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# Leadership for the 21<sup>st</sup> Century: The Case of School Education

Jason Duncan Beach

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Supervisor: Dr. Maria Fregidou-Malama  
Examiner: Dr. Pär Vilhelmson

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## **ABSTRACT**

**Title:** Leadership for the 21<sup>st</sup> Century: The Case of School Education

**Level:** Bachelor's Degree in Business Administration

**Author:** Jason Duncan Beach

**Supervisor:** Dr. Maria Fregidou-Malama,

**Examiner:** Dr. Pär Vilhelmson

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**Aim:** Leadership can play a key role in successfully transforming education systems when talented, educated leaders are in place. The purpose of this study is to investigate and explore leadership and establish what is needed in order to prepare the youth of today, restore faith in school organizations while promoting teaching as a high-status profession. The aim of this study is to explore which leadership capacities are needed in today's school organizations.

**Method:** This study is both inductive and deductive as it is based on pre-established leadership theory as well as new observations. Qualitative research methods were also used. Primary data was collected during interviews and questionnaires with teachers working at the International English School in Gävle, Sweden as well as other schools in Gävle. Interviews were also conducted with teachers with experience working in different high schools in Canada.

**Result and Conclusions:** Leadership which is ethical, distributed, and learning-centered will have significant effects on student achievement and organizational outcomes, these need to be sustained in order to transform education. We need more talented leaders educated in the different areas of educational leadership. Practicing effective leadership will play a crucial role in student's educational achievement as well as transforming schools into more productive organizations that are able to better prepare students in their transition to formal education and the workforce.

**Suggestions for Future Research:** It would be beneficial to have further research on leadership conducting well-structured interviews with a wider range of educational leaders in different schools globally, this would give more validity to the empirical research. It would be helpful to interview members of government as well as different

businesses to gain insight on their feelings about educational leadership, governance, and the significance innovation will have in schools.

**Contribution of the Study:** To encourage discussion regarding the process of school leadership transformation, drawing on ideas from different authors, and connecting their work in a meaningful way. The study promotes professional study groups to engage in thinking about how they can improve school organizations relating to the topic of educational leadership. This study uses ideas for solutions to more productive schools which is important to the future of young people receiving education, with contribution to the area of educational leadership.

**Key Words:** Distributed Leadership, Educational Leadership, Learning-Centered Leadership, Ethical Leadership, Sustainable Leadership, Symbolic and Servant Leadership, Transformational Leadership.

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# **1. INTRODUCTION**

*This chapter provides a background to the study looking at how factors such as educational governance, social policy and globalization are affecting education and social welfare. This chapter highlights the significant impact that leadership has in education and society.*

## **1.1 Background of the Study**

Today more than ever, we need leaders and teachers to be a role models, practicing effective leadership by demonstrating leadership capacities which include distributed, ethical, learning-centered, and sustainable forms of leadership. With today's diverse individual needs, learning should be more personalized; teachers should encourage students to be independent. Education systems must restore faith with the public where it has been failing and receive the proper funding and support from governments for things such as teacher preparation programs and innovation in schools. If governments better prioritize their efforts with an educational agenda, this will help close the educational achievement gap, helping to create equality with a socially balanced and an economically fairer society.

### **1.1.1 Education and Social Policy**

Increasing integration of world economies through trade and financial transactions has created emerging market economies that are more integrated and interdependent. Traditional economic boundaries are becoming less relevant and economic globalization is outpacing political globalization. Globalization is causing a crisis in many parts of the world; despite increasing levels of wealth and prosperity, relative levels of poverty are higher than ever and the gaps between rich and poor are spreading. "As the economic marketplace of the world is changing in both developed and less developed countries, there is an increasing disparity between those who have high quality education and those who do not." (Harris, 2013, p.2)

The Conference Board of Canada (CBC) is a non-for-profit organization dedicated to researching and analyzing economic trends, as well as organizational performance and public policy issues. They state that, "Children who experience poverty, especially persistently, are at higher risk of suffering health problems, developmental delays, and behavior disorders. They tend to attain lower levels of education and are more likely to

live in poverty as adults.’’<sup>1</sup> The CBC has created a grading system from A to D, (A being the best and D being the worst) to rate poverty and education levels around the world. Canada and Australia have received a steady C since the 1980s for their child poverty rates while the Nordic countries of Denmark, Finland, Norway, and Sweden have been consistent A performers. The United States has been the only consistent D performer.<sup>2</sup>

Many wealthy countries like the United States, the United Kingdom and Canada have far fewer mechanisms to get people out of poverty once they fall into it compared with the Nordic countries; those who become impoverished are likely to remain poor. I think it is important to note that, within each of the developed countries, average life expectancy is as much as fifteen years shorter for people living in the poorest areas compared to those living in the richest. ‘‘Poverty restricts the expression of generic talent at the lower end of the socio-economic scale.’’ (Berliner, cited in Harris, 2013, p.3)

The need to address issues of poverty is obvious. The gap between the educational achievement of the poorest and the wealthiest students is getting larger. The rich have become richer and the poor have become poorer. Educated people have better access to the richest economic system ever, and those who do not have good education have their opportunities reduced. ‘‘We urgently need to raise the economic bar and close the gap between the richest and the poorest.’’ (Harris, 2013) It is clear poverty limits life chances as well as educational achievement. It is essential we address the educational separation that divides the rich from the poor so greatly in terms of the

**Figure 1 - Child Poverty**

REPORT CARD			
Child Poverty			
	1980s	1990s	2000s
Australia	C	C	C
Austria	n.a.	n.a.	A
Belgium	n.a.	n.a.	B
Canada	C	C	C
Denmark	A	A	A
Finland	A	A	A
France	A	B	B
Germany	A	B	D
Ireland	n.a.	n.a.	D
Italy	B	D	C
Japan	B	C	C
Netherlands	A	B	B
Norway	A	A	A
Sweden	A	A	A
Switzerland	n.a.	n.a.	B
U.K.	B	C	B
U.S.	D	D	D

Source: The Conference Board of Canada.

Source: Conference Board of Canada, January 2013.

<sup>1</sup> <http://www.conferenceboard.ca/HCP/Details/society/child-poverty.aspx>

<sup>2</sup> <http://www.conferenceboard.ca/hcp/details/society/child-poverty.aspx>

educational achievement. Effective leadership practices are a powerful and important force for change in all organizations. Practicing effective leadership is one way of significantly improving learning for all students in all schools.

School reforms rarely succeed without effective leadership both at the level of the school system and the individual school. “There is not a single documented case of a school successfully turning around its student achievement in the absence of talented leadership.” (Harris, 2013, p.3) The challenge facing schools and school systems is how to locate, develop and sustain committed and talented leadership. Identifying and developing the leaders of tomorrow is necessary for system wide transformation. In order to realize the leadership potential in our schools we need to modify structures, redefine boundaries. However, it is more than just about changing structures. The most effective schools and school systems invest in developing their leaders. They look for leadership talent and provide opportunities for those in early stages of their career. (Harris, 2013, p.4)

In 2007, Finland was at the top of the educational performance tables; all schools teach and take on a system-wide responsibility, supporting change and development in education. “Their schooling is viewed as a public, not a private good and the school system is based upon the core values of trust, co-operation and responsibility.” (Harris, 2013, p.4) In their analysis of Finnish education development policies and reform principles since 1968, Aho *et al.* (2006) conclude that, “rather than introducing sequential reforms and innovations, Finnish education policy has been built upon sustainable leadership led by commonly accepted values and shared vision. The main features of developing a competitive, well-performing education system are like those underlying the social and economic transformation of Finland to a knowledge society.”<sup>3</sup>

The teaching profession in Finland is considered a high-status profession with ten applicants for every teacher-training place. “Citizens knowledge and skills are commonly viewed as key success factors for economic development and social well-being. Education is the vehicle to enhance human capital and preserve cultural unity as Europe integrates; it has therefore been a highly regarded priority of Finnish public service. It is not surprising then, that improving the quality of education and implementing intended efforts to raise student learning have served as central themes in

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<sup>3</sup> Sahlberg P. (2007). *Education policies for raising student learning: the Finnish approach* [Online]. Journal of Education Policy: Vol. 22, No. 2, March 2007, pp. 147–171

Finnish education policies since the 1960's.”<sup>4</sup> On the contrary, North American and English school systems have been based much more on high accountability measures and low trust of teachers.

Berliner (2005) states the United States has the second highest rate among industrialized countries of those that are permanently poor, only Mexico has a higher rate with the UK in fourth. The Organization of Economic Co-operation and Development (OECD), measure child poverty based on the proportion of children living in homes where disposable income is less than 50 per cent of the countries average.<sup>5</sup> ‘Table 1’ shows that at 15.1 percent, Canada’s child poverty rate is higher than the 17 country average. More than one in seven Canadian children lives in poverty. Canada ranks 13th on this indicator and scores a “C” grade.<sup>6</sup> The Nordic countries of Denmark, Finland, Norway, and Sweden have the lowest rates of child poverty, with less than 5 per cent of children living in poor households.<sup>7</sup> The relationship between social spending and poverty rates are obvious; countries with low rates of poverty have strong traditions of wealth sharing.

‘OECD’ has concluded that, “failure to address poverty places a heavy burden on a country’s economy.” Failure to deal the problem of poverty facing millions of families and their children is not only socially unacceptable, but it also weighs heavily on a countries ability to sustain economic growth.<sup>8</sup> The United States as well as Germany and Ireland continue to have the highest rates of poverty among industrialized countries.

According to the latest statistics from the Organization for Economic Co-operation and Development, of the 14 countries for which data are available, Canada experienced the second-highest jump in the child poverty rate between the mid 1990’s and the mid 2000’s. Germany had the largest increase from 11.2 percent to 16.3 percent. The United Kingdom, Italy, the United States, and Australia, succeeded in reducing their child poverty. Although the U.S. still has the highest rates of child poverty for industrialized nations.<sup>9</sup>

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<sup>4</sup> Sahlberg P. (2007). *Education policies for raising student learning: the Finnish approach* [Online]. Journal of Education Policy: Vol. 22, No. 2, March 2007, pp. 147–171

<sup>5</sup> <http://www.conferenceboard.ca/HCP/Details/society/child-poverty.aspx>

<sup>6</sup> <http://www.conferenceboard.ca/HCP/Details/society/child-poverty.aspx>

<sup>7</sup> <http://www.conferenceboard.ca/HCP/Details/society/child-poverty.aspx>

<sup>8</sup> <http://www.conferenceboard.ca/HCP/Details/society/child-poverty.aspx>

<sup>9</sup> <http://www.conferenceboard.ca/HCP/Details/society/child-poverty.aspx>

**Figure 2 - Educational Indicators**

REPORT CARD															
Education Indicators															
	High-school completion	College completion	University completion	Ph.D. graduates	Science, math, computer science, and engineering graduates	STUDENTS WITH								Adult literacy rate	
						Reading Skills		Math Skills		Science Skills		Solving Skills		Low-level	High-level
						Low-level	High-level	Low-level	High-level	Low-level	High-level	Low-level problem-solving	High-level problem-solving		
Australia	C	C	B	C	C	B	C	B	B	B	B	A	B	B	C
Austria	A	C	D	C	A	D	C	C	B	C	C	C	D	n.a.	n.a.
Belgium	C	A	D	D	B	C	B	B	A	C	C	B	B	B	C
Canada	A	A	B	D	C	B	B	A	B	B	B	A	B	B	B
Denmark	B	C	B	D	C	C	D	B	C	C	D	B	C	A	B
Finland	A	B	C	A	A	A	A	A	A	A	A	A	A	A	B
France	C	C	C	D	A	C	D	C	C	D	D	B	C	n.a.	n.a.
Germany	A	C	D	B	A	C	C	C	B	C	C	B	C	B	C
Ireland	C	C	C	D	C	B	B	B	D	C	C	C	D	C	C
Italy	D	D	D	D	C	D	D	D	D	D	D	D	D	D	D
Japan	A	A	B	D	B	C	C	B	B	B	B	A	A	n.a.	n.a.
Netherlands	B	D	A	D	D	C	C	A	A	B	B	B	C	A	C
Norway	B	D	A	C	D	D	D	C	D	D	D	D	D	A	B
Sweden	A	C	B	A	B	C	C	B	C	C	D	C	D	A	A
Switzerland	A	C	B	A	B	C	C	B	A	C	C	B	C	B	C
U.K.	C	C	B	C	B	C	C	C	C	C	B	n.a.	n.a.	B	C
U.S.	A	C	A	D	D	C	C	D	D	D	C	D	D	B	C

Note: Data for the most recent year available were used. For details on data sources, see the Methodology section of this website.  
Source: The Conference Board of Canada.

Source: Conference Board of Canada, January 2013.

### 1.1.2 Educational Governance and Compliance

According to Sahlberg (2007), “Perhaps the best known illustration of large-scale education reform driven by the notion of standardization and related consequential accountability can be found in the United States, where controversial federal legislation termed ‘No Child Left Behind’ (NCLB), which links school and teacher performance to Adequate Yearly Progress and to financial and resource allocations to schools.”<sup>10</sup> Sergiovanni (2001) once stated, “standardized practices lead to standardized results for a non-standardized student body and a non-standardized world. We know today, constraints can rob leaders and schools of discretion, without discretion it becomes difficult and often impossible to lead.”

<sup>10</sup> Sahlberg P. (2007). *Education policies for raising student learning: the Finnish approach* [Online]. Journal of Education Policy: Vol. 22, No. 2, March 2007, pp. 147–171

Education was not mentioned in the U.S. Constitution until 1965, when the first Elementary and Secondary Education Act was passed. Since then federal officials have progressively increased their role in education. That role has steadily increased both financially and in terms of policy control over states and local school districts. (Kimmelman, 2010, p.17) In December 2001, the United States Congress passed a comprehensive federal education law on its state districts as well as its local school districts. “*The National Assessment of Education Progress* demonstrated that U.S. students were falling behind with their international peers.” (Kimmelman, 2010, p.18) Although there had previously been many different reports calling for reforms, members of congress did not witness the student achievement improvements they felt were necessary when compared to students in other countries.

‘*NCLB*’ came into law due to years of federally funded programs that produced disappointing outcomes for the students who were supposed to do much better academically resulting from federal investment in programs to help them. Congress also noted there was a substantial achievement gap between Caucasian students and those of color and those who live in poverty. (Kimmelman, 2010, p.17) Reports have suggested that there is a serious disparity in the quality of teaching that students receive and that many schools disadvantaged youth get a disproportionate number of less experienced and less qualified teachers. Those problems resulted in congress passing ‘*NCLB*’ and imposing strict compliance provisions on schools. (Kimmelman, 2010, p.18)

It is unlikely congress would have imposed strict accountability measures if states and local school districts had showed an interest in school transformation over the last half century. That interest could have been demonstrated by the states and districts embracing some of the transformational ideas that were proposed, improving student achievement, narrowing the achievement gap, and ensuring better qualified and experienced teacher distribution in classrooms. The unforgiving nature of ‘*NCLB*’ and its support for stiffer compliance requirements was the result of many years of frustration over a lack of success from federally funded programs and education leaders were therefore confronted with a significant compliance leadership challenge. (Kimmelman, 2010, p.19)

‘*NCLB*’ has created a sense of urgency and has led to some positive school reform initiatives such as the charter schools, implementation of creative compensation plans for teachers, improved teacher preparation programs, better use of relevant data, and recognition of the specific needs of students who have not met achievement goals.

(Kimmelman, 2010, p.5) It also includes incentives to reward schools showing progress for students with disabilities and other measures to fix or provide students with alternative options than schools not meeting the needs of the disabled population. 'NCLB' integrates concepts that had been discussed for many years and imposes sanctions for failing to meet certain requirements. The law incorporates accountability, assessment, academic standards, and teacher quality as its foundations. After years of unsatisfactory achievement outcomes for students, 'NCLB' has captured educator attention and has resulted in meaningful reform efforts. (Kimmelman, 2010, p.31)

It is also true for business leaders despite the perception of educators that policy makers tend to force compliance unfairly on them. Shortly after congress passed the NCLB, the 'Sarbanes-Oxley Act' (SOX) was created. 'SOX' was signed into law by President George W. Bush in July of 2002, making costly financial reporting and governance requirements on business practices mandatory. (Kimmelman, 2010, p.16) 'SOX' and 'NCLB' have drawn criticism from leaders in both education and business. "Many educators believe that federal policies such as 'NCLB' unfairly mandate federal compliance on their work while others, such as leaders in the business sector, don't have to comply with overly burdensome federal intrusion in their work." (Kimmelman, 2010, p.4) Although 'SOX' demonstrates that the federal government is trying to make it seem like they are doing something about corporate corruption and its' unethical behavior by intruding on businesses, the financial events of 2008 certainly have proved otherwise. As schools were being reconstituted, businesses were being refinanced by the government despite failing. It is unreasonable that companies are receiving large portions of limited federal dollars to survive in a capitalist society, rather than spending to support schools.

'SOX' was the result of public pressure after years of corporate greed and falsification of financial data and information by those who had their own personal interest in various companies. Enron would turn out to be the leading poster child for the law, although there are many other companies guilty of the same conduct. U.S. banks, insurance companies and two of America's large auto manufacturers, most notably General Motors, all received federal funding as bailout. 'SOX' became law because of corporate leaders being misleading with their employees and shareholders; indicating that they held responsibility to be accountable to them. Despite the federal government passing a strict compliance law aimed at businesses, some still did not

comply, in fact many companies continued to receive federal support as a result of failing to meet compliance requirements. (Kimmelman, 2010, p.4)

Many of these regulations have arisen due to education and businesses not correcting long standing problems. *SOX* and *NCLB* are key examples of how federal laws can impose compliance on both education and businesses. However, in education not enough is being done to improve the academic achievement of all students through federal funding. In business, unethical corporate actions forced an intervention to corroborate change in corporate governance and accountability. (Kimmelman, 2010, p.16) Federal policy plays a critical role in the work of leaders, regardless of whether they are in education or business, because of their need to comply with it.

Compliance with '*NCLB*' has resulted in achievement and teaching improvements in education, but not necessarily real systemic organizational growth. Both '*NCLB*' and '*SOX*' place a great deal of responsibility on leaders. Federal policy can be a driver of change, but compliance alone is unlikely to produce long-term systemic results that build a better system. Federal policy is an important part of the process, but it cannot be a module on its own. "Federal policy is simply a driver of change; genuine systemic change comes from effective leadership as well as innovation." (Kimmelman, 2010, p.7)

Federal intervention is often a result of cries for change that go unheard. Governments tend to react to public outcries, instead of being a proactive legislative body. *NCLB* was the result of years of reports calling for systemic improvements that were basically ignored, which allowed many students who needed more support to fall further behind, while *SOX* was responding to outrageous corporate behavior. In both cases, the government passed laws it felt responded to the public's insistence for change by imposing demanding compliance mandates on both education and business leaders. (Kimmelman, 2010, p.8)

Compliance with laws like '*NCLB*' and '*SOX*' require effective leadership for the 21<sup>st</sup> century and that leadership will necessitate the ability to stimulate innovation if students are going to be successful in a rapidly changing, knowledge-based, worldwide economy. (Kimmelman, 2010, p.37) Research studies and reports add to what was at one time a relatively simple equation for education policy makers. Now there are so many diverse voices on education representing a variety of different mindsets; policymakers are now confronted with difficult decisions about what compliance is best on a larger scale. (Kimmelman, 2010, p.38) The post '*NCLB*' reports note the presence

of a new knowledge-based global economy and the need for innovation. They stress the significance of looking at education systemically from kindergarten all the way through high school, raising the quality of teachers and their efforts, improving student achievement, closing the achievement gap, and placing weight on accountability and effective leadership. (Kimmelman, 2010, p.38)

## **1.2 Motivation for the Study**

I worked as a teacher at the International English School in Gävle over a three-year period; during this time, my interest about educational leadership in the school systems in and other organizations increasingly grew. I related many of my experiences working at the international private school in Gävle to my experiences in the schools I attended in my youth. I believe these experiences have contributed to my understanding of the importance of the kinds of leadership needed in schools as well as other organizations today.

Experiences I have had not only involved developing my leadership abilities, but they sparked my interest in the study of educational leadership. I believe education has huge implications on society, by practicing the most important leadership principles we are better guiding and developing young people in education, which enables them to take control of their lives and gives them the greatest chances for a better future. My research on the subject clearly indicates the significant role leadership has in the quality of education.

## **1.3 Purpose and Research Question**

The purpose of the study is to investigate and explore leadership theory, drawing conclusions from different authors in the field and establish what is needed in order to lead youth today. In addition, the purpose of the study was to get an understanding of what teacher's felt about leadership in schools and its impact on student learning and organizational change.

**Research Question:** Which leadership capacities are needed in school organizations today?

## **1.4 Limitations**

In doing this research, I was limited in my access with teachers for questionnaires and interviews and was limited in the variety of schools these teachers worked. Many possible survey respondents did not give helpful feedback or had limited time. I was unable to get to the deeper aspects of educational leadership, in which the questionnaires were intended for as a means of supporting the research. Furthermore, questionnaires were not conducted with enough prior knowledge of the subject. Lastly, interviews were not conducted with people working in government or large businesses, which would have given the study a more well-rounded perspective.

## **1.5 Disposition**

This study is divided into 6 chapters. Chapter 1 is the 'Introduction', which includes the background of the study, motivation for the study, purpose, research question, and finally its limitations. Chapter 2 is the 'Theoretical Discussion' and represents the main body of the research. Chapter 3 explains the 'Methodology' of the study. The 'Empirical Findings' can be found in Chapter 4. Chapter 5 is the 'Analysis' of the findings. Final thoughts, purpose, research question, results, limitations, contributions, and recommendations for future research can be found in Chapter 6 the 'Conclusion'.

## **2. THEORETICAL DISCUSSION**

*This chapter draws together recent theories of educational leadership appropriate for school organizations today. Discoveries in the field such as influence and relational theories, symbolic and servant leadership as well as transformational leadership are discussed. The works of various authors who have contributed to the understanding of ethical, learning-centered, distributed, and sustainable leadership are presented in this literature review.*

### **2.1 Educational Leadership for 21<sup>st</sup> Century Organizations**

“In today’s climate of rapid change and increasingly high expectations, effective leadership is needed more than ever. It is obvious that new leadership practices are needed but the exact kinds of leadership practices needed to deal with the complexities and challenges of technological advancement and globalization remain unclear.” (Harris, 2013, p.1)

Schools make a difference in creating opportunities for young people, particularly those in the poorest communities. “Within all schools but particularly high-poverty schools, leadership is a critical component in reversing low expectations and low performance.” The quality of leadership has been shown to be the most powerful influence on education, second only to curriculum and instruction. (Leithwood *et al*, 2006). The question remains: what type of school leadership is most likely to secure learning success for all children in all contexts?

This study looks at distributed leadership as one important form of leadership practice; the pressure for change in schools and school systems is now serious. There are many global, national, and local trends that will necessitate significant changes in schools. “Globalization, changing employment opportunities and shifts in patterns of recruitment of school leaders are powerful forces for change. They cannot be ignored. The pressure for change is relentless and unremitting.” (Harris, 2013, p.5)

The main reason for organizing schools and adopting different approaches to leadership is to improve the learning experiences of all young people. We must be primarily concerned with the educational success of every student, irrespective of their background. “The analysis of social, economic, and global change forces suggests that we urgently need new organizational forms and leadership practices within our schools and school systems. We cannot have twentieth century structures shaping twenty-first century leadership practices.” However, none of these change forces are as important as

the moral purpose of education. “If we are committed to changing leadership structures and practices in our schools, we do it because we believe it will improve the learning and life chances of all our students.” (Harris, 2013, p.6)

Globalization is rapidly reshaping societies and cultures on a massive scale. Work is being redefined and organizational boundaries are being redrawn. The pace of change is relentless, and the demands for improvements in schooling are unparalleled. For instance, firms rather than producing goods in a single location, may distribute production in an effort to minimize the production process and be more cost effective. “Outsourcing is now commonplace and millions of Chinese and Indians are working for US businesses located in any of the three countries.” Similar problems are being experienced in Canada, with vast amounts of Canada’s raw materials being shipped away to be produced abroad instead of domestically by Canadians. “The global market place is fast, complex and diverse, across all organizations the future competitive edge will be the creative edge; in all sectors the premier organizations will be singled out by their ability to be transformative and innovative, advances in technology and communication will undoubtedly create greater challenges for leaders.” (Harris, 2013, p.7)

As the connection between individuals and their organizations is disappearing, patterns of activity are shifting away from a central point of control. As organizational functioning becomes more geographically dispersed, it is uncertain whether existing hierarchical leadership practices will survive. Harris (2013) states, “in a world of global networks we face issues for which hierarchical leadership is inherently inadequate. If our thinking is governed by concepts from the machine age, we will continue to recreate institutions belonging to another era.”

Seeing leadership in different ways means stopping our regular thinking about leadership, it’s the ability to forget old frame works and realize that in today’s society, organizations are less predictable and repetitive like ‘halls of production’ and more like ‘casinos of knowledge.’ “In the new economic world, schools will need to harness all the available leadership capacity and capability. This will only be achieved if schools maximize all forms of human, social and intellectual capital. To maximize leadership capacity, schools need to be operating and performing at the level of the best schools; this requires a radical shift in leadership practice. The educational environment has shifted so dramatically and so permanently that we need to reconsider what we

understand by leadership practices in schools. In many countries, schools are no longer at the center of educational delivery.” (Harris, 2013, p.8)

There is a clear movement in education for accountability from leaders and an emphasis on outcomes rather than inputs. Leaders need to be conscious of their leadership strategies but also of how using knowledge and research will play a role in that process. “In 2002, the United States Congress reauthorized the *Education Sciences Reform Act* which provides for improvement of federal education research, statistics, evaluation, information, and dissemination.” (Kimmelman, 2010, p. 9) Although educators have been served with high quality research, in order to solve problems related to educating highly diverse student populations, effective leaders need to use innovative solutions that are more applicable in this new global era. In the past, educators have not always been on the same page, they have also been neglected by their governments, inclining to move from one initiative to another without building a knowledge base to better implement different initiatives. (Kimmelman, 2010, p. 9)

Despite the business agenda, it is important that governments ensure that all students are well educated and prepared for life because it’s the ethical responsibility of society. It is important for educators interested in improving their profession to consider triangulating the historical reform in education and the concept of compliance, tracing the research on leadership to where it is now more important to understand the followers and the contextual situation, and by offering a theoretical overview of innovation. Considering the history of education reforms will provide the essential knowledge about what is needed to impact sophisticated levels of educational transformation planning. Although leadership is considered critically important for schools and businesses, in order to be more effective, current concepts need to be consistent with emerging leadership theory, which suggests that everyone in the school can be a leader depending on the leadership context. Finally, Kimmelman (2010) states, “you cannot innovate without visualizing or creating mental models of truly transformational ideas, these ideas cannot be constrained by mental barriers that have been constructed culturally and institutionally over many years.”

The reason for discussing certain aspects of transformational education leadership is to encourage school leaders to look at their organizations and reflect on how they could be led in new ways which will allow them to be successful in a global compliance, results, and accountability driven environment. “There isn’t one best solution for all education settings but clearly the traditional models of school leadership

are not working well in a number of places, so it makes sense to embrace a contemporary approach using leader-follower mindset that empowers teachers, the problems in education have become so complex that solving them requires a systematic team approach.” (Kimmelman, 2010, p. 47)

“Leaders must recognize the changing times and adjust their leadership styles to function effectively in the 21<sup>st</sup> century workplace.” (Kimmelman, 2010, p. 47) Today’s organizational leadership is about empowering workers, expanding knowledge, and motivating them to work to improve their organizations. The internet has led to a global environment that has had a profound effect on organizations and leadership. Mega-popular internet applications such as ‘Facebook,’ ‘You Tube’ and ‘Twitter’ cause leaders’ actions to be known instantly around the world. For international companies it has meant virtual teams can work together on important projects at any hour of the day with applications such as ‘Skype’ or ‘Zoom.’

More recently leadership has been described as the process of influencing an organized group toward accomplishing its goals. It involves something happening as a result of the interaction between leader and followers. They also suggest that leadership and management are different. “A manager is a person who directs the work of employees and is responsible for results, an effective manager brings a degree of order and consistency to tasks; a leader inspires employees with a vision and helps them cope with change.” (Hellriegel *et al*, cited in Kimmelman, 2010, p. 48)

Daft (2008) supports the idea that leadership involves influencing others around a common vision and that leadership involves personal responsibility and integrity, change, shared purpose, followers, influence, and intention. “Today’s school leaders need to influence their stakeholders to buy into their visions for school improvement initiatives, it is important to recognize that leadership is a process of influence and not simply one person using power to compel others to do what they are asked to do.”

Accepting personal responsibility is important for all educators who are leading school change initiatives. Integrity is a personal characteristic that leaders must demonstrate in all organizations. Many people lost a lot of their financial security because of leadership that lacked integrity. Most leadership work today involves change, understanding the process of how to lead change is essential for successful school improvement initiatives. Kimmelman (2010) suggests eight steps for leading change, “increase urgency, build the guiding team, get the vision right, communicate for buy-in, empower action, create short-term wins, don’t let up, make change stick.”

He continues, “It would seem logical to conclude that an acceptable definition of leadership is that it is a process of influencing others to collectively follow with sincere commitment a vision that will achieve results. The process is collaborative and empowering to all who are involved, and a team mindset keeps everyone equally engaged in the process.” (Kimmelman, 2010, p. 49)

Teachers must be a part of the leadership team in schools; they should be able to do what they are asked without being hindered by bureaucratic procedures. The role that teachers will be given requires appropriate leadership training in their work. “It is generally safe to assume that when teachers are asked to lead education projects, they are expected to do it based on their experience and not whether they have had any training in leadership.” School leaders have emerged from higher education programs offering courses more focused on education administration than leadership theory. “It isn’t unusual to hear school administrators say that they have never had training for the experiences they are going through in their roles as school leaders.” (Kimmelman, 2010, p.50)

As the challenges for education leaders grow complex, knowledge of leadership theories is essential if they are to be prepared with strategies to deal with different situations. Leaders need to understand the complexity of organizations, their working environments, and the relationship between their work and the needs of their followers. Behavior theorists have observed several behaviors in leaders to determine which make for effective leadership. Evidence suggests that no single behavior will lead to successful leadership. However, a range of behaviors found in effective leaders include, “strong communication skills, commitment, adaptable, motivational, efficient, results focused, establishes plans, builds relationships, develops oneself, analyzes problems, is a strategic thinker, fosters team work, innovates, and manages conflict.” (Hughes *et al*, cited in Kimmelman, 2010, p.51)

The effects of behavioral theory for education with regards to compliance in a standards-based accountability environment, mean balancing the needs of the organization with that of its employees. “Educational leaders are under considerable pressure to produce results in schools that are confronted with complex challenges while being responsive to employees who are often protected by laws and collective bargaining contracts that necessitate cooperation to achieve the intended results.” Understanding behavioral theories can help leaders embrace a balanced leadership style that is needed in a 21<sup>st</sup> century education organization. (Kimmelman, 2010, p.52)

Today's organizations are most effective when they focus more on teamwork instead of mind-numbing bureaucratic practices. Leading teams effectively requires training, allowing team leaders the knowledge and skills to further the organization's goals are essential. Current thinking about leadership involves leaders working together with supporters to share a common vision about organizational goals. Principals should focus on systemic results, supporting teachers to oversee teams working on problems, while delegating authority to them in order to do that work; this will be an important part of transforming leadership in schools of the future. (Kimmelman, 2010, p. 68)

While there is no single formula, I suggest that the following groundwork is crucial for becoming an effective leader: "knowing the basic theories of leadership, understanding the importance of teamwork, leading through change, managing conflict, engaging in interpersonal and organizational communication and maintaining ethical behavior." Leaders are complex human beings; they are people who have diverse qualities that cannot be adequately defined by a list of behaviors. "You have to understand yourself, because the hardest person you will ever have to lead is yourself." (George, cited in Kimmelman, 2010, p.69)

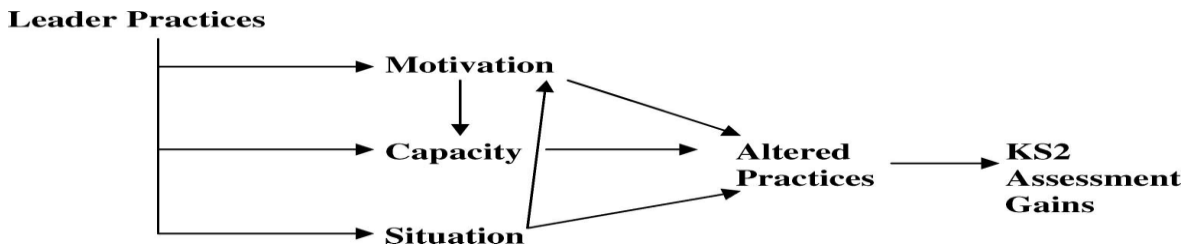
### **2.1.1 Transformational Leadership**

In the 1980's many companies had developed a social contract with their employees. In exchange for their loyalty, these organizations offered a lifetime of employment security, good compensation, comfortable working conditions, and a decent pension at the end of their careers. The recession of the early to mid-1980's changed all of that; most of these companies were forced to downsize and many went out of business. Loyalty to the company became a thing of the past, replaced by loyalty to one's self. Commitment to organizational goals was diminishing; employees were only concerned about their own well-being. In a downsized, globalized and highly competitive environment, new forms of leadership are needed to restore employees' commitment to the organization. New forms of leadership are required to develop capabilities useful in a bold world and to encourage greater effort on behalf of the organization. (Leithwood, 2006, p. 31)

Transformational leadership is a term which has been used in education for two decades, more recently it has been used to describe the interest of productively responding to the large scale reform efforts that have controlled education for the past fifteen years in most developed countries throughout the world. Transformational

approaches to leadership emphasize emotions and values and share the fundamental aim of fostering capacity development and higher levels of personal commitment to organizational goals. Authority is acknowledged by organizational members to whoever can inspire their commitments to collective aspirations.<sup>11</sup>

**Figure 3 - Explaining Leaders' Effects on Teachers and their Practices**



**Source:** Leithwood K, Jantzi D. School Effectiveness and School Improvement (June 2006), 17 (2), pg. 201-227.

Transformational leaders create the conditions in their schools which support the performance of administrators, teachers, and students for the long term. This set of practices acknowledges the importance of organizational learning and the presence of professional learning communities as important contributors to student learning as well as teachers work. These practices assume that the purpose behind organizational cultures and structures is to enable the work of members and that the flexibility of these structures should co-align the changing nature of school development agendas. Practices typically associated with this category include strengthening district and school cultures, modifying organizational structures to foster culture-building and creating collaborative processes to ensure broad participation in decision-making.<sup>12</sup>

Transformational leadership may be more effective when widely distributed throughout the organization. This kind of leadership means helping staff to develop shared understandings about the school and its activities as well as its goals that provide a sense of purpose. People are motivated by goals which they find personally compelling, challenging, and achievable. Having such goals helps people find meaning in their work and allows them to find a sense of identity for themselves within their

<sup>11</sup> Leithwood K, Jantzi D. *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices*. Journal of School Effectiveness and School Improvement (June 2006), 17 (2), pg. 201-227.

<sup>12</sup> Leithwood K, Jantzi D. *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices*. Journal of School Effectiveness and School Improvement (June 2006), 17 (2), pg. 201-227.

work context. Establishing purpose can be enhanced by monitoring organizational performance and promoting effective communication. (Leithwood *at el.* 2006, p. 39)

“Transformational leaders use their influence to achieve organizational goals. They use their vision, shared values, and beliefs to build relationships with employees, creating a mutual relationship of respect that results in achieving organizational goals.” (Kimmelman, 2010, p.54)

### **2.1.2 Influence and Relational Leadership**

The influence theory is probably one of the most important theories for today’s education leaders. It examines the processes between leaders and followers. It is important to understand that influential leaders have the unique capacity to inspire their followers to accept their vision. (Kimmelman, 2010, p.53) Influence theory incorporates the concept of transformational leadership rather than transactional leadership. Daft (2008) explains, transformational leaders develop followers into leaders; they evaluate the concerns of followers from lower level needs to higher level needs. Transformational leaders inspire followers to go beyond their own interests to those for the good of the group; they offer a vision for the future and articulate it in a way that makes the pain of change worth the effort. (Daft, cited in Kimmelman, 2010, p.54)

Influence and relational theories such as symbolic and servant leadership have the most significant use for education leaders in today’s schools. Educators who are talking about transforming schools emphasize the importance of symbolic and servant leadership, they also emphasize the importance of teamwork and committing to a shared organizational vision. Influence and relational forms of leadership are the most difficult leadership styles to use; they present complex organizational challenges when attempting to achieve success in a compliance environment. Nevertheless, leadership that lacks a good relationship with followers is not likely to produce long-term results. It is critically important for leaders to work attentively to establish good working relationships with their colleagues.

### **2.1.3 Symbolic and Servant Leadership**

“When leaders are expressing symbolic aspects of leadership, they are working beneath the surface of events seeking to tap deeper meanings and deeper values. Symbolic leaders identify the roots of meaning of daily life in schools so that they can provide students, teachers, and others with a sense of importance, a vision of what is

possible, and the substance of purposes that cause them to rise above the seemingly ordinary and mundane.” (Sergiovanni, 2001, p. 25) Symbolic leaders can see the significance of what a group is doing or could be doing. He continues, “they have a feel for the dramatic possibilities inherent in most situations and are able to get people to go beyond their routines, to break out of the mold into something livelier and more vibrant.” They use language that is easily understood but that also communicates a sense of excitement, originality, and freshness. The behaviors of symbolic leaders and the meaning that is communicated from these behaviors provide a moral framework for the school which enhances purpose and significance. (Sergiovanni, 2001, p. 26) Leadership is bestowed on a person who is by nature a servant. Servant leadership is different from other types of leadership and elicits a different discussion about the relationship between leaders and followers. Servant leadership is about being more concerned with the needs of followers than one’s own needs; these leaders sympathize with their followers and support them.

## **2.2 Educational Leadership Theory**

After years of leadership research, there is no definite definition of one best leadership program or practice. However, that does not mean it is not important for those who lead to have good understanding of leadership theories and be capable of applying different strategies in order to handle different situations they face daily. Most people have an opinion about what effective leadership is, but these ideas generally focus on the leader, it may be more important to focus on the followers and the context of the situation where leadership is needed. Leadership theories continue to evolve but it is unlikely that one person, strategy, practice, or trait will work all the time. It is more critical to have a broad understanding of leadership and know how and when to apply various practices in order to be successful. Schools are excellent examples of how important it is for leaders to respond to highly diverse groups of stake holders and rapidly changing situations.

### **2.2.1 Ethical Leadership**

Recent lapses in moral and ethical judgments by leaders in world-wide organizations such as Enron have heightened leader’s awareness of the necessity of maintaining high standards of ethical behavior in their organizations. Duignan (2007) states, “many leaders who have recently had to stand trial for their miss-adventures

lacked basic appreciation of the need for ethical and moral standards in their actions and transactions. While similar scandals have not been so publicly apparent in education, it would seem to be an opportune time for educational leaders to ensure that they are embedding high ethical and moral standards in their policies and practices.” (Duignan, 2007, p. 2)

Teachers have a responsibility to ensure that students receive the type of education and learning experiences that help transform their lives so that they can break the cycle of intense individualism and better contribute, as responsible citizens, to the common good. Educational leaders need to be socially and educationally responsible in order to create conditions in schools that challenge students to see the larger picture and to want to make a difference in their own lives and in the larger community. Effective educational leaders have an ethical responsibility to improve learning opportunities for their students by helping create organizational learning environments that are visionary, authentic, ethical, people-centered, and motivational. (Duignan, 2007, p. 7)

Many leaders, particularly those in politics and the business world, have not lived up to our expectations. People around the world are increasingly skeptical about the integrity of leaders of many of our public and private institutions, particularly regarding their ethical and moral conduct. There are many examples of leader’s who have consciously made decisions that lack ethical and moral integrity which has led to a public culture of distrust for our political and business leaders. Many of us live in a world of intense individualism, where self-serving ways are unfavorable to community values and the common good. A mindless commitment to intense individualism can rob us of a sense of what it means to be more engaged with those around us.

Globalization, especially its secular and materialistic terms, is contributing to a more disengaged way of existence for many people, particularly in the developed world. (Taylor, cited in Duignan, 2007, p. 8) Some are suggesting that our self-centered ways are causing us to grasp at more temporary, less fulfilling forms of engagement, and the gradual disengagement of the self from a sense of the collective can lead to the development of a selective blindness for the predicament of others less fortunate than ourselves, to the point where it can become entrenched at many levels of society. Many modern societies in the Western hemisphere such as in Canada and the US are based on intense individualism, and materialism. Sommerville (2000) suggests this can lead to a sense of isolation and disengagement. “Humans need community for their identity,

even their survival. In fact, for many, belonging to community helps gives meaning and purpose to life.” (Sommerville, cited in Duignan, 2007, p. 8)

Schools should prepare students to choose ethically and wisely. We are failing our young people in our schools and in our learning methods. “Much learning in schools is based on regurgitation of facts in tests, without children knowing why their answers are deemed to be correct. Such inauthentic learning does not generally prepare students for things that will be meaningful in their lives and is primarily focused on passing the tests that are used to determine how well they can pass these tests.” (Starratt, cited in Duignan, 2007, p. 9)

Gatto (1992) reflects on the possible consequences of the message some schools give to their students, through their methods and structures. He concluded that tight schedules, switching from classroom to classroom in response to ringing bells, and constant surveillance seemed to be designed to prevent children from developing independence, and was coaxing them into addiction and dependent behavior. Such methods and competitive structures seem to be pushing students towards selfish, individualized, overly competitive attitudes and behaviors. A consequence of such inauthentic approaches to teaching and learning is that some schools may be preparing students more for addiction than preparing them to make choices which will better their lives.

Educational leaders should regard it as their ethical responsibility to promote and support policies and practices in their schools that better prepare students to be responsible citizens who will not just accept the world as it is but become productive members of society and transform their communities. Providing students with learning environments that can engage them fully in their own learning is a difficult challenge for educational leaders but an ethical one. Leaders must challenge unethical and immoral policies and practices as well as the rationality of embedded patterns of inequality. “Leaders must have the courage to lead for greater justice in society, while leaders of schools will want their graduates to succeed, this success should not mean that they fit neatly into an already unjust society but that they transform it for the common good.” (Duignan, 2007, p. 12) Ethical leadership needs a platform in education that will help steer schools away from intense individualistic and addictive practices, towards moral and communitarian practices. A concern for many people today is that they perceive that many of our leaders do not follow ethical standards or

act in socially responsible ways. There is widespread skepticism about the credibility and authenticity of leaders in many public and private organizations.

In the past schools have often been organized in ways that benefit the stronger students, while the more challenged students struggle to keep up. The ways schools organize learning within uniform blocks of time is a clear example of how a one-size-fits-all schedule advantages the quick students and leaves the slower student always struggling to keep up with the class, seldom enjoying a clear enough understanding of the material to move on with any confidence to the next unit. Special needs kids with learning disabilities such as autism or attention deficit disorder as well as second language learners are particularly victimized by high stakes tests considering they have not received a fair opportunity to learn the material they are being tested on. Educators are obligated in finding ways to activate the learning of special needs students as well as preventing the policy of high stakes tests from unjustly punishing special needs learners.

The leader's work should be about demonstrating what they teach, and to encourage students to engage in authentic relationships and to design their lessons so that it results in authentic learning. The leader should challenge the students to take more responsibility in collaboration with the rest of the community to co-produce the school as a human place for authentic learning, a place for practicing civility and civic responsibilities. Starratt (2005) suggests, "through authentic learning, students let the curriculum speak back to them about the challenges and possibilities of their world, and engage their minds, hearts and imaginations as they co-produce the knowledge they will need to participate in that world." (Starratt, cited in Duignan, 2007)

### **2.2.2 Learning-centered Leadership**

It is the personalization of learning around a student's interest that is critical. When learners are diverse and demanding, schools must be able to adapt to students varied cultures, by including their ideas, and by selecting diverse curriculum content. Educational leadership should move on from its attention to what leadership is, to how leaders make a difference. The National College for School Leadership (NCSL) in England, supports the belief that what distinguishes school leaders from leaders in other organizations is their desire to enhance students learning; "it is precisely this focus on students' development which makes school leadership distinctive and different from other forms of leadership." (Southworth, 2004, p. 75)

Effective leaders can be found in all successful schools. School effectiveness and school improvement researchers have consistently emphasized the importance of leadership. Research findings show that effective leadership and management are critical to a school's success. Where leadership and management are weak or ineffective in a school, it is so much harder to do a good job as a teacher. Where it is effective then not only can teachers teach, but staff and students are better motivated, people know what is going on because communication is clear and frequent, and everyone feels they are pulling together and working towards shared goals.

Lynn Harris author of *Unwritten Rules: What Women Need to Know About Leading in Today's Organizations*, suggests that the corporate world is slowly recognizing the power of more collaborative language, although many still value a more directive 'male' style of leadership. She states, "In our society women are expected and raised to be more 'other centered,' to find common ground, and to be collaborative rather than competitive. This lends itself to women being great candidates for leadership," especially under this emerging style of management.<sup>13</sup>

School leadership is primarily about learning and teaching. The Office for Standards in Education (OFSTED) say's, "leadership is about a clear vision, sense of purpose and a relentless focus on student's achievements, along with knowledgeable and innovative leadership and teaching curriculum." 'OFSTED' states leadership is effective when it focuses on developing students learning and strengthening its teaching. This is one reason why the idea of learning centered leadership is so important; learning-centered leaders add their influence on that of teachers in order to create a combined effect on students learning.

"Leadership is contextualized because one of the most robust findings is that where you are affects what you do as a leader. There is no way to be successful in all situations because outstanding leadership is exquisitely sensitive to the context in which it is exercised." (Southworth, 2004, p. 75)

Effective leaders are aware of trends outside the school which will have implications for the students learning needs today and tomorrow. "They then work towards developing the people and the organization to meet the challenges and to seize the opportunities the perceived changes may have for the students, the staff and the school as a whole." (Southworth, 2004, p. 77) School leadership is a shared function; it

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<sup>13</sup> <http://www.theglobeandmail.com/report-on-business/careers/careers-leadership/we-versus-i-the-language-of-leadership/article4415099/>

is not restricted to those who occupy senior role positions in the organization. Effective school leadership is reliant on the environment in which it is exercised and involves developing people and the organization; it is a process of social influence, making a significant difference to the quality of learning and teaching in schools. Effective leaders know they are being watched and use their visibility to their advantage by playing to their audiences. It is not a matter of putting on a show but being conscious that they are visible, observed and listened to.

Monitoring classrooms is now an accepted part of leadership in school systems around the world. (OFSTED) has found that there is a strong link between good monitoring and better teaching. Where monitoring is well practiced, the quality of teaching is higher than in schools where monitoring is poor or infrequent. Monitoring not only helps keep teachers focused but allows leaders to keep in touch with fellow colleague's classrooms and develop knowledge of different teacher's strengths and weaknesses but most importantly, their own.

Learning plays a central role as the purpose of school leadership and school improvement. Unfortunately, much of the twentieth century was engrossed with the question of what to teach wasting far too much time debating curriculum content regarding what students should know. A lot of what went on then still goes on now, more recently we have recognized that more attention should be paid to how students learn. Current thinking shows that learning is not merely the absorption of knowledge, but an active process of mind. Learning is about constructing meaning and understanding in order for students to make sense of the world. The emphasis should be less on putting information in and more on expanding existing knowledge. Finally, the social context in which learning takes place is significant. (Southworth, 2004, p. 86)

### **2.2.3 Distributed Leadership**

For more than a century, education has operated from the idea of the 'great man theory,' where superintendents and principals were the only formal leaders in schools. However, today more literature is being written about distributed leadership practice, concepts that empower others in schools, such as teachers making important decisions concerning school issues. We need to stop thinking about the leader and spend more time thinking about leadership as shared work. The idea of distributed leadership recognizes that we need lots of leaders in schools. Leadership among teachers and support staff will be essential if we are to make schools powerful learning

organizations. There are challenges in moving towards more distributed forms of leadership. One challenge is that distributed leadership may require some senior leaders to let go. (Southworth, 2004, p. 90)

Spillane *et al.* (2001) suggests leadership is best understood as a ‘practice distributed over leaders, followers and their situation.’<sup>14</sup> The most effective leaders invest in the leadership of others in order to affect as many of the next generation learners as possible. Studies have shown that at the highest levels of leadership practice, leaders actively distribute leadership and deliberately build strong leadership teams. Charismatic leaders can often be a liability as much as an asset.

Extroverted leaders are normally highly valued regardless of their performance; however the reputation of introverted leadership is undervalued and underappreciated. ‘Despite decades of research on leadership pointing to other less demonstrative skills that are needed, extroverts are still favored in recruiting and promoting decisions. Yet recent research reveals that introverted, quiet leaders may be more suited for today’s workplace.’<sup>15</sup>

‘There is growing evidence to suggest that distributed forms of leadership can positively influence organizational development and change. It suggests that school leadership has a greater influence on schools and students when it is widely distributed.’<sup>16</sup> This position inevitably challenges the traditional notion of the ‘great man,’ and involves broad-based involvement in the practice of leadership in schools.

Caldwell (2006) talks about the self-managing school, one where the student is the most important unit of the organization, as opposed to the classroom or the school. He argues that schools cannot achieve transformation by operating from the school system to the school to the department and then to the classroom. ‘The school must be allowed to develop the capacity to join networks and federations to share knowledge, address problems and pool resources.’ This requires leadership that is widely distributed across schools.<sup>17</sup>

Hargreaves *et al.* (2012) argues that, ‘sustainable leadership is leadership that spreads, that is distributed and shared. They suggest that sustainable and distributed

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<sup>14</sup> Harris, A. (2005) *Reflections on distributed leadership*. [Online] Journal of Management in Education. Vol. 19, No. 2, pg. 10-12.

<sup>15</sup> <http://business.financialpost.com/2012/05/30/why-we-need-quiet-introverted-leaders/>

<sup>16</sup> Harris, A. (2008) *Distributed leadership: according to the evidence*. [Online] Journal of Educational Administration. Vol. 46, No. 2, pg. 172-188.

<sup>17</sup> Harris, A. (2008) *Distributed leadership: according to the evidence*. [Online] Journal of Educational Administration. Vol. 46, No. 2, pg. 172-188.

leadership inspires staff members, students, and parents to seek to create and exploit leadership opportunities that contribute to deep and broad learning for students.” Distributed leadership suggests broad-based involvement in leadership practice; it also requires restructuring by those in formal leadership positions. It requires removing structures that prevent teachers and other professionals from working together most effectively. Research shows that distributed leadership practices can occur in hierarchically structured organizations. “Some practices of distribution are less possible because of certain organizational constraints, but it is not true that distributed leadership cannot take place in an established hierarchy; leadership such as for culture, ultimately infiltrates the organization.”<sup>18</sup>

Many schools are beginning to change their structures and working practices in order to distribute leadership more widely and to focus on leadership closer to learning and teaching. The traditional hierarchical leadership of schools has not completely disappeared, but it is moving in that direction. It is important to highlight the importance of trust and respect into organizational stability and growth. Trust and unified culture will be essential if distributed leadership practices are going to grow. When individuals do not trust and respect one another, power struggles emerge, and distributed leadership ultimately fails. “The evidence shows that schools with broad-based distributed leadership tend to have cultures where there is a high degree of professional trust and where relationships between staff are positive.”<sup>19</sup>

Distributed leadership practices can influence positive organizational change and performance. Furthermore, distributed leadership addresses alternative approaches to leadership that have emerged because of increased external demands and pressures put on the leaders of schools. Principals can no longer be responsible for all areas that require leadership in schools, therefore alternative leadership practices are quickly emerging. We are facing a crisis of leadership in our schools and school systems, we must think about leadership practice differently if we are going to address the issues surrounding educational transformation long term.<sup>20</sup> Distributing leadership allows policy makers the opportunity to think radically and creatively about leadership practice in schools. It provides an opportunity to reconsider unanswered questions regarding

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<sup>18</sup> Harris, A. (2008) *Distributed leadership: according to the evidence*. [Online] Journal of Educational Administration. Vol. 46, No. 2, pg. 172-188.

<sup>19</sup> Harris, A. (2008) *Distributed leadership: according to the evidence*. [Online] Journal of Educational Administration. Vol. 46, No. 2, pg. 172-188.

<sup>20</sup> Harris, A. (2005) *Reflections on distributed leadership*. Journal of Management in Education. Vol. 19, No. 2, pg. 10-12.

school leadership. The general consensus among school leaders and teachers that there is a need to develop the staff and nurture talent throughout the organization through more widely distributed leadership practices.<sup>21</sup>

Harris (2013) states, “in a complex, face paced world, leadership cannot rest on the shoulders of the few.” Global change is fueling the demand for alternative organizations; the climate is right for alternative models of leadership practice to emerge. Distributed and learning-centered leadership is sustainable and has created new thinking about leadership practice in schools. It has allowed for considerations of teacher leadership, student leadership and community leadership which have often been forgotten in the past amidst the presence of more traditional or narrow-minded leadership ideals. The problem with hierarchical leadership structures is that leadership potential is not being taken full advantage of. This is because more attention is given to formal leadership activity opposed to informal. Distributed leadership needs to be concerned with both formal and informal leadership practices, it can be seen as a co-production of knowledge, rather than leadership as a position. Distributed leadership is primarily concerned with leadership practices and interactions, rather than the actions of individuals in a leadership role or position. It is a model of leadership which requires broad-based involvement in the practice of leadership which involves teachers, parents, students, and the wider community in decision making. Creating and managing effective teams and stimulating an environment in which innovation and knowledge sharing are encouraged and are crucial. (Harris, 2013, p.37)

The process of changing structures involves changing job roles, expectations, and responsibilities, it is not easy but with dialogue, and careful consideration it is possible. What is most important is that the principle and senior leadership renounce some of their authority and responsibility for making decisions. However, simply changing structures is not enough, a cultural change is needed to change practices in schools and have a positive impact on learning. Without the significant modification of structures and the responsibility of embracing new mindsets it is unlikely that any major cultural change will occur and not likely to be sustained long term.

The evidence is clear; leadership plays an important role in organizational change and development. It is a powerful mechanism for school improvement and is a major force for organizational transformation. Research has suggested that school leadership

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<sup>21</sup> Harris, A. (2005) *Reflections on distributed leadership*. Journal of Management in Education. Vol. 19, No. 2, pg. 10-12.

influences student learning outcomes and that the impact of leadership upon student learning is significant. The consensus is that what today's organizations need most they are not getting enough of; they are often over managed and under led.

Leadership must be distributed well throughout organizations as there is increased need for better leadership practices opposed to thinking regarding the single leader; today there are fewer places and occasions where lone leadership works well. Schools need talented leaders that are committed to the vision of the school in order to be successful, especially during today's unstable times, they need much more support from governments and businesses to embrace their roles as leaders. It is impossible to change mission and strategy without changing culture and behavior, key to this is changing the mindset and the behavior of the people within the organization. Part of the problem is that the world of schooling is just too complex, disconnected, and chaotic for direct leadership to work.

The research evidence suggests that distributed leadership makes a positive difference to organisational outcomes and student learning.<sup>22</sup> There is no best way of leading, effective leadership is situational and those in formal leadership roles in schools have an indirect effect on pupil learning but a direct effect on the organizational conditions that support learning. There is evidence that broadening and distributing leadership can positively impact on these organizational conditions. There is increasing evidence that points towards the importance of capacity building as a means of sustaining school improvement. Capacity-building, is dependent on distributed leadership along with social unity, and trust.<sup>23</sup>

#### **2.2.4 Sustainable Leadership**

“Change in education is easy to propose, hard to implement, and difficult to sustain.” Sustainable development depends on successful leadership but making leadership sustainable is difficult too. The importance of having to think about sustainability in our environment highlights the necessity of promoting sustainability in many other areas of our lives; foremost of these are leadership and education. (Hargreaves, 2012, p. 2)

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<sup>22</sup> Harris, A, Spillane, J. (January 2008). *Distributed leadership through the looking glass*. [Online Journal] *Management in Education*. Vol. 22 No. 1, pg. 31-34.

<sup>23</sup> Harris, Alma. Townsend A. (April 2007). *Developing leaders for tomorrow: Releasing system potential*. [Online Journal] *School Leadership and Management*, Vol. 27, No. 2, pg. 167-177.

Hargreaves (2012) states, “teachers surveyed in Ontario schools felt tired of being beaten down, and constantly criticized by repetitive change and imposed reforms. In the age of standardization and in the push to meet short-term achievement targets, teachers and leaders have been treated by governments as if they are bottomless pits of energy, they are not.”

Sustainability is essential in education as it is in business as it is for the society and the natural environment which many large corporations are so often guilty of abusing. Businesses that operate sustainably have more consistent records of profitability than those that do not. Nevertheless, a great deal of corporate leadership still behaves unethically, too many companies not only put profit before purpose but make profit their only purpose; simply the only thing that matters is the bottom line. “Micromanagement, standardization, short-term targets, staff burnout, and endless leadership turnover, and fraudulent representations of results: these are the tainted legacies that unsustainable corporate management has left to the public sector in general and to public education in particular.” Far too much of the world has become unsustainable and unaccountable. (Hargreaves, 2012 p. 8)

Hargreaves (2012) once stated, “Sustainability is a fundamental principle for enriching and preserving the richness and interconnectedness of all life and learning lies at the very heart of high-quality life.” For a long time, the focus has been on standardization. Educational reform and the standards movement have become unsustainable and educational leadership has suffered. Sustainable leadership means moving past the micromanagement of standardization, repetitive change, and the obsession with higher performance standards, where we can promote authentic improvement and achievement for all students. Sustainable leadership learns from the past, is strong under pressure, and waits patiently for results. It is moral leadership that benefits all of us now and in the future. If sustainability works in the environment and for businesses, it must work for education.

If the moral purpose of what we produce is important for corporate sustainability, then it is even more important in education and public life. Schools, school systems, and educational change supporters cannot be indifferent about what the moral purpose of education should be. From the position of sustainability, that purpose should be learning something that is sustaining as well as learning that spreads and lasts a lifetime.<sup>24</sup> The

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<sup>24</sup> Hargreaves, A. (2007) *Sustainable Leadership and Development in Education: creating the future, conserving the past*. [Online] European Journal of Education. Vol. 42, No. 2, pg. 223-233.

primary responsibility of all educational leaders is to sustain this kind of learning; not delivering the curriculum and implementing the government mandates. Sustainable leadership is about being committed to enhancing deep and broadened learning for all students, and not calculating student achievement. If learning is not personalized around a student's knowledge and life circumstances, then many students, especially the most disadvantaged, will hardly learn at all. (Miliband, cited in Hargreaves, 2012, p. 39)

In the age of globalization, we are connected to people far across the world that we do not see, like the exploited children who make our clothes or the impoverished communities who live in our exported waste. (Hochschild *et al*, cited in Hargreaves, 2012, p. 151) Social and sustainable leadership is responsible leadership in the fullest sense. Educational leaders are responsible not just as professionals to their own students but also as citizens, community members, and ethical human beings. (Starratt, cited in Hargreaves, 2012, p. 151)

Schools with highly qualified teachers and effective leadership can use targets and achievement results to encourage staff to work harder to make real improvements in teaching and learning. Schools in poorer communities, with less qualified teachers and a bigger achievement gaps, act out of fear and will adopt any solution, however educationally superficial or morally bankrupt, to improve the scores and get the system off their back. The challenge for educational leadership is to commit to the public good as well as to care for the private good of one's own students and their parents. It is to care for the students and teachers in neighboring schools whom your leadership choices affect, not just your own.<sup>25</sup>

Enron has become a popular symbol of corporate fraud and corruption. The Enron scandal brought the accounting practices and activities of many corporations throughout the US to the forefront and was a major factor in the creation of 'SOX' in 2002. Enron symbolizes an era of corporate irresponsibility, when 'CEO' salaries went sky-high based on insider trading, and corporate fraud. The new millennium marked a collapse of trust in the unaccountable world of business and finance that served itself at the expense of its clients and that tricked the public into believing that economic progress had no limit and that it was sustainable. (Hargreaves, 2012, p. 260)

In sustainable classrooms, as with sustainable corporations, the reliability of the product is what is most important. The sustainable purpose of education is deep and

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<sup>25</sup> Hargreaves, A. (2007) *Sustainable Leadership and Development in Education: creating the future, conserving the past*. [Online] European Journal of Education. Vol. 42, No. 2, pg. 223-233.

broad learning, it is everyone’s human right. The goal for sustainable leadership in a complex, knowledge-sharing society is for schools to become professional learning communities. Leaders need to concentrate on leadership skills and qualities that are needed to sustain the type of learning and sophisticated teaching we need in the future, rather than looking to survive in the present. “Successful leadership is sustainable leadership; nothing simpler, nothing less.”<sup>26</sup>

### 2.3 Synthesis of Educational Leadership Theory

*From the theory in this Chapter, I have put together a table of the different leadership capacities and the conditions and arguments that support their significance in schools today.*

<b>Leadership Capacities</b>	<b>Theoretical links to Authors</b>	<b>Theoretical Arguments</b>
Transformational Leadership	<p>Kimmelman P.L. (2010) <i>School Leadership Triangle: From Compliance to Innovation.</i></p> <p>Leithwood, K. Jantzi, D. (June 2006) <i>Transformational School Leadership for Large-scale Reform: Effects on Students, Teachers, and their Classroom Practices.</i> [Online Journal]</p>	<ul style="list-style-type: none"> <li>- Creates conditions which support administrators, teachers’, and students’ long term</li> <li>- Acknowledges the importance of organizational learning, professional learning communities as contributors to student learning / teachers work</li> <li>- Strengthen district and school cultures, modifying organizational structures to foster culture-building</li> <li>- Create collaborative processes to ensure broad participation in decision-making</li> </ul>
Influence and Relational Theory	<p>Kimmelman, P.L. (2010) <i>School Leadership Triangle: From Compliance to Innovation.</i></p>	<ul style="list-style-type: none"> <li>- Transformational leadership rather than transactional leadership</li> <li>- Symbolic and servant leadership</li> <li>- Teamwork, shared organizational vision</li> <li>- Difficult to use, presents complex organizational challenges in compliance environment</li> </ul>

<sup>26</sup> Hargreaves, A. Dean Fink, D. (May 2003) *Sustaining Leadership.* [Online] The Phi Delta Kappan. Vol. 84, No. 9, pg. 693-700.

Symbolic and Servant Leadership	Sergiovanni, T.J. (2001) <i>Leadership: What's in it for Schools?</i>	<ul style="list-style-type: none"> <li>-Significant for today's schools</li> <li>-Use language that is easily understood while communicating excitement, originality, and freshness</li> <li>-Behaviors of symbolic leaders provide moral framework for schools which enhances purpose and significance</li> <li>-Concerned with needs of followers not one's own needs</li> <li>-Sympathize with followers and supports them</li> </ul>
Ethical Leadership	Duignan, P. (2007) <i>Educational Leadership: Key Challenges and Ethical Tensions</i>	<ul style="list-style-type: none"> <li>-Ethical responsibility to improve learning opportunities</li> <li>-Create learning environments which are visionary, authentic, ethical, people centered and motivational</li> <li>-Opposes individualistic and addictive practices</li> <li>-Encourages moral and communitarian practices</li> </ul>
Distributed Leadership	<p>Harris, A. (2013) <i>Distributed School Leadership: Developing Tomorrow's Leaders</i></p> <p>Harris, A. (2008) <i>Distributed Leadership: According to the Evidence</i>. [Online Journal]</p> <p>Harris, A. (April 2005) <i>Reflections on Distributed Leadership</i> [Online Journal]</p> <p>Harris, A. Spillane J. (January 2008). <i>Distributed Leadership Through the Looking Glass</i>. [Online Journal]</p>	<ul style="list-style-type: none"> <li>-Evidence suggests distributed leadership positively influences organizational change and development</li> <li>-Involves broad-based involvement, challenges traditional notion 'the great man'</li> <li>-Shares knowledge</li> <li>-Requires high levels of trust and respect, fosters positive relationships between staff</li> <li>-Nurtures talent throughout the organization, formal and informal leadership practices</li> <li>-Concerned with interactions rather than individuals</li> <li>-Broad-based involvement involves, teachers, parents, students, and community in decisions</li> <li>-Innovation, knowledge sharing</li> <li>-Positively affects organizational outcomes and student learning</li> </ul>

<p>Learning - Centered Leadership</p>	<p>Davies, B. et al. (2005) <i>The Essentials of School Leadership</i>. (Southworth, G. (2004) <i>Learning Centered Leadership</i>.)</p>	<ul style="list-style-type: none"> <li>-Personalization of learning around students' interest</li> <li>-Adapts to varied cultures, inclusive of ideas, selecting diverse curriculum content</li> <li>-Focus on 'how' students learn</li> <li>-Expands existing knowledge</li> <li>-Social context in which learning takes place is significant</li> </ul>
<p>Sustainable Leadership</p>	<p>Hargreaves, A. Fink, D. (2012) <i>Sustainable Leadership</i>.</p> <p>Hargreaves, A. (2007) <i>Sustainable Leadership and Development in Education: Creating the Future, Conserving the Past</i>. [Online Journal]</p>	<ul style="list-style-type: none"> <li>-Successful leadership is sustainable, essential in education as in business and environment</li> <li>-Fundamental principle for enriching and preserving learning</li> <li>-Leaders concentrate on leadership qualities that are needed to sustain the type of learning and teaching we need in the future rather than surviving in the present</li> <li>-Committed to enhancing deep and broadened learning for all students</li> <li>-Personalized around a student's knowledge and life circumstances</li> <li>-Moves past micromanagement of standardization, repetitive change, higher performance standards</li> <li>-Authentic improvement for all students / Learning that spreads and lasts a lifetime</li> <li>-Moral leadership that benefits all of us now and in the future.</li> <li>-Learns from the past, strong under pressure, waits patiently for results</li> </ul>

### 3. METHODOLOGY

*This chapter presents the methods used to conduct the study. It validates the suitability of the chosen methods in relation to the aim of the study and its research question. Finally, it helps the reader understand the various procedures involved in the research process and why they are conducted in such a manner.*

#### 3.1 Inductive vs. Deductive Research

This study is both inductive and deductive as it is based on pre-established leadership theory as well as new observations. Deductive research sometimes referred to as the “top-down” approach starts from more general reasoning to more specific findings, where inductive research is the opposite, moving from specific observations to broader generalizations and theories, otherwise known as the “bottom-up” approach.<sup>27</sup>

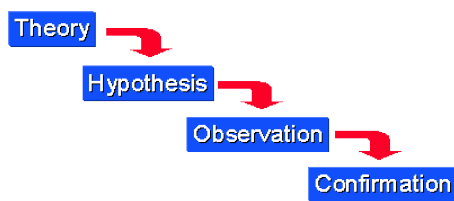


Figure 4: Deductive Reasoning

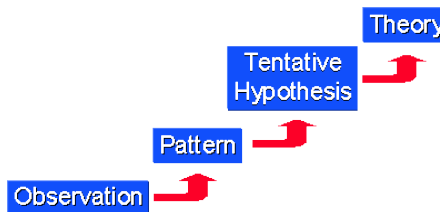


Figure 5: Inductive Reasoning

Deduction methods of research derive conclusions from hypothesis, which should be true to make deduction valid and reliable. Induction methods do not have solid connection between hypothesis and conclusions. This method suggests deriving a conclusion from multiple facts or evidence. Inductive approach is used during observations when a “why” question is asked. In order to answer the “why” question, a hypothesis is then proposed, and the deduction method can be used to check whether the hypothesis can support these observations. The conclusion explains the facts, and the facts support the conclusion. Induction and deduction methods of research can be combined systematically to explain the scientific method.<sup>28</sup>

For the purpose of this study, I applied deductive research methods by using general reasoning from the theories of educational leadership in combination with my own observations working at the International English School and discussing with other teachers to draw specific conclusions and support the theory. Although, in the end my research was more deductive than inductive, in the beginning I was using inductive

<sup>27</sup> <http://www.socialresearchmethods.net/kb/dedind.php>

<sup>28</sup> <https://socialresearchmethods.net/kb/deduction-and-induction/>

research methods, using specific observations working in the ‘International English School’ to form my own opinions, and then later supporting them when I began my research on pre-established educational leadership theory. By using both a deductive and inductive approach to my research, it allowed me to formulate my research question as well as gave my research a stronger perspective. In retrospect, I wish I had used deductive reasoning or the ‘top down’ approach from the beginning as it would have helped me when I was constructing my questionnaires and conducting my interviews. When I began working at the International English School in Gävle, I did not know I would end up studying at the University of Gävle and eventually doing research on educational leadership. When I began my study of educational leadership, I started with inductive reasoning, however, as my research on the topic continued, it became clearer that I would need to use deductive reasoning to advance my study.

### 3.2 Qualitative vs. Quantitative Research Methods

Research problems can be examined qualitatively and/or quantitatively; they are both widely used methods, but the choice of method often depends on the type of research questions being asked. In some cases, both methods will be used in order to give perspective and validity to the study.

**Figure 6 - Qualitative vs. Quantitative Research Methods**

Qualitative Data	Quantitative Data
<ul style="list-style-type: none"> <li>- Qualitative information (words, sentences, and narratives.)</li> <li>- Reflects ideas, feelings, attitudes, and opinions.</li> <li>- Answers “why” question.</li> </ul>	<ul style="list-style-type: none"> <li>- Quantitative data (numbers and figures.)</li> <li>- Involves statistical research methods.</li> <li>- Answers “how many” or “how much” questions.</li> </ul>

**Source:** Own.

This study focuses on qualitative methods of research opposed to quantitative methods of research in order to get a deeper understanding of different aspects of

educational leadership. More specifically this study uses information that can be used to correspond with the aim of the research and the formulated research question. Qualitative research explores the ‘why’ and ‘how’ of decision making not simply ‘what,’ ‘where’ and ‘when.’ This type of research is exploratory as it is being conducted for a problem that is generally defined; it draws together definitive conclusions with caution. I wanted to know how teachers truly felt about the importance of leadership in schools and what they thought good leadership was; instead of describing different leadership theory and seeing how many teachers would agree with the significant impact they each have. Initially, I was looking for quality of respondents opposed to quantity of respondents, unfortunately it did not work out favorably in terms of the quantity or quality of data I was able to collect.

**Figure 7:** An Outline of the Main Steps of Qualitative Research:

1. General research questions
2. Selecting relevant sites and subjects
3. Collection of relevant data
4. Interpretation of data
5. Conceptual and theoretical work
6. Writing up findings/conclusions
7. Collection of further data
8. Tighter specification of the research questions

**Source:** Bryman and Bell (2011) *Business Research Methods*, pp. 390.

### 3.3 The Research Process

Bryman and Bell (2011) state, “structured interviews can be used in conjunction with self-completion questionnaires to gain understanding of the perspectives of different groups of participants.”

In doing this research, surveys were organized in the form of self-completion questionnaires (*Appendix B*), handed out to colleagues of mine which included teachers at local schools in Gävle, Sweden as well as students at the University of Gävle. Standardized or semi-structured interviews were conducted with colleagues of mine, who were also working at schools locally in Gävle. This allowed me to gain a better

understanding of the kinds of leadership currently practiced in today's schools. I have also used my own experiences working as substitute teacher at the 'Internationella Engelska Skolan in Gävle,' in order to form my own considerations about effective leadership practices needed in today's schools. To support the theoretical section of my work, one-on-one, semi-structured interviews were conducted in order to get feedback from teachers and other educational leaders working at schools in Gävle. Self-completion questionnaires were given out to different teachers in the same schools to gather information which could be later analyzed. In an attempt to ensure the validity of the study, those who were given questionnaires and those who were interviewed, were both male and female leaders of different age groups and backgrounds, they also held various job roles in the different schools they worked.

Semi-structured interviews were conducted with different teachers from two schools; a public school, known as 'communal school' in Gävle, Sweden called 'Prolympia,' as well as a school which I worked as a substitute teacher for three years called the 'Internationella Engelska Skolan i Gävle;' a private International English school from grades four to nine. The interviews took a half an hour to forty-five minutes in duration. Questionnaires were sent to educational leaders who either currently work as a teacher or had in the past. These teachers worked schools in, Sweden, Canada, as well as the UK. The questionnaires and interviews were conducted as a way of getting a first-hand look at leadership in practice and to support the study with empirical evidence.

On returning to Canada, a second set of structured interviews were carried out with teachers working in schools in Toronto, Ontario. A Skype interview was also done with head teacher who had thirty years of experience working in elementary schools in England. Here interview questions were well defined and specific in order to get to the deeper aspects of educational leadership I had originally intended on exploring. Interviews took anywhere from an hour and a half to three hours. School teachers were given the opportunity to describe in their own words what they felt were the most necessary leadership practices needed in today's school organizations and what they considered to be effective leadership in preparing students for the future. Respondents were asked if they thought innovation played an important factor in transforming today's schools. Respondents were also asked if they felt governments and business should have a larger impact on education.

### **3.4 Handling of the Data**

Notes taken during each interview were in certain cases edited and later summarized. Notes taken from each interview were looked at in detail, with time and thought. Although the interviews were helpful in obtaining insight on how other teachers felt about the importance of leadership in schools, the data obtained was limited because of a lack of responses from teachers who were given questionnaires, and a lack of quality in the answers that many of those who did respond gave. To be fair not enough questionnaires were given out, and the questionnaires that were given out at the time were handed out prior to my reading and understanding of educational leadership. Therefore, in retrospect, the right questions that needed to be asked in order to support the theories of educational leadership were not asked, and therefore the data needed to better support the theories were simply not available. Some of the questions were worded poorly and some interviewees had a difficult time understanding what they were being asked. Many potential respondents did not lend their time and it is my responsibility to get the best feedback from respondents. It needed to connect with respondents in order to collect the data needed to give validity and reliability to the study and better support the research. I still believe the results of the interviews and questionnaires, my own experience as well as the discussions I had with other teachers offered me useful information to form a conclusion about effective leadership in schools.

## **4. EMPIRICAL FINDINGS**

*This chapter presents the findings from the interviews and questionnaires attained during the research process both during my time in Sweden and back in Canada. The questionnaires and the structured interview questions can be found in the Appendices: A through E.*

### **4.1 Findings from the Interviews**

*The respondent Catherine Byrnes informed that: (Refer to Appendix E.)*

Students today live in a very different world than the one from our own childhood experience. They live busy and complex lives, bombarded with information through the multiple faces of media. Never before has it been more important for children, ultimately adults, to be able to make up their own minds, rather than let someone else do it for them. With this in mind, schools need to cultivate a culture of collaboration with critical thinking at its core, encouraging curiosity and ownership of learning. Leadership styles should reflect this need, unifying core educational values and school ethos. One way is to promote a combination of leadership styles such as shared and distributed leadership, using the current management structures but incorporate within schools the understanding that all staff is key contributors to the development of the school as a whole. Some of the benefits to using this approach might be: sharing of expertise to build capacity formally and informally; new staff are given opportunities to try out leadership opportunities within a supportive environment; individuals' ideas are valued and their varying expertise utilized; staff as a whole may feel increased ownership of co-created goals, such as School Improvement Plan (SIP), and these goals may reflect truer needs of students.

Leadership, however, must be organic and respond to the needs of school districts down to individual school level and cannot be mandated as one "high-yield" style to suit all. When key leaders have such a big impact on schools it is imperative that professional development is also in alignment with school/board best practices. It must ensure that leadership candidates are allowed to practice and hone their skills over time, with experienced and effective mentors to guide and coach. Being able to talk about leadership and being a leader are two separate things. Ultimately, choosing the right candidate should not rely solely on interview responses. If ministries of education, school boards, schools and providers of professional development can align goals for effective leadership, then the efforts and resources can be used most efficiently.

***The respondent Sara Marconi informed that: (Refer to Appendix E.)***

Distributed leadership is prominent and successful in Canadian school systems. This can be seen in Professional Learning Centers where teachers work together creating long range and short range plans for the entire school year. In this teachers and administrators hope to have students in each grade team working on the same curriculum at the same time. Teachers strengths are pooled together in order to create sound lessons and unit plans. Furthermore teachers speak out issues they are having in the classroom or around the school community and as a grade team solutions are brought forth. Teachers who have students who are struggling can obtain advice from their colleagues in hopes of bridging the achievement gap and allowing students to reach their full potential. In this regard distributed leadership has seen great success in Ontario schools. There are some prominent gaps in distributed leadership in regards to familial and communal involvement. As teachers put the responsibility on students and parents to maintain academic success and likewise families expect teachers and administrators to help students produce results. If the responsibility of the student achievement was shared between all parties involved, including parents, teachers and students themselves, achievement could be reached with much higher results. The education system itself needs to be a communal effort in order to obtain success. As such, distributed leadership is crucial.

Ethical leadership is something that is often times missing in classrooms. I believe this is a product of the lack of professional development for staff and administration. Although professional development is always taking place with courses and workshops, often times the focus is not on the teaching itself but on specific subjects or initiatives. Courses on inclusive education and how to foster inclusive spaces are offered and advertised throughout the educational community however they are optional. If teachers were required to take these courses perhaps moral and ethical leadership would evolve in classrooms. The theory behind inclusive education is to exercise leadership by dispersing it so that all parties act as leaders and become stake holders in these inclusive spaces. If classrooms can exercise inclusive, moral leadership, students will become stake holders and take pride in their education and learning.

The idea of student centered learning is prominent in schools. Having worked at an inner-city school in Toronto, the notion of learning and student centered leadership is crucial in student engagement and consequently their success. By implementing culturally relevant pedagogy and diverse curriculum content, students became much

more engaged. Teaching a lesson in geography can come alive as students are given the option to talk about their experiences in geography by speaking about their cultures and the countries they come from. With this the teaching is not only the job of the teacher; the students teach each other's about their lived experiences. The leadership transforms into learning and the students become more interested in what they are learning. Learning from peers offers a new insight and allows students to feel as though they are a part of the learning process.

Leadership should be emphasized in student engagement and students should be given opportunity within educational systems. This should be accompanied with government funding for educators to learn how to teach to foster inclusive, student based and student lead learning environments. Courses such as "Special Education, English as a Second Language, Inclusive Education" are optional and if taken can increase a teacher's salary; however they are three month courses which may or may not actualize in the classroom. Lastly, leadership should be used as an infrastructure which is consistent throughout the whole school.

## **4.2 Findings from the Questionnaires**

When asked what educational leadership was and what forms of leadership were effective in schools, teachers unanimously noted the importance of leadership as being the most important aspect of being a good teacher. They suggest having knowledge in a subject is not useful if you are unable to lead a classroom. Teachers cited taking responsibility and how they conducted themselves as important to the success of the school as a whole. They also suggested that being positive and being able to recognize a student's strengths as being a key factor in successfully being able to increase student's confidence and lead a child through education in order to prepare them for the future.

Another finding was that all the teachers surveyed believed that students feeling safe and secure when at school played an important role in them being able to learn in a classroom setting. Innovation was another factor consistently cited as being an important factor for school transformation. Most respondents suggested schools need to be more innovative to keep up with the outside world; however, several teachers stated that initiatives are often enacted but far too often not followed through. Findings suggest that educational leaders are aware of the importance of having talented leaders and effective leadership practices and their impact on school organizations and ultimately children's learning and development. Findings also consisted with the need

for ethical, learning-centered, distributed, and sustainable forms of leadership practice. Teachers all agreed that distributing leadership enables schools to take advantage of leadership abilities already in the school; they also all agreed that a need for ethical leadership is critical not only in schools but all organizations. When asked if they felt that learning should be more personalized, the majority agreed however several noted that the presence of structures also was important in keeping students organized and that made them feel more comfortable which will also impact their learning outcomes.

The findings suggested that students live in a different world than the one from my own experience growing up. They live busy and more complicated lives, and are constantly bombarded with information through the multiple facets of social media. After speaking with respondents, it is clear that it has never been more important for young people in education and ultimately adults, to be able to make up their own minds, rather than let someone else do it for them. Furthermore my research suggests, schools must cultivate a culture of collaboration with critical thinking at its core, encouraging curiosity and students taking ownership for their learning. Leadership styles should reflect this need, unifying core educational as well as school values. One way is to promote a combination of leadership styles such as shared and distributed leadership, using the current management structures but incorporate within schools the understanding that all staff can be key contributors to the development of the school as a whole. Some of the benefits to using this approach might be: sharing of expertise to build capacity formally and informally; new staff are given opportunities to try out leadership opportunities within a supportive environment; individuals' ideas are valued and their varying expertise utilized; staff as a whole may feel increased ownership of co-created goals and these goals may reflect truer needs of students.

Leadership should be organic and respond to the needs of school boards down to individual schools and cannot be mandated as one style to suit all. When key leaders have such a big impact on schools it is imperative that professional development is also in alignment with school board practices. It must ensure that leadership candidates are allowed to practice and hone their skills over time, with experienced and effective mentors to guide them. Talking about leadership and being a leader are two different things. Ultimately, choosing the right candidates should not rely solely on interview responses. Finally, if ministries of education, school boards, schools and providers of professional development can align goals for effective leadership, then efforts and resources can be used most effectively.

### 4.3 Table of Empirical Findings

Respondants	Thoughts on Leadership
Swedish Respondant	<p>-Schools must create a culture of collaboration with critical thinking at it's core, encouraging curiosity and ownership of learning. Leadership styles should reflect this need, unifying core educational values and school ethos.</p> <p>-Promote shared and distributed leadership, using current managment structures with the understanding that all staff are key contributors to the development of the school as whole.</p> <p>-Sharing of expertise to build capacity formally and informally.</p> <p>-New staff are given opportunitites to try out leadership opportunities within a supportive environment.</p> <p>-Individuals ideas are valued and their varying expertise utilized.</p> <p>-Staff have increased ownership of co-created goals, therefore goals may reflect truer needs of students.</p> <p>-Leadership must be organic and respond to needs of school districts to school level.</p>

<p>Canadian Respondant</p>	<p>-Distributed leadership has been successful and is prominent in Canadian school systems.</p> <p>-Distributed leadership is evident in professional learning centers. Teachers work together to create short and long term plans for a school year. Teachers and administrators have students in the same grades working on the same curriculum at the same time. Teachers strengths are pooled together in order to create sound lesson and unit plans. Teachers speak out on issues they're having in the classroom or school community and solutions are brought forth as a team. Teachers who have students who are struggling can obtain advice from their colleagues in hopes of bridging the achievement gap and allowing students to reach their full potential.</p> <p>-Prominent gaps in distributed leadership in regards to familial and communal involvement. Teachers blame parents and parents blame teachers. Communal effort needed in order to achieve greater success.</p> <p>-Ethical leadership often missing in classrooms. Believes this is due to a lack of professional development for staff. Professional development workshops often lack focus on teaching instead of specific subjects and initiatives. Courses are too often optional.</p>
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	<ul style="list-style-type: none"><li>- Courses on inclusive education and fostering inclusive spaces are offered however optional. Moral and ethical leadership would evolve in classrooms if courses were madatory.</li><li>-The theory behind inclusive education is to exercise leadership by dispersing it so that all parties act as leaders and become stake holders in these inclusive spaces.</li><li>-Classrooms should exercise inclusive, moral leadership. Students will become stake holders and take pride in their education and learning.</li><li>-Student centered learning and leadership is crucial in student engagement. By implementing culturally relevant pedagogy and diverse curriculum content, students become more engaged. Students should be given opportunity within educational systems.</li><li>-Government funding for educators to learn how to foster inclusive, student based and student lead learning environments.</li><li>-Leadership should be used like infrastructure, consistent throughout the whole school.</li></ul>
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## 5. ANALYSIS

*This chapter takes a closer look at the empirical findings of the study and connecting those findings with what the authors say in the theoretical framework of the study.*

### 5.1 Significance of Distributing Leadership (Theory and Evidence)

Alma Harris (2013) discusses in her work that the process of changing structures involves changing job roles, expectations, and responsibilities, it is not easy but with discussion, dialogue, and careful consideration it is possible. What is most important is that the principle and senior leadership renounce some of their authority and responsibility for making decisions. However, simply changing structures is not enough, a cultural change is needed to change practices in schools and have a positive impact on learning. Without the significant modification of structures and the responsibility of embracing new mindsets it is unlikely that any major cultural change will occur and not likely to be sustained long-term. Harris (2013) states, leadership plays an important role in organizational change and development. It is a powerful mechanism for school improvement and is a major force for organizational transformation. Research has suggested that school leadership influences student learning outcomes and that the impact of leadership upon student learning is significant. The unanimous consensus is that what today's organizations need most they are not getting enough of; they are often over managed and under led.

Harris (2013) suggests leadership must be distributed well throughout organizations as there is increased need for better leadership practices opposed to thinking regarding the single leader; today there are fewer places and occasions where lone leadership works well. Schools need talented leaders that are committed to the vision of the school in order to be successful, especially during today's unstable times, they need much more support from governments and businesses to embrace their roles as leaders. It is impossible to change mission and strategy without changing culture and behavior, key to this is changing the mindset and the behavior of the people within the organization. Part of the problem is that the world of schooling is just too complex, disconnected, and even chaotic for direct leadership to work. Too often what leaders do is not directly connected to anything important. There is increasing research evidence that distributed leadership makes a positive difference to organisational outcomes and student learning. (Harris *et al*, 2008) There is no best way of leading, effective leadership is situational

and those in formal leadership roles in schools have an indirect effect on pupil learning but a direct effect on the organizational conditions that support learning. There is evidence that broadening and distributing leadership can positively impact on these organizational conditions. There is increasing evidence that points towards the importance of capacity building as a means of sustaining school improvement. Capacity-building is dependent on distributed leadership along with social unity, and trust. (Harris *et al*, 2007)

Two of the teachers I interviewed both noted the importance of distributing leadership in schools. (Refer to Appendix E.) Catherine Byrnes states that she believes it would be good to promote a combination of leadership styles, including shared and distributed leadership. She says we should use current management structures but incorporate within schools the understanding that all staff are key contributors to the development of the school as a whole. She goes on to say that, some of the benefits to using a distributed approach might be: sharing of expertise to build capacity formally and informally; new staff are given opportunities to try out leadership opportunities within a supportive environment; individuals' ideas are valued and their varying expertise utilized; staff as a whole may feel increased ownership of co-created goals, such as 'School Improvement Plan', and these goals may reflect truer needs of students. The feedback I received from Catherine supports what the theory says regarding distributed leadership.

Another teacher I interviewed Sara Marconi also noted distributed leadership as being important for student learning and organizational development. (Refer to Appendix E.) She explains that distributed leadership is prominent and has been successful in Canadian school systems. She continues saying that this can be seen in 'Professional Learning Centers' where teachers work together creating long range and short range plans for the entire school year. Teachers and administrators hope to have students in each grade team working on the same curriculum at the same time. Teachers strengths are pooled together in order to create sound lesson and unit plans. Teachers speak out about issues they are having in the classroom or around the school community and as a grade team solutions are brought forth. Teachers who have students who are struggling can obtain advice from their colleagues in hopes of bridging the achievement gap and allowing students to reach their full potential. Distributed leadership has seen great success in Ontario schools, however she states that here are some prominent gaps in distributed leadership in regards to familial and communal involvement, explaining

that teachers put the responsibility on students and parents to maintain academic success and while families expect teachers and administrators to help students produce results. She goes on to say that if the responsibility of the student achievement was shared between all parties involved, including parents, teachers and students themselves, achievement could be reached with much higher results. The education system itself needs to be a communal effort in order to obtain success. As such, distributed leadership is crucial.

## **5.2 Significance of Ethical Leadership (Theory and Evidence)**

Another teacher I conducted a semi-structured interview with highlights the importance of ethical leadership. Andy Wynard a teacher I worked with during my time at 'IESG' cites teachers taking responsibility of taking action as well as taking responsibility for other teachers who are under your guidance. (Refer to Appendix C.) He highlights the importance of taking responsibility for the decisions one has made. He suggests leading by example is almost expected. For me these things all fall under ethical leadership, more specifically symbolic and servant leadership, where leaders provide a moral framework for schools which subsequently enhances purpose and significance. (Sergiovanni 2001) Here, 'Wynard' talks about the needs of followers and not one's own needs and sympathizing with followers and supporting them, which is what (Sergiovanni 2001) talks about in his book.

'Wynard' also talks about taking initiative as being an important aspect of being a good leader, explaining that initiatives of leaders and supervisors lead to the establishment of new and innovative solutions to problems. He suggests without these kinds of leaders the organization would simply stagnate. Here you can see the connection with what 'Wynard' says and significance (Sergiovanni 2001) explains that symbolic and servant leadership has in today's schools. 'Wynard' explains that initiative are intrinsic qualities of the school however that passing responsibility off to others is common place and leads to indecision and ineffectiveness. He states that initiatives are often identified early however the support to see them through are often lacking. I believe ethical leadership extends past the classrooms and schools and that governments, business and community also play a role in supporting organizational change, leadership and school transformation. Wynard explains that without quality leadership in any environment there is no figurehead to follow and therefore direction is misguided. He goes on to say that the direction for young people needs to be clear, and

that action taken by those in leadership positions needs to be swift and efficient as this is paramount in building and sustaining any successful company or organization.

Another finding which I believe to be an important aspect of ethical leadership is students feeling safe while they are learning at school. This is something that has consistently come up when I was interviewing or giving questionnaires to teachers. One of the respondents I gave a questionnaire to, a colleague of mine at 'HIG' was 'Ulrika Gustafsson' (Refer to Appendix D). Ulrika was a teacher at Prolympia school in Gavle, and she explained that it's an important responsibility of teachers to make students feel safe and feel at home while they are at school. I found this very interesting because that was my exact experience during both my time as a student and as a teacher. It is very difficult to learn if you do not feel safe. 'Ulrika' goes on to say that being a good teacher is mostly about being a good leader. "To have a lot of knowledge in a subject and not be able to hold your class together is useless. To be positive and try to see the children's strong sides and lift that up is important." Here you can see, as discussed in (Duignan 2009) we have the ethical responsibility to improve learning opportunities. We should create learning environments which are visionary, authentic, ethical, people-centered and motivational. We should oppose individualistic and addictive practices and encourage ethical, moral and communitarian practices.(Duignan 2009) 'Ulrika' states, "It is important that's students have a safe and positive learning environment, if you do not feel safe and "good enough" it is hard to learn." 'Ulrika' explains that it can be a big help to follow a certain schedule in the beginning and end of lessons and that for younger students it is important to have routines during the day. The kids know what is going to be next and that make them feel comfortable, and they can focus on their schoolwork. 'Wynyard' states, the learning environment has a direct affect on retaining knowledge, and that safety is not only important to students but an important factor in anyone's learning environment.

## **6. CONCLUSION**

*This final chapter concludes the research study. Final thoughts are presented. Secondly, the purpose and answers to the research question are stated and the limitations of the study are discussed. Lastly, contribution of the study and recommendations for future research appear.*

### **6.1 Final thoughts**

Education has huge implications on society, by practicing the most important leadership principles we are better guiding and developing young people in education, which enables them to control of their lives and gives them the greatest chances for a bright future. I believe we can improve school systems by ensuring teaching is a high-status profession, such as the case in Finland, which boasts one of the best education systems in the world. In reality, lack of quality leadership is just a result of the deeper-rooted problems. If countries in other parts of the world prioritized education and held the standards that the Scandinavian countries particularly that of Finland, it would have a significant impact on society. In most countries, teachers are under paid for the work they are expected to do, such as the case in Sweden. Similarly, in Canada and the United States, teachers must deal with far too many compliance problems, while consistently under supported by governments at the same time.

A general lack of public faith in the education system is having serious implications on the profession and more importantly for student's education achievements. If the government made changes to the system prioritizing education and promoting teaching as a high-status profession, it would have a significant impact not only on students receiving a better education but on society as a whole. I believe distributing leadership will be an important factor in efforts to establish teaching as a high-status profession. Teachers need to have greater responsibility for their students and need to work together on a higher level. Unfortunately, teachers are easy targets, parents also need to be held accountable for a lot of the learning that should be happening at home. Governments, businesses, teachers, parents, and communities all have a part to play in the development of young people as productive members of society. Educational improvement can play a part of reducing social and economic inequalities in society. Providing better school leaders will help close the educational achievement gap; however, it is critical to reduce the negative social and economic conditions affecting communities and the chances of the younger generation. Although parents and teachers

play a critical role in the process of youth development, so do governments and businesses; the unethical behavior and the poor decisions they make, affect everyone right down to early education.

Schools need talented leaders who are educated. Educated people are strict with themselves and are strict with their students as they are with their own children, they have certain expectations and they usually are fair; talented leaders are usually both bright and fair amongst a host of other qualities. I think the teaching profession misses out a lot of would be talented leaders to other professions because of the lack of attraction to the industry. It is difficult to attract talented, bright people to a profession where you earn less money and recognition than you would be doing other jobs. You cannot expect to attract talented people to take on the pressures faced daily in failing education systems without offering better incentives. We need to attract more of our brightest, most talented and educated people into the teaching industry by motivating them to want to be teachers.

I believe ethical leadership is an important factor when we talk about talented and educated leaders. Ethical leadership plays an important role in leading students towards their future endeavors. In my opinion, educated and talented people tend to be more ethical than those who are not. Governments need to be more ethical and show better support for school systems which should be are trying to engage educated and talented leaders. Governing parties must create an environment that produces these kinds of people. Finally, if we are to attract these kinds of valued people to the teaching industry, they need to be treated with a level of prominence, and this is done by increasing incentives. One way of improving schools may be to add certain benefits or promote teachers who attain good results from their students. Another way may be to change the role of the principal into more of a governing body, where if students are not reaching their potential, then teachers will be replaced with ones who will ensure that students do reach their potential.

## **6.2 Answering the Research Question**

The purpose of the study is to investigate and explore leadership theory, drawing conclusions from different authors in the field and establish what is needed in order to prepare today's youth, restore faith in school organizations while promoting teaching as a high-status profession. In addition, the purpose of this study was to get an

understanding of what teacher's felt about leadership in schools and its impact on student learning and organizational change.

**Research Question:** Which leadership capacities are needed in school organizations today?

It was my belief prior to doing this work that it was critical students had a safe and positive learning environment and that leadership played a central role in ensuring that. My findings support this, however, I have come to realize that the business of leadership in schools, as with all kinds of all organizations, is much more complex and have a significant impact for the development of young people. Many teachers who answered questionnaires did not have a strong knowledge of leadership and its impact on education. What I have experienced working in schools myself does in fact support the leadership theory discussed in this study. School organizations today need talented leaders committed to the shared goals of the organization. Effective leadership means leadership that is distributed, learning centered, ethical, and sustainable. My research shows that distributed leadership is the single most important leadership capacity that's needed today followed by ethical and learning centered leadership. All forms of leadership must be sustained in order to be transformational.

To summarize, leadership which is ethical, distributed, and learning-centered will have significant effects on student achievement and organizational outcomes, these need to be sustained in order to have a lasting impact in efforts to transform education. We need talented leaders educated in the different areas of educational leadership. Practicing effective leadership will play a crucial role in student's educational achievement as well as transforming schools into more productive organizations that are able to better prepare students in their transition to formal education as well as the workforce.

### **6.3 Limitations**

When looking at feedback from questionnaires and notes taken during interviews, it was interesting to note many teachers and administrators were busy in their daily lives and therefore did not have a lot of time to provide information useful for this study. I was originally limited in the number of interviews I was able to carry out and many of the questionnaires I sent out were not answered with time and thought. The interviews

were clear however they were not well-structured. Although they also allowed those interviewed the opportunity to discuss what they thought was important for the development of young people in education and to get an idea of what they believed leadership was and what forms of leadership were effective in schools they did not go deep enough into the different aspects of educational leadership. Furthermore, like the interviews, and with the exceptions of a couple of respondents, the questionnaires were vague and did not get to the heart of what I was trying to find out from the majority of respondents. I believe the study is theoretically strong however has limited empirical evidence.

#### **6.4 Suggestions for Future Research**

It would be beneficial to have further research on leadership conducting more specific and well-structured interviews and/or questionnaires with a wider range of educational leaders in different schools in different parts of the world. Also, it would be helpful to interview members of government as well as different businesses to gain insight on their feelings about educational leadership and its' impact on students receiving quality education.

#### **6.5 Contribution of the Study**

To encourage discussion regarding the process of school transformation, drawing on theoretical ideas from different authors, and connecting their work in a meaningful way. The study promotes professional study groups to engage in thinking about how they can improve school organizations relating to the topic of educational leadership. This study uses ideas for solutions to more productive schools, which is important to the future of students receiving education, with contribution to the area of educational leadership.

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## APPENDICES

### Appendix A. Letter of recommendation from Anthony Millward



#### Open reference for Mr. Jason Beach April 2008

Mr. Jason Beach has worked at the Internationella Engelska Skolan i Gävle from September 2007 to April 2008. He has admirably fulfilled the many teaching tasks in the departments he has worked in as a substitute teacher for Years 6 to 9. Jason has also completed the duties of classroom assistant, being given the responsibility for working with small and large groups of students to instruct and teach.

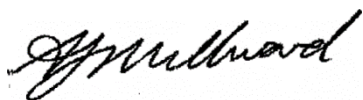
Jason is a highly organized staff member who focuses on helping his students to achieve very good results. He is conscientious in his planning and keeps up to date records of his student's progress. His approach to the students is to expect and encourage good study habits and to take responsibility for their own work Jason fosters high expectations from his students and he enjoys working with the children in a variety of contexts.

Jason has proven to be a very reliable and adaptable team member when working with his colleagues. He can be relied upon to be discrete and to complete tasks, efficiently and effectively. Jason displays enthusiasm and initiative when performing his assigned duties and gets on with his job roles with little or no input required, although does not hesitate to ask for guidance when he feels it is warranted.

I wish Jason well and know that he will enjoy new challenges and experiences in his pursuit of professional study. He has contributed well during his time at IESG and he will be missed both by his colleagues and his students.

In Mr. Jason Beach you would have a trustworthy, loyal, dedicated member of your staff.

Please do not hesitate to contact me if you require further information.



**Mr. Anthony Millward**  
**Principal**  
**Internationella Engelska Skolan i Gävle**

## **Appendix B. General Questionnaire: Leadership in Schools**

- 1) What is leadership and what kinds of ideals or characteristics do you think leaders should try to demonstrate?**
- 2) What kinds of leadership are practiced in your school?**
- 3) Do you feel leadership is important in guiding students through education, why?**
- 4) Do different teachers have different ways of displaying leadership at your school?**
- 5) In which ways if any, are students benefiting because of the leadership qualities displayed by staff when you were at the school?**
- 6) How important do you think it is that students have a safe and positive learning environment?**
- 7) Speak about the learning environment in your school, would you say students have a safe and positive learning environment?**
- 8) Would you say students generally enjoy attending and are learning when they come to school?**
- 9) What kind of leadership qualities would you say you have, and why are they important in your work?**
- 10) What is different about your school than other schools in the public system?**
- 11) Is there a different curriculum, rules or regulations for private schools versus regular schools in the ‘Kommun?’**
- 12) Are students at an advantage by attending your school opposed to attending schools in the ‘Kommun?’**
- 13) How many students are there currently enrolled at your school?**
- 14) How many teachers are there on staff?**
- 15) What is the success rate in your school in terms of students graduating and they’re grades based on the average?**

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*Thank you kindly for your time.*

## **Appendix C. Questionnaire answered by Andy Wynyard – Teacher from New Zealand working at International English School in Gävle**

### **Leadership at Internationella Engelska Skolan i Gävle:**

#### **1) What is leadership and what kinds of ideals or characteristics do you think leaders should try to demonstrate?**

Leadership qualities are more to do with responsibility of action. This includes taking responsibility for your subordinates as well as the consequences of the decisions you have signed off on. Leading by example is too simplistic for this ideal and as such is more of an expectation without saying it. Initiative is another very important quality; initiatives of leaders and supervisors, leads to the establishment of new and innovative solutions, to newer and older problems. Without these leaders the organization would stagnate.

#### **2) What kinds of leadership are practiced at ‘Internationella Engelska Skolan?’**

Initiatives and leading by example are intrinsic qualities of the school. This being said, the ability to buck responsibility is rampant and leads to indecision and ineffective identification of issues and problems. The initiatives are identified early, but the drive to see them through is not properly supported.

#### **3) Do you feel leadership is important in guiding students through education, why?**

Without the quality of leadership in any environment there is no figurehead to follow, and as such the direction of the classroom will be misguided to say the least. The direction, especially for younger individuals needs to be clear and without debate. This can be analogous to a military hierarchy, although less diverse and clearer cut.

#### **4) Do different teachers have different ways of displaying leadership at ‘English School?’**

In comparison to schools of the greater Swedish environment, the teachers there are more dictator like allowing for more direction within the classroom environment, but without the options allowed in other Swedish classrooms, the decision making process of other students of the same age may not be as developed. This is a possibility and would need further research for it to be confirmed.

**5) In which ways if any, are students benefiting because of the leadership qualities displayed by staff at the school?**

They will benefit from the example of expeditious acts. Here, as in any successful working environment, the need for efficiency is paramount in building and maintaining a successful company or organization.

**6) How important do you think it is that students have a safe and positive learning environment?**

Safety is important not only to students. This is an important factor in anyone's working environment, but given the inability for younger individuals to perform in unsafe environments, given their underexposure to this environment; it is paramount that a safe and trusting environment is maintained. Positive reinforcement allows for a degree of 'sugar coating' but in smaller amounts this can have beneficial influences.

**7) Speak about the learning environment in your school, would you say students have a safe and positive learning environment?**

Yes. There is little need to develop this answer, though safety from outside influential forces is key here, where the students are protected from external threats, to a degree.

**8) Would you say students generally enjoy attending International English School and are learning when they come to school?**

The learning environment allows for a great deal of knowledge retention, but students (as usual for this type of environment) do not know that they enjoy it until the nostalgia sets in after the fact. This is common for all school environments.

**9) Does having international students and staff add positively to the environment in the school or is that irrelevant?**

It is a great advantage for the students more than anyone. It allows for the Swedish teachers to broaden their perspectives and the understanding that if something is different doesn't necessarily mean that it is wrong.

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*Thank you kindly for your time.*

## **Appendix D. Questionnaire answered by Ulrika Guvstasson – Teacher at Prolympia School in Gävle and Student at University of Gävle**

### **Leadership at Prolympia Skolan:**

**1) What is leadership and what kinds of ideals or characteristics do you think leaders should try to demonstrate?**

I believe, to be a good teacher it is most about being a good leader. To have a lot of knowledge in a subject and not be able to hold your class together is useless. To be positive and try to see the children's strong sides and lift that up is important.

**2) What kinds of leadership are practiced in Prolympia?**

The teacher must make the children feel safe and at home in school. As a teacher it can be a big help to follow a certain schedule in the beginning and end of lessons. At 'Prolympia' we work after a method called "Startblocket". This is more when working with like 10-year olds and older children. For younger kids it is important to have routines, to have set-ups during the day. The kids know what is going to be next and that make them safe, and do not have to think about that and they can focus on the schoolwork.

**3) Do you feel leadership is important in guiding students through education, why?**

No response.

**4) Do different teachers have different ways of displaying leadership at Prolympia?**

I do think there are differences between different teachers at 'Prolympia,' but I think we all have a positive way of meeting the children to lift them up.

**5) In which ways if any, are students benefiting because of the leadership qualities displayed by staff when you were at the school?**

No response.

**6) How important do you think it is that students have a safe and positive learning environment?**

It is especially important, if you do not feel safe and "good enough" it is hard to learn.

**7) Speak about the learning environment in your school, would you say students have a safe and positive learning environment?**

I hope they do feel that way. We have a special group of teachers which work as a team for fast solutions to problems such as mobbing and other kind of misbehaving between kids and so on. The teachers cannot see all but we try to help and be open to see.

**8) Would you say students generally enjoy attending Prolympia and are learning when they come to school?**

I guess we have children who dislike the school, and we have those who love it. But we are not satisfied with that and always are trying to be better.

**9) What kind of leadership qualities would you say you have, and why are they important in your work?**

No response.

**10) What is different about your school than other schools in the public system?**

I would say that the big difference is the teachers, a 'Friskola' can hire like any other company, while the communal school often must go by a list. That gives us pride for the work we do.

**11) Is there a different curriculum, rules or regulations for private schools versus regular schools in the 'Kommun?'**

No, it is the same.

**12) Are students at an advantage by attending Prolympia opposed to attending schools in the 'Kommun?'**

No, it is the same.

**13) How many students are there enrolled at Prolympia?**

There are around 500, ages 6 to 16 years.

**14) How many teachers are there on staff at your school?**

There are close to 40.

**15) What is the success rate in your school in terms of students graduating and they're grades based on the average?**

I guess there is no difference there. I worked with the smallest children, and there are no grades there.

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*Thank you kindly for your time.*

## **Appendix E. Interview Questions for Structured Interviews**

- 1) What leadership capacities are needed in 21<sup>st</sup> century school organizations?**
- 2) What do you believe to be effective leadership in schools?**
- 3) How are they being implemented in your school?**

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*Thank you kindly for your time.*