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ECER Annual Conference 2023

Leadership and management: A relevant distinction for leadership in education?

Dr Julie Harvie

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Future of Headship Research Strands

1	Evolving Role of the Headteacher
2	School Leadership in Scotland
3	<i>Into Headship</i> programme
4	Social Justice Leadership
5	Role of Middle Leadership
6	Growing Tomorrow's Leaders

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Dr Julie Harvie, Professor Margery McMahon, Mrs Kathleen Kerrigan**

Presenting author – Dr Julie Harvie



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Policy Discourse

- Privileging of leadership
- Emphasis on distributed forms of leadership



The normative positioning of leadership has become “one of the great unquestioned assumptions of our time” (Eacott, 2013: 119)

Book chapter-

- Explore assumptions often made regarding distinctions between leadership and management
- Key limitations examined
- Challenges identified
- New understandings & perspectives



Key aspects of the development of Educational Leadership

Development shares roots with business management and other public services

(Bell, 2007)

- 1913 - *The Supervision of City Schools* by Bobbitt
- 1977 – Headteacher / Principal role identified as significant in school success but the term ‘leadership’ is absent from the literature
- 1973-87 constrained resources
- 1990s – performance management and administration



Branson et al. (2008)

Management – latin root of '*manus*' to handle or restrain



Administration – latin roots of '*ad*' & '*ministrare*' to serve the public



Leadership – Old English '*lædere*' and Germanic '*leitari*' roots– to guide

Gunter (2004)

1944 – 1974 – Educational Administration

1974 – 1988 – Educational Management

1988 onwards – Performance Leadership





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Tensions in the purposes of Educational Leadership

Autonomy and empowerment
Values based
Reducing poverty related attainment gap
Equity
Social justice



Responsibility
Accountability
Performativity



Distinctiveness of Educational Leadership?

Similarities

Branson and Marra (2022)

- Shares many features with other public services and business
- Since 1980s boundaries between private and public sectors less distinct
- Socially complex 'wicked' problems requiring interdisciplinary approaches

Differences

Bush (2008)

- *Educational leadership* – focus on educational values, teaching and learning

Smythe (2021)

- Schools are learning organisations which function within highly complex eco systems serving different local communities, young people with widely differing abilities, needs, family backgrounds and cultures.

Theoretical limitation

- Underpinning theory not premised on the self-actualising and reciprocal nature of learning



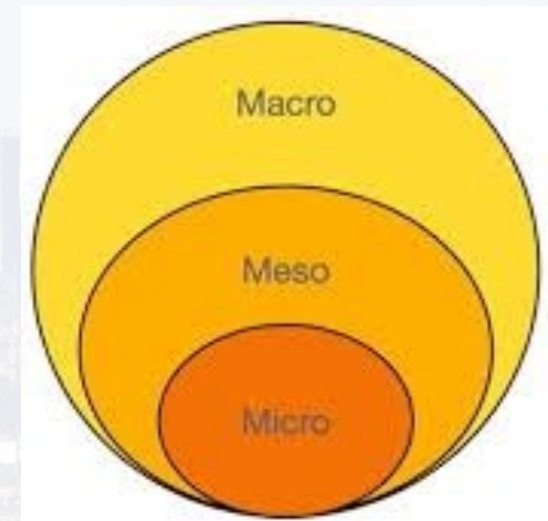
Practice realities of leaders in schools

Practice is exercised in context

Macro – national

Meso – local and school

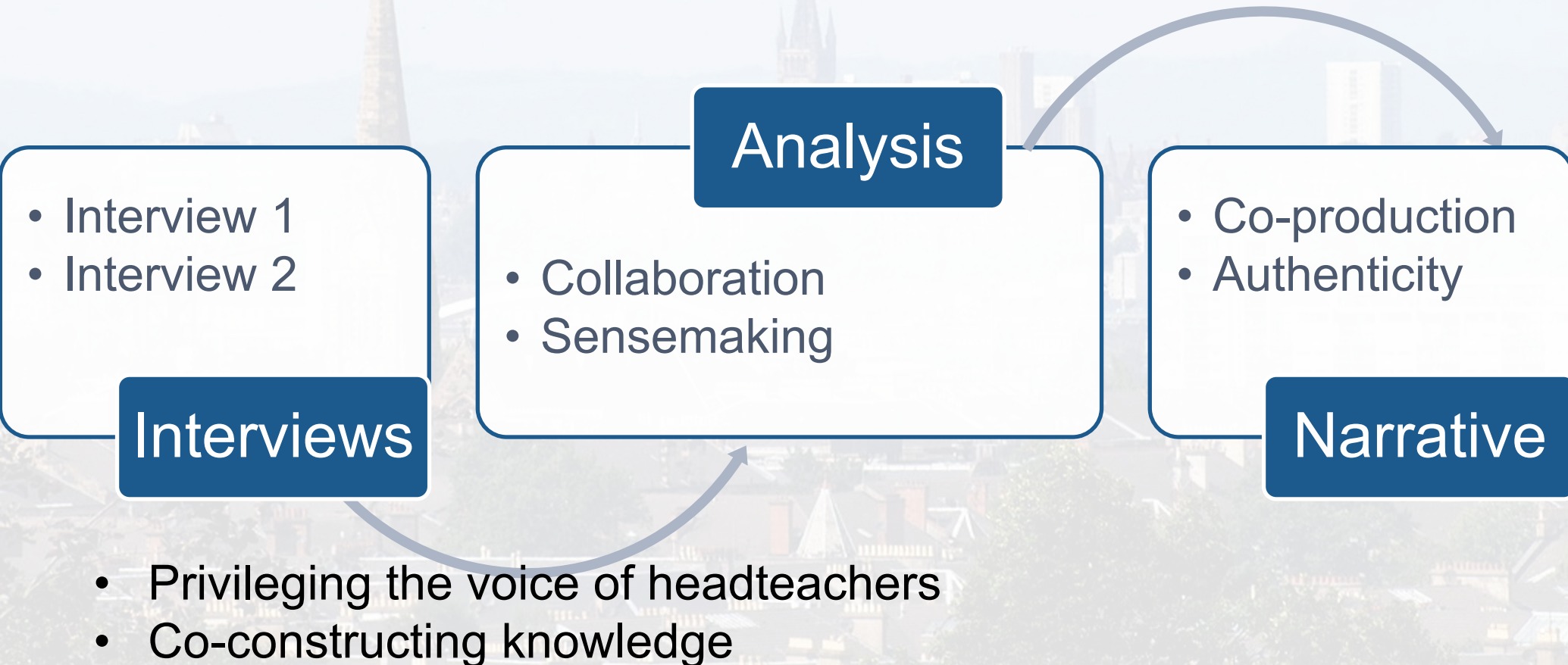
Micro – school leader



International School Leadership Development Network
(ISLDN) Framework (Torrance and Angelle, 2019)



Research with Headteachers/Principals: Life History Narrative (LHN) approach



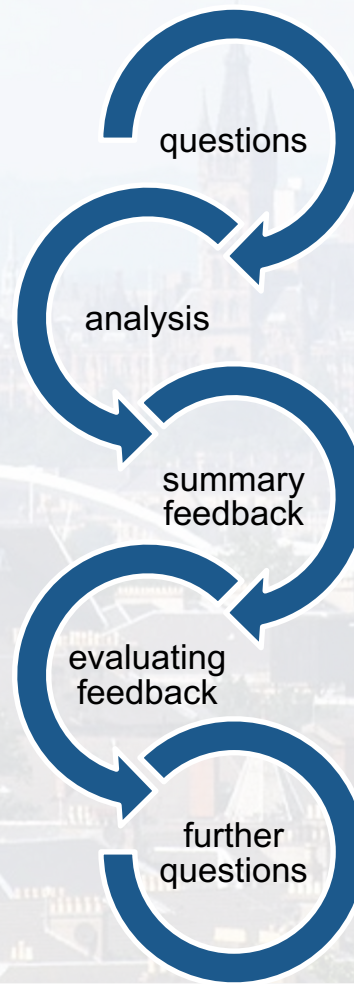
Process of the Delphi Method Questionnaire:

Values

"I believe that I have a personal and professional responsibility to enable and empower all individuals to grow in their sense of agency, self-worth and esteem".

Role Model

"modelling practice on a daily basis in my interactions with young people, parents and staff".



Relationships

"As a leader I consistently encourage staff to work with our young people as individuals".

Management

"Ensuring interventions are being put in place if required and overcoming obstacles to social justice if required".

Leadership and Management are Interdependent Processes

Spillane and Coldren (2011)

- Leadership representing a relationship of social influence
- Management tasks ensure effective and efficient organisations
- Leadership is the ability to: develop a vision for change, which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes; and mobilise, enable and support others to develop and follow through on strategies for achieving that change.
- Management is the operational implementation and maintenance of the practices and systems required to achieve this change.
- Standard for Headship (GTCS, 2021)



Conclusions

- Internationally, constructions of educational leadership continue to evolve
- Leadership now perceived as facilitating improvement, a policy lever for new public management (managerialism)
- Management has been relegated to maintenance activity
- Although leadership can be distinguished from management in theoretical terms, such distinction can be difficult or unhelpful in practice, its potential overshadowed by the position, status, authority and power of those in management roles
- Leadership and management are interdependent, and this relationship warrants further research in the field of educational leadership



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Thank you ECER 2023

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