Commonwealth Educational Leadership Handbook

Edited by Amina Osman and Paul Miller

The Commonwealth

CCEAM
Commonwealth Council for Educational Administration and Management

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Acronyms

ACE	Advanced Certificate: Education (South Africa)
AITSL	Australian Institute for Teaching and School Leadership
BAME	Black, Asian and Minority Ethnic (UK)
BOG	Board of Governors
CARICOM	Caribbean Community
CBT	Competency-Based Teaching
CCEAM	Commonwealth Council for Educational Administration and Management
CHOGM	Commonwealth Heads of Government Meeting
CPD	Continuing Professional Development
CSEC	Caribbean Secondary Examinations
ELL	English language learner
ESCI	Evaluation and Supervision of Classroom Instruction (Tanzania)
FL	Future Leaders (UK)
FPE	Free Primary Education (Kenya)
GES	Ghana Education Service
HPS	High Performing School (Malaysia)
ICT	Information and Communications Technology
IE	Inclusive Education
IIEPA	Institute for Educational Planning and Administration (Ghana)
INSET	In-service training
ISSPP	International Successful School Principal Project
ITE	Initial Teacher Education
KALE	Kalabo Assessment of Leadership in Education (Zambia)
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Staff Institute (Kenya)
LfL	Leadership for Learning (Ghana)
LGA	Local Government Area

LPI	Leadership Practices Inventories (Ghana)
MBNQA	Malcolm Baldrige National Quality Award (Mauritius)
MOE	Ministry of Education
NAHT	National Association of Head Teachers (UK)
NCSL	National College for School Leadership (England)
NIE	National Institute of Education (Singapore)
NIEPA	National Institute for Educational Planning and Administration (Nigeria)
NPQH	National Qualification for Headship
NQT	Newly Qualified Teacher
OECD	Organisation for Economic Cooperation and Development
OFSTED	Office for Standards in Education, Children's Services and Skills (UK)
PBL	Problem-Based Learning
PD	Professional Development
PDA	Professional development activity
PEDP	Primary Education Development Programme (Tanzania)
PISA	Programme for International Students Assessment
PLC	Professional learning community
PNG	Papua New Guinea
PQP	Principal's Qualification Program (Ontario)
PSEL	Professional Standards for Educational Leadership
PTAs	Parent-Teacher Associations
REB	Rwanda Education Board
SBM	School-Based Management
SEDP	Secondary Education Development Programme (Tanzania)
SGB	School Governing Body
SIP	School Improvement Programme (Malaysia)
SMB	School Management Board
SMT	School Management Team
SPC	The Pacific Community

SSLCP	System and School Leadership Coaching Programme, Jamaica
SWOT	Strengths, Weaknesses, Opportunities and Threats
TFI	Teach For India
TQM	Total Quality Management (Kenya)
TTC	Teachers' Training Colleges (Bangladesh)
VBL	Value-based leadership
VVOB	Flemish Association for Development Cooperation and Technical Assistance

Introduction

Amina Osman

Commonwealth Education Ministers and stakeholders have consistently stressed the need to improve school leadership given the impact that it can have on school performance and learning outcomes.

In 2018, at the 20th Commonwealth Conference of Education Ministers (20CCEM), ministers acknowledged that good governance and effective educational management practices are central to realising equitable access to quality education. Ministers agreed that high-quality teaching is a priority, and that the Member States should focus on how teachers and school leaders are trained, recruited and motivated and how the profession is governed. Effective and knowledgeable leaders and managers are essential throughout all areas of school management practice because they have an impact on the learning outcomes of children, young people, families and the wider community. While the importance of effective leadership is now well established, this is inadequately represented in global education policy development. The UN's Sustainable Development Goals acknowledge the need to provide "inclusive and equitable quality education" and assert that "lack of quality education [is] due to lack of adequate teacher training [and] poor conditions of schools" (SDG4). Yet it fails to mention the need for educational leadership. Securing political "buy in" for action to enhance school and system leadership is crucial if the desired quality and equity gains are to be achieved.

In Commonwealth countries as elsewhere in the world, school leaders face complex challenges due to rising expectations for schools and education systems to keep pace with technology, migration, demographic pressure and globalisation, to cite a few. As countries aim to transform their educational systems to impart to young people the knowledge and skills needed in this rapidly changing world, the roles of school leaders and related expectations have changed radically. They are no longer expected merely to be good managers but to also engage in effective school leadership, which is increasingly viewed as key to education reform, good governance, and improved educational outcomes.

The recent global health pandemic with the speed of its spread and the havoc it wreaked, brought the education system to the edge with schools struggling to maintain a sense of normalcy and deliver instruction to students, and teachers and school leaders

facing significant stressors due to their work. COVID-19 pandemic has shown that good leadership is paramount, school leaders must show adaptability and agility, a high degree of sensitivity to the contexts in which they work, compassion and empathy – in brief, skills and capabilities that they were hardly ever prepared for. In a "VUCA" environment (volatile, uncertain, complex and ambiguous) that knows no school walls or boundaries, school leaders have to adapt their communication, decision making and crisis management approach to the wider community of students, teachers and carers. They need to be resilient, resourceful and creative in times of crisis, including protracted and prolonged crisis. COVID-19 has intensified opportunities for teachers and school leaders to work more closely with parents and communities, and for teachers to work together collaboratively in ways not previously seen. In many instances, school leaders have shown to be more collaborative, and supportive of each other's work, with strong awareness and understanding of their local education system and their institutional contexts. They have also become much more aware of their practice and the value of acting collectively. By necessity, distributed leadership has emerged as the leadership approach that enables connectedness, collaboration, adaptability and responsiveness to contextual factors.

Several surveys and consultations conducted in member states indicated that the greatest needs for leadership improvement and training, as expressed by school leaders in the countries surveyed, included an emphasis on vision, personal and professional values; organisational culture and organisational capacity-building; as well as equity-oriented leadership practices and distributed leadership. Needs were also indicated for effective communication and parent–community engagement; staff care and well-being; ongoing training in technology and pedagogy, and recognition of potential future opportunities.

These findings resonate with the larger research literature on crisis leadership and have important implications for school leaders' future mindsets, behaviours, support systems and structures including during times of crisis. An understanding of these, and other issues, they suggested, would lead to a better understanding of their work.

This handbook is a practical, immediate response to expressed needs in school leadership development. It aims to support efforts to integrate school leadership development in the professional development of the education work force, including through reflective practice and conversations about professional development and personal growth.

The handbook is intended to assist school leaders across the Commonwealth in their work as leaders. It is a working document and as such has six parts that may be used separately for specific purposes. The handbook offers tested modules and streamlined guidance on leadership capabilities. It proposes a range of outputs that, collectively, provide a distinctive approach to leadership preparation and development in Commonwealth countries.

Part One

A capabilities-based framework

The Commonwealth Secretariat (ComSec) in collaboration with the Commonwealth Council for Educational Administration and Management (CCEAM) has produced a capabilities-based framework, and modules, for school and system leadership development in the Commonwealth, intended to enhance or initiate provision in developing contexts, including small island states.

The framework can constitute a point of reference and enable school principals to understand or evaluate their progression as leaders as well as foster and develop leadership capabilities in middle managers and/or teachers that aspire to become school leaders. It also provides a starting point and guidance for professional training and development provided to educational leaders.

A first draft of the capabilities-based framework was initially developed to support member states strengthen their education systems and governance structure with high calibre school managers and leaders. The draft was elaborated based on the analysis of several international educational leadership programmes mainly from Australia, Canada and the USA. The revised version was discussed at a technical workshop held in April 2019, in London, with representatives from the Caribbean Community (CARICOM), the Pacific Community (SPC), ministries of education of Malaysia, Mauritius, Seychelles, the Solomon Islands, and representatives from schools and academia in Australia and the United Kingdom, as well as from the CCEAM. It was evident that the capabilities approach, as presented, was not well understood by member states except for Australia. The present discourse of school management in most member states tends to be mainly around standards and competencies. In addition, member states represented at the validation workshop, as well as partners from the regional intergovernmental organisations, stressed that the literature within the framework should reflect the diversity of the Commonwealth. Participants noted that the framework should be generic enough to

be utilised and customised by countries and that there should be a clear definition of leadership and the application of terminologies.

These recommendations were taken fully into account and subsequently, the Framework was revised and re-designed by Professor Paul Miller. A set of modules to operationalise the framework was designed by Professor Miller and Professor Tony Bush.

While the Secretariat views the framework as a practical tool to help develop school leadership, as well as to be used for effective and systematic professional review and development, and professional update processes, it recognises that it is non-prescriptive and should be one of several options and models available to countries.

Part Two

Modules on Capabilities

Seven core modules are designed following the overarching structured Framework. Each module addresses a distinctive aspect of school leadership and, collectively, provide a comprehensive programme for professional learning. The modules explore aspects of leading professional growth and development; leading capacity building and sustainability; leading professional learning; leading student learning; leading inclusion and equity; leading organisational culture and change; and leading governance and accountability. The modules were piloted and tested during 2020–21. They aim at enabling more effective school principals, greater understanding of the importance of school leadership by stakeholders, as well as school and student development.

The research base relevant to each module is presented at the end of each module. A series of case studies (case in point) is designed to offer evidence-informed strategies for practical application. While occasional in-text references are provided, school leaders are encouraged to extend their reading around the content covered in each module by referring to original, foundational sources.

Part Three

The Commonwealth Principals' Leadership Profile

The Commonwealth Principals' Leadership Profile arose from the work undertaken to develop the Commonwealth Principal Capabilities Framework, and the seven modules linked to the Framework. Principals' leadership profiles can articulate what it means to be a principal and may culminate in a Principal's

Charter. There are several examples of such profiles across the Commonwealth, for example in Australia, England, New Zealand and South Africa. These standards generally include the personal and professional attributes required to be an effective principal and may also discuss the professional learning required to acquire these capabilities, including recognition of the need for situated learning. The Commonwealth Principals' Profile draws on these established standards, and the content of the seven leadership modules (Part Two of the Handbook).

These profiles or standards articulate principles and values to guide professional practice or Professional Standards for Educational Leadership (PSEL) and offer similar, but not identical, content. Leadership profiles, expressed as standards or capacities, are often based on the assumption that school leadership is exercised solely by the head teacher or school principal, with little consideration for collaborative approaches.

However, there is increasing recognition and call for shared leadership reflected in collegial and participative approaches. Despite some limitations, leadership profiles help to establish expectations about the knowledge, skills and values of school principals, especially when based on real insights from practicing school leaders. With growing acknowledgement of the importance of culture and context in school leadership, such profiles contribute to deep reflection and understanding of what it means to lead the whole-school community.

The Commonwealth Leadership Profile outlines the attributes and dispositions expected of school principals in the twenty-first century. They are structured in line with the seven broad capabilities required to lead schools effectively. Collectively, these 70 statements appear to represent formidable expectations that few could expect to achieve. However, if regarded as aspirations, and directions of travel, they may seem less daunting. It is also important to stress that the complexity of modern schools requires a collaborative approach to leadership, not reliance on a single "hero" principal. The profile may be used in several ways: as a guide to reflective self-evaluation; for peer review; for team building, for example within school leadership teams, or as a component of leadership preparation or leadership development course and activities.

Part Four

Diagnostic tools

The diagnostics tools aim to contextualise and personalise the School Principals' leadership development and learning, as

applicable to the diverse Commonwealth contexts in Africa, Asia, the Caribbean and the Pacific. They are intended to be an essential part of the design when planning workshops and other forms of delivery of the Framework and associated modules. The diagnostic tools invite participants to engage systematically with their leadership practice, including their career pathways and perceived development needs. The diagnostic tools also aim to facilitate situational analysis, enabling users to include specific aspects of their national and school contexts.

Four specific tools are provided: (1) Participants' training log, to provide a retrospective record of their professional learning. (2) A needs analysis tool, to provide a forward-looking perspective on what participants feel they need to enhance personal effectiveness. (3) A situational analysis tool, to enable participants to engage in a systematic review of their schools and the communities they serve. (4) An accountability framework, to establish the priorities of participants, when addressing what may be conflicting demands from different constituencies.

Part Five

Standards, Competences and Capabilities frameworks: towards a reference framework for school leadership development

Knowledge sharing in social policy, especially in education, encourages Commonwealth member states to learn new approaches and promising practices that positively impact learning outcomes and student well-being. School leadership has been identified as critical to improving outcomes for learning spaces and students. However, equally important is understanding which models of school leadership countries have adopted; how countries have assimilated and adapted these approaches, the challenges encountered and overcome; as well as the impact, and the effectiveness of policies that provide the framework for the practices.

While "competence" is reasonably easy to define and perhaps slightly more difficult to assess, capability is usually found to be both harder to define and to assess. Several development professionals have however shifted from a competence approach to a capabilities approach or framework, on the premise that "competence" carries a passive notion and is somewhat outdated and, that "it refers to a person's current state and to them having the knowledge and skills necessary to perform a job", whereas "capability is about integrating knowledge and skills and adapting and flexing to meet future needs" (ATD, 2020).

This chapter is intended primarily to stimulate substantive discussion and critical comments on leadership practice. It explores the necessary inter-relationships among standards, competencies, and capabilities.

Part Six

Mapping of school leadership research and literature in the Commonwealth

The capabilities modules are underpinned by a mapping exercise of school leadership research and literature across the 54 Commonwealth countries presented in this section. This exercise was conducted by Professor Tony Bush and Dr Derek Glover. The literature review examines the knowledge base that currently exists in the domains of educational leadership across the Commonwealth. The mapping includes a systematic review of all relevant English language academic and official literature, organised thematically and on a national and regional basis. It leads to the identification of good practices in Commonwealth countries, which are developed as case studies. While England, Scotland, and Wales do not have a specific section in the mapping because of their substantive volume of school leadership literature, the United Kingdom literature informed the overall discussion and analysis of Part Six of the Handbook as well as other parts.

Within the Commonwealth, there are two main views about leadership: (1) as a *position* within a national hierarchy, where principals' main responsibilities are perceived to be administrative; and (2) as instructional leaders focused on enhancing student and professional learning. The emphasis here is on leadership as a *process*, which includes senior and middle leaders, teachers, as well as principals.

While there is growth in research outputs in certain African and Asian countries, many Commonwealth countries have insufficient localised and contextual research and production, with implications for policy and practice. The mapping report shows that the topics that have captured the interest of academics in Commonwealth countries may also guide policy and practice in these countries. These include interest in leadership styles and models, essentially focused on solo models, with limited attention to shared models, such as participative, distributed, and teacher leadership. There are also few outputs on instructional leadership despite its positive links with student outcomes. Managerial leadership is dominant in most centralised Commonwealth countries, with strong hierarchies, little or no delegation or distribution, vertical accountability, and an emphasis on performativity.

The other major focus of the literature is on leadership development, sometimes labelled as preparation or training. However, most developing Commonwealth countries have no such provision, and leadership learning is usually incidental and unplanned.

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Part 1

Commonwealth Principal Capabilities Framework

Part 1
Commonwealth Principal Capabilities Framework

Paul Miller

Introduction

There is no denying the many differences among education systems among Commonwealth countries. Similarly, there is no denying the vast differences among schools located within a country, or between countries. Although it does not seek to resolve, this framework recognises these differences as important in the enactment of leadership in individual schools, and within each national context. Thus, this framework simultaneously acknowledges the many quandaries and conundrums faced by principals in the exercise of school leadership, the uniqueness of the national, community, and institutional contexts, and how these come together to influence the degree of effectiveness of an individual school principal in a specific context. Miller and Hutton (2014) noted that school leadership effectiveness is a function of environmental and personal factors, expressed as follows:

$$L = f(\text{Environmental factors} + \text{personal factors})$$

Environmental factors, they state, comprise legal/regulatory factors + institutional factors; and personal factors include determination, perseverance, quality of decision-making, etc. Although acknowledging that one set of factors has the potential to "undermine" leadership effectiveness, they also argue that the quality of leadership is optimised when both sets of factors are in sync. In other words, leadership effectiveness increases where school leaders are able to correctly read and interpret institutional and regulatory factors and apply the appropriate personal response or vice versa. This framework acknowledges the complexity of school leadership and the interplay between environmental and personal factors. Furthermore, the framework also underlines the important role of schools in social and economic transformation, and the role of the principal in ensuring the curriculum is delivered through quality teaching. Additionally, other critical inputs such as the creation and simplifying of systems and processes, and quality decision-making; as well as relationships, with a range of

stakeholders, internal and external, are noted. This framework is therefore to be seen as an active tool in learning and leading, aimed at helping principals to articulate and to assess their own leadership practice, through a series of self-reflection, and through feedback from others.

The capabilities acknowledge the dynamic nature of schooling and locate effective leadership practice as one that is responsive to multiple factors. As noted by Miller (2018), there are four dimensions of school leadership: personal, environmental, relational and social (p. 182). In its most basic form, school leadership is getting things done for students, families, communities and society (social) through teachers, other adults and appropriate agencies (relational); taking account of environmental conditions and personal limitations. Successful and effective principals understand and define their practice through a balance among these dimensions. The capabilities are set out under seven areas:

- Leading Personal Growth and Development;
- Leading Capacity Building and Sustainability;
- Leading Professional Learning Communities;
- Leading Student Learning;
- Leading Inclusion and Equity;
- Leading Organisational Culture and Change and
- Leadership for Good Governance and Accountability.

These reflect the nature of school leadership, as well as the Commonwealth's vision for improving the understanding and practice of school leaders within its family of nations.

Capability One: Leading Personal Growth and Development

Domain	Professional actions
Knowledge and understanding	
1.1 Recognises the role of knowledge and scholarship in improving practice; and vice versa	1. Values and integrates professional knowledge into organisational practice; utilises knowledge available within the organisation as well as consults externally. 2. Demonstrates intellectual engagement with global, national and local trends and knowledge. 3. Pursues knowledge and is open to new information and different perspectives.

Domain	Professional actions
1.2 Is aware of limitations and actively pursues knowledge through self and shared discovery	1. Pursues development opportunities based on knowledge of personal, team and organisational factors and influences. 2. Shows strong commitment to learning and self-development and accepts challenging new opportunities. 3. Welcomes feedback and guidance from others and is willing to seek feedback and appropriate development opportunities. 4. Evaluates one's own performance; identifies and communicates personal strengths and development needs. 5. Changes direction when a current way is not working or in light of new evidence.
Skills and abilities	
1.3 Nurtures own emotional, mental and physical health	1. Models behaviour that supports work/life balance and implements strategies to achieve this; encourages this in others. 2. Takes care of self, and balances work priorities with personal life. 3. Identifies strategies to maintain personal health and well-being. 4. Encourages and supports others to identify and implement strategies aimed at achieving work/life balance.
1.4 Regulates self and the use of personal and positional power	1. Uses own positional power wisely throughout the organisation and understands the consequences of misuse. 2. Reflects on own behaviours and idiosyncrasies and how they impact others and on their job performance. 3. Learns from feedback and experience. 4. Acts with wisdom and integrity when negotiating with others.
1.5 Demonstrates interest in and commitment to life-long learning for others and self	1. Maintains knowledge of exceptional practice in areas of responsibility and related fields. 2. Displays professional knowledge and understanding, both practical and theoretical, of own subject and of their practice as a leader. 3. Remains up to date with technical and other changes in language, content and/or practice in own subject and the practice of leadership. 4. Motivated to increase own expertise and to reduce gaps in knowledge and understanding.

Domain	Professional actions
Values, beliefs and personal commitments	
1.5 Is aware of their purpose, and articulates what they value and stand for	1. Understands and recognises how their values and beliefs influence their purpose, vision and work. 2. Knows what motivates them and how this influences their sense of self-worth. 3. Recognises own value systems and capabilities and how these relate to, complement and/or contradict those of other members of the organisation. 4. Focuses on moving the organisation forward with an ethical compass.
1.6 Demonstrates persistence and creativity in overcoming obstacles	1. Sustains effort despite setbacks; maintains momentum and continues to move the organisation forward. 2. Deals effectively with sustained pressure. 3. Puts stressful experiences into perspective and handles situations appropriately. 4. Learns from mistakes and adopts a "no blame" culture; recovers from difficult and challenging situations quickly; models approach to students and staff. 5. Communicates confidence and determination during difficult times.

Capability Two: Leading Capacity Building and Sustainability

Domain	Professional actions
Knowledge and understanding	
2.1 Acknowledges the link between current actions and future generations of staff and students	1. Ensures time is available for deep learning. 2. Builds and nurtures a legacy they will leave to their profession and community and intentionally develops this. 3. Plans and prepares for succession by mentoring and supporting others. 4. Demonstrates a commitment to stewardship for future generations of students by providing them the best possible opportunities to learn and grow. 5. Anticipates the learning and growth needs of staff and takes steps to meet these.
2.2 Promotes reflection, learning and inquiry, to inform practice	1. Is aware of a range of professional development approaches, and uses these to support individual, team and organisational learning as appropriate. 2. Promotes reflection as a tool for individual, group and organisational learning; and secure opportunities to engage in these. 3. Creates a learning environment that promotes the psychological, social and intellectual needs of all.

Domain	Professional actions
Skills and abilities	
2.3 Creates a supportive and challenging learning environment	1. Promotes a culture of learning, where progress and contributions are acknowledged and celebrated through reflection and feedback. 2. Actively fosters responsible risk-taking and experimentation in learning; uses own and others' mistakes as learning opportunities. 3. Models expected behaviours directed towards improving learning, leadership and community engagement.
2.4 Fosters self-efficacy; builds capacity in others	1. Models responsible life-long learning. 2. Provides, expects and encourages staff and others to seek appropriate opportunities for personal and professional growth; shares relevant professional learning material. 3. Nurtures and supports career pathways and aspirations of individuals within and beyond the school organisation. 4. Works with others to engage in multiple organisational learning approaches. 5. Empowers others to identify, plan and work towards individual goals; fosters responsibility and ownership through choice, personal inquiry and action planning.
2.5 Shares leadership to maximise support and build capacity in others	1. Delegates key tasks and responsibilities as appropriate. 2. Distributes leadership by creating authentic opportunities for people to develop. 3. Identifies and makes use of available staff expertise and skills and develop plans and implement actions to grow the existing capacity of staff. 4. Encourages talent development by offering a range of opportunities to take on additional responsibilities as part of a job requirement.
Values, beliefs and personal commitments	
2.6 Builds relational trust and values	1. Agrees with staff, students and other stakeholders on the common values the school organisation should adopt and translate into everyday habits and practices. 2. Models trust and organisational values through own behaviours and actions; ensures actions do not harm students, staff, community and/or the reputation of the school organisation. 3. Demonstrates care, compassion and understanding towards all students and staff and other stakeholders as appropriate. 4. Promotes positive, purposeful learning-focused relationships among members of the school organisation. 5. Uses norms, proactively, to benchmark expectations, feedback on and address weaknesses and develop skills among staff and students.

Domain	Professional actions
2.7 Takes a personal interest in developing and empowering staff and students	1. Takes account of culture, generational and personality differences in capacity-building. 2. Practices deep listening, including non-judgement and perspective-taking. 3. Surfaces and clarifies assumptions to promote harmony, respect and mutual understanding. 4. Ensures feedback mechanisms are built into school structures and processes; provides regular and timely feedback, differentiated according to purpose, context and individual needs. 5. Provides formative and summative feedback to staff and students based on evidence; uses evidence to support individual and organisational needs, aspirations and ambitions.

Capability Three: Leading Professional Learning Communities

Domain	Professional actions
Knowledge and understanding	
3.1 Knows and understands staff as learners, as individuals and as a group	1. Demonstrates a solid understanding of staff as learners and how people learn; develops and uses cross-cultural understandings in learning interactions. 2. Knows and understands staff as individuals and as a group: their identity, personalities, strengths, experiences and expertise, needs and aspirations, ambitions, etc.
3.2 Builds highly effective teams focused on improving student learning	1. Engages staff in ongoing dialogue to ensure shared understandings of the importance and benefits of teamwork and collaboration. 2. Ensures that effective teamwork is understood by all and is embedded in everyday practice across teams. 3. Ensures teams draw on, where possible, a range of talent, skill sets, personality types, expertise, representing the school organisation in its widest sense. 4. Demonstrates highly effective team leadership; identifies skills and capabilities of effective teams.

Domain	Professional actions
Skills and abilities	
3.3 Focuses on the team to work with others to improve student learning	1. Works with others to ensure that team goals are met; develops critical connections among teamwork, quality of teaching and improved student learning. 2. Works with others to understand how students learn, and to explore innovations that reduce the gaps between current student learning and desired standards. 3. Establishes, with others as appropriate, an organisational plan for guiding and monitoring learning outcomes against priorities and the effectiveness of teamwork at different levels. 4. Clarifies for members of the organisation that its success in any area relies on each member fulfilling their obligations and expectations; supports teams and team members, as appropriate to establish mutual expectations and accountability mechanisms. 5. Focuses the community to work collectively to improve learning and achievement for all; actively contributes to, and encourages staff to contribute to learning communities beyond the school organisation.
Values, beliefs and personal commitment	
3.4 Engages others in powerful and challenging professional learning that supports, embeds and sustains changes in practice over time	1. Ensures professional learning plans and programmes are directly tied to school-wide student learning priorities and targets for improving student learning outcomes. 2. Participates directly in formal and informal professional learning with staff. 3. Differentiates professional learning to address individual needs, e.g. action research, authentic problem-solving, lesson study, analysis of student work, etc. 4. Uses a range of strategies to enable and support staff learning from each other's practice, e.g., peer observations, peer coaching, learning walks. 5. Exposes staff to high-quality practice, both within and beyond the school. 6. Provides long-term, site-based and other development opportunities and resources aimed at embedding and sustaining changes to practice. 7. Uses external expertise strategically to build the capacity of staff to facilitate, support, and sustain their own and the learning of others over time more effectively.

Capability Four: Leading Student Learning

Domain	Professional actions
Knowledge and understanding	
4.1 Uses evidence-informed approaches to drive improvements in teaching and learning	1. Works with staff to collect, analyse and accurately interpret multiple sources of student data; uses multiple strategies (e.g., teaching observation) to systematically gather data on teaching, learning and assessment. 2. Uses data analysis to determine school-wide priorities and align these with measurable goals for improving staff and student learning. 3. Establishes appropriate benchmarks for assessment and progress among the range of learners. 4. Monitors and evaluates the impact of professional learning on teaching, learning, assessment, and related activities. 5. Develops entrepreneurial competence to improve and position the overall competitive advantage of the school organisation. 6. Uses knowledge of instructional leadership to advance student learning; supports teachers through mentoring, modelling and classroom observations, etc.
4.2 Uses current research and theory to inform and improve learning, teaching and assessment	1. Keeps abreast of and draws upon up-to-date and appropriate national and international literature and research to inform oneself and staff's understandings through relevant issues and perspectives. 2. Ensures capacity-building plans and activities for staff makes use of the latest research and evidence. 3. Focuses organisational learning on research-proven practices and strategies that improve student learning.
4.3 Builds and fosters shared understandings of learning among staff, students and other stakeholders	1. Engages staff in reflective sharing of pedagogical practices, drawing out underpinning beliefs and assumptions, and taking steps to clarify and support where appropriate. 2. Supports the development of teaching staff through reflection on theory, and through using theory as prisms through which to make sense of day-to-day practice experiences. 3. Engages staff, parents and students in collaborative dialogue about the importance of learning and the minimum expectation from each group.

Domain	Professional actions
Skills and abilities	
4.4 Designs, establishes and nurtures flexible learning environments	1. Ensures organisational schedules, structures, learning spaces, and locations are flexible and adaptive. 2. Promotes flexible approaches to teaching and learning to better meet individual and collective needs. 3. Engages learners in the design and implementation of their own learning. 4. Structures and resources learning environments to reflect the myriad learners and to show responsiveness to catering to their different needs.
4.5 Demonstrates commitment to future-oriented learning environment	1. Is aware of major technological changes and their impacts and is conversant with how these can be used to improve teaching, learning, assessment, etc. 2. Works with others to drive and implement policies and processes to integrate ICT and other technologies into the learning environment and workplace. 3. Analyses tools available for the future and develops budgets and resources based on clear theories of learning linked to organisational vision. 4. Reviews and updates programmes, processes and methodologies to anticipate and better meet the needs of students, whether individuals, groups, or cohorts.
Values, beliefs and personal commitment	
4.6 Aligns organisational goals to support and improve student learning	1. Maintains a clear focus on supporting all students and improving learning and achievement throughout the organisation. 2. Ensures systems and priorities are in sync and are geared towards supporting and improving student learning; co-creates systems to support and measure the achievement of goals. 3. Simplifies processes so they more effectively support teaching and learning.
4.7 Responds to the needs of students and staff	1. Creates organisational systems and processes that continually assess and support the needs of staff and students. 2. Establishes and reinforces clear expectations and indicators of success based on agreed benchmarks. 3. Establishes a learning culture of academic optimism aimed at improving achievement for all students; shows awareness of evolving student needs and ensures staff are aware of these needs and supported into meeting the needs of learners.

Capability Five: Leading Inclusion and Equity

Domain	Professional actions
Knowledge and understanding	
5.1 Articulates and promotes a shared language and culture of diversity, equity and inclusion	1. Develops, articulates and promotes a shared language of diversity, equity, and inclusion among staff, students and other stakeholders. 2. Equips staff and students to challenge and to recognise and "call out" all forms of discrimination through up-to-date data, research, case studies, scenarios, etc. 3. Connects events and artifacts within the school environment to wider society, and vice versa, so that staff and students can understand the interdependent nature of the relationship between what goes on in institutions and society.
5.2 Uses diversity to build capability and enrich the learning of all	1. Capitalises on the diversity of skills, knowledge, experiences, networks, and ideas possessed by members within a school organisation to upskill and enrich learning for all. 2. Engages diversity as a holistic concept and practice that requires and promotes deep listening, sincere engagement with the point of view and experiences of others and respectful challenge to misrepresentation and mischaracterisation.
Skills and abilities	
5.3 Builds commitment to democratic processes and accountability	1. Combines freedom with a structure to encourage and facilitate free-thinking and responsible decision-making. 2. Co-creates systems that build and foster commitment through social justice principles. 3. Encourages and promotes the voice of all stakeholders, including students, in decision-making. 4. Promotes the flourishing of all members of a school organisation; creates systems of support and monitoring to ensure this flourishment.
5.4 Confronts challenging issues and proactively addresses issues of injustice	1. Takes the lead in promoting social justice and in resolving perceived or actual incidents of injustice. 2. Implements strategies and policies that promote social harmony, respect for others, acceptance and respect for the rule of law. 3. Ensures a system of redress exists for those affected by discrimination and/or unequal treatment. 4. Deals with under-performance promptly and fairly; relentless in securing best outcomes for all. 5. Maintains an optimistic outlook in challenging situations; retains focus and commitment on organisational strategy and overcomes significant barriers and obstacles.

Domain	Professional actions
Values, beliefs and personal commitment	
5.5 Addresses and manages conflict productively	1. Views conflict as an opportunity to learn; works skilfully and proactively to surface, address, negotiate and resolve conflict in ways that maintain the integrity of relationships. 2. Has in place, conflict resolution procedures, and protocols that are known by all, and are in keeping with the values and ethos of the school organisation. 3. Builds capacity of others to identify and successfully remove barriers to learning, and other barriers faced by members of a school organisation. 4. Works with others, for the good of all, to improve conditions through an agreed monitoring/evaluation mechanism.
5.6 Values individual differences and ensures that members of a school community are treated fairly	1. Demonstrates understanding, courtesy and respect for individual differences, including personality, cultural, ethnic, gender, class, etc.; communicates the value of diversity to staff, students, and other stakeholders. 2. Builds acceptance, understanding, of diversity, equity, and inclusion by clarifying own position and aligning actions responsibly; maximises opportunities to bring people onboard and to lead by example. 3. Challenges and seeks redress for all forms of racism, intolerance, prejudice, bullying, and all forms of discrimination. 4. Promotes diversity, equity and inclusion through a range of events and individuals to create a spiral effect.

Capability Six: Leading Organisational Culture and Change

Domain	Professional actions
Knowledge and understanding	
6.1 Conceptualises and positions change as a driver to organisational and leadership effectiveness	1. Understands the role culture can play in a school organisation; spends time developing an understanding of the organisational culture context. 2. Shows awareness of change as a concept and as a process with which the school organisation must proactively engage; anticipates and uses data to model scenarios aimed at making the organisation more resilient. 3. Builds the knowledge and capacity of others within the school organisation to more effectively anticipate and respond to change; engages staff, parent body and school board in change leadership. 4. Articulates an understanding of change drivers, e.g., policies, natural disasters, economic conditions, organisational events, etc.; seeks support from others in the school organisation to develop a Change Responsiveness Plan. 5. Understands the relationship among organisational context, culture, and change; ensures Change Responsiveness Plan accounts for this relationship. 6. Understands that crises are inevitable part of leadership, and shows awareness of different types of crises.

Domain	Professional actions
6.2 Uses data in organisation-led decision-making	1. Uses data to underpin school-led change decisions; helps others to understand trends and patterns and to connect events in the school environment. 2. Develops and communicates system for maximising data collection and use throughout the school organisation. 3. Understands and invests in the collection and use of data from external sources to the school organisation as appropriate.
Skills and abilities	
6.3 Establishes the organisational context for change	1. Reviews the vision, mission, and values of the school organisation in line with data and/or environmental events; works with others within the school community to identify and agree change agenda and timelines. 2. Develops goals and strategies and provides additional resources, as appropriate, to lead or support the design, implementation and monitoring of planned change. 3. Promotes shared organisational values; facilitates the development of a shared ethos; co-creates the internal working environment through collaboration and transparency.
6.4 Communicates direction to achieve changed goals	1. Anticipates challenges and/or resistance and have a clear plan to secure support from all stakeholders. 2. Explains expected impacts and results of change into outcome measures that are practical and relevant to different stakeholders; communicates the benefits of change to each group per their needs and/or perceived impacts; includes all stakeholders in appropriate decisions to build organisational-wide understandings and support. 3. Promotes a shared culture of change through transparency, shared meaning-making, and shared understanding.
6.5 Maintains focus on strategic direction	1. Acts in ways that nurture and realise the ambitions and aspirations of the school organisation. 2. Shows awareness of, and responds to, tensions between cultural stability and cultural change; engages in deep listening and consensus moulding. 3. Shows flexibility and agility in how leadership is practiced in the face of unexpected events and crises. 4. Works with the internal school community, the local school community and other stakeholders to develop a crisis management plan based on multiple scenarios: and to deliver this if needed.
6.6 Embeds environmental sustainability into everyday practice	1. Promotes and implements measures to secure environmental and organisational sustainability in project design, energy conservation, waste disposal, waste reduction, recycling, etc. 2. Works with all stakeholders to develop and agree on behaviours and actions that promote environmental sustainability; links behaviours and actions to the curriculum and to learning communities. 3. Facilitates and enables dialogue and practice on sustainability to become routine; ensures organisational habits are consistent with the vision, mission, and everyday practice. 4. Works with the internal school community, the local school community and other stakeholders to develop a crisis management plan based on multiple scenarios: and to deliver this if needed.

Domain	Professional actions
Values, beliefs and personal commitment	
6.7 Recognises the different impacts change can have on individuals and groups	1. Exercises emotional intelligence in seeking to introduce and implement change agenda in order to minimise resistance; communicates with stakeholders as individuals and groups and ensure they feel listened to and valued. 2. Reminds and reassures all stakeholders of the reasons for and expected impacts/outcomes of organisational-led change. 3. Creates a balance between leading organisational change and building a school organisation that reflects its values, missions, and objectives and the time within which it operates. 4. Builds consistency in organisational systems and processes; holds self and others to account; ensures transparency. 5. Is willing to adapt leadership approach or change direction in response to unplanned or unexpected events.

Capability Seven: Leading for Good Governance and Accountability

Domain	Professional actions
Knowledge and understanding	
7.1 Develops and uses understanding of context to anticipate and forecast issues and potential responses	1. Spends time developing awareness of organisational and other contexts influencing the school organisation; leads the organisation so best possible decisions and judgements can be made. 2. Understands systems and guidelines, internal and otherwise, for making decisions and carrying out actions. 3. Solicits and shows appreciation for the viewpoints and experiences of others in developing, deciding and implementing agendas. 4. Assesses potential resistance, builds trust, and develops plans to work effectively and transparently with stakeholders.
7.2 Meets the compliance requirements of the wider school system	1. Comprehends and ensures compliance with regulatory and policy frameworks; operates within the boundaries of legal and organisational processes. 2. Successfully applies knowledge of regulatory and policy requirements to the functioning of all areas of the school organisation.
Skills and abilities	
7.3 Shows accountability to the community they serve	1. Pursues opportunities to influence and/or change regulatory and policy requirements through appropriate means, where necessary. 2. Questions and challenges systems, processes, and stakeholders, as appropriate, to ensure the needs of the school are served. 3. Explores and initiates agendas that keep the school organisation relevant to its public and stakeholders and in line with its mission and visions. 4. Leads the development and implementation of systems of accountability where evidence indicates there are or are likely to be gaps in the school's provision (e.g., in the attainment of ESOL, minority ethnic and female learners, etc.).

Domain	Professional actions
7.4 Manages financial, human, and physical resources effectively for the good of the organisation	1. Understands basic principles of managing resources; knows where to access support to build own capacity and/or to resolve questions or concerns that may arise; takes time out to develop or improve self in this area as necessary. 2. Manages the financial, human and physical resources of the school in ways that maximise benefits to student learning and to the organisational strategy as a whole. 3. Works with others to develop and implement ethical strategies for attracting additional resources to the school organisation, and where possible, make savings. 4. Assesses existing experience and knowledge available to the school organisation and determine how and whether these will best meet the needs of students. 5. Works with staff to allocate and manage resources efficiently in order to be more responsive to changing needs of learners.
7.5 Actively engages stakeholders in ways that promote collaboration and shared decision-making	1. Develops collaborative relationships and partnerships throughout the organisation with staff, parents, the school board community and business interests, and the education ministry or authority. 2. Takes the views of those from marginalised and minoritized communities on board in decision-making. 3. Keeps managers and student bodies informed and ensures accuracy and transparency in all reporting. 4. Evaluates the internal and external contexts and tensions, and works within or around these to benefit the organisation and its community.
Values, beliefs and personal commitment	
7.6 Accepts personal and professional responsibility for actions and outcomes	1. Accepts ownership of decisions related to the organisation and takes responsibility for outcomes. 2. Accepts personal responsibility for accurate and timely completion of work and seeks guidance when needed. 3. Takes personal responsibility for seeing projects through to completion; follows up on actions. 4. Focuses on setting and achieving priorities; deals with interruptions appropriately and avoids over-committing resources.
7.7 Responds to results by initiating changes to assumptions, organisational practices, procedures, and policies	1. Actively drives accountability through evidenced-based practice including assessment and reporting. 2. Sets realistic targets in collaboration with others; uses multiple forms of data to reflect on previous actions and outcomes and to guide next steps and actions. 3. Reviews student, staff, and organisational performance; challenges poor practice, decision-making and assumptions; identifies areas for improvement; communicates how to change. 4. Monitors organisational progress and interventions; adjusts plans in a timely and well-communicated manner.

Part 2

Modules on Capabilities

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Tony Bush, Paul Miller and Derek Glover

Module One

Leading Personal Growth and Development

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Capability One: Leading Personal Growth and Development

Leading personal growth and development involves a complex set of issues connected to self-awareness. These indicate the need for the following key principal capacities:

1. Develop a personal and distinctive professional identity as a school principal.
2. Develop and enhance "personal mastery", showing how professional action grows from developing skills.
3. Develop, advocate and enact a shared mission, vision, values and moral purpose.
4. Behave according to clear ethical principles and professional norms.
5. Exhibit strong interpersonal skills and clear communication.
6. Understanding of how to manage conflict.
7. Develop emotional intelligence, including self-awareness, social skills and empathy.
8. Be an authentic leader, exemplified through being true to their principles and ready to accept the views of others.
9. Lead by example, with integrity, creativity and clarity.
10. Demonstrate resilience in response to the pressures of leadership.

Introduction

This module is designed to support professional learning about "Leading personal growth and development". It springs from the research by Leithwood et al. (2006) who, in looking at the factors implicit in school improvement, note that "there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership" (ibid: 5). This shows the importance of the preparation, recruitment and development of school leaders at all career stages. The English National College for School Leadership (NCSL) suggests that the progression can be:

- Emergent: leading teaching,
- Entry: preparation for, and induction to headship,
- Advanced: established as a head but refreshing and updating knowledge and skills, and
- Consultant: able to take on training, mentoring and coaching others (NCSL, 2003).

This module has three parts framed around three key questions meeting the needs of potential and practicing principals:

(i) What do school principals need to know and understand about leading growth for themselves and colleagues?

(ii) What skills and abilities do school principals need to successfully lead this development?

(iii) What values, beliefs, and personal commitment drives the exercise of leading oneself and others?

The title stresses not only the role of leaders in promoting personal growth of self, but also that of stakeholders who have leadership responsibility. Practice varies from nation to nation within the Commonwealth and school leadership is not necessarily consistent because of differing historical, social and financial contexts. This diversity offers a richness from which others in differing situations can reflect upon, consider as an element in local and national policy debate, and use in securing educational enhancement.

The module includes a series of descriptions, explanations, readings and activities, carefully designed to support reflection on practice.

Knowledge: What do school principals need to know and understand about leading growth for themselves and colleagues?

Globalisation of education

There is considerable evidence that the globalisation of education has led to sharing of the policies and practices that underpin school leadership. However, there is still a range of practice across the Commonwealth. Compare the matriarchal, minimally funded, forest schools of Belize facing language and cultural pressures (Oliveras-Ortiz and Hickey, 2020) with the sophistication of data-driven, high technology resourced, internationally staffed schools of Singapore (Hairon, 2017), and context is just as important as globalisation.

Cases in point

Belize

Oliveras-Ortiz, Y. and W.D. Hickey (2020) 'Educational leadership in a Mayan village in Southern Belize: challenges faced by a Mayan woman principal'. *Journal of Cases in Educational Leadership* 23(1): 40–60.

A Mayan woman principal taking a position in a historically paternalistic village in Southern Belize faces inevitable challenges due to the cultural structure of the village. In this case, the challenges go beyond cultural norms. Mrs Po, a Mopan woman leading a school in a Kekchi village, faces challenges related to her role as a teaching principal in a multi-grade school, her lack of leadership preparation, the remoteness of the village and the language barrier, among others.

Singapore

Hairon, S. (2017) 'Teacher leadership in Singapore: the next wave of effective leadership'. *Research in Educational Administration and Leadership* 2(2): 170–194.

This article provides the practical and theoretical justifications for the growth of teacher leadership, in the Singapore education context. Since 2001, the importance of teacher leadership has been growing, and more significantly in the last 5 years, which is due to several factors. First, the race towards attaining 21st-century competencies in students, yet maintaining academic rigour in terms of outcomes. Second, the growing complexity of education contexts. These conditions had caused schools to invest their resources in strengthening classroom instruction through building teacher capacity and competency, and the leadership that supports it.

Defining globalisation

Vulliamy (2010: 12) compares primary education in England, Finland, and New Zealand, and argues that, although there may be some emerging consistency in educational policy and practice as ideas and practices are shared throughout the world, there are also clear differences arising from national and local cultures:

> "Global policies are mediated at the national level through different cultural and historical traditions and thus produce different national policies in response to the same global pressures. Moreover, the implementation of such national policies in schools has further potential for mediation according to different cultural traditions both between different countries and within a single country".

Culture, context and leadership style emerge as drivers in the ability of national education systems to conform with the best practice of high performers on the PISA scale, an international league table. Globalisation has a major effect on educational policy and provision.

1. *PISA and the league tables*

   The Programme for International Students Assessment (PISA) is a triennial study that compares students' knowledge and skills in reading, scientific and mathematical literacy and has become the international league table driving cross-country comparisons. This has led to the development of international and national league tables used as the spur to competitive assessment of school performance with consequences for leadership and an emphasis on instructional approaches. In Malaysia, for example, the Malaysia Education Blueprint makes explicit use of global data, including PISA, to drive policy reform (Bush and Ng, 2019).

   Tensions between policy makers and administrators favouring system-based organisation of schools, and local community groups favouring single school units, and between broader educationalists and those who favour academic "achievement", are a source of difficulty and may conflict with the stated vision for any school (Soh, 2014). This has led to a further leadership problem – that of coping with cultural differences.

Case in point

Pakistan

Razzaq, J. and C. Forde (2014) 'The management of large-scale change in Pakistani education'. *School Leadership and Management* 34(3): 299–316.

This article draws from a research study that explored the views and experiences of school leaders and teachers about the management of a large-scale reform programme at the higher secondary level in Pakistan. The findings illustrate that there is dissonance between the culture and practices of a specific national educational system and the assumptions embedded in the sets of reform strategies that have been imported from other systems.

2. *Culture*

   Culture is frequently referred to but often misunderstood (see module six). Okimb (2019) refers to the aim of a culture of improved educational achievement in Cameroon, and yet local and school culture with religious, tribal and political connotations, may conflict with the aim. Shah and Shah (2012: 33) refer to the complexity of factors affecting female leadership in Pakistan where, "besides the integration of religious, social and professional discourses, a social network of contacts and relationships also contributed to counter the 'depowering' factors". Similar tensions are evident in Nigeria where, despite attempts to secure a national educational policy, the westernised south and central regions conflict with the Islamic culture of the northern regions (Bush and Glover, 2016). Razzaq and Forde (2014: 299) see the tension in the "dissonance between the culture and practices of a specific national educational system and the assumptions embedded in the sets of reform strategies that have been imported from other systems".

   The term culture may be narrowly seen as the individual attributes of the physical environment and basic philosophy of an organisation, but it may also indicate resource and pedagogy according to leadership style and interpretation and consequential human relationships (Coleman and Glover, 2005). The task for leaders is to untangle all the varied elements of the culture and to read, interpret and use these in securing the vision and mission within which all stakeholders exist.

Professional and leadership development

This opening module is intended to provide an overview of the issues in leadership development for both principals or head teachers and the staff for whom they have a development responsibility. Professional and leadership development can be interpreted at three levels:

- the transmission of knowledge, seen most frequently now in the introduction of new technologies;

- consideration of ideas, seen in whole-school and departmental applications of changing policies;
- involvement in philosophical and attitudinal issues underpinning aspects of leadership.

Reflection

Consider an example of a professional development experience that you felt to be helpful, and another that was not so helpful. For each experience, rate the impact of location, time, environment, delivery approach, delivery personnel, content and value of the experience. Would the replacement of traditional programmes of training with individualised mentoring and support be beneficial?

The range of approaches from lectures and demonstrations through experiential activities, to mentoring, coaching, and other support systems have been complicated by the availability of online and distance learning. In a study of professional development in Singapore, Choy and Chua (2019: 82) stress the need for opportunities that link the needs of the individual teacher, the leader, and the organisation:

> "The leaders strongly value the benefits of holistic growth in teachers through continual learning, and strongly encourage teachers to take ownership of their professional development. The school leaders have stressed that teacher preparation and professional development are considered an integral part of their careers which is essential for teachers to improve their content knowledge and enhance their personal pedagogies towards maintaining high teaching quality. The high expectations for better teaching and learning as expressed by the school leaders indicate that they understand that effective professional development leads to better instruction and improved student learning outcomes as teachers are able to directly apply what they have learned to the classroom teaching practices."

Such expectations are demanding for all leaders. Responses cannot be mechanical but require consideration of aspects of personality and the unique qualities of individuals.

Context

Every school or college has its own environment, known as an open system (see module seven). Understanding the nature of the influence of every aspect of the system on the practice of the school is fundamental to effective leadership. The "inputs" are the students with their varied socio-economic circumstances, the human resources of teachers and ancillary staff, and the physical resource base. The "process" is the policy context, the philosophy, curriculum, and pedagogy of the school, and the influence of stakeholders such as parents and the community. The "outputs" are the educated young people moving on to the next stage of their lives.

It is easy to talk about "inputs" and "outcomes", but they are essentially human and have unique identities. The study of identity is linked to personality, and this is important for leaders to recognise in "self" and others. Leaders need to focus on self-development, drawing on contextual and group influences to change and develop. This occurs through different experiences, self-questioning, validation of ideas and reflection on experience, to establish an individual persona known to others as an identity. This is part of professional as well as personal maturation. Leadership development requires recognition of these factors, their exploration in context, and the use of a variety of training experiences to enhance professional growth.

Reflection

Thinking back to Mrs Po, the leader in Belize, it is clear that her identity has been forged against a background of difficulty and multiple challenges. What factors have affected your identity and how have you changed as you have developed?

Identity and development are both linked to notions of professional and organisational socialisation, as noted by Bush and Middlewood (2013: 249–250):

> "Professional socialisation includes formal preparation, where it occurs, and the early phases of professional practice. Organisational socialisation involves the process of becoming familiar with the specific context where leadership is practised. This distinction is helpful in thinking about how leadership preparation and development should be planned. Where leaders are preparing to take a more senior position, such as principal, they are engaged in a process of professional socialisation. Because future leaders rarely know where they will be appointed, context-specific preparation is not possible, although developing skills in the situational analysis is both possible and desirable."

Recognising the knowledge needed for leadership is a fundamental requirement of professional development planning. Personal academic and experiential journeys, the impact of cultural influences in family and community, and recognition of self and self-needs for motivation and professional growth are all factors that are fundamental to effective leadership of both self and others. The identification of necessary skills begins with reflection.

Skills: What skills and abilities do school principals need to successfully lead this development?

The literature reviewed for this module points to a progression of development from an assessment of the present situation, needing reflection, to the implications for the development of self, and then to the implications for leading other people.

Reflection on action

At every stage of professional growth, participants have different experiences according to two progressions – that of age and stage (a personal journey), and negotiating evolving context, culture, and leadership styles. Harris and Lambert (2003: 33) note that:

> "As roles change, relationships change. People see each other in a new light. They recognise new skills and resources in people they have known for years. As the opportunities for new ways of being together emerge, relationships can cut across former boundaries that had been established."

The ability to step back from situations, to analyse relationships and the professional personalities involved, and to determine future action in the light of this understanding, is known as "reflection in action". This is a cyclical activity including analysis of situations, questioning of assumptions and re-adjustment of behaviours and attitudes. In reflecting on leadership in Zambia, Kalabo (2017) extends the process to include culture, context and perceptions as foci for reflection. All lead to "personal mastery", a term to describe how professional action grows from developing skills, as noted by Retna (2011), in respect of Singapore.

Case in point

Singapore

Retna, K.S. (2011) 'The relevance of personal mastery to leadership: the case of school principals in Singapore'. *School Leadership and Management* 31(5): 451–470.

School leadership is critical to the management of school improvement and effectiveness but the focus on personal mastery, its impact on school effectiveness and improvement, and the role of principals in these processes have been overlooked. This study aimed at understanding the insights that can be gleaned from personal mastery for school leadership.

Senge (2006) links personal mastery to a framework for leadership development. Reflection establishes where we are, self-actualisation maps out the aims for a future course of action towards our personal and professional goals, but personal mastery is action to move forward to higher levels of attainment. Personal mastery is one of the five leadership disciplines outlined by Senge that are used as the basis for developing the school as a learning organisation: systems thinking (or an agreed conceptual framework); shared vision to determine school purpose; mental models of school and individual practices, and team learning to enhance progression towards mission and vision through change. Personal mastery is the driving force for each participant but especially for the leaders moving the school forward.

Communication

Noman et al. (2018: 474) found that successful leadership in a Malaysia case study school depended upon:

> "strong interpersonal skills, people-centred leadership, clear communication of vision and goals, focus on academic achievement, co-curricular activities, developing people, and creating a positive work environment, are all vital constituents of successful leadership."

This is a long list of leadership qualities, but they are all underpinned by the ability to communicate. Law and Glover (2000: 90) outline barriers to communication:

> "Barriers to effective communication are that we hear what we want to hear; ignore information with which there is a personal disagreement; have personal perceptions of the exchange, fail to recognise that perceptions of vocabulary differ (especially where a second language is involved) and ignore significant non-verbal communication. Favouring strategies are clear, well expressed, and well thought through arguments with straightforward requests and consistent approaches to issues backed by an awareness of the way in which the message is perceived by the hearer."

In the global environment of the twenty-first century, where there has been internationalisation of schools, and of leadership and teaching staff, there is a need to understand the cultural background of both the messenger and the hearer. The use of social media and the widespread circulation of messages requires that leaders "not only say what they mean, but also mean what they say". Rapakwana (2017: 131) notes these problems in the educational impact of the management of HIV in Limpopo Province, South Africa and points to the importance of a communication strategy that:

> "should, therefore, also ensure that practitioners be fully informed to empower them to convey health messages with accuracy, respect, and an attitude that would facilitate people with infections, family members, and community members to access health facilities."

Conflict management

Leaders are often misheard, or misrepresented, in both individual and group communications and this can lead to conflict. Leaders at all levels require an awareness of the causes, management and resolution of personal and group disharmony. Mphale (2015: 212) indicates the potential for conflict in Botswana:

> "Although most Botswana school heads indicated that they are aware of shared leadership, and practice it, there are implementation challenges, including conflict between senior management and subordinates, and resistance to change by both senior managers and teachers" (p. 212).

The causes of conflict may be summarised as interpersonal or intergroup, involving disagreement on the implementation of policy or practice, or both, at national and local levels. This often involves disagreement on aspects of

management and administration relating to physical and human resources. The use of appraisal and performance management has also led to disputes in some schools.

Kayani and Kiran (2019) have undertaken extensive research into conflict in special schools in Pakistan. The causes include those noted above, but the range of disputes is widened because of parents exerting one set of pressures and the feelings of many teachers that inclusivity is not operational in the current environment. Conflict resolution requires patience and the development of understanding and Kayani and Kiran (2019) note that resolution occurs through a range of strategies, including acquiescence, compromise, avoidance or domination. Leadership in such situations is difficult given the interplay of personalities and politics as well as the content and implications of policies and change.

Reflection

Think of a situation in which you have been required to manage conflict. What were the short-term and long-term values of acquiescence, compromise, avoidance, and domination in this situation?

Uzun and Ayik (2017: 178), in an investigation of leadership style and conflict resolution, concluded that:

> "A meaningful, positive relationship has been found between the empathy, social relaxation, and affiliation/support dimensions of the communication competence scale, and the integrating, obliging, avoiding, and compromising dimensions of the conflict management style inventory."

Uzun and Ayik's (2017) finding shows that empathy and support are important elements of relationships with staff and stakeholders, leading to conflict-avoidance or resolution. Determining the relationship between communication competence and conflict management styles of school principals, according to teacher perceptions, is important for school principals to manage and foster a positive school environment. Conflicts are inevitable in all types of schools. Managing conflicts and maintaining collaborations between partners are among the numerous responsibilities of school principals.

Leading and managing people

Effective leadership hinges on the quality of the relationships between the leader and those with whom they interact within the organisation. This may be on a one-to-one basis, requiring awareness of all communication modes such as encouragement, development, information, understanding, or reproof, but it might be on a much larger scale requiring differing approaches because of the micro-political situation, the relationships between the communicator and the audience, and any cultural tensions. Den Hartog et al. (1999), in a study of

managers in 62 societies, noted that culturally contingent relationships affect attitudes to enthusiasm, ambition, risk-taking, humility, sincerity and sensitivity – all fundamental to the understanding of intended messages. Awareness of culture and context also requires some understanding of emotional intelligence as leaders work with people.

The psycho-social climate is increasingly being considered in developing leaders, and awareness of the tension between rationality and personality is a starting point in interpersonal understanding. This may be regarded as emotional intelligence and Goleman (1998) discusses the elements of this notion:

1. Self-awareness: the ability to know one's emotions, strengths, weaknesses, drives, values, and goals and recognise their impact on others but with awareness of "gut" feelings to guide decisions.
2. Self-regulation: involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill: managing relationships to move people in the desired direction.
4. Empathy: considering other people's feelings especially when making decisions.
5. Motivation: being driven to achieve for the sake of achievement.

Awareness of these elements of personality is a valuable part of the leadership tool kit.

Self-awareness, self-management and self-leadership

Part of our personality allows us to look at ourselves from a mental distance. This awareness has an effect on the way in which we act personally and professionally. In leadership research, there has been considerable discussion about the relationship between self-leadership, as those characteristics that provide vision and drive for the individual, and self-management as the processes by which this is fulfilled. The former includes motivation, aspiration and recognition, while the latter involves the use of time, the prioritisation, planning, and execution of activities and the evaluation of practical targets (Neck and Houghton, 2006). Both are recognisable in the career paths of emergent and current leaders. Browning (2018: 17), in consideration of the nature of self-leadership in diverse situations, concludes that:

> "By training people to develop into self-leaders, organizations become more customer-driven, cost-effective, innovative, and effective. Ultimately, a culture that fosters self-leadership is a culture that will lead to greatness within an organization."

Awareness of this concept strengthens both the leader and the people for whom there is leadership development responsibility.

Values: What values, beliefs and personal commitment drive the exercise of leading self and others?

Authenticity and empathy

The approaches that leaders use in coping with their roles vary greatly. Bush and Glover (2014) consider leadership as influence, values and vision but individuals develop and practice these in different ways. Styles tend to be either transformational (bringing about change and growth through working with people), or transactional (securing change through direction and the use of power). Although the aims of education are such that the curriculum is delivered with an emphasis on securing instructional achievements, leaders can be authoritarian or collaborative or even micro-political with power games to the fore.

Leaders and those being led are increasingly aware of style, and behaviours can be managed if they are authentic, true to themselves and their principles, and empathetic to accept the views of others. Bialystok and Kukar (2018: 3) address this within Ontario (Canada) schools and conclude that leaders may face a conflict in that there is:

> "a risk that the openness demanded by empathy and social justice may be resisted by appeal to the authenticity of personal identity or inner conviction – for example, when an authentically racist or homophobic person demands empathy for their earnest subjective experience."

However, it can be argued that consistent leadership behaviour is more readily understood and "managed" by those being led if there is a spirit of awareness and trust within the organisation. Katewa and Heystek (2019), drawing on their research in Namibia, show that behaviours may be intuitive rather than overt:

Case in point

Namibia

Katewa, E. and J. Heystek (2019) 'Instructional and distributed self-leadership for school improvement: experiences of schools in the Kavango region'. *Africa Education Review* 16(1): 69–89.

This article uses the lens of self-leadership to understand the leadership practice of school principals in the Kavango region of Namibia. Self-leadership emphasises the focus on leading the self to enhance one's leadership in the organisation. The findings showed that school principals unknowingly employ self-leadership in their schools and in the process use distributed leadership together with instructional leadership to collaborate and share their leadership with teachers.

Resilience

Leadership in education, whether that of self or others, is a complex pursuit. Pressures arise from the environment within which the school operates, the

availability of human and material resources, the national policy frameworks, and the essential work of curricular and learning development to satisfy the needs of the complexity of stakeholders. Self-leadership and self-management can lead to internal personal tensions that may produce less effective behaviour. In work with Australian schools, Drysdale et al. (2011) show that leadership performance was maintained through vision and passion, appropriate leadership style, clear and articulated values, personal qualities and skills, ability to build relationships, is highly engaging and connected to the school and community and managing change. Ledesma (2014) argues that these leadership requirements are positive self-esteem, hardiness, strong coping skills, a sense of coherence, self-efficacy, optimism, strong social resources, adaptability, risk-taking, low fear of failure, determination, perseverance, and a high tolerance of uncertainty, and all features of resilience.

To meet this, leadership development opportunities should help participants' positive awareness and action so that they accurately assess reality, and with clear values, build on future possibilities through strong personal conviction and the wise use of energy.

Reflection

Make a note of three problems that you are facing in your leadership. For each considers how self-awareness has enabled you to analyse the situation and how you plan to solve any tension between your authenticity and empathy. What additional development activities would seem appropriate for your future?

Overview

We began this module thinking about the career stages of school leaders: novice class teacher, experienced class teacher, middle management, and leadership to senior leadership and principal. The consideration of the need for self-development, and the consequential development of others, go into the realms of psycho-social approaches to growth and the identification of effective leadership programmes. These vary in content, approach and cultural context throughout the Commonwealth, but there is evidence that it also involves a progression expressed from novice to expert and then to a leader. Culture, context, personal beliefs and group influences, all shape leadership development. This begins with self-leadership reflecting personal values and ambitions and grows into leadership as identification of school vision, and the achievement of associated goals.

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Module Two

Leading Capacity Building and Sustainability

Module Two
Leading Capacity Building and Sustainability

Capability Two: Leading Capacity Building and Sustainability

Leading capacity building involves understanding and application of collegiality, trust, and distributed leadership. These indicate the need for the following principal capacities:

1. Develop collegial relationships with and among teachers and other staff.
2. Work to build trust with teachers and other stakeholders.
3. Distribute leadership to teachers and other school leaders.
4. Facilitate effective team-building with teachers and other staff.
5. Empower teachers and staff to innovate.
6. Mentor and coach teachers and build mentor capacity throughout the school.
7. Develop a programme of classroom observation, with constructive feedback.
8. Encourage life-long professional learning.
9. Identify talent as a step towards succession planning.
10. Develop the professional capacity of teachers and other staff.

Introduction

This module is designed to support professional learning about "Leading capacity building and sustainability". It is underpinned by recognition that school improvement cannot be achieved without high quality teaching and leadership. Leithwood et al. (2006) showed that classroom teaching and leadership are the two most powerful influences on student outcomes. "Classroom factors explain more than one-third of the variation in pupil outcomes" (ibid: 4). They add that "there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership" (ibid: 5). Their globally significant research also shows that "school leadership has a greater influence on schools and pupils when it is widely distributed" (ibid: 12). All this evidence supports the need for capacity building if educational organisations are to be effective.

This module has three parts framed around three key questions:

1. What do school principals need to know and understand about leading capacity building and sustainability?
2. What skills and abilities do school principals need to successfully lead capacity building and sustainability?
3. What values, beliefs, and personal commitment drive the exercise of leading capacity building and sustainability?

The module includes a series of descriptions, explanations, readings, and activities, carefully designed to support reflection on practice.

Part One: What should school principals know and understand about leading capacity building and sustainability

Leading capacity building involves knowledge and understanding of three main ideas: collegiality, trust, and distributed leadership. Each of these notions is discussed below.

Collegiality

> Collegial models assume that organisations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organisation who are thought to have a shared understanding about the aims of the institution (Bush, 2020: 59).

The notion of collegiality became very popular in the late twentieth century, notably in England and the United States. Collegiality can be defined as teachers conferring and collaborating with other teachers.

This model challenges the view that teaching is necessarily an isolated activity, with one teacher working in a classroom with a group of learners. Capacity may be developed if teachers work collectively to develop their professional practice. Teachers possess authority arising directly from their knowledge and skill. They have an *authority of expertise* that contrasts with the positional authority of the principal. Teachers require a measure of autonomy in the classroom but also need to collaborate to ensure a coherent approach to teaching and learning. However, research by Okimb (2019) shows that principals in Cameroon do not foster teacher collaboration to build capacity (see box).

Case in point

Cameroon

Okimb, K.F. (2019) 'Principals' encouragement of teacher collaboration and support for peer coaching in government secondary schools, South West Region of Cameroon'. *International Journal of Trends in Scientific Research and Development* 3(5): 588–595.

In an education culture striving for continuous improvement, there is a constant need to ensure the appropriate skills, knowledge, and actions of staff match the changing needs of the system. A survey assessed whether principals encourage a collaborative work-place culture among teachers. The results show that principals of government secondary schools in Cameroon do not encourage teacher collaboration.

Trust

Collegiality is only likely to thrive if there is trust between and among teachers, and especially between leaders and teachers. It may be essential in the development of collegial relationships. Trust may also reduce uncertainty and promote social exchange. Ghamrawi (2011: 333) adds that trust is pivotal in establishing high levels of collaboration and collective vision among teachers. On the contrary, a lack of trust may have a negative impact on teacher motivation and performance.

Activity

Assess the level of trust in your school or organisation, giving reasons for your answers. Assess at two levels:

1. Trust between teachers: is it high, medium or low?
2. Trust between leaders and teachers: is it high, medium or low?
3. How can levels of trust be improved?

Distributed leadership

Distributed leadership has become the preferred leadership model in the twenty-first century, replacing collegiality as the favoured approach (Bush, 2020). Lumby (2019: 10) argues that "distributed leadership is not underpinned by a clear definition", adding that its "unique selling point" is the potential for "emergent spontaneous leadership" (ibid).

An important starting point for understanding distributed leadership is to uncouple it from positional authority. As Harris (2004: 13) indicates, "distributed leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role". She claims that it "is characterized as a form of collective leadership" (ibid: 14). She notes that collegiality is "at the core of distributed leadership" (ibid: 15).

Bennett et al. (2003: 3) claim that distributed leadership is an emergent property of a group of individuals in which group members pool their expertise. However, principals need to nurture the space for distributed leadership to occur, suggesting that it would be difficult to achieve without the active support of school principals. Referring to the South African context, Du Plessis and Heystek (2020: 3) ask whether there is sufficient "space for principals to practice distributed leadership in a traditional hierarchical system"?

The popularity of distributed leadership is illustrated by the many Commonwealth studies influenced by this model, including research in Australia, England, Malaysia, Singapore, South Africa and Ghana (see box).

Case in point

Ghana

Dampson, D. and E. Frempong (2018) 'The "push and pull" factors of distributed leadership: exploring views of headteachers across two countries'. *Asian Journal of Education and Training* 4(2): 121–127.

Head teachers understood the concept of distributed leadership as giving leadership opportunity to other teachers to meaningfully accept and take responsibility for their leadership roles. Head teachers echoed that teamwork and trust are a necessity for effective and successful distributed leadership in schools.

Allocative distribution

As noted earlier, distributed leadership is usually seen as an emergent and spontaneous phenomenon in western literature (Bennett et al., 2003, Bush 2020). However, the support for this model in centralised contexts has led to a different mode of distribution, with principals allocating tasks and responsibilities in a manner similar to delegation, for example, in Malaysia (see box).

Case in point

Malaysia

Bush, T. and A. Ng (2019) 'Distributed leadership and the Malaysia Education Blueprint: from prescription to partial school-based enactment in a highly centralised context'. *Journal of Educational Administration* 57(3): 279–295.

Distributed leadership features prominently in the country's main reform document, the Malaysia Education Blueprint. The advocacy of distributed leadership by the Malaysian Ministry of Education in recognition of its potential to enhance leadership capacity and to contribute to improved student outcomes. However, the Blueprint links distribution to the hierarchy, consistent with the notion of "allocative distributed leadership". The evidence from the Malaysian schools is that distributed leadership is almost indistinguishable from delegation.

Hairon and Goh's (2015) research on distributed leadership in Singapore leads them to discuss the similar idea of "bounded empowerment". "It was obvious that empowerment in the Singapore context has a certain degree of 'restriction', hence bounded empowerment. Empowerment in Singapore suggests the necessity to only relinquish control of decisions with certain caveats" (ibid: 707). The Malaysian and Singapore studies both cast doubt on whether distribution in centralised contexts can build leadership capacity as intended in the western literature.

Leading capacity building: an overview of knowledge and understanding

Capacity building has both individual and organisational dimensions. At the individual level, it is important for principals to identify and foster talent, through careful and systematic reviews of teaching and leadership. Providing opportunities for professionals to extend their skills and experience is an investment in the development of each individual and the whole organisation. At the collective level, developing a culture that encourages initiative and innovation provides a sound basis for school development, through collegiality and leadership distribution. Building trust is the key aspect of such a culture, where success is celebrated, and failure is seen as an opportunity for collective learning rather than a "blame game". Skills development is required for leaders to learn how to exercise sustainable capacity building, as we shall see in Part Two.

Part Two: Skills and abilities in the exercise of leading capacity building and sustainability

Leading capacity building requires a systematic approach, as indicated in the previous section. Teachers and staff should be regarded as valued resources that, collectively, impact significantly on student learning, welfare and life chances. Professional knowledge and practice are not static, and thus leaders have a responsibility to help the further development of teachers and other leaders. The skills required to foster capacity building include mentoring, coaching and classroom observation with constructive feedback. These are discussed below.

Mentoring

Mentoring occurs where one person provides personal support and challenge to another professional. The mentor may be a more experienced leader, or the process may be peer mentoring (Bush, 2008). Successful mentoring requires increased awareness of the need to match mentor and mentee, to ensure that mentors are trained and that there is time, support, and understanding of the reflective process. Hobson and Sharp's (2005) systematic review of the literature found that all major studies of formal mentoring programmes reported that such programmes have been effective, and that mentoring can result in a range of benefits for both mentees and mentors. Mentoring roles overlaps with similar roles such as guide, tutor, coach and role model. However, time is required to make the process effective, and not all mentoring relationships succeed.

Hawkey (2006) discusses the skills required for effective mentoring. These include the use of appropriate language and understanding of emotional intelligence so that there is empathy between mentor and mentee. Mentoring requires a questioning approach and it may fail where it simply provides "solutions". It is more

likely to be successful where it is collaborative, investigative and transformative in nature. Helping mentees to lead their own development is more effective than providing "off-the-shelf" answers to individual problems, as noted in South Africa (see box).

Case in point

South Africa

Bush, T., E. Kiggundu and P. Moorosi (2011) 'Preparing new principals in South Africa: the ACE school leadership programme'. *South African Journal of Education* 31(1): 31–43.

Mentoring is a distinctive and central feature of the ACE programme, designed to facilitate the transfer of learning to candidates' leadership practice. Mentors are responsible for several candidates, ranging from 9 in Eastern Cape to 38 for some in the Western Cape. The meetings take place in groups and not on a one-to-one basis. There is a tendency for mentors to prescribe solutions rather than to encourage mentees to develop their own responses to school management problems.

Coaching

Coaching is a mutual conversation between an employee and a senior person that has specific purposes and is intended to lead to improved performance, and positive relationships. Coaching differs from mentoring because it stresses the skills development dimension and leads to agreed outcomes. Well-designed coaching programmes succeed in developing the skills, motivation and confidence of teachers and school leaders. It should provide safe and confidential support with a clear development agenda. Coaching is often regarded as an effective learning mode, especially when training is thorough and specific, when there is careful matching of coach and coachee, and when it is integral to the wider learning process (Bush et al., 2007), for example, in Cameroon (see box).

Case in point

Cameroon

Okimb, K.F. (2019) 'Principals' encouragement of teacher collaboration and support for peer coaching in government secondary schools, South-West Region of Cameroon'. *International Journal of Trends in Scientific Research and Development* 3(5): 58–595.

Within an education culture striving for continuous improvement, there is a constant need to ensure the appropriate skills, knowledge, and actions match the changing needs of the system. Coaching can assist in this process of upskilling. A survey was conducted to establish whether principals encourage a collaborative work-place culture among teachers and whether they provide material and financial support for peer coaching.

Activity

Consider whether and how you coach or mentor teachers to build their capacity and capability, inside and beyond the classroom. Briefly note:

1. Who do you coach or mentor?
2. How do you conduct coaching or mentoring?
3. How do you judge the effectiveness of such capacity-building activities?

Classroom observation and feedback

As noted in manual four, classroom observation is an important aspect of the monitoring the function of instructional leadership. It is also an important skill for support and capacity building, in two respects. First, carefully planned classroom observations, with clear purposes, can be helpful in developing teachers' pedagogy and classroom management. To maximise effectiveness, feedback should be constructive, including both praise and development points. Simply reporting weaknesses damages teachers' confidence and is unlikely to produce beneficial outcomes. "That was a good lesson, but it would have been even better if..." is better than "that was a poor lesson and must improve by doing..." Avoiding the problem, however, is even worse and would not develop teacher capacity.

Second, developing teachers to share classroom observation builds leadership capacity in the school. More observers mean that a larger programme of classroom observation can be undertaken, with the potential for significant growth in teacher capacity. This would also mean "peer observation" rather than what might be perceived as a "top-down" process. However, it is important that the observer team adopts similar processes and judgement protocols, so that consistency is achieved, as in Kiribati (see box).

Case in point

Kiribati

Owen, S.M. (2019) 'Improving Kiribati educational outcomes: capacity-building of school leaders and teachers using sustainable approaches and donor support'. *Journal of Adult and Continuing Education*. doi:10.1177/1477871419892639.

A key aspect of the programme is school leaders visiting classrooms regularly and giving feedback to the teachers. The Leadership Observation tool is based on one of the standards from the Ministry's Teacher Service Standards. Other aspects include teacher peer learning groups operating about every 3 weeks.

Part Three: Values, beliefs, and personal commitment driving the exercise of leading capacity building and sustainability

School culture is strongly influenced by the values and beliefs of leaders, teachers, other staff, and stakeholders. These values guide the behaviour and attitudes

of individuals, but they may not always be explicit. The assumption of "shared" values is made in much of the literature on leadership and culture but, in practice, values may differ and lead to conflict. Within schools, there can be many different values and aspirations of leaders, teachers, support staff, and pupils. These differences arise from individuals' own backgrounds and motivations (Bush, 2020). Higham and Booth (2018: 142) argue that "values are deep-seated beliefs and commitments that operate as motives for right action... All social actions are an expression of a moral argument; they are a way of saying this is the right thing to do". Bush (2020: 2) states that, when values are subordinated to procedures, leadership gives way to "managerialism".

Values may be either personal or professional. The former may be underpinned by socialisation through family and friends. The latter is influenced by teacher training and the early years of professional practice. A typical professional value, especially in early years and primary schools, relates to a child-centred perspective. Branson et al. (2015) stress that values are not learned but are adopted unconsciously (see box).

Case in point

Pakistan

Branson, C., S. Baig and A. Begum (2015) 'Personal values of principals and their manifestation in student behaviour: a district-level study in Pakistan'. *Educational Management Administration and Leadership* 43(1): 107–128.

It is the consistency of alignment between the values and behaviour of the principal that is the cornerstone for the establishment of a beneficial school-wide climate that enhances student learning.

The values that underpin leading capacity building are that people can be more effective leaders and teachers, and that expertise should be shared if the whole-school improvement is to occur. In module four, we comment on "within-school variation", where there is often a wide disparity between the best and worst-performing teachers, classrooms, departments and subjects. Effective capacity-building includes the encouragement of shared learning to enable good practice to be shared within schools and departments, and to reduce such variation.

Some education systems promote capacity building through the appointment of "master teachers", whose role extends beyond their own classroom to encompass the development of colleagues within and beyond their own departments and schools. Such subject specialists may also be regarded as teacher leaders. The presence of teacher leadership may also be regarded as evidence of capacity building. Bush et al. (2016) report on research with master teachers of science in Malaysian secondary schools, focused on their own classroom practice, their work as a subject leader, their whole-school role and their role beyond their own school.

Case in point

Malaysia

Bush, T., A. Ng, D. Glover and M.J. Romero (2016) 'Master teachers as teacher leaders: evidence from Malaysia and the Philippines'. *International Studies in Educational Administration* 43(2): 81–102.

Master teachers do not have the authority to mandate teachers to follow certain practices but focus on building good relationships to see their plans adopted by their fellow colleagues. Their work in other classrooms is achieved through indirect influence, not formal power. Their role is not to direct but to be diplomatic and exert subtle influence. Some master teachers have also been given the role of planning and implementing teacher professional development programmes for the whole school.

Reflection

Consider how you view the education process. Is it primarily an individual process – one teacher with one class – or a collective process, where teachers and leaders co-construct curriculum delivery and pedagogy? Give reasons for your answer.

Overview

Capacity building requires explicit recognition that leadership is not simply a position, underpinned by formal titles, such as "principal", but is inherent in relationships between and among school professionals. Such relationships should be lateral as well as vertical, acknowledging that expertise is widespread and that school improvement requires the active involvement of all the talent available to the school, both lay and professional, regardless of official roles and responsibilities. Unleashing the collective energy and knowledge of all such stakeholders is the key to successful schooling.

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Module Three

Leading Professional Learning

Module Three
Leading Professional Learning

Capability Three: Leading Professional Learning

School development depends on well-trained, and highly motivated, teachers. Professional learning includes both pre-service and in-service training. This means that principals should encourage and model continuing professional development (CPD) and other forms of professional learning.

1. Develop and implement a professional development programme.
2. Ensure that teachers and staff engage in professional learning.
3. Distribute leadership throughout the school.
4. Foster the development of professional learning communities.
5. Encourage teacher leadership within and beyond the classroom.
6. Build collaborative teacher teams.
7. Foster teacher job satisfaction, motivation and morale.
8. Model a participatory leadership style.
9. Pay attention to the individual needs of teachers, both professional and personal.
10. Encourage teacher "ownership" of innovation and change.

Introduction

This module is designed to support professional practice about "Leading professional learning". It is underpinned by the recognition that school development depends on well-trained and highly motivated teachers. As noted in module two, "classroom factors explain more than one-third of the variation in pupil outcomes" (Leithwood et al., 2006: 4). Professional learning includes both pre-service and in-service training. Teacher training is well established in most Commonwealth countries, but there are also many untrained and undertrained teachers in some developing contexts, especially in rural areas. Where teachers are unqualified, principals have a greater responsibility, and a greater challenge, to develop their skills for the benefit of learners. Even where teachers are qualified, however, ongoing professional learning is essential to update subject knowledge and pedagogy. This means that continuing professional development (CPD) for teachers, in the form of in-service training, is essential.

This module has three parts framed around three key questions:

1. What do school principals need to know and understand about leading professional learning?

2. What skills and abilities do school principals need to successfully lead professional learning?
3. What values, beliefs and personal commitment drive the exercise of leading professional learning?

The module includes a series of descriptions, explanations, readings and activities, carefully designed to support reflection on practice.

Part One: What should school principals know and understand about leading professional learning

Leading professional learning involves knowledge and understanding about three ideas: continuing professional development (CPD), professional learning communities and teacher leadership. Each of these notions is discussed below.

Continuing professional development

Bell (2019) argues that teacher professionalism means the knowledge, skills, and techniques used by teachers in their everyday work. It concerns the quality of what teachers do. The notion of being a "professional" in education has always been problematic. In other professions, such as law or medicine, professionals meet their clients on a one-to-one basis. In education, teachers work with a group or class of learners that may exceed 50 in some developing contexts. This greatly reduces the potential for working with "clients" on an individual basis. A further consideration is the status of professionals within a national education system. Most teachers work in public schools, funded by taxpayers via government. This means that the government has a legitimate interest in education and may limit how professionals work. This is further circumscribed in highly centralised systems, for example, in Malaysia and Singapore, where "teachers have long been state employees with restricted powers of decision-making and limited control over development and progression" (Bell, 2019: 96).

In Ghana and South Africa, for example, professionalism denotes not an extension of the responsibilities of teachers, but a standard of behaviour and practice to which all aspire but which some do not achieve (Adegoke, 2003). Evans (2011) views this as a distinction between "demanded" professionalism that is professionalism that is expected or defined by legislation, and "enacted" professionalism, the way educators actually behave (Bell, 2019). This leads to a distinction between autonomous professionalism and collegial professionalism. In most countries, one teacher works in a classroom with a group of learners, making autonomous judgements about how to promote student learning. Collegial professionalism arises where teachers work collectively to develop curriculum and pedagogy, as we noted in module four. Both autonomous and collegial professionalism may be compromised where there is a prescriptive national curriculum, as teachers may be expected simply to implement, rather than to interpret government policy. Collegial practice is encouraged in Bangladesh (see box).

Case in point

Bangladesh

Salahuddin, M. and A. Nayeem (2011) 'Distributed leadership in secondary schools: possibilities and impediments in Bangladesh'. *The Arts Faculty Journal* 4: 19–32.

Head teachers need to consider engaging teachers in decision making processes effectively so that they can use their expertise and can understand their fluid roles as teachers and leaders depending on the situation. Head teachers should create opportunities for teachers to work alongside them to improve leadership practices. They would have to build trust relationships with teachers and communities so that school improvement programmes can operate easily.

Bell (2019) argues that professional development is fundamental to school improvement and, therefore, a core task of management and leadership. This may be a highly directed activity, for example, to learn about a new curriculum, or may comprise a more open approach, which allows teachers to engage as reflective practitioners, continually renewing their knowledge and understanding of education, developing their own identities and enabling them to make informed professional judgements. This involves consideration of how leaders facilitate teacher professional development.

Activity

Consider how you facilitate teacher professional development.

1. What development activities have taken place for your teachers during the past 12 months?
2. How, if at all, did they improve teachers' classroom practice?

Give reasons for your answers.

Professional learning communities

Professional learning communities (PLCs) are one example of teacher professional development. Kruse and Johnson (2017: 589) note that PLCs "have taken root as one of the most prominent features of teacher organization in schools". Effective PLCs exhibit a culture of collaborative learning (ibid). Although teaching is largely an individual activity, "shared examination of practice could prove fruitful" (ibid: 590). Zheng et al. (2016) identify five components of "effective PLCs":

1. shared values and goals;
2. collaborative activity;
3. a collective focus on student learning;
4. sharing individual practices and
5. reflective dialogue.

Gray et al. (2016: 876) suggest that "PLCs promote teachers' sense of professionalism, collegial, trust, participation in shared decision-making and collaboration", all of which are also features of wider collegial models.

Activity

Consider Grant's (2006) model of teacher leadership. Are teachers in your school exercising leadership in each of the four dimensions: fully, partly or not at all? You may have different responses for each dimension.

The concept and practice of PLCs is developed in western contexts, but there is also increasing evidence of their presence in other countries, notably in Asia. A typical PLC in China is the subject-based teaching research group (jiaoyanzu), where teachers work together with a focus on instructional issues and student learning (Zheng et al., 2019). However, teachers may be "passive learners" because "critical conversations" are rare within Chinese culture, which is characterised by maintaining harmony and respecting one's seniors (ibid: 12). Ho et al.'s (2019) study of PLCs in schools in Singapore identifies some similar issues (see box).

Case in point

Singapore

Ho, J., Ong, M., and Tan, L.S. (2019) 'Leadership of professional learning communities in Singapore schools: the tight-loose balance'. *Educational Management Administration and Leadership* 46(4): 538–555.

There are challenges in transferring the western concept of PLCs to cultures which are hierarchical and have large power-distance. The authors report on the Singapore Ministry of Education's "centralised" promotion of PLCs. The hierarchical command and control structure that exists within schools might pose a hindrance to PLCs implementation because teachers may not feel sufficiently empowered.

Bezzina and Testa (2005) report that Malta has been moving away from a highly centralised and bureaucratic system to one that encourages broader involvement in policy making, and more collaboration among stakeholders, including teachers (see box).

Case in point

Malta

Bezzina, C. and S. Testa (2005) 'Establishing schools as professional learning communities: perspectives from Malta'. *European Journal of Teacher Education* 28(2): 141–150.

This paper explores a theoretical rationale for a teacher-led approach to school improvement, through initial collaboration with one school. This case study helps to highlight the importance and positive effects of capacity building and shared leadership.

Teacher leadership

Grant (2006), drawing on South African research, argues that teacher leadership is required to transform schools into professional learning communities. She offers a four-part model of teacher leadership:

1. leadership within the classroom;
2. leadership beyond the classroom, with other teachers;
3. leadership for whole-school development and
4. leadership beyond the school and in the community

Grant (2006: 523) adds that there are three requirements for teacher leadership: first, a collaborative culture is required, with participatory decision-making, and vision sharing. Second, a set of values is needed, to assist in developing the collaborative culture. Third, the principal and the formal management team need to encourage a distributed leadership approach.

Activity

Consider the five aspects of PLCs identified by Zheng et al. (2016) and assess whether each is fully achieved, partly achieved, under reviewed or not yet considered in your context.

Developing teacher leadership may be particularly challenging in centralised contexts, but Bush et al.'s (2016) research on master teachers as teacher leaders in Malaysia shows that master teachers were able to operate at all four levels of the Grant (2006) model. Similarly, Hairon (2017) discusses the growth of teacher leadership in Singapore (see box).

Case in point

Singapore

Hairon, S. (2017) 'Teacher leadership in Singapore: the next wave of effective leadership'. *Research in Educational Administration and Leadership* 2(2): 170–194.

The expansion of the pool of teacher leaders means the expansion and distribution of instructional leaders to provide the needed leadership support in response to the increasing demands placed on teaching and learning. Teacher leaders are the pedagogical leaders who will lead the teaching force towards excellence.

Leading professional learning: an overview of knowledge and understanding

Professional learning may be understood as having two distinct phases: pre-service and in-service. The nature and content of teacher training vary significantly across the Commonwealth but, even in the most effective education systems, pre-service professional education is insufficient and constant updating is required. Where teachers are untrained, extensive in-service professional development may be required to enable teachers to be effective within and beyond the classroom. Professional learning may be purely instrumental, for example, in familiarising teachers with a new curriculum. However, development is likely to be more effective if it also enables teachers to fully understand and interpret curricular and pedagogical opportunities in their own professional contexts and for the benefit of their own learners. The development of professional learning communities may be an effective way of enhancing collective professional learning, as this emphasises a lateral process of sharing expertise, and helps to minimise within-school variation. Similarly, teacher leadership is valuable in empowering successful practitioners to extend their influence beyond their own classrooms to support colleagues across the school.

Part Two: Skills and abilities in the exercise of leading professional learning

Leading professional learning requires a set of skills and abilities that focus on nurturing the talent and potential of all teachers. This requires an approach that builds collective as well as individual learning. As noted in module two, professional knowledge and practice are not static and need to be continually reviewed and enhanced. The skills required to foster teacher professional learning include team building and active steps to promote teacher motivation and morale. These are discussed below.

Team building

Leading professional learning may occur at the whole-school level but is likely to be more effective within teacher teams. This is because small-group learning can be more active and participative than whole-school learning, which may comprise mainly passive learning in the form of listening. Teams may be subject-based, or related to specific parts of the school, for example early years, or be leadership teams. Encouraging the establishment of such teams, and facilitating their activities, for example, through protected time, is an important aspect of team building. Teams also require effective leadership and clear routes for the dissemination of their ideas to other teams. Tsayang (2011) shows that teachers in Botswana overwhelmingly prefer collaborative leadership. Moswela and Kgosidialwa (2019) also stress the need for collaborative team leadership in Botswana (see box).

Case in point

Botswana

Moswela, B. and K. Kgosidialwa (2019) 'Leadership and school success: barriers to leadership in Botswana primary and secondary schools'. *Educational Management Administration and Leadership* 47(3): 443–456.

Through collaboration, team members are able to expand their knowledge as they share talent and hone their skills and abilities. Collaboration through teamwork offers a professional learning path for both leaders and teachers.

Motivation and morale

Evans (1999: 17) argues that "the greatest influences on teacher morale, job satisfaction and motivation are school leadership and management". She adds that equity and justice, organisational efficiency, interpersonal relations and collegiality, are central aspects of motivation and morale. She claims that a "teacher-centred" approach is required to build their individual motivation and their collective morale. This means treating teachers as individuals and showing care about their welfare. This links to the notions of democratic leadership and teacher empowerment, as outlined by Belle (2007) in respect of Mauritius (see box).

Case in point

Mauritius

Belle, L.J. (2007) *The role of secondary school principals in motivating teachers in the Flacq district of Mauritius*. Dissertation, University of South Africa.

A democratic leadership style enhances teacher empowerment. Principals should, therefore, allow collaborative and participative decision-making, whereby teachers are voluntarily invited to participate in school matters and policymaking. A participatory leadership style may help build teacher morale and encourage teamwork, collegiality and the professional development and growth of teachers.

The implications of the findings by Evans (1999) and Belle (2007) are that leaders have the greatest impact on teacher development through intrinsic motivation, focusing on individualised support and on harnessing the potential of every teacher. In centralised contexts, prevalent in many Commonwealth countries, principals do not have direct control over rewards such as salaries and benefits, so may be unable to impact on extrinsic motivation.

Activity

Reflect on whether and how you build professional learning for teachers, either through team building or by developing teacher motivation and morale. What strategies have been most effective in developing teacher capability? Give specific examples.

Part Three: Values, beliefs, and personal commitment driving the exercise of leading professional learning

The effective leadership of professional learning depends on the values and beliefs of school and system leaders. They have both internal and external dimensions. In centralised countries, bureaucratic assumptions and values prevail and principals may be just part of the educational hierarchy. Their main responsibility may be to the local or national Ministry of Education (public accountability), rather than to their teachers (professional accountability) or to other stakeholders (client accountability), as discussed in module seven. One common feature of centralisation is that principals often have no influence on teacher recruitment or deployment. This may mean that principals have little prior knowledge of teachers' curricular or pedagogic expertise. Where education systems focus on administrative compliance, rather than on instructional leadership, it is not surprising that professional learning may be given a low priority. Within schools, principals may also see leadership as a solo activity and may neglect to encourage teacher collaboration and teamwork.

Governments are encouraging change in some Commonwealth countries. In South Africa, for example, school management teams are mandated by government but, in practice, they meet infrequently and focus on administrative issues rather than student or professional learning (Bush and Glover, 2013). Similarly, Malaysia strongly encourages distributed leadership, but this has had little impact on teacher collaboration (Bush and Ng, 2019). A transformational leadership style may be required to promote teacher motivation and professional learning. This implies a proactive approach to developing teachers' capabilities and confidence as a step towards enhanced classroom practice. Evidence from Tanzania supports the view that such leadership increases teachers' job satisfaction (see box).

Case in point

Tanzania

Nyenyembe, F., R. Maslowski and L. Peter (2016) 'Leadership styles and teachers' job satisfaction in Tanzanian public secondary schools'. *Universal Journal of Educational Research* 4(4): 980–988.

Teachers were more satisfied with their job when their school heads work closely with them by mentoring them as well as paying attention to their personal well-being. This suggests that good leadership encompasses both "transformational" and "transactional" styles.

Overview

The values required to enhance professional learning are twofold. First, leaders must pay attention to the individual needs of teachers, both personal and professional. This should show that they are valued as people, as well as for their professional qualities, leading to greater motivation and impetus to learn. Second, leaders need to value the potential for collaborative professional learning

through encouraging collegiality, team-work, and distributed leadership. Both these strategies are likely to help teachers' "ownership" of school improvement initiatives for the benefit of students and their professional colleagues.

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Module Four

Leading Student Learning

Module Four
Leading Student Learning

Capability Four: Leading Student Learning

Leading student learning is at the heart of school leadership, focusing on helping children and young people to achieve the best possible outcomes, to improve their life chances. It involves a combination of inputs including instructional, pedagogic and distributed leadership.

1. Foster the design and delivery of learning.
2. Focus strongly on instructional leadership.
3. Evaluate student outcomes and address within-school variation.
4. Model good teaching and learning practice.
5. Monitor classroom teaching.
6. Observe classroom teaching and provide constructive feedback.
7. Mentor teachers to enhance their curricular and pedagogic skills.
8. Encourage professional engagement through dialogue.
9. Foster a collaborative approach to leadership of student learning.
10. Ensure a culture of high expectations for students and staff.

Introduction

This module is designed to support professional learning about "Leading student learning". It is not meant to be prescriptive, but rather illustrative of the issues and challenges to be aware of, and to overcome, in successfully leading student learning. This module recognises the uniqueness of context and therefore acknowledges that what works in one context may not be suited to another.

This module has three parts framed around three key questions:

1. What do school principals need to know about leading student learning?
2. What skills and abilities do school principals need to successfully lead student learning?
3. What values, beliefs and personal commitment drive the exercise of leading student learning among school principals?

The module includes a series of descriptions, explanations and tasks carefully designed to support reflection on practice.

Part One: What should school principals know about leading student learning

Leading student learning involves a combination of inputs including instructional, pedagogic and distributed leadership, which must go hand in hand. It also involves the principal engaging in the design and delivery of learning and the methods used by teachers to support the improvement of teaching and learning.

Alongside the "mechanics" of monitoring, evaluating and giving feedback on lessons, principals work with staff to collect, analyse and accurately interpret multiple sources of student data to assess how learning is understood, and to gauge learning provision. They also actively develop their teachers in ways intended to improve teaching and learning, while also ensuring that the school organisation is designed and operated in ways that focus on learning.

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

Bush and Glover (2003: 10) add that:

> "Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. Leaders' influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself."

Hallinger and Heck (1999) argue that learning-centred leaders influence learning and teaching in three ways:

1. Directly, by personal intervention

   This may be enacted through their teaching, or through modelling good practice.
2. Reciprocally, by their work alongside other teachers

   This may be enacted through classroom observation and constructive feedback.
3. Indirectly, via other staff

   This may be enacted, for example, through dialogue with teachers.

Case in point

Swaziland/eSwatini

Van der Merwe, H. and C. Schenck (2016) 'The gist of instructional leadership practised in Swaziland primary schools'. *Journal of Asian and African Studies* 51(4): 560–572.

The findings show that demonstrative leadership accompanied by collaborative support and recognition for achievement are important features of an effective instructional leadership programme.

Rimmer (2013) identifies four dimensions of instructional leadership:

- Vision, mission and culture-building: Principals promote a school's vision, mission and culture that focuses on learning for both students and staff and, that measures learning by improvement in instruction and the quality of student learning.
- Allocation of resources: The principal, as the leader of learning, tries to ensure that adequate and appropriate resources are available and that they are suited to the cultural, linguistic, physical, socio-economic and learning needs of a school community.
- Improvements to instructional practice: Principals monitor classroom practice, and foster and encourage a culture of sharing good practice and the development of professional learning communities at school, with him or herself being a crucial point of reference in terms of instructional and pedagogical mastery.
- Management of people and processes. Principals focus on the effective management and use of materials and resources, including human resources, such as the recruitment, professional development and retention of teachers.

Instructional leadership can be compared with pedagogic leadership.

Figure 1 highlights key assumptions associated with instructional and pedagogic leadership.

These assumptions are not mutually exclusive as, from time to time, a principal's actions may more closely reflect one set of assumptions, depending on context and circumstances. Pedagogy is the art and science of teaching with an emphasis on the dispositions and behaviours of teachers and their interactions with children.

Abel (2016: 1) points out that:

> "Pedagogical leadership is about supporting teaching and learning. It includes instructional leadership – supporting classroom teachers in their key role

Figure 1. Instructional and Pedagogic Leadership – key assumptions.

Instructional Leadership	Pedagogic Leadership
Focus on teacher instruction	Focus on student learning
Driven by mandated curriculum	Determined by the needs and interests of students
Classroom centred	Connected to real-life/the world
Tests are seen as a goal	Tests are seen as an aspect of learning
Predicated on teaching as a craft	Predicated on teaching as a profession
More about school management	More about professional learning communities
Principals are seen as the instructor of teachers	Principals are seen as the leader of professional learning
Pragmatic in nature	Moral and facilitative

Source: Adapted from MacNeill, Cavanagh, Silcox.

of implementing curriculum. But, pedagogical leadership is a broader term that encompasses many roles and functions in learning organizations. For example, pedagogical leadership impacts teaching and learning by establishing organizational norms of continuous quality improvement. Pedagogical leaders influence children's learning by fostering family engagement, ensuring fidelity to the organization's curricular philosophy, using data to evaluate the effectiveness of the learning program, and meeting standards established to optimize learning environments."

Case in point

Maldives

Shafeeu, I. (2019) 'Instructional leadership: does it make a difference? Evidence from the Maldives'. *International Journal of Leadership in Education*. doi:10.1080/13603124.2019.1690697.

The results showed that 68 per cent of the teachers reported that principals demonstrate instructional leadership of the kind that should influence students' attainment. There is also a strong relationship between the principal's leadership and pupils' secondary school attainment.

Pedagogic leadership recognises the cultural, moral and societal aspects of what is learned and why it is learned, exposing the conscious and unconscious decisions made by principals as the communities' agents of enculturation. As noted by Abel (2016), "pedagogical leaders keep the collective focus of the teachers and families on whole child development and protect against mission drift" (p. 1).

And by Fullan (2005):

> "effective (school) cultures establish more and more progressive interactions in which demanding processes produce both good ideas and social cohesion. A sense of moral purpose is fuelled by a focus on value-added high expectations for all, raising capability, pulling together, and an ongoing hunger for improvement" (p. 59).

Reflection

Principals who lead by putting student and adult learning at the centre of schools:

- stay informed of the continually changing context for teaching and learning;
- embody learner-centred leadership;
- capitalize on the leadership skills of others;
- align operations to support student, adult and school learning needs;
- advocate for efforts to ensure that policies are aligned to effective teaching and learning.

(Source: National Association of Elementary School Principals, 2008: 5)
Reflecting on each of these components, consider where your strengths and areas for development lie.

Part Two: Skills and abilities school principals need to successfully lead student learning

Globalisation, migration, fragile economies and national political systems, rapid advances in technologies, the interconnectedness of our global economy and ecosystem have combined to place pressure on school organisations (Hannon and McKay, 2010).

Van Damme (2013) contrasts industrial and post-industrial education systems, highlighting the skills emphasised in each era.

Industrial and Post-Industrial Education Comparison

Industrial	Post-Industrial
Cognitive skills	Cognitive & non-cognitive skills
Discipline	Character
Routine	Non-routine skills
Curriculum centred	Skills centred
Linear concepts of learning	Non-linear
Learning to tests	Joy of learning
Formal education centred	Continuum from formal learning to informal learning
Evidence-poor teaching and learning environments	Evidence-rich teaching and learning environments
Pedagogy for a select few	Pedagogy of success for all

Source: Adapted from Van Damme (2013). 21st-century learners demand post-industrial education systems.

Miller (2018) notes that "a country's journey to national economic development starts at the gate of a school" (p. 13). This implies that schools have a key role to play in transforming the fortunes of national societies, and by default, school principals and others involved in teaching and learning need to acquire and demonstrate "key skills" in successfully leading student learning.

Reflection

What three "key skills" do you consider to be most important in leading student learning?

The closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to student outcomes (Robinson, 2007: 15).

Case in point

England and Jamaica

Miller, P. (2016) *Exploring School Leadership in England and the Caribbean: New Insights from a Comparative Approach*.

Spotlight 4: Principals as active teachers

Principals in both case study countries (England and Jamaica) and possibly the world over are finding it increasingly difficult to get involved directly in teaching due to other job demands. Nevertheless, not all principals feel it is permissible or even acceptable, despite the increased workload, for them not to teach even a small proportion of lessons each week. They suggest that when principals and other school leaders are (able to be) directly involved in teaching, it provides a number of important benefits to the school as a whole:

1. It provides first-hand knowledge of what is going on in classrooms and possibly throughout the school.
2. It demonstrates to colleagues that principals and other school leaders know what challenges they are faced with.
3. It allows principals and other school leaders to see, first-hand, the types of learners at the school and whether their needs are being appropriately provided for.
4. It provides direct accounts of and engagement with behavioural issues faced by staff.

I teach one class each week, but that's about all I can do. I would love to do more but with just over 500 students and over 80 staff, there are a lot of other things to keep me occupied. I am a teacher's teacher and therefore, no matter how pressing my schedule gets, I would still want to teach. This keeps me actively involved in the teaching and learning process where I can have a first-hand handle on things my teachers may find challenging. Besides, I think if students are taught by senior staff, they are more likely to behave better and come to class prepared for learning (Principal 6, England, male).

The view of this principal is rather insightful. Principals and other school leaders are indeed finding it increasingly difficult to be directly involved in teaching and learning. It is also true that this difficulty potentially robs them of direct opportunities to informally monitor teaching, learning and behaviour, and to show solidarity with their colleagues. Nevertheless, this view of "leadership from the front" is an important one, demonstrated in terms of "being in the thick of things" from which principals can draw insights in order to better support the needs of teachers and students, and in order to be able to say to staff "... in addition to the legal authority, I also have moral authority to challenge your practice" (Miller, 2016: 31).

Among the range of key instructional leadership skills, principals should be able to demonstrate are:

- modelling,
- monitoring,
- dialogue,
- observation,
- mentoring/coaching.

Modelling

"Modelling" is not simply about demonstrating high-quality teaching through one's practice. It is also about setting an example. It is central to transmitting and infecting others with the attitudes, values and principles that should be part of the school culture. Successful school principals are aware they must set an example and use their actions to show how colleagues should behave (Bush, 2013). Modelling is meaningless unless it is witnessed. As noted by Southworth (2003: 10), modelling is all about the power of example.

Monitoring

"Monitoring" is about keeping track of progress, performance and in some circumstances compliance. It has become a highly sophisticated process in many schools, informed by data and the power of IT. It is a powerful tool in leading learning because it increases the involvement of the learner in the assessment process and cognitive targets are set cooperatively. Self-assessment by the learner and immediate diagnosis of faltering progress can then lead to mentoring, support or other forms of intervention. There is also a key role for evaluating the effectiveness of learning and teaching processes.

Case in point

Bush, T., R. Joubert, E. Kiggundu and J. Van Rooyen (2010) 'Managing teaching and learning in South African schools'. *International Journal of Educational Development* 30(2): 162–168.

The authors report that, in their research in Limpopo and Mpumalanga, HoDs in all eight schools examined educators' portfolios and workbooks and also check learners' work to see if educators' claims are matched by learner outcomes. Principals, in turn, review HoDs' work and may also check learners' work directly. They add that one principal had instigated disciplinary action against an HoD who failed to monitor his educators effectively, resulting in very low matric scores.

Case in point

Nigeria

Ayeni, A.J. (2012) 'Assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria'. *World Journal of Education* 2(1): 62–69.

The results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work, while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders, were least performed by many principals in secondary schools. The study concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and students' learning require effective goal-oriented collaboration between the school and the relevant stakeholders in its environment.

Dialogue

"Dialogue" includes constant professional exchanges which are part of the background to reflective provision, and planned and programmed occasions for sharing, learning, planning and evaluating together. This is a central aspect of both professional development and the considered communications strategy for any school. Dialogue is also facilitated by processes such as mentoring and coaching.

Case in point

England and the Caribbean

Miller, P. (2016) *Exploring School Leadership in England and the Caribbean: New Insights from a Comparative Approach.*

Successful principals understand the needs of their teachers – they listen to them; they anticipate their questions and respond to them in a supportive way, aimed at building their individual and collective capacities. Similarly, successful principals have a responsibility to provide teachers with appropriate skills for providing feedback to students on their work... The practice of providing feedback is smart and pragmatic and the role of the principal in modelling and/or otherwise supporting the skills acquisition and/or development of teachers (e.g. in providing feedback to students) is vital to all teachers, but especially those at the beginning and/or early phase of their teaching career, who may be in search of a source of direction and sense of motivation.

Observation

O'Sullivan (2006: 253) stresses that educational quality can only be improved if there is a systematic observation of what is happening in the classroom. This involves recording, analysing and reflecting on inter-relationships, interactions and outcomes and is critical to assessing and improving quality. She states that lesson observation can answer the "what", "how" and "why" questions:

- What is the current state of educational quality in schools?
- How can it be realistically improved with the available resources?
- Why is the quality of education poor?

Observation may be used for teacher development or as a tool for teacher assessment or performance management. A teacher development approach targets the improvement of teaching and learning while a performance management approach is more instrumental, seeking to assess teacher performance.

Hariparsad et al. (2006) make a similar point in their analysis of teacher evaluation in South Africa. They say that observation has two possible purposes:

- a formative function for the development of professional teaching skills and
- a summative function for selection and as a basis for grading and promotion.

Observation needs to be seen as a formative process, intended to raise standards of classroom practice if it is to gain the cooperation of educators, but O'Sullivan (2006: 258) comments that much observation is assessment and performance-management driven.

Mentoring

As noted in module two, mentoring is widely used in teacher professional development for teachers at all stages of their careers.

Case in point

England and the Caribbean

Miller, P. (2016) *Exploring School Leadership in England and the Caribbean: New Insights from a Comparative Approach*.

Despite my 60-hour week I still find time to mentor two colleagues. I would like to be able to mentor others but I have very limited time to do so. But I think it's important for those aspiring to become school leaders to see how challenging and demanding school leadership is and for them to know what they will have to commit to when they become leaders (Principal 6, England, male).

Mentoring for certain groups of teachers was also seen as very important: It is a legal requirement that newly qualified teachers (NQTs) are assigned a school mentor, usually that teacher's subject leader or head of the department. We recognize however that subject leaders and year heads (grade coordinators) are the operational 'hub of the school' and so they are well placed to bring other teachers up to speed in a short time. Further, we consider the heads of departments and year heads part of the school's 'extended leadership team' and through our once-monthly meeting they too receive critical insights into school leadership by meeting with the senior leadership team (Principal 5, England, male) [page 101–102].

Reflection

From research with principals in 16 countries, within and outside the Commonwealth, Miller (2018: 73) identified emotional intelligence, clarity of purpose, flexibility, dynamism, political savvy and grit among a range of other generic skills required by principals in successfully leading student learning. To what extent do you include such skills in your leadership practice?

Part Three: Values, beliefs and personal commitment driving the exercise of leading student learning among school principals

The role of values in leadership cannot be overstated, and decisions taken by principals on a daily basis are often underpinned by their values and beliefs (Crawford, 2014).

Values may not always be visible to followers or critics, but they are an ever-present and potent source upon which rests many school leaders' actions. As noted by Rue (2001: 12):

> "Values are the essence of who we are as human beings. Our values get us out of bed every morning, help us select the work we do, the company we keep, the relationships we build, and ultimately, the groups and organizations that we lead. Our values influence every decision and move we make, even to the point of how we choose to make our decisions."

How a principal approaches and enacts leadership is influenced by their values and beliefs?

Reflection

- What values do you hold as a school principal?
- How might a principal resolve tensions between their values and government policy?

Case in point

Miller, P. (2018) *The Nature of School Leadership: Global Practice Perspectives*. London: Palgrave Macmillan.

School leaders showed a strong desire to engage leadership as a collective endeavour and to manage the resources available to them in ways that were responsible and fair. For although the "buck of school leadership" stops with a school leader, school leadership was constructed and approached as teamwork and collaboration, drawing in and on other voices in agenda settings, task delivery, and the development of accountability frameworks. The personal factors, the beliefs and values held by a school leader are anchored in a moral purpose in which each student is (to be) afforded the best educational opportunities possible (p. 36).

A distributed or collaborative approach to school leadership promotes and prioritises "other voices" and ideas with Lambert (2003: 37) suggesting that:

> "The days of the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without the substantial participation of other educators."

Hallinger (2003: 334) also notes that instructional leadership "was not and will never be the only role of the school principal."

Case in point

Kenya

Obama, M.O., L.A. Eunice, and J.A. Orodho (2015) 'Effect of principals' leadership styles on students' academic performance in public secondary schools in Homa-Bay County, Kenya'. *Journal of Humanities and Social Science* 20(3): 51–60.

The study established that principals used leadership styles that were not conducive to teacher–student interactive learner-centred learning that enhanced students' academic performance. The schools that embraced more democratic and participatory leadership styles, that encouraged group work and team spirit, performed significantly better than those that used more autocratic leadership styles.

Case in point

England and Jamaica

Miller, P. (2016) *Exploring School Leadership in England and the Caribbean: New Insights from a Comparative Approach*. London: Bloomsbury Publishing.

Whereas many principals know and understand the importance of distributing leadership and sharing responsibility for achieving the objectives of their school, many retained tight control over many aspects of the work that goes on in schools, arguing that the "buck stops with me". This was observed on several occasions in both country contexts. The Jamaican principals were less likely to distribute leadership since this was not widely practised among Jamaican principals in general, and perhaps also due to sociocultural beliefs about what it means to "be in charge". The pattern of observations among principals in England was in stark contrast. English principals distributed areas of their work they did not like, did not find interesting or that provided only limited opportunities for development – and where there was delegation, there was tight control. There was only limited evidence of what could be described as genuine or real distributed leadership (p. 148).

As national governments, and learners themselves, demand more from schools, the result is the continued dismantling of heroic leadership tendencies (Grace, 1989). Instead, there is evidence of principals valuing their partnership with teachers, and working closely with them, thereby moving beyond instrumentality to an acknowledgement of their pivotal role in teaching and leading (Miller, 2018).

Reflection

- How does context influence the leadership of student learning?
- Why might distributed leadership be important to leading student learning?
- How might a principal manage the tensions between moral purpose, personal values and accountability frameworks?

Schooling is a process of educating and developing students, and principals, working in tandem with teachers, parents, other adults and students themselves, to develop strategies and deploy tactics and solutions aimed at providing students with holistic educational experiences that prepare them for life now and in the future.

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Module Five

Leading Inclusion and Equity

Module Five
Leading Inclusion and Equity

Capability Five: Leading Inclusion and Equity

Leading inclusion and equity is fundamentally about leading for social justice. It involves the principal making inclusion and equity central to their mission, without any personal, familial, gender, racial, ethnic or cultural ascription. It also involves articulating and supporting the development of a shared language and culture, including core values of diversity, equity and inclusion. These values lead to several core aspects of a leadership profile.

1. Develop and articulate the school's socio-cultural history.
2. Advocate an inclusive culture, which values and celebrates difference.
3. Build understanding of inclusion and equity.
4. Build commitment to democratic processes and accountability.
5. Confront issues of injustice.
6. Develop an open learning culture, where discussion and debate are encouraged.
7. Promote respect for the whole school community, including adults and students.
8. Lead the curriculum in socially just ways.
9. Model ethical conduct and professional norms.
10. Cultivate an inclusive, caring and supportive school community.

Introduction

This module is designed to support professional learning about "Leading inclusion and equity". It is not meant to be prescriptive, but rather illustrative of the issues and challenges to be aware of, and to overcome, in successfully leading inclusion and equity. This module recognises the uniqueness of context and therefore acknowledges that what works in one context may not be suited to another.

This module has three parts framed around three key questions:

1. What do school principals need to know about leading for inclusion and equity?
2. What skills and abilities do school principals need to successfully lead inclusion and equity?
3. What values, beliefs and personal commitment drive the exercise of leading for equity and inclusion among school principals?

The module includes a series of descriptions, explanations and tasks carefully designed to support reflection on practice.

Part One: What school principals need to know about leading inclusion and equity

Leading for inclusion and equity is about leading for social justice. It is a complex endeavour requiring principals to think about the unique characteristics and needs of every person in their school community, how the school could respond to these needs, and use the characteristics in ways that promote and ensure a wholesome environment for teaching and learning. It involves the principal making inclusion and equity central to their mission – as observed and experienced in the rules, systems and processes in place to support students, teachers, parents and other members of a school community, regardless of personal, familial, racial, ethnic or cultural ascription. It also involves articulating and supporting the development of a shared language and culture of diversity, equity and inclusion. It capitalises on the diversity of skills, knowledge, experiences, networks and ideas possessed by members of a school organisation to upskill and enrich the educational experience for all. Essentially, leading for inclusion and equity is about leading for social justice.

Case in point

Miller et al. (2019a: 96)

Social justice leadership is about leaders or those in positions of authority using their power to create equity and/or beneficial change. Social justice leadership is both activist in intent and its approach, and social justice leaders understand the material, economic, cultural, social and other differences that exist between different groups and work to mitigate the impact of these differences.

Leading for inclusion and equity is not passive. It means knowing who is in your school, their support needs, their socio-cultural histories, stories and current circumstances, and being willing and ready to act in ways that do not damage their educational experience due to these characteristics.

According to Theoharis (2007: 223), social justice leaders advocate, lead and keep race, class, gender, disability, sexual orientation and other historically and currently marginalising conditions at the centre of their practice and vision. Addressing and eliminating marginalisation in schools is a critical component of this definition. Thus, inclusive schooling practices for students with disabilities, English language learners (ELLs) and other students traditionally separated in schools are also necessitated by this definition.

Leading for inclusion and equity also means taking chances, taking risks, thinking, acting "outside the box", and showing courageous leadership – for the greater good of all.

According to Freeman (2008: 1), courageous leadership involves:

> "Courageous listening, courageous decision-making, courageous action, the courage to set and enforce standards of behaviour, and the courage to do what it takes to change destructive existing habits. Courageous leadership requires people to see what others don't want to see and do what others don't want to do."

Building understanding of inclusion and equity

When principals understand and embody social justice principles in their work and leadership, its effects on the school community can be beneficial and powerful. However, where principals are unclear about what social justice is, as a concept and as a practice, their attempts to undertake inclusive and equitable leadership may be undermined. Mestry (2014: 854) defines social justice in the South African context as "oriented towards equity, redress, restoration, renewal and redistribution of resources". As noted by Shields (2010: 570), "a fundamental task of the educational leader in this transformative tradition is to ask questions, for example, about the purposes of schooling, about which ideas should be taught, and about who is successful."

Case in point

Miller et al (2019b: 9)

Social justice for me is how I execute my functions as a manager. It is how I delegate, coordinate and organise the responsibilities in my institution. It is how I treat all staff whether they are Ancillary, Auxiliary, or my Academic Staff. It is the cornerstone that underpins staff morale. Social justice orchestrates a playing field that seeks the best for all [Primary Principal, Jamaica] (p. 9).

Case in point

Trinidad and Tobago

Conrad, D., R. Lee-Piggott and L. Brown (2019) 'Social justice leadership: principals' perspectives in Trinidad and Tobago'. *Research in Educational Administration and Leadership* 4(3): 554–589.

Findings indicate that principals were generally unaware of a social justice leadership orientation, but values such as fairness and equity were common in their understandings. Social justice leadership roles were conceptualised as multifaceted, difficult, and requiring strategy and caution, but they also emphasised the need for self-investment and collaboration. It was found that principals' unclear conceptualizations translated into guesswork when practicing social justice leadership from which emerged unique ways of "doing" social justice. Findings point to the need to place social justice atop Trinidad and Tobago's school improvement agenda.

Case in point

Bangladesh

Mullick, J., J. Deppeler and U. Sharma (2012) 'Inclusive education reform in primary schools of Bangladesh: leadership challenges and possible strategies to address the challenges'. *International Journal of Whole Schooling* 8(1): 1–20.

The challenges identified by the participants included lack of authority, students' lack of acceptance, non-supportive views of parents and community, teachers' resistance, limited professional development, limited resources and physical environment. School leaders also suggested strategies to address the identified challenges that included making local authorities active, increasing resources and valuing diversity.

Reflection

Principals who lead for inclusion and equity understand that:

- They have a role to play in tackling material and other forms of deprivation and discrimination.
- Changing cultures and attitudes and practices takes time and partnership with teachers, parents and other stakeholders.
- The diversity of people and skills in their schools is to be valued and used for building the school.
- They may need to work creatively with educational policies to achieve an alignment that satisfies both the national and the local (institutional) needs.

Which of these are areas where you feel you do particularly well? Which areas need further development?

Part Two: What skills and abilities do school principals need to successfully lead inclusion and equity?

Leading for inclusion and equity requires critical skills and abilities that build commitment to democratic processes and accountability. As Bogotch (2000: 2) notes, "Social justice, like education, is the deliberate intervention that requires the moral use of power." This means that to get to a position of holding themselves and their schools to account, and in order to embed practices, behaviours and cultures within their schools, principals need to match their morality with direct actions. This also means that principals must be willing and ready to confront challenging issues and proactively address issues of injustice, instead of ignoring them or brushing them aside.

Reflection

The principal is critical to advance leading organisational cultural change. This requires intentional, committed and often courageous leadership. While responsibility should be shared across the school, the principal must take the lead in creating the environment for inclusion and equity, and change by introducing appropriate policies and practices to support it. The principal is best placed to articulate the vision and to model the changes that are needed. She/he is also uniquely placed to promote and defend the value of a diverse staff and board.

Adapted from: Vision and Voice: The Role of Leadership and Dialogue in Advancing Diversity, Equity, and Inclusion.

What examples of policy and practice can you think of that would help to promote an inclusive and equitable school environment?

Miller et al. (2019b: 17) identified skills and abilities such as modelling, developing others, and displaying versatility and creativity (p. 17) and political savvy, sophistication, and constant self and collegial checking (p. 16) as essential for leading inclusion and equity. These were found to be underpinned by principles such as respect, courage, collective responsibility and activism.

It is essential to build a learning culture where dissent and disagreement are welcome, and where gaps in knowledge and misunderstandings are clarified. Principals must be able to put the issues on the table in a constructive way or seek help in doing so, where necessary. It is important that the principal is able to articulate and model openness to disagreement and inquiry – where staff, students and other stakeholders recognise different perspectives through engaging in meaningful discussion and debate.

Respect and modelling

As noted by one principal:

All levels of staff are given equal treatment to show how important they are to the institution. Hence, I show respect to the groundsman, cleaner, security guards, etc., for them to understand that they are as important to the organisation as the teachers or auxiliary staff. A leader exercising social justice is one that shows inclusion [Primary Principal, Jamaica] (Miller et al., 2019b: 16).

Reflection

In their study of school leadership and equity in New Zealand primary schools, Robertson and Miller (2007: 100) identified "Team Talk" as "a very inclusive way of actively including every child in the school in discussion and play". Before lunch and playtimes, "the class, as a community", sits together in a circle, and the children plan among themselves what would happen when they went out to play, as "an inclusive way of dealing with any potential problems".

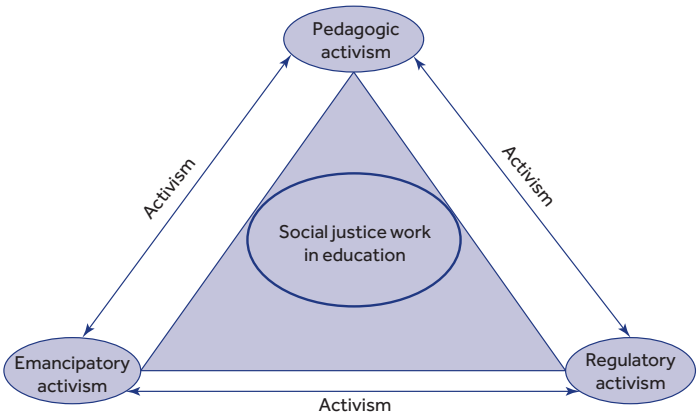
Activism and courage

Miller et al. (2019b: 1) suggest that:

> "Courageous leadership, therefore, requires and includes clarifying group perceptions, rebalancing power, leading by example, setting the tone, enforcing standards, taking risks and doing things differently."

Figure 1 illustrates social justice as activism.

Figure 1. Social justice work as activism.



Source: Miller et al. (2019b: 16).

Pedagogic activism: challenging and supporting other education professionals to use their position of influence to represent and safeguard the interests of students and to help students negotiate and navigate complex systems and processes (Miller et al., 2019b: 3).

Regulatory activism: "fighting" for staff and students, and for improvements in their experiences; (1) using institutional and national policies to ameliorate perceived injustice and inconsistent practices and (2) seeking to address inconsistencies within existing policy obligations (Miller et al., 2019b: 14).

Emancipatory activism: changing personal agendas; challenging practices that reify inequity, as well as instituting programmes and policies to enfranchise and empower staff and students (Miller et al., 2019b: 15).

Case in point

England

Miller, P. (2020) 'Anti-racist school leadership: making "race" count in leadership preparation and development'. *Professional Development in Education*, Forthcoming.

Through an ecological model, this paper argues that despite performativity pressures, school leaders should develop skills, attributes and knowledge in areas of curriculum diversity, recruitment and career progression, leading change for race diversity that (1) reflects the contexts within which they live and work, and that (2) empowers them to serve their institutions more effectively. The paper asserts that "anti-racist" training for school leaders should be central to ongoing professional development efforts, especially in multi-cultural, multi-racial and multi-ethnic societies/educational environments.

Activity

Leading for inclusion and equity involves such skills and abilities as political savvy, sophistication and constant self and collegial checking. What do you think these terms mean, and how can you go about developing or expanding these skills?

Part Three: What values, beliefs and personal commitment drive the exercise of leading inclusion and equity among school principals?

How a school leader leads is very much connected to their values. Values may not always be visible, but they are a powerful source – both driving and supporting decision-making.

A school can be viewed as a group of people working together under certain conditions to realise their organisational purpose. Realising the purpose of the school organisation necessitates that values manifest themselves in educational leaders, for instance in the principal's leadership and management actions, decisions, and the way they conduct themselves in their leadership position (Shapiro and Gross, 2013).

Values have a dynamic quality in that they can have various levels of worth at a specific point in a person's life and that they can be subdued and only surface in certain scenarios or may feature very strongly if the situation warrants it (Begley, 2001).

Case in point

South Africa

Van Niekerk, M., and J. Botha (2017) 'Value-based leadership approach: a way for principals to revive the value of values in schools'. *Educational Research and Reviews* 12(3): 133–142.

The results indicate firstly that principals have diverse perceptions of values. Secondly, they highlight the range of contributions and influences values have in their schools. Thirdly, they show that principals connect values in/directly to themselves as leaders, their leadership styles and employ values un/intentionally. We argue for a value-based leadership (VBL) approach because it provides ways of overcoming deficiencies in leadership. It is vital that school principals establish and maintain a core of shared value that underscores the school as an organisation that strives for the well-being of all of its members.

Race, inclusion and equity

Case in point

England

Miller, P. (2019) '"Tackling" race inequality in school leadership: positive actions in BAME teacher progression – evidence from three English schools'. *Educational Management Administration & Leadership*. doi:10.1177/1741143219873098.

The objective of this study was to examine the work of school leaders/institutions in taking steps to improve black, Asian and minority ethnic teacher progression in England, by identifying and highlighting "what works", and how. Furthermore, by treating each school/leader as a unique "case", this paper shows their motivation (personal and professional), experiences of "race", school contexts and the type/s of leadership required and used in these institutional contexts to change attitudes, cultures and behaviours.

What does race equality in staffing mean to you as a person?

Principals came to this question from very different personal stances, reflecting direct/indirect experiences of race inequality/discrimination, underpinned by their personal commitment to transforming schools for individuals and school communities. P1 connected her stance to the need to provide students with "hope" through ethnic role models that look like them. P2 reasoned that social mobility is also about racial mobility, and social mobility is for all. P3 connected his stance to his observations of how the staff of BAME heritage lack opportunities despite their hard work and talent (p. 9).

What does race equality mean to you as a professional?

For P1, it was about providing students with ethnic role models, which provided an advantage to more effectively communicating with parents through shared cultural understandings. For P2, it was seen as both a moral duty and recognition of the power of institutions to challenge the status quo. For P3, it was after being exposed to race diversity as a teacher in schools in Bradford and London, having grown up in "an exclusively white village in Yorkshire" (p. 10).

Inclusion and equity through the curriculum

Reflection

Leading the curriculum in socially just ways, therefore, means ensuring that issues of fairness and equity are practised so that the appropriate values, attitudes, beliefs and skills are developed by members of the school. Such leadership emphasises what the curriculum does in relation to inequality rather than what the curriculum is. The leader in this context must view the curriculum as a vehicle to social justice (Roofe and Bezzina, 2017: 99).

Case in point

England and Jamaica

Miller, et al. (2019a) 'School leadership, curriculum diversity, social justice and critical perspectives in education'. In: P. Angelle and D. Torrance (eds) *Cultures of Social Justice Leadership: An Intercultural Context of Schools*. London: Palgrave Macmillan.

School leaders play a crucial role in institutional efforts to support and meet the needs of students. School leaders can shape and reproduce social justice value stances through their work (p. 94).

We teach global citizenship and the rights of humans/children in our holistic education. We are values-driven [Principal 4, England] (p. 108).

It promotes cooperation, collaboration and group work which provides the skills to work together for the good of everyone and not me, me. It facilitates tapping into the strength of each one and ensuring that everyone understands that each person matters and each person's talent and skill is important [Principal 2, Jamaica] (p. 108).

The approach to leadership adopted by the principals in the above examples spotlights shows how principals work as "critical democratic actors" (Woods, 2011: 135) through the exercise of values-driven and distributed leadership.

Developing staff for inclusive practice

Case in point

Barbados

McClean, W. (2007) *An Investigation into the Need for Effective Leadership Mechanisms in the Management of a Successful Inclusive Programme in the Primary School System*, Online Submission to Barbados Ministry of Education.

In Barbados, the educational system needs strong instructional leaders who are well-trained and capable of meeting the challenges of managing an inclusive programme in their respective schools. The roles and responsibilities of all teachers must be re-defined and the teachers must have clear beliefs about the benefits of inclusion to them and their students. Principals and teachers, whether special education or regular education, must not feel threatened or disadvantaged by the implementation and management of any inclusive programmes at their respective schools. Otherwise, the success of inclusion will die a slow and painful death, even before it could be given life by winning the hearts and minds of all stakeholders: principals, teachers, parents, students, officials of the Ministry of Education and the wider communities of Barbados.

Activity

Leadership for inclusion and equity is a multifaceted concept and practice. Think about four inclusion and equity issues relevant to your school, and identify: which group of staff and/or students each issue affects; what improvements can be made to address each issue and what support you may need as a school leader to address each issue.

Case in point

Mozambique

Smit, B. (2013) 'Female leadership in a rural school: a feminist perspective'. *Studies of Tribes and Tribals* 11(1): 89–96.

The research participant was a female school principal of a rural primary (elementary) school, taught reading classes, gathered food for the hungry learners in her school, has established a Non-Profit Organisation, educated parents, disciplined learners, chaired committees, managed the school finances and initiated school building projects. Her school was located in a disadvantaged community, where most learners lived in squatter camps, 85% of the parents were unemployed, many were refugees from Mozambique and Zimbabwe, and many were orphaned, and most had only one meal per day, which was provided by the school. The findings show that the principal's work was grounded in the complex demands of everyday school activities, while not neglecting to enact curriculum leadership.

Gender empowerment

Case in point

South Africa

Moorosi, P. (2010) 'South African female principals' career paths: understanding the gender gap in secondary school management'. *Educational Management, Administration and Leadership* 8(5): 547–562.

This article reports on data from a larger scale study exploring female principals' experiences of their career route to the principalship of secondary schools in South Africa. To understand these experiences, the study used an analytical framework that identifies three phases that principals go through on their career route, namely anticipation, acquisition and performance. The framework suggests that women experience more obstacles than men on their career route and their experiences are influenced by personal, organisational and social factors. These factors manifest in social practices within and outside schools and affect women across the three phases of the career route. Central to these experiences is the underlying male norm of who is more appropriate for secondary school principalship.

Case in point

Kenya

Steyn, G. and M. Parsaloi (2014) 'Moving towards gender equality: the case of female head teachers in Kenya'. *Gender & Behaviour* 12(1): 5980.

This paper provides an overview of the extent of women leadership in schools in Kenya. It pays particular attention to the importance of women in leadership; barriers to becoming women school leaders; factors that would encourage women to seek leadership positions in Kenyan schools and efforts to address gender disparities in school leadership. The findings reveal the commitment of the Kenyan government through various policies to eradicate gender disparities, and show the impact of gender stereotyping.

Case in point

Pakistan

Shah, S. and U. Shah (2012) 'Women, educational leadership and societal culture'. *Education Sciences* 2(1): 33–34.

The study also unveiled the culturally informed strategies adopted by these women professionals to exercise their role as college heads in the presence of multiple cultural constraints. Besides the integration of religious, social and professional discourses, a social network of contacts and relationships also contributed to countering the "depowering" factors. This network comprised familial relationships, socio-political contacts and the families of students, and was a specific feature of the regional socio-cultural scene. An additional aspect was personal influence through the community of ex-students. Power relations emerge as a two-way phenomenon, reflecting a complex interplay of dependence and autonomy.

Activity

- What values do you hold as a person?
- What values do you hold as a professional?
- What tensions might arise between personal values and professional values?
- What tensions might exist between a principal's personal values and government policy?

Leadership for inclusion and equity is "anti-racist, anti-sexist, anti-homophobic, and responsive to class exploitation" (Weiner, 2003: 100). It should also be noted that "unlike transformational leadership, which has the most potential to work well when the organization and the wider society in which it is embedded are synchronous, transformative leadership takes account of the ways in which the inequities of the outside world affect the outcomes of what occurs internally in educational organizations" (Shields, 2010: 584).

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Module Six

Leading Organisational Culture and Change

Module Six
Leading Organisational Culture and Change

Capability Six: Leading Organisational Culture and Change

Leading organisational culture and change requires a deep understanding of the values and beliefs underpinning schools. Culture is a complex, and largely invisible feature of organisations, represented by symbols and rituals. It links to ethos, that hard-to-define feeling about what the school stands for. Change is endemic in organisations, arising from new policies, new school members (students and staff), and changes in the community served by the school. Because culture is often deeply embedded in the school, cultural change may be slow and uncertain but often essential if the change is to be meaningful and sustainable. This has clear implications for a leadership profile.

1. Align school culture with national or societal culture.
2. Recognise that a positive organisational culture is a key element of school success.
3. Clarify and articulate shared values, beliefs, norms and behaviour.
4. Develop and celebrate school culture through visible and invisible features such as rituals and symbols, heroes and heroines, and high levels of trust, loyalty and commitment.
5. Promote a positive teacher learning culture.
6. Adopt agile leadership to manage organisational change.
7. Build school culture through clear aims, appropriate communication and "buy-in" from stakeholders.
8. Interpret imposed change for consistency with school culture.
9. Promote culturally responsive practices to enhance student learning and welfare.
10. Embrace change as an opportunity, not a threat.

Introduction

This module is designed to support learning on "Leading organisational culture and change". It is not meant to be prescriptive, but rather illustrative of the kinds of things to be aware of and to overcome in successfully leading organisational culture and change. This manual recognises the uniqueness of context and therefore acknowledges that what works in one context may not be suited to another context.

This module has three parts framed around three key questions:

1. What do school principals need to know about leading organisational culture and change?
2. What skills and abilities do school principals need to successfully lead organisational culture and change?
3. What values, beliefs and personal commitment drive the exercise of leading organisational culture and change among school principals?

The module includes a series of descriptions, explanations and tasks carefully designed to support reflection on, and in practice.

Part One: What should school principals know about leading organisational culture and change

Organisational culture

Most principals have an instinctive awareness that organisational culture is a key element of school success. They might say their school has a "good culture" when teachers are expressing a shared vision and students are succeeding – or that they need to "work on school culture" where the teacher attrition rate is high or where student attainment and/or discipline is poor.

Like many organisational leaders, principals may be baffled when trying to describe the elements that create a positive culture. It is tricky to define, and describing its components can be challenging.

Reflection

A culture will be strong or weak depending on the interactions between people in the organisation. In a strong culture, there are many, overlapping, and cohesive interactions, so that knowledge about the organisation's distinctive character – and what it takes to thrive in it – is widely spread.

Source: Shafer (2018). Available at: https://www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture.

How would you describe the distinctive character of your school?

Organisational culture can be thought of in three broad ways:

- *Visible*: Has visible features that can be seen in a school's organisational structures; schools usually have formal rules enabling teachers to collectively process, understand, and apply knowledge on teaching and learning and share information in a sustained manner (Fullan, 2001; Kruse, 2003).

- *Visible but intangible:* School-wide learning is valued and the overall success is dependent on everyone working together; investment in time and effort is needed to enhance teacher learning, and get students and parents working together with teachers (Bryk et al., 2010; Louis et al., 2010).
- *Invisible:* In a positive learning culture, there is a high level of relational trust, loyalty, commitment (Price, 2012) and staff satisfaction (Hulpia et al., 2009; Zhu et al., 2014).

Culture is shaped by five overlapping elements, each of which principals have the power to influence.

Key elements of culture

Elements of culture	Explanation
Fundamental beliefs and assumptions	Things that people at your school consider to be true. For example: "All students have the potential to succeed," or "We are the school together."
Shared values	Judgements people at your school make about those beliefs and assumptions – whether they are right or wrong, good or bad, just or unjust. For example: "It's wrong that some of our students from working-class backgrounds need additional support to access the curriculum" or "Our teachers collaborate and share good practice, and that's the right thing to do."
Norms	How members believe they should act and behave, or what they think is expected of them. For example: "We should meet regularly with parents from working-class backgrounds to see what support we can provide them so they may be better able to support their children at home."
Patterns and behaviours	The way people act and behave in your school. For example, teachers regularly meet with parents from working-class backgrounds; staff teams meet regularly to share good practice (Note: In a weak culture, these patterns and behaviours can be different from the norm).
Tangible evidence	The physical, visual, auditory or other sensory signs demonstrate the behaviours of the people in your school. For example, parents from working-class backgrounds turn up to meetings, resources provided, strategies shared; and teachers share practice, and attainment starts to improve for all students.

Source: Adapted from Shafer (2018).

Case in point

Shanghai

Haiyan, Q., A. Walker and Y. Xiaowei (2016) 'Building and leading a learning culture among teachers: a case study of a Shanghai primary school'. *Educational Management Administration & Leadership* 45(1): 101–122.

A positive teacher learning culture is important to effect meaningful changes in schools. Literature has established that successful school leaders can build and nurture learning cultures among teachers. However, less is known about how school leaders can shape the culture and make learning conditions happen at the schools in the Chinese education context. This paper reports an in-depth qualitative case study of a primary school in Shanghai. Using data collected from the principal, vice-principal, mid-level leaders and teachers. The study attempts to answer these two questions: how do the school leaders build and nurture a positive teacher learning culture? and how does this culture affect teachers' working lives?

Leadership and developing a school culture

It is commonly known that principals set the tone for their schools. Walker (2007: 179) argues that a learning culture constitutes "the synergistic effects generated through the establishment and embedding of a set of interrelated conditions that promote and encourage learning as a way of professional life".

Southworth (2004) suggests that school leaders shape or change a school culture primarily through and with teachers, in at least three ways:

- School leaders influence what teachers can learn and how they learn – they design teacher learning-related rules and procedures, which may include teacher groupings, formal reporting and accountability lines, performance management systems and teacher development timetables (Leithwood, 2006; Walker, 2007); and they know that taking part in professional learning with teachers makes a difference to school outcomes (Robinson et al., 2008).
- School leaders influence the values that teachers adopt and the kind of professionals they want to be – they provide a clear sense of direction and purpose (Leithwood et al., 2006; Day et al., 2010); they shape teachers' expectations and standards, including the way they think about, plan, and conduct teaching and learning practices, self-efficacy, commitment and well-being (Day and Leithwood, 2007; Day et al., 2010).
- School leaders affect how school members relate to one another – the degree of trust between supervisors and subordinates determines the quality of organisational relationships (Brower et al., 2000), and positive relationships can lead to better personal health, happiness and job commitment (Knapp et al., 2010).

Organisational change

Change is happening all the time. Principals, like other leaders, need to be able to identify and respond quickly to changes in the external and international environments of a school. This agile culture requires agile leadership – not only from the principal but from all levels of staff as well.

Organisational change is the process by which an organisation changes its structure, strategies, operational methods, technologies or organisational culture to effect change within the organisation, the change effects within the organisation, and the effects of those changes on the organisation.

Source: What is organisational change? Available at: https://study.com/academy/lesson/what-is-organizational-change-theory-example-quiz.html.

Types of change

Broadly speaking, change can be classified as either evolutionary (or Incremental) change or evolutionary (or transformational) change.

- Evolutionary change is incremental and takes place gradually, over time. This is sometimes regarded as planned change, which is slow, step-by-step and gradual – usually aimed at ensuring the survival of the organisation. Organisations undergoing evolutionary change may have been prompted by outside pressure, as in keeping up with technology or addressing the needs of stakeholders more effectively. Evolutionary change may also be spurred by competition.
- Revolutionary or transformational change is "deep" and can be sudden. For example, moving educational provision online due to Covid-19. But revolutionary change does not have to be unforeseen. It can be planned. Revolutionary change reshapes and realigns strategic goals and often leads to radical shifts in beliefs or behaviours. When an organisation decides to engage in revolutionary change, radical transformations to products or services often follow. Outstanding organisations often pursue revolutionary change.

Reflection

Organisations change – owing to external factors, internal factors or both – sometimes randomly or chaotically, sometimes according to a development plan – sometimes for better, sometimes for worse, sometimes to replace one set of problems with a different set.

Identify and describe the internal and external factors influencing change within your school organisation? Available at: https://www.dundee.ac.uk/esw/research/resources/organisationalchangedevelopment/.

Activity

Identify change drivers, e.g., policies, natural disasters, economic conditions, organisational events, etc., in your context; and identify the type of support and resources required to manage change associated with each driver identified.

Case in point

Jones, M. and A. Harris (2014) 'Principals leading successful organisational change: building social capital through disciplined professional collaboration'. *Journal of Organizational Change Management* 27(3): 473–485.

The purpose of this paper is to focus on how principals in different countries are securing successful organisational change through systematically building social capital. It argues that how a school works as a cohesive unit and how people collaborate will ultimately define organisational performance.

Change and autonomy

Change can impact a school positively or negatively and, depending on the drivers of change, principals, and those in a school community, experiencing the change could experience a loss or an increase in autonomy.

Case in point

Ghana

Fertig, M. (2012) 'Educational leadership and the capabilities approach: evidence from Ghana'. *Cambridge Journal of Education* 42(3): 91–408.

The author conducted a retrospective analysis and evaluation of the activities of a group of primary school head teachers in Ghana involved in a UK Government-funded project focused on education quality. The paper argues that head teachers with the capability of initiating change in the education process in their schools are unlikely to act in this way unless they feel that they have permission to do so. It is also important that head teachers feel that they are working within a context and an environment where acting in ways that aim to improve pupil learning is seen as central to their role. This kind of supportive context for school leaders (and for other educational practitioners) cannot be divorced from a policy environment that sanctions such activities.

Similarly, national culture, organisational culture and a principal's sense of agency can collide in a change process, whether evolutionary or revolutionary.

Case in point

Rwanda

Kambanda, S. (2013) *The Role of High School Principals in Leading and Managing School Culture: A Case Study of the Huye District in Rwanda*. Unpublished Ph.D. thesis, University of the Witwatersrand, Johannesburg.

This thesis investigates the role of secondary school principals in Rwanda. The research is a case study of the Huye district of Rwanda, based on a survey of principals and case studies of two schools, including interviews with principals, staff, and stakeholders, documentary analysis and shadowing of principals. The study provides important insights into the lives and work of school principals in Rwanda, and on how centralisation constrains their ability to innovate. This is the first study on this topic in Rwanda.

Part Two: What skills and abilities do school principals need to successfully lead organisational culture and change?

Leading organisational culture

To successfully develop a "culture" within a school, principals require several inputs, including:

- Time: building culture does not happen overnight and leaders need time to diagnose the organisation and the people.
- Clear aims: what the school organisation stands for, and what it aims to achieve may need to be refreshed and represented to stakeholders.
- Clear communication: channels for, frequency of, and responsibility, for communication to the wider group of stakeholders should be agreed.
- Consistent messaging: the message of input required, expected outcomes and the timelines should be clear in order to secure buy-in from stakeholders;
- Support from and for others: because "buy-in" from others is key, support requirements should be identified and agreed early on.

A strong or weak culture?

Culture is strong or weak depending on the quality and nature of the interactions between the people in the organisation. Bridwell-Mitchell (2019) notes that, in a strong culture, there are many, overlapping, and cohesive interactions among all members of the organisation. As a result, knowledge about the organisation's distinctive character – and what it takes to thrive in it – is widely spread and reinforced. On the other hand, in a weak culture, sparse interactions make it difficult for people to learn the organisation's culture, so its character is barely noticeable and the commitment to it is scarce or sporadic.

Activity

Would you define the culture of your school as "strong" or "weak"? Why? What evidence exists to support your answer?

Bridwell-Mitchell (2019) notes that beliefs and values about a school and associated actions will spread and be tightly reinforced when there is regular and clear communication. For example:

- In a strong school culture, leaders communicate directly with teachers, staff, parents, students who in turn communicate directly with each other.
- In a weaker culture, communication is limited, and relationships are not "tight". For example, if certain teachers never hear directly from their principal, certain staff members are continually excluded from communications, or any groups of staff members are operating in isolation from others, it will be difficult for messages about shared beliefs and commitments to spread.

Leading and managing change

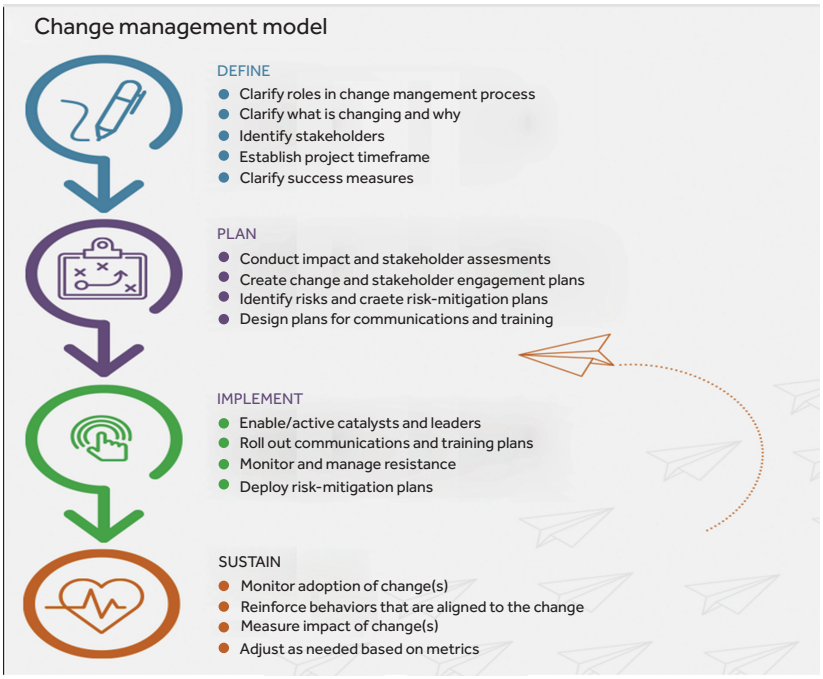
As mentioned earlier, change in its various forms is a common occurrence in educational systems and within schools. The drivers may be external or internal, or a combination of both. As a principal, change may be imposed on you or started by you. The ultimate aim is to move from a current state to a more desirable future state. Within a school context, this ultimately relates to improving student learning, either through direct changes to teaching and learning or through improving the effectiveness of school structures and systems to support learning (Fullan, 2007).

There are many different models for leading or managing change. However, the choice of which model will be guided by a number of factors, including the nature of government policy; a principal's experience with similar issues; a principal's experience within a particular school context; and the nature of the context, including student and staff populations; strength of trade union or other association activity; and the strength and support of the school board and parents.

A common model for organisational change includes a four-phase change management process:

1. Define: clarify expectations regarding the scope of the change as well as timing and business impact.
2. Plan: Know how the change will impact stakeholders and design a strategy to help them navigate it.
3. Implement: work with others to execute the change.
4. Sustain: Work with others to track adoption and drive lasting change.

These phases are represented in the Change Management Model (see below).



Source: Managing Organisational Change, Strategic Human Resource Management. Available at: https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingorganizationalchange.aspx.

Case in point

Botswana

Pansiri, N.O. (2011) 'Performativity in school management and leadership in Botswana'. *Educational Management Administration and Leadership* 39(6): 751–766.

The uncritical adoption of Western models of education management and leadership policies results in poor performance in schools in disadvantaged communities in developing countries. Botswana is a case study to show the continuing mismatch between educational management models adopted from Western countries and their application in the Botswana context, and the related failure of school improvement initiatives proposed by aid agencies. When a school fails, the head is charged with underperformance.

Dipholo, K., N. Tshishonga and E. Mafema (2014) 'Traditional Leadership in Botswana: opportunities and challenges for enhancing good governance and local development'. *Journal of African & Asian Local Government Studies* 3(2): 43–50.

There are varying perspectives regarding the role of traditional leadership in modern societies particularly in the delivery of services to local communities. One school of thought is of the view that traditional leadership as a system that is anchored on hereditary leadership is incompatible with democracy and should become extinct. The other school of thought holds that traditional leadership legitimises participatory democracy at the local level. The

Government of Botswana is averse to traditional leadership because it has the potential to counteract progress especially in such areas as a political organisation, women empowerment and economic advancement. However, it also sees traditional leadership as an institution that has to be utilised to support the government in facilitating development at the local level and legitimising the government of the day.

Leading in crisis

The leadership attributes and skills required of school leaders in times of crisis are very different from those required to lead under 'normal' conditions (Smith and Riley, 2012). Effective school leadership is concerned with excellence in teaching and learning and in improvements. Leadership in times of crisis is however about dealing with events, emotions and consequences in what may be the 'here and now', in ways that minimise personal and organisational harm to a school and its stakeholders.

Crises are not part of the 'everyday experience' of schooling but rather a unique set of 'confronting, intrusive and painful experiences' (Smith and Riley 2010, 53). Besides, it may not always be possible to, 'separate ''crisis'' and ''normality'' in the de-stabilised environment that accompanies most crises' (53). Crises of one form or another inevitably occur in all schools, no matter how well they are led and managed, and to some extent they are to be expected. Many crises occur with no warning whereas others emerge slowly but steadily over time. Some can be resolved quickly, while others can take a much longer time to resolve.

Crises have been grouped into five categories (Smith and Riley 2010, pp. 53-4):

1. Short-term crises: ones that are sudden in arrival and swift in conclusion.
2. Cathartic crises: ones that are slow in build-up, reach a critical point and then can be swiftly resolved.
3. Long-term crises: ones that develop slowly and then bubble along for a very long time without any clear resolution (such as the Covid-19 pandemic).
4. One-off crises: ones that are quite unique and would not be expected to recur.
5. Infectious crises: ones that occur and are seemingly resolved quickly, but leave behind significant other issues to be addressed, some of which may subsequently develop into their own crises (such as the Covid-19 pandemic).

Leadership skills and crisis

O'Brien and Robertson (2009) argue that leaders need a new set of skills and competencies for dealing with situations they may never have encountered before. Crisis leadership, they argue, should include attributes such as: authenticity, agility, resilience, foresight, self-mastery, intuition, and creativity. Similarly, Smith and Riley (2010) argue that, in times of crisis, the critical attributes

Figure 1. Key attributes for crisis leadership.

Source: Smith, L & Riley, D. (2012). School leadership in times of crisis, School Leadership & Management, 32:1, 57-71, DOI: 10.1080/13632434.2011.614941.

of effective leadership include: managing ambiguity; lateral thinking; being able to question events in new and insightful ways; flexibility and willingness to change direction rapidly if required; being able to work with and through people to achieve critical outcomes; the tenacity to persevere when all seems to be lost; and a willingness to take necessary risks and to break 'the rules' when necessary. Smith and Riley (2012, p. 68) have however identified nine key attributes for successful leadership during a crisis or times of crises.

Case in point

Scott, M & Dulsky, S. (2021). Resilience, Reorientation, and Reinvention: School Leadership During the Early Months of the COVID-19 Pandemic, Frontiers in Education, v6, DOI=10.3389/feduc.2021.637075.

Global

As the COVID-19 pandemic spread rapidly across the globe, many schools struggled to react both quickly and adequately. Schools were one of the most important societal institutions to be affected by the pandemic. However, most school leaders have little to no training in crisis leadership, nor have they dealt with a crisis of this scale and this scope for this long. This article presents our findings from interviews of 43 school organizations around the globe about their responses during the early months of the pandemic. Primary themes from the interviews included an emphasis on vision and values; communication and family community engagement; staff care, instructional leadership, and organizational capacity-building; equity-oriented leadership practices; and recognition of potential future opportunities. These findings resonate with the larger research literature on crisis leadership and have important implications for school leaders' future mindsets, behaviours, and support structures during crisis incidents.

Does leadership style matter in leading "culture" and "change"?

The short answer is yes! No principal can successfully lead in isolation from others, nor without some understanding of the context in which they lead. Although each principal has their unique style, TESS India (n.d: 8–9) highlights that collaborative, distributed, democratic and transformational leadership are worth thinking about:

- Collaborative leadership: decisions are taken based on a consensus among staff, space created for group discussions; brings people together and builds shared understanding (Bush and Glover, 2014).
- Distributed leadership: creates a sense of responsibility that is spread among several people within the school (Gronn, 2003), while allowing a principal to retain control over boundaries and accountability (Harris, 2008; Hartley, 2010). Given that distributed leadership rests on the dispersion of leadership among staff, it offers the potential of more democracy in the workplace (Woods and Gronn, 2009).
- Democratic leadership: creating an environment that supports participation, shared values, openness, flexibility and compassion. Furman and Starratt (2005) suggest that democratic school leadership requires the ability to "listen, understand, empathise, negotiate, speak, debate and resolve conflicts in a spirit of interdependence and working for the common good" (p. 118). This involves engaging stakeholders in decision-making and establishing conditions that foster consultation, active cooperation, respect and a sense of community for the common good.
- Transformational leadership: identifies new goals that will drive changes in practice and persuade others that they can achieve more than they thought possible. It places a strong emphasis on the central role of the leader – who must convince and generate enthusiasm in others, so needs to
    - have a vision of how the future organisation will look;
    - acknowledge that colleagues must share that vision if it is to be achieved;
    - work hard to persuade colleagues that the vision is worth pursuing and
    - work collaboratively towards achieving the vision.

Activity

How would you describe your dominant leadership style? How would you describe your approach to leading and managing organisational change? What similarities or differences exist between these approaches?

Part Three: What values, beliefs and personal commitment drive the exercise of leading organisational culture and change among school principals?

Leaders cannot escape leading change and culture at one point or another. Their role requires it, and their survival depends on it. Yet, it is not always clear what values, beliefs and personal commitments underpin the actions of school leaders.

As noted by Rue (2001: 12):

> "Values are the essence of who we are as human beings. Our values get us out of bed every morning, help us select the work we do, the company we keep, the relationships we build, and ultimately, the groups and organizations that we lead. Our values influence every decision and move we make, even to the point of how we choose to make our decisions."

Reflection

Pont et al. (2008)

Leaders lead by exemplifying the values and behaviour they want others to adopt. Particularly, principals can make a difference when they are clear about school objectives and values; when she/he is clear about what actions are to be taken, the reasons for actions and a strategy for taking actions; when a principal has a wide range of expertise and experience or is able to identify these from elsewhere within or outside the school organisation and appropriately use these; when resources are used efficiently; when there is a clear plan for school improvement that is understood by all; when there are good relationships between the principal and staff; when there is a rigorous system for monitoring and evaluating school performance; and when all stakeholders have a voice in the direction of the school.

Values and beliefs as an approach to leading change and culture

Symbolic and cultural leadership have been identified (Department for Early Childhood Development, 2007) as approaches and value positions underlying leading organisational change and culture.

- Symbolic Leadership: Demonstrated capacity to model important values and behaviours to the school and community, including a commitment to create and sustain effective professional learning communities within the school.
- Cultural Leadership: An understanding of the characteristics of effective schools and a demonstrated capacity to lead the school community in promoting a vision of the future, underpinned by common purposes and values that will secure the commitment and alignment of stakeholders to realise the potential of all students.

Case in point

Cameroon

Awazi, B.H. (2019) 'The level of mutual trust between principals and educational stakeholders and its implications for school improvement'. *International Journal of Trends in Scientific Research and Development* 3(6): 116–126.

Principals, teachers, parent-teacher associations (PTAs) and school management boards (SMBs) are the main stakeholders of public secondary schools in Cameroon. The author surveyed 182 teachers, including senior and middle leaders, and 18 principals. Thirty-two executive members of PTAs and 16 members of SMBs were interviewed. The data show a high degree of mutual trust between principals and stakeholders, but it was low in respect of financial issues.

Activity

Sustainable leadership is characterised by Fullan (2005) as "the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose" and Hargreaves and Fink (2006) say that as leadership "preserves and develops deep learning for all that spreads and lasts, in ways that do no harm to and indeed create positive benefit for others around ... now and in the future".

How can principals ensure that cultural and organisational changes they seek and pursue lead to "sustainable" school organisations?

Leading organisational change and culture is hard work and requires leadership that is agile and "in touch" with events in a school's environment – both internal and external.

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Module Seven

Leading Governance and Accountability

Module Seven
Leading Governance and Accountability

Capability Seven: Leading for Good Governance and Accountability

Schools form part of a wider social system within their local communities. This leads to a wide range of accountabilities, including to national and local government, which often own the schools. Leaders are also expected to be responsible to parents and students, who are the school's "customers". They also need to be responsive to the needs and expertise of their staff. These stakeholders may have formal representation within the school's governance framework or have more informal links with the school. In any event, they play important roles in the school, which cannot succeed without them. This leads to several dimensions of the leadership profile.

1. Position the school at the heart of an "open system" to maximise engagement with stakeholders.
2. Maintain two-way communication with super-ordinates to facilitate public accountability.
3. Develop supportive relationships with teachers to encourage professional accountability.
4. Promote active engagement with parents and the school community to develop client accountability.
5. Manage the recruitment and participation of school governors, parent representatives and others involved in formal school activities.
6. Provide training and support to enable the active participation of parents and other stakeholders.
7. Clarify the roles and responsibilities of all who participate in formal school positions.
8. Promote a climate of cooperation to minimise the risk of conflict within and between stakeholder groups.
9. Enhance the meaningful engagement of families with the school.
10. Encourage teacher and all staff to adopt active stakeholder relationships

Introduction

This module is designed to support professional learning about accountability and school governance. Leaders of public schools, those funded by local or national governments, have a range of accountabilities to stakeholders, including government, parents and teachers. They may also have formal arrangements for governance, expressed as governing boards or governing bodies. In other

contexts, governance is the function of national or local government, but schools may have other quasi-governance structures, with the representation of parents and perhaps also other stakeholders. Governance and accountability are linked as key functions of effective leadership.

This manual has three parts framed around three key questions meeting the needs of potential and practicing principals:

1. What do school principals need to know and understand about leading governance and accountability?
2. What skills and abilities do school principals need to successfully lead for governance and accountability?
3. What values, beliefs and personal commitment drive the leadership of governance and accountability?

What do school principals need to know and understand about leading governance and accountability?

The environment for accountability and governance

Schools have an internal environment, within the organisation, and an external environment that influences how the school engages with its community. These relationships are significant elements of a systems approach to leadership, which argues that schools are part of a wider education system. A systems' approach also discusses the concept of a system *boundary*. The boundary separates the school from its external environment (Bush, 2020). Stakeholders may then be internal or external to the school.

System models are usually categorised as either *closed* or *open* in terms of the organisation's relationships with its environment. Closed systems tend to minimise transactions with the environment and take little account of external opinion in determining the purposes and activities of the school. Boyd (1999: 286), referring to the US, claims that the closed systems approach "was inadequate for understanding or dealing with the most pressing problems of school administrators. Failing the test of practical relevance, the closed systems model was abandoned and the search was on for more useful models".

The opposite of a closed system is an "open system", which assumes an interactive two-way relationship between schools and their environment. Open systems encourage interchanges with the environment, both responding to external influences and seeking support for the objectives of the organisation. In education, open systems theory shows the relationship between the school and external groups such as parents, employers and the district education office or its equivalent (Bush, 2020). As Cho et al. (2019: 529) explain, "the open system perspective focuses one's attention on the ways in which the parts of an organisation may interact with each other and with their environments".

The distinction between open and closed systems is more blurred in practice than it is in theory. It may be more useful to think of a continuum rather than a

sharp distinction between opposites. All schools have a measure of interaction with their environments but, the greater the dependency of the institution on external groups, the more "open" it is likely to be (Bush, 2020). Mbugua and Rarieya (2014) show how stakeholders were involved in strategic planning but that some stakeholders were only passive participants. In Botswana, there is tension between engaging stakeholders and internal resistance to change (see box).

Case in point

Botswana

Mphale, L.M. (2015) 'Shared leadership model: do secondary school heads in Botswana matter?' *Journal of Studies in Education* 5(2): 212.

The principle of shared leadership in Botswana's secondary school context refers to the partnership between teachers, parents, students, government and non-governmental organisations whose objective is to achieve educational goals. Botswana's secondary schools are encouraged to reap the benefits of shared leadership for effective teaching, learning and development. Although most Botswana school heads indicated that they are aware of shared leadership, and practice it, there are implementation challenges, including conflict between senior management and subordinates, and resistance to change by both senior managers and teachers.

Reflection

How much interaction does your school have with its environment? Do you regard your leadership approach as "open", encouraging external links, or "closed", discouraging all but essential cross-boundary relationships?

Accountability

School leaders face multiple expectations from stakeholders. These may be contradictory and create accountability challenges for principals. The school leader is responsible for the effectiveness of the school, but accountability is a complex concept. It can be defined as a model of responsiveness to those who have a legitimate right to ask questions to principals and teachers. Identifying who has this legitimacy is a challenge for school leaders. Broadly, three categories of accountability can be identified:

- Public accountability: to national and local government, and linked agencies.
- Professional accountability: to teachers and other professionals, within and beyond the school.
- Client accountability: to parents and others served by or affected by the school.

Principals need to navigate these multiple accountabilities and may have to disappoint one group while satisfying another. These three modes of accountability are discussed below:

Public accountability

Public accountability comprises responsibility to the Ministry of Education and school inspectors. It is important because education is a public good and because public schools are owned by the taxpayer, via the government. School leaders are expected to explain their decisions to senior officials and to respond to legitimate requests from such public servants. In many Commonwealth countries, principals are civil servants operating within a defined hierarchy to which they must respond. Failure to do so may have implications for their jobs and careers. Public accountability may also be manifested in external inspection processes. This model of accountability is essentially vertical as seen in Bangladesh, and in Namibia (see boxes).

Case in point

Bangladesh

Islam, G.M.R. (2016) 'Teacher leadership development in secondary schools of Bangladesh'. *Journal of Teaching and Teacher Education* 4(2): 129–138.

Leadership is seen as a position, not as an action, in the secondary schools of Bangladesh, where the head teacher practices managerial leadership without considering the potential talents and expertise of other teachers. The possible reason might be that the authority can easily control the schools by controlling head teachers; therefore, the leadership of head teachers is preferred to teacher leadership by the authority. Hence, a paradigm shift is urgently needed in the purposes and practices of the overall education system of Bangladesh. The mindsets of people in the field of education and traditional top-down leadership, which are embedded in the school culture for centuries, are two fundamental barriers for developing teacher leadership in the secondary schools of Bangladesh.

Case in point

Namibia

Pomuti, H. and E. Weber (2012) 'Decentralization and school management in Namibia: the ideologies of education bureaucrats in implementing government policies'. *ISRN Education* 2012: 1–8.

Whereas the new reforms are based on collegiality and participatory democracy, the apartheid era reverence for authoritarianism, hierarchy and bureaucracy has not changed. The ideologies of Namibian education bureaucrats have determined how policy translates into practice. The empowerment and autonomy envisaged by school clustering have been constrained by the decisive roles the central Education Ministry and its regional officials continue to play.

Professional accountability

Professional accountability is a sense of responsibility to other education professionals within and beyond the school, especially teachers. This is important because school principals are almost always drawn from the teaching profession, with an ingrained understanding of curriculum, pedagogy and classroom practice. They are also responsible for managing the work of teachers. This may be enacted through a directive approach, but this rarely secures more than token commitment. A better approach is to harness the talents and expertise of teachers to develop policy and practice, thus securing professional "ownership" and "buy-in", leading to more enthusiastic adoption of innovation. However, professional accountability may clash with government expectations, as in Botswana (see box).

Case in point

Botswana

Moswela, B. and K. Kgosidialwa (2019) 'Leadership and school success: barriers to leadership in Botswana primary and secondary schools'. *Educational Management Administration and Leadership* 47(3): 443–456.

This paper explores two issues: the influence of school leaders on school performances and factors that hinder school leaders' efforts to achieve school success in Botswana secondary and primary schools. The findings reveal that, generally, leaders in Botswana schools practice democratic leadership, although not without barriers. Chief among the barriers is the imposition of policies through numerous directives from the Ministry of Education and drug abuse by students supplied by some adults.

Client accountability

Third is client accountability, responsibility to those who rely on the service provided by the school, including parents. Leaders understand that schools are established to achieve certain purposes, notably the education and welfare of children and young people. These are the primary "clients" but, as they are usually minors, parents and guardians are proxy clients of the services the school provides. In some Commonwealth contexts, they can also make customer choices about which school their child attends. Where this happens, for example in Malaysia and South Africa, client accountability may be particularly significant. In all contexts, however, parents are potential partners in school improvement, for example in Pakistan and Kenya (see boxes).

Case in point

Pakistan

Salfi, N.A. (2011) 'Successful leadership practices of head teachers for school improvement: some evidence from Pakistan'. *Journal of Educational Administration* 49(4): 414–432.

The findings reveal that most head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and distribute leadership responsibilities throughout the school; involved different stakeholders in the process of decision making; developed and maintained good relationships among different personnel of the school community. They emphasised the professional development of teachers, as well as themselves, *and involved parents and the community in the process of school improvement*.

Case in point

Kenya

Nishimura, M. (2019) 'Community participation in school governance: the Maasai community in Kenya'. *PROSPECTS* 47: 393–412.

The Free Primary Education (FPE) policy in Kenya created a dichotomy between the widespread notion that the government should be responsible for everything and the reality that the government had stopped recruiting teachers. This article investigates the current state of the accountability system for school governance in public schools in the Maasai community in Loitokitok District, Kajiado County, by focusing on the client power of parents and communities. A case study of eight schools in the Maasai community reveals that a sense of "working together" and *a substantial degree of client power are present in various school initiatives. Elements that enhance client power include information sharing, collaboration, and coordination with stakeholders, critical-thinking ability, respect and trust, and other unique efforts*.

Reflection

Consider the three main types of accountability – public, professional and client – and consider two questions:

- of these modes of accountability is the most important for you as a school leader?
- these modes of accountability conflict, which would be given the highest priority?

Governance

Governance can be regarded as a specific example of accountability. James et al. (2011: 394) argue that "governance is conceptualised as a network, which is the set of formal and informal institutional linkages between governmental and other actors that are structured around shared interests in public policymaking and implementation".

The nature of governance varies across the Commonwealth according to the degree of centralisation by national and district governments, the funding

systems and control mechanisms. Where there is devolution to the school level, as in England and South Africa, governance may be reflected in the appointment of school governing bodies. In more centralised contexts, governance remains a government function, often exercised by local or district education offices, with strong public accountability, for example in Malaysia and Pakistan.

School-level governance

As noted above, governance may be exercised by a school-level board, which acts as an intermediary between school leaders and national or district government. Such governing bodies are examples of a stakeholder model of accountability, as boards usually include representatives of parents, teachers, the community, and, in South African secondary schools, learners. Ranson et al. (2005: 310) claim that governance may have four overlapping purposes:

1. a *deliberative forum* led by a professional leader;
2. a *sounding board* to discuss, and question professional leaders;
3. a *partnership* between the governing body and the principal in respect of budgets, staffing and infrastructure; and
4. the development of overarching *responsibility* for governance, conduct and direction.

School governing bodies in South Africa

Governing bodies were established in South Africa in 1997 as a visible manifestation of the post-Apartheid government's commitment to grass-roots democracy. Parents represent a majority of the governors and the chair should always be a parent. Xaba's (2011: 210) research shows two problems limiting the establishment of effective governance; unclear roles and limited governor training:

> "It is clear from the participants' responses that there are difficulties in understanding governance, mainly because governors perceive their roles differently, which detracts from their main responsibility – promoting the best interests of the school. This, combined with less than adequate capacity-building, as required by the Schools Act, adds to the ineffective execution of functions."

While the governing bodies were expected to operate collaboratively in the best interest of the school, some became centres of conflict. Mncube (2009: 102) identified micro-political groupings within the governing bodies and noted that, while representation and debate are theoretically open and fair, structural and behavioural factors still inhibit the extent to which SGBs operate. Issues concerning values, behaviour, attitudes and skills, necessary for full democratic participation, remain. These issues are also discussed by Levy et al. (2016) – see box.

Case in point

South Africa

Levy, B., R. Cameron, U. Hoadley, and V. Naidoo (2016) *The Politics and Governance of Basic Education: A Tale of Two South African Provinces*. University of Manchester.

School-level case studies detail how, in the Western Cape, a combination of strong bureaucracy and weak horizontal governance can result in unstable patterns of internal governance, and sometimes a low-level equilibrium of mediocrity. In the Eastern Cape, pro-active engagement by communities and parents can support school-level performance even where the broader governance environment is dysfunctional.

Governing boards provide strong potential for stakeholder accountability as an adjunct to, or an alternative to, vertical public accountability but the South African case shows that such democratic ideals do not readily translate into effective partnerships for the benefit of the school. The English inspection body, the Office for Standards in Education (Ofsted, 2016) outlines three requirements for effective governance:

1. clarity of roles, responsibilities and lines of accountability;
2. publication of information about governance and
3. robust review processes to ensure that the board is effective, and to secure professional support and governor training.

Reflection

Most Commonwealth countries do not have governing boards. If you work in one of these countries, reflect on whether you would like to see them introduced. If you already work with school governing boards, answer these questions based on your experience.

1. What would be the advantages of having school governing boards?
2. What might be the disadvantages of having school governing boards?

What skills and abilities do school principals need to successfully lead for governance and accountability?

Meaningful accountability requires the ability to manage a complex web of relationships, with government, professional colleagues and clients. Accountability means developing a commitment to working collaboratively and to enhancing collaborative skills. The skills needed to engage successfully with networks are also political and include negotiation and bargaining. These processes are particularly important where the preferences of different stakeholder groups conflict. This may require school leaders to broker compromises.

Challenges and conflicts may be resolved through meetings between different groups. Problems are often associated with micro-politics, misunderstanding, power-status issues and poor communication. Adherence to thorough and shared preparation, careful time-keeping and firm meeting management, is essential for effective governance. Cardno (2002: 12), drawing on research in New Zealand, stresses the importance of teamwork and negotiation:

> "a team practices genuine advocacy (laying out reasoning and thinking for others to see) and inquiry (encouraging others to challenge views and reveal their own assumptions) with the purpose of increasing valid information for all it is offering productive rather than defensive dialogue."

Working towards a "win-win" situation, where all stakeholders perceive benefits, may be most productive but is not always attainable. As noted above, compromise is often required, with participants achieving some, but not all, of their requirements. Two cases, one from Australia and one from South Africa, illustrate the complexity of managing stakeholder relationships in schools.

Case in point

Sydney, Australia

Odhiambo, G. and A. Hii (2012) 'Key stakeholders' perceptions of effective school leadership'. *Educational Management Administration and Leadership* 40(2): 232–247.

Key stakeholders were identified as teachers, students and parents. The general satisfaction of teachers, students and parents was greatly influenced by their perceptions of how effective they regarded the principal's leadership. This highlights how stakeholders associate an effective school with the leadership of its principal.

Case in point

South Africa

Heystek, J. (2011) 'School governing bodies in South African schools: under pressure to enhance democratization and improve quality'. *Educational Management Administration and Leadership* 39(4): 455–468.

Governing bodies are democratically elected and thus they comply with representative democratic expectations. The governing bodies are less successful in the participative democratic model because of factors such as the literacy of parents, the expectations of parents, the negative perceptions of principals and parents, and the availability of parents to attend governing body meetings. However, there are indications that governing bodies may play a positive role in the school and the community to build democratic foundations that will lead to sustainable high-quality education for all children.

Reflection

Consider the two cases discussed above and address two questions:

1. What are the main challenges facing the principals in these two cases?
2. How would you respond to such challenges?

What values, beliefs and personal commitment drive the leadership of governance and accountability?

Accountability processes require a set of values and beliefs that support the notion of collaborative working. Research increasingly shows that a distributed approach to leadership, and the active involvement of stakeholders, are central to school improvement and student learning (Leithwood et al., 2006, 2010).

Stakeholder involvement

There is a strong argument that the quality of public services is improved when the clients of these services have a say in how the resources are used. The World Bank's *Development Report* (2004) advocates this with respect to poor communities. It argues that participation by citizens improves transparency and accountability, thus reducing corruption and misunderstanding, as well as ensuring better public education and health provision. Such democratization requires an understanding of the policy context of education, tackling the inequalities of previous or limited education, securing representativeness of gender and background, attending to local power imbalances, overcoming the effects of living with poverty, facilitating open dialogue between participants, and creating trust in the systems and personnel involved.

Leithwood et al. (2010) extend this argument through their "four paths" analysis of influences on student learning. These four paths are rational, emotional, organisational and family. The family path is linked to notions of client accountability. Leithwood et al. (2010: 23) describe the family path as a "high leverage" option for school leaders because children spend more time with their families than they do at school. They add that children benefit from parental engagement with their learning, both at school and home. They suggest the following specific actions by leaders to enhance family involvement:

- issuing personal, rather than general, invitations for parents to participate;
- providing specific information to parents about their child's progress;
- creating opportunities for parents to interact with each other;
- communicating effectively with parents;
- engaging in joint problem-solving with parents and

- appointing a community liaison officer to act as a link between school and parents.

(Source: Leithwood et al., 2010: 24)

Activity

Consider the six actions recommended by Leithwood et al. (2010), and address two questions:

1. Which of these six actions are adopted in your school?
2. For any actions that are not adopted, explain why not?

There may be several reasons for not adopting some of the six actions recommended by Leithwood et al. (2010), including lack of time, limited skills, inaccessibility of families and the reluctance of parents to engage with the school. However, the reasons may also be connected to your values and beliefs, and how these are perceived by families. Consider the example below, which distinguishes between supportive and dismissive attitudes to parents.

Case in point

New South Wales, Australia

Barr, J. and S. Saltmarsh (2014) '"It all comes down to the leadership": the role of the school principal in fostering parent-school engagement'. *Educational Management Administration and Leadership* 42(4): 491–505.

There is considerable variation in the ways that schools manage relationships with parents. Despite policy rhetoric positioning schools and parents as "partners" in the educational equation, parents are more likely to be engaged with the schools where the principal is perceived as welcoming and supportive of their involvement, and less likely to be engaged where the principal is perceived as inaccessible, dismissive or disinterested in supporting their involvement.

This case shows that successful engagement with families depends critically on the values and beliefs of school leaders, and on developing actions based on those values. Expounding positive family-engagement attitudes without developing such actions may lead parents to dismiss leaders' statements as mere rhetoric. This also connects to notions of trust. Mokoena (2012) reports that stakeholder's trust was a key indicator of effective participation in South African schools.

Overview

This module addresses the role of the leader in securing productive accountability relationships between the school and its stakeholders. Accountability to public

bodies is an inevitable dimension of responsiveness because most schools are owned by the government, which also provides most staff and other resources to schools. Professional accountability is also important because student learning depends crucially on how teachers operate within and beyond the classroom. Responsibility to families and other stakeholders is also required if there are to be genuine partnerships for the benefit of schools and learners. In decentralised contexts, such partnerships may be encapsulated in formal mechanisms, such as governing boards, but strong stakeholder relationships are essential regardless of the prevailing structures.

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Part Three

Commonwealth Principals' Leadership Profile

Part Three
Commonwealth Principals' Leadership Profile

Tony Bush

Commonwealth Principals' Leadership Profile

Background

The Pan-Commonwealth Principals' Leadership Profile arose from the work undertaken to develop the Commonwealth Principal Capabilities Framework, and the seven modules linked to the Framework. The modules are also underpinned by a mapping exercise of school leadership research and literature across the 54 Commonwealth countries.

Purposes and Limitations of Principals' Leadership Profiles

Principals' leadership profiles can articulate what it means to be a principal and may culminate in a principal charter. There are several examples of such profiles across the Commonwealth, for example in Australia, England, New Zealand (Ministry of Education, New Zealand, 2022) and South Africa. There are also well-established leadership standards in the United States, updated in 2015 as Professional Standards for Educational Leadership (PSEL); as well as in England with national standards for headteachers (Department of Education, UK, 2015). These standards generally include the personal and professional attributes required to be an effective principal and may also discuss the professional learning required to acquire these capabilities, including recognition of the need for situated learning. The Commonwealth Principals' Profile will draw on these established standards and the content of the seven leadership modules (see below).

These profiles or standards articulate principles and values to guide professional practice (PSEL) and offer similar, but not identical, content. What they have in common is the assumption, explicit or implicit, that school leadership is exercised by a single figure, usually the principal or head teacher. This stance links to heroic approaches to leadership, encapsulated in managerial, transactional or transformational leadership styles. However, in the twenty-first century, there is an increasing recognition of the need for shared leadership, reflected in approaches such as collegial, participative, distributed and teacher leadership. The various leadership profiles expressed as standards or capacities give little attention to such collaborative approaches. Despite this limitation, leadership profiles help to establish expectations about the knowledge, skills and values of school principals. While there is growing acknowledgement of the importance of culture and context

in school leadership (Cambridge International, 2019), such profiles contribute to understanding what it means to lead the whole school community.

Structure of the Commonwealth Principals Leadership Profile

The Leadership Profile links to, and arises from, the Principal Capabilities Framework, and the seven linked modules:

1. Leading personal growth and development.
2. Leading for capacity building and sustainability.
3. Leading professional learning.
4. Leading student learning.
5. Leading inclusion and equity.
6. Leading organisational culture and change.
7. Leading for good governance and accountability.

It also recognises that principal leadership requires professional action in three domains: knowledge and understanding, skills and abilities, and values and beliefs.

Capability One: Leading Personal Growth and Development

Leading personal growth and development involves a complex set of issues connected to self-awareness. These indicate the need for the following principal capacities:

1. Develop a personal and distinctive professional identity as a school principal.
2. Develop and enhance 'personal mastery', showing how professional action grows from developing skills.
3. Develop, advocate, and enact shared mission, vision, values, and moral purpose.
4. Behave according to clear ethical principles and professional norms.
5. Exhibit strong interpersonal skills and clear communication.
6. Understanding of how to manage conflict.
7. Develop emotional intelligence, including self-awareness, social skills, and empathy.
8. Be an authentic leader, exemplified through being true to their principles, and ready to accept the views of others.
9. Lead by example, with integrity, creativity, and clarity.
10. Demonstrate resilience in response to the pressures of leadership.

Capability Two: Leading Capacity Building and Sustainability

Leading capacity building involves understanding and application of collegiality, trust, and distributed leadership. These indicate the need for the following principal capacities:

1. Develop collegial relationships with and among teachers and other staff.
2. Work to build trust with teachers and other stakeholders.
3. Distribute leadership to teachers and other school leaders.
4. Facilitate effective team building with teachers and other staff.
5. Empower teachers and staff to innovate.
6. Mentor and coach teachers and build mentor capacity throughout the school.
7. Develop a programme of classroom observation, with constructive feedback.
8. Encourage life-long professional learning.
9. Identify talent as a step towards succession planning.
10. Develop the professional capacity of teachers and other staff.

Capability Three: Leading Professional Learning

School development depends on well trained, and highly motivated, teachers. Professional learning includes both pre-service and in-service training. This means that principals should encourage and model continuing professional development (CPD) and other forms of professional learning.

1. Develop and implement a professional development programme.
2. Ensure that teachers and staff engage in professional learning.
3. Distribute leadership throughout the school.
4. Foster the development of professional learning communities.
5. Encourage teacher leadership within and beyond the classroom.
6. Build collaborative teacher teams.
7. Foster teacher job satisfaction, motivation, and morale.
8. Model a participatory leadership style.
9. Pay attention to the individual needs of teachers, both professional and personal.
10. Encourage teacher 'ownership' of innovation and change.

Capability Four: Leading Student Learning

Leading student learning is at the heart of school leadership, focusing on helping children and young people to achieve the best possible outcomes, to improve their life chances. It involves a combination of inputs including instructional, pedagogic, and distributed leadership.

1. Foster the design and delivery of learning.
2. Focus strongly on instructional leadership.
3. Evaluate student outcomes and address within-school variation.
4. Model good teaching and learning practice.

5. Monitor classroom teaching.
6. Observe classroom teaching and provide constructive feedback.
7. Mentor teachers to enhance their curricular and pedagogic skills.
8. Encourage professional engagement through dialogue.
9. Foster a collaborative approach to leadership of student learning.
10. Ensure a culture of high expectations for students and staff.

Capability Five: Leading Inclusion and Equity

Leading inclusion and equity is fundamentally about leading for social justice. It involves the principal making inclusion and equity central to their mission, without any personal, familial, gender, racial, ethnic, or cultural ascription. It also involves articulating and supporting the development of a shared language and culture, including core values of diversity, equity, and inclusion. These values lead to several core aspects of a leadership profile.

1. Develop and articulate the school's socio-cultural history.
2. Advocate an inclusive culture, which values and celebrates difference.
3. Build understanding of inclusion and equity.
4. Build commitment to democratic processes and accountability.
5. Confront issues of injustice.
6. Develop an open learning culture, where discussion and debate are encouraged.
7. Promote respect for the whole school community, including adults and students.
8. Lead the curriculum in socially just ways.
9. Model ethical conduct and professional norms.
10. Cultivate an inclusive, caring, and supportive school community.

Capability Six: Leading Organisational Culture and Change

Leading organisational culture and change requires deep understanding of the values and beliefs underpinning schools. Culture is a complex, and largely invisible, feature of organisations, represented by symbols and rituals. It links to ethos, that hard-to-define feeling about what the school stands for. Change is endemic in organisations, arising from new policies, new school members (students and staff), and changes in the community served by the school. Because culture is often deeply embedded in the school, cultural change may be slow and uncertain but often essential if change is to be meaningful and sustainable. This has clear implications for a leadership profile.

1. Align school culture with national or societal culture.
2. Recognise that a positive organisational culture is a key element of school success.
3. Clarify and articulate shared values, beliefs, norms, and behaviour.

4. Develop and celebrate school culture through visible and invisible features such as rituals and symbols, heroes and heroines, and high levels of trust, loyalty, and commitment.
5. Promote a positive teacher learning culture.
6. Adopt agile leadership to manage organisational change.
7. Build school culture through clear aims, appropriate communication, and 'buy-in' from stakeholders.
8. Interpret imposed change for consistency with school culture.
9. Promote culturally responsive practices to enhance student learning and welfare.
10. Embrace change as an opportunity, not a threat.

Capability Seven: Leading for Good Governance and Accountability

Schools form part of a wider social system within their local communities. This leads to a wide range of accountabilities, including to national and local government, which often own the schools. Leaders are also expected to be responsible to parents and students, who are the school's 'customers'. They also need to be responsive to the needs and expertise of their staff. These stakeholders may have formal representation within the school's governance framework or have more informal links with the school. In any event, they play important roles in the school, which cannot succeed without them. This leads to several dimensions of the leadership profile.

1. Position the school at the heart of an 'open system' to maximise engagement with stakeholders.
2. Maintain two-way communication with super-ordinates to facilitate public accountability.
3. Develop supportive relationships with teachers to encourage professional accountability.
4. Promote active engagement with parents and the school community to develop client accountability.
5. Manage the recruitment and participation of school governors, parent representatives and others involved in formal school activities.
6. Provide training and support to enable the active participation of parents and other stakeholders.
7. Clarify the roles and responsibilities of all who participate in formal school positions.
8. Promote a climate of cooperation to minimise the risk of conflict within and between stakeholder groups
9. Enhance the meaningful engagement of families with the school.
10. Encourage teacher and all staff to adopt active stakeholder relationships

Conclusion: How to Use the Leadership Profile

The Commonwealth Leadership Profile outlines the attributes and dispositions expected of school principals in the twenty-first century. They are structured in line with the seven broad capabilities required to lead schools effectively. Collectively, these 70 statements appear to represent formidable expectations that few could expect to achieve. However, if regarded as aspirations, and 'directions of travel', they may seem less daunting. It is also important to stress that the complexity of modern schools requires a collaborative approach to leadership, not reliance on a single 'hero' principal.

The profile may be used in several ways:

1. As a guide to reflective self-evaluation.
2. For peer review.
3. For team building, for example within school leadership teams.
4. As a component of leadership preparation or leadership development course and activities.

In each of these settings, each attribute could be assessed, using a simple tool such as 'fully achieved', 'partly achieved', 'not yet achieved', and 'not yet attempted'. Following this approach would also facilitate an agenda for self-development, and a means of comparing progress over time. As always, the development process may be even more important than the outcome, especially if the latter is reduced to an atomistic 'tick-box' approach.

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Part Four

Diagnostic Tools

Part Four
Diagnostic Tools

Tony Bush

Diagnostic Tools

Introduction

Producing a Leadership Framework and a set of modules that can be readily applicable to the diverse Commonwealth contexts, Africa, Asia, Caribbean and Pacific, is challenging, so it is essential to contextualise and personalise principals' leadership learning. The diagnostic tools aim to be an essential part of the design when planning workshops and other forms of delivery. They invite participants to engage systematically with their leadership practice, including their career pathways and perceived development needs. The tools will also facilitate situational analysis by guiding participants to include specific aspects of their national and school contexts.

The diagnostic tools therefore connect to the design of workshops and other forms of delivery. There are four specific tools that will build on the self-evaluation checklist of the Pan-Commonwealth Standards Framework for Teachers and School Leaders:

1. A participants' training log, to provide a retrospective record of their professional learning.
2. A needs analysis tool, to provide a forward-looking perspective on what participants feel they need to enhance their personal effectiveness.
3. A situational analysis tool, to enable participants to engage in a systematic review of their schools and the communities they serve.
4. An accountability framework, to establish the priorities of participants when addressing what may be conflicting demands from different constituencies.

Participants' training log (see tool 1)

The purpose of the training log is to record all professional and leadership learning, both formal and informal. The log provides a retrospective record of pre-service and in-service preparation, training and development. It also provides a starting point for subsequent training and development, as well as supports professional reflection. The log provides spaces for participants to record the dates of training activities, the length, purpose and location of training, the organisations or individuals providing the training, the outputs of training, including qualifications and certificates, and the quality and impact of training.

Needs analysis (see tool 2)

The purpose of the needs analysis is to provide a forward-looking perspective on what participants feel they need to enhance their personal and professional effectiveness. The analysis will provide a just-in-time view of professional development needs across the range of activities undertaken by school and system leaders. The assessment of needs may be informed by perceived 'gaps' in previous training and/or experience or arise from recent or anticipated changes in professional roles. Three templates are provided to record training needs, expressed in terms of content and skills.

Situational analysis (see tool 3)

The purpose of this situational analysis tool is to facilitate a systematic review of your schools and the communities they serve. Each school context is unique and leadership approaches should be customised to the distinctive features of schools and their communities. Context is multidimensional, and includes the following aspects:

1. The physical location of the school.
2. School site and buildings.
3. Community facilities, including access to electricity, water, and the internet.
4. School equipment and facilities.
5. Transport availability.
6. Socio-economic context of parents and the community.
7. Learner health and welfare.
8. Employment opportunities.
9. Teacher availability and quality.
10. District education office support.
11. Parental involvement and support.

Accountability framework (see tool 4)

The purpose of the accountability framework is to support principals to effectively navigate the different stakeholders to whom they are accountable. School and system leaders face multiple expectations from stakeholders. These may be contradictory and create accountability challenges for principals. Accountability can be conceptualised in three ways. First, there is public accountability, which comprises responsibility to hierarchical super-ordinates such as the Ministry of Education, and school inspectors. Second, there is professional accountability, a sense of responsibility to other education professionals within and beyond the school, especially teachers. Third is client accountability, with responsibility to those who rely on the service provided by the school, including parents. Principals need to navigate these multiple accountabilities and may have to disappoint one group while satisfying another.

Conclusion

These diagnostic tools are designed to enable school and system leaders to develop a systematic understanding of their personal and school needs and circumstances, as a step towards more effective leadership practice. Collectively, they provide the basis for personal, professional, and school development, for the benefit of students and stakeholders.

Tool 1: Participants' training and development log

Introduction

The purpose of this training log is to record all your professional and leadership learning, both formal and informal. The log will provide a retrospective record of your pre-service and in-service preparation, training and development. It will also provide a personalised starting point for subsequent training and development. This may be particularly important when taking up a new position, for example as a school principal, but can also support professional reflection at other key points within career trajectories. The template below provides a framework for your personal training and development log. It provides spaces for you to record:

1. The dates of training activities.
2. The length of training events.
3. The purpose of the training.
4. The location of the training.
5. The organization or individuals providing the training.
6. The outputs of training, including qualifications and certificates.
7. The quality of the training, in terms of your professional learning.
8. The impact of the training, in terms of your professional practice.

What should be recorded

There are no 'correct' answers. You should record all training activities, formal and informal, planned or incidental, that contributed to your development as a teacher, school leader or educational administrator.

The list below is not intended to be prescriptive or comprehensive, but it indicates the kinds of activities you may wish to include in your training log.

1. Pre-service training, leading to a teaching qualification.
2. Any upgrading activity, for example, to graduate level.
3. Any formal postgraduate training, such as a master's degree, diploma or certificate.
4. Any formal induction activities, when taking up a new position.
5. Any in-service activities, organised by the Ministry of Education, at the national, regional or local level.

6. Any school-based professional development activities organised internally or by an external provider.
7. Any individual support, for example through coaching or mentoring, whether formal or informal.
8. Any 'apprenticeship' activities, for example, formal or informal shadowing of school leaders.
9. Any cross-school learning, for example, professional visits to other schools.
10. Any network activities, for example, meetings with teachers or leaders in other schools.

This training log is a retrospective record of your professional and leadership development.

Please complete each column. Add additional pages if required.

Year	Length of the training (days or years)	Location	Purpose (person or organisation)	Outputs	Quality	Impact

Tool 2: Needs analysis tool

Background

An important dimension of the preparation and development of school leaders is to take account of participants' own perceived development needs. The alternative is a 'top-down' approach where government or providers define the nature of leadership development. This aspect is legitimate as the government has overall responsibility for public schools and is likely to have clear requirements about what their leaders should know and be able to enact. Similarly, providers may have sound knowledge of the policy, theory and research underpinning effective leadership in their specific contexts and may use such knowledge to inform the curriculum for leadership development. However, development which is informed only by government and provider perspectives neglects the

experience of the senior professionals who are responsible for school leadership; it side-lines their contextual knowledge and understanding. Adult learning should be co-constructed to include the perceived needs of the participants.

Needs analysis tool

This needs analysis tool provides a forward-looking perspective on what participants feel they need to enhance their personal and professional effectiveness. The analysis will provide a just-in-time view of professional development needs across the range of activities undertaken by school and system leaders. The assessment of needs may be informed by perceived 'gaps' in previous training and/or experience or arise from recent or anticipated changes in professional roles. You should complete three templates to record your training needs:

1. A Likert scale to record the importance of specific types of content knowledge required to be an effective principal.
2. A rating scale to record the relative importance of the personal development needs of participants, expressed in terms of content.
3. A rating scale to record the relative importance of the personal development needs of participants, expressed in terms of skills.

Overview of principals' content knowledge needs

International research and literature indicate several areas of knowledge and understanding required by principals to carry out their responsibilities successfully. Table 1 identifies ten major activities usually expected of principals. For each responsibility, please indicate the degree of importance you attach to each area, ranging from very unimportant to very important.

Table 2 lists the same ten leadership activities. Please rank these responsibilities in terms of your personal development needs. Rank 1 for the most important activity down to 10 for the least important. This should not be a general comment but should reflect your personal needs.

Overview of principals' skills development needs

As well as good knowledge and understanding, leaders require certain leadership and management skills to carry out their responsibilities successfully. Table 3 shows twelve of the most important skills. Please rank these skills in terms of your development needs. Indicate 1 for the most important skill down to 12 for the least important.

Conclusion

This development tool aims to encourage leaders to develop a systematic approach to their leadership and management activities, and to connect their personal and professional development needs to these important aspects of knowledge and skills. This provides the potential for customising leadership development to the personal needs identified by participants rather than simply providing a 'one-size-fits-all' approach.

Table 1. Likert scale for leadership and management activities

Leadership or management activity	Very unimportant	Unimportant	Neutral	Important	Very important
Strategic management (including vision and mission)					
Financial management (including budgets)					
Managing people (including staff recruitment and development)					
Managing teaching and learning (including instructional leadership)					
Managing learner welfare and discipline					
Understanding of and compliance with educational law and policy					
Managing stakeholders (including parents and the community)					
Managing the school site and buildings					
Managing routine administration					
Managing time					

Table 2. Rating scale for leaders' content development needs

Leadership or management activity	Rank (1–10)
Strategic management (including vision and mission)	
Financial management (including budgets)	
Managing people (including staff recruitment and development)	
Managing teaching and learning (including instructional leadership)	
Managing learner welfare and discipline	
Understanding and applying educational law and policy	
Managing stakeholders, including parents and the community	
Managing the school site and buildings	
Managing routine administration	
Managing time	

Table 3. Rating scale for leaders' skills development needs

Leadership or management skills	Rank (1–12)
Interpersonal skills	
Budgetary skills	
Handling conflict	
Problem-solving	
Crisis management	
Counselling and guidance skills	
Communication skills	
Delegation skills (including distributed leadership)	
Presentation skills	
Research skills	
Chairing meetings	
Observational skills (including classroom observation)	

Tool 3: Situational analysis tool

Introduction

The purpose of this situational analysis tool is to facilitate a systematic review of your schools and the communities they serve. Each school context is unique, and leadership approaches should be customised to the distinctive features of schools and their communities.

Context is multidimensional and includes the following aspects:

1. The physical location of the school.
2. School site and buildings.
3. Community facilities, including access to electricity, water, and the internet.
4. School equipment and facilities.
5. Transport availability.
6. Socio-economic context of parents and the community.
7. Learner health and welfare.
8. Employment opportunities.
9. Teacher availability and quality.
10. District education office support.
11. Parental involvement and support.

The template below provides a framework for your situational analysis. There are no 'correct' answers. You should provide your honest opinion about each of these dimensions.

Situational analysis template

This template is a record of your personal assessment of each of these dimensions of your school and community context. It offers Likert scale options, expressed in terms of agreement or disagreement.

You should complete only one of these columns in each row but there is also a column for your comments.

1. Name of school:
2. Address of school:
3. Number of learners:
4. Age-range of learners:
5. Number of teachers:
6. Number of support staff:

	Dimensions of context	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Your comments and observations
1	My school serves a well-off community						
2	School sites and buildings are suitable for student learning						
3	Learners are well motivated						
4	Learners have sufficient food						
5	Learners' homes facilitate learning						
6	The school has sufficient funding						
7	The school has access to piped water						
8	The school has access to electricity						
9	The school has suitable toilet facilities						
10	The school has access to the internet						
11	The school has sufficient classrooms						
12	The school has a computer room						
13	The school has science laboratories						
14	The school has sports facilities						
15	The school has a music room						
16	The school has a hall						
17	The school has good public transport links						
18	Most parents are in employment						
19	Parents support the school						
20	The community is well-off						
21	Teachers are qualified						
22	Classroom teaching is good						
23	National educational policies support the school						
24	The district education office supports the school						

Strengths, Weaknesses, Opportunities and Threats (SWOT)
Please provide a personal overview of your school and its community, using a SWOT analysis. When completing this, consider the dimensions of your school and community context.
Strengths
Weaknesses
Opportunities
Threats

Tool 4: Accountability framework

Background

School and system leaders face multiple expectations from stakeholders. These may be contradictory and create accountability challenges for principals. Accountability can be conceptualised in three ways. First, there is public accountability, which comprises responsibility to hierarchical super-ordinates such as the Ministry of Education and school inspectors. Second, there is professional accountability, a sense of responsibility to other education professionals within and beyond the school, especially teachers. Third is client accountability, responsibility to those who rely on the service provided by the school, including parents. Principals need to navigate these multiple accountabilities and may have to disappoint one group while satisfying another.

Accountability tool

This accountability framework provides an analytical tool to enable leaders to express their judgements about the relative importance of different stakeholder expectations while also recognising the different pressures that can be exerted by different groups. First, the tool allows leaders to express their normative view, informed by their values and beliefs, about the relative importance of different stakeholder groups. Second, it enables leaders to report their perceptions about the relative significance of different accountability expectations, in terms of operational (day-to-day) reality. You are asked to record the relative importance of ten different stakeholder accountabilities in separate columns of the rating scale, values and reality, record 1 for the most important accountability down to 10 for the least important in each category (see Table 4).

Table 4. Rating scale for leaders' accountabilities

Type of accountability	Normative accountability priorities (rank 1–10)	Operational accountability priorities (rank 1–10)
Community		
Employers		
Inspectors		
Ministry of Education (national)		
Ministry of Education (local)		
Learners		
Parents		
Professional networks (e.g., other heads, unions)		
Self (personal values and beliefs)		
Teachers		

Conclusion

This accountability tool can be used to encourage leaders to think more deeply about the expectations of stakeholders and the multiple and contrasting accountability pressures they may face. It is also designed to enable leaders to distinguish between their personal and professional judgements about the relative importance of these stakeholder groups alongside the 'realities' of day-to-day professional practice. This may also provide a framework for explaining decisions to disappointed stakeholders.

Part Five

Standards, Competencies and Capabilities Frameworks

Part Five
Standards, Competencies and Capabilities Frameworks

Paul Miller, Amina Osman, and Chaya Surajbali-Bissoonauth

Standards, competencies and capabilities frameworks: towards a reference framework for school leadership development

Section 1: Localised, contextualised? Standards, competencies and capabilities

Knowledge sharing in social policy, especially in education, encourages Commonwealth member states to learn new approaches and promising practices that positively impact learning outcomes and student well-being. School leadership is perceived as critical to improving learning outcomes and students' achievements. However, equally important is the understanding of the school leadership models that countries have adopted; how countries have assimilated and adapted these approaches, the challenges encountered and overcome; as well as the impact, and the effectiveness of policies that provide the framework for the practices.

The intention of this section on 'Standards, Competencies and Capabilities' is primarily to stimulate substantive discussion and critical comments on leadership practice. It explores practices of leadership as a collective process that includes a wider group of people and reflects on professional characteristics and skills; as well as discusses whether a cohesive leadership system of policies and initiatives would improve school leadership and teacher development holistically.

Background and context

Globally, the idea of competence as used in occupationally related education, training and assessment arose out of the "competence movement" of the 1980s and 1990s. In the UK for example, this led to the introduction of several new training initiatives (Manpower Services Commission, 1981) which among other things sought to link an occupational entry to "standards" rather than to prescribed training programmes. This would, in turn, lead to the development of large-scale occupational competence standards and the associated national vocational qualifications (NVQs) in mostly semi-skilled and administrative occupations (Manpower Services Commission, 1986).

Nevertheless, in attempting to capture the complex work characteristic of modern professions, including teaching and school leadership, limitations are apparent in the idea of competence or competency as typically constructed and understood, and the more innovative examples take an approach that is suggestive of the less easily defined idea of capability (Lester, 2014). This, not only the result of recent and ongoing moves by national governments to improve and sustain quality, and in some cases to give recognition to multiple routes into a profession, but also as an acknowledgement of what is anticipated will remain an ongoing trend. Hence, the need for closer alignment of professional standards, occupational competences and capabilities. Or at least, a better understanding of what this entails, including in terms of approaches, processes and outcomes.

Leadership development standards

Although leadership remains a contested term, the need for it, its benefits, and its importance are without question. Leadership involves the coalescing of persons around accomplishing a common goal. An inherent challenge in trying to define leadership has been in trying to determine what "effective" leadership is and articulating the required "standards", "competencies" and/or "capabilities" that school leaders, including aspiring middle managers, should possess and/or demonstrate. The practice of leadership and our understanding of leadership development and behaviours have evolved from models focused on "traits" to models focused on "behaviours", "outcomes" and "influence". Accordingly, this evolution in practice and our understanding of leadership practice demand that leadership preparation and development be reconceptualised in ways that appropriately reflect these shifts.

An examination of the late 1960s reveals the Effective Schools movement that emerged in North America, and which arose out of a need to dispel the myth that schools had no impact on student achievement, the presumption being that the achievement was largely related to the demographics and socio-economic class of the students' community. Consequently, effective schools were perceived to be those that produced quality students who assimilated considerable content and experienced significant gains in learning each year (Hanushek, 2016), regardless of other circumstances. By the 1980s, the movement had gained in popularity in the United States as researchers tried to identify common characteristics representative of effective schools. These characteristics included a culture of high expectations for all learners, a conducive learning environment, emphasis on instruction and leadership, regular monitoring of student achievement, and a safe, caring and orderly learning environment (Weber, 1971; Lezotte et al., 1974; Madden et al., 1976; Brookover and Lezotte, 1979). These characteristics or correlates of Effective Schools as they became known, researchers felt, were critical in determining student success. Each study confirmed the importance of leadership in affecting student performance. Thus, the roles of school leaders in leading effective schools became central. An effective school principal is a "leader of leaders." He or she is not just an authority figure, but also a "coach, partner and cheerleader," according to Lezotte (1991:

3). A leader of leaders does not operate in a top-down authority structure but encourages collaborative effort, assesses data about school effectiveness and implements strategies to address areas in need of improvement.

An important recommendation that emerged from that era was the establishment of **standards** within leadership preparation programmes that would guide aspiring school principals' preparation and suitability for future employment. A standard is a benchmark of quality approved and monitored by an agency as the minimum benchmark acceptable.

The characteristics of standards include technical knowledge specifications or product, and understanding of quality, performance and safety dimensions (Allied Health Professions Support Service, 2008). The rationale behind the imposition of standards was to hold schools accountable for their students' academic performance and outcomes (Elmore, 2000). In response, the school principal's role evolved to raise the standards within schools and improve students' performance and outcomes. In the United States, the National Policy Board for Educational Administration (NPBEA), a consortium of professional organisations, produced the Professional Standards for Educational Leaders 2015 (NPBEA, 2015) that presented standards as mutually enforcing and emphasised human relationships in leadership success. PSEL 2015 stressed that standards should focus not only on relationships with the community outside the school, but also on the cultivation of community for students and teachers inside the school, as these are all key ingredients of student success. PSEL 2015 presents "a positive view of educational leadership that focuses on human potential, growth, and support with rigor and accountability, a view reflecting an optimistic, strengths-based perspective on persons and schooling" (PSEL 2015).

The UK's Guidance on Headteachers' standards 2020 explains that "headteachers are leading professionals and role models for the communities they serve. [...] Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility" (DfE, 2020). The headteachers' standards set out how headteachers meet these high expectations, with the standards representing an important benchmark, not only for headteachers and those who hold headteachers to account but also for those who train and develop school leaders.

The current era of accountability across different education systems has therefore increased the magnitude of principals' responsibilities within schools (Murphy, 1994). Lortie (1988) asserts that previously, the principal's role was largely undefined, at times including tasks that teachers and others were unwilling to undertake. Earley (2013) indicates that there are related tensions associated with this principal 'role intensification' as principals try to balance school leadership and their success as effective leaders. Levin (2013) has even suggested that the current standards-driven environment requires multiple skills from principals, thus "making the task seem impossible for ordinary mortals". Greany and Early (2022) in fact caution that it is important that the job of school leaders, especially headship, is seen as doable to ensure a continuing succession of effective leaders.

Bolam et al. (1992) noted that many of the reforms implemented in the 1990s were controversial with major implications for school leadership and management to the degree that the quantity and scale of tasks had increased for principals. Like Bolam and his colleagues, others have opined that the reform agenda added "exponentially to the complexities and ambiguities of principalship" (Smylie et al., 1993: 10) with the consequence of some principals succumbing to the pressure (Earley et al., 1990). The reform agendas of the UK, New Zealand, Belgium and the USA, for example, left educators feeling that too many programmes were being implemented too fast, causing schools and their leaders to make constant adjustments to their organisation and leadership frames (Murphy, 1990; Murphy 1994; Vandenberghe, 1992), and therefore creating greater confusion about leadership roles and responsibilities (Prestine, 1991).

Increased accountability (Hess and Kelly, 2007; Wallace Foundation, 2013; Miller, 2016, 2018a, 2018b) and accountability frameworks (Cooner et al., 2008; Styron and Styron, 2011; Miller and Hutton, 2014) across education systems globally created greater demand for principals. Recently, state or district-imposed standards for training and licensure have widened the scope of the principal's responsibilities to include, among other things, "student discipline, building security and cleanliness, athletics, relationships with parents, personnel supervision, test scores, and meeting adequate yearly progress goals" (Stronge, 1993; Day et al., 2000; Hoerr, 2007: 84).

Likewise, Fullan (1991) argues that the principal's role has become more "complex", "overloaded" and "unclear" in recent times (p. 144). Grace (1995) refers to principals' additional roles as "work intensification" (p. 203), while Levine (2005) adds that principals are required to change the way they think about "goals, priorities, finances, staffing, learning resources, assessment methods, technology and use of time and space" (p. 10). Research indicates that leadership is second only to instruction in terms of its impact on student achievement and student outcomes (Anderson, 1989; Leithwood et al., 2004); this suggests that principals need to possess specific skills and competencies to drive school success (Davis and Darling-Hammond, 2012). Nevertheless, as yet, there is no consensus around what those competencies "should" be.

Leadership development competencies

The central feature of competence or competency is on an individual's ability "to do". Eraut and du Boulay (2000) describe competence as "the ability to perform [...] tasks and roles [...] to the expected standard". Similarly, the International Standards Organisation (ISO) (2012) defines it as "ability to apply knowledge and skills to achieve intended results". Furthermore, Trinder (2008) provides that, "competency is the ability to apply knowledge and skills to produce a required outcome. It is the ability to perform activities within an occupation; to function as expected for employment; and the ability to do a job under a variety of conditions, including the ability to cope with contingencies" (p. 165). Competency cannot be directly observed and is inferred from indirect evidence. Thus, unlike standards

which are knowledge-based, competency is performance-based. Competency is expected to develop from the three components over an employee's lifetime, comprising education, training and experience. For example, to qualify as a principal, a teacher must demonstrate knowledge of the leadership of learning in multiple areas to satisfy the learning outcomes of the syllabus of the principalship programme or course and to meet the leadership competencies.

It should be noted, however, that competencies have been criticised for being too Taylorist, i.e., for promoting a "one best way" to undertake a task; for being overly focused on individuals and not accounting for social influences; and for being curiously devoid of context. Competencies have also been accused of underplaying technical skills, sometimes because concerns over the rapid pace of change have led to an emphasis on what endures rather than that which is likely to be displaced (Tamkin, 2015). The World Bank (2007), for example, suggested people need new generic competencies for the knowledge economy, e.g., cognitive problem-solving skills; self-learning and self-knowledge; social skills such as team working; negotiation; confidence and motivation for work. The OECD (2010a) suggests a similar set, which includes basic skills and digital age literacy; academic skills; technical skills and soft skills (appropriate emotions and behaviours; multicultural awareness and understanding; receptiveness, etc.). However, the illusion of transferability has been criticised as misplaced as several supposedly generic skills are highly subject and context-dependent; for example, the communication skills relevant for an electrician, a nurse, a teacher, a hairdresser and a car mechanic are very different (Wheelahan and Moodie, 2011). Some generic skills are either so context-dependent that they are not transferable or are so general that they have no particular relevance to the workplace.

These observations are consistent with observations in education, where principal's preparation and development programmes have been criticised for failing to equip principals with the appropriate skills to be able to transform schools and improve student outcomes (Levine, 2005; Darling-Hammond et al., 2007; Davis and Darling-Hammond, 2012). This unpreparedness to function as effective principals is troubling as politicians and policymakers increasingly view education as a solution to social and economic woes (World Bank, 1995; Lubienski, 2009; Miller, 2018a, 2018b). More specifically, "educational attainment is the measure by which people are being sorted into poverty or relative wealth" (OECD, 2014: 14). Furthermore, "School principals are crucial to the success or failure of schools and therefore in the success and/or failure of individuals and/or national development" (Miller, 2018b: 11). Principals must therefore be properly prepared to lead and manage the myriad tasks they encounter daily as well as respond appropriately to the diverse problems which may arise (Hess and Kelly, 2005; McKibben, 2013) in their schools so that ultimately, students gain optimal educational experiences, attaining outcomes which may afford them a greater level of economic autonomy (Schultz, 1963; Brighouse, 2006; Rivera-Batiz, 2007) in a highly competitive global economy. Thus, leadership **competencies** provide a framework for assessing performance and deploying skills for an intended outcome.

Leadership development capabilities

Capability, like competence, is concerned with being able to do. However, whereas competence is reasonably easy to define and slightly more difficult to assess, the capability is both harder to define and to assess.

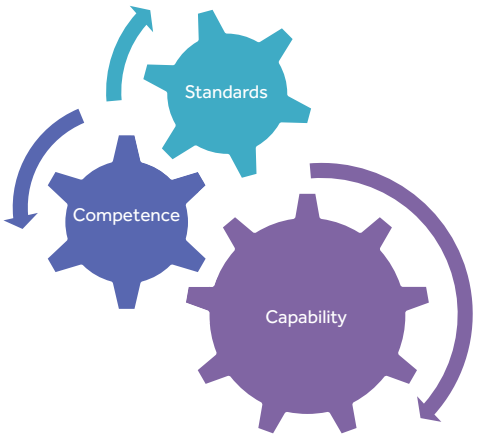
Accordingly, there is a sense in which it is only apparent "in its reflection" (Brown and McCartney, 1999), i.e., it has a know-it-when you-see-it property that cannot easily be translated into standards and specifications. Nevertheless, capability has been described as having the potential to become competent, as being similar to competence but less normative or prescriptive, and as encompassing competence but going beyond it in a number of ways. It involves the creation of innovative learning experiences that support the development of capability elements in individuals (Stephenson, 1994) in both education settings and in the workplace.

Stephenson (1998) describes capability as being about intelligent judgement, ethical practice and self-efficacy as well as competence. O'Reilly et al. (1999) noted that the "capable practitioner" can go beyond what would normally be considered competent into excellence, creativity or wisdom and is able to exercise constructively sceptical judgement about the "right" or "best" ways of doing things. Lester and Chapman (2000) also note that while competence "is typically concerned with fitness for purpose (or getting the job right), capability infers concern also with the fitness of purpose (or making judgements about the right job to do)" (p. 2), suggesting a conceptually higher level of operation than that typically captured in most notions of competence. Thus, from these accounts, the capable practitioner is expected to be functionally competent, while also being aware of the limits of his or her competence – and potentially how to overcome them – in any given situation. Capability, therefore, is both immediate and emergent.

The "capability approach" is generally perceived as an open model that supports continuous development along a spectrum of capability as opposed to either a threshold of "capable or not yet capable" or a scale of progressively increasing capability. The corresponding disadvantage is that of assessment: capability, as thus described, represents a different way of looking at "ability to do" compared with the "various models of competence or competency" (Lester, 2014).

In a world that is rapidly changing, and in national societies where increasing demands on principals is routine, there is a great need for leaders who possess skills that can be honed to lead and manage schools successfully, in line with national imperatives. However, every school is a unique combination of students and contextual realities (Dimmock, 2002; Miller, 2018a), therefore, it is understandable that there is no prescribed set of competencies or leadership style that will suit every context although, "policy officials and researchers are consumed by its potential and the public believes it is what schools need more of" (Miller, 2013: 13).

Figure 1. Standards, Competencies and Capabilities conceptual evolution.



Standards are based on the acquisition of explicit knowledge and skill

Competencies are enacted through the demonstration of these skills and knowledge

Capability combines both into an iterative process of becoming or one that is emergent, which therefore leaves room for continued growth

Making sense of the evolution of concepts

Problematic in the development of standards is the inherent bias that one set of persons knows what is best for another (Gronn, 2002). The creation of standards has invariably determined what competencies and capabilities are required within the leader and how those can be developed through leadership programmes. However, there is recognition that within the current climate of performativity, leadership development and practice need to account for relationships between leaders and a range of stakeholders, instead of based on a preoccupation with "standards". Although standards led to the articulation of competencies and capabilities (see Figure 1), supra-national events such as globalisation, and events in national education systems will demand performance standards, articulated in competencies and capabilities neatly placed within a single framework.

Section 2: Review of existing leadership development frameworks

Leadership pathways have been designed in various contexts according to country needs in relation to the educational systems and schooling. A sample of leadership frameworks from various contexts was reviewed and the pathways, as well as the rationale, and aims were looked into. These are set out in Table 1, and the rationale and aims of the leadership frameworks are described; links to the web pages and the digital version of the documents are provided.

Table 1. Tabular review of existing leadership development frameworks for principals.

SN	Country/State	Leadership Framework	Term Used	Rationale and Aims	Remarks	Website
1	The State of Queensland (Public Service Commission) 2008	Queensland Public Service Capability and Leadership Framework (CLF)	Capability and Leadership Framework	The component descriptions and behavioural indicators provide a guide to the range of behaviours that can be expected at that level. From these identified behaviours, the ones that are critical to a particular job will depend on the focus of the role at that time. The need for technical skills, management skills, teamwork and leadership vary within most levels. Hence, behavioural indicators can be customised and prioritised by agencies to emphasise tasks that are relevant and most important for that job (State of Queensland Public Service Commission, 2008). **Aims** of the CLF: • support managers to clearly describe staff performance expectations, • support individuals and supervisors to identify and address learning and development needs, • strengthen public sector standards of performance, • aid movement between agencies with common expectations and streamlined processes, and • lead to highly functioning organisations focused on delivering quality outcomes. For the whole public sector, the PSC will develop a profile of capability. This will enable us to focus learning and development to meet identified gaps.	Not specifically for School leaders. For public officers. Based on behaviours. Can be customised by the various organisations according to their needs and priorities.	https://www.forgov.qld.gov.au/sites/default/files/capability-leadership-framework.pdf?v=1460607243

(*Continued*)

Table 1. Tabular review of existing leadership development frameworks for principals (*Continued*)

SN	Country/State	Leadership Framework	Term Used	Rationale and Aims	Remarks	Website
2	Singapore	Academy of Principals (Singapore)		The Academy of Principals (Singapore) [APS] represents a vibrant partnership with the key players in Singapore education: the Ministry of Education (MOE) and the National Institute of Education (NIE) to provide an unparalleled level of support for school leaders as they lead schools into educational changes (Ministry of Education, Singapore). The Academy serves as an important platform for our school principals to reach out to local and overseas colleagues from affiliated associations, institutes of higher learning, corporate and industry partners to share ideas, debate issues and discuss policy initiatives, all of which will contribute towards building sustainable leadership through strong and mutually beneficial networks. **Aims:** • To organise workshops for school leaders. • To invest and organise CPD events for school leaders and vice school leaders. • To encourage partnership and fraternity amongst the school leader's community through seminars and conferences; • To tap into a reservoir of shared knowledge, experience, and leadership that will serve to help school leaders achieve professional excellence. • To promote a strong collegiate spirit of mutual support within this fraternity where a semi-structured mentorship scheme, formed in collaboration with the Ministry of Education, is extended to all newly appointed principals.	The website proposes readings related to education and education leadership issues for discussion. Information about seminars, conferences and meetings are communicated through the website. There also is a web link to a mentoring scheme for newly appointed principals. Membership with the Academy is available to individuals who have been appointed as principals with any government, government-aided or independent school. The aim of the Academy of Principals is also to provide a forum for senior educators to engage in professional exchanges and discussions and to learn from and share best practices and methods.	https://www.aps.sg/
3	Australia	ACEL – Leadership Capability Framework (2014) Australian Council for Educational Leaders	Capability	Developed because of the critique of the competency-based models of leadership development (Kaplan and Norton, 1996; Stephenson, 2000; Onsman, 2003; Spry and Duignan, 2003.). Trends towards the development of capability-based models. The ACEL Leadership Capability Framework and the accompanying ACEL Leadership Capability Learning Maps consider that context is important. Leadership capacity building in relation to the context where leaders operate is offered. **Aims**: The programme aims to provide a **personalised** learning programme following an online assessment that is offered online.	The Framework is based on the following three pillars: Leads Self for Learning, Leads Others for Learning and Leads the Organisation for Learning.	http://childaustralia.mrooms.net/pluginfile.php/4134/mod_page/content/38/acel.pdf

(*Continued*)

Table 1. Tabular review of existing leadership development frameworks for principals (*Continued*)

SN	Country/State	Leadership Framework	Term Used	Rationale and Aims	Remarks	Website
4	Australia	Australian Professional Standard for Principals (AITSL, 2011)	Standard	The Standard sets out what principals are expected to know, understand and do to succeed in their work and ensure that their leadership has a positive impact. The Standard is based on three Leadership Requirements: • vision and values, • knowledge and understanding, and • personal qualities, social and interpersonal skills. The rationale behind the professional standards is grounded in the following: • effective leaders must understand their impact. • leadership must be contextualised, learning-centred and responsive to the diverse nature of Australia's schools. • effective leadership is distributed and collaborative, with teams led by the principal working together to accomplish the vision and aims of the school. • the practices and capabilities of leaders evolve as they move through their careers. • almost all successful leaders draw on the same repertoire of core leadership practices and behaviours, with some key personal qualities and capabilities explaining the significant variation in leadership effectiveness. **Aims**: • promoting learning and growth; and • acknowledging the dynamic nature of school leadership	• Presents a model for behaviour change. • Profiles build upon the Standard by describing each of its Professional Practices and Leadership Requirements; • Profiles are presented as leadership actions that improve student learning and support excellent teaching practices. The Standard describes five Professional Practices particular to the role of the principal: • Leading teaching and learning. • Developing self and others. • Leading improvement, innovation and change. • Leading the management of the school and • Engaging and working with the community.	https://www.aitsl.edu.au/tools-resources/resource/australian-professional-standard-for-principals

(*Continued*)

Table 1. Tabular review of existing leadership development frameworks for principals (*Continued*)

SN	Country/State	Leadership Framework	Term Used	Rationale and Aims	Remarks	Website
5	UK	National standards of excellence for Head teachers (2015)	Standards	(a) There are four "Excellence as Standard" domains: • qualities and knowledge, • pupils and staff, • systems and process, • the self-improving school system. The standards are intended as guidance to underpin best practice, whatever the particular job description of the head teacher. **Aims**: • To define high standards which apply to all head teacher roles within a self-improving school system.	Sets excellence as a standard. The standards can be used to evaluate head teachers.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf
6	US	The Colorado Principal Quality Standards (Colorado Department of Education, 2011)	Standards	• Sets leadership standards for systems leaders as supervisors. **Aims**: Makes explicit the key tasks that school leaders are involved in the daily running of the schools.	List of tasks is comprehensive. Lists down five Core. Leadership Capacities. The framework is practice-based and emphasises accountability.	https://www.cde.state.co.us/sites/default/files/documents/educatoreffectiveness/downloads/colorado_quality_standards_for_principals.pdf
7	Ontario	The Ontario Leadership Framework (The Institute for Education Leadership, 2013)		• School leaders as pivotal to the development of excellent teaching, excellent schools, and ultimately, enhanced student achievement and well-being. • System leaders as key players by putting in place supportive system practices and procedures for school leaders and providing system-wide leadership **Aims**: • To facilitate a shared vision of leadership in schools and districts. • To promote a common language that fosters an understanding of leadership and what it means to be a school or system leader. • To identify the practices, actions, and traits or personal characteristics that describe effective leadership. • To guide the design and implementation of professional learning and development for school and system leaders. • To identify the characteristics of high performing schools and systems. • To aid in the recruitment, development, selection, and retention of school and system leaders.		https://www.education-leadership-ontario.ca/application/files/8814/9452/4183/Ontario_Leadership_Framework_OLF.pdf

(*Continued*)

Table 1. Tabular review of existing leadership development frameworks for principals (*Continued*)

SN	Country/State	Leadership Framework	Term Used	Rationale and Aims	Remarks	Website
8	European Policy Network on Leadership	Standards for school leaders: competency frameworks and their applicability (European Policy Network on Leadership, 2012)	Competency standards	• Proposes that evidence is needed to demonstrate "competence" at every level. • Argues in favour of leadership development as a means of promoting competencies of school leaders.	Makes a critique of standards for it is simplistic and is based on ticking the competencies that are observed. The Framework also questions whether School leaders are expected to be competent in all domains.	www.schoolleadership.eu
9	Alberta Government	Leadership Quality Standard	Competency in relation to leadership quality standard	Competency is referred to as an interrelated set of knowledge, skills and attitudes developed over time and drawn upon and applied to a particular context to support quality, teaching and optimum learning as required by the *Leadership Quality Standard* **Aims**: To make explicit the key roles of the school leader.	The Quality Standards are related to the context.	https://education.alberta.ca/media/3739621/standardsdoc-lqs-_fa-web-2018-01-17.pdf
10	CARICOM	Draft CARICOM Standards for Educational Leaders (school leaders) (2019)	Standards	The standards that embody CARICOM's vision for the development of the region and its citizens are developed under seven areas: • Leading student learning. • Leading professional learning communities. • Leading personal change and development. • Leading organisational change. • Leadership for sustainability. • Leadership for accountability and • Leadership for equity. The Standards for Educational Leaders (School Leaders) are articulated across two focus areas: Middle Leaders and Senior Leaders.	Evidence-based approach for the standards: the evidence in practice of the performance of duties. The focus areas are as follows: Cognitive Head, Behavioural, Heart, Performance, Hand and Well-Being.	

(*Continued*)

Table 1. Tabular review of existing leadership development frameworks for principals (*Continued*)

SN	Country/State	Leadership Framework	Term Used	Rationale and Aims	Remarks	Website
11	Commonwealth Secretariat	Standards Framework for Teachers and School Leaders (2014)	Standards	The key issues pertaining to professional standards for teachers and school leaders are located within three broad strands, namely (1) the overarching driver or intention of the debate, (2) the specific issues related to the teaching profession and (3) the specific issues related to school leaders in education. **Aims**: The standards framework aimed at: • laying the foundation for developing or enhancing pre-service, in-service and continuing professional development. • assisting teachers in self-assessment of their competencies, from which they can develop their learning and training plans to consolidate their professional qualifications. • laying the foundation for monitoring and evaluating teachers' professional growth and learning. • supporting the planning, deployment and utilisation of teachers and school leaders. • acting as the basis to propose policies towards a competently qualified teaching force.	• Makes provision for levels of specification with the Standards Framework for Teachers and School Leaders (2014) standing as a guide for countries to look at in terms of their contexts. • Spells out Professional standards and levels of proficiency. • Draw from country experiences of teacher Standards. • Looks at both pre-service and in-service standards and levels of proficiency.	

Section 3: Towards an informed professional framework of reference

From the review of existing frameworks identified in Section 2, a range of professional frameworks have been and are being used in the professional development of principals and other school leaders. Thus, it appears no single professional framework can be described as "complete" or "final". Each represents and reflects some key principles and elements in leadership development and suggests an approach through which such development may be articulated. These include, for example, the draft Commonwealth Standards Framework for Teachers and School Leaders (Commonwealth Secretariat, 2014), the draft CARICOM School Leadership Development Standards (2019), the Australian Council for Educational Leadership Capability Framework (2014) and the UK National standards of excellence for Head teachers (DfE, 2015). As discussed in Section 1, standards are concerned with the acquisition of (technical) knowledge; competencies are concerned with the demonstration of skills associated with knowledge; capabilities combine knowledge and practice, while leaving space for improvements in knowledge and practice to continue to take place, and for the emergence and demonstration of other [soft] skills.

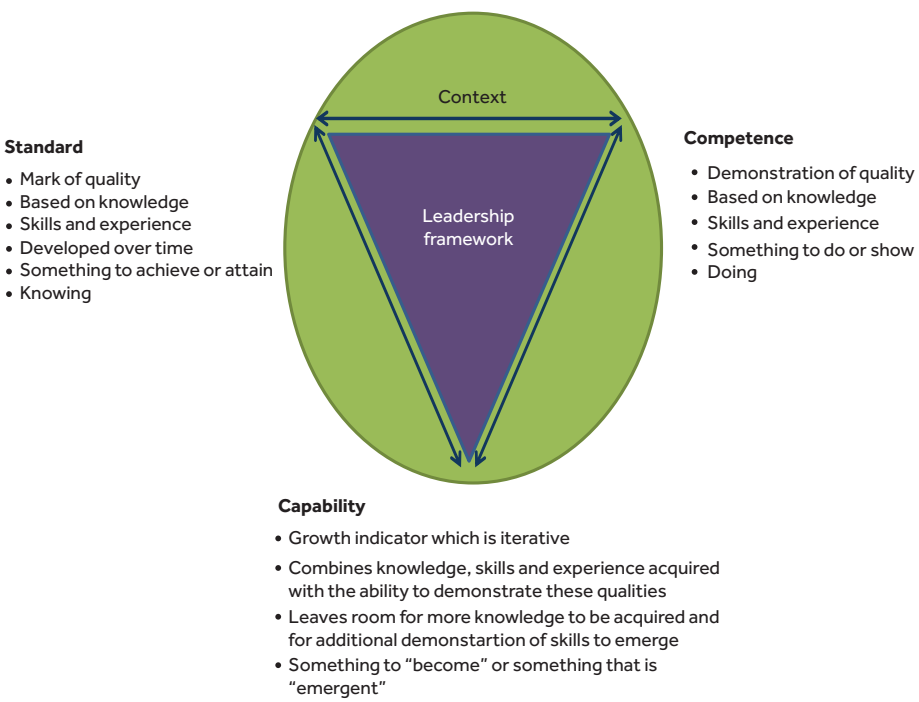
Of the different frameworks identified in Section 2, several different rationales have been provided for why these have been developed. For example, the rationale/aim of the draft Commonwealth Standards Framework for Teachers and School Leaders (Commonwealth Secretariat, 2014) is professional development over time through self-assessment of competencies; the rationale/aim of the draft CARICOM School Leadership Development Standards (2019) is quality improvements against specified benchmarks; the rationale/aim of the Australian Council for Educational Leadership Capability Framework (2014) is quality improvements through knowledge acquisition and the use of skills and capabilities; and the UK National standards of excellence for Head teachers (DfE, 2015) define high standards which apply to all Head teacher roles within a self-improving school system. Although the rationale and aims are very different, the frameworks, however, appear to have been influenced by capabilities concepts and principles in the ways activities are described, and in the ways "soft skills" are used.

As noted by Lester (2014), "A typical functional competence framework describes work functions in a way that is reasonably detailed, applies to specific contexts of practice, and is designed to attest to competence in those contexts. Frameworks that include a capability-based perspective diverge from this in two important ways. First, they are less limited in terms of context, assuming not only that the practitioner could be working in any of a variety of contexts, but that they may need to apply to unanticipated situations and allow for evolving approaches to practice" (p. 39). The Performance Management and Appraisal Standards (Jamaica) for example, could be applied to school principals and/or to other officials in the education system such as territorial education officers involved in educational planning, policy implementation and monitoring, and/or the management of teaching, learning and school improvement. Accordingly, this requires the framework to identify and articulate the things that are essential to

being effective in a particular profession, rather than, or in addition to, describing detailed activities that would represent competent practice in context. Another aspect that follows from this is that standards endorse a person who meets them as being able to work effectively in a profession, and not merely in a particular occupational role (Stalk et al., 1992; Lester, 2014). Nevertheless, there is an assumption that while a teacher will need to be competent in a specific field, she/he will also have the basic tools to develop into other roles (e.g., a school principal). As argued by Lester (2014), "Capability-informed standards are generally looking for a depth of practical understanding, even if expressed tacitly, which indicates potential to work effectively across the profession and to evolve approaches as opposed simply to being competent at current practice in a known role; they, therefore, have a predictive function, reflecting the idea of 'ability to become competent'... that goes beyond being able to provide similar performances in slightly different contexts" (p. 39). Added to this important characteristic is the fact that the full range of professional attributes (knowledge, skills and attitudes) underpin capability-informed frameworks in ways that are not explicitly captured in other frameworks. We offer Figure 2 as an illustration of the necessary inter-relationships among standards, competencies and capabilities.

Although we recognise the strengths of the capabilities approach, we also recognise the uniqueness of context and a range of other factors which may make it possible for a country and/or an education system to start the journey to principal preparation and development through a different framework. Accordingly, and in

Figure 2. Framework of reference: standards, competencies and capabilities.



view of the context, we do not propose that it is for a national and/or educational context to determine whether standards, competencies and/or capabilities, on their own or in whatever appropriate combinations are suitable for them, under what conditions and at what point in their national and/or educational system's trajectory.

Conclusion

A framework informed by capability concepts and principles is likely to be pitched at the level of ongoing practice rather than designed for a specific point-in-time assessment. Furthermore, it will focus more attention on activities at a broad level that applies across the profession. Additionally, it will allow for evolution in both the nature and context of practice, by focusing on the full range of professional attributes (knowledge, skills and attitude) for a job. Leadership preparation and development from this perspective is, therefore, more than a matter of the acquisition of (technical) knowledge and/or the demonstration of competencies/skills. Notwithstanding this, because capabilities have an emergent (and therefore less tangible quality), it is probably unlikely that "capability frameworks" will replace standards and competence frameworks. Nevertheless, the evolutionary relationship and influences among the concepts and principles should be acknowledged in so far as each has helped with the articulation and shaping of the other, and in so far as they have helped to shape practice and the development of practice in leadership preparation and development.

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Part Six

Mapping of Commonwealth School Leadership: The Changing Nature of School Leadership in Commonwealth Countries

Part Six
Mapping of Commonwealth School Leadership: The Changing Nature of School Leadership in Commonwealth Countries

Tony Bush and Derek Glover

Background

This section provides the outcome of a mapping exercise for knowledge production in the Commonwealth, intended initially to support and inform the revision of the capabilities modules, examining leadership and leadership preparation across all Commonwealth countries, including highly developed contexts (Australia, Canada, New Zealand, Singapore and the UK), where there is substantial knowledge production. Mapping also includes middle-income and developing countries, where less is known about school leadership but where principals often require substantial support. The mapping includes a systematic review of all relevant English language academic and official ("grey") literature, organised thematically and on a national and regional basis. The report includes a matrix organised by country, by theme, and a commentary presenting the overall picture across the Commonwealth.

The mapping exercise leads to the identification of good practices in Commonwealth countries, which are developed as case studies, presented as annexes to this report.

Methodology

A systematic search of published school leadership material (journals, websites and government papers) from each Commonwealth country was conducted. Evidence is also drawn from general international literature, where it is relevant to school leadership issues and comparisons. The approach involved using electronic database searching, hand searching of key journals, specialist websites and general search engines such as Google and Google Scholar. The databases included Nottingham University Nu Search, Eric and British Educational Index, as well as specific national searches. These sources produced 728 references for initial scrutiny of abstracts. Finer selection, based on fuller reading, then identified 317 articles and reports that were considered in greater detail. Most of these papers (201) were directly relevant to the review because they focused on the keywords of leadership, school headship, principal leadership, leadership development, professional training and professional development. Each source from 1990 was checked for current relevance to leadership, from pre-school

to upper secondary schools, with five articles focused on vocational education. Information from 137 of these papers is given in the country reports (see below). Some sources were considered twice or three times because they provided evidence for differing themes. Some Commonwealth countries (Australia, Canada, Malaysia, New Zealand, Singapore and South Africa) have extensive records on aspects of school leadership. For these countries, papers are sampled, based on the date of publication (post-2005) and specific relevance to the aims of the review. The next section provides national overviews, organised alphabetically by continent.

AFRICA

Botswana (9 sources)

Pansiri, N.O. (2011) 'Performativity in school management and leadership in Botswana'. *Educational Management Administration and Leadership* 39(6): 751–766.

The uncritical adoption of Western models of education management and leadership policies results in poor performance in schools in disadvantaged communities in developing countries. Botswana is a case study that shows the continuing mismatch between educational management models adopted from Western countries and their application in the Botswana context, and the related failure of school improvement initiatives proposed by aid agencies. When a school fails, the head is charged with underperformance.

Pheko, B.C. (2008) 'Secondary school leadership practice in Botswana: implications for effective training'. *Educational Management Administration and Leadership* 36(1): 71–84.

This article analyses the views of eight selected head teachers on the impact of the 10-year basic education policy on the leadership skills of secondary school head teachers in Botswana. Demands for effective leadership in schools have continued as the education system changes. In 1996, the Botswana Government started to implement a 10-year basic education programme, which rapidly increased student numbers at both community junior and senior secondary schools and building projects for school expansion became the order of the day. Secondary school head teachers have to manage these changes. This article exposes the limitations of the practice and procedures that are used in appointing head teachers to school leadership positions and the established procedures intended to develop a skilled leadership force to ensure quality education. The article highlights the need for Botswana to establish a leadership training policy to guide the training of head teachers and ensure that schools become effective.

Pansiri, O.N. (2008) 'Instructional leadership for quality learning: an assessment of the impact of the primary school management development project in Botswana'. *Educational Management Administration and Leadership* 36(4): 471–494.

A survey was conducted in 2004 to assess the effectiveness of instructional leadership displayed by primary school management teams following the

implementation of the Primary School Management Project in Botswana. Leadership skills, coordination of instructional activities, management of curriculum and quality of learners were key variables that guided the study. The respondents were 240 primary school teachers including school heads and 575 learners. The results reveal school management teams' lack of interpersonal skills necessary for classroom supervision, inability to mobilise parents to participate in school instructional improvement activities, teachers' unauthorized use of corporal punishment, and lack of creativity and innovation for the management of curriculum change.

Dipholo, K., N. Tshishonga and E. Mafema (2014) 'Traditional leadership in Botswana: opportunities and challenges for enhancing good governance and local development'. *Journal of African & Asian Local Government Studies* 3(2): 43–50.

There are varying perspectives regarding the role of traditional leadership in modern societies particularly in the delivery of services to local communities. One school of thought is of the view that traditional leadership as a system that is anchored on hereditary leadership is incompatible with democracy and should become extinct. The other school of thought holds that traditional leadership legitimizes participatory democracy at the local level. The Government of Botswana is averse to traditional leadership because it has the potential to counteract progress especially in such areas as a political organization, women empowerment and economic advancement. However, it also sees traditional leadership as an institution that has to be utilized to support the government in facilitating development at the local level and legitimizing the government of the day.

Tsayang, G. (2011) *A Comparative Analysis of SMTs (School Management Teams) and Teachers Perceived Preferred Leadership Style: A Case of Selected Primary Schools in Botswana*. Gaborone: University of Gaborone.

The study surveyed the SMTs (School Management Teams) and teachers' perceptions of preferred leadership styles in some selected schools in Botswana. The findings showed an overwhelming preference for collaborative leadership. SMTs overrated themselves in claiming collaborative behaviours compared to teachers.

Mphale, L.M. (2015) 'Shared leadership model: do secondary school heads in Botswana matter?' *Journal of Studies in Education* 5(2): 212.

This study shows that shared leadership is practiced in most Botswana secondary schools. The principle of shared leadership in Botswana's secondary school context refers to the partnership between teachers, parents, students, government and non-governmental organisations whose objective is to achieve educational goals. Data were collected through an individually structured questionnaire which was validated. Systematic sampling was used to select the participants. The sample comprised 50 school heads from junior secondary schools and 12 school heads from senior secondary schools. Botswana's secondary schools were encouraged to reap the benefits of shared leadership for effective teaching, learning and development. Although most Botswana school

heads indicated that they were aware of shared leadership, and practice, there are implementation challenges, including conflict between senior management and subordinates, and resistance to change by both senior managers and teachers.

Moswela, B. and K. Kgosidialwa (2019) 'Leadership and school success: barriers to leadership in Botswana primary and secondary schools'. *Educational Management Administration and Leadership* 47(3): 443–456.

This paper explored two issues: the influence of school leaders on school performances and factors that hinder school leaders' efforts to achieve school success in Botswana secondary and primary schools. The subjects of the study were 199 teachers and 21 members of the senior management team in primary and secondary schools in Botswana. The findings revealed that, generally, leaders in Botswana schools practiced democratic leadership, although not without barriers. Chief among the barriers is the imposition of policies through numerous directives from the Ministry of Education and drug abuse by students supplied by some adults.

Pansiri, N.O. and S.Z. Majwabe (2020) 'A historical analysis of educational leadership preparation and development in Botswana'. In: Moorosi, P. and T. Bush (eds) *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

This chapter discusses leadership training, development and preparation in Botswana's public schools. Leadership cannot be left to chance, hence the need for leadership training in the Botswana education system. There is a substantial commitment to school leadership training, but there is little correlation between such training and school performance. Botswana's school leadership is managerialistic, because it is neither empowering nor inspiring. Botswana must adopt a leadership development programme that embraces talent management and succession planning.

Bush, T. (2015) *External Review of the B.Ed. (Educational Management)*. Gaborone: University of Botswana.

This external review showed that this programme plays a key role in the preparation and development of head teachers and school leaders. The review was informed by the University's vision to be a "centre for academic excellence in Africa and the world". The B.Ed. (Educational Management) is a 4-year in-service degree programme that recruits current and potential future school head teachers. Most of these students were previously educated to certificate and diploma level, so the B.Ed. provides a dual purpose; to develop a graduate profession and to provide specific knowledge and skills required by school leaders. It is believed to be unique in being a government-funded full-time programme. The external review reported that there is much to admire in the structure and content of the programme but added that it should be reviewed to establish the rationale for including courses that are not usually part of similar programmes offered in other countries.

Overview of knowledge production in Botswana

Botswana has a small number of established school leadership scholars, associated with the University of Botswana, who have researched and published on leadership and leadership preparation. The university also has a successful school leadership development programme (see Case study annexe).

Cameroon (5 sources)

Etomes, S.E. and E.L. Molua (2018) 'Strategies for enhancing the productivity of secondary school teachers in South West Region of Cameroon'. *Journal of Education and Learning* 8: 109.

This questionnaire survey investigates strategies used by principals for enhancing the productivity of secondary school teachers in selected government secondary schools in Cameroon. Four major strategies were examined: motivation, conflict resolution, supervision and communication strategies, and the extent to which they influence teachers' productivity. The conflict management strategy was found to have more influence on the productivity of teachers. In addition, effective collaboration amongst teachers is necessary for teacher effectiveness.

Okimb, K.F. (2019) 'Principals' encouragement of teacher collaboration and support for peer coaching in government secondary schools, South West Region, of Cameroon'. *International Journal of Trends in Scientific Research and Development* 3(5): 588–595.

Within an education culture striving for continuous improvement, there is a constant need to ensure the appropriate skills, knowledge and actions of staff match the changing needs of the system. Coaching can assist in this process of upskilling. The purpose of this survey was to assess whether principals encourage a collaborative workplace culture among teachers, if they provide release time to enable teachers to work with each other as coaches, and if they provide material and financial support for peer coaching. A descriptive survey research design was used for this survey. The results show that principals of government secondary schools in Cameroon do not encourage teacher collaboration. It is recommended that principals of government secondary schools in Cameroon should take up university courses in educational leadership, to update their knowledge, skills and attitudes in this area.

Awazi, B.H. (2019) 'The level of mutual trust between principals and educational stakeholders and its implications for school improvement'. *International Journal of Trends in Scientific Research and Development* 3(6): 116–126.

Principals, teachers parent–teacher associations (PTAs), and school management boards (SMBs), are the main stakeholders of public secondary schools in Cameroon. The author surveyed 182 teachers, including senior and middle leaders, and 18 principals. Thirty-two executive members of PTAs and 16 members of SMBs were interviewed. The data show a high degree of mutual trust between principals and stakeholders, but it was low in respect of financial issues.

Wirba, A.V. (2015) 'Leadership style: school perspectives in Cameroon'. *Education Research International* 2015: 1–9.

This paper examines leadership styles of secondary school principals in Cameroon, in terms of transformational, transactional and laissez-faire leadership styles, drawing on interviews with 10 principals, 10teachers and 10 students. Most respondents described their principals as transformational leaders.

Ebot-Ashu, F. (2020) 'Leadership and management preparation and development of school leaders in Cameroon'. In: Moorosi, P. and T. Bush (eds), *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

The 52 years that have passed since the independence, Cameroon has seen increasing interest in leadership development courses and programmes for school leaders. Leadership training is mainly in-service and includes a variety of leadership development experiences, including mentoring, job assignments, feedback systems, on-the-job experience, peer observations and developmental relationships, but very limited formal structured training. A survey of head teachers and aspiring heads showed that the most highly ranked leadership development aspects were those related to teaching and learning, learning and assessment, health and safety, and education research.

Overview of knowledge production in Cameroon

Knowledge production in Cameroon is at an early stage, with an emerging focus on teacher productivity and collaboration, trust, leadership styles and leadership development.

The Gambia (0)

Ghana (11)

Zame, M.Y., W.C. Hope and T. Respress (2008) 'Educational reform in Ghana: the leadership challenge'. *International Journal of Educational Management* 22(2): 115–128.

The authors conducted a survey of head teachers in the Greater Accra region of Ghana. The findings showed that heads of basic schools lacked leadership proficiency because of the absence of school leadership preparation programmes. Heads of basic schools lack professional preparation in leadership, and practice management and administrative behaviours rather than leadership. Ghana has implemented several reforms with the intent of developing a quality education system; however, there has not been a focus on leadership. The literature is clear about the vital role head teachers have in effective schools and student achievement.

Fertig, M. (2012) 'Educational leadership and the capabilities approach: evidence from Ghana'. *Cambridge Journal of Education* 42(3): 91–408.

The author conducted a retrospective analysis and evaluation of the activities of a group of primary school head teachers in Ghana involved in a UK

Government-funded project focused on education quality. The paper argues that head teachers with the capability of initiating change in the education process in their schools are unlikely to act in this way unless they feel that they have permission to do so. It is also important that head teachers feel that they are working within a context and an environment where acting in ways that aim to improve pupil learning is seen as central to their role. This kind of supportive context for school leaders (and for other educational practitioners) cannot be divorced from a policy environment that sanctions such activities.

Donkor, A.K. (2015) 'Basic school leaders in Ghana: how equipped are they?' *International Journal of Leadership in Education* 18(4): 225–238.

This paper examines the leadership preparedness of institutional-level practice with a focus on basic schools in Ghana. The analysis of documents on the teacher training curriculum, and one-on-one focus group interviews with teachers and school leaders, revealed that in all the 38 teacher training institutions in Ghana where teachers are prepared for the nation's basic education system, school leadership is not taught as a full course. Thus, teachers are ill-equipped for leadership positions in basic schools. In addition, the educational system in Ghana does not have a uniform or well-defined criterion for appointing basic school leaders and this creates power struggles and animosity among teachers. The study confirmed the inadequate attention that policy makers and teacher training institutions in Ghana give to basic school leadership.

Jull, S., S. Swaffield and J. MacBeath (2014) 'Changing perceptions is one thing: barriers to transforming leadership and learning in Ghanaian basic schools'. *School Leadership and Management* 34(1): 69–84.

Leadership for Learning (LfL) is a programme of school leadership developed at the University of Cambridge over 10 years in conjunction with an international group of researchers and practitioners. This paper reports the results from questionnaire data gathered from a cohort of 125 head teachers who participated in the LfL programme in Ghana between 2009 and 2011.

LfL has become embedded, albeit to differing degrees, within-participant schools since its introduction in August 2009, in large part because of the ongoing efforts of Circuit Supervisors and Headteachers. We have also witnessed an expansion of LfL awareness to an estimated 3000 additional schools. Sharing the LfL programme across head teachers' networks were helped immeasurably by the endorsement and support of the GES. The GES continues to promote LfL workshops for head teachers, Circuit Supervisors and District Directors of education and most recently it has supported LfL research partners at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast in a workshop for District Training Officers from one of the 10 regions of Ghana. It is anticipated that provision for the other parts of the country will follow.

Sofo, F. and U.K. Abonyi (2018) 'Investigating the self-reported professional development activities of school leaders in Ghanaian rural basic schools'. *Professional Development in Education* 44(3): 521–538.

In Ghana, research has shown that educational reforms over the years have ignored the importance of school leadership development, and there are currently very few reform initiatives that address the need to develop the leadership proficiencies and skills of school leaders. Results from the study showed that professional development activities (PDAs) that the leaders employed for their development were mostly informal and self-directed learning methods. There were only limited formal leadership development programmes for the leaders working within any of the rural district basic schools represented in the study. The study concludes that to strengthen school leadership in basic schools in the selected district, educational authorities would need to learn from international best practices to initiate sustainable PDAs to strengthen the leadership capacities of leaders to promote effective teaching and learning in schools.

MacBeath, J., S. Swaffield, G. Oduro and R. Bosu (2010) 'Developing leadership for learning in Ghana: opportunities and challenges'. *International Congress for School Effectiveness and Improvement*, Kuala Lumpur.

A current major initiative of the Centre for Commonwealth Education at the University of Cambridge is collaboration with the University of Cape Coast, Ghana, aimed at improving the quality of pedagogy in Ghanaian basic schools through learning-centred school leadership. Head teachers throughout the country are participating in a programme devised and facilitated by 15 Ghanaian educators known as Professional Development Leaders, who have been prepared for this role by working with colleagues at the University of Cambridge Faculty of Education, first at a workshop in Ghana and then at a summer school in Cambridge. This paper reports the Professional Development Leaders' perceptions of the opportunities and challenges for developing Leadership for Learning in Ghanaian basic schools.

Edwards, A.K. and K.A. Samuel (2015) 'Assessing school leadership challenges in Ghana using leadership practices inventory'. *International Journal of Education and Practice* 3(2): 168–181.

The Ghana Education Service (GES) is facing challenges in school leadership and hence a lot of criticisms on basic school performances. The purpose of this study was to discuss self-reported leadership practices inventories (LPI) of graduate students and to highlight their transformational school leadership potential. The study participants were conveniently sampled from two Ghanaian public universities. Data from the self-reported LPI scores indicated a strong sense of self-belief and leadership potential. The discussion focused on the need for more futuristic thinking, people-focused skills, the practices of enablement and the avoidance of discrimination against women in school leadership within GES. Five recommendations were made for transformational leadership in GES including INSET leadership content, research and development of school leadership mode, and a national certification policy.

Dampson, D.G. and E.A. Frempong (2018) 'The "push and pull" factors of distributed leadership: exploring views of head teachers across two countries'. *Asian Journal of Education and Training* 4(2): 121–127.

This study sought to explore distributed leadership across primary schools in Accra-Ghana and Northampton-UK. Face-to-face interviews and non-participant observations were employed while closed-ended questionnaires were given to 65 head teachers and 10 out of the 65 head teachers were sampled and interviewed. Two schools were purposively sampled and observed. The findings revealed that head teachers from both countries understood the concept of distributed leadership as giving leadership opportunities to other teachers to meaningfully accept and take full responsibility for their leadership roles. Head teachers echoed that teamwork and trust are a necessity for effective and successful distributed leadership in schools. Notwithstanding these benefits of distributed leadership, head teachers from both Northampton and Accra are confronted with some challenges such as who should be involved and to what extent. A well-structured programme of high-quality in-service training should be developed and offered to every head teacher and teacher, for every school to develop appropriately.

Amedome, S.N. (2018) 'The influence of leadership on school climate: a case of senior high schools in Hohoe Municipality of Ghana'. *Academy of Educational Leadership Journal* 22(1): 1–16.

This study examined the leadership, and its potential influence, on the climate of selected senior high schools in the Hohoe Municipal in the Volta Region of Ghana. The survey population included all the teachers in the three selected senior high schools. Proportionate sampling was used to select 100 teachers as the sampling size while simple random sampling was used to select respondents from each of the three selected senior high schools. A democratic leadership style was predominantly used by the heads of the selected schools, and the climate of the schools was positive. The following recommendations were made; heads' of senior high schools who serve over 10 years in a particular school should be transferred to another school, the heads should continuously undertake educational leadership courses, teachers should undertake in-service courses in educational leadership and heads should involve teachers and students in decision making in all matters relating to school administration to foster a positive school climate.

Oduro, G.K.T. (2003) *Perspectives of Ghanaian headteachers on their role and professional development: the case of Keea district primary schools*. Unpublished dissertation, University of Cambridge.

Ghanaian head teachers' understanding of headship is skewed towards the exercise of "power and authority". The country's urban–rural dichotomies are characterised by teacher shortages and female head teacher under-representation in rural schools; thereby causing rural head teachers to lead the school and at the same time manage a full-time teaching load. These are compounded by frequent interactions with visitors, attending to incidents in school, collecting fees, keeping financial records, and, in some cases, inspecting building projects, which meant pupils being left on their own in the classroom while the load attended to other matters. It is further suggested that the range and complexity of the tasks undertaken by the head teachers, and how they construed their visions, are to a large extent shaped by expectations by significance others

(the Ministry of Education, the School Management Committees, parents, the local community, teachers and pupils) place on them. Coping with the challenges posed by public demands requires that head teachers develop the appropriate "competences" and "competencies". Yet the data suggest that the head teachers, among other things, lacked competence in managing people, managing time and keeping financial records confidently. This implies a need, not simply for more careful selection but a more sophisticated approach to recruitment and sustained professional development of head teachers in the district.

Amakyi, M. and A. Ampah-Mensah (2020) 'Leadership and management preparation and development of school leaders in Cameroon'. In: Moorosi, P. and T. Bush (eds) *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

The expectations of school heads in Ghana are prescribed by the Ghana Education Service Head Teachers' Handbook. The required proficiencies are in managing people, instructional time, co-curricular activities, teaching and learning resources, and school finances. They are also expected to improve the quality of learning by increasing the school intake and attendance, assessing pupil and teacher performance, facilitating staff development and improving relations between school and community. The appointment of heads on the basis of their teaching record, rather than their leadership potential, is problematic. However, the MoE decided in 2018 that school heads would be required to undertake leadership training.

Overview of knowledge production in Ghana

Ghana has a significant level of research and knowledge production on school leadership and has experienced several leadership development initiatives. Heads are faced with substantial expectations and there is increasing recognition of the need for current and prospective leaders to undergo specialist leadership development.

Kenya (13)

Ngware, M.W., D.K. Wamukuru and S.O. Odebero (2006) 'Total quality management in secondary schools in Kenya: extent of practice'. *Quality Assurance in Education* 14: 339–362.

The authors surveyed 300 teachers, who provided their perceptions on the practice of TQM in their schools. Data were collected using a questionnaire. The findings indicate that teachers perceive that Boards of Governors and chairpersons in secondary schools are not providing the leadership to promote TQM. However, some head teachers are providing the required leadership with a considerable number of school managements empowering their employees. School management is expected to provide leadership that promotes TQM practices to achieve set objectives. Empowered employees participate in decision-making and are capable of increasing the quality of learning. Strategic quality planning is important for the provision of quality services while human

resource development is necessary for schools to motivate and realise the maximum potential from employees.

Ayiro, L.P. (2018) 'Transformational leadership and school outcomes in Kenya: does emotional intelligence matter?' *FIRE: Forum for International Research in Education* 1(1), Online.

A growing body of studies has shown that emotional intelligence is inherently associated with transformational leadership whose theory has highlighted the importance of leaders' influence on followers' emotional states. This study has a specific purpose of advancing and expanding research on emotional intelligence and transformational leadership in schools in Kenya.

Mbugua, F. and J.F.A. Rarieya (2014) 'Collaborative strategic planning: myth or reality?' *Educational Management Administration and Leadership* 42(1): 99–111.

The concept and practice of strategic planning are relatively new in Kenya. This article reports on how one Kenyan secondary school engaged in strategic planning. Data were collected through semi-structured interviews and document analysis. Findings show that, although the school stakeholders were involved in different ways in the strategic planning process, the school did not achieve a collaborative strategic plan because the stakeholders approached the process disjointedly. In addition, lack of knowledge about what strategic planning constitutes rendered some of the stakeholders passive participants. Strategic planning is a concept and process that is challenging for school stakeholders and hence, for contexts similar to the one in which the study took place, there is a need for sensitization and training of school stakeholders on the strategic planning process.

Nzoka, J.T. and Orodho, J.A. (2014), School management and students' academic performance: how effective are strategies being employed by school managers in secondary schools in Embu? *International Journal of Humanities and Social Science* 4(1): 86–99.

This study is sought to analyze the strategies school managers apply to improve the academic performance of students in schools under free day secondary school education in Embu District, Embu County, Kenya. A descriptive survey research design was adopted. A combination of purposive and stratified random sampling techniques was utilized, with 54 members of the Board of Management (BoM), 45 heads of departments and 36 members of the PTAs, yielding a sample size of 135 subjects. Mixed methods were used to collect quantitative data from teachers using questionnaires, and qualitative data from heads of departments and members of PTA using interviews. It was established that school managers used various strategies to improve students' academic performance. The strategies included inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income-generating activities; and uncoordinated guidance and counselling programmes. Despite these efforts, the expected improved students' academic performance was not realized because most school managers had not undergone management skill training. It was recommended that school managers should undergo intensive leadership

training on all aspects of school management for enhanced students' academic performance to be realized.

Steyn, G. and M. Parsaloi (2014) 'Moving towards gender equality: the case of female head teachers in Kenya'. *Gender & Behaviour* 12(1): 5980.

This paper provides an overview of the extent of women's leadership in schools in Kenya. It pays particular attention to the importance of women in leadership; barriers to becoming women school leaders; factors that would encourage women to seek leadership positions in Kenyan schools; and efforts to address gender disparities in school leadership. The findings reveal the commitment of the Kenyan government, through various policies, to eradicate gender disparities, and show the impact of gender stereotyping.

Webber, C.F., K. Mentz, ... D. Scott (2014) 'Principal preparation in Kenya, South Africa, and Canada'. *Journal of Organizational Change Management* 27(3): 499–519.

The three-stage ISPP study utilized a mixed-methodological approach. Data were gathered in Kenya, South Africa, and Alberta, Canada utilizing a survey instrument that contained items focused on problematic leadership responsibilities, prior leadership development experiences and perceived adequacy of leadership preparation experiences. Leadership preparation in Kenya and South Africa was relatively unstructured, compared to structured university-based leadership preparation in Alberta. The assumption in Kenya and South Africa was that classroom teaching had adequate preparation, while Alberta respondents perceived teaching and leadership as discrete knowledge sets. Content of preparation experiences in Kenya and South Africa was mainly about teaching and learning, while in Alberta it was more about instructional leadership. Kenyan principals felt prepared for the principalship. Alberta principals stated that they were ill-prepared to deal with day-to-day responsibilities. Senior South African principals felt they were not prepared for school improvement while younger principals felt they were adequately prepared.

Asuga, G., S. Eacott and J. Scevak (2015) 'School leadership preparation and development in Kenya'. *International Journal of Educational Management* 29(4): 355–367.

The purpose of this paper is to evaluate the quality of the current provision for school leadership in Kenya, the extent to which they have an impact on student outcomes, and the return on school leadership preparation and development investment. The paper draws from educational leadership, management, and administration courses delivered by universities and other institutions for aspiring and practicing educational leaders in Kenya, a documentary approach. While there is growth in the provision, consistent with international trends, this provision is more recognised for its standardisation than points of distinction; there is minimal attention to identified dimensions of leadership leading to higher student outcomes which raise questions regarding the universality of school leadership preparation and development curriculum. The high course costs of current provision are inhibiting factors in assessing the return on investment in school leadership preparation and development.

Kaume-Mwinzi, R. (2016) 'Administrative and leadership innovation in the 21st century: a secondary school sub-sector perspective in Kenya'. *Research in Pedagogy* 6(2): 85–94.

The purpose of the study was to examine the issue of the 21st century leadership skills gap in the secondary school sub-sector in Kenya and to explore ways to address it. A case study design was used which enabled the collection of qualitative data from three participants who were purposively sampled. The findings established that the secondary school principals in Kenya mainly practice the traditional management approach. They have not incorporated 21st century leadership skills in the management of schools. These encompass traditional literacies, competencies and character qualities. It is, therefore, recommended that the secondary school principals in Kenya should embrace lifelong learning, and systematic learning opportunities should be created to assist them to develop these complex skills.

Jwan, J. (2011) 'In the "best interest" of the student: perceptions and implications for leadership practices in secondary schools in Kenya'. *Management in Education* 25(2): 106–111.

This paper discusses contrasting views of what constitutes the "best interests" of students and the implications of such perceptions for leadership practices in secondary schools in Kenya. The paper is based on a study conducted to establish students', teachers' and principals' perceptions of democratic school leadership. The first phase involved interviews with 12 school principals to explore their perspectives on democratic school leadership and to provide a rationale for selecting the two case schools. The second phase was a case study of two schools. The findings suggest that the leadership practices perceived by most principals and teachers to be in the "best interests" of students were in direct contrast to what the students considered to be in their best interests.

Okoko, J.M., S. Scott and D.E. Scott (2015) 'Perceptions of school leaders in Nairobi about their leadership preparation and development'. *International Journal of Leadership in Education* 18(3): 279–304.

The paper reports a survey on the principals in Nairobi. Principals conceptualized their experiential preparation as useful for instructional leadership but reported the desire for a formal qualification that would provide them with more credibility for their complex roles. Principals were primarily focused on survival and compliance with ministry expectations related to the managerial aspects of their role. Recommendations include a policy framework for leadership qualifications, competencies and experience to provide standards and benchmarks designed to increase leader and system credibility.

Obama, M.O., L.A. Eunice and J.A. Orodho (2015) 'Effect of principals' leadership styles on students' academic performance in public secondary schools in Homa-Bay County, Kenya'. *Journal of Humanities and Social Science* 20(3): 51–60.

This study sought to examine the effect of principals' leadership styles on students' academic performances in Kenya Certificate of Secondary Education (KCSE) Examinations in public secondary schools in Homa-Bay County. The

study assessed teachers' perceptions regarding their principals' leadership styles, and also analysed the relationship between principals' leadership styles and students' academic performance. The survey included 36 principals and 216 teachers from 36 secondary schools. The study established that principals used leadership styles that were not conducive to teacher–student interactive learner-centred learning that enhanced students' academic performance. The schools that embraced more democratic and participatory leadership styles, which encouraged group work and team spirit, performed significantly better than those that used more autocratic leadership styles. The authors recommended that the Ministry of Education, through the Kenya Education Staff Institute (KEMI), should intensify in-service training for school principals on the use of learner-centred leadership styles geared towards enhancing students' academic performance.

Mingaine, L. (2013) 'Leadership challenges in the implementation of ICT in public secondary schools in Kenya'. *Journal of Education and Learning* 2(1): 32–43.

Kenya is in the process of implementing ICT in schools. However, there are many challenges that hinder effective ICT implementation including school leadership challenges. A descriptive survey was used to collect data by administering questionnaires to a selected sample of ICT/curriculum teachers, principals and boards of governors (BOG) chairpersons from 105 public secondary schools in Meru County. This paper reports that school leaders' interest, their commitment and championing the implementation of ICT programmes in schools, positively influence the whole process. The Paper recommends that all school leaders consider using ICT in their day-to-day activities of running their schools. ICT curriculum and managerial skills should be incorporated in training school leaders in Kenya. Implementation of ICT is becoming more important to schools and the success of such implementation is often due to the presence of effective school leadership.

Okoko, J.M. (2020) 'Framing the context of school leadership preparation and development in Kenya'. In: Moorosi, P. and T. Bush (eds) *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

School leaders are not expected to have any formal leadership preparation before they are appointed, and most of them are appointed through a seniority process. The paper reports on a survey of 116 head teachers and principals, followed by interviews with 21 of them. The author offers a framework for the development of school leaders and, includes components of teacher education, needs-based courses and workshops offered by the MoE and its development partners, and mentorship.

Overview of knowledge production in Kenya

Kenya has a significant body of knowledge on school leadership and leadership preparation. Several researchers advocate more systematic preparation for school principals, reporting on survey and interview research showing capability gaps for school leaders appointed without specific preparation. A central aspect of the collective data is for leadership preparation to include a discussion of alternative leadership styles, including transformational and collective leadership approaches.

Lesotho (1)

Moorosi, P. and M. Komiti (2020) 'Experiences of school leadership preparation and development in Lesotho'. In: Moorosi, P. and T. Bush (eds) *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

There is a dearth of literature on school leadership and management in Lesotho, particularly in respect of leadership preparation and development. The only requirement for the appointment of school principals is qualified teacher status, with no provision for any specific preparatory training. Drawing on two studies of school leaders in Maseru, the authors identify four forms of preparation: during teacher education courses, self-development initiatives, such as masters' degrees, experiential preparation, and in-service training and networking. They conclude that there should be a link between initial teacher preparation and leadership development, progressing to teacher leadership and then to dedicated leadership preparation and induction.

Overview of knowledge production in Lesotho

Knowledge production in Lesotho is very limited, mainly comprising the research and literature of just two academics. They offer a pragmatic approach to leadership development, building on the existing modest provision.

Malawi (2)

Kufaine, N. and O. Mtapuri (2014) 'Education decentralisation in Malawi: legitimate but incomplete masked in dilemmas of leadership roles and responsibilities'. *Mediterranean Journal of Social Sciences* 5(4): 764–771.

This article is part of the large study which was aimed at understanding the experience of decentralising education, considering the complexity of the sector. It is based on a qualitative study in Malawi. The article argues that the process of decentralization in Malawi is incomplete because it has not been decentralised to the school level. The article recommends that different departments and stages in the decentralisation process need to be regarded as distinct for effective planning and execution of education decentralization. This necessitates the need for concerted efforts at advocacy regarding this matter. The article also argues that the allocation and provision of appropriate resources and training is a long-term and ongoing process.

Wamba, N. (2015) 'Headteacher preparation in Mzuzu, Malawi, Africa'. *Journal of Education and Learning* 4(2): 119–124.

The purpose of this research was to examine the in-service experiences of seven head teachers in Luwinga ward in Mzuzu, Malawi, and the challenges they encountered in their first year on the job. A modified version of the questionnaire and interview guide developed by the members of the International Study of the Preparation of Principals at the University of Calgary, Canada, was used to conducting this study. The findings suggest that opportunities for pre-service and in-service head teacher training in Mzuzu are almost non-existent. Training is ad

hoc, idiosyncratic, and does not seem to follow a specific pattern. Criteria for the selection of head teachers include a successful record of teaching, prior record of leadership in school or outside, religious affiliation, a university certificate or degree, and political influence.

Overview of knowledge production in Malawi

Knowledge production in Malawi is very limited but the relatively recent Wamba study does indicate that there is little structured leadership development.

Mauritius (3)

Ah-Teck, J.C. and K. Starr (2013) 'Principals' perceptions of "quality" in Mauritian schools using the Baldrige framework'. *Journal of Educational Administration* 51(4): 680–704.

This article reports the findings of a research project exploring Mauritian principals' receptivity to the main tenets inherent in Total Quality Management (TQM), using the Malcolm Baldrige National Quality Award (MBNQA) framework. A nationwide questionnaire survey of school principals explored the nature and strength of the Baldrige theory of relationships between leadership, systems, and processes of primary and secondary schools and the ensuing outcomes. The findings indicate that Mauritian school leaders play a critical role in influencing school outcomes directly and indirectly through the inner workings of the schooling system. However, the research relied on principals' views as the unique source of data about school leadership. The perspectives of the other stakeholders within schools, including teachers, students and parents, should also count and would offer a richer description of leadership reality in Mauritian schools.

Belle, L.J. (2007) *The role of secondary school principals in motivating teachers in the Flacq district of Mauritius*. Dissertation, University of South Africa.

As was evident in the Flacq district, a democratic leadership style enhances teacher empowerment. The principal should not hesitate to delegate responsibilities to any teacher, not just senior teachers and heads of the department. Principals should therefore allow collaborative and participatory decision-making whereby teachers are voluntarily invited to participate in school matters and policymaking, in both extracurricular and curricular activities. A participatory leadership style may help build teacher morale and encourage teamwork, collegiality, and the professional development and growth of teachers.

Belle, L.J. (2018) 'Student discipline management: an examination of the state secondary school principal's leadership in Mauritius'. *International Research in Education* 6(1): 30–39.

The purpose of this study was to determine the leadership approaches that state secondary school principals adopt in Mauritius to manage student discipline. Semi-structured interviews and non-participant observation were done in this multisite case study, with 84 participants. It was found that principals use

visionary leadership, distributed leadership, learner leadership, inclusive leadership and ethical leadership. This is the result of the political and legal framework, the unwillingness of the educators to assume their professional commitment to discipline students, the complicated protocol to be observed by principals to address indiscipline, and the feeling of disempowerment of the principal to manage student behaviour due to the centralisation of the education system. The study recommends a mix of leadership approaches to ensure effective student discipline. The principal should also adopt mostly instructional leadership and ethical leadership so that they may lead by example and therefore model positive behaviour in his/her students. He/she must be inspirational to them by adopting values-based leadership as well.

Overview of knowledge production in Mauritius

Knowledge production in Mauritius is still in its early stages, but there is recognition of the importance of school quality, and of the need to adopt a variety of leadership approaches.

Mozambique (1)

Smit, B. (2013) 'Female leadership in a rural school: a feminist perspective'. *Studies of Tribes and Tribals* 11(1): 89–96.

This qualitative narrative inquiry focused on relational female leadership and ethics of care from a feminist perspective. In this inquiry, one female school principal was researched for 3 years, using observations and guided conversations. The research participant was a female school principal of a rural primary (elementary) school, taught reading classes, gathered food for the hungry learners in her school, has established a Non-Profit Organisation, educated parents, disciplined learners, chaired committees, managed the school finances and initiated school building projects. Her school was located in a disadvantaged community, where most learners lived in squatter camps, 85 percent of the parents were unemployed, many were refugees from Mozambique and Zimbabwe, and many were orphaned, and most had only one meal per day, which was provided by the school. The findings show that the principal's work was grounded in the complex demands of everyday school activities, while not neglecting to enact curriculum leadership.

Overview of knowledge production in Mozambique

Only one relevant source was located, and this is by a South African academy.

Namibia (3)

Katewa, E. and J. Heystek (2019) 'Instructional and distributed self-leadership for school improvement: experiences of schools in the Kavango region'. *Africa Education Review* 16(1): 69–89.

This article uses the lens of self-leadership to understand the leadership practice of school principals in the Kavango region of Namibia. Self-leadership

emphasises the focus on leading the self to enhance one's leadership in the organisation. The article uses instructional and distributed leadership styles to understand the possibility of principals influencing the improvement of academic quality in schools. The study adopted a qualitative method that examined the self-leadership of the six school principals in the Kavango region. The data were collected from the six principals, and two teachers at each school, by using semi-structured interviews. The findings showed that school principals unknowingly employ self-leadership in their schools and in the process use distributed leadership together with instructional leadership to collaborate and share their leadership with teachers.

Grant, C. (2020) 'An analysis of school leadership preparation and development in Namibia'. In: Moorosi, P. and T. Bush (eds) *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

This chapter reports the findings of research with 16 school leaders in Namibia, using the lens of socialisation. Examples of professional socialisation were plentiful, including regional induction workshops and a range of certified leadership preparation programmes of varying duration. In-school mentoring and coaching were mostly experienced positively but there was a degree of conformity, with "role-taking" rather than "role-making".

Pomuti, H. and E. Weber (2012) 'Decentralization and school management in Namibia: the ideologies of education bureaucrats in implementing government policies'. *ISRN Education* 2012: 1–8.

This paper examines the ideologies of school inspectors, principals and teachers in the implementation of decentralized, cluster-based educational change in Namibia. Data were collected in three diverse school clusters. Data analyses resulted in the ideologies of the educationists being characterised as authoritarian, bureaucratic and managerial. The paper argues that, while the post-apartheid Namibian government has changed the governance structures in education, it has not succeeded in changing the mindsets and actions of important reform implementers. These have more in common with the apartheid system than with the participatory, collaborative and democratic ideas upon which cluster-based school management in the new Namibia is based. The Namibian school clustering reforms have had limited success. While the formal governance structures have changed significantly, the thinking and actions of important implementers have remained the same. Whereas the new reforms are based on collegiality and participatory democracy, the apartheid era reverence for authoritarianism, hierarchy and bureaucracy has not changed. The ideologies of Namibian education bureaucrats have determined how policy translates into practice. The empowerment and autonomy envisaged by school clustering have been constrained by the decisive roles the central Education Ministry and its regional officials continue to play.

Overview of knowledge production in Namibia

Knowledge production is very limited, but the three sources located provide helpful insights into leadership styles, leadership preparation and policy reform.

Nigeria (9)

Adeyemi, T.O. (2010) 'Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria'. *Journal of Education* 2(1): 83–91.

This paper investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. A sample of 240 senior secondary schools was selected through stratified random sampling. This sample comprised 240 principals and 1800 teachers. Two instruments were used to collect data for the study. These were the principals' leadership style questionnaire and the teachers' job performance questionnaire. The democratic leadership style was most common among principals of senior secondary schools in the State. Teachers' job performance was found to be better in schools having principals using autocratic leadership styles than in schools having principals using democratic or laissez-faire leadership styles. It was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration to enhance better job performance among teachers.

Ibukun, W., B. Oyewole and T. Abe (2011) 'Personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria'. *International Journal of Leadership Studies* 6(3): 247–262.

This research article investigates personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. The population of the study consisted of all the principals and teachers at public secondary schools in Ekiti State. The investigators utilized two sets of research instruments designated Principals' Demographic Inventory (PDI) and Principals' Leadership Effectiveness Inventory (PLEI) for school principals and teachers, respectively. A significant difference was found between principals' age and their leadership effectiveness, but no significant difference existed between the leadership effectiveness of male and female principals. It was concluded that Ekiti State Teaching Service Commission could place a high emphasis on the use of experience in the appointment of principals.

Akinola, O.B. (2013) 'Principals' leadership skills and school effectiveness: the case of South Western Nigeria'. *World Journal of Education* 3(5): 26–35.

The study sought to find out the leadership skills possessed by Principals of public secondary schools in southwestern Nigeria and the relationship between these leadership skills and school effectiveness in terms of student academic achievement. 154 principals, and 770 teachers, were purposively selected to participate in the study. Findings revealed that secondary school principals in southwestern Nigeria possessed technical, interpersonal, conceptual and administrative skills. A significant relationship was found between principals' leadership skills and school effectiveness. Training for possession and exercise of principals' leadership skills, to influence school effectiveness, was recommended.

Money, V.O. (2017) 'Effectiveness of transformational leadership style in secondary schools in Nigeria'. *Journal of Education and Practice* 8(2): 135–140.

Principals in Nigeria are regarded as the Chief Executives of the school and are held accountable for all that happens. The concept of transformational leadership was introduced by Burns (1978) who said that transformational leaders can be seen when "leaders and followers make each other to advance to a higher level of morale and motivation." This study examined the perceived knowledge and practice of transformational leadership of secondary school principals. The sample consists of 50 principals and 400 teachers from 6 geo-political zones of Nigeria (North-Central; North-East, North-West, South-West, South-South and South-East). The results revealed that both principals and teachers are aware of transformational leadership styles, however, it was doubtful if the practical aspect of transforming the followers and students was realized. Recommendations include that principals must act as agents of positive change by creating a caring and trustful atmosphere; enhancing team spirit; involve teachers in planning and making teaching materials.

Yahya, S.A. (2015) *Leadership Styles, Types and Students' Academic Achievement in Nigeria*. Thesis, Universiti Tun Hussein Onn, Malaysia.

This study focused on leadership styles, types and students' academic achievement in Nigeria. The researcher utilized two inventory questionnaires and the field form that was validated by a panel of experts. Stratified random sampling with 480 teachers and 60 principals was employed, with 380 teachers and 57 principals responding. Principals practiced four combinations of leaderships: Authoritarian style combined with transactional type, Democratic style combined with either transformational type, or transactional type, or instructional type. The principal's academic qualification and experience are significant in respect of student achievement.

Arikewuyo, M. (2009) 'Professional training of secondary school principals in Nigeria: a neglected area in the educational system'. *Florida Journal of Educational Administration and Policy* 2(1): 73–84.

The paper examines the professional training of principals of secondary schools in Nigeria. The study observes that teaching experience appears to be the major yardstick used to promote teachers to the rank of school principals. The paper concludes that teaching experience should not be the only yardstick for appointing principals. The paper suggests that the National Policy on Education should be amended such that potential principals would attend mandatory leadership courses at the National Institute for Educational Planning and Administration (NIEPA) before they assume managerial positions.

Abdulrasheed, O. and A.S. Bello (2015) 'Challenges to secondary school principals' leadership in the northern region of Nigeria'. *British Journal of Education* 3: 1–5.

This study investigated challenges to secondary school principals' leadership in government own secondary schools in the areas of instructional supervision and provision of funds. The sample for the study was 133 principals of government own secondary schools, 7 principals from each of the 19 states that constitute the northern region of Nigeria. The instrument for data collection was a 20 items questionnaire titled: Challenges to Secondary School Principals Leadership

Challenges Questionnaires (CSSPLQ). It was recommended that principals of government secondary schools should be re-train through attending conferences and seminars for improvement in instructional supervision. The government should provide adequate funds directly to the state schools' bank accounts for principals to execute their school activities effectively.

Imoni, R.I. (2020) 'A review of preparation and development of school leaders in Nigeria'. In: Moorosi, P. and T. Bush (eds) *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

This chapter reports that Nigerian principals lack the required capacities to manage their schools, leading to the need for highly skilled and trained school leaders. Nigerian principals provide direction for schools within the hierarchy of the Ministry of Education. They are the immediate link between the government, the school board and the staff. The government recognises the need for highly qualified, competent and motivated school leaders but most principals rely on personal self-development rather than well-structured training provided by the government.

Ayeni, A.J. (2012) 'Assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria'. *World Journal of Education* 2(1): 62–69.

This study identified the nature of principals' supervisory roles and the perceived effectiveness of principals in the supervision of teachers' instructional tasks. Furthermore, it investigated the constraints faced by principals in the performance of supervisory duties in the teaching-learning process. The study employed a descriptive survey design. The sample consisted of 60 principals and 540 teachers randomly selected from 60 secondary schools. The secondary schools were selected using a stratified random sampling method from five Local Government Areas (LGAs). Three research instruments were used for data collection; they are Principals' Supervision Rating Scale (PSRS), Interview Guide for Principals (IGP) and Teachers' Focus Group Discussion Guide (FGDG). The results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes, and adequacy of diaries of work, while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders, were least performed by many principals in secondary schools. The study concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and students' learning require effective collaboration and the goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.

Overview of knowledge production in Nigeria

Knowledge production in Nigeria is significant, with a particular interest in certain leadership styles, including transformational leadership and leadership effectiveness. There is also recognition of the need for leadership development and advocacy for structured provision.

Rwanda (2)

Rwanda Education Board (2017), Announcements, December (Website)

The Rwanda Education Board (REB) has a strong vision to ensure that every school in Rwanda has a high-quality school leader so that every student has the opportunity to benefit from the best possible education. To support this, we worked closely with the Rwandan Ministry of Education to define new head teacher standards for Rwanda and embed them within a broader framework of educational improvement policy and processes. We worked in partnership with the REB and the Flemish Association for Development Cooperation and Technical Assistance (VVOB) to develop the new standards. We also worked with the UK's National Association of Head Teachers (NAHT) to explore what the new standards are and how they can be put into practice. This involved bringing together head teachers, policymakers, partner organisations and local education authorities. The new standards reflect the importance and centrality of student learning and well-being. They provide an important framework to support professional development and certification (both within pre-service and in-service training), recruitment practices, monitoring, evaluation and performance management for school leaders.

Kambanda, S. (2013) *The Role of High School Principals in Leading and Managing School Culture: A Case Study of the Huye District in Rwanda*. Unpublished Ph.D. thesis, University of Witwatersrand, Johannesburg.

This thesis investigates the role of secondary school principals in Rwanda. The research is a case study of the Huye district of Rwanda, based on a survey of principals and case studies of two schools, including interviews with principals, staff and stakeholders, documentary analysis and shadowing of principals. The study provides important insights into the lives and work of school principals in Rwanda, and on how centralisation constrains their ability to innovate. This is the first study on this topic in Rwanda.

Overview of knowledge production in Rwanda

Knowledge production is very limited, but the two sources located provide helpful insights into official policy on leadership standards, and on how principals feel constrained by centralisation.

Seychelles (1)

Barallon, L. (2010) *Leadership Development in the Seychelles*. Unpublished Ph.D. thesis, University of Warwick.

The thesis provides an evaluation of a leadership development programme provided in Seychelles by the University of Warwick, leading to the MA in Educational Leadership and Management. The thesis shows that the programme was effective in preparing current and aspiring leaders for headship.

Overview of knowledge production in Seychelles

Knowledge production is very limited, but this source offers an example of a successful off-shore university leadership programme.

Sierra Leone (0)

South Africa (8)

Rangongo, P., M. Mohlakwana and J. Beckmann (2016) 'Causes of financial mismanagement in South African public schools: the views of role players'. *South African Journal of Education* 36(3): 1–10.

This paper investigates the underlying causes of financial mismanagement in public schools and focuses on the perceptions of various role players in the Limpopo Province of South Africa. The various Departments of Basic Education in South Africa allocate funds to schools each year and expect school principals and school governing bodies to manage them appropriately. The problem is that, in some schools, the principals, teachers and school governing body members are perpetrators of financial mismanagement. This article reports on qualitative research used to arrive at an in-depth understanding of why financial mismanagement occurs in certain schools. Data were collected through semi-structured interviews with principals, finance officers and departmental officials and analysed thematically. The findings revealed a lack of knowledge of legislation and skills, poor monitoring and control of funds, unavailability of financial policies in schools, omission to act against culprits, and lack of honesty, openness and trustworthiness. Most of the role players' understanding is that lack of knowledge of legislation, skills and expertise required for financial management, poor monitoring and control of funds, unavailability of financial policies in schools, temptations, ignorance of the law, laxity to act in accordance with directives and to act against culprits, and lack of honesty, openness and trustworthiness, are the main causes of financial mismanagement in schools.

Grant Lewis, S. and J. Naidoo (2004) 'Whose theory of participation? School governance, policy and practice in South Africa'. *Current Issues in Comparative Education* 6(2): 100–112.

This article analyses South Africa's efforts to promote broader participation in educational decision-making through local school governance structures in which parents serve as majority members. The analysis considers policy statements, government efforts to monitor implementation, and extensive data from parents, principals, teachers and learners in six diverse schools in two provinces. The "theory-in-use" among most of the school-level actors reflects the policy signals and dominates governance discourse. School governance and participation are being defined in very narrow terms that emphasize participation for efficiency reasons, rather than for democratic purposes. Parents' participation is framed by what principals view as appropriate within the boundaries of supporting the efficient running of the school. Truly redefining roles of school-level actors will require addressing power structures and conventions if it is to allow for the authentic participation of communities in the governance of schools.

Mncube, V. (2009) 'Perceptions of the principal's role in democratic school governance in South Africa'. *Journal of Educational Administration and History* 41(1): 29–43.

Does this article explore governors? Perceptions of the role played by school principals in the democratic governance of secondary schools in South Africa. The South African Schools Act No. 84 of 1996 has mandated that all public schools in South Africa must have democratically elected school governing bodies, comprised of the principal, educators, non-teaching staff, parents and learners, but the latter is applicable only in secondary schools. In the light of this reform, an empirical study investigated the role of the principal in the school governing body (SGB), particularly in promoting parent and learner participation in SGBs. The findings highlighted the important functions that principals fulfill with regard to the functioning of the SGB. Principals are viewed by governors as playing a positive role in SGBs. Governors viewed the principal as being in charge of the professional management of the school, ensuring that all duties are carried out adequately, setting the tone in SGB meetings, and responsible for interpreting education policies and ensuring that they are well implemented. Furthermore, principals have the responsibility of ensuring the maximum participation of both parent and learner governors in SGBs meetings. Principals can also contribute greatly to school governance issues since they are usually at an advantage in terms of their familiarity with official regulations, provincial directives and knowledge of educational reform measures. The findings highlighted persistent power struggles in rural schools that may arise when principals overplay their roles as this creates tension among SGB members. However, principals enabled the implementation of democratic values such as tolerance, rational discussion and collective decision-making.

Christie, P. (2010) 'Landscapes of leadership in South African schools: mapping the changes'. *Educational Management Administration and Leadership* 38(6): 694–711.

This article argues that the work of school principals in South Africa is shaped by two major sets of constructs or "landscapes": the literature on leadership and management which provides particular constructions of the field and its changes; and the terrain of new policy frameworks adopted after apartheid to transform the education system. In terms of the former, the influence of international debates may be seen in South Africa, but these are situated adaptations rather than simple reflections. In terms of the latter, the new policies are underpinned by a tangled network of regulations on governance, labour relations and performance management, which bring complexity to the task of running schools. In addition, the enormous inequalities that continue to exist between schools mean that the work of principals is very different in different contexts. The article argues that a mismatch between the ideal and the actual may impede, rather than assist, attempts to improve schools. In particular, constructions of principals' work in discourses that conflate leadership and management, that over-generalize, and that do not engage seriously with local conditions and the day-to-day experiences of principals, are likely to provide distorted depictions of principals' work. In this context, a better understanding of the landscapes of leadership is a necessary starting point for change.

Xaba, M.I. (2011) 'The possible cause of school governance challenges in South Africa'. *South African Journal of Education* 31(3): 201–211.

School governance in South Africa is the single most important factor in education that appears to experience insurmountable challenges. In this article, I explore and analyse school governance challenges to find their possible cause. A qualitative study using interviews was conducted with principals, educators and parents as school governing body members. The results of the empirical investigation revealed numerous challenges in school governance, which seem to be mainly related to school governors' ability or inability to execute functions prescribed by the South African Schools Act 84 of 1996. An analysis of the challenges strongly indicates that these challenges are possibly caused by the nature of the prescribed functions, which require specialised skills and knowledge to execute. This is manifested in various reasons advanced by school governors, such as the apportionment of blame among themselves. It is, therefore, concluded that school governing bodies are not succeeding in facing the challenges of their roles and responsibilities and that the possible cause for these challenges resides in the specialist nature of most prescribed functions themselves.

Bush, T. and D. Glover (2016) 'School leadership and management in South Africa: findings from a systematic literature review'. *International Journal of Educational Management* 30(2): 211–231.

The purpose of this paper is to provide a systematic review of the literature on school leadership and management in South Africa, linked to the 20th anniversary of democratic governance and integrated education. The findings highlight ongoing challenges, including poor learner outcomes, conflict with teacher unions, uneasy relationships between principals and school governing bodies, and leadership that remains focused on administration rather than teaching and learning.

Grant, C. (2006) 'Emerging voices on teacher leadership: some South African views'. *Educational Management Administration and Leadership* 34(4): 511–532.

This paper reports on the experiences of 11 university tutors, many of whom are also classroom-based teachers, around the concept of a teacher leader. The article explores the factors which may support or impede the take-up of this concept by teachers and argues that, without teacher leadership, the transformation of South African schools into professional learning communities is unlikely to occur. The paper also presents an emerging model of teacher leadership, at four levels: within the classroom, working with other teachers, whole-school development and beyond the school.

Bush, T., E. Kiggundu and P. Moorosi (2011) 'Preparing new principals in South Africa: the ACE school leadership programme'. *South African Journal of Education* 31(1): 31–43.

In the twenty-first century, there is growing recognition that headship is a specialist occupation that requires specific preparation. In 2007, the South African Department of Education introduced a new threshold qualification for aspiring school principals as part of its wider strategy to improve educational standards. The course badged as an Advanced Certificate in Education: School Leadership,

was piloted in six provinces from 2007 to 2009. This paper reports the main findings from the evaluation of the pilot ACE programme and links them to the South African and international literature on leadership development.

Overview of knowledge production in South Africa

This sample of sources illustrates the substantial body of research and literature on school leadership in South Africa, covering a range of topics, including governance, teacher leadership and leadership preparation.

Swaziland eSwatini (1)

Van der Merwe, H. and C. Schenck (2016) 'The gist of instructional leadership practiced in Swaziland primary schools'. *Journal of Asian and African Studies* 51(4): 560–572.

A growing body of scholarship links instructional leadership to effective teaching and learning. A qualitative investigation was undertaken based on individual and focus group interviews conducted at eight primary schools in the Hhohho region of Swaziland. The findings show that demonstrative leadership accompanied by collaborative support and recognition for achievement are important features of an effective instructional leadership programme. The main limitations to optimal learning are the collection of school fees during school hours and balancing English as the language of instruction with preserving the indigenous language.

Overview of knowledge production in Swaziland

Knowledge production is limited to one output, which focuses on instructional leadership in primary schools.

Tanzania (6)

Abdalla, M., M. Mwingi, N. Wachira, J.M. Okoko and C.F. Webber (2020) 'School leadership preparation in Tanzania'. In: Moorosi, P. and T. Bush (eds) *Preparation and Development of School Leaders in Africa*. London: Bloomsbury.

Leadership preparation programmes offered by public and private colleges and universities aim to improve the quality of educational leadership in Tanzania. These range from academic degrees to diplomas to certificates and short courses. However, most education leaders assume office without requisite leadership skills, and may not execute their duties effectively. Much preparation is informal work-based learning. Existing policy is supportive of the professional development of school leaders but requires the support of expanded avenues for leadership development, including informal school-based training.

Kuluchumila, R.C., E.M. Philip and E. Ntazoya (2016) 'The preparation and development of secondary school leaders on implementing the Big Results Now Programme in Tabora Municipality, Tanzania'. *Journal of Education and Practice* 7(2): 154–168.

The Tanzanian education sector from the 1980s has not been performing well particularly on the side of quality and one of the main contributing factors is the economic crisis the country experienced from the early 1980s. At the primary school level, for instance, some pupils complete the primary cycle without being able to read and write and lack basic numeracy skills. At the secondary school level, many students finish the cycle with fourth and zero division in their national Form IV results. Different programmes have been put in place to transform the situation including the Primary Education Development Programme (PEDP) and the Secondary Education Development Programme (SEDP), and the recently introduced programme, the Big Results Now (BRN). The present research project aimed to investigate the preparation and development of secondary school leaders as key implementers of the BRN programme in Tabora Municipality. The sample included: heads of school, deputy heads, classroom teachers, non-teaching staff, members of the School Governing Board (SGB) and the District Secondary Education Officer. Data were collected using focus groups, questionnaires and documents. The findings revealed that the majority of the school heads understood the BRN programme and what is expected from them. However, results showed that many of the deputy heads, the teaching and non-teaching staff, and members of SGB had little knowledge about the BRN and the School Improvement Toolkit (SIT). Findings indicated further that most school heads, deputy heads, teachers, non-teaching staff and members of the SGB had no training about the BRN. For those who had attended training, results indicated the following areas covered in the training: school accounting procedures; school inspection; procurement procedures; school leadership; mentoring and staff evaluation. Findings likewise showed that several deputy heads were trained in Competency-Based Teaching (CBT) and methodology of teaching students with visual impairments. Respondents suggested the following essential areas be focused on by the BRN for the successful implementation and sustainability of the programme: capacity building; provision of incentives to the implementers and leaders; adopting the bottom-up approach of planning and observing professional autonomy. It was generally concluded that the implementation and sustainability of the BRN programme depend on equipping the implementers with the necessary knowledge and skills.

Siamoo, P.N. (2013) 'Developing the instructional leadership skills of high school principals in Tanzania: a problem-based learning approach'. ProQuest Dissertations and Theses 410.

Underachievement among secondary students in Tanzania is tragic: the failure rate on the national exams after the fourth year is between 65 and 100 percent. The researcher's pilot study revealed that there is currently little or no oversight of classroom instruction in most Tanzanian secondary schools. The researcher field-tested and refined The Curriculum for Training Secondary School Leaders, and a workshop in which it was taught, using a Problem- Based Learning (PBL) method. The workshop and its curriculum provided instruction in Evaluation and Supervision of Classroom Instruction (ESCI) to Tanzanian Headmasters and Mistresses (HMs), in an effort to develop their pedagogical leadership skills. After

attending the six-day intensive ESCI workshop, participants indicated in surveys that they felt capable of providing support and coaching to their teachers and capable of assisting teachers in their efforts to improve their pedagogical skills.

Nyenyembe, F.W., R. Maslowski and L. Peter (2016) 'Leadership styles and teachers' job satisfaction in Tanzanian public secondary schools'. *Universal Journal of Educational Research* 4(4): 980–988.

This study explores the relationship between leadership styles applied by school heads and teachers' job satisfaction in Tanzanian secondary schools. Using a questionnaire, data were collected from 180 teachers in ten secondary schools in Songea District in Tanzania. The most salient findings of this study revealed that teachers were more satisfied with their job when their school heads worked closely with them by mentoring them as well as paying attention to their personal well-being. This study suggests that good leadership encompasses both "transformational" and "transactional" styles. However, none of these leadership styles were very prominent, according to teachers in their schools. Dimensions of transformational leadership appear more appropriate to characterize leadership in Songea secondary schools than dimensions of transactional leadership.

Kuluchumila, R.C. (2014) 'Preparation and development of secondary school head: what should be done in Tanzania?' *British Journal of Education* 2(1): 9–39.

The study aimed to explore alternative methods for the development and support of both beginner and experienced school heads and their deputies. The research was exploratory using mixed methods and was conducted in Shinyanga Municipality. The findings showed that school heads practiced informal coaching through mobile phones. Deputy school heads were assigned many responsibilities while having no formal specialised leadership training. The use of trained retired educational leaders and experienced school heads could supplement the work done by specialised training institutes.

John Urio, P. (2013) *Effective Leadership Practices for Quality Improvement in Public Secondary Schools in Morogoro, Tanzania*. Ph.D. (Education) thesis, University of Dar es Salaam.

This paper explores effective leadership practices for improving the quality of secondary education in Morogoro, Tanzania, using a sample of 59 respondents from four secondary schools. Data were collected through interviews, focus group discussions, documentary reviews and observations, and were later subjected to content analysis. The findings revealed that leaders in the best-performing schools demonstrate the ability to set direction by articulating the school vision, but stakeholders were not involved in the vision development process. Leaders in the best-performing schools give teachers opportunities to attend training, seminars and workshops but schools lack planning for professional development. These leaders demonstrate the ability to make collective decisions, to engage school communities in collaboration and teamwork, as well as the ability to delegate, with empowerment, support and trust. Such practices are rarely demonstrated by leaders in worst-performing schools. It was therefore concluded that school heads need more skills in management and leadership to enable them

to analyse their environment and to lead schools in a positive direction for quality improvement.

Overview of knowledge production in Tanzania

The review includes several sources focusing on leadership preparation, while others examine leadership styles, including instructional leadership.

Uganda (5)

Oyugi, M. and J.O. Gogo (2019) 'Influence of principals' leadership styles on students' academic performance in secondary schools in Awendo sub-county, Kenya'. *African Educational Research Journal* 7(1): 22–28.

The purpose of this study was to establish the influence of the principals' leadership styles on secondary students' academic performance in the Awendo sub-county. A conceptual framework was used to show the interplay regarding the independent variable, which is leadership styles, and that of the dependent variable, which is students' academic performance. The study population consisted of 35 principals, 340 teachers and 1400 from students of 2015. A saturated sampling method was used to obtain 30 principals as the remaining 5 were used for piloting. Simple random sampling was used to sample 186 teachers and 301 students from the 30 sampled schools. Data were collected using a questionnaire, interview schedules, document analysis and focused group discussions. The study established that democratic leadership accounted for 37.4 per cent of variation in students' academic performance, autocratic leadership accounted for 43.8 per cent of variation, and laissez-faire leadership accounted for 15.7 per cent of variation. Principals are encouraged to use both democratic and autocratic styles but avoid the laissez-faire style.

Mpaata, K.A. and Z. Mpaata (2019) 'The leadership role of secondary school head teachers in delivering integrative quality education in Uganda'. *International Journal of Educational Leadership and Management* 7(2): 203–230.

This study provides additional empirical evidence that unless secondary schools have well-trained and focused head teachers who can routinely administer and manage the school, engage the community, monitor teaching and curriculum coverage, the government's desire for integrative education will not lead to success. This study documents that there is a significant relationship between the head teacher's school leadership role and the realization of integrative education. The head teacher as a leader is expected to demonstrate competence and ensure that there is an integrated curriculum that links one subject to another and lobbies the government for the necessary resources that can not only motivate the teachers but also provide a conducive learning environment that can enable the students to use new technologies and information systems to practice and ensure self-discovery.

Sperandio, J. and A.M. Kagoda (2010) 'Women teachers' aspirations to school leadership in Uganda'. *International Journal of Educational Management* 24(1): 22–33.

The under-representation of women in the leadership of secondary schooling is a problem common to many developing countries, raising issues of social justice and sustainable development. The purpose of this paper is to identify factors, both specific to the country and common across cultures, contributing to the low numbers of female teachers leading Ugandan secondary schools. A survey of 62 female secondary school teachers from six co-educational schools in different areas of Uganda is used to establish leadership aspirations and teacher perceptions of the factors helping or hindering them in realizing these aspirations. The paper reveals that the majority of female teachers aspired to school leadership, but few had positioned themselves to do well in the competitive application process. Many thought the process was corrupt and did not expect to get the support of their current school administrator.

DeJaeghere, J.G., R. Williams and R. Kyeyune (2009) 'Ugandan secondary school headteachers' efficacy: what kind of training for whom?' *International Journal of Educational Development* 29(4): 312–320.

Within Uganda, and across many countries in sub-Saharan Africa, head teachers are not adequately prepared for their roles, and few professional development opportunities exist to provide them with the skills they need. This article reports on a study that assessed head teachers' efficacy in the areas of leadership, management, instructional supervision and community relations. One of the policy arguments for educators' professional development is to create a coherent, cost-effective and scalable training program, which often results in a "one-size-fits-all" training. However, the findings from this study suggest the need for designing training to target gaps in specific skill domains and to give attention to the differing roles and responsibilities of head and deputy head teachers, the school size, resources, gender and the location of the population that the school serves. Training should be contextualised and targeted.

Benson, K. (2011) *Assessment of Leadership Training of Head Teachers and Secondary School Performance in Mubende District, Uganda*. M.A. Dissertation, Bugema University.

The study concluded that most head teachers were well trained and had substantial experience. Insufficient training of head teachers reduced school performance, whereas leadership training contributed 33.5 per cent to school performance. The Ministry of Education and Sports should emphasize and promote practical leadership for school heads. Head Teachers should crave continuous learning to be well equipped with leadership knowledge and skills.

Overview of knowledge production in Uganda

Knowledge production in Uganda is still emergent but these five sources provide helpful insights into leadership styles and effectiveness, gendered leadership and leadership training.

Zambia (4)

Kalabo, O.M. (2017) 'Zambia school leadership: towards developing an assessment model'. *International Journal of Science and Research* 6(11): 2047–2055.

The purpose of this paper is to examine research conducted on head teacher leadership in Zambia and move towards developing an assessment model that will be capable of identifying leadership behaviours and practices that are most likely lead to school performance and student achievement. The paper proposes the development and establishment of an assessment model in Zambia in line with the learning-centred leadership framework, taking into account the local context. The Kalabo Assessment of Leadership in Education (KALE) model is proposed as an alternative framework for Zambian standards.

Kalabo, O.M. (2017) 'Situating school leadership in African discourses: reflections from Zambia'. *International Journal of Science and Research* 6(11): 2037–2043.

In this paper, a selected historical position of leadership theorising is explained starting with the mainstream four categories of the essentialist, relational, critical and constructionist concepts. This is followed by the educational leadership theory outlining the four core positions in leadership studies of critical, humanistic, instrumental and scientific. The issue of culture, context and perceptions in the discourses of leadership in Africa, as they relate to the Butu-Ubuntu leadership philosophy, are explored.

Rakusin, M. and G. Bostock (2018) 'School leadership and early grade reading: examining the evidence in Zambia'. In: Pouezevara, S. (ed) *Cultivating Dynamic Educators: Case Studies in Teacher Behaviour Change in Africa and Asia*. RTI Press. pp. 65–106.

The purpose of the study covered in this chapter was to generate insight on which leadership styles, practices and behaviors were characteristic of high- and low-performing schools in Zambia that were attempting to reform their curricula and instruction in early grade teaching and learning. The appeal from a policy perspective is that in a low-income, resource-constrained education system like that in Zambia, one of the few things that the ministry can control is its ability to identify highly talented school leaders and place them into schools that have the greatest need (65).

Lastly, the schools in Zambia operate in a highly centralized environment in which head teachers are given little autonomy or wherewithal to make school-based decisions on key management issues such as teacher hiring and firing, use of school discretionary funds, or procurement of learning materials. The narrowly defined administrative role of the head teachers, combined with the limited school-level decision-making responsibilities, conspires to curtail the impact that even the most dynamic school leader might have on school effectiveness. These environmental and organizational constraints are among the many key differences between school leadership in much of the West and school leadership in low-income, developing-country contexts (others being professionalization, pay, prestige, etc.) (102).

Kalabo, O.M. (2017) 'Studies on school leadership in Zambia: a review'. *African Research Review* 11(4): 30.

There is a dearth of journal articles (mainly locally published) on school leadership in Zambia. This review paper was undertaken to understand the level of

knowledge production in the field of school leadership in Zambia. The studies reviewed in this paper show a slow start of research representing the infancy of school leadership as a formal field of inquiry. The majority of studies are attributed to the University of Zambia (UNZA). The skewed urban nature of studies may be due to a lack of research funding, leading researchers to conduct their studies close to universities/colleges to minimise costs. These findings suggest that government policies on education may need to be revised to give incentives to private funders of research.

Overview of knowledge production in Zambia

While there are four sources from Zambia, these are all associated with one university, with three published by one author, a limited basis for future knowledge production. The papers review the current position in respect of school leadership but there is nothing specific to leadership preparation, or leadership models.

Overview of knowledge production in Africa

Interest in educational leadership and management in Africa, as measured by research outputs, is a relatively recent phenomenon. Hallinger (2018a, 2018b) notes that 90 per cent of the studies in his longitudinal overview have been published since 2005, and 60 per cent since 2011. He also refers to the uneven distribution of studies across African societies. Seven of the leading eight countries, in terms of output volume, are in the Commonwealth while the other is former Commonwealth nation, Zimbabwe. Of the 84 papers featured in the current review, only five countries have more than six outputs: Botswana, Ghana, Kenya, Nigeria and South Africa.

These 84 sources show current areas of interest within the field of educational leadership. There is widespread interest in leadership styles and models, but these are mostly focused on solo models, such as transformational and transactional leadership, with little attention to shared models, such as participative and distributed leadership. There are also few outputs on instructional leadership despite its positive links with student outcomes. The other major focus of the literature is on leadership development, sometimes labelled as preparation or training. These sources are mostly normative, explaining the need for specialist provision, with a smaller number of sources reporting research on current programmes. This body of literature suggests a growing interest in school leadership, with the potential to influence policy, research and practice.

ASIA

Bangladesh (6)

Sperandioo, J. (2005) 'Social entrepreneurs and educational leadership in Bangladesh'. *Lehigh University, College of Education Current Issues in Comparative Education* 8(1): 23–32.

The case study projects suggest how the non-formal education sector, with innovative leadership, can lead the way in advancing educational change within a country. In the national or formal education sector, introducing educational change, particularly in teaching methodology, requires realigning training colleges and certification, re-educating school administrators, and retraining the existing teaching force, all of whom are hampered by traditional practices, professional organizations and lack of financial resources. The cited examples of social entrepreneurship demonstrate the importance of leadership from outside the formal education sector.

Salahuddin, M. and A. Nayeem (2011) 'Distributed leadership in secondary schools: possibilities and impediments in Bangladesh'. *The Arts Faculty Journal* 4: 19–32.

To develop and exercise distributed leadership in schools in Bangladesh, training programmes should be developed for head teachers and focused on long-term direction and change. Head teachers need to consider engaging teachers in the decision-making process effectively so that they can use their expertise and can understand their fluid roles as teachers and leaders depending on the situation. Accordingly, head teachers should create opportunities for teachers to work alongside them to improve leadership practices. They would have to build trust relationships with teachers and communities so that school improvement programmes can operate easily. Head teachers should be able to take on such initiatives. The Ministry of Education needs to develop a new policy and direction aimed to give head teachers more responsibility for teacher professional development in their schools. The Bangladesh government policies, in relation to the operation of schools, define leadership as something an individual does, most specifically the head teacher's administrative job. It makes school leaders over-stressed and keeps teachers away from leadership. It may be that a new and effective leadership concept of distributed leadership is desired and could evolve as less driven by individuals and more building a team approach.

Islam, G.M.R. (2016) 'Teacher leadership development in secondary schools of Bangladesh'. *Journal of Teaching and Teacher Education* 4(2): 129–138.

Leadership is seen as a position, not as an action, in the secondary schools of Bangladesh, where the head teacher practices managerial leadership without considering the potential talents and expertise of other teachers The possible reason might be that the authority can easily control the schools by controlling head teachers; therefore, the leadership of head teachers is preferred to teacher leadership by the authority. It is worth mentioning here that the Bangladesh government initiated leadership development for head teachers from the last decade through the teaching quality improvement in secondary education project (TQI-SEP). Hence, a paradigm shift is urgently needed in the purposes and practices of the overall education system of Bangladesh. The mindsets of people in the field of education and traditional top-down leadership, which are embedded in the school culture for centuries, are two fundamental barriers to develop teacher leadership in the secondary schools of Bangladesh.

Mullick, J., J. Deppeler and U. Sharma (2012) 'Inclusive education reform in primary schools of Bangladesh: leadership challenges and possible strategies to address the challenges'. *International Journal of Whole Schooling* 8(1): 1–20.

Inclusive education (IE) is at an early stage of development in Bangladesh. In response to international policies and declarations over the past two decades, IE reform in Bangladesh has enacted a number of national policies and developed several professional development initiatives. This paper reports on the challenges identified by school leaders in attempting to implement IE policies in 10 regular primary schools in Bangladesh. Interview data were collected from teachers, head teachers, members of school management committees and sub-district education officers. The challenges identified by the participants included lack of authority, students' lack of acceptance, non-supportive views of parents and community, teachers' resistance, limited professional development, limited resources and physical environment. School leaders also suggested strategies to address the identified challenges that included making local authorities active, increasing resources and valuing diversity.

Chowdhury, R. and M. Sarkar (2018) *Education in Bangladesh: changing contexts and emerging realities*. Springer, pp. 1–18.

In addressing some of the persistent trends of education, this book presents and critiques educational practices across a range of sectors, from primary to higher education, and examines practices in teaching and pedagogy, curriculum planning and assessment, policymaking, administration and leadership. This chapter sets the scene for the studies showcased in this volume, first by giving an overview of education in Bangladesh and introducing the structure of its education. It then discusses the roles of the various stakeholders in education, highlighting issues and topics.

Ali, S.M. (2011) *Head Teachers' Perceptions and Practices of School Leadership in Private Secondary Schools in Sirajganj District, Bangladesh*. Unpublished thesis, University of Canterbury, Christchurch, NZ.

Political pressure to recruit partisan candidates as teachers, budget allocation in favour of schools, and appointment of head teachers, are all common problems in a developing country such as Bangladesh. Leaders need to face and resolve those issues with skill. The head teachers were asked about their leadership training. Three of them have had leadership training from government organisations, for example, the Government Teachers' Training College (TTC). They attended a 21-day professional training course which was run by the Ministry of Education. However, one of them has not had any leadership training.

Although Teachers Training Colleges are the main source of leadership training, there are other government institutions such as the National Academy for Educational Management (NAEM), Higher Secondary Teachers' Training Institutes (HSTTIs) and District Education Offices (DEO) that arrange leadership training for the heads of the schools in Bangladesh. There are also some education projects run by the Ministry of Education, including the "Teaching Quality Improvement in Secondary Education Project (TQI-SEP)". This project is for the development

of the secondary level teachers and head teachers. The head teachers attend this 21-day training course in HSTTIs as residential trainees, which gives them some time to reflect, without interruption, on their job in the school. Although the head teachers receive different training from different organisations, there is a lack of coordination among the organisations. Moreover, there is no integrated curriculum policy for the training programmes. In these training programmes, the head teachers learn about different aspects of leadership, government education policy, how to teach well, supervision of the teachers, and other administrative rules and regulations that apply to schools. The government concentrates on training, re-skilling and certification of the heads. The problem is that the training focuses mostly on management rather than leadership. The training organisations need to have a greater focus on visionary leadership, so that head teachers can develop long-term goals of their schools, which would create scope for further improvement of their schools. Training organisations in Bangladesh need to be more effective and need greater awareness and understanding of current theory, research and best practice in school leadership.

Overview of knowledge production in Bangladesh

The limited sources are mainly normative, indicating the authors' views on how school leadership in Bangladesh should develop, for example by enhancing distributed and teacher leadership. There is evidence of leadership development activity, but this appears to be diverse and un-coordinated.

Brunei Daresalaam (1)

Nasir Zakaria, G.A., H. Kamis and A. Nawi (2014) 'Leadership style of religious school headmasters and its relationship to academic achievement in Brunei Darussalam'. *Asian Social Science* 10(1): 112–119.

This research was conducted at 15 religious schools in Tutong District. The objectives were to identify leadership style and its relationship to academic achievement. The "Leader Behaviour Description Questionnaire" (LBDQ) formed by Halpin (1966) was used. Meanwhile, Academic achievement was measured using the "School Certificate Examination Results, Religious Primary School" (SSSRU) from 2008 to 2011. A total of 191 teachers and 15 headmasters from a religious school in Tutong District were randomly chosen. To support the survey data, 10 teachers were interviewed. The results showed that most of the school leaders adopt a democratic style of leadership. There was a significant correlation between the structure of task-oriented leadership style and students' performance in the examinations. Correlation analysis also showed that headmasters practice task-oriented structure and consideration-oriented structure in relation to their work responsibilities. Findings also showed that the majority of the headmasters are more likely to practice a consideration-oriented leadership style compared to a structure-oriented leadership style.

> "Based on the findings, few suggestions can be made in order to increase the leadership skills among the headmasters. Among others are, the concerned

ministries and departments can organise programs especially for school leaders in order to improve their management and leadership style. This has to be taken into account because the development of the management field today is progressive and global in nature. The appointment of school leaders is based on seniority and experience may be questioned through how they carry out their tasks and responsibilities as school leaders. Are they capable to shoulder such responsibilities?" (117).

Overview of knowledge production in Brunei

Only one source was found, which focuses on leadership styles, and stresses the need for development programmes to develop heads' leadership skills and styles.

India (3)

DuPont, J.P. (2009) 'Teacher perceptions of the influence of principal instructional leadership on school culture: a case study of the American Embassy School in New Delhi, India'. *Dissertation Abstracts International Section A: Humanities and Social Sciences* 70: 1111.

The purpose of this case study is to examine the influence of principal instructional leadership on school culture in the American Embassy School (AES) in New Delhi. Two existing survey instruments, the Principal Instructional Management Rating Scale developed by Hallinger (1987), and the School Culture Survey developed by Gruenert (1998), were both used as part of one electronic survey of teachers at AES. The response rate was a high 86 per cent with a total of 132 teachers responding. In addition, study methods included interviews, focus groups, and document analysis to ensure triangulation. The elementary school has strong principal instructional leadership while the high school has weak principal instructional leadership. Results for the middle school were mixed. Teachers in the elementary school viewed their school as having a positive and collaborative school culture while the middle school teachers had mixed views and the high school teachers had the least positive views of their school culture. Numerous and strong relationships were found between many instructional leadership factors and school culture factors suggesting the importance of principals using an instructional leadership approach. As instructional leaders, principals can create a positive and collaborative school culture. By helping teachers collaborate, instilling collective leadership, and communicating a shared vision, principals can contribute to developing a positive and collaborative school culture.

Subramanian, V.K. (2018) 'From government to governance: teach for India and new networks of reform in school education'. *Contemporary Education Dialogue* 15(1): 21–50.

The Teach for India (TFI) programme, an important offshoot of the Teach for All/Teach for America global education network, began as a public-private partnership in 2009 in poorly functioning municipal schools in Pune and Mumbai. This article situates the emergence of the TFI programme in the Indian context and maps its links to local, national and global actors and organisations using

Social Network Analysis (SNA). The article highlights the growing network of non-state institutions in metro cities, most notably Mumbai and Delhi, which are playing a key role in school reform focusing on school management, school leadership, advocacy and teacher training. Creatnet Education has entered into a partnership with the Delhi State Council of Educational Research and Training (SCERT) to run a leadership programme for principals of government schools. It is also a part of the State Resource Group (SRG) recommended by the National Centre for School Leadership (NCSL), of the National University of Educational Planning and Administration (NUEPA). The TFI Delhi team has also taken small steps to collaborate with some members of the District Institutes of Education and Training (DIETs) in Delhi. These efforts included periodic school conferences organised by TFI for school principals and members of in-service teacher training institutes where aspects of school leadership and "best teaching practices" were discussed (p. 40).

> "TFI is instrumental in facilitating a number of managerialistic NGOs that have become a key ecosystem of support for poorly functioning government schools in different cities where the intervention is functioning. The NGOs set up by TFI Alumni and associated members focus on providing techno-managerial support to different parts of the school system, specifically training school principals and schoolteachers, and introducing better mechanisms of student assessment" (p. 44).

Sharma, R. and M.R. Dixit (2011) 'Transforming school: school leadership under challenging conditions'. *International Journal of Learning* 17(1): 99–108.

The study is a case study of a government school in a metropolitan city in the northern part of India. The school is located in a neighbourhood where most families have low income, little or no formal education, and often difficult family situations. For several years, there was a high drop-out rate and high failure rate among students. The case documents the situation wherein a new principal takes charge and within 3 years the drop rate of children in school reduces considerably and outcome in the state conducted examination in grades X and XII improves and children receive recognition for excelling in sports and co-curricular activities. The main factor in this transformation is the role of the principal in motivating the team members, establishing practices that encourage teaching and learning, involving teachers to think about ways to address the issues concerning children and school, reaching out to children and their families so that in spite problems at home the learning of child does not suffer and helping children to take ownership for their learning in school. Data collected with interviews from principals, teachers and children were triangulated with school records. Insights from the case study are drawn to understand the role of a school leader in transforming the school, catering to learners from a low-income group. Implications for school leaders, practitioners and researchers are highlighted.

Overview of knowledge production in India

Research on school leadership in India, and the associated knowledge production, are at an early stage. Two of the three outputs report single case studies, one of

which is from an international school. The other paper relates to the leadership dimension of the Indian version (TFI) of an international teacher training initiative.

Malaysia (11)

Arokiasamy, A.R.A. (2016), Transformational leadership of school principals and organizational health of primary school teachers in Malaysia. *Procedia – Social and Behavioral Sciences* 229: 151–157.

This study aimed to determine the level of transformational leadership practices by school principals in national primary schools in the district of Kinta Selatan, Perak, Malaysia. The study also looks at the level of teachers' job satisfaction as well as the relationship with the practice of transformational leadership by the national primary school principals. The respondents consisted of 275 teachers employed in 12 national primary schools. The results showed that the practice of transformational leadership by school principals was moderate and that the job satisfaction of primary school teachers was below satisfactory with a significant relationship between the level of transformational leadership and job satisfaction.

Jones, M., D. Adams and A. Harris (2015) 'Contemporary challenges and changes: principals' leadership practices in Malaysia'. *Asia Pacific Journal of Education* 35(3): 353–365.

This article outlines the findings from a contemporary study of principals' leadership practices in Malaysia as part of the seven System Leadership Study. Recent policy developments within Malaysia have increased principals' accountability and have underlined the importance of the role of the principals in transforming school performance and student learning outcomes. This article draws upon emerging empirical evidence about principals' leadership practices and highlights some of the challenges associated with the new accountability expectations and demands placed upon principals in Malaysia. It provides a contemporary insight into how principals in Malaysia view their leadership practice. The article proposes that, despite the pressure on them to secure better school and student outcomes, principals in Malaysia increasingly view their leadership practices as transformational and distributed.

Until relatively recently, Malaysia had no national principal preparation programme. In 1999, the NPQH (National Qualification for Headship) was introduced by the Ministry of Education to prepare principals for the contemporary challenges of running a school (IAB, 2014). This national professional qualification was aimed at aspiring school principals and was regarded as the entry-level qualification for *all* newly appointed principals.

The IAB, which is responsible for training and preparing all principals in Malaysia, has played an influential role in developing the curriculum for the Malaysian NPQH (IAB, 2014). In 2008, the NPQH in Malaysia was changed to the NPQEL and was offered as a specialized school leadership course for teachers aspiring to be principals (IAB, 2014). The stated aim of the NPQEL is to prepare the next-in-line educational leaders to lead the school towards excellence. This course also

provides a professional growth plan for principals to develop their leadership strategies. The central objective of the NPQEL is to ensure that all participants are able to display effective management and leadership practices and apply them to their schools. In 2014, the NPQEL was made mandatory for aspiring principals, and as the name change suggests, it presupposes that principals are no longer simply managers but are also viewed as educational leaders.

Ng, A.Y.M. (2017) 'School leadership preparation in Malaysia: aims, content and impact'. *Educational Management Administration and Leadership* 45(6): 1002–1019.

This paper examines the preparation of school principals in Malaysia, and the aspiration of the Malaysian Education Blueprint 2013–25 to ensure high-performing school leaders in every school. It reports on the principal preparatory programme, the National Professional Qualification for Educational Leaders, which is mandatory for those who aspire to be school principals. Documentary analysis was undertaken on materials used for leadership training programmes by the National Institute of Educational Management and Leadership or Institut Aminuddin Baki (IAB). Eight primary and secondary schools, chosen by stratified purposive sampling, were selected for the study. Interviews were conducted with principals and assistant principals of the eight schools, to establish how they were selected and prepared for their leadership roles. Interviews with the Ministry of Education and IAB officials offered a provider perspective while an interview with an education minister clarified the policy and political contexts of the study. The findings of the study draw attention to the need to refine the selection criteria, with a focus on higher entry standards to ensure excellent leadership in schools, an emphasis on instructional leadership to improve student learning in schools, the conflict between central direction and the importance of situational leadership, and the political imperative for programme outcomes.

Harris, A., M. Jones and K. Cheah (2019) 'Instructional leadership in Malaysia: a review of the contemporary literature'. *School Leadership and Management* 39(1): 76–95.

This article provides a review of the contemporary instructional leadership research base in Malaysia. The article explores a range of published material that has focused explicitly on instructional leadership and instructional leadership practices in Malaysia, including that written in Bahasa Malaysia. Several observations arise from this review of the contemporary literature. First, the literature on instructional leadership in Malaysia remains wide-ranging in scope and variable in quality, making it difficult to make meaningful or substantive connections across the studies. Second, in quantitative studies, the selected variables fluctuate from study to study thus delimiting any possibility of generalisation. Third, this review has highlighted the wide-ranging contexts in which the research on instructional leadership has been conducted in Malaysia. Given the limited number of quality empirical studies, it is posited that a robust knowledge base on instructional leadership in Malaysia is still yet to be established. The review found very few qualitative studies of instructional leadership, and those that existed, tended toward broad description, rather than deep analysis. The central conclusion from this review of the literature is that a strong, reliable,

empirical knowledge base about instructional leadership in Malaysia is still yet to be established.

Tengi, M., M. Mansor and Z. Hashim (2017) 'A review theory of transformational leadership for schools'. *International Journal of Academic Research in Business and Social Sciences* 7(3): 792–799.

The transformational theory has been widely used in school leadership in Malaysia. Transformational leadership influences the development and success of a school. This article discusses the theories of transformational leadership that are often used in a study of school leaders in Malaysia.

Bush, T., S. Abdul Hamid, A. Ng and M. Kaparou (2018) 'School leadership theories and the Malaysia Education Blueprint: findings from a systematic literature review'. *International Journal of Educational Management* 32(7): 1245–1265.

The purpose of this paper is to provide a systematic review of the Malaysian literature on three prominent leadership models (instructional, distributed and transformational), linked to a major educational reform initiative captured in the Ministry of Education's Malaysia Education Blueprint (MEB). The approach is a systematic review of all relevant Malaysian literature, in English and Bahasa Malaysia, on instructional, distributed and transformational leadership and alternative terms linked to these models. The findings show that there is emerging literature on these leadership models and their prevalence in Malaysian schools but that they have been interpreted in ways that are distinctive to the highly centralised Malaysian context. For example, instructional leadership is prescribed, so there is some evidence of its practice, notably in respect of monitoring. Similarly, distributed leadership is allocative, rather than emergent, as suggested in western literature. Practical implications: There is emerging evidence to suggest that instructional and distributed leadership if enacted carefully, can have a positive impact on student outcomes. The leadership models were developed in western, mainly decentralised, contexts, and there are clear implications for how such models might apply in highly centralised cultures, such as that prevailing in Malaysia.

Noman, M., R. Awang Hashim and S. Shaik Abdullah (2018) 'Contextual leadership practices: the case of a successful school principal in Malaysia'. *Educational Management Administration and Leadership* 46(3): 474–490.

This study aims to complement the recent efforts of researchers in identifying the context-based leadership practices of successful school leaders and deliberating on how these practices are enacted within their unique contexts. An in-depth case study was conducted in a successful school in northern Malaysia using a combination of case study methods and grounded theory. Case study methods were used for data collection from multiple sources, employing a semi-structured interview protocol derived from the one used in several studies conducted under the International Successful School Principalship Project. The findings of the case study reveal that strong interpersonal skills, people-centred leadership, clear communication of vision and goals, focus on academic achievement, co-curricular activities, developing people and creating a positive

work environment, are all vital constituents of successful leadership. Implications for practice can be drawn for policymakers, who must resist overreliance on borrowed leadership models, while practitioners need to prioritize their practices based upon the contextual requirements to succeed.

Kuriaya, K. and V. Pang (2016) 'School improvement partner guidance on principal leadership in Sabah state'. *Man in India* 96: 617–624.

School Improvement Partners (SIPartners) were implemented as part of the School Improvement Programme (SIP) which becomes the focus of implementation through the Malaysia Education Blueprint 2013–25. This study is focused to identify the level, relationship and SIPartner guidance influence on principal leadership in Sabah. The guidance consists of three parts namely knowledge, skills and behaviour, independent variables in this study. The research respondents are 40 principals from four districts in Sabah. The findings show that SIPartner behaviour and knowledge level is high. A correlation shows that there is a significant relationship between knowledge, skill and behaviour with school principal leadership strong. The skill variable shows the most significant influence on school principal leadership.

Ahmad, J., Y. Boon and S. Bin Hashim (2017) 'Leadership practices of high performing school principals in Malaysia'. *Man in India* 97: 107–120.

The Ministry of Education (MOE) has set up guidelines to ensure that leaders are appointed from among those who are knowledgeable, skillful and competent but many related studies have found that some of the principals in Malaysia do not fulfil the criteria. However, there are High Performing Schools (HPS) with exceptional principals who have proven their leadership by sustaining their performance over several years. This study aimed to identify the leadership practices of HPS principals, using a case study design. The key subjects were three principals of three selected HPS in Malaysia. There were also three groups of HPS informants comprising senior assistants, teachers, school staff, students and chairpersons of the PTA from each school. Data were collected through interviews, observations and analysis of relevant documents and reports. The findings revealed that the HPS principals practiced Transformational Leadership by using strategies such as setting the direction, developing people, redesigning organization, managing instructional processes or programmes, and high performing management.

Bush, T. and A.N.Y. Ng (2019) 'Distributed leadership and the Malaysia Education Blueprint: from prescription to partial school-based enactment'. *Journal of Educational Administration* 57(3): 279–295.

The purpose of the paper is to present and discuss the findings from research on the relationship between leadership theory and policy reform in Malaysia. The research was conducted in two dissimilar Malaysian states.

The research was a multiple case-study designs, with 14 schools (seven in each state). Within each school, interviews were conducted with principals (secondary schools), head teachers (primary schools), teachers, middle leaders and senior leaders, to achieve respondent triangulation. The findings confirm

that the Malaysia Education Blueprint prescribes distributed leadership. Most schools embraced an allocative model, with principals sharing responsibilities with senior leaders in a manner that was indistinguishable from delegation. A significant implication of the research is that policy prescriptions within major reform initiatives can lead to unintended consequences when applied in different cultural contexts. While distributed leadership is presented as "emergent" in the international literature, it has been adapted for use in this highly centralised context, where structures assume a top-down model of leadership. The main practical implication is that principals and head teachers are more likely to enact leadership in ways that are congruent with their cultural backgrounds and assumptions than to embrace policy prescriptions, even in this centralised context.

Tahir, P.L. et al. (2016) 'The benefits of headship mentoring'. *Educational Management Administration and Leadership* 44(3): 420–450.

In this article, we examine the mentoring program for novice head teachers and what they perceive as its purposes, as well as the constraints to successfully implementing it in Malaysian schools. Using a survey research design, we analysed responses from 200 newly appointed head teachers from two states and interviewed six head teachers through two focus group interview sessions. As expected, head teachers revealed that mentoring had significantly improved their professional values as school leaders and had led to the creation of a knowledge-sharing culture that boosted their confidence levels and improved their practical knowledge related to school leadership. However, head teachers also revealed that time constraints negatively impacted the effective implementation of mentoring.

Overview of knowledge production in Malaysia

Malaysia is a major centre for knowledge production in school leadership. Much of the literature (50 per cent) relates to leadership styles, especially those promoted in the Malaysia Education Blueprint. Other papers focus on leadership enactment, contextual leadership, high-performing principals and the role of school improvement partners (SIPs). One paper provides insights into school leadership preparation in a context where a formal qualification is mandatory for new school principals.

Maldives (2)

Ngang, T.K. (2011) 'The effect of transformational leadership on school culture in Male primary schools, Maldives'. *Procedia – Social and Behavioral Sciences* 30: 2575–2580.

The aim of this study is to explore the effect of transformational leadership on school culture. Calls for school reform and restructuring in the past few years have emphasized the importance of new, more collaborative forms of school management and leadership. The public expectations for quality teaching, school accountability and divergent inputs, became more complex and demanding.

A total sample of 217 teachers was selected from five primary schools. A quantitative survey design using a questionnaire was conducted in 2008 to assess the perception of teachers on their principals' leadership behaviour. The findings revealed that the mean score of transformational leadership behavior of Male' primary school principals was average (mean = 2.90; SD = .66) but the level of school culture was quite high (mean = 3.09; SD = .47). The results showed that there is a strong, positive correlation relationship between the overall transformational leadership and school culture ($r = .73$, $p < .01$). All the six transformational leadership dimensions had moderate correlation relationships with school culture except the "providing individualized support" dimension which had a strong and positive relationship ($r = .71$, $p < .01$). Three significant predictors contributed 55.9 percent of the total variance of school culture; providing individualized support, holding high-performance expectations and identifying and articulating the vision.

Shafeeu, I. (2019) 'Instructional leadership: does it make a difference? Evidence from the Maldives'. *International Journal of Leadership in Education*. doi:10.1080/13603124.2019.1690697.

The Ministry of Education developed an action plan, in which principal leadership was recognized as one of the key factors that can contribute to pupils' academic attainment. A survey questionnaire, which was based on the Principal Instructional Management Scale, was administered to gather data from teachers about principals' instructional leadership. The results showed that 68 per cent of the teachers reported that principals demonstrate instructional leadership of the kind that should influence students' attainment. There is also a strong relationship between the principal's leadership and pupils' secondary school attainment.

Overview of knowledge production in Maldives

Knowledge production in Maldives is at an early stage. Only two publications were found, that focus on leadership styles (transformational and instructional).

Pakistan (12)

Mansoor, Z. and R.N. Akhtar (2015) 'The paradigm shift: leadership challenges in the public sector schools in Pakistan'. *Journal of Education and Practice* 6(19): 203–212.

The education system in Pakistan is going through a paradigm shift from teacher-centred to learner-centered classrooms, using English as the instructional language. This research aims to explore how the school heads are managing the change in the public sector schools in Punjab, to inform the training programs designed to sensitize the school heads towards the most recent teaching methods and effective school management strategies. The conclusions reflect the findings that the main challenges confronting the educational leadership in the public sector schools include infrastructure and resource issues; teacher recruitment issues; school organization and student enrolment issues; parental involvement and political pressure.

Simkins, T., C. Sisum and M. Memon (2003) 'School leadership in Pakistan: exploring the headteacher's role'. *School Effectiveness and School Improvement* 14(4): 275–291.

It is based on a "top-down" bureaucratic model with schools in the public sector controlled through centralised policy decisions. The Federal Ministry of Education is responsible for formulating education policies and plans with provincial Governments acting as implementing agencies rather than taking independent initiatives for education development in their respective provinces. Government schools face perpetual challenges of low levels of resourcing and poor quality of provision and the majority of school head teachers are effectively receivers of policy decisions rather than playing an active role in school development for quality improvement. During the last 3 years, some structural and policy reforms have been designed to replace the centralised education system with a more decentralised one. The three case studies suggest that national culture is an important variable in influencing leadership behaviour, but that this influence is mediated by the system and personal factors. There is clear evidence that supports Hofstede's finding that Pakistan is a relatively high power-distance culture. Teachers and members of the community seem to expect all three heads to act decisively and relatively autocratically.

Torlak, N.G. and C. Kuzey (2019) 'Leadership, job satisfaction and performance links in private education institutes of Pakistan'. *International Journal of Productivity and Performance Management* 68(2): 276–295.

The purpose of this paper is to get an insight into whether transactional leadership or transformational leadership is most effective in the educational sector of Pakistan and to determine the impact of each on employee job satisfaction (EJS) and employee job performance (EJP). Data were collected through a survey-based on189 employees working at private education institutes in Islamabad and Lahore. This study might influence the authorities to adopt the right leadership style securing a high-quality education system for both private and public education institutes in Pakistan.

Salfi, N.A. (2011) 'Successful leadership practices of head teachers for school improvement: some evidence from Pakistan'. *Journal of Educational Administration* 49(4): 414–432.

The main purpose of this study is to identify the successful leadership practices of head teachers for school improvement at the secondary level in Pakistan. The study was a survey of 351 secondary school head teachers, and 702 elementary and secondary school teachers, working in the government secondary schools of Punjab province. The findings revealed that most head teachers at successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and distributed leadership responsibilities throughout the school; involved different stakeholders in the process of decision making; developed and maintained good relationships among different personnel of the school community. They emphasised the professional development of teachers, as well as themselves, and involved parents and the community in the process of school improvement.

Aziz, F., Q. Kalsoom and S. Hasan (2017) 'Perceptions on gender-based differences in educational leadership'. *Management in Education* 31(1): 75–81.

This descriptive, qualitative study aimed at identifying disparities in perceptions of males and females regarding gender-based differences in educational leadership. Data were gathered purposively from 20 renowned male and female educationists having a long experience of leadership in various institutes of Pakistan. The results showed that both male and female respondents perceive that males have more leadership qualities as compared to females. It is especially true about abilities of decision-making and empowering the employees.

Ali, N. (2017) 'Teachers' perceptions of the relationship between principals' instructional leadership, school culture, and school effectiveness in Pakistan'. *Egitim ve Bilim* 42(4): 407–425.

In this survey research, a conceptual model is developed to measure school effectiveness and thereby aid the self-development of the education system in Pakistan without additional cost. Self-development means that schools themselves are intended to apply the model and make changes based on what is learned, and not necessarily the government. The data were collected from 367 teachers of secondary schools in the Mardan district of Khyber Pukhtunkhwa province. The results showed that the present levels of instructional leadership and school culture are low, while school effectiveness is moderate, in the Pakistani context. The correlation between these variables was found to be significant and strong. The results of the study provided evidence that school cultures developed by educational leaders can make contributions to school development and productivity without any extra cost.

Rehman, A., M. Khan and Z. Waheed (2019) 'School heads' perceptions about their leadership styles'. *Journal of Education and Educational Development* 6(1): 138–153.

This study explored school heads' perceptions regarding their school leadership styles. The study adopted a qualitative research design. The sample comprised 10 male and 10 female head teachers from Peshawar, Khyber Pakhtunkhwa. Data were collected using semi-structured interviews. Findings revealed that school heads' main leadership styles included instructional leadership, transformational leadership and moral leadership. These different leadership styles were adopted keeping in view the needs of different situations that heads found themselves working in. "Most of the school heads employed transformational leadership styles in order to bring changes in the school set-up … School success and students' academic achievements are interrelated; therefore, the head has the responsibility to be an instructional leader which is important for school heads to create an environment of cooperation in the school" (p. 149).

Nasreen, A. and G. Odhiambo (2018) 'The continuous professional development of school principals: current practices in Pakistan'. *Bulletin of Education and Research* 40: 245–266.

Schools in Pakistan are going through a period of transformation and reform. In line with these reforms, the National Education Policy has advocated the

importance of establishing ongoing professional development for principals. The main focus of this study was to explore the current practices of Continuing Professional Development (CPD) and the obstacles that they have to face in the pursuit of CPD. Data were collected through questionnaires and semi-structured interviews with 30 randomly selected secondary school principals from Lahore (Punjab, Pakistan). The data revealed that the principals were not satisfied with the current CPD opportunities and the content of the training programmes. In addition, the principals reported a number of constraints encountered in their pursuit of CPD, relating to time, finance and workload. This research provides distinctive findings that can inform the development of CPD programmes for school principals to improve the quality of their leadership. The position of the school principal has become a multi-layered responsibility and this study may provide an insight into the dynamics of school principals' continuous professional development in a period of educational transformation and reform.

Nasreen, A. (2019) 'The world of a school principal: a qualitative study of secondary school principals' selection, capability, and current practices in the province of Punjab'. *Bulletin of Education and Research* 41(2): 161–179.

School principals play an important role in effective school function and management. A qualitative research design was used to examine school principals' views about their selection, capability and current practices using semi-structured interviews. The findings showed two ways to access the position of principal, merit-based seniority-based. Some principals showed their concern that seniority-based promotion does not ensure that the person selected is competent. They claim that the world of the principal is uncertain, ambiguous, constantly changing, involving many issues. They further described that collaboration is the key to success and being critical, analytical and creative will make a distinctive school leader.

Razzaq, J. and C. Forde (2014) 'The management of large-scale change in Pakistani education'. *School Leadership and Management* 34(3): 299–316.

This article argues that contextual differences raise questions about the replication of sets of change strategies based on particular understandings of the nature of educational change across these different systems. This article draws from a research study that explored the views and experiences of school leaders and teachers about the management of a large-scale reform programme at the higher secondary level in Pakistan. The findings illustrate that there is dissonance between the culture and practices of a specific national educational system and the assumptions embedded in the sets of reform strategies that have been imported from other systems. This article concludes by exploring how change management processes can be reconceptualised in order to be sensitive to the context of education in a developing country.

Shah, S. and U. Shah (2012) 'Women, educational leadership and societal culture'. *Education Sciences* 2(1): 33–34.

This paper argues that women's participation in the public, and their access to senior leadership positions, is defined by cultural and belief systems in a society.

It draws upon a study of Women College heads of women-only colleges, in a region in Pakistan, to unveil the discursive dynamics in that societal context where complex factors interact to determine what is acceptable in that culture. This has implications for women's roles and determines their practices as college heads. The study also unveiled the culturally informed strategies adopted by these women professionals to exercise their role as college heads in the presence of multiple cultural constraints. Besides the integration of religious, social and professional discourses, a social network of contacts and relationships also contributed to countering the "depowering" factors. This network comprised familial relationships, socio-political contacts and the families of students, and was a specific feature of the regional socio-cultural scene. An additional aspect was personal influence through the community of ex-students. Power relations emerge as two-way phenomeno, reflecting a complex interplay of dependence and autonomy.

Shah, S. (2018) *An Analysis of the Interaction of the Gender of Head Teachers with Their Leadership Styles in Secondary Schools in Pakistan: A Pragmatist Perspective*. Ph.D. thesis, University of Cambridge.

The study reveals that both the transactional and transformational styles of leadership are positively associated with employees' performance, but the transactional style is more significantly positively related to employees' performance. The authors conclude that, since Pakistan's cultural context is characterized by high "power-distance" and "uncertainty avoidance", the transactional leadership style, being inclined towards the autocratic leadership style, is more effective for achieving organizational targets as compared to the transformational leadership style. Male head teachers possess strong opinions regarding the leadership capabilities of female head teachers which mostly incline towards depicting females as ineffective leaders, while females do not possess gender-based views on school leadership capabilities. Females perceive their role as a school head as a source of respect within the community, while males do not. Female head teachers are more likely than male head teachers to perceive themselves as role models who are responsible for inculcating values among their schools and the larger society. Male head teachers emphasize mostly the instructional side of headship. Female head teachers may take guidance for leadership from their spiritual beliefs, while male head teachers do not express this facet of leadership behaviour.

Overview of knowledge production in Pakistan

These 12 sources represent substantial knowledge production in Pakistan. Three papers address different aspects of leadership style, while three focus on gendered leadership. The challenges of leadership in this developing context are discussed in two papers. Three sources present different aspects of leadership enactment while one specifically addresses the professional development needs of school leaders. An explicit or implied issue in several papers is the importance of culture.

Singapore (11)

Zhang, Y., T.B. Lin and S.F. Foo (2012) 'Servant leadership: a preferred style of school leadership in Singapore'. *Chinese Management Studies* 6(2): 369–383.

The concept of "servant leadership" becomes increasingly relevant in organizations while the "authoritative leadership" style continues to be in place as one of the effective styles. The purpose of this paper is to explore which leadership style is perceived as a preferred one in the public sector in Singapore. Empirical data come from a survey with school leaders in several school clusters in Singapore. The findings show that servant leadership is more acceptable than authoritative leadership and that servant leadership is more effective because it reflects a better use of leaders' power.

Ng, F.S.D. (2015) 'Instructional leadership practices in Singapore'. *School Leadership and Management* 35(4): 388–407.

This paper presents a review of the literature on principal instructional leadership in Singapore. The authors investigated the dimensions of instructional leadership in the practices of Singapore principals and highlighted the strategies these leaders adopt to enact their instructional roles. Singapore principals were found to play an active role in defining the school vision and promoting the school climate. However, in the areas of curriculum implementation and classroom instruction, the middle management team in the school played more active roles than principals.

The Ministry of Education (MOE) has put in place a stringent process of identifying and training school leaders. Potential school leaders typically go through a structured course of progression from middle to top management in the school system. Along the way, they are provided with extensive training. As middle managers, they attend a 17-week full-time Management and Leadership in Schools (MLS) programme to enhance their operational capacities. Vice principals with the potential to become principals are given the opportunity to undergo a 6-month full-time Leaders in Education Programme (LEP) to prepare them for the principalship. As principals, they will continue their learning through various formal and informal channels, and they will also be rotated every 5 to 7 years to broaden their leadership experiences.

Ng, D.F.S. (2015) 'A review of Singapore principals' leadership qualities, styles, and roles'. *Journal of Educational Administration* 53(4): 512–533.

The purpose of this paper is to present a review of empirical studies on principal leadership in Singapore. It seeks to provide a general picture of Singapore principals' leadership qualities, styles and roles. In all, 36 studies were selected for the review. The review revealed several qualities, characteristics, styles and enacted roles of Singapore principals. While there are similarities between Singapore principals and principals elsewhere in the world, the review brought out some features unique to Singapore principals.

Chen, W. (2013) 'School leadership in ICT implementation: perspectives from Singapore'. *Asia-Pacific Education Researcher* 22(3): 301–311.

Singapore has implemented two Masterplans for Information Communication Technology (ICT) in education over the last decade. This article examines Singapore teachers' perspectives of how leadership for ICT implementation in

schools is distributed among leaders, by means of a survey conducted in 2007. The study found that transformational and instructional leadership are perceived to be distributed among multiple leaders including principals, heads of technology and heads of the subject. Heads of technology are viewed as performing both transformational and instructional leadership activities more frequently than the principal or the subject Heads. The transformational leadership and instructional leadership performed to have a significant effect on the amount of extra effort teachers put into their use of ICT.

Dimmock, C. (2011) 'Formulating a research agenda in school leadership and organisational change for school improvement in Singapore'. *School Leadership and Management* 31(4): 321–338.

This paper argues that it is time for educational researchers in Asia, and Singapore in particular, to generate cultural- and empirical-knowledge bases in school leadership that will speak to the specific interests of Asian students, educators and practitioners. The paper reports a planned large-scale research programme for school leadership and organisational change in Singapore. Support for such a programme from all three major stakeholders – the Ministry of Education (MOE), the National Institute of Education (NIE) and school leaders and teachers – is conditional on the research programme leading to school improvement and better student outcomes. The paper sketches the politico-cultural-economic conditions of Singapore in which such an agenda has been formed; describes the main features of the research programme; and then relates its features to a possible broader Asian and international research agenda in school leadership.

Dimmock, C. and C.Y. Tan (2013) 'Educational leadership in Singapore: tight coupling, sustainability, scalability and succession'. *Journal of Educational Administration* 51(3): 320–340.

The aim of this paper is to explicate system-wide school leadership factors that contribute to Singapore's educational success. The paper includes critical discussion, review of literature and conceptualization. It is argued that three unique features of Singapore school leadership, namely – logistics of a small tightly coupled school system, human resource policies that reinforce alignment, and a distinctive "leader–teacher compact" reflecting the predominant Chinese culture – account for the extraordinary level of tight coupling and alignment of leadership across the school system. In turn, these unique features bring synergies of sustainability, scalability, succession and high performance across the entire Singapore school system.

Unique features of Singapore school leadership must be examined in conjunction with pedagogical initiatives and socio-cultural factors for a more complete and nuanced understanding of educational success in Singapore. Tightly coupled mechanisms of leadership underlie the success of Singapore education. The government needs to consider whether such tightly coupled leadership will continue to serve it well in the future, given the demand for twenty-first century knowledge-based skills. These characteristics pertain to structure and logistics (compactness, centralization, school cluster system), leadership capacity-building

processes (identification, development, appraisal, principal rotation, alignment with the Ministry of Education (MOE) values), and the prevailing leader–teacher social compact (premised on Confucian values).

The Singaporean educational system remains highly centralized and regulated – making for tight coupling vertically between centre and periphery, following three decades of reorganization, rationalization, consolidation and reformation. Over the last 5 years, however, there has been a significant rhetorical shift towards favouring more autonomy of administrative and pedagogical authority to individual schools. Virtually all Singaporean students study in one of the publicly funded schools, and virtually all the school leaders and teachers in these schools (except a small number of Independent Schools and Specialized Schools) are recruited, paid and managed (in terms of appointment and promotion) by the Ministry of Education. The highly centralized school system allows it to leverage substantial economies of scale which partly explains the relatively lower level of education expenditure as a percentage of GDP compared to the OECD average.

Personnel in the Singapore school system are organized into three career tracks: teaching, specialist and leadership. Normally, after a few years of teaching, those judged to have leadership potential will be encouraged to follow the Leadership Track. Although such teachers need to be willing, the decision to pursue a leadership career path is not self-initiated; that is, it is not up to the individual teacher. Rather, after a lengthy process of monitoring as described below, those with potential are spotted and encouraged to apply. Unlike promotion elsewhere, the decision to opt for a leadership position is thus a very deliberate and calculated one, arrived at by an elaborate monitoring and selection process operated by senior leaders. Primarily, it is a system- rather than the individual-initiated process of selection.

Once in the leadership Track, officers are given formal leadership preparation and development at different stages of their careers. Here, a further distinguishing factor in securing cohesive leadership emerges. As in other systems, two levels of formal leadership programs are provided – a middle-level leaders' program designed for department and subject heads, and a senior program for vice principals who aspire to become principals. However, unlike most other systems, all formal leadership training – at middle and senior level – take place at the same state-run teacher training institution – the National Institute of Education (NIE). A single institute thus enjoys a monopoly of formal leadership development provision (as well as teacher education programs) and works in close unison with the MOE. Two consequences are worth noting: first, all middle and senior leaders experience the same training; second, the NIE is ostensibly governed by an executive council chaired by the Permanent Secretary of the MOE. The close links between the MOE and NIE ensure strategic alignment between the policy centre, the formal training of teachers and leaders, and the 356 schools in the system, thereby bridging a possible chasm between policy intent and implementation, and translating national priorities into a concrete school agenda on the ground. The close interrelationships between the MOE, NIE and schools are further cemented through the active and well-funded research projects

undertaken at NIE, funded by the MOE, and directed at school and system improvement.

Given the explicit systemic norms, values and expectations underpinning the selection criteria for leaders, and the homogeneity among those doing the selecting, principals tend to be appointed if they closely resemble the characteristics of the present cadre. How much room is there for "different" yet outstanding leadership talent to emerge? Do existing human resource policies and practices, including selection and promotion criteria and the present cadre of senior leaders as assessors, unduly favour the continuation and perpetuation of the present, known, and "safe" options, at the expense of a more heterogeneous set of leaders? Implications follow for the evolution and emergence of more shared leadership practices. How feasible is it for shared leadership – a professional form of tight coupling – to develop in a Singapore school where the social compact (vertical, hierarchical tight coupling) is strong? To what extent are such school cultures likely to be empowering of say, middle-level leaders? And if possible, what form might it take?

Seong, D.N.F. (2013) 'Assessing leadership knowledge in a principalship preparation programme'. *International Journal of Educational Management* 27(4): 425–445.

The purpose of this paper is to assess leadership learning in a principalship development programme. This case study adopted Popper's three worlds as an analytical framework to assess leadership learning in a principalship development programme. The study involved participants in a principalship development programme called the Leaders in Education Programme (LEP). The LEP is designed and implemented by the National Institute of Education, with partnership from the Ministry of Education. Since its inception in 2001, the LEP has developed more than 300 school leaders in Singapore schools.

Ng, P.T. (2012) 'An examination of school leadership in Singapore through the lens of the Fourth Way'. *Educational Research for Policy and Practice* 11(1): 27–34.

There is a strong movement to increase the professionalism of the teaching profession. Under the Teach Less Learn More initiative, a move to shift the focus of education from "quantity" to "quality", teachers are exhorted to review the "why", "what" and "how" of education. A number of professional academies, operating on the philosophy of "teachers for teachers", were set up recently to deepen professional capabilities through sharing and reflection. These include the Academy of Singapore Teachers, ELIS (English Language Institute of Singapore), PESTA (Physical Education and Sport Teacher Academy) and STaR (the Singapore Teachers' Academy for the Arts). These movements signify an encouragement and support for a higher level of teacher professionalism for system renewal, instead of relying only on external scrutiny. However, bureaucracy and the market are strongly present as well. Quality assurance in Singapore is well-established through league tables, excellence models and external validation. The marketisation of schools is still strong and inter-school competition is still fierce. Schools still report to the MOE in a clearly defined structure. Indeed, professional

reflections among educators, though encouraged by the MOE, are generally confined to the educational technical processes within the current educational paradigm. Change is still driven from the top. Therefore, school leaders face a challenging task. They have to navigate a system that now promotes more involvement from stakeholders and higher teacher professionalism while needing them to satisfy the bureaucracy and competition within the market.

Retna, K.S. (2011) 'The relevance of personal mastery to leadership: the case of school principals in Singapore'. *School Leadership and Management* 31(5): 451–470.

School leadership is critical to the management of school improvement and effectiveness but the focus on personal mastery, its impact on school effectiveness and improvement, and the role of principals in these processes, has been overlooked. This study aimed at understanding the insights that can be gleaned from personal mastery for school leadership. It focused on how school leadership influences individuals in their effective management of schools. Based on empirical findings, this study confirms that principals perceive personal mastery as playing an important role in enhancing school leadership. The findings suggest that principals' self-reflexivity was the most influential factor that contributed to their ability to cope with a highly demanding role such as that of a principal. This paper, therefore, concludes that personal mastery could be of central relevance to school principals in their attempt to fulfill their role effectively and successfully and that self-reflexivity is the key to this process.

Hairon, S. (2017) 'Teacher leadership in Singapore: the next wave of effective leadership'. *Research in Educational Administration and Leadership* 2(2): 170–194.

This article provides the practical and theoretical justifications for the growth of teacher leadership, in the Singapore education context. Since 2001, the importance of teacher leadership has been growing, and more significantly in the last 5 years, which is due to several factors. First, the race towards attaining twenty-first century competencies in students, yet maintaining academic rigour in terms of outcomes. Second, is the growing complexity of education contexts. These conditions had caused schools to invest their resources in strengthening classroom instruction through building teacher capacity and competency, and the leadership that supports it. However, for the latter, what is becoming evident in schools and education systems is the distribution of instructional leadership.

> "The attention given to the development of the Teaching track is a move in the right direction. This is because the expansion of the pool of teacher leaders means the expansion and distribution of instructional leaders to provide the needed leadership support in response to the increasing demands placed on teaching and learning. Leadership is second to teaching in terms of school level effects on student learning outcomes. In the Singapore education system, teacher leaders - specifically, those with formal roles (STs, LTs, MTTs, PMTTs), are considered to be pedagogical leaders who will lead the teaching force towards excellence in their teaching profession" (p. 188).

Schleicher, A. (2012) *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from Around the World*, Vol. 2012. OECD Education and Skills, pp. 1–112.

Box 1.5 Selecting and training school leaders in Singapore

To ensure that Singapore has the best school leaders, young teachers are continuously assessed for their leadership potential and are given the opportunity to develop their leadership capacity. Future school leaders are chosen from successful teachers already in the education system. Moreover, all educational leadership positions are part of the teaching-career structure. Potential school leaders can serve on committees, be promoted to middle-level leadership positions (e.g., head of the department), and be transferred to the Ministry for a period. Successful potential school leaders are selected to attend the Management and leadership in Schools program at Singapore's National Institute for Education, based on interviews and leadership-situation exercises. Once accepted, aspiring school leaders can attend the 4-month executive leadership training. Potential vice-principals attend a 6-month Leaders in Education program. Candidates in both programs are paid during their training. Only 35 people are selected for the executive leadership training each year. More experienced school leaders mentor recently appointed leaders, and principals are periodically transferred among schools as part of Singapore's continuous improvement strategy. Experienced school leaders are offered the opportunity to become cluster superintendents, which is the first step toward a system-level leadership role.

Overview of knowledge production in Singapore

Singapore is a major centre for knowledge production, and the Commonwealth's most successful education system, as measured by the Programme for International Student Assessment (PISA). The 10 sources featured in this review mostly address aspects of principal leadership styles (4) or wider system issues (3). Two papers report on the Leaders in Education programme, a mandatory programme for prospective school principals.

Sri Lanka (2)

Earnest, J. (2013) 'School leadership in the conflict-affected North and East of Sri Lanka'. In: Clarke, S.R.P. and T.A. O'Donoghue (eds) *School level leadership in post-conflict societies: the importance of context*, pp. 64–78. London: Taylor and Francis.

This book is predicated on the simple, yet profound, observation that school leadership can only be understood within the context in which it is exercised. The observation is particularly valid in relation to post-conflict societies. Schools in these contexts face highly complex circumstances and a level of environmental turbulence requiring different kinds of leadership from those operating in less complicated and relatively stable situations. Depictions of post-new war environments include Angola, Ghana, Sri Lanka, Rwanda, Kenya, Solomon Islands, Lebanon, Kosovo, Timor-Leste and Northern Ireland.

Abayasekara, A. and N. Arunatilake (2018) 'School-level resource allocation and education outcomes in Sri Lanka'. *International Journal of Educational Development* 61(2): 127–141.

The Teacher Service categorization based on classes also applies to principals, which takes into account educational and professional qualifications, experience in administration and teaching, as well as problem-solving, logical thinking and communication skills. Based on such criteria, the classes are, in descending order of ranking: (1) Sri Lanka Education Administration Service (SLEAS); (2) Sri Lanka Principals Service (SLPS); (3) Sri Lanka Teachers Service (SLTS) and (4) those not absorbed into Teacher Service. Lack of a professional cadre of teachers and education sector administrators and managers hinders reforms in the education system, while the complex structure of the education system – with the devolution of education administration to the provinces – makes coordination between different units difficult.

Overview of knowledge production in Sri Lanka

There is very little knowledge production on school leadership in Sri Lanka, and the two sources discussed are both only marginally relevant to leadership.

Overview of knowledge production in Asia

Hallinger and Chen (2015) argue that research on educational leadership and management in Asia is at an early stage of development. Several of the more important centres in their review are outside the Commonwealth. The current study shows that 70 per cent of knowledge production in Commonwealth Asia emanates from three countries, Malaysia, Pakistan and Singapore. Significantly, Malaysia and Singapore also both have national leadership centres, and mandatory preparation programmes for prospective principals, showing national recognition of the importance of leadership for school improvement. The other countries have very limited knowledge production, suggesting that researchers, and perhaps also policymakers, have little interest in this field.

CARIBBEAN

Antigua and Barbuda (0)

Bahamas (0)

Barbados (2)

Marshall, I.A. (2015) 'Principal leadership style and teacher commitment among a sample of secondary school teachers in Barbados'. *Journal of Arts and Humanities* 4(5): 43–58.

In Barbados, the issue of principal leadership and teacher productivity has occupied the attention of teacher unions and educational authorities alike. The teachers have been calling for principals to be removed while the principals have been arguing for greater autonomy to discipline teachers. This has, understandably, adversely impacted teacher commitment levels. If teacher commitment levels are

to return to those in evidence in effective schools, then attention must be given to how principals exercise their leadership functions. The author employed purposive sampling to survey a cohort of ninety (90) teachers and eleven (11) principals drawn from 11secondary schools. Results confirmed the relationship between principal leadership style and teacher commitment, and a statistically significant difference in the level of commitment reported by teachers at newer and older secondary schools.

> "The leadership in the Ministry of Education, Science, Technology and Innovation in Barbados, could experiment with offering higher salaries and other non-monetary incentives to experienced teachers in the middle of their careers, or create Master Teacher positions complete with compensation packages that communicate the value of experience. They could also experiment with career ladders for teachers and widen the middle management of schools to allow more opportunities for teachers to become involved in the leadership of the school, this could potentially increase the levels of teacher commitment. The higher salaries and incentives could be pegged to an appraisal system, complete with teacher productivity targets thus promoting teacher accountability. For the principals, there is a need for a policy of in-service professional development, addressing such areas as human relations in the workplace and strategies for promoting teacher commitment. This would ensure that principals, irrespective of the number of years in the service, would remain relevant as they pursue the goal of leading effective schools" (p. 56).

McClean, W. (2007) *An Investigation into the Need for Effective Leadership Mechanisms in the Management of a Successful Inclusive Programme in the Primary School System*. Online Submission to Barbados Ministry of Education.

This research project aims to highlight the need for effective leadership mechanisms to be put in place for the management of a successful inclusive program in the Primary School System in Barbados. The outcomes of the research findings show evidence of the need for strong instructional leadership by the principals in order to implement workable inclusive programs. Some common factors necessary for the functioning of all schools are the provision of quality education for all students, the delivery of education in a safe and unbiased atmosphere and the training of staff to implement and manage the inclusive program. In Barbados, the educational system needs strong instructional leaders who are well-trained and capable of meeting the challenges of managing an inclusive program in their respective schools. The roles and responsibilities of all teachers must be re-defined and the teachers must have clear beliefs about the benefits of inclusion to them and their students. Principals and teachers, whether special education or regular education, must not feel threatened or disadvantaged by the implementation and management of any inclusive programs at their respective schools. Otherwise, the success of inclusion will die a slow and painful death, even before it could be given life by winning the hearts and minds of all stakeholders: principals, teachers, parents, students, officials of the Ministry of Education and the wider communities of Barbados. Involved in the leadership of the school, this could potentially increase the levels of teacher commitment. The higher salaries and incentives could be pegged to

an appraisal system, complete with teacher productivity targets, thus promoting teacher accountability. For the principals, there is a need for a policy of in-service professional development, addressing such areas as human relations in the workplace and strategies for promoting teacher commitment. This would ensure that principals, irrespective of the number of years in the service, would remain relevant as they pursue the goal of leading effective schools.

Overview of knowledge production in Barbados

Knowledge production in Barbados is very limited. One paper focuses on the links between principals' leadership style and teacher commitment, while the other looks at the leadership implications of inclusive schools. There is no explicit focus on leadership preparation.

Belize (1)

Oliveras-Ortiz, Y. and W.D. Hickey (2020) 'Educational leadership in a Mayan village in Southern Belize: challenges faced by a Mayan woman principal'. *Journal of Cases in Educational Leadership* 23(1): 40–60.

A Mayan woman principal taking a position in a historically paternalistic village in Southern Belize faces inevitable challenges due to the cultural structure of the village. In this case, the challenges go beyond cultural norms. Mrs Po, a Mopan woman leading a school in a Kekchi village, faces challenges related to her role as a teaching principal in a multi-grade school, her lack of leadership preparation, the remoteness of the village and the language barrier, among others.

> "Mrs. Po has taken over the principal position in the village after six years teaching primary school in the largest town of the district, and she did so with no leadership training. She had just earned her bachelor's degree in primary education when she was informed of the assignment; her teaching experience had been at several different standards ... Mrs. Po's students had always achieved at a high level, which was one of the reasons she was asked to lead a school ... Principal Po explains her reality when she was named principal. I had to read a lot. I had not done any leadership training" (p. 44).

Overview of knowledge production in Belize

Only one source was found, which shows the challenges of leadership when there is no specific preparation.

Dominica (0)

Grenada (0)

Guyana (0)

Jamaica (2)

Newman, M. (2013) 'Concepts of school leadership amongst high school principals in Jamaica'. *Journal of International Education and Leadership* 3(3): 1–7.

Four critical aspects of the principals' conceptualizations are discussed: (1) the principals' understandings of leadership are primarily moral; (2) their leadership practices are organized around common values; (3) their leadership is sensitive to and interacts with a range of overlapping contexts and (4) differences in personal and school community contexts account for variations in their leadership emphases and practices. The findings confirm the interpretation of school leadership as a moral undertaking; however, the principals in this study applied their understanding in individual ways, modifying their practices in response to unique contextual elements.

Findings from this study are relevant for Jamaican educators currently engaged in designing educational leadership programs for aspiring principals as part of the Ministry of Education's National Leadership College. Without local data, local input and a clear sense of what Sergiovanni terms "the voice of practice", there is a danger that the pedagogical shape and content of any emerging leadership program may simply mimic the characteristics of successful programs elsewhere.

In view of the centrality of moral purpose and values to principals' conceptualization of leadership, professional education and training should provide opportunities for principals and prospective principals to examine their personal and professional values and how these relate to their personal constructions of leadership. The finding that aspects of context interact with principals' leadership suggests that leadership education should encourage principals to examine not only how their leadership responds to contextual dynamics but also the extent to which their moral purpose as leaders supersedes contextual demands.

System and School Leadership Coaching Programme. Jamaica Ministry of Education website (accessed 23 March 2020).

The SSLCP is the result of collaboration between the British Council and the Jamaican College of Educational Leadership. The programme, which started in 2014, is designed to develop school leaders' coaching skills so that they can coach and mentor talented staff – important in a system where many established leaders tend to stay in senior positions for extended periods. A training programme was developed which comprised five levels of certification, Coaching Mentor, Performance Coach, Development, Leadership (Transformational) and Supervisory. The levels are progressive in terms of knowledge and skill, with an increasing amount of training and coaching practice required at each level. In order to be accredited, participants must submit a portfolio of evidence demonstrating self-awareness and learning. 106 school leaders, as well as 19 maths coaches, have been trained, with half of them already certified at different levels.

Overview of knowledge production in Jamaica

Both sources indicate the existence of a National College for Educational Leadership, and a leadership development programme with a strong coaching focus.

St. Lucia (0)

St. Kitts and Nevis (0)

St. Vincent and the Grenadines (0)

Trinidad and Tobago (3)

Brown, L. and D.A. Conrad (2007) 'School leadership in Trinidad and Tobago: the challenge of context'. *Comparative Education Review* 51(2): 181–201.

The argument of this article is that societal differences affect leadership selection, development and attitudes. The comparison with advanced Western views of leadership shows that issues of gender, socio-economic background and local group power affect promoting authoritarian practices.

James, F. (2010) 'Leading educational improvement in Trinidad and Tobago'. *School Leadership and Management* 30(4): 387–398.

School leaders in Trinidad and Tobago have the important responsibility of initiating and implementing school improvement. This raises the question of their leadership capacity and the competencies that are required for school leaders to fulfill this new role. The study presented in this article utilised a qualitative interpretive research design employing a range of data collection methods, including questionnaires and interviews. The results confirm a need for developing a new type of school leader who is: better trained, more research-oriented, more of a risk-taker and autonomous.

De Lisle, J., S. Annisette and C. Bowrin-Williams (2019) 'Leading high-poverty primary schools in Trinidad and Tobago – what do successful principals do?' *Educational Management Administration and Leadership* 48(4). doi:10.1177/1741143219827304.

In this study of high-poverty schools in Trinidad and Tobago, we (1) identified recurring patterns and generative mechanisms for successful principal leadership and (2) explored the utility of transformational, shared and instructional leadership models. We argued that situational and country contexts are central to understanding school leadership and that the universality of some models might be limited. Using the lens of critical realism, we gathered evidence from a multiple case study of seven high-poverty schools. From the data, we constructed theory bridging leadership constructs of the global North with emergent local patterns and constructions. We found three meanings for successful leadership within this context, labelled as integrative, transformational and enabling, and academic-focused. The meanings attached to the in-vivo labels were consistent with the core components of shared, transformational and instructional leadership. We extended these leadership meanings to describe specific activities and acts. Unique to this context was the data-centric focus of transformational leadership and the use of shared leadership as an early improvement strategy. Notably, however, academic-focused leadership was evident at only a few sites, possibly explaining the overall limited improvement trajectory.

Multi-country Caribbean (1)

Miller, P. (ed) (2013) *School Leadership in the Caribbean: Perceptions, Practices, Paradigms*. Oxford: Symposium Books.

Successful school leadership is an issue currently being debated in the Caribbean. Key issues in the ongoing debate include students' outcomes and participation in the regional Caribbean Secondary Examinations (CSEC); teacher recruitment and retention; teacher training and continuing professional development (upgrading); and parental involvement. These issues point to leadership at various levels, whether in its exercise or its influence and are examined within and across national and regional education systems. Particular attention is given to debates around improving outcomes for students, teacher development and the role of the principal in leading school improvement. A source of debate about the practice of school leadership in the Caribbean surrounds the issue of gender. Where are men in teaching? Where are men in leadership positions and positions of responsibility? Unlike in some countries where, for example, men tend to hold more leadership positions than women, especially at the secondary phase of education, in the Caribbean, this is not the case: there are more female teachers at every level and more female teachers occupy leadership positions at every level. There is no unitary definition of what can count as school leadership in the Caribbean, despite clear similarities of practices and approaches. What this volume argues, however, is that within the Caribbean region there are many similarities of experience for the practice and exercise of school leadership which draw on a common framework of teacher training, a common language, and a common socio-political history.

Overview of knowledge production in the Caribbean

Knowledge production is very limited in most of the Caribbean and 7 of the 11 countries in this region have no published outputs. The three countries with University of the West Indies centres each have a small number of papers, focusing mainly on the principal's role, with two sources focusing on leadership preparation. The other countries are mostly very small island states, with limited research capacity and small government policy teams.

EUROPE

Cyprus (4)

Angelides, P., E. Antoniou and C. Charalambous (2010) 'Making sense of inclusion for leadership and schooling: a case study from Cyprus'. *International Journal of Leadership in Education* 13(3): 319–334.

The idea of inclusive education has featured very highly in the educational priorities of many countries. If we are interested in moving towards more inclusive practices, a factor that has to be studied in more depth is leadership and its role in developing such practices. Through the case study of a school in Cyprus, we

explore the role of leadership in promoting inclusive education. The analysis revealed a series of interrelated themes which indicated issues related to inclusive education.

Pashiardis, P., V. Savvides and K. Angelidou (2011) 'Successful school leadership in rural contexts: the case of Cyprus'. *Educational Management Administration and Leadership* 39(5): 536–553.

The purpose of this article is twofold as it aims to complement the effort of identifying the personal qualities and professional competencies generic to effective school leaders and to contribute to the comparison of effective leadership in diverse cultural contexts. Five examples of successful school principals in rural primary schools in Cyprus are described as part of the International Successful School Principals Project (ISSPP). Purposive sampling was used in a multi-perspective research methodology employing a semi-structured interview protocol. The findings of the case studies formed the basis of a framework of successful leadership according to which people-centred leadership, clearly communicated values and visions, a strong emphasis on the promotion of learning, the use of networked leadership as well as the creative management of competing values are all vital constituents of successful leadership.

Nicolaidoua, M. and A. Petridoua (2011) 'Evaluation of CPD programmes: challenges and implications for leader and leadership development'. *School Effectiveness and School Improvement* 22(1): 51–85.

Continuous Professional Development (CDP) programmes and especially coherent leader and leadership development programmes and policies have been at the centre of educational planning worldwide. The purpose of this paper is to evaluate the impact of leadership development programmes and to address the challenges for leader and leadership development in connection to the design and delivery of relevant CPD programmes. We discuss the implications of our findings for the local contextual practices in Cyprus, for designing leader and leadership development programmes, and for evaluation studies of relevant CPD programmes.

Michaelidou, A. and P. Pashiardis (2009) 'Professional development of school leaders in Cyprus: is it working?' *Professional Development in Education* 35(3): 399–416.

School heads and assistant head teachers in Cyprus attend in-service training programmes as part of their professional development after they are promoted to their new leadership post. A review of the literature highlights the significance of a needs analysis when designing and/or reforming in-service training programmes. The present study investigates school leaders' views regarding the in-service training programmes they formally attend in Cyprus (both with regards to content as well as organizational aspects of the courses), and whether specific personal characteristics of school leaders are associated with their views. The research was based on both interviews with school leaders (assistant heads and school

heads) and also a semi-structured questionnaire. Content and statistical analysis of the participants' views revealed that they prefer specific training, specially designed for their needs and according to their specific leadership post. The general purpose of the in-service programmes is to provide INSET to deputy and school heads in the areas of school leadership and school organization, and also in new trends in education. The basic content of all three programmes is two-dimensional: the first dimension of the programme aims at providing the participants with essential knowledge and skills for the role of the school head as a leader. It contains topic areas such as educational leadership, school leadership planning, and school evaluation, action research as a tool for school improvement, and so forth. The second dimension aims at enhancing the school head's knowledge of recent developments in education and his/her role in these (multicultural education, environmental education, juvenile delinquency, etc.).

Overview of knowledge production in Cyprus

These four articles provide a sample of knowledge production in Cyprus, much of it inspired by the work of Petros Pashiardis. Two of the papers are specific to leadership preparation, recognising its importance for school improvement and student learning.

Malta (1)

Bezzina, C. and S. Testa (2005) 'Establishing schools as professional learning communities: perspectives from Malta'. *European Journal of Teacher Education* 28(2): 141–150.

Over the last decade, Malta has been moving away from a highly centralized and bureaucratic system to one that encourages broader involvement in policymaking and more collaboration among stakeholders or positive change and development. This paper explores a theoretical rationale for a teacher-led approach to school improvement. It then explores the initial collaboration between the author and one local school. It presents the main findings of a strategic analysis undertaken to understand the current situation facing the school. This case study helps to highlight the importance and positive effects behind the capacity building and shared leadership.

Overview of knowledge production in Malta

This paper provides one example of knowledge production in Malta, much of it linked to the work of Christopher Bezzina.

Overview of knowledge production in Europe

Cyprus and Malta both have a small number of established academics, contributing strongly to knowledge production on school leadership. There is also substantial knowledge production in England, Scotland and Wales, but these sources are not included in this review.

NORTH AMERICA

Canada (11)

Coelli, M. and D.A. Green (2012) 'Leadership effects: school principals and student outcomes'. *Economics of Education Review* 31(1): 92–109.

We identify the effect of individual high school principals on graduation rates and English exam scores using an administrative data set of grade 12 students in British Columbia. Many principals were rotated across schools by districts, permitting isolation of the effect of principals from the effect of schools. We estimate the variance of the idiosyncratic effect of principals on student outcomes using a semi-parametric technique assuming the effect is time-invariant. We also allow for the possibility that principals take time to realise their full effect at a school. Principal rotation is determined at the school district level in BC. There are 55 school districts, each having a school board and a superintendent (the chief administrative officer). Each district has written policies posted on its website. In 14 districts, corresponding to 37 per cent of all high schools, principal rotation is explicitly mentioned in their district policies. The average number of high schools in districts with policies on principal rotation is 5.8 compared to 3.5 for those without, implying that it is the larger districts that tend to have explicit policies. For example, the Vancouver School Board (the largest district) has a policy which states, "It is the practice of the Board to transfer principals approximately every five years, although this period may be extended depending on special circumstances such as a principal nearing retirement." Other districts have similar policies, with stated minimum and maximum times until rotation but also allowing some leeway in the application of the policy. In the districts without explicit policies, some have policy statements declaring that Superintendents have power over these decisions, and some have no statement at all. Student outcomes are assumed to change more towards the principal's full effect in the initial years a principal is leading the school, then changes slow down as the years pass and the full principal effect is being approached.

Winton, S. and K. Pollock (2016) 'Meanings of success and successful leadership in Ontario, Canada, in neo-liberal times'. *Journal of Educational Administration and History* 48(1): 19–34.

The provincial government of Ontario, Canada, has committed itself to raise student achievement, closing achievement gaps, and increasing the public's confidence in public education. It has introduced many policies, including the Ontario Leadership Strategy (OLS), to support these goals. Our study examined how teachers, administrators, support staff and parents in three elementary schools in Ontario understand and enact school success and successful school leadership within this (neo-liberal) context. Findings of a comparative analysis of Ontario policy texts and data from interviews with administrators, teachers, support staff and parents in the schools demonstrate that the school-based participants defined success as academic learning, a positive school climate and students' well-being. This definition differs from the definition prioritised by Ontario's government: high scores on standardised provincial and international

tests. However, principals in the schools enacted leadership practices advocated by OLS to support locally defined notions of success.

Wallace, J. (2010) 'Facing "reality": including the emotional in school leadership programmes'. *Journal of Educational Administration* 48(5): 595–610.

The purpose of this paper is to argue that emotions characterise organisations and, therefore, emotional labour and performance are central to the work of school administration. The author also considers whether school leadership preparation programmes in Canada and elsewhere provide theoretical knowledge to support this. The author draws on two research studies to inform the analysis offered: one on the effects of restructuring on the work of school administrators and the other on a consideration of principal preparation programmes in Canada. Both employ qualitative methods, including document searches. A broad literature review in relation to the research focus is also offered. The paper finds that principals talk a great deal about the emotional aspects of their work yet there is no explicit exploration of theories of emotion in principal preparation programmes. The author provides brief examples of the efficacy of psychoanalytic, socio-cultural and feminist post-structural analysis of emotional labour as useful for emotional praxis in administrative work.

Schmidt, M.J. (2010) 'Is there a place for emotions within leadership preparation programmes?' *Journal of Educational Administration* 48(5): 626–641.

The purpose of this paper is to present the argument that leadership preparation programmes in the new millennium should be required to train school leaders emotionally as well as cognitively. A number of scholars have stressed that leaders are increasingly working within roles that are politically sensitive, conflicted and complex, resulting in role anxiety, emotional stress and professional burnout. Principals and vice-principals are frustrated because they are being forced to manage the marketplace, curriculum change, and governance factors with an increased emphasis on accountability, marketability and globalisation, often at the expense of their primary role as educators. Sociological aspects of emotions are examined within a context of the globalisation, marketisation and accountability confronting Western education and their implications for extant leadership preparation programs; the latent influences of these broader issues; and, more specifically, their effect on the emotions of leaders within a context unique to Western Canada.

Mulford, B. (2003) *School Leaders: Challenging Roles and Impact on Teacher and School Effectiveness*. Paris: OECD.

Until the implementation of NPM, principals in schools were seen as administrators only, without educational leadership tasks. However, principals, in this case, have since then used the provincial and district initiatives as points of departure for setting goals for their schools. They saw their schools in the big picture, but they also stressed the need to have a broader view of learning than what is reflected in the provincial achievement tests alone. On that basis, they communicated clear goals and high expectations for student achievement to staff. Principals gave individualised support, intellectual stimulation and they

acted as role models. They also acted as members of various work teams and give teachers as well as parents significant decision-making roles. Principals acted strongly in planning and supervising instructions that often include monitoring teachers' practice and modifying school structures, like the school day, to maximise learning. They exercise strong management skills and use systematically collected evidence. In order to maximise learning, principals protect learning time from external, excessive and distracting demands. Principals from Ontario set clear directions for student learning based on an extended interpretation of the demands and standards set by the educational authorities and they gave teachers support and room for maneuver when it came to choosing the means of instruction. Teachers, however, were kept on a short leash as principals monitored student outcomes and teacher practice.

Winton, S. and K. Pollock (2013) 'Preparing politically savvy principals in Ontario, Canada'. *Journal of Educational Administration* 51(1): 40–54.

The aim of the paper is to argue that principal preparation programs should help candidates: recognize the political role of the school principal; develop political skills (including the ability to strategically appropriate policy); and understand that the political approach of the principal influences teaching, learning, relationships, governance and reform efforts. In addition, the paper reports findings of the analysis of Ontario's Principal Qualification Program guidelines to determine if they require principal preparation programs to develop aspiring school leaders' political skills. Ontario's Principal Qualification Program guidelines do not explicitly direct principal preparation programs to help candidates develop political skills. However, the guidelines recognize that principals pursue political goals and work in political environments, and they offer opportunities for appropriating the guidelines in ways that promote the development of principal candidates' political skills.

Scott, S. (2010) 'Pragmatic leadership development in Canada: investigating a mentoring approach'. *Professional Development in Education* 36(4): 563–579.

This study is part of the International Study of Principal Preparation project and reports on a Canadian Catholic Board's mentoring programme for novice school principals. This programme aims to produce effective managers and provide formal collegial support. A pragmatic, mixed-method approach involving interviews with participants along with an analysis of programme documentation is employed. Findings indicate that the programme is successful in providing useful information and guidance to novices. Mentors refresh their enthusiasm for their administrative role and are more conscious of organisational processes as a result of mentoring. Outcomes include increased comfort of mentees in their complex role. There are socialisation and enculturation outcomes for the organisation. Selection as a mentor represents a valuing of expertise and effectiveness. Potential challenges of the programme are time, uncomfortable pairings, power relationships and the overt managerial focus.

Schleicher, A. (2012) *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from Around the World*, Vol. 2012. OECD Education and Skills, pp. 1–112.

With the election of a new government in 2004, the provincial government of Ontario designed and implemented an education-improvement strategy (energizing Ontario education) that focused on three main goals: raising the level of student achievement, defined as 75 per cent of students achieving the provincial standard in grade 6 and achieving an 85 per cent graduation rate; narrowing the gaps in student achievement; and increasing public confidence in publicly funded education. To meet its goals, Ontario developed a coherent leadership strategy, adequate contextual support frameworks and concerted actions to include key actors, such as school boards, teachers' unions, academics and practitioners, in the reform process. Within the strategy, a specific leadership framework defines five domains for effective leaders: setting direction; building relationships and developing people; developing the organization; leading the instructional program; and being accountable.

The leadership strategy focuses on attracting good candidates, preparing them for their tasks, and supporting them as they work to improve the quality of instruction. School boards overtly plan for leadership succession. The process of attracting and preparing the right people begins before there is a vacancy to be filled. Potential candidates for school leadership need to have an undergraduate degree; 5 years of teaching experience; certification by school level; two specialist or additional honor specialist qualifications (areas of teaching expertise) or a master's degree; and completion of a Principal's Qualification Program (PQP), offered by Ontario universities, teachers' federations and principals' associations, which consists of a 125-h program with a practicum. Mentoring is available during the first 2 years of practice for principals, vice-principals, supervisory officers, and directors. Principals and vice-principals are required to maintain an annual growth plan, and their performance is appraised every 5 years, based on student achievement and well-being.

Lambersky J. (2016) 'Understanding the human side of school leadership: principals' impact on teachers' morale, self-efficacy, stress, and commitment'. *Leadership and Policy in Schools* 15(4): 379–405.

This qualitative study from Ontario, Canada, reveals that principal behaviours shape teacher emotions in important ways, influencing teacher morale, burnout, stress, commitment and self- and collective efficacy. The findings suggest that principals can influence teacher emotions through several key behaviours: professional respect shown for teacher capability; providing appropriate acknowledgement for teacher commitment, competence and sacrifice; protecting teachers from damaging experiences like harassment; maintaining a visible presence in the school; allowing teachers' voices to be heard and communicating a satisfying vision for their school. Implications include greater awareness at the school and system level, as well as appropriate principal training.

Lowrey, S. (2014) 'A mixed-methods study of principal efficacy and transformational leadership in Canada'. *International Studies in Educational Administration* 42(3): 35–54.

Inaugural Canada's Outstanding Principal's (COP) programme was held in Toronto, Ontario, in 2005. The Learning Partnership, in association with the University of Toronto's Rotman School of Management and the Canadian Association of Principals, initiated this annual leadership development programme to celebrate, encourage and support principals. Principal efficacy was identified as a prerequisite for transformational leadership, with the core transformational leadership practice of developing people driving the other core transformational leadership practices. Over time, the relationship between transformational leadership and principal efficacy appears to become more reciprocal. However, a network of individuals with high principal efficacy does not necessarily result in collective principal efficacy.

Webber, C. and S. Scott (2010) 'Mapping principal preparation in Alberta, Canada'. *Journal of Education and Humanities* 1(1): 75–96.

This article reports the mapping of principal preparation programmes in Alberta, Canada. Principal preparation in Alberta is described in terms of its intended audience, content, structure, deliverers, delivery modes, credentials and pedagogy. Leadership development opportunities that are described include non-credit in-service, graduate certificates and graduate diplomas, master's degrees and doctoral degrees. Informal programs may be powerful but variable in terms of rigour. The laddering from graduate certificate-graduate diploma master's degree may provide an articulation pathway that more traditional programs preclude. Formal programs may link local, national and international evidence more strongly than their informal counterparts. There is a need for ongoing cross-cultural examinations of leadership development and its impact on principals' identities and professional practices. The authors caution against "credential creep" in that more certificates, diplomas and degrees do not necessarily mean better leadership, without adequate attention to leaders' social, political and economic environments. The potential benefits of inter-institutional collaboration among organizations and across cultures should be explored in future studies. The authors do not suggest a one-size-fits-all model for leadership development but, rather, they offer a set of insights intended to inform other professional developers.

Overview of knowledge production in Canada

This sample of Canadian papers focuses on transformational leadership, emotional leadership, implications for leadership preparation, links between leadership and student outcomes, and leadership preparation.

PACIFIC

Australia (4)

Schleicher, A. (2012) *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from Around the World.* OECD Education and Skills.

Principals were seen in all the case schools as visionary, inspirational and the engine rooms of success and one particular leader said that she "has won over

the school, it has become hers". Principals had strong values and beliefs and they used their influence, but they also distributed tasks and responsibilities to teachers. The principals had a great say in matters concerning the school's educational line. They saw themselves primarily as "educational leaders" who have the formulation and implementation of the school's vision as their primary task. Principals in the case studies underlined the inclusive values that "all children can learn" and "all children matter". The foundation for those values was social justice and thus the broad range of student outcomes encompassed: achieving individual potential, student engagement, self-confidence and self-direction, a sense of identity, a sense of community and belonging, and, of course, literacy and numeracy outcomes. In general, the principal's distribution of leadership tasks seemed primarily aimed at "staff commitment by supporting staff initiatives and a climate where it is alright to take risks. This is underlined by his explicit wish that the school has a vision that is agreed by all". Principals in Tasmania strove for a culture of collegiality and collaboration in which principals set directions. On the other hand, principals in Victoria tended to be strong leaders, who led through decisions and support and acted as role models to staff.

The Australian Institute for Teaching and School Leadership was created in 2010 to promote excellence in the teaching and school leadership profession. A public, independent institution supported by the Ministry of education, its role is to develop and maintain national professional standards for teaching and school leadership, implement an agreed system of national accreditation of teachers based on those standards and foster high-quality professional development for teachers and school leaders.

The National Professional Standard for Principals, introduced in July 2011, is based on three requirements for leadership: vision and values; knowledge and comprehension; personal qualities, and social and communication skills. These are made manifest in five areas of professional practice: leading teaching-learning processes; developing self and others; leading improvement, innovation and change; leading school management, and engaging and working with the community.

Gurr, D. and L. Drysdale (2015) 'An Australian perspective on school leadership preparation and development: credentials or self-management?' *Asia Pacific Journal of Education* 25(3): 377–391.

This paper provides a review of school leadership preparation and development in Australia by considering the requirements for becoming a principal, how leadership preparation and development occurs, and consideration of recent developments to provide an Australian standard for school leaders. Support is available and provided through the system, university and service organization programmes, and the support of colleagues and senior leaders in schools. While there is an extensive range of support provided by systems, universities and service organizations, there is little evidence of their impact on schools. At the school level, there needs to be far greater support in identifying and developing leaders. Developments in creating a national leadership standard might lead to some type of credentialing programme that could allow individuals to benchmark

their development and ensure that preparation and support programmes are of the highest quality.

Dinham, S., P. Collarbone and A. Mackay (2013) 'The development, endorsement and adoption of a National Standard for Principals in Australia'. *Educational Management Administration and Leadership* 41(4): 467–483.

Principals play key roles in creating the conditions in which teachers can teach effectively and students can learn. Principals are increasingly being held accountable both for teacher quality and for student learning and development so that young people can become "successful learners, confident and creative individuals, and active and informed citizens". The Australian Institute for Teaching and School Leadership (AITSL) was established by the Australian Government in 2010 to provide national leadership for the Commonwealth state and territory governments in promoting excellence in the profession of teaching and school leadership. Reporting to all state and territory ministers responsible for education, AITSL is charged with driving transformational change and creating new levels of teacher professionalism. In its first year, the Institute developed a new National Professional Standard for Principals. This article outlines the origins and development of this standard. Development was a collaborative process including key stakeholders from across Australia with international expert input. Following national piloting of the standard, refinements to the standard were made and mechanisms to support the use of the standard have been put in place.

Overview of knowledge production in Australia

Australia is a major centre for knowledge production in school leadership. These sources are just four examples of this significant body of work.

Fiji (3)

Lingam, G. (2012) 'Principles of sustainable leadership: the case of school leaders in the Fiji Islands'. *International Studies in Educational Administration* 40(1): 69–84.

The aim of this paper is to present the findings of a study on the principles of sustainable leadership practices of school leaders in the Pacific region, namely the Fiji Islands. A survey questionnaire was designed consisting of open-ended and closed questions to elicit the views of teachers on the principles of sustainable leadership in relation to their respective schools. The findings indicated that most principles of sustainable leadership were present, yet at a relatively low level. Despite this having been a small-scale study, it calls for more attention on the application of all the principles of sustainable practices for the effective leadership and management of schools in Fiji.

Devi, M. and V. Fernandes (2019) 'The preparation of Fijian school leaders: a framework for principal preparation in a South Pacific context'. *Journal of Educational Administration and History* 51(1): 53–65.

Increased school autonomy and a greater focus on achieving school effectiveness and improvement have made it essential to reconsider the role of

school leaders. Leadership development in this rapidly changing world deserves significant consideration compared to the past. This article reports on how school leaders are currently prepared by the higher education programmes offered in two out of three universities in Fiji. Through an extensive literature review, as well as through programme documents and policy reviews, this article focuses on current educational leadership post-graduate courses offered at these Fijian universities and highlight areas of strengths as well as suggests recommendations for improvement that are in line with identified needs for effective principal preparation in a Fijian context with key connections made to the larger South Pacific region.

Cardno, C. and J. Howse (2005) 'The role and management development needs of secondary principals in Tonga and the Fiji Islands'. *International Studies in Educational Administration* 33(1): 34–44.

The purpose of this paper is to present the findings of studies into the role and management development needs of secondary school principals in the Pacific Island nations of Tonga and Fiji. The research reveals that principals in developing nations are experiencing the same role overload, complexity and tension that principals in the more developed nations experience, yet all these principals express a high degree of satisfaction with their role. The paper discusses the disparity that principals have revealed between the time they realistically and ideally wish to devote to key activities such as strategic and educational leadership and outlines the implications for management development.

Overview of knowledge production in Fiji

There is limited knowledge production in Fiji but clear recognition of the need for leadership development for school principals.

Kiribati (1)

Owen, S.M. (2019) 'Improving Kiribati educational outcomes: capacity-building of school leaders and teachers using sustainable approaches and donor support'. *Journal of Adult and Continuing Education.* doi:10.1177/1477971419892639.

Using effective models for continuing teacher and school leader education in developing countries is essential for the long-term improvement of the education system and student outcomes. Foreign aid frequently supports such initiatives concerned with turning around school systems in developing countries, with local ownership and integration within national frameworks being essential to ensure sustainability. This paper outlines a leadership programme and processes for Kiribati. Early findings and challenges are outlined within the context of instructional leadership models, as well as strategies used to address issues.

The LLL programme design is particularly focused on sustainable aid, linking to structures and processes within the MoE, as well as ensuring that the professional development processes reflect research evidence. For example, a key aspect of the programme is school leaders visiting their classrooms regularly and giving feedback to the teachers. The Leadership observation tool is based on one of

the standards from the Ministry's Teacher Service Standards. Other aspects reflecting research about effective teacher learning processes involve leaders' establishment of teacher peer learning groups operating about every three weeks and the setting up of systematic processes for student assessment data monitoring. Over the workshop series, school leaders also cover topics (with links made to Ministry policies) concerning ethical leadership, positive learning environment, positive discipline, equity and disabilities, student-centred learning and leading improved parent/community participation. School leaders develop action plans to carry out improvements in their schools with sustainability occurring through using the IECs to provide ongoing support and monitoring to ensure that plans are carried out by principals and head teachers. To support the school leaders on the main island, additional persons called Associate Lecturers (ALs), initially funded through Australian aid, have been employed to visit schools each day and to observe in the classrooms. Following workshops, the ALs also work with the school leaders on other aspects of implementation. These ALs are supervised through the Kiribati Teacher's College.

Overview of knowledge production in Kiribati

There is only one relevant source, focusing on leader and teacher capacity building.

Nauru (0)

New Zealand (3)

Taleni, T.O., A.H. Macfarlane, S. Macfarlane and J.O. Fletcher (2017) 'Leadership strategies for supporting Pasifika students in New Zealand schools'. *Journal of Educational Leadership, Policy, and Practice* 32(2): Online.

This article addresses effective school leaders so that leaders may navigate robust, vigorous and well-thought-through changes and supports in schools to raise the engagement and achievement of Pasifika learners. From a Pasifika perspective, a "true leader" in education is an effective leader, a leader with high integrity (aloaia) and standing, who is driven by culturally responsive principles, values, aspirations and world views of the students. Such a leader utilizes a personal humanitarian approach with the self-belief, courage, determination and perseverance to wholeheartedly take students from where they are currently at in learning, to where they need to be. This research used Talanoa methodology to explore the perceptions of four principals on supporting Pasifika students in primary and secondary New Zealand schools. This research found a significant need for effective leadership by principals to navigate educational changes that genuinely make a difference to unlock doors of opportunities in every school to raise achievement and wellbeing for all Pasifika learners.

Brown, M. (2019). *Educational Leadership through a Pasifika Lens: Navigating Their Way in a New Zealand Secondary School Context*. Thesis, Technical University of Auckland.

Based on a review of the literature on educational leadership, Indigenous leadership and aspirations to leadership, research participants shared their

leadership journey through a narrative approach. Analysis of the findings shows that each narrator was initially reluctant in their leadership journey, however, the common enablers identified were having strong family networks and role models who believed in them. Challenges faced as they navigated through their leadership were biased expectations as Pasifika and reference to the "glass ceiling", that often keeps women and minority groups such as Pasifika from being promoted because of attitudinal and organisational obstacles that stop the progression of non-traditional leaders. The results show that supportive systems in leadership progression, responsive to the socio-cultural context, can make a difference. The recommendation is that New Zealand secondary schools prioritise an inclusive leadership approach to change the status quo of traditional leadership which often marginalises the opportunities of non-dominant groups.

Cardno, C. and H. Youngs (2013) 'Leadership development for experienced New Zealand principals: perceptions of effectiveness'. *Educational Management Administration and Leadership* 41(3): 256–271.

This article presents the perceptions of approximately 300 experienced New Zealand principals who participated in a pilot leadership development initiative funded by the Ministry of Education. The Experienced Principals Development Programme (EPDP) underwent a rigorous evaluation that included formative (mid-point) and summative (endpoint) feedback to participants and providers over an 18-month period. As the literature on leadership development indicates, particular issues arise for those who are experienced in their leadership roles and have progressed beyond early career challenges. To sustain and develop experienced principals, leadership development programmes need to be relevant, personalized and unique. The evaluation methodology used in this study employed a mixed-methods approach comprising quantitative and qualitative analysis of two major participant surveys and data collected for three case studies via observation of delivery events and focus group interviews with participants. The findings confirm that the programme was highly relevant for the participants because it was responsive to individual needs and learning styles. A highly effective component was the school-based inquiry project which was viewed as a conduit for personal development and school improvement. Overall, the programme provided opportunities for both personal and professional learning.

Overview of knowledge production in New Zealand

There is substantial knowledge production in New Zealand. Two of the three sample papers relate to Pasifika leadership, reflecting the growing recognition of the need for culturally responsive leadership approaches, while one addresses the leadership development needs of experienced principals.

Papua New Guinea (2)

Lahui-Ako, B. (2001) 'The instructional leadership behaviour of Papua New Guinea high school principals: a provincial case study'. *Journal of Educational Administration* 39(3): 233–265.

The purpose of the study was to investigate to what extent Papua New Guinea (PNG) high school principals engage in tasks that constitute instructional leadership. The major finding of the study was that the principals did engage in tasks that constitute instructional leadership, but the results indicated that their involvement in performing the five major functions was to a lesser degree than was deemed desirable and expected by the principals and teachers surveyed. This paper calls on the education authorities in PNG to re-examine the selection, promotion, training and staff development opportunities for principals in order to enhance the efficiency and effectiveness of principals in their jobs. With the challenges and demands of the changing educational environment in PNG now, more effective principals equipped with leadership and organizational knowledge and skills are required to lead schools.

Tivinarlik, A. and C.L. Wanat (2006) 'Leadership styles of New Ireland high school administrators'. *Anthropology Education Quarterly* 37(1): 1–20.

This yearlong ethnographic study of principals' leadership in Papua New Guinea high schools describes the impact of imposing a bureaucratic school organization on principals' decision-making in a communal society. Communal values of kinship relationships, wantok system and "big men" leadership challenged principals' responsibility to uphold bureaucratic principles. Developing countries that impose Western infrastructures on traditional cultural systems may learn from the mismatch of structural processes and communal values that may distance communities from their schools.

Overview of knowledge production in Papua New Guinea

There is only limited knowledge production and these two papers both focus on leadership styles.

Samoa (0)

Solomon Islands (3)

Lingam, G.I. and N. Lingam (2016) 'Developing school heads as instructional leaders in school-based assessment: challenges and next steps'. *Australian Journal of Teacher Education* 41(1): 91–105.

The study explored challenges faced by school leaders in the Pacific nation of the Solomon Islands in school-based assessment, and the adequacy of an assessment course to prepare them. A questionnaire including both open- and closed-ended questions elicited relevant data from the school leaders. Modelling best practices in school-based assessment were recognised as a major challenge for them. Their responses indicate their feeling that the limitations of their knowledge and skills lie at the heart of their difficulties in the effective use of this assessment method. They trace the origin of their problems to an initial teacher training programme that included little on assessment, which adversely affected their ability to work as instructional leaders in assessment for learning and teaching in schools. Their critical reflection on the assessment course they completed as part of a current leadership programme suggests the preparation

has been inadequate in giving them new knowledge and skills in applying best practices in school-based assessment.

Lingam, G. and N. Lingam (2013) 'School leaders' perceptions of their performance: the case of Solomon Islands'. *International Studies in Educational Administration* 41(1): 77–92.

This paper aims to present the findings of a study on school leaders' perceptions of their performance. A survey questionnaire and interviews were used to gather the data about school leaders' performance. The findings indicated that most of the school leaders felt that they were struggling in their performance as they were unprepared for their role. Even though this has been a small-scale study, it does shed light on the need to prepare school leaders for their role to ensure effective leadership and management of schools in developing contexts.

Maebuta, J. (2013) 'Solomon Islands: adaptive leadership strategies in schools'. In: Clarke, S.R. and O'Donoghue, T.A. (eds) *School Level Leadership in Post-Conflict Societies: The Importance of Context*. London: Taylor and Francis, pp. 110–126.

This chapter describes the problems of resource and infrastructure poverty and the consequent need for community growth and national policy development. It notes the power of school principals, especially when backed by patriarchal community groups and details the need for further training for principals and teaching staff. It noted the low achievement level, the autocratic styles and the emphasis on instructional needs.

Overview of knowledge production in Solomon Islands

There is only limited knowledge production, with the main foci being on instructional leadership and leaders' performance, with implications for preparation.

Tonga (1)

Cardno, C. and J. Howse (2005) 'The role and management development needs of secondary principals in Tonga and the Fiji Islands'. *International Studies in Educational Administration* 33(1): 34–44.

The purpose of this paper is to present the findings of studies into the role and management development needs of secondary school principals in the Pacific Island nations of Tonga and Fiji. The research reveals that principals in developing nations are experiencing the same role overload, complexity and tension that principals in the more developed nations experience, yet all these principals express a high degree of satisfaction with their role. The paper discusses the disparity that principals have revealed between the time they realistically and ideally wish to devote to key activities, such as strategic and educational leadership, and implications for management development.

Overview of knowledge production in Tonga

Only one source was found, which focuses on perceived management development needs.

Tuvalu (1)

NRR (2015) *Education for All 2015*. National Review Report: Tuvalu.

Assisting Tuvalu to design and implement a School Based-Management (SBM) programme across all primary schools, including a blueprint for a school grant scheme in Phase Two. Such a scheme would focus on improving efficiency, quality and equity at the school level. SBM promotes the role of the individual school, represented by the totality of its school community, as the primary unit for improving education, by giving support to schools to implement a whole school development approach to increase the learning outcomes of students, as well as providing a school grant. The programme would seek to use existing governance structures, such as the Kaupule, School Management Committees and Parent–Teacher Associations, to support and monitor the SBM reforms and engage recently retired education professionals to provide support at the school level. School-Based management (SBM) is an intervention strategy to assist in strengthening the leadership and management capacities of schools to manage some of the operations at the school level. The grant is one of these – to give schools the support to operationalise things like procurement of equipment for their use and getting resources that support their development. All school managers and local governments have received training on how to manage these budget issues.

Thirty-five key solutions were identified and prioritized, based on existing strategy documents and plans, including several to strengthen the leadership skills of school managers through ongoing training and mentoring.

Overview of knowledge production in Tuvalu

Only one source was found, focusing on school-based management.

Vanuatu (0)

Overview of knowledge production in the Pacific

Australia and New Zealand are major centres for knowledge production in school leadership and the papers featured in this review are just a sample of substantial academic outputs. There are limited outputs from some of the other countries in this region, with the involvement of New Zealand academics in some cases. However, there are no published sources in the three countries.

Section B

Thematic Review of Multi-National Sources

This section reviews multi-national sources that include at least one Commonwealth country organised thematically.

Leadership and Context

Moos, L., J. Krejsler and K.K. Kofod (2008) 'Successful principals: telling or selling? On the importance of context for school leadership'. *International Journal of Leadership in Education* 11(4): 341–352.

This article will argue that diverse national, regional and local contexts leave different rooms for manoeuvre for school principals. The social technologies applied by the authorities (like accountability systems) can be "tight" or "loose" and so leave little or much room for principals' interpretations of what a good school is and what successful school principalship is. We will outline the relations between the state, local authorities and schools in each of eight countries participating in the International Successful School Principal Project (ISSPP): the USA, UK, Canada, China, Australia, Norway, Sweden and Denmark, based on previously published case studies. Principals choose the forms of influence they can exercise when setting directions for the school. The arguments on which principals base their decisions are also diverse, but heavily flavoured by the contexts in which the schools function. Comparing education and educational leadership, and the values and practices of school principals is a contested enterprise because the contexts in which the values are constructed and practice developed are often forgotten. Many leadership studies indicate that educational leadership and its successes are highly contextually dependent even within educational systems. The principals' interpretations of the signals given by legislators, the local community and administrators are described in the visions and the criteria for success in schools, and they are identified and promoted in the interactions and relations between principals, teachers and students in schools.

Culture

Earley, P., D. Weindling and M. Glenn (2009) 'Future leaders: the way forward?' *School Leadership and Management* 29(3): 295–306.

The recruitment and retention of senior school leaders are high on the UK Government's agenda with much attention currently being given to succession planning. Future Leaders and other fast track leadership development programmes are, in part, a response to this "crisis" brought about by demographic change – many head teachers are due to retire in the next few years – and by the unappealing nature of headship as a career option:

> "There was common agreement across the various participants about the benefits of the programme which were seen as the training, the coaching, the networking and support from the other FLs, the vision of the programme, and the reflection and adaptation by the Future Leaders organisation. Residency school heads made positive reference to the external perspectives, different ways of working, extra capacity and the introduction of new ideas that the FLs brought into the schools. Some heads noted that the impact the FLs were having was in some cases considerable and they welcomed many of their attributes and abilities" (p. 8).

Preparation

Walker, A., D. Bryant and M. Lee (2013) 'International patterns in principal preparation: commonalities and variations in pre-service programmes'. *Educational Management Administration & Leadership* 41(4): 405–434.

This article illuminates major features of high-quality leadership programmes across different education systems, all of which are high-performing education systems. To this end, we first delineate the key profiles of each programme. Based on that, we discuss commonalities and variations in leadership programmes in terms of framework, content and operational features. Finally, we flesh out important implications for policy and practice. We identified leadership programmes from five different societies (Australia, Canada, Hong Kong, Singapore and the USA). Given the aim to draw international comparisons in leadership preparation, selection criteria addressed congruence around indicators of excellence and diversity of context.

First, leadership frameworks inform each programme. The benefits of aligning all leadership development and evaluation in a jurisdiction to a common framework allow for a common leadership language to be shared among government, regulators, providers and participants across a system. Second, a wide degree of openness to participation of qualified candidates may impact healthily on a system's leadership language and networks for those who wish to build their leadership capacity without aspiring to the principalship immediately. A guiding principle may concern the extent to which a jurisdiction intends to promote a common understanding of leadership for all potential leaders, regardless of the actual position they will take up in schools. Our analysis draws predominantly on documentary sources that emphasize program design. We have observed that programme developers look elsewhere to inform programme frameworks. However, international borrowing may emphasize the needs of the state, but it is in implementation on the ground where adaptations are made that account for local contexts. The documentary data analysed in this study was not conducive to elucidating cultural impacts on programme variation. Finally, the study demonstrates that, across all programmes, the role of the practitioner as mentor and trainer is gaining in currency. Where regulators delegate provision to accredited universities, professional and non-profit agencies, a measure of choice may be offered to candidates.

Webber, C.F., K. Mentz and D. Scott (2014) 'Principal preparation in Kenya, South Africa, and Canada'. *Journal of Organizational Change Management* 27(3): 499–519.

The International Study of Principal Preparation (ISPP) informs principal preparation in relation to change in schools. Data were gathered in Kenya, South Africa, and Alberta, Canada utilising a survey instrument that contained items that focussed on: problematic leadership responsibilities, prior leadership development experiences and perceived adequacy of leadership preparation experiences. Leadership preparation in Kenya and South Africa was relatively unstructured, compared to structured university-based leadership preparation in Alberta. The assumption in Kenya and South Africa was that classroom teaching

was adequate preparation, while Alberta respondents perceived teaching and leadership as discrete knowledge sets. Content of preparation experiences in Kenya and South Africa was mainly about teaching and learning, while in Alberta it was more about instructional leadership. Kenyan principals felt prepared for the principalship. Alberta principals stated that they were ill-prepared to deal with day-to-day responsibilities. Senior South African principals felt they were not prepared for school improvement while younger principals felt they were adequately prepared.

Cowie, M. and M. Crawford (2007) 'Principal preparation – still an act of faith?' *School Leadership and Management* 27(2): 129–146.

This article discusses the background to the current policies in principal preparation and examines the standards-led approach to principal preparation. This paper focuses on England and Scotland and asks how much we know about the effectiveness of current principal preparation. The introduction of standards can be seen as a controlling mechanism and as a way of limiting the discourse surrounding what it is that head teachers do, and what those involved in designing and delivering preparation programmes do. Standards can encourage a narrow, reductionist "tick box" approach or can be interpreted more broadly, as has been the case in Scotland where competence has been broadly defined in relation to management functions and associated activities (the "what" element) interacting with values (the "why" element) and with intellectual and interpersonal abilities (the "how" element).

The power element also needs careful consideration, particularly in relation to who controls the certification process. In Scotland, although head teachers, trained in the assessment process, act as field assessors and jointly assess portfolios and commentaries that reflect the work they have undertaken, and the employers and head teachers are represented on final interview panels, the universities within the regional consortia have the controlling interest. The universities also have the dominant role within the consortia in delivering the programme, which means that although the SfH is set within prevailing orthodoxies, because it is the universities that are mainly responsible for designing and delivering the programme, SQH participants are encouraged to challenge orthodoxy, to look outward to hard social and political issues and to interrogate their position and perspectives. As postgraduate students, they are required to adopt a critical approach.

Perhaps this is one reason why the government in Scotland proposes an alternative route towards attaining the Standard, which marginalizes the role of universities, when it would have been possible to work with and within existing well-developed consortia to provide more flexibility and to explore ways of encouraging more people to aspire to the principalship. Similarly in England, although the NPQH may be counted towards a Master's degree, and vice versa, it could be argued that politicians, government officers, heads of children's services and directors of education (district superintendents) do not want school principals who are independent and critical thinkers, and who do not understand or value the role played by universities in the preparation of principals.

Daniëls, E., A. Hondeghem and F. Dochy (2019) 'A review on leadership and leadership development in educational settings'. *Educational Research Review*. doi:10.1016/j.edurev.2019.02.003.

Leadership gained a lot of attention during the past decades because of school principals' growing responsibilities and the accountability-driven context they work in. The present review was conducted to summarise the existing literature and discover lacunae in school leadership research in preschools, primary and secondary schools. Seventy-five studies focusing on leadership theories, characteristics of effective school leadership, and school leaders' professional development were included and analysed. The present article provides an overview of main leadership theories such as instructional leadership, situational leadership, transformational leadership, distributed leadership and Leadership for Learning. Second, the article focuses on the characteristics of effective school leadership and lastly, the review offers features of effective professional development activities for school principals.

The vast majority of school principals in elementary schools previously used to be a teacher. Even so, some of them did not follow leadership training before entering the role of principal and often acquired skills while they are performing the job. The literature provides several interchangeable concepts of in-service professional development. The most used concepts are continuous professional development (CPD) and workplace learning.

Research on how effective leadership development takes place is still in its infancy. Studies providing an overview of the undertaken professional development activities of principals' and school principals' needs or preferences for professional development activities are hard to find. Most studies focus on formal training, often aiming to train aspiring or novice principals, or on a particular technique, such as mentoring. Research results regarding the effectiveness of the various types of school principals' professional development learning are lacking as well.

The literature offers common prescriptive elements to consider while developing professional development activities for school principals. First, professional development curricula should be carefully designed and sequenced with attention to prior learning and must consider the individual development needs of the principal. PD activities should also consider the working experience of principals and take into account the needs of aspiring, novice and experienced principals. Second, professional development for school principals should be contextual and experiential. Professional development influences and is influenced by the organisational context in which it takes place and must be aligned to the particular context. Successful professional development programmes are embedded in authentic school environments to allow participants to apply what they have learned, and strengthen learning on the individual and organisational level. Third, to obtain an effect of leadership development activities, the transfer of knowledge, skills and attitudes to practice is crucial. The range of learning activities includes theoretical ways of learning, via courses and lecturers, group work, projects and reflexive methods such as (peer) feedback. Fourth, networking

and collegial consulting emerged. School principals learn when spending time networking with fellow principals by sharing ideas and through reactivating existing knowledge and practices. They ease the feeling of loneliness which school principals often report and contribute to greater confidence.

Schleicher, A. (2012) *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from Around the World*, Vol. 2012. OECD Education and Skills, pp. 1–112.

This book uses PISA data to show that a substantial proportion of students in OECD countries now attend schools that have high degrees of autonomy in different areas of decision making. But effective school autonomy depends on effective leaders, including system leaders, principals, teacher leaders, senior teachers and head teachers, as well as strong support systems. That, in turn, requires well-distributed leadership, new types of training and development for school leaders, and appropriate support and incentives.

(*Country-specific examples – Ontario-Canada, Australia and Singapore – are shown in the specific country sections*)

Bush, T. and D. Glover (2004) *Leadership Development: Evidence and Beliefs*. National College for School Leadership. doi:10.1109/ICECS.2008.4674866.

High-quality leadership is widely acknowledged to be one of the most important requirements for successful schools. However, much less is known about the forms of leadership development that are most likely to produce effective leadership. The review investigates the concepts, principles and levels of leadership that underpin programmes for leaders in both educational and non-educational settings. The literature suggests that there is considerable similarity in the nature and content of leadership programmes around the world, leading to the view that an international curriculum for school leadership development is emerging. Work-based learning, action learning, mentoring, coaching, diagnostics and portfolios are strongly advocated. A number of learning opportunities are valuable: (1) mentoring and coaching, (2) work-based and in-house experiential learning such as stretch assignments, job rotation, shadowing and internship, (3) peer support and networking and (4) formal leadership learning programmes.

Needs analysis is widely regarded as an important means of determining the leadership development needs of school leaders but there is only limited evidence of this being put into practice. There is a significant distinction between taking on a new leadership role such as head teacher (professional socialisation) and focusing on the specific school where a leadership role is performed (organisational and socialisation). Leadership development needs to encompass people in a wide range of roles, including middle-level leaders and teacher leaders, as well as embracing the whole organisation. Development opportunities are also increasingly linked to instructional leadership, or leadership for learning, and philosophies that address organisational transformation. There are many approaches and methods that promote leadership development but deciding how best to combine these approaches requires further consideration and may

depend mainly on the specific needs of individual schools and leaders. Developing leadership potential is vital for the continuing success of schools and educational systems.

Leithwood, K. and V.N. Azah (2016) 'Characteristics of effective leadership networks'. *Journal of Educational Administration* 54(4): 409–433.

The purpose of this paper is to inquire about the characteristics of effective school leadership networks and the contribution of such networks to the development of individual leaders' professional capacities. The study used path-analytic techniques with survey data provided by 450 school and district leaders in Ontario to test a path model of effective network characteristics. Variables in the model included network leadership, structure, health, connectivity, outcomes and unintended challenges. Results confirmed that the model was a very good fit with the data, and as a whole, explained 51 per cent of the variation in network outcomes. Network leadership had the largest total effect on network outcomes (R2=0.56), followed closely by the effects of network health (R2=0.49) and network connectivity (R2=0.46). In addition to a focus on single unit leadership development in districts, systematic initiatives should be designed to help prepare network leaders to foster the forms of collaboration that are so central to professional capacity development.

Robinson, V.M.J. (2010) 'From instructional leadership to leadership capabilities: empirical findings and methodological challenges'. *Leadership and Policy in Schools* 9(1): 1–26.

While there is considerable evidence about the impact of instructional leadership on student outcomes, there is far less known about the leadership capabilities that are required to confidently engage in the practices involved. This article uses the limited available evidence, combined with relevant theoretical analyses, to propose a tentative model of the leadership capabilities required to engage in effective instructional leadership. Research is suggestive of the importance of three interrelated capabilities: (1) using deep leadership content knowledge to (2) solve complex school-based problems, while (3) building relational trust with staff, parents and students. It is argued that there is considerable interdependence between these three capabilities, and fine-grained specification of each is less important than developing leadership frameworks, standards and curricula that develop their skilful integration.

Onguko, B., M. Abdalla and C.F. Webber (2008) 'Mapping principal preparation in Kenya and Tanzania'. *Journal of Educational Administration* 46: 715–726.

The authors analyzed information about the educational leadership programmes offered by a range of public and private institutions in East Africa. Data were gathered primarily through document analyses based on publicly available information describing certificate, diploma and degree programs related to principal preparation in Kenya and Tanzania. Gaps were noted in the areas of instructional leadership, educational technology and visioning. Furthermore, the authors noted the insufficient capacity of educational institutions in East Africa to prepare new principals or to offer ongoing professional development.

Moorosi, P. and T. Bush (2011) 'School leadership development in Commonwealth countries: learning across the boundaries'. *International Studies in Educational Administration* 39(3): 59–76.

The field of educational leadership has received significant attention in the past decade due to a growing recognition of the role of effective leadership in improving the schooling experience. The paper presents findings from a study exploring school leadership preparation and development in Commonwealth countries. Respondents from several countries that are members of the Commonwealth Council for Educational Administration Management (CCEAM) participated in the study that explored the nature of leadership development provision. Questionnaires and interviews were used to collect data. The findings suggest that there is a variety of leadership learning provisions and that the content appears to have changed over the years. However, the degree to which this content is shaped by local contextual experiences is questionable. The paper argues that a meaningful model of cross-cultural learning for leadership development is informed by context-specific experiences.

Bush, T. and D. Glover (2016) 'School leadership in West Africa: findings from a systematic literature review'. *Africa Education Review* 13(3–4): 80–103.

The literature shows that leadership is the second most important factor influencing school and learner outcomes, including levels of literacy and numeracy, school-leaving examination results, and progression to secondary and higher education. This paper focuses on school leadership in West Africa, drawing on a systematic review of the academic and "grey" literature, commissioned by UNESCO. The aim of the desk research was to ascertain the state of school leadership at all levels. The paper shows that no West African countries provide specific preparation for school principals. It also shows that the predominant leadership style is managerial, with accountability to the hierarchy, within and beyond the school. The paper concludes that specific development programmes should be provided for current and aspiring principals.

Brauckmann, S. and P. Pashiardis (2011) 'Contextual framing for school leadership training: empirical findings from the Commonwealth Project on Leadership Assessment and Development (Co-LEAD)'. *Journal of Management Development* 31(1): 18–33.

The purpose of this paper is to present the findings of (Co-LEAD) (Commonwealth project on leadership in education assessment and development), the overall purpose of which was to find out school leaders' training needs around the Commonwealth to provide some answers with regards to the professional development needs of school principals. A mixed-methods approach was utilized to carry out this study. The questionnaire consisted of 46 statements that refer to the main functions of school leadership, such as School Climate and School Improvement, Instructional Leadership and Human Resource Management, as well as Relations with Parents and the Community. There were also on-site visitations and interviews with "real people" on the ground. The findings show that the greatest needs for leadership improvement and training are

in three areas: Trust building and collaboration, which includes relations with parents and the community, promotion of cooperation with other organizations and businesses from the community so that students' needs are addressed, and initiation of trust-building activities within the local community; Encouraging instructional leadership and human resource development, and systematic monitoring of instructional and managerial processes to ensure that program activities are related to program outcomes, and initiating school improvement and development.

Overview of School Leadership in the Commonwealth

Background

The importance of leadership in fostering school improvement, and enhancing student outcomes, is widely recognised, within and beyond the Commonwealth. Leithwood et al.'s (2006) important UK study shows that 27 per cent of variation in student achievement is attributable to leadership, especially where it is distributed. Their claim that "there is not a single documented case of a school successfully turning around its pupil achievement trajectory without talented leadership" (ibid: 5) has not been challenged. Within the Commonwealth, there are two main views about leadership. In many centralised countries, it is seen mainly as a *position* within a national hierarchy, where principals' main responsibilities are perceived to be administrative. In some other jurisdictions, there is increasing recognition that principals need to be instructional leaders focused on enhancing student and professional learning. The emphasis here is on leadership as a *process*, which includes senior and middle leaders, teachers, as well as principals (Bush, 2020).

Leadership and context

Education is a universal phenomenon. Every country has schools and they almost all have principals. There are also great similarities in school curricula, with language, maths and science subjects being omnipresent, reinforced by their centrality within OECD's Programme for International Student Assessment (PISA). Policy borrowing also means that leadership models developed in the west are often applied in developing contexts, as noted in this mapping report. However, there is also growing awareness of the importance of culture and context (Hallinger, 2018a, 2018b) in understanding how school leadership is enacted in the diverse settings represented in the Commonwealth.

Contextual challenges are particularly evident in the developing Commonwealth. In much of Africa, and elsewhere, learners are often poor and hungry, schools are poorly equipped, teachers are often inadequately trained, and principals are rarely prepared for their leadership roles (Bush and Oduro 2006). School leaders try to cope with severe problems, such as children not completing primary education, weak economies, societal violence, serious health issues and a culture of corruption and nepotism (ibid). Limited human and material resources,

and constrained scope for leadership enactment within often unresponsive bureaucracies, make it difficult for principals to address these contextual challenges, especially without specific leadership training.

Knowledge production

Educational leadership and management, as a field of study and practice, is largely a post-war phenomenon. It was given impetus by the shift to self-managing schools in several Commonwealth jurisdictions, notably Australia, Canada, England, New Zealand and South Africa, from the 1980s. Two centralised Commonwealth countries, Singapore and Malaysia, also prioritised leadership from the same period. These countries are world leaders in knowledge production on educational leadership, as this mapping report demonstrates, and they have contributed powerfully to defining the field. There are pockets of knowledge production in several other Commonwealth countries, often linked to university education departments. Hallinger (2018a) reports growth in research outputs in certain African and Asian countries, in the twenty-first century. However, many Commonwealth nations continue to have negligible knowledge production, with implications for policy and practice.

Interest in educational leadership and management in Africa, as measured by research outputs, is a relatively recent phenomenon. Hallinger (2018a, 2018b) notes that 90 per cent of the studies in his longitudinal overview have been published since 2005, and 60 per cent since 2011. Only five African Commonwealth nations countries have more than six outputs – Botswana, Ghana, Kenya, Nigeria and South Africa. Similarly, 70 per cent of knowledge production in Commonwealth Asia emanates from three countries, Malaysia, Pakistan and Singapore.

Knowledge production is limited in most of the Caribbean and seven of the 11 countries in this region have no published outputs. The three countries with University of the West Indies centres each have a small number of papers, focusing mainly on the principal's role, with two sources focusing on leadership preparation. In Europe, Cyprus and Malta both have a small number of established academics, contributing strongly to knowledge production on school leadership. Australia and New Zealand are major centres for knowledge production in school leadership. There are limited outputs from some of the other countries in the Pacific region, with the involvement of New Zealand academics in some cases. However, there are no published sources in the three countries.

Knowledge production foci

This mapping report shows the topics that have captured the interest of academics in the developing Commonwealth, and they may also be a guide to policy and practice in these countries. There is considerable interest in leadership styles and models, but these are mostly focused on solo models, such as transformational and transactional leadership, with limited attention to shared models, such as participative, distributed and teacher leadership. This reinforces the notion of leadership as a position, discussed earlier. There are also few outputs on instructional leadership despite its positive links with student

outcomes. Managerial leadership is dominant in most centralised Commonwealth countries, with strong hierarchies, little or no delegation or distribution, vertical accountability, and an emphasis on performativity (Bush 2020).

The other major focus of the literature is on leadership development, sometimes labelled as preparation or training. These sources are mostly normative, explaining the need for specialist provision, with a much smaller number of sources reporting research on current programmes. Malaysia and Singapore both have national leadership centres, and mandatory preparation programmes for prospective principals, showing national recognition of the importance of leadership for school improvement. However, most developing Commonwealth nations have no such provision, and leadership learning is usually incidental and unplanned (Moorosi and Bush 2020).

Conclusion

While the importance of effective leadership is now well established, this is inadequately represented in global policymaking. The UN's Sustainable Development Goals acknowledge the need to provide "inclusive and equitable quality education" and assert that "lack of quality education [is] due to lack of adequate teacher training [and] poor conditions of schools" (SDG4). Leadership is invisible here and in CHOGM's "specific actions" to "achieve 12 years of quality education". Securing political "buy in" for action to enhance school and system leadership is crucial if the desired quality gains are to be achieved.

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Appendix 1: National overview of sources

Country	Sources
Botswana	9
Cameroon	5
Gambia	0
Ghana	11
Kenya	13
Lesotho	1
Malawi	2
Mauritius	3
Mozambique	1
Nigeria	3
Rwanda	9
Seychelles	1
Sierra Leone	0
South Africa (sampled)	8
Swaziland	1
Tanzania	6
Uganda	5
Zambia	4
Bangladesh	6
Brunei Dar es Salaam	1
India	3
Malaysia (sampled)	11
Maldives	2
Pakistan	12
Singapore (sampled)	11
Sri Lanka	2
Antigua	0
Bahamas	0
Barbados	2
Belize	1
Dominica	0
Grenada	0
Jamaica	2
St. Lucia	0

(*Continued*)

Country	Sources
St. Kitts and Nevis	0
St. Vincent and Grenadine	0
Trinidad and Tobago	3
Cyprus (sampled)	4
Malta (sampled)	1
Canada (sampled)	11
Australia (sampled)	4
Fiji	3
Kiribati	1
Nauru	0
New Zealand (sampled)	3
Papua New Guinea	2
Samoa	1
Solomon Is.	3
Tonga	1
Tuvalu	1
Vanuatu	0

Appendix 2: Thematic overview of sources

Principal Theme	Sources
Approach/focus	66
Preparation and training	50
Preparation content	44
Policy issues	26
Governance issues	24
Cultural issues	22
Delivery approaches	20
Support systems	18
Development planning	15
Accountability issues	14
Selection of participants	10
Recruitment of leaders	8
Total	*317*