Lecture Title: Middle Leadership and Values

21 ACADEMY

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

Lecturer: **Dr Ian Mifsud**

Date: 28th March 2023

The Port of Origin and the Ports of Call

Lecture Title: Middle Leadership and distributed leadership

Lecturer: Dr Ian Mifsud
Date: 28th February 2023

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

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

Lecturer: Dr Ian Mifsud
Date: 07th March 2023

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

Lecture Title: Challenges in implementing teamwork

Lecturer: Dr Ian Mifsud
Date: 14th March 2023

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

Lecture Title: Middle Leadership and improvement in school leadership

Lecturer: Dr Ian Mifsud
Date: 21st March 2023

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS

The Port of Origin and the Ports of Call

Session Overview

- The Port of Origin and the Ports of Call

- The Heart, Head and Hand of Leadership

- Value-laden Leadership in Practice

- Coffee Break

- On Request

- Purpose

- The Port of Destination

IMAGE SOURCE: https://s39940.pcdn.co/wp-content/uploads/2021/04/measure-authenticity-tips.jpg

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The Heart, Head and Hand of Leadership   I

- *The **heart of leadership** has to do with what a person **believes**, **values**, **dreams about**, and **is committed to** – that person's **personal vision** …*

(Sergiovanni, 2006 :2)

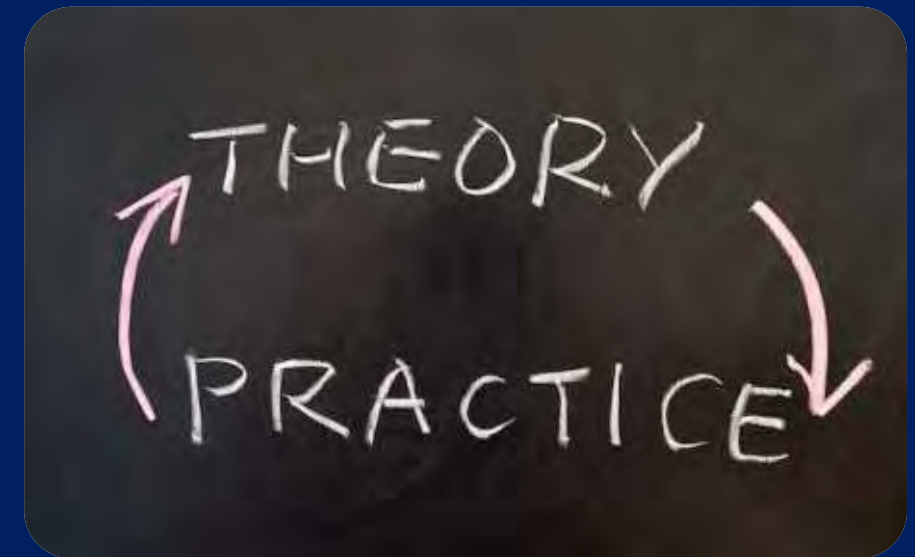Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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The Heart, Head and Hand of Leadership II

- *The **head of leadership** has to do with the **theories of practice** each of us have developed over time and our **ability to reflect on the situations** we face in light of these theories.*

(Sergiovanni, 2006 :2)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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The Heart, Head and Hand of Leadership

III

- *Finally, the **hand of leadership** has to do with the **actions** we take, the **decisions** we make, the **leadership** and **management behaviours** we use as our **strategies become institutionalised** in the form of school programmes, policies, and procedures.*

(Sergiovanni, 2006 :2)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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The Heart, Head and Hand of Leadership

IV

- *The process of reflection [, the head] combined with our personal vision [, the heart] becomes the basis for our strategies and actions. … As with the heart and head,* **how we choose to manage and lead are personal reflections** *not only of our vision and practical theories but also* **of our personalities and our responses to the unique situations we face***.*

(Sergiovanni, 2006 :2)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

The Heart, Head and Hand of Leadership   V

- ***Each principal must find her or his way, develop her or his approach**, if the heart, and hand of leadership are to come together in the form of successful principalship practice.*

(Sergiovanni, 2006 :2)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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The Heart, Head and Hand of Leadership VI

- *The Moral Imperative:*

  - *Successful practice requires the **development of craft know-how**. … Yet, administering schools, … is no ordinary craft. **Bringing together head, heart, and hand in practice; the unique nature of the school's mission; and typically loosely structured, nonlinear, and messy context of schooling combine to make administering a moral craft** …*

    (Sergiovanni, 2006 :3)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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The Heart, Head and Hand of Leadership

VII

- *The Moral Imperative:* (Sergiovanni, 2006 :3, 4)

  - *The reasons for this moral imperative are as follows:*

  1. *The job ... is to **transform the school** from being an ordinary organisation concerned with technical functions in pursuit of objective outcomes **into an institution**. As instruments, they celebrate the value of effectiveness and efficiency by being more concerned with "doing things right" than with "**doing right things**." ... "Organisations become institutions as they are **infused with value**, that is, prized not as tools alone but **as sources of direct personal gratification** and **vehicles of group integrity**. ..." (Selznick, 1957:40) ... Schools must move ... to the task of **building purposes into its structures** ... with the effect of **transforming school members from neutral participants to committed followers**.*

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The Heart, Head and Hand of Leadership   VIII

- *The Moral Imperative:*

  - *The reasons for this moral imperative are as follows:*

  2. *The job … is **to provide students with knowledge and skills and to build character and instil virtue**. As Cuban (1988) points out, **both technical and moral images are present in teaching and administering**. "The technical image contains values that prize accumulated knowledge, efficiency, orderliness, productivity, and social usefulness; the moral image, while not disregarding such values, prizes values **directed at moulding character, shaping attitudes, and producing a virtuous person**"*   (Sergiovanni, 2006 :4)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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The Heart, Head and Hand of Leadership IX

- *The Moral Imperative:*

  - *The reasons for this moral imperative are as follows:*

  3. *Whether concern is for virtue or efficiency, some standard has to be adopted. What is efficient in the circumstances? How will virtue be determined?* **Determining criteria for effective teaching, deciding on what is good discipline policy, ... for example, all require value judgements**.

  (Sergiovanni, 2006 :4)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

The Heart, Head and Hand of Leadership X

- *The Moral Imperative:*
  - *The reasons for this moral imperative are as follows:*
  4. *Despite commitments to empowerment and shared decision making, relationships between principals and others are inherently unequal. Although often downplayed, and whether they want it or not, principals typically have more power … This power is … derived … from their hierarchical position,* [and from] *greater access to information and people …* **Whenever there is an unequal distribution of power between two people, the relationship becomes a moral one***. The test of moral leadership … is* ***whether the competence, well-being, and independence of the follower are enhanced as a result of accepting control and whether the school benefits****.*

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

(Sergiovanni, 2006 :5)

The Heart, Head and Hand of Leadership XI

- *The Moral Imperative:* (Sergiovanni, 2006 :5, 6)
  - *The reasons for this moral imperative are as follows:*
  5. *The context for administration is surprisingly loose, chaotic and ambiguous. Thus, despite demands and constraints that circumscribe the principal's world, in actuality, discretion is built into the job, and this* **discretion has moral implications**. *... Although discretion can provide principals with a licence for abuse, it is also a necessary prerequisite for leadership.* "**From choice comes autonomy. Autonomy is the necessary condition for leadership to arise. Without choice, there is no autonomy. Without autonomy, there is no leadership**" *(Cuban, 199:xxii). Discretion, therefore is necessary if principals are to function effectively. Yet,* **how principals handle discretion raises moral issues and has moral consequences for the school**.

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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Value-laden Leadership in Practice   I

KEEP YOUR THOUGHTS POSITIVE
BECAUSE YOUR THOUGHTS BECOME
YOUR WORDS.

KEEP YOUR WORDS POSITIVE
BECAUSE YOUR WORDS BECOME
YOUR BEHAVIOR.

KEEP YOUR BEHAVIOR POSITIVE
BECAUSE YOUR BEHAVIOR BECOMES
YOUR HABITS.

KEEP YOUR HABITS POSITIVE
BECAUSE YOUR HABITS BECOME
YOUR VALUES.

KEEP YOUR VALUES POSITIVE
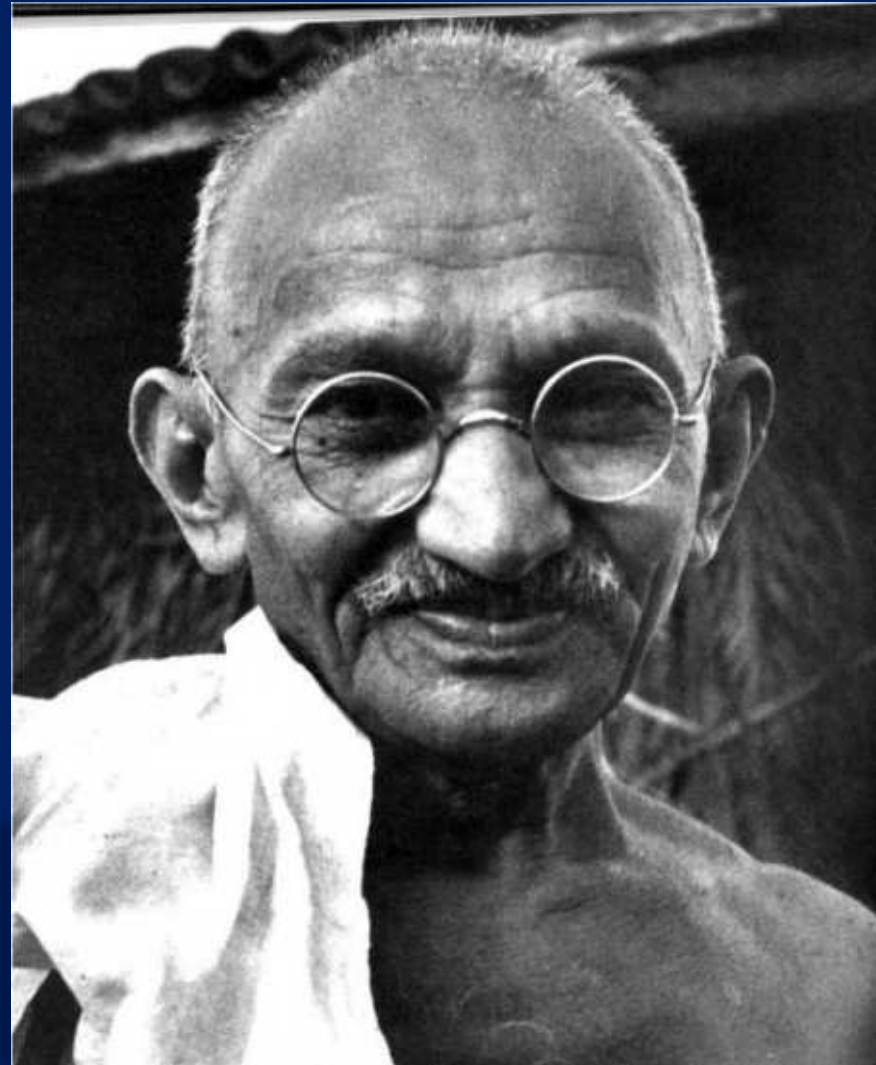BECAUSE YOUR VALUES BECOME
YOUR DESTINY.

~ MAHATMA GANDHI

Value-laden Leadership in Practice   II

TRANSACTIONAL VS TRANSFORMATIVE LEADERSHIP

- *Transactional leadership focuses on basic, largely extrinsic motives and needs;*

- *Transformative leadership focuses on higher-order, more intrinsic, and ultimately moral motives and needs. ... Transformative leadership is in two stages, one concerned with **higher-order psychological needs for esteem, autonomy, and self-actualisation**, and the other with **moral questions of goodness, righteousness, duty and obligation**.*

(Sergiovanni, 2006 :162)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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Value-laden Leadership in Practice   III

TRANSFORMATIONAL LEADERSHIP

- *... 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**.*

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

(Harris, 2006 :67)

Value-laden Leadership in Practice   IV

TRANSFORMATIONAL LEADERSHIP

- *Leithwood (1994) conceptualises transformational leadership along eight dimensions:*
    - ***Building** school **vision**;*
    - ***Establishing** school **goals**;*
    - ***Providing intellectual stimulation**;*
    - ***Offering individualised support**;*
    - ***Modelling** best practice and important organisational **values**;*
    - ***Demonstrating** high performance **expectations**;*
    - ***Creating** a productive school **culture**;*
    - ***Developing** structures to foster **participation in school decisions**.*

(Bush, 2006 :77)

Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition

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Value-laden Leadership in Practice   V

TRANSFORMATIONAL LEADERSHIP

- *Caldwell and Spinks (1992, pp. 49-50) argue that transformational leadership is essential for autonomous schools: "**Transformational leaders succeed in gaining the commitment of followers to such a degree that … higher levels of accomplishment become virtually a moral imperative**. …"*
- *Allix (2000) … alleges that **transformational leadership has the potential to become despotic** because of its strong, heroic and charismatic features.*

(Bush, 2006 :77)

Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition

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Value-laden Leadership in Practice   VI

TRANSFORMATIONAL LEADERSHIP

- *... Miller and Miller (2001, p. 182) suggest, "through the transforming process, **the motives of the leader and follower merge**".*
- *There is evidence to suggest that transformational leadership is **effective in improving student outcomes** (Leithwood, 1994) but this model also has **two major limitations**:*
  - *It may be used as a **vehicle for the manipulation or control of teachers** who are required to support the 'vision' and aims of the leader.*
  - *In England, the government uses **the language of transformation but this is about the implementation of centrally determined policies not the identification of, and commitment to, school-level vision and goals**.*

Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition

(Bush, 2006 :187)

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Value-laden Leadership in Practice   VII

SERVANT LEADERSHIP

- *One of the great secrets of leadership is that, before one can command the respect and followership of others,* **she or he must demonstrate devotion** *to the* **organisation's purpose** *and* **commitment to those in the organisation who work day by day on the ordinary tasks** *that are necessary for the purpose to be realised. Greenleaf (1977) points out,* **people "will freely respond only to individuals who are chosen leaders because they are proven and trusted as servants"** *(10). This perspective has come to be known as servant leadership (Greenleaf, 1977) …*

(Sergiovanni, 2006 :19)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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Value-laden Leadership in Practice   VIII

SERVANT LEADERSHIP

(Sergiovanni, 2006 :19)

- *Servant leadership describes well what it means to be a principal. Principals are **responsible for "ministering" to the needs of the schools they serve**. The needs are defined by **the shared values and purpose of the school's covenant**. They minister by **furnishing help and being of service to parents, teachers and students**. They minister by **providing leadership in a way that encourages others to be leaders** in their own right. They minister by **highlighting and protecting the values of the school**.*

- *The principal as minister is one who is **devoted to a cause, mission,** or **set of ideas** and **accepts the duty and obligation to serve this cause**. Ultimately, her or his success is known by the **quality of the followership** that emerges. Quality of followership is a barometer that indicates the extent to which **moral authority has replaced bureaucratic and psychological authority**. When moral authority drives leadership practice, the principal is at the same time a **leader of leaders, follower of ideas, minister of values, and servant to the followership**.*

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Value-laden Leadership in Practice   VI

https://www.youtube.com/watch?v=oDsMlmfLjd4

Value-laden Leadership in Practice   VI

https://www.youtube.com/watch?v=oDsMlmfLjd4

Coffee Break … we reconvene at …

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21
ACADEMY

AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS

On Request Instructional Leadership I

- *Mortimore and colleagues (1988) describe the **purposeful leadership of the staff by the headteacher as one of the key factors in school effectiveness** in British junior schools. … This research began to view **the leader as an instructional leader who could work with teachers to promote classroom learning**.*

- *Smith and Andrews (1989) took this concept further and determined that **instructional leaders possessed fours sets of competencies**: the leader as a **'resource provider'**, an **'instructional resource'**, a **'communicator'** and a **'visible presence'**.*

(Stoll & Fink, 2003 :104-105)

Stoll, L. & Fink, D. (2003) Changing Our Schools. Oxford: Open University Press.

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On Request Instructional Leadership

II

- ... [bridging] *instructional leadership as a concept to* **supervisory** *and* **teacher learning** *strategies; a bridge that assumes instructional leadership must be deeply embedded in the work of the principal; a bridge that assumes* **school leadership, teaching and learning cannot be easily separated***; a bridge that lays a foundation of purpose, theory, and practice ... to* **the hows and whys of supervision***; a bridge that leads to* **improved student achievement of both authentic tasks and standardised tests***.*

(Sergiovanni, 2006 :269-270)

Sergiovanni, T. J. (2006) The Principalship, A Reflective Practice Perspective, 5th Edition. Boston: Pearson.

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On Request
Instructional Leadership   III

- *The increased emphasis on **managing teaching and learning as the core activities of educational institutions** has led to 'instructional leadership' being emphasised and endorsed ...*

- *Hallinger (1992) argues that instructional leadership has been **supplanted by transformational leadership** ...*

- *Leithwood Jantzi and Steinbach (1999) [:] Instructional leadership ... typically assumes that **the critical focus for attention by leaders is the behaviour of teachers** as they engage in activities directly **affecting the growth of students**. (Ibid., p. 8)*

(Bush, 2006 :15)

Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition

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On Request
Instructional Leadership   IV

- *Southworth (2002, p.79) adds that "instructional leadership ... is strongly concerned with teaching and learning, **including the professional learning of teachers as well as student growth**".*

- *Bush and Glover's (2002) definition stresses the direction of the influence process:*

  *"Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. **Leaders' influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself**. (Ibid., 2002, p.10).*

  (Bush, 2006 :15, 16)

Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition

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On Request
Instructional Leadership   V

Characteristics of Instructional Leadership:

- *Hallinger and Murphy (1985)*:
  - *Defining the **school mission***
  - *Managing the **instructional programme***
  - *Promoting **school climate***
- *Blase and Blase (1998)*:
  - ***Talking with teachers** (conferencing)*
  - *Promoting teachers' **professional growth***
  - *Fostering **teacher reflection***
- *Southworth (2002)*:
  - ***Modelling***
  - ***Monitoring***
  - ***Professional dialogue** and discussion*

Bush T. (2006) Theories of Educational Leadership and Management 3rd Edition

(Bush, 2006 :16)

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On Request
School Development Planning   I

- As **a strategic planning device**, school development planning is concerned **with long-term goals** (the mission) to be **translated into planned and prioritized short-term objectives and improvement actions** (development planning), **after careful analysis of the strength and weaknesses** of the school (audit).

https://learningportal.iiep.unesco.org/en/glossary/school-development-plan

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On Request
School Development Planning   II

- A School Improvement Plan (SIP) or School Development Plan (SDP) is a central document used by Senior Leadership teams **to map out** their **strategic plans for** the **development of their school**. A School Improvement Plan will be **based on** a school's **established values and sets out the actions and resources needed** to achieve the objectives.

https://www.twinkl.com.mt/teaching-wiki/school-improvement-plan

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On Request
School Development Planning   III

- SDP in the Local Context:

May 2004
Accessible
from:
https://education
.gov.mt/en/resour
ces/Documents/P
olicy%20Docume
nts/knowing_our
_schools.pdf
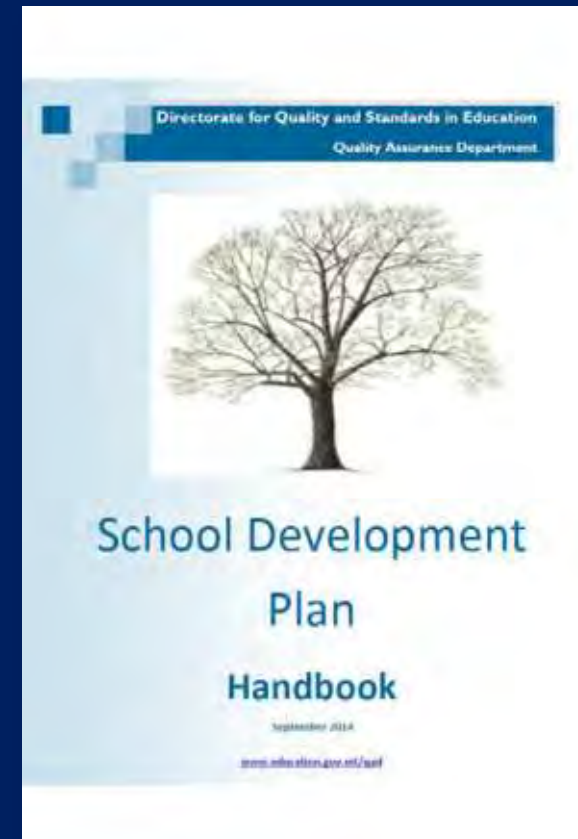
September
2014
No Longer
Accessible

On Request
School Development Planning   IV

- Currently, the only available reference on https://education.gov.mt :

- Effective internal review and the actions that flow from it should **deliver improved educational outcomes and experience for all learners**.

  https://education.gov.mt/en/dqse/Pages/Internal-Review.aspx

- The School Development Plan needs also to **reflect the standards and development priorities emanating from national policies and strategies**. … The SDP's success criteria need not be binding but **flexible enough to provide clear guidance as to how one can evaluate** the extent to which a standard is being achieved. An effective internal review process **needs reliable data collection, thorough analysis and reflection in identifying priority targets**.

On Request
School Development Planning   V
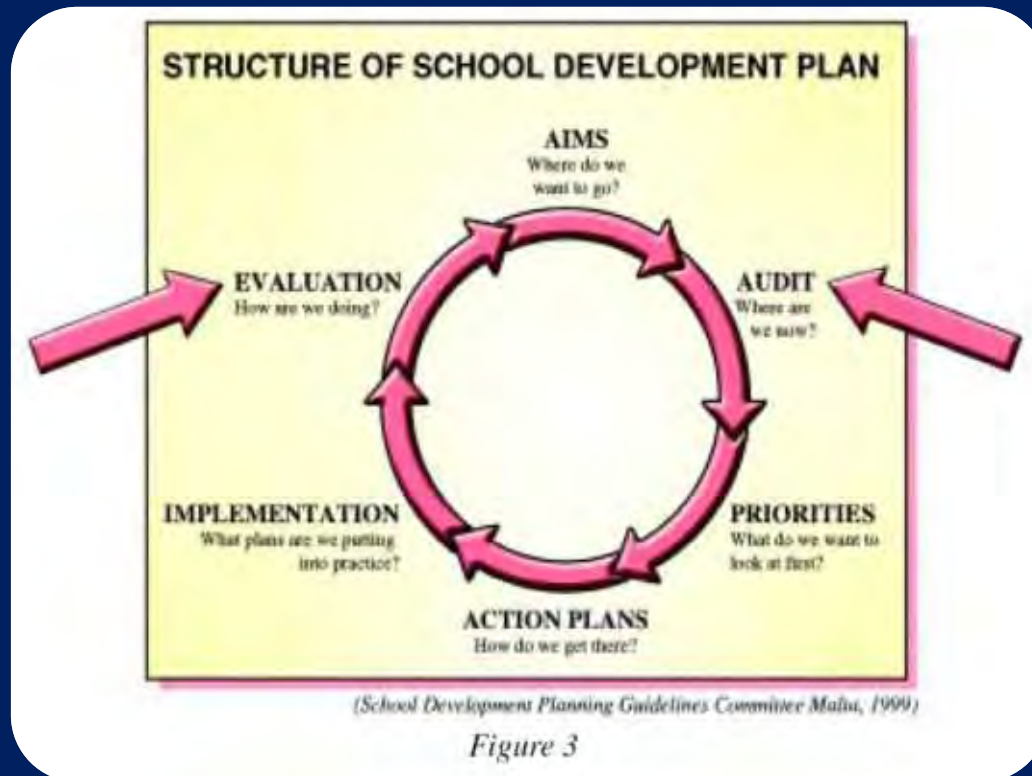
Knowing Our Schools
- May 2004

School Development Plan
Handbook - September 2014

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On Request
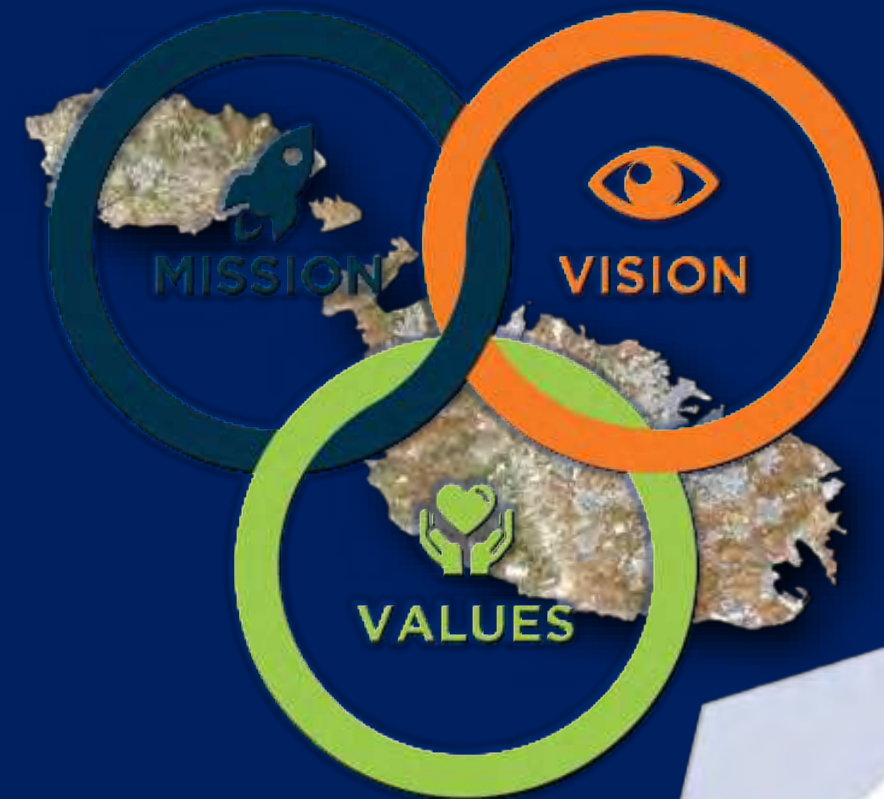# School Development Planning   VI

- An **Ongoing Process of Growth** that includes:
  - Consider Vision and Mission
  - Perform Internal Review
  - Perform SWOT Analysis
  - Prioritise Objectives
  - Set SMART Action Plans
  - Re-evaluate

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On Request
School Development Planning   VII

- An **Ongoing Process of Growth** that includes:
  - Consider **Vision and Mission**
  - Perform Internal Review
  - Perform SWOT Analysis
  - Prioritise Objectives
  - Set SMART Action Plans
  - Re-evaluate

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On Request
School Development Planning   VIII

- An **Ongoing Process of Growth** that includes:
    - Consider Vision and Mission
    - Perform **Internal Review**
    - Perform SWOT Analysis
    - Prioritise Objectives
    - Set SMART Action Plans
    - Re-evaluate

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On Request
School Development Planning   VIII

- An **Ongoing Process of Growth** that includes:
  - Consider Vision and Mission
  - Perform Internal Review
  - Perform **SWOT** Analysis
  - Prioritise Objectives
  - Set SMART Action Plans
  - Re-evaluate

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On Request
School Development Planning   IX

- An **Ongoing Process of Growth** that includes:
  - Consider Vision and Mission
  - Perform Internal Review
  - Perform SWOT Analysis
  - **Prioritise** Objectives
  - Set SMART Action Plans
  - Re-evaluate

The Urgent Important Matrix Quadrants

	URGENT	NON-URGENT
IMPORTANT	Crises (Quadrant 1)	Goals & Planning (Quadrant 2)
NOT IMPORTANT	Interruptions (Quadrant 3)	Distractions (Quadrant 4)

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On Request
School Development Planning   X

- An **Ongoing Process of Growth** that includes:
  - Consider Vision and Mission
  - Perform Internal Review
  - Perform SWOT Analysis
  - Prioritise Objectives
  - Set **SMART** Action Plans
  - Re-evaluate

SMART — SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT, TIME-BOUND

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On Request
School Development Planning   XI

- An **Ongoing Process of Growth** that includes:
    - Consider Vision and Mission
    - Perform Internal Review
    - Perform SWOT Analysis
    - Prioritise Objectives
    - Set SMART Action Plans
    - **Re-evaluate**

On Request
School Development Planning   XII

- School development planning should **permeate all aspects of the school** including leadership & management, curriculum and pedagogical practices, community members' wellbeing, resourcing including but not limited to physical amenities, and actors' roles in the process.

- **Commitment may be fostered** by virtue of an **inclusive process**, leading to an enhanced sense of school belongingness and collegiality.

- **Pro-activity** rather than re-activity and **growth** are the key benefits of School Development Planning.

PROACTIVE   VS   REACTIVE

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Purpose   I

https://www.youtube.com/watch?v=8KkKuTCFvzI

Purpose

https://www.youtube.com/watch?v=8KkKuTCFvzI

Purpose

Viktor Frankl & *Man's Search for Meaning*:

- Viktor Emil Frankl (26/03/1905 – 02/09/1997) was an **Austrian psychiatrist who founded logotherapy**, a school of psychotherapy that describes a search for a life's meaning as the central human motivational force.
- *Man's Search for Meaning*, **tells the story of how he survived the Holocaust by finding personal meaning** in the experience, which gave him the will to live through it.
- **Viktor Frankl's mother, father, brother and pregnant wife were all killed in the camps**. He lost everything, he said, that could be taken from a prisoner, except one thing: ''*the last of the human freedoms, to choose one's attitude in any given set of circumstances, to choose one's own way*.''

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Purpose

III

Lessons from Viktor Frankl's *Man's Search for Meaning:*

1. "He who has a **why to live for** can bear almost any how."

2. **You can adapt** and get used to literally any condition.

3. Have courage to **accept the things you can't control.**

4. The way to **achieve success is to avoid thinking about it** and surrender to a vision.

5. "The **salvation of man is through love and in love.**"
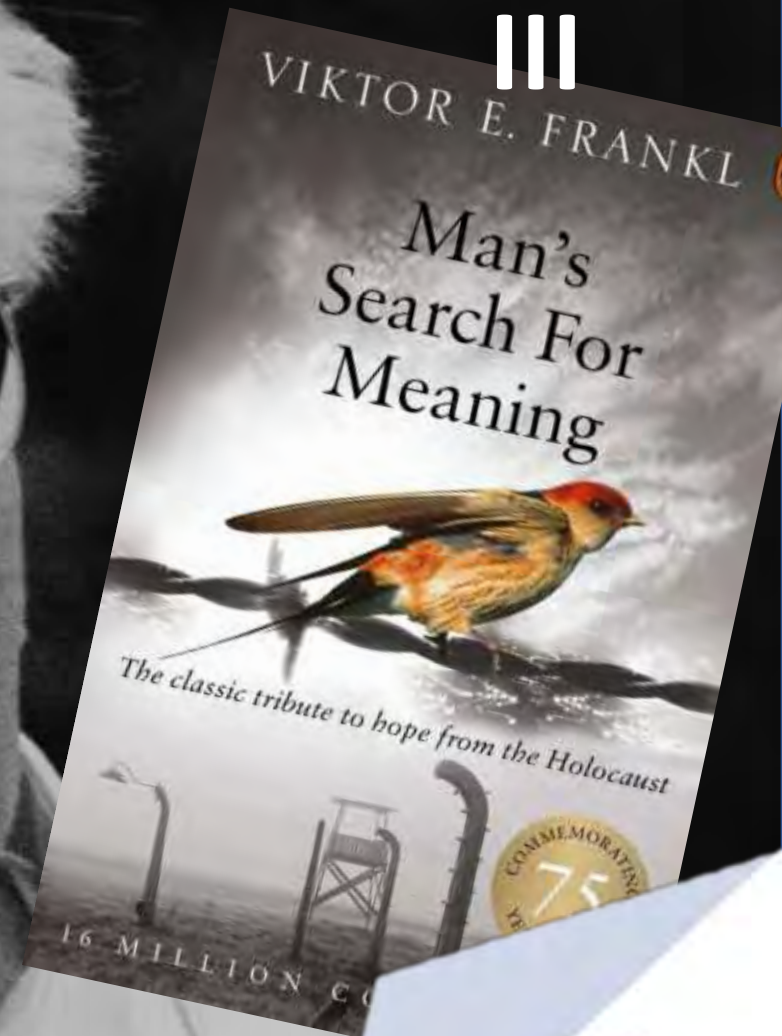
Purpose IV

Lessons from Viktor Frankl's *Man's Search for Meaning:*

6. There is only **one thing that cannot be taken away from you, your attitude**.

7. There is **meaning in suffering**.

8. You can resist the influence of even the most toxic environments — **your actions are your own**.

9. **Human kindness can be found in the most surprising places**.

10. Laughing and **having a sense of humour will change the way you look at your life**.

VIKTOR E. FRANKL

Man's Search For Meaning

The classic tribute to hope from the Holocaust

16 MILLION C

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Purpose

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Purpose

VI

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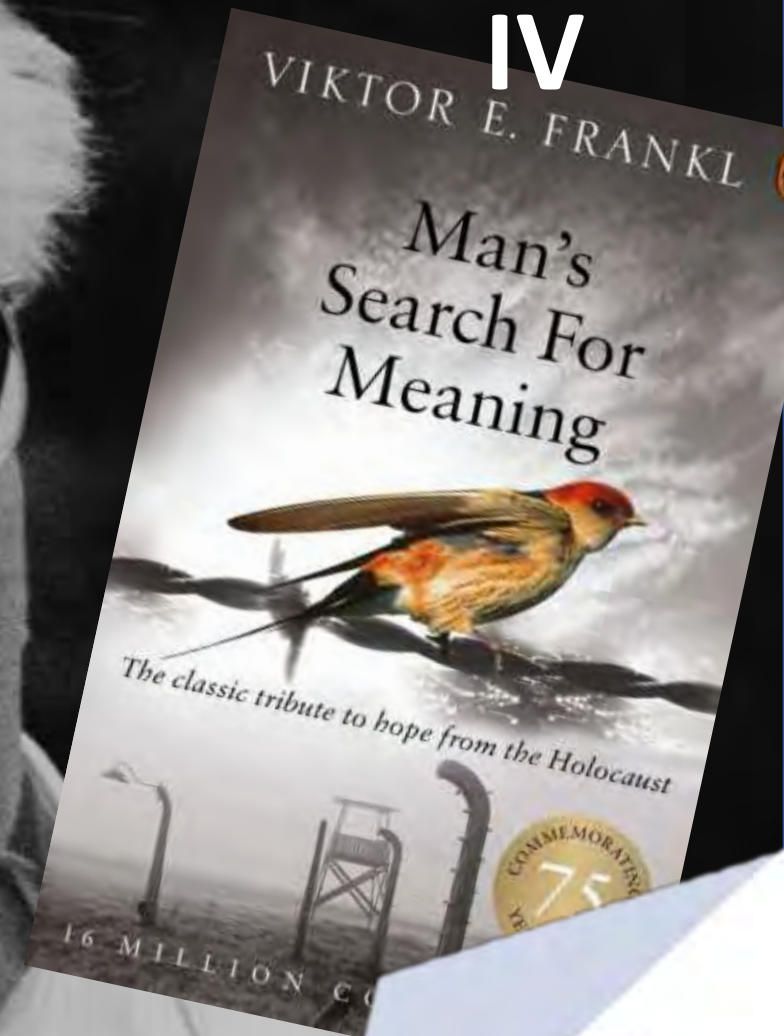
Purpose   VII

Purpose
VIII

Purpose   IX

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Purpose   X

His Greatest Commandment (& Witness):
LOVE

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The Port of Destination

A few take home lessons …

- **Seek Internal Peace** – Appreciate the simplicity of daily dealings and find meaning;
- **Be Receptive** – Be aware of Local, National and Global Contexts;
- **Be Reflective & Reflexive** – Think about Alignment of Values, Individual Needs & Purpose;
- **Speak** – Make yourself heard and Actively Listen to Others;
- **Act** – Visibly Walk the Talk; Take Positions; Risk (wisely); Apologise when required;
- **Evaluate** –Things can and should improve through ongoing Cycles of Review;
- **Enjoy Life** – Love life, be happy and manifest it overtly… it is contagious;
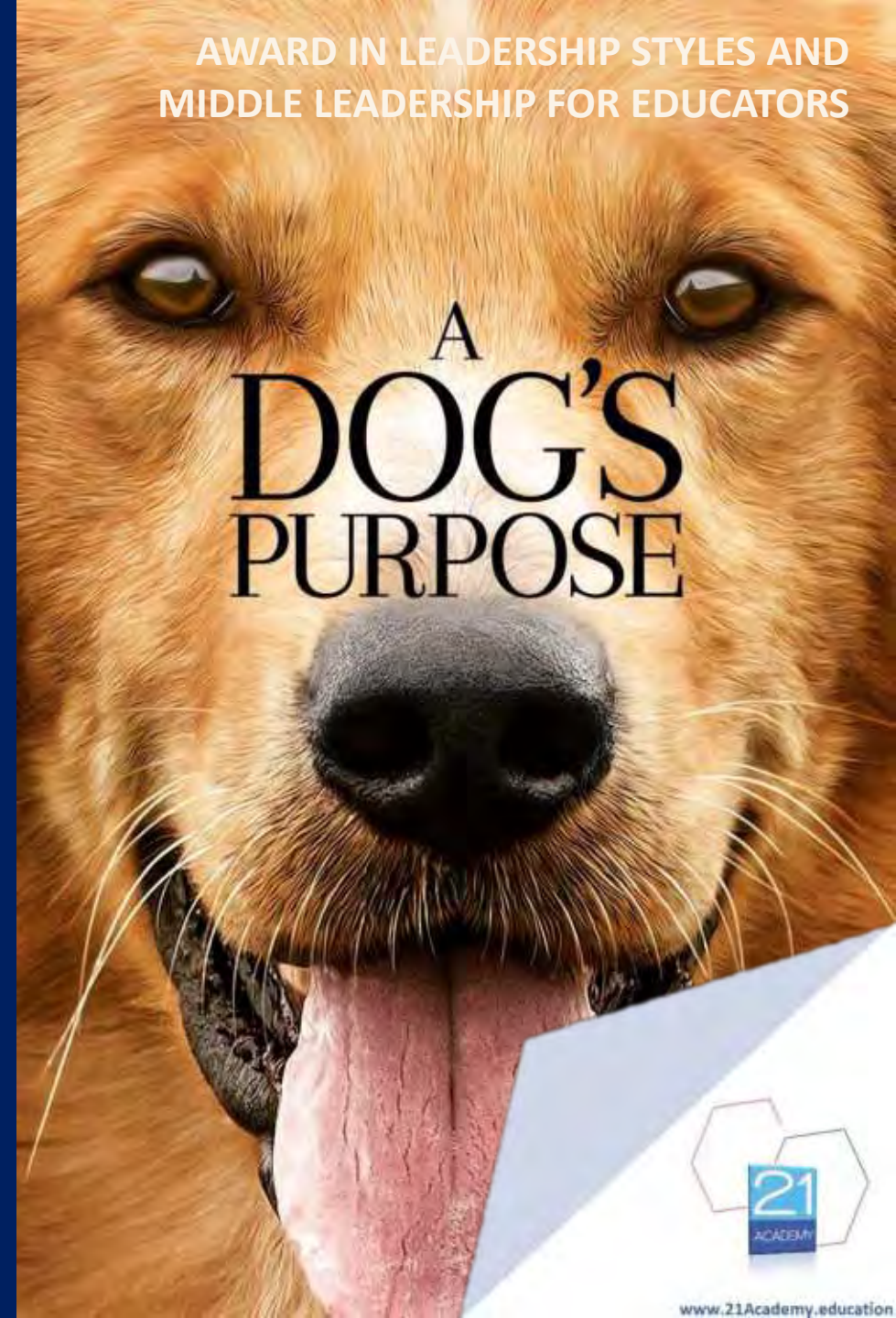
The Port of Destination

Bailey: *"So, in all my lives as a dog, here's what I've learned. Have fun, obviously. Whenever possible, find someone to save, and save them. Lick the ones you love. Don't get all sad-faced about what happened and scrunchy-faced about what could. Just be here now.*

Be - here - now. That's it. That's a dog's purpose."

A Dog's Purpose (2017)

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End of Lecture 5 & of this Journey - Thank you

AWARD IN LEADERSHIP STYLES AND MIDDLE LEADERSHIP FOR EDUCATORS