

Lecture Title: Middle Leadership and improvement in school leadership



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Date: 21st March 2023

AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS

Session Overview

- Perspectives of Quality Education
- Measuring Quality
- Coffee Break
- School Improvement
- Leadership for Improvement
- Assignment



Perspectives of Quality Education

I



IMAGES SOURCE:

https://lac-sk.akinoncdn.com/products/2021/03/15/140853/4eee3e76-7d96-4dfd-9bc1-7045ec0af6a9_size2000x2000_cropCenter.jpg

<https://cdn.motor1.com/images/mgl/npO4G/s1/2021-rolls-royce-ghost-front.jpg>

https://www.time4diamonds.com/media/mgs_blog/3/_/3_1.jpeg

https://whimsicalwonderlandweddings.com/wp-content/uploads/2017/10/PresetRings_HERO_E_071415_800x800.jpg



Perspectives of Quality Education

II



IMAGES SOURCE:

<https://www.pngmart.com/files/3/Aventador-PNG-Transparent.png>

<https://di-uploads-pod3.s3.amazonaws.com/porscheoffremont/uploads/2016/01/Porsche-918-Spyder-wb.jpg>

<https://www.freepnglogos.com/uploads/ferrari-png/red-ferrari-gtb-car-png-image-pngpix-14.png>

<https://di-uploads-pod44.dealerinspire.com/maseratioffortmyers/uploads/2022/05/2022-Maserati-MC20-color-Grigio-Mistero.png>



Perspectives of Quality Education

III

Sport



Dance

Beauty



Music

IMAGES SOURCE:

<https://i.ytimg.com/vi/36eyOhNVre8/maxresdefault.jpg>

<https://static01.nyt.com/images/2021/10/19/arts/19nycb-notebook-1/19nycb-notebook-1-mediumSquareAt3X.jpg>

https://media.istockphoto.com/photos/beautiful-couple-picture-id907878310?k=20&m=907878310&s=170667a&w=0&h=zFYzcA8IEKyjpyLpm1-zze62_JicDAvLIN9Kice-T5c=

<https://www.rumors.it/rumors/news/wp-content/uploads/sites/2/2022/05/Alessandra-Amoroso-Radio-Italia-Live-II-Concerto-2022-7.jpg>



Perspectives of Quality Education

IV

Sport



Dance



Beauty



Music



IMAGES SOURCE:

<https://www.ukrunchat.co.uk/wp-content/uploads/2016/09/WHITEHADANNIV.jpg>

https://www.collinsdictionary.com/images/full/breakdancing_8999041.jpg

https://www.boredpanda.com/blog/wp-content/uploads/2017/07/z1-597101657ac37__880.jpg

<https://cdn-attachments.timesofmalta.com/899f06777d74a6ab2f490de8d8666e517489b64a-1617199983-f6f86f43-1920x1280.jpg>

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.



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)



IMAGE SOURCE:
<https://www.ambrosol.com/wp-content/uploads/2020/07/ambrosol-certificazione-iso-9001-rinnovata.jpg>



IMAGE SOURCE:
<https://cdn.smartkarrot.com/wp-content/uploads/2020/07/Customer-Satisfaction-Surveys.jpg>



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/previews/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/whatiseducation00leatrigh/whatiseducation00leatrigh.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);



IMAGE SOURCE:
<https://www.neenan.com/wp-content/uploads/2020/04/greg-rosenke-c5eZJImVjd4-unsplash-1.jpg>

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)



IMAGE SOURCE:
https://cpb-us-e1.wpmucdn.com/blogs.rice.edu/dist/a/10087/files/2017/07/dreamstime-s-17879111_t.jpg

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)

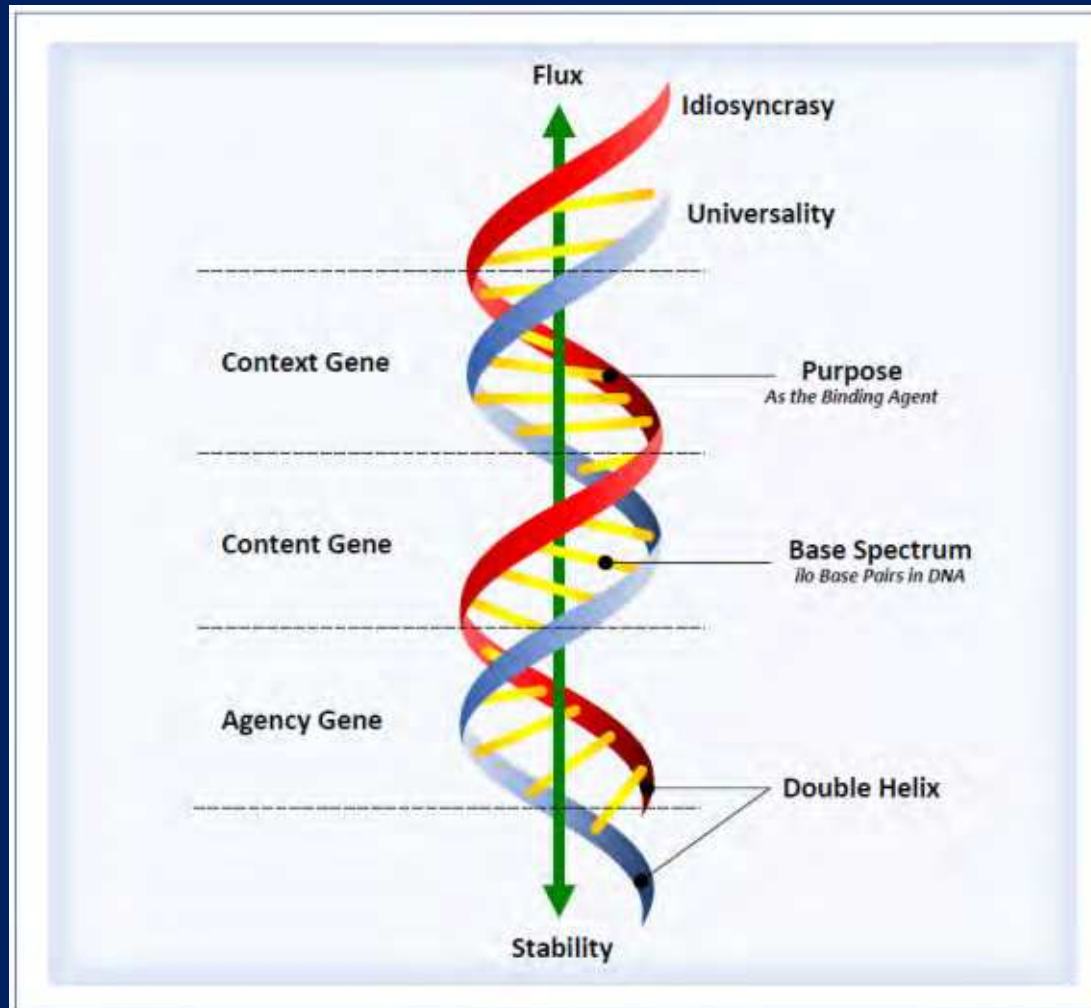


IMAGE SOURCE:
https://www.mckinsey.com/~media/mckinsey/business%20functions/people%20and%20organizational%20performance/our%20insights/how%20do%20we%20manage%20the%20change%20journey/covid_19-change-journey-182739033-1536x1536.jpg



Perspectives of Quality Education

XII



- **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.

Measuring Quality

- **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)



IMAGE SOURCE:
<https://imageio.forbes.com/specials-images/imageserve/5fb066a435d6c6f3456713c8/0x0.jpg?format=jpg&width=1200>



Measuring Quality

- ***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>

Measuring Quality

- *‘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)



IMAGE SOURCE:
https://btlaw.com/-/media/images/btlaw/content/checklist_detail.ashx?h=1280&w=1920&la=en&hash=26A9AEF7615A49834BE7A35809B71E2E



Measuring Quality

- 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>



Measuring Quality

- 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)



IMAGE SOURCE:
<https://media.defense.gov/2017/Nov/13/2001842185/-1/-1/0/171026-F-RN211-001.JPG>

Measuring Quality

- ***'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)



IMAGE SOURCE:

https://sagon-phior.com/wp-content/uploads/2015/11/iStock_000064193783_Large.jpg

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>



Measuring Quality

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).



IMAGE SOURCE:

<https://www.thetimes.co.uk/image/2Fmethode%2Fsendaytimes%2Fprod%2Fweb%2Fbin%2F4cf1c5d8-38ac-11ec-869f-027d769ad087.jpg?crop=4607%2C2592%2C496%2C571&resize=1500>

Measuring Quality

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.



IMAGE SOURCE:
<https://blog.gembaacademy.com/wp-content/uploads/2008/05/iStock-1152775457-2048x1186.jpg>



Coffee Break ... we reconvene at ...



**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 |

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



School Improvement

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.



School Improvement

- 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)



School Improvement

- *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)



IMAGE SOURCE:
<https://elsamed.com/wp-content/uploads/2021/11/Glycerin-Filled-Pressure-Gauge-VS-Silicone-Filled-Pressure-Gauge.jpg>



School Improvement

- 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)

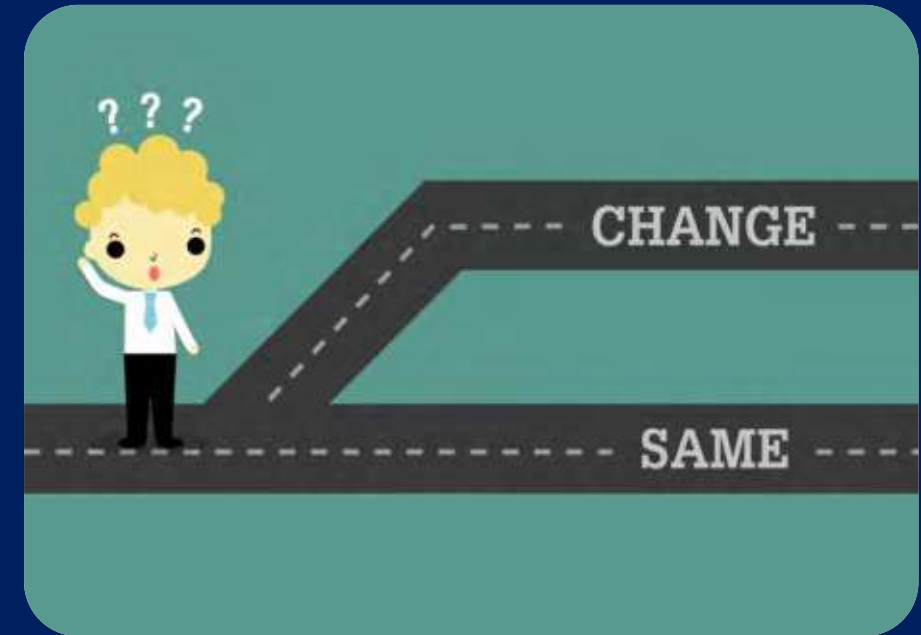


IMAGE SOURCE:

<https://s3.amazonaws.com/questoracle-staging/wordpress/uploads/2019/05/28144453/Managing-Change.jpg>



School Improvement

- 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)



IMAGE SOURCE:
https://www.alert-software.com/hubfs/how_to_implement_change_in_the_workplace.png



School Improvement

- *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)



IMAGE SOURCE:

https://www.teachwire.net/wp-content/uploads/2021/09/CPD_TEACHER_TRAINERS_PROFESSIONAL_DEVELOPMENT.jpg



School Improvement

- *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)



IMAGE SOURCE:

<https://images.squarespace-cdn.com/content/v1/573134948259b541884a78c8/1526498593716-559FRY69E6RU968VOUNU/Vision.jpg?format=1500w>



Leadership for Improvement

- ***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)



IMAGE SOURCE:

<https://www.marketing91.com/wp-content/uploads/2020/11/Leadership-Vision.jpg>



Leadership for Improvement



- 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

- 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.



Leadership for Improvement

IV



<https://www.youtube.com/watch?v=abeekuAmgWg>

<https://www.oecd.org/>



Leadership for Improvement

- *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)



IMAGE SOURCE:

https://hbr.org/resources/images/article_assets/2015/05/MAY15_19_686097-001.jpg



Leadership for Improvement

- ... 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)



IMAGE SOURCE:
<https://lrsuccess.com/wp-content/uploads/2021/03/Leadership-resources-habits-successful-leader.jpg>



Leadership for Improvement

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

(Harris, 2006 :71)



IMAGE SOURCE:

<https://www.hiil.org/wp-content/uploads/2021/12/Screenshot-2021-12-06-at-15.02.57-1529x1024.png>



Leadership for Improvement

- *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)



IMAGE SOURCE:

<https://blogs.ibo.org/files/2020/10/Learning-environment-1200x800-1.jpg>



Leadership for Improvement

IX



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

<https://www.oecd.org/>



Leadership for Improvement

- ... 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)



IMAGE SOURCE:

<https://www.skipprichard.com/wp-content/uploads/2019/11/bigstock-Transformational-Leadership-Si-324826981.jpg>



Leadership for Improvement

- *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)



IMAGE SOURCE:

<http://www.startofhappiness.com/wp-content/uploads/2012/07/values.jpg>



Assignment

In 1,700 words discuss one of the themes below:

- a. Quality education is also reliant on the effective use of the different forms of leadership.
- b. Stakeholder involvement and collaboration are complex and time-consuming, yet they are at the core of formal education in the 21st Century.
- c. Despite power imbalance and interests, value-laden leadership in education may foster gradual societal transformation.



IMAGE SOURCE:
<https://www.jobstreet.com.ph/career-resources/wp-content/uploads/sites/3/2022/04/Laptop-Specs-For-Work-From-Home.jpg>



Assignment



| | 5 marks | 4 marks | 3 marks | 2 marks | 0 marks |
|-------------------|---|---|---|--|--|
| Cover Page | Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors | Evidence of four | Evidence of three | Evidence of two or less | No cover page |
| Citations | All cited works, both text and visual, are done in the correct format with no errors. | Some cited works, both text and visual, are done in the correct format. Inconsistencies evident | Few cited works, both text and visual, are done in the correct format. | Not Applicable | No citations |
| Appearance | Creative and attractive cover, clear organization, readable and neat, title page, table of contents. | Contains title page, table of contents | Poorly organized and difficult to read; lacking neatness. | No organization, missing significant criteria. | Absent structure and organization. |
| Support | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. | Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. | Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis. | Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief. |
| | 61 - 80 marks | 41 - 60 marks | 21 - 40 marks | 01 - 20 marks | 0 marks |
| Content | Excels in responding to the assignment question. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing; limited enough to be manageable. Assignment recognizes some complexity of the subject: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms. | A solid assignment, responding appropriately to the question. Clearly states a central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. | Adequate but weaker and less effective, possibly responding less well to assignment question. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. | Does not have a clear central idea or does not respond appropriately to the assignment question. May be too vague or obvious to be developed effectively. Student may misunderstand sources. | Does not respond to the assignment question, lacks a central idea, and may neglect to use sources where necessary. |



End of Lecture 4 – Any Questions? Thank you



**AWARD IN LEADERSHIP STYLES AND
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