Educational Leadership and Management : Challenges for Research and Professional Development in Kenyan

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Presentation outline

- **Conceptions of Educational Leadership and Management**

- **Features of Leadership**

- **Democratic Leadership in Education** (Liberal, Participatory, Social)

- **Developmental Conception of Democracy**

Educational Leadership and Management – Definitions and Usage

- Educational leadership, management and administration at times used interchangeably.

- Development of education management drew heavily on sociology, political science, economics and general management

- In the late 20th century the emphasis on management reflected the business world and its use in education formed part of the 'policy borrowing'.

Leadership

- A higher order set of tasks such as goal setting, visioning and motivating.

- A process geared towards the attainment of desired purposes.

- Involves inspiring and supporting others towards the achievement of visions for the institution based on clear personal and professional values.

- Leadership tends to be equated with *vision* and *values.*

Educational Leadership and Management

Management

- Viewed as at a lower level concerned with maintenance of performance through supervision, coordination and control.

- It is the implementation of policies and the efficient and effective maintenance of activities.

- Involves monitoring, controlling organisational activities and allocating resources.

- Can one be a leader without being a manager and the other way round?

- That is, Can one fulfil many of the symbolic, inspirational educational and normative functions of a leader and thus represent what an organisation stands for without carrying out any of the formal functions of management?

Educational Leadership and Management

- Often necessary for leaders to undertake management activities
- Styles of management may influence styles of leadership and visa versa.
- Whatever the definitions of leadership and management are used, it is clear that there is a bridge between the two activities.

- Thus, an effective leader must not only have ability to identify the appropriate development path for the organisation to take but also have skills that enable him or her to encourage the people to follow.

Educational Leadership and Management

- Research finding from different countries reveal that leadership has a lot of impact on processes related to educational achievements

- Quality of leadership determines the motivation of staff.

- For example, a change in UK educational policy during the late 1990s - replaced an earlier preoccupation with management by an increasingly generic and more prescriptive concept of leadership.

Main characteristics of leadership

- Leadership as influence.

- Leadership and values.

- Leadership and vision.

Influence

- Leadership – when intentional social influence is exerted by one person (or group) over other people.

- It is *influence* rather than *authority*. In this sense, leadership is independent of positional authority whilst management is linked directly to it.

- It is *intentional.* The person seeking to exercise influence is doing so in order to achieve certain purposes /communal goals. People listen to those with the best ideas, not those with then biggest name tag. In this sense, leadership is a function in that it is only present when it is being exercised.

Values

- Leadership is increasingly linked with *values* and therefore leaders are expected to ground their actions in clear personal and professional values.

- In most countries dominant values and policies are those of government and these are '*imposed*' on educational leaders

- The scope for leaders to act according to their own values is circumscribed by central power.

Vision

- This is an essential component of effective leadership. People are motivated to work hard because their leadership is the pursuit of visions.

- They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision.

- Critical aspect of leadership is helping a group develop shared understandings about the organization and its activities and goals that can undergird a sense of purpose or vision.

Common Types of Leadership in Educational Institutions

- Instructional Leadership

- Transformational Leadership

- Distributed Leadership

- Democratic Leadership

Instructional Leadership

- Blends several tasks; classroom instruction, staff development and curriculum development. Tasks of instructional leadership to include;

✓ Direct assistance to teachers;

✓ Group development;

✓ Staff development;

✓ Curriculum development;

✓ Action research.

Instructional Leadership *cont.*

- Encourages staff voices and acknowledges diverse contexts as well as the complexity of teaching.

- Leader's duties include; framing and communicating organizational goals, supervising and evaluating instruction, coordinating the curriculum, monitoring progress, maintaining high visibility, motivating staff in their work and supporting professional development.

- Key focus for leaders is the learning of their students, so the influence of leaders would tend to be based on their expert knowledge and intended to improve the effectiveness of teachers in the classroom.

Transformational Leadership

- The ability to provide intellectual direction within the organisation with the aim of empowering and supporting the staff as partners in decision-making.

- Focuses on problem solving and collaborations with stakeholders with the goal of improving organizational performance.

- Attempt to shape a positive organizational culture and contribute to organizational effectiveness.

- Critical in a changing educational contexts.

Distributed Leadership

- Achieved when expertise is engaged wherever it exists within the organization.

- Characterized as a form of collective engagement where have/develop expertise in different fields and take lead in them.

- Does not render those in formal leadership roles redundant but rather their job is primarily to hold the pieces of the organization together in a productive relationship.

Democratic Leadership

- John Dewey (1916: 99)"A society which makes provision for participation in its good of all its members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life is in so far democratic".

- Democracy has been defined as a system of government by the whole population or all eligible members of a state, typically through elected representatives.

Democratic Leadership cont.

- Provides open climate and channels of communication with the staff.

- Cultivation of an environment that supports participation, sharing of ideas and the virtues of honesty, openness, flexibility and compassion.

- Democratic leadership cuts across the other styles of leadership: distributed, instructional and transformational.

- **Three paradigms of democratic societies**

Liberal democracy

- Purpose of society is to benefit the individual in his/her development.

- Public education is priority to support the individual in becoming autonomous, and in gaining "the good life".

- Role of the state is to ensure that family or community does not obstruct the child's chances for 'success' e.g. UK, Australia, New Zealand - Kenya?

Social democracy

- Progress towards a democratic socialist society.

- Emphasis on social rights and equality.

- Identified with welfare states such as Norway, Sweden and Denmark

- Visible in movements that emphasise group cohesiveness and the importance of redistributing social good-including education.

Participatory democracy

- Presumes collective participation and ownership.
- Viewed as most profoundly realized when all adult residents are engaged in debating and determining key issues.

- School (and colleges) 'belong' to an identified local community that is responsible for determining purpose and process. Values local responsiveness and policies

- Support the right of parents and other groups to develop publicly funded schools that meet specific local goals, Canada?

Contradictions

- Literature reveals that every democratic system contains its own contradictions between beliefs and actions.

- The mixing of policies based on different assumptions can cause policy dilemmas when an attractive goal, articulated in the context of one set of democratic principles is transplanted to another setting where its implementation may introduce dissonance in the existing ecology of values.

A developmental conception of democratic practice in Education

- Model most relevant to education in Kenya.
- Can be summarised in terms of six interlinking aims.

- ✓ Human potential,
- ✓ Ethical rationality,
- ✓ Discursive rationality,
- ✓ Decisional rationality,
- ✓ Therapeutic rationality
- ✓ Social justice.

Development of human potential

- Creates an environment which enables the capacity for human potential to be realised (for intellectual reasoning, aesthetic sensibilities, and spiritual awareness)- Orientated toward cultivating the fullest development of this human potential.
- Based on the educational philosophy that human development involves awakening, in a balanced way, the range of human faculties (cognitive, affective, and creative - Bloom Taxonomy!!).
- Entails a collective obligation to create economic and social conditions which enable everyone to participate and work toward their potential.

(Constitution, Chapter 4 – Bill of Rights Art. 19 (2); Foundations of Vision 2030, Social Pillar; Basic Education Act, 2013)

Ethical rationality

- Aims to create an environment in which people are encouraged and supported in aspiring to '*truths*' about the world.

- Significance of the social dimension of human development and knowledge.

- An ethic of care and a concern for the common good.

(Constitution Chapter 6, Leadership and Integrity, Chapter 13, Public Service; Vision 2030 etc.)

Discursive rationality

- A climate where exchange and exploration of views, and open debate are possible.
- Allows for alternative interpretations and perspectives.
- Emphasis on power sharing, the free exchange of ideas, which means seeking out and facilitating expression of views from individuals is essential.
- Recognising that answers are not clear-cut, even if they are ethical or scientific or technological in nature.
- Values dialogue, open inquiry and critique.

(Constitution, Chapter One Art. 10 - Values and Principles of Governance, Chapters Eleven, Twelve etc.; Vision 2030).

Decisional rationality

- Aims to disperse decision-making so that people are active contributors to the creation of the institutions, culture and relationships.
- It concerns rights to be involved in decision-making
- Rights to affect collective, organisational decision-making.
- Promotes accountability.
- The simple fact that being affected by decisions provides a case for participation.
- Creates a sense of identity and relationships.
- Develops a culture of acceptance.

(Constitution, Chapter One Art. 10 - Values and Principles of Governance, Chapters Eleven, Twelve etc; Vision 2030)

Therapeutic rationality

- Concerns the creation of well-being, social cohesion and positive feelings of involvement through participation and shared leadership.
- Orientated towards the interior well-being of the person.
- Recognises the intimate connection between external social relationships, (the symbols and messages conveyed by formal and informal social arrangements that encourage or discourage participation, the way differences in power and authority are made manifest) and the internal world of the person".
- Identified in the self satisfaction and esteem and self-confidence.

(Constitution, Goals of Education in Kenya, Basic Education Act, 2013)

Social justice

- Promote social justice by engendering respect for diversity and reducing cultural and material inequalities.
- It is about fair and just distribution of resources, respect and opportunities.
- Eradication of social patterns of exploitation, domination and denigration.
- Reduction of cultural domination and disrespect, thus unity as human beings.
- Reduction of patterns of association amongst individuals and social groups which prevent some people from participating fully in decisions which affect the conditions within which they live and act.

Constitution Chapter Four, Bill of Rights; Vision 2010; Basic Education Act, 2013)

Social justice

- Educators cannot ignore the power imbalances and disparities that sustain much socio-cultural and economic inequality today or the multiple forms of social, cultural and economic capital among students.

- Educators and leaders must take steps to provide an environment that challenges and overcomes inequities by offering equitable access to equal opportunities for all.

- Educators and leaders can and should develop pedagogical understandings and strategies that make institutions more inclusive, more equitable, and that make it a training ground for democratic citizenship. (Constitution Chapter Four, Bill of Rights; Vision 2010; Basic Education Act, 2013)