

- *"The significance of the state in the development of educational policy cannot be overstated. **The influence of the state, and state institutions, in shaping the socio-political environment is profound**. Voices from within the state are powerful and have the capacity to shape decisively the dominant discourses within which policy is framed and from which strategic direction emerges. One can argue that these discourses reflect the function of the state in securing economic, social and ideological objectives ... **However, the state is not simply the expression of a monolithic set of social or economic interests, formulating policy solely in the interests of a narrow elite. Consent is far more important than coercion** (Gramsci, 1971) and it is important to see state policy, and the discourses it develops, as sites of contestation in which different interest groups seek to assert their value positions."*

(Bell & Stevenson, 2006, p. 37)

Bell, L., & Stevenson, H. (2006). Education Policy: Process, Themes and Impact. Oxon: Routledge. Retrieved January 4, 2020, from https://www-dawsonera-com.proxy.library.lincoln.ac.uk/abstract/9780203088579#

Stakeholders in Education   VII

What are your views on stakeholder involvement?

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Involvement through Teamwork   I

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Involvement through Teamwork   II

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Involvement through Teamwork III

Forming

The forming stage occurs when team members first come together as a team.

Storming

During the storming stage, teams discover teamwork is more difficult than they expected.

Norming

The norming stage begins as the team moves beyond the storming stage and begins to function as a team.

Performing

When a team reaches the performing stage it is functioning as a high performance team.

Adjourning

Breaking up the team when the required task is complete.

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Involvement through Teamwork   IV

- *Over the years, as teams have grown more diverse, dispersed, digital, and dynamic, **collaboration has become more complex**. But though teams face new challenges, their **success still depends on a core set of fundamentals**.*

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

Harvard Business Review

MANAGING THE 24/7 WORKPLACE

"Always available" cultures breed problems. Here's how to handle them.

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Involvement through Teamwork   V

- *What matters most to collaboration is not the personalities, attitudes, or behavioural styles of team members. Instead, what teams need to thrive are certain "enabling conditions." In our own studies, we've found that three of Hackman's conditions—**a compelling direction, a strong structure, and a supportive context—continue to be particularly critical to team success**.*

                                        (Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

IMAGE SOURCE: https://images.nbcolympics.com/sites/default/files/2021-03/Rowing_Equip.jpg

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Involvement through Teamwork VI

- *Compelling direction*.

… a direction that energizes, orients, and engages its members. Teams cannot be inspired if they don't know what they're working toward and don't have explicit goals. Those goals should be challenging .. [and] … consequential: People have to care about achieving a goal, whether … to gain extrinsic … or intrinsic rewards …

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

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Involvement through Teamwork   VII

- ***Strong structure***.

Teams also need the right mix and number of members …

High-performing teams include members with a balance of skills. Every individual doesn't have to possess superlative technical and social skills, but the team overall needs a healthy dose of both. **Diversity in knowledge, views, and perspectives, as well as in age, gender, and race, can help teams be more creative and avoid groupthink**.

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

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Involvement through Teamwork   VIII

• *Supportive context*.

*Having the right support is the third condition that enables team effectiveness. This includes **maintaining a reward system** that reinforces good performance, **an information system that provides access to the data** needed for the work, and an **educational system that offers training**, and last—but not least—**securing the material resources required** to do the job...*

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

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Involvement through Teamwork   IX

- *… modern teams are vulnerable to two corrosive problems — "**us versus them**" thinking and **incomplete information**. Overcoming those pitfalls requires a fourth critical condition: **a shared mindset**.*

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

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Involvement through Teamwork   X

- *Shared mindset.*

In the past teams typically consisted of a stable set of fairly homogeneous members who worked face-to-face and tended to have a similar mindset. But that's no longer the case, and **teams now often perceive themselves not as one cohesive group but as several smaller subgroups.**

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork
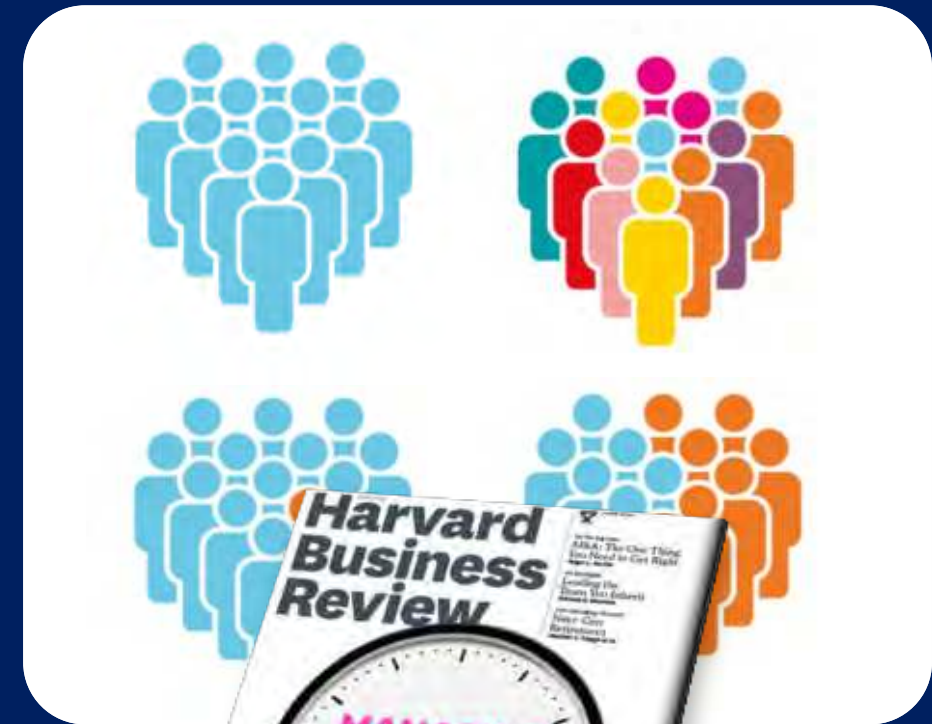
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Involvement through Teamwork   XI

- *Shared mindset*.

But we also are inclined to view our own subgroup—*whether it's our function, our unit, our region, or our culture*—*more positively than others, and that habit often creates tension and hinders collaboration*.

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

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Involvement through Teamwork   XII

- *Shared mindset.*

… there are many ways team leaders can actively foster a shared identity and shared understanding and break down the barriers to cooperation and information exchange. One powerful approach is to **ensure that each subgroup feels valued for its contributions toward the team's overall goals.**

(Haas & Mortensen, 2016)

Haas, M. & Mortensen, M. (2016). *The Secrets of Great Teamwork*. In Harvard Business Review Magazine – June 2016. Harvard Business Publishing. Retrieved October 23, 2022, from https://hbr.org/2016/06/the-secrets-of-great-teamwork

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Involvement through Teamwork   XIII

- **Thriving Schools rest on Multiple Teams …**
  - School Council
  - Student Council
  - Parent, Teacher Association
  - SDP Groups
  - Pastoral Care Team
  - Curriculum Team
  - Chaplaincy Team
  - Activities Team
  - Ad hoc Teams

  …

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End of Lecture 2 – Any Questions? Thank you

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS