

# Developing a Green Leader Model for Primary Schools

David Dixon

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This work is dedicated to my late parents Harry Joseph Dixon and Barbara Diana Dixon and to my son Robert Harry James Dixon.

## **Abstract**

This research developed the first ‘Green’ model for primary school leadership, which aimed to address some of the actual and anticipated environmental problems through the way schools operate in the context of Curriculum, Campus and Community. It emerged through an empirical investigative study of eight English primary school Head Teachers who are pioneering environmental sustainability. A Post-modern perspective influenced the research methodology and helped to take a fresh and sceptical look at the leadership aims of primary schools in relation to the education system and general society. This involved a critical examination of the National College of School Leadership’s ‘Leadership for Sustainability’ and literature from the ‘Green Movement’. The findings suggested that leaders are needed with a certain kind of ‘Green’ values, knowledge and skills. Questions arose about how a type of ‘Distributed Leadership’ might lie within the new model and whether the model is feasible, given that the pursuance of its main objectives are not currently the priority of most schools. The thesis pointed to the need for a radical revision of what it means to be a primary school leader, in order to assist with the imperatives of a green sustainable economy which promises a better quality of life for more people. This is a ‘Big Claim’ for a small-scale study. It is hoped, therefore, that this modest thesis could be a catalyst for more wide-ranging research and thinking in this most vital area, in terms of education leadership’s role in securing the viability of modern civilisation.

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# CHAPTER I

## Green Perspectives

### Introduction

This dissertation aimed to develop a new model for school leadership termed here as ‘Green Leader’. The desire to undertake such work stemmed from the anxiety that the current education system may be unfit for purpose given the looming threats to the Earth’s eco-system and the entrenched neo-liberal economic system which is hastening the time when the planet may be unable to sustain modern human civilisation. It was felt that a new leadership paradigm was needed to help combat the threats, taking into account that the vast majority of scientists think that the window of opportunity to stabilise and ultimately reverse ecological breakdown is shrinking as rapidly as the glaciers. The Green Leader label has not been located in current texts pertaining to education leadership. It does, however relate to England’s National College of School Leadership’s (NCSL, 2006) Leadership for Sustainability model, which is the favoured vehicle for promoting Education for Sustainable Development (ESD).

Throughout this dissertation consideration was given to four interrelated themes that influenced the Green Leader model: firstly, the global dimension which outlines the threats to the planetary ecosystem and the international reaction to these; secondly, the national dimension in the context of the UK government agendas within and beyond the education system; thirdly, the institutional dimension i.e. the influence of ESD on children’s education and the perceived barriers to it and fourthly, the Education Leadership and Management dimension, whereby the process of Green Leader model building takes account of other leadership models in relation to the featured empirical research.

The starting point for this study was an interrogation of literature relating to scientific thinking on threats to the eco-system and ways forward on sustainability, the ‘Green Movement’, National College of School Leadership (NCSL) research and a selection of current normative leadership models. This begins in this introductory chapter as a general overview of ‘greenness’ and how it relates to the present school system. This is investigated further in Chapter 2, when the present ‘Linear Economy’ is compared to the ‘Circular’ green economy and related to a selection of present leadership models. In Chapter 3, literature on Post-modernist thought was used to show how and why it underpinned the whole of this work and most importantly the research methodology in Chapter 4. This is because of the strong links between Post-modernism and the Green Movement which also affords a different perspective through which current educational leadership theory can be examined. The evidence from the empirical investigation featured in Chapters 5 and 6 produced a composite of practices and underlying motivations which were used to refine ideas for the Green Leader model revealed in Chapter 7. Some of the empirical research findings prompted a return to the literature for further insight and clarifications.

It was important for the new model to draw substance from established leadership models as well as being compared and contrasted with them, as the discussion about the legitimacy of it emanated from its conjunction with, and divergence from, these other models. Additional literature was examined that related to social phenomena which appears to be contributing to an ecologically unsustainable national and international economy and how these are beginning to pose challenges for all school leaders.

The empirical research of this dissertation was based on the study of eight primary school head teachers who lead 'Green Flag' Eco Schools. This internationally agreed ENCAMS accreditation ensured that the featured schools all had a recognised baseline of greenness. Each leader and his or her school were treated as a separate case study whose compiled data was itself compiled with the others to help conceptualise the Green Leader model.

Periodically, this work makes an important distinction between *Leader* and *Leadership*. The Green Leader model is deliberately orientated around the concept of *the leader* because of the interest taken in the individual traits of the group under study and how these traits influenced their form of leadership. The literature tends to concentrate on *leadership* i.e. the acts of a given leader, rather than on the leader him or herself. The motives behind these acts were investigated so that the acts themselves could be contextualised and better understood. From this, a hypothesis emerged to contend that it is possible to create a new leadership model for primary schools, called Green Leader, using a post-modern perspective and related Green Movement literature, and to use it to question current interpretations of ESD and associated leadership models and strategies as promoted by the UK government. The very process of model creation also encouraged a critique of these interpretations and a range of suggested alternative practices or development of existing ones.

### **What is 'Sustainable' and 'Green'?**

Before embarking on any discussion or critique of the issues outlined above, it is important to establish working definitions for the labels used throughout this work. 'Sustainable' and 'Green' need definitions, because they have many connotations within and outside the education sector. In many contexts the labels Sustainable and Green are inter-changeable or cited together when applied in the context of care for the natural world. The term sustainable is used in many non-environmental contexts, whereas the green dimension occurs where a person or group makes environmental or ecological sustainability a priority within all their actions. This is based on the belief that 'We need to use the planet like there is a tomorrow. This means living within the limits of the natural world' (Friends of the Earth, 2009, online) i.e. 'the place of, and our connection with, the biosphere' (Jackson, 2007, p.20). The definition of biosphere used in this work corresponds to the regions of the earth's crust and atmosphere occupied by living organisms. This is incredibly thin in relation to the overall size of the planet. Regarding the atmosphere:

If you had a [school] globe covered with a coat of varnish, the thickness of the varnish would be about the same as the thickness of the Earth's atmosphere compared to the Earth itself (Carl Sagan quoted in Gore, 2006, p. 22).

The breathable part of the atmosphere would be even thinner. The other part of the biosphere, even thinner than this, is the lithosphere, which is the outer crust of the Earth and includes all the soils which sustain most plant and animal life.

## **Sustainability Concepts**

The sustainability label is used in many contexts, including ‘the social, global, development, economic and governance factors’ (Jackson, 2007, p.20). This embraces the following definition:

A sustainable society is one that can persist over generations, one that is far-seeing enough, flexible enough, and wise enough not to undermine either its physical or social systems of support (Sterling, 2004, p.13).

This sustainability label has an emphasis on the behaviour of individuals and groups and how this impacts on the natural (i.e. non-Man-made) environment. There are also issues of Social Sustainability and Organisational Sustainability, both of which have an existence outside the realms of maintaining the biosphere. However, this is challenged by many writers in the Green Movement:

we ought to pay full and close attention to the ecological conditions and prerequisites that sustain all life. That we seldom know how human actions affect eco-systems or the biosphere gives us every reason to act with informed precaution. And, because of the scale and momentum of the human presence on earth, it is utter foolishness to assert otherwise (Orr, 2005, p. ix).

Social Sustainability relates to ‘Sustainable Communities’ defined by the UK government Office of the Deputy Prime Minister as:

welcoming, prosperous places to live. They have jobs, homes, schools, healthcare, transport and other services people need. A sustainable community meets the needs of all its citizens so that the most disadvantaged aren’t left behind...[they]...will stand the test of time and [be] places where people want to live (ODPM, 2005, p.2).

This type of social sustainability agenda is also embodied in the UK government Department for Community and Local Government (DCLG) initiative entitled ‘Community Cohesion’ (DCLG, 2008) and the DCSF initiative ‘Every Child Matters’ (DCSF, 2009). It should be noted that this sort of sustainability can cause problems for the biosphere because of its reliance on unsustainable consumption. The Green perspective, therefore, melds social and environmental sustainability into one issue because one inextricably has an impact on the other. Throughout history there have been examples of socially sustainable civilisations which have crumbled due to their

populations exhausting natural resources i.e. they have become physically unsustainable. The demise of the Easter Islanders is a good example of this:

Core sampling from the island has revealed a slice of Rapa Nui history that speaks of deforestation, soil depletion, and erosion. From this devastating ecological scenario it is not hard to imagine the resulting overpopulation, food shortages, and ultimate collapse of Rapa Nui society (Clark, 2000, online).

In recent years, the awareness of this sort of disaster has been articulated by many leaders.

Make the wrong choices now and future generations will live with a changed climate, depleted resources and without the green space and biodiversity that contribute both to our standard of living and our quality of life. Each of us needs to make the right choices to secure a future that is fairer, where we can all live within our environmental limits. That means sustainable development. (Tony Blair, 2005, p.4)

The emphasis on individual choices is a point which will be returned to, because it has a bearing on the context in which schools attempt to implement sustainable practices.

‘Organisational Sustainability’ relates to strategies employed by schools and other organisations to ensure year on year improvement through short-term and longer term measures.

leaders should ensure that they are meeting current targets and benchmarks, but that they should also be looking further ahead...not just to improve incrementally on what they are doing but should be planning to develop significant capacity and capability to make radical and important shifts in provision so as to make educational gains (Davies, Davies and Ellison, 2006, p. 3).

Organisational Sustainability also includes succession planning (NCSL, 2008), so that there is a smooth transition when new people, especially senior leaders, depart or arrive.

So, there is a distinction between ‘Green’ and ‘Sustainable’ aspects, but also synergy. Obviously, all human activities take place within the biosphere (apart from spaceflight although it *does* have an effect until earth orbit is reached) and so all of them will have an impact on it, as illustrated by the ‘Butterfly Effect’ and ‘Gaia Theory’ discussed in Chapter 3. A healthy biosphere, therefore, underpins all human activities including all the sustainability definitions described above. To avoid confusions with ‘non-green’ sustainability definitions, the term ‘green sustainability’ is applied throughout this work. This embraces the social/cultural side of sustainability, but has at its centre the concept of maintaining a healthy biosphere i.e. a constantly replenishing bio-chemical environment that enables humans to prosper in terms of health and welfare and which humans actively work to maintain for future generations. It also encapsulates an obligation of working with natural systems rather

than trying to subjugate them. A useful way of conceptualising this perspective is through the 'Permaculture' philosophy summarised in Fig. 1.1.

**Fig. 1.1** Overview of Permaculture showing the possible synergy between the Human-made and Natural Environment



Burnett (2009) online.

Permaculture is a way of thinking and living which incorporates modern life and technology *with* natural systems i.e.

ecological design as it applies to land use, buildings, energy systems, transportation, materials, water, agriculture, forestry, and urban planning. For three decades and longer we have been developing the ideas, science, and technological wherewithal to build a sustainable society. The public knows of these things only in fragments, but not as a coherent and practical agenda – indeed the only practical course available. That is the fault of those in the field of conservation, and we should start now to put a positive agenda before the public that includes the human and economic advantages of better technology, integrated planning, coherent purposes, and foresight (Orr, 2003, p.7)

This conforms to the concept of having ‘Ecoliteracy’ and seeing life in terms of:

the patterns and processes through which...molecules interact. You can’t take a photograph of the web of life because it is nonmaterial- a network of relationships (Capra, 2005, p. 20)

This is distinct from a willingness/ability to implement ‘green’ initiatives in a utilitarian way to conform to national and local policies on sustainability linked to school improvement- a type of extrinsic greenness discussed below. In the school context this reflects:

The pressure to proceed from one targeted standard to another as fast as possible, to absorb and demonstrate specified knowledge with conveyor-belt precision, [which] is an irresistible fact of school life (Holt, 2005, p.56).

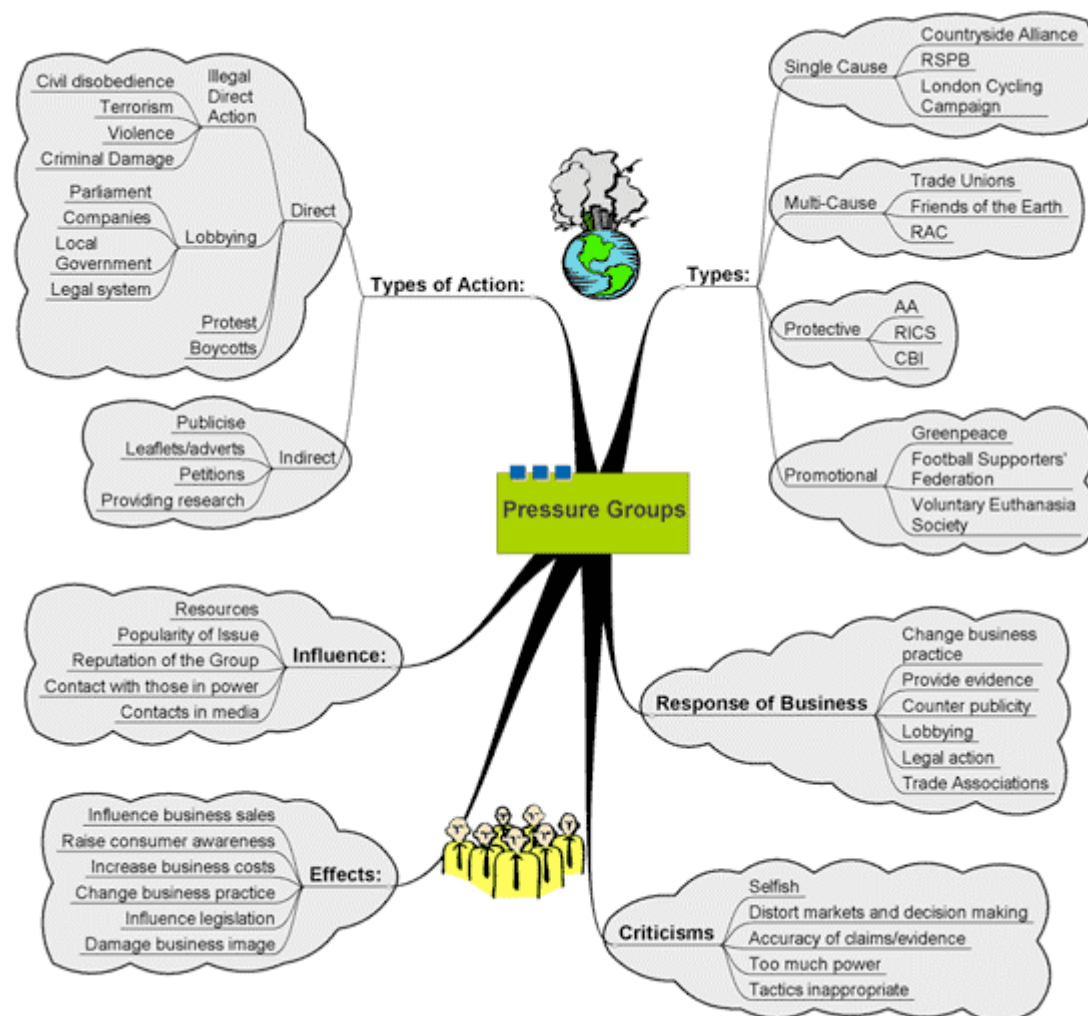
This means that a leader who employs a type of leadership which complies with the leadership for sustainability model, may not be a Green Leader as defined by this study.

### **The ‘Green Movement’**

The ‘Green Movement’ is taken to mean organisations, writers and personalities whose main remit is to galvanise others to change their lifestyles in order to protect the biosphere of the planet from further degradation and to hopefully reverse the damage. Organisations under this label include pressure groups such as Greenpeace, WWF, Friends of the Earth and Men of the Trees. Writers include Stirling (2004), Carson (2000), Midgely (2006) and Harding (2006). There are also people who have a high profile in the media such as ex-Vice President Al Gore, Jonathan Porritt, David Attenborough and George Monbiot. The activities of these groups and individuals include broadcasting, writing academic books and journals and taking various forms of ‘Action’. Fig.1.2 shows the range of pressure group actions. Notice too, how many of the examples of these groups are from the Green Movement.



**Fig. 1.2** Range of Pressure Group activities



Biz/ed, 2009, online

What most of these individuals and groups in the Green Movement also have in common is the desire to see environmental sustainability as a driver for Social Justice.

Social Justice is about every one of us having the chances and opportunities to make the most of our lives and use our talents to the full (Welsh Assembly, 2009, online).

The combination of Greenness and Social Justice fits 'Rosznak's idea that the needs and rights of the person are bound up with the needs and rights of the planet' (Zimmerman, 1994, p.62). It can also be described in terms of 'Ecological Thinking', which:

entails a shift of emphasis from relationships based on separation, control and manipulation towards those based on participation, empowerment and self-organisation (Orr, 2004, p. 49).

This also links to the issue of Pupil Voice (DCSF, 2009, online) which is becoming an ever more prominent issue in schools. Leaders can be placed in a moral dilemma about how much, if at all, they should harness this to promote ESD. This is discussed further in Chapter 2, p. 20.

### **Existing Green Leader and Green Leadership labels**

Although the label ‘Green’ occurs in the ‘Green Flag’ Eco school accreditation title, it does not pertain to any universal qualitative or quantitative measure of how environmentally friendly a person or organisation may be. It also does not feature as a label attached to any form of school leadership designation. This occurs in industry as described below and in Chapter 2. However, the concept of greenness *is* being explored in the following terms:

Education for Sustainable Development...is at its lite green stage. In practice, there is a lot of discussion about personal responsibility and commitment to reduce waste and consume wisely. ...we accept that we need to evolve this into ‘bright green thinking’, a sense of remaking the world, of going beyond a sometimes dispiriting ‘less and less’ prospect to something aspirational as well as sustainable (Webster and Johnson, 2008, p.14).

This work will be revisited in subsequent chapters.

Where the Green Leadership title *does* occur, it relates to a paradigm which covers a wide range of definitions and interpretations in the commercial world. Here it is used to describe a leader who is *leading* on a green initiative; ‘green’ being synonymous with activities described as ‘eco-friendly e.g. tree planting, recycling and developing low or zero carbon fuels. This leads to:

Emissions trading, demand-side management, industrial ecology and other such measures...heavily promoted by free-market enthusiasts seeking to influence environmental policy (Tokar, 1997, p.50).

These sorts of actions also take into account the need for improved efficiency of industrial processes and the public demand for ‘Green’ products, a knock-on effect of more widespread environmental and ethical awareness, which has influenced what is produced and how it is produced and marketed. This has resonances in the utilitarian practices of school leaders mentioned above and which are described in the findings of this dissertation. Most companies are developing their ‘green’ credentials in the face of changing legislation and market conditions. A visit to company websites bears this out. For example, British Petroleum states:

BP supports precautionary action to limit greenhouse gas (GHG) emissions and works to combat climate change in several ways, even though aspects of the science are still the subject of expert debate (BP, 2008, online).

Company green initiatives tend to be driven by their Marketing and Public Relation departments, which seek to counteract the campaigns of green pressure groups. These

groups can campaign on single issues e.g. residents objecting to a new road, or be sophisticated organisations campaigning on many issues across frontiers e.g. Greenpeace (see also Fig.1.2 above).

Greenpeace stands for positive change through action. We defend the natural world and promote peace. We investigate, expose and confront environmental abuse by governments and corporations around the world. We champion environmentally responsible and socially just solutions, including scientific and technical innovation. Our goal is to ensure the ability of the earth to nurture life in all its diversity (Green Peace, 2008, online)

From this one can see a distinction between a practice labelled ‘green’ because it makes an industrial process more efficient, with less waste and one that is truly ‘sustainable’ in the context of biosphere integrity. Pressure groups are quick to seize on this and are increasingly taking ‘Direct Action’ against companies who they think are indulging in ‘green wash’ (to be discussed in Chapter 2). Business and commerce are also realising that improving ‘process efficiency’ is not enough because it:

can also have negative effects on the innovation process. Its focus on incremental improvements can allow managers to develop a sense of complacency in the face of sustainability challenges, when a sense of urgency is needed to drive more radical thinking. The "eco-efficient" firm that continues to make environmentally or socially destructive products with less waste is not moving society toward sustainable development and, in the long run, will find its markets drying up as technological change advances ahead of the company (Day, 1998, p. 4).

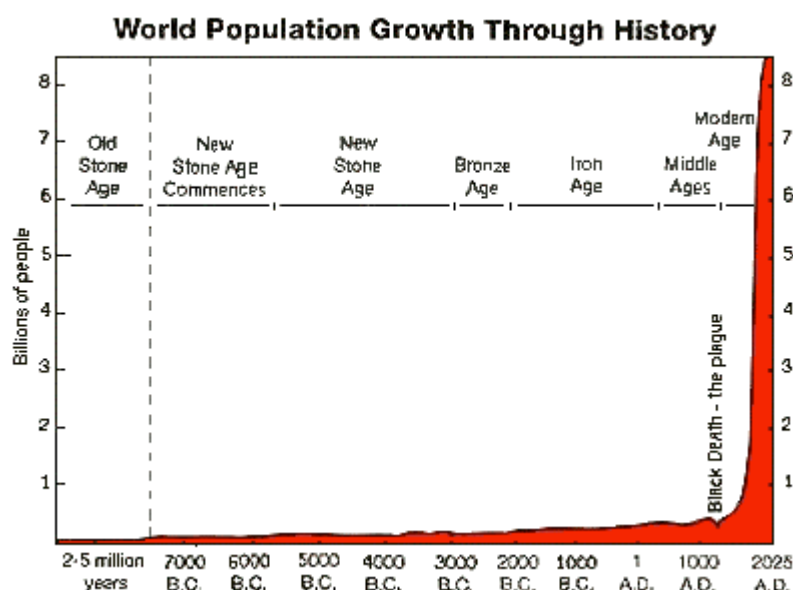
To go beyond ‘processes’ a leader might also be driven by a desire to implement green policies because he or she has a set of values which believe this is the ‘right’ thing to do. Thus, we have a possible dichotomy between ‘being green’ and ‘acting green’ (and degrees in between). This can also be described as embedded greenness as distinct from extrinsic greenness. It should also be noted that any leader might employ tried and tested leadership strategies which have nothing to do with greenness *per se*, even though the outputs of this leadership produce outcomes that are labelled green. The dissertation explored this in the context of how the featured primary school leaders operated. It is from this sort of analysis that further ideas for the Green Leader model were developed.

### **Leadership Imperatives Influenced by Action on Climate Change**

The desire to promote Leadership for Sustainability by NCSL and in the case of this dissertation, a Green Leader model, is linked directly to the goal of addressing Climate Change and other environmental degradation, to hopefully help to alleviate the devastating effects which are currently forecast. The extent of the consensus on this and the mobilisation of non-governmental and governmental agencies to deal with it, has been summarised in Appendix 1. Of course Climate Change is probably only a symptom of a general biosphere malaise which has many interconnecting

causes. For example, unprecedented population growth is exacerbating many of the other problems which themselves relate to over-consumption. (see Fig. 1.3)

**Fig. 1.3**



Source: Population Reference Bureau (2009) online

It should be noted that Climate Change is often synonymous with Global Warming. In scientific terms, this is a misnomer because the climate is *always* in a state of change and the world has always been either warming up or cooling down (Tudge, 1996, p.68). However, since entering everyday parlance, they *have* become synonymous and associated with rapid *catastrophic* changes to the earth's biosphere and its capacity to sustain life as we know it today.

As we have seen, in the public and private sectors of the UK and other countries, leaders are instigating 'action' on climate change and other environmental problems. This action aims to achieve 'sustainable development'. The following quote from the UK governmental Commission for Sustainable Development (CDC) reflects those of Sterling (2004), ODPM (2005) and Blair (2005) on p.3-4 above:

The goal of sustainable development is to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations (CSD, 2005, p.2).

In response to this 'sustainability agenda', England's Department for Education and Skills- DfES (now known as DCSF), NCSL and Office for Standards in Education (Ofsted), with various non-governmental organisations (NGOs), have been encouraging schools to become beacons of environmental sustainability.

Schools are there to give children the knowledge and skills they need to become active members of society. Many children are rightly worried about climate change, global poverty and the impact of our lifestyles on

our environment. Schools can demonstrate ways of living that are models of good practice for children and their communities. They can build sustainable development into the learning experience of every child to encourage innovation and improvement (DCSF, 2006, p. 13 ).

The first substantive sustainability document of intent came from Ofsted as far back as 2003. DCSF also commissioned research to determine what sort of leadership is needed to implement this approach. This research by Jackson (2007) mentioned above, is featured and critiqued later in this dissertation. This work highlighted the relatively low priority given to sustainability by schools and local authorities and the perceived lack of justification by leaders for adopting a radical approach to introduce wide-ranging Education for Sustainable Development (ESD).

The benefits and impacts of sustainability on school improvement, such as improved behaviour, achievement and self-esteem are currently under researched, with little long-term evidence available. Whilst sustainable development has the feel of being the right thing to do, we are still awaiting confirmation of this and of other benefits we haven't foreseen (Jackson, 2007, p.10).

Sustainability is not the main imperative for the DCSF, as there is a continuing emphasis on school league tables based on easily measurable pupil test results and reflected in the views of Holt (2005) on p.6 above. However, this is not to say that sustainability is absent from the school improvement agenda in the wider sense. Ofsted's interest in it has become significant, led by the chief Her Majesty's Inspector (HMI) for Geography and ESD, Leszek Iwaskow. Collaboration between the SDC, DCSF and Ofsted has led to the introduction of the 'S3' form which is an evaluation tool for sustainable practices. It mirrors the statutory Self Evaluation Form (SEF)- the SEF is used as the basis for all school Ofsted inspections. The S3 and the thinking behind it also encourages schools to see sustainability as a strand which can run across the curriculum, being of particular relevance to Science, Geography, Design/Technology and Citizenship. Sustainability is also present in the National Curriculum. It says in the section called 'Values and purposes underpinning the school curriculum':

Education is a route to equality and opportunity for all, a healthy and just democracy, a productive economy and sustainable development (DfEE/Qualification and Curriculum Authority, 1999, p.15)

A series of specialist Ofsted Inspections from 2005-08, conducted by H.M.I. Iwaskow yet to be published, tracked the progress of a group of schools in the area of sustainability and a random inspection of 41 schools sought to identify the quality of sustainable practices judged against the criteria in the S3 and those in the National Framework for Sustainable Schools (DfES, 2006). A Head Teacher from one of these schools said:

This school will never be top of any league table, but we went forward with confidence and totally stress free into our education for sustainable development inspection. The judgement was 'good with some features that are outstanding'. One member of staff, who has

worked in areas of deprivation all her life, said, ‘This is the first time I’ve been associated with anything outstanding in all my career ...’ (Ofsted, 2008, p.15).

That such a quote is lodged within a high profile Ofsted publication is very significant in that it is recognising the importance of sustainability in its own right and the educational value of less easily measurable outcomes. However, it should be noted that it is impossible to be an ‘Outstanding’ school overall if the national Standard Attainment Tests (SATs) are below certain numeric bench-marked levels. The key findings of this report were:

- In most of the schools visited during the survey, there was little emphasis on sustainable development and limited awareness of national and local government policies for this area.
- In the large majority of the schools, promoting sustainable development through National Curriculum subjects was inconsistent and uncoordinated.
- In many of the schools, sustainable development was a peripheral issue, often confined to extra-curricular activities and involving only a minority of pupils.
- A small number of the schools placed considerable emphasis on sustainable development. In these cases, teaching was good, lessons were stimulating and pupils took an active part in improving the sustainability of the school and the wider community.
- Primary schools were more successful than secondary schools in promoting sustainability, particularly in terms of using their grounds as a resource for learning about it.
- Schools were more successful in developing pupils’ understanding of local rather than global issues of sustainability (Ofsted, 2008, p.5)

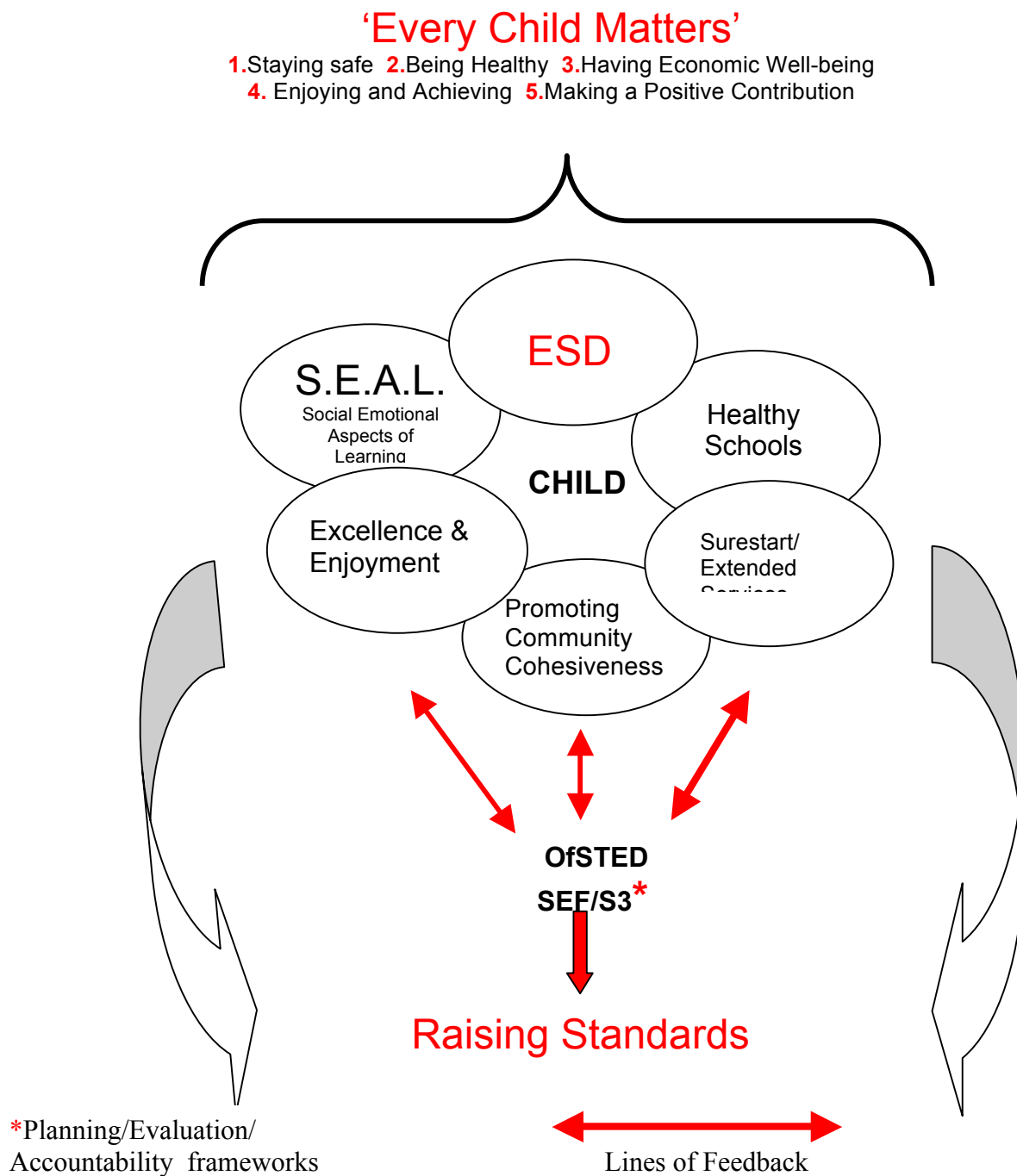
This indicates that sustainability is not embedded in the practices of most schools and therefore, one can conclude that their leaders do not see it as a priority.

Very few Head Teachers knew about the Sustainable Schools programme and this area was rarely a priority for development. Further inspection usually showed some action within the curriculum and through extra-curricular activities such as eco and gardening clubs or recycling projects. However, school leaders acknowledged that little of this work formed part of a coordinated whole-school approach. As a result, the impact on pupils’ attitudes and behaviour was less than it could have been (Ofsted, 2008, p.8).

The report was careful not to make direct links between schools which *did* prioritise sustainability and easily measurable attainment, thus emphasising again the lack of research in this area. It also wanted sustainability to link with the ‘Every Child Matters’ (ECM) agenda, which itself links to the other national initiatives of ‘Community Cohesion’ (described on p.6 above) ‘Healthy Schools’, Social Emotional Aspects of learning- ‘SEAL’, the ‘Excellence & Enjoyment’ creative curriculum, and aspects of ‘Extended’ and ‘Children’s Centre’ services (see [www.teachernet.gov.uk](http://www.teachernet.gov.uk) for further details on all these). ECM itself was given a sustainable slant by the

government's Sustainable Development Commission's report entitled 'Every Child's Future Matters' (SDC, 2007). This pointed out discrepancies in government policies across departments which had adverse effects on the health and well-being of children e.g. how more road building might exacerbate childhood asthma and safety. Fig. 1.4 shows the relationship of the aforementioned initiatives as perceived by this dissertation.

**Fig. 1.4** National Education Initiatives clustered under the ECM '5 Outcomes'



**Distributed leadership and its relationship with the Green leader Model**

The development of a Green Leader model was undertaken within the context of and reference to 'Distributed Leadership'. There are four reasons for this: firstly, there are a myriad leadership models and sub-models with accompanying literature, far too many to compare and contrast in a work of this length; secondly, the Distributed model is the one favoured by the NCSL and is being advocated as the most effective way of delivering the sort of school improvement thought necessary by the DCSF; thirdly, it is also the rationale and *modus operandi* behind NCSL's initiative to encourage Leadership for Sustainability, which itself is classed as a substantial 'green' initiative and fourthly, with all this in mind, it was decided to partly base the research instruments on sections from the NCSL toolkit for developing sustainable schools, which itself incorporates the utilisation of a certain kind of Distributed Leadership.

### **The Researcher and Research Perspective**

At this point it is prescient to reveal some personal details so that the reader may be cognisant of the perspective I bring to this work. This complies with the interpretive research philosophy which acknowledges that:

Though researchers may not be fully conscious of the preconceptions they bring into their research, they need to make as overt as possible the conceptual structures that they bring to their projects (Coleman and Briggs, 2004, p.6)

I am a practicing Head Teacher of a primary school with 480 children on roll from 3-11 years, which has ESD as a central part of its ethos. I was involved in writing the NCSL toolkit for developing sustainable schools and have done action research for NCSL on how to promote leadership for sustainability in the context a Children's Centre. In addition, I have undertaken work for WWF for their current 'One Planet' initiative which is seeking to engage all school leaders with the ESD agenda. I am also a member of Greenpeace.

I try to lead a low-carbon lifestyle and in particular make special efforts to commute by bicycle and travel longer distances by public transport. This is why the research methods of this dissertation include environmentally friendly approaches to travel and the use of materials.

Giving the reader these insights also corresponds to a Post-modern and Critical Theory belief in transparency, whereby the possible biases of the researcher and the researched are laid bare. This says that research:

involves interpreting the actions of those who are themselves interpreters. It is an interpretation of interpretations (Scott and Usher, 2000. p. 27)

This sort of 'hermeneutic circle' (Gadamer, cited in Scott and Usher, p.26) and the resulting epistemology will be described in more detail in Chapters 3 and 4.



It should be noted that much of the inductive thinking regarding the significance of a Head Teacher's belief system and spirituality, emerged as I visited the schools in question. In this respect it corresponds to the definition of 'Grounded Theory' i.e.

Theory that is initially derived from observations, not spawned wholly out of logic and imagination (Glaser & Strauss, 1967, cited in Eckstein, p.140).

Lincoln & Guba (1985, cited in Cohen, Manion and Morrison, 2003, p.150) say that Grounded Theory should fit the situation that is being researched. This means that it emerges from the data, but that this data are discrepant i.e. they are neither exceptions nor contradictions, but simply 'different'. I cannot claim that this is wholly the case for his research, as the original intention was more heuristic i.e. as each school was studied issues emerged that were then actively looked for (part of the 'analytical inductive method described in Chapter 4, p. 50).

Given my belief system and background, it was never going to be the case that I entered the schools with no preconceived notions of what I would find, or would like to find (either consciously or sub-consciously), particularly as I knew in advance that the head teachers being researched had a definite 'green' affiliation. Nevertheless, I tried to maintain a suitable scepticism so as not to be enticed by superficial 'greenness' or any other type of 'gloss' which head teachers are often good at applying to their work and schools.

The NCSL research on Leadership for Sustainability features greatly and I have done recent work in this field for it i.e. in 2008, NCSL commissioned research on Leadership for Sustainability from ENCAMS (formerly the Tidy Britain Campaign) and WWF (World Wide Fund for Nature). This involved 56 Action Research projects each run by a school leader. I ran one of these which studied Leadership for Sustainability in the context of a Surestart Children's Centre. The results of all the projects were compiled and will be published in late 2009. I have sought to step back from the NCSL imperatives, to assist in producing the new Green Leader model and a Post-modern perspective has been integral to this process. Above all it has highlighted the need to be aware of my own reflexivity in this area of study which is discussed in more detail in Chapter 4, p. 66.

The empirical research I undertook with the featured head teachers was facilitated by the fact that I was perceived as a colleague, rather than just an outside researcher. This meant that a mutual, empathetic relationship was established and I was able to tune in quickly to how the schools operated rather than coming in to the situation cold. In addition, the confidence and trust of the respondents was further strengthened by making the research process transparent. There are more details on this aspect of the research in Chapter 4.

## Conclusion

This chapter has outlined the remit of the dissertation. This includes issues from the macro level of 'Climate Change/Global Warming' to the micro level of a primary school head teacher leadership and the policy formation which takes place in between, with the overall aim of creating a new category called 'Green Leader'. It has also defined the terms of Green Sustainability, The Green Movement and the type of Post-modern perspective adopted and how it was deployed not just within the research parameters, but also in the overall perspective of this work.

As we have seen, although Ofsted has done investigations into ESD, it should be borne in mind that these studies are not academic i.e. not conducted by Higher Education institutions and are really just sample surveys. Relatively little academically rigorous research has been done in the UK into ESD itself and the possible links between ESD and raising achievement and attainment. Apart from the Jackson (2007) study, there has been even less investigation of leadership in relation to ESD. A study of ESD from the pupils' perspective highlighted the importance of school leaders giving it a high priority and embedding it in the school ethos (Gayford, 2009). It also suggested links between embedded ESD and successful schools as measured and determined by Ofsted criteria; although like the Ofsted surveys, it could not claim definitive cause and effect. It seemed sensible to relate all this work closely to that contained in this dissertation, as it had already started to influence the way some school leaders operate. However, although this dissertation paid close reference to that of NCSL *et al*, it was independent from it and looked at the sustainability and leadership issues from different perspectives.

The areas outlined above are multifarious, yet linked at differing levels of micro and macro perspective. Chapter 2 will begin to unpick these and relate them to the often conflicting priorities of the school system. This process provides a context and justification for the Green Leader model.

## CHAPTER 2

### Literature

#### Introduction

In keeping with the overall intention of this dissertation to create a Green Leader model to question current interpretations of ESD and associated leadership models and strategies, some of the received wisdom (sic) of the literature on certain green practices is challenged where it does not seem to comply with green sustainability. The Green Leader model aimed to address these potential ‘eco- hypocrisies’ (author’s term) more commonly known as ‘Greenwash’ described below. Although this begins by referring to industry, it is argued that it can also apply to the way schools are led and run.

To help the critique process, this chapter seeks to establish in more detail where a Green Leader model may fit in relation to other leadership models. It also investigates further the implications of green sustainability as defined in Chapter 1 and how it might influence leaders and how they lead.

The chapter also gives scrutiny to why Distributed Leadership is the NCSL preferred model for sustainability as described in Chapter 1. In the final part, there is a section dealing with the problems school leaders face if they want to pursue the green sustainability agenda, caused by the very nature of the Education System and the society it serves and of which it is a product. It looks at possible reasons why green sustainability is not a central plank of England’s current education system, including political and economic barriers to it.

#### ‘Green’ Industry

In seeking a model for green leadership in schools, about which there is little literature, it is worth a detour into ideas emerging from industry, firstly into the commercial interpretations of greenism *per se* and secondly how this has been seen as related to leadership. This also serves to provide a suitably different perspective on greenness which is then related to schools.

Many companies trumpet their green credentials and imply that their leadership greatly values the green agenda. Whilst this might be true of some, many are pseudo-green i.e. they make their companies appear to be environmentally friendly when in fact they are not. Stauber and Rampton (1995, pp. 125-140), estimated that corporate America spends \$1 billion a year on a ‘cynical mixture’ of anti-environmental lobbying and environmentally friendly image-making.

This approach has been termed ‘greenwash’. It was first coined by suburban NY environmentalist Jay Westerveld (1986, cited in Wikipedia, 2008). He wrote an essay regarding the hotel industry's practice of placing green placards in each room, promoting re-use of guest-towels, ostensibly to "save the environment". Westerveld noted that, in most cases, little or no effort toward waste recycling was being

implemented by these institutions, due in part to the lack of cost-cutting affected by such practices. Westerveld opined that the actual objective of this ‘green campaign’ on the part of many hoteliers was, in fact, profit increase. Westerveld labeled this and other outwardly environmentally-conscientious acts with a greater, underlying purpose of profit increase as *greenwashing*. This was describing a sort of ‘corporate environmentalism’. This term has been attributed to Du Pont CEO Edgar Woolard who was commenting on the 1989 Exxon oil spill in Alaska. It can be seen as a way:

to assuage public concerns about pollution and resource depletion,  
while casting environmentally destructive corporations as  
environmental innovators (Tokar, 1997, p. xiv).

The British Petroleum (BP) revamp of its corporate image into ‘Beyond Petroleum’ may be a current example of this. Similarly, the oil company Shell ran a large newspaper campaign in 2006 emphasizing its work to reduce global warming. These were admonished twice by the Advertising Standards Authority because the ads implied that Shell had a major commitment to ‘green’ fuel, when in fact it had a very minor one when compared to its fossil fuel research and development (Monbiot, 2009, p. 25)

corporate environmentalism offers a misleading win-win fantasy of  
environmental protection in which tough choices will not be necessary.  
(Athanasίου, 1996, cited in Tokar, 1997, p. 241)

This highlights the emergence of a type of ‘corporate environmentalism’ that usurps the sort of Direct Action radicalism as exemplified by members of Greenpeace and other green lobbying groups. Perhaps some of the government Education for Sustainability initiatives featured in this dissertation can be viewed in this way i.e. ‘nationalised environmentalism’, which encourages schools to go *so far* into the green agenda and no further for fear of upsetting the underlying Western Capitalist system. This issue is discussed more fully in Chapter 7.

### **Other perspectives on sustainability and implications for schools**

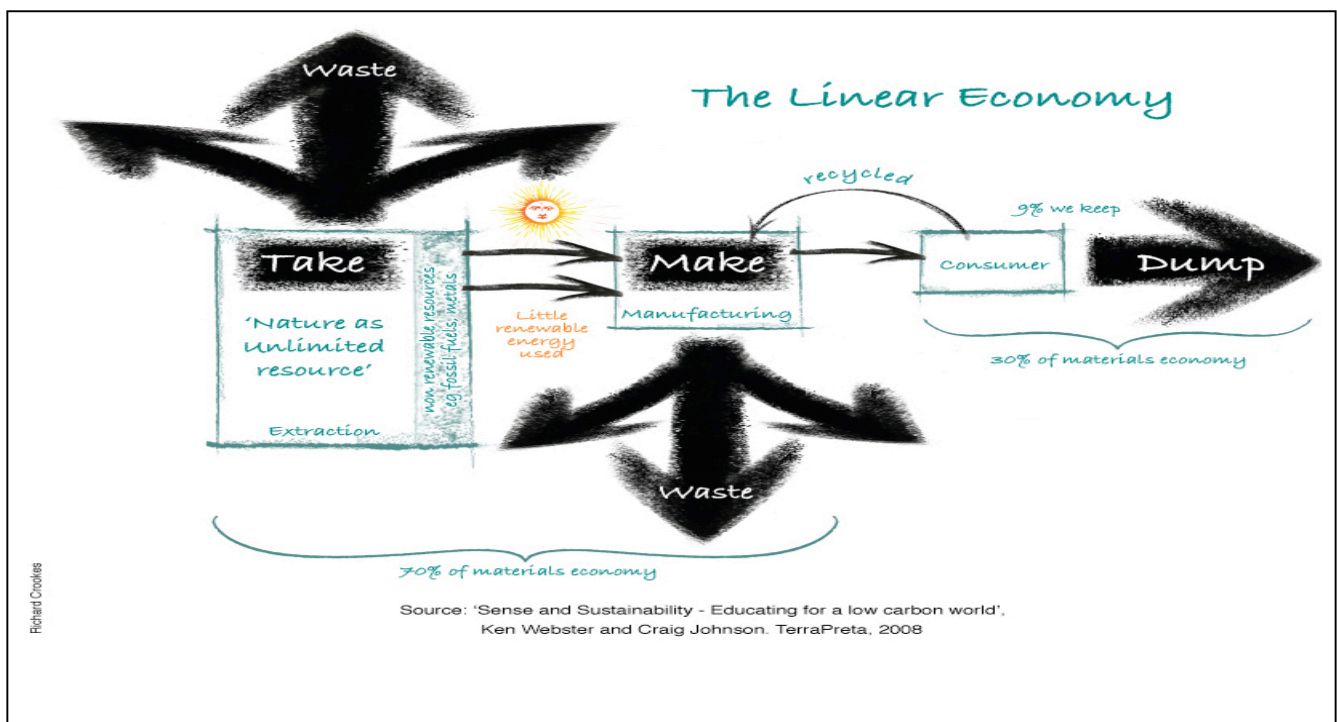
Writers from the Green Movement such as Stauber and Rampton (1995) and Tokar (1997), think that much of what is termed as ‘green’ behaviour is an aspect of this type of environmental tokenism. It is based on the premise that ESD sells a message about recycling and reducing and waiting for technology to come up with other solutions. This also tends to assume that societies have to go through a ‘dirty period’ before they come out the other side ‘green’ (Webster and Johnson, 2008, p.35). In these terms, the UK is just starting to ‘go green’ whilst developing nations such as China must inevitably be dirty for a significant period. This sort of ESD also promotes frugality and pain in order to save the planet and a return to ‘Austerity Britain’ (Kynaston, 2008). However, this assumption is starting to be challenged:

It is possible to live simply but still unsustainably. There is a  
groundswell of sympathy for a more authentic, meaningful and less  
damaging pattern of consumption in the West. But it does not add up  
to sustainability while behind it is the massive impact and  
profitability of the unsustainable production, transportation, energy,

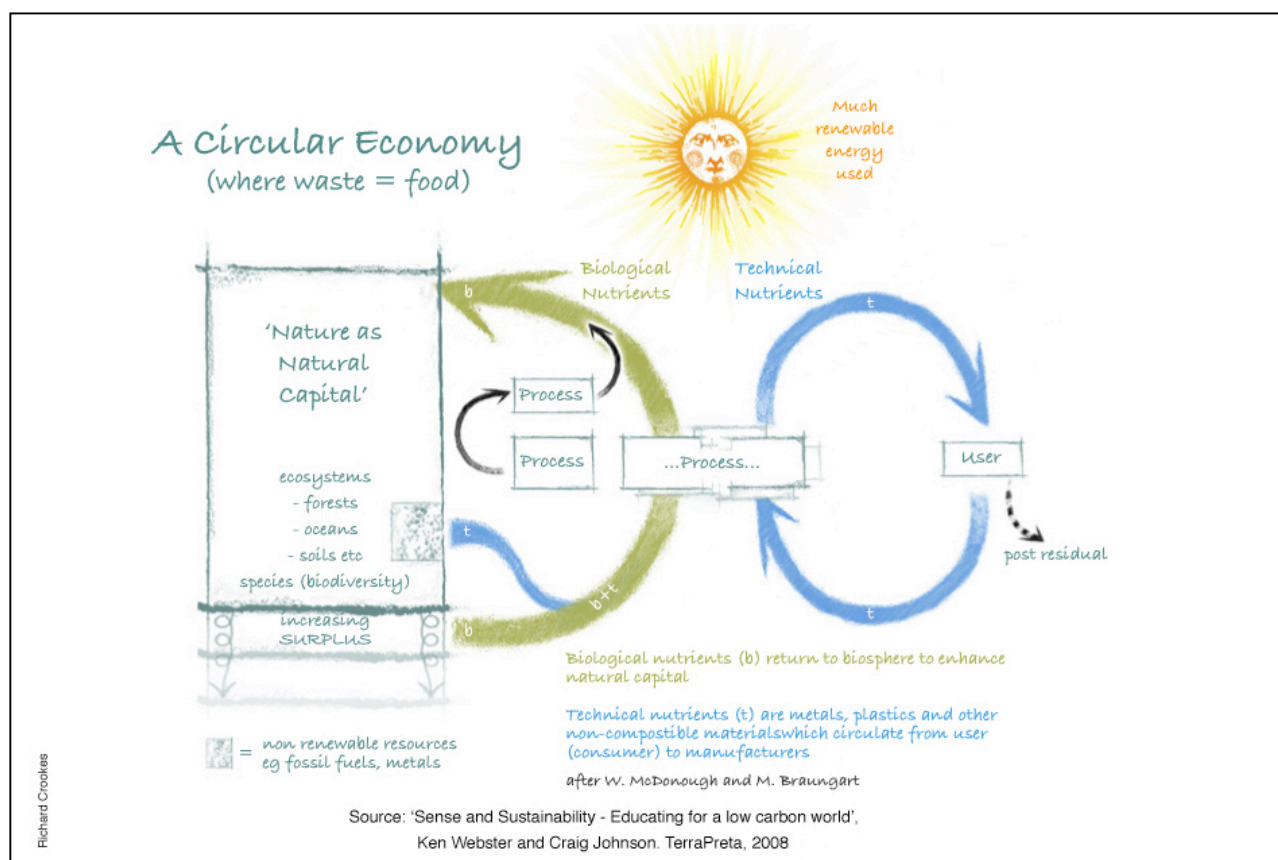
food and construction systems upon which we depend and over which we currently have essentially no direct control (Webster and Johnson, 2008, p.37)

Webster and Johnson (2008) see the world as having an abundance of resources which are not being used properly. They advocate moving from a 'Linear Economy' (see Fig. 2.1) to a 'Circular Economy' that mimics the natural world and where waste is not seen as waste (see Fig. 2.2). This can be described as a post-modern perspective which does not conform to conventional neo-liberal economic thinking or 'conventional' ESD thinking as applied by NCSL and DCSF. It does, however, fit with the Permaculture philosophy outlined in Chapter 1.

**Fig. 2.1** The Linear Economy (Webster and Johnson, 2008, p.16)



**Fig. 2.2** The Circular Economy (Webster and Johnson, 2008, p.17)



The circular economy model offers a tighter and more easily understandable working definition for greenness and also for the type of ESD which it embodies. Greenwash can be overcome and a prosperous and comfortable future offered. It might provide additional criteria for judging how green a school or school leader actually is, taking into account that a:

school...does not become 'green' by conserving energy, collecting batteries or sorting waste. The crucial factor must be what the pupils are learning from participating in such activities (Schnack, 1996, p.11).

The thinking behind the Linear/Circular Economy paradigms is a feature of the Green Leader model.

At the moment there is still no accepted definition of what a sustainable school might be, although the English Department for Education and Skills (DfES) issued a consultation paper which stated:

In *Securing the Future* (Her Majesty's Government, 2005), the UK Government sets out its long-term aims for sustainable development in the UK. It wants to help people make the right choices now in order to secure the future of our children and our children's children. Its immediate priorities for action are as follows:

- Sustainable consumption and production – achieving more with less.
  - Natural resource protection and environmental enhancement – protecting the resources on which we depend.
  - Sustainable communities – creating places where people want to live and work, now and in the future.
  - Climate change and energy- confronting the greatest threat
- DfES (2006, p.7)

This paper also described how it saw schools as being at the centre of these actions:

Government recognises that behaviours need to change in all parts of society in order to achieve sustainable development, and that education is one of the key ways in which it will realise that aim (DfES, 2006, p. 6)

From this it would not appear that the ‘Circular Economy’ model is being advocated, just a slowing down of the linear one.

### **Problems with defining the ‘Sustainable School’**

Throughout the aforementioned Sustainable Schools Framework there is powerful rhetoric encouraging schools to be sustainable, but there is still no definitive notion of this other than saying:

It is quite clear that sustainable schools are efficient schools that consume less energy, water and materials, and produce less waste – a win-win between efficiency and sustainability. They are also effective schools that recognise the power of sustainability issues to motivate pupils, engage them in learning, and boost their achievement, behaviour and well-being (DfES, 2006, p.15).

Once again, this sort of rhetoric still appears to be in the context of the Linear Economy, rather than the Circular Economy.

Bunn (2008, p. 18) looked at sustainable schools in terms of quantitative measures by using carbon emissions bench-marks for schools set up by the Carbon Trust derived from DfES 2002 data. This equated 31.5kg of carbon per square metre of school floor-space to be ‘Good Practice’ and took into account all energy usage for heating, lighting and powering appliances. It did not take into account energy used by staff or children to get to the school, the type of materials procured or where they were obtained, how efficiently the school used materials, or how effectively the school recycled materials. Bunn (2008, p.19) concluded that ‘Carbon foot-printing is not an exact science.’

This difficulty in defining what we really mean by sustainability is also reflected in attempts to measure the ‘value’ of natural ecosystems and the ‘services’ they provide for humans.

The underlying case for the valuation of ecosystem services is that it will contribute towards better decision making, by ensuring that

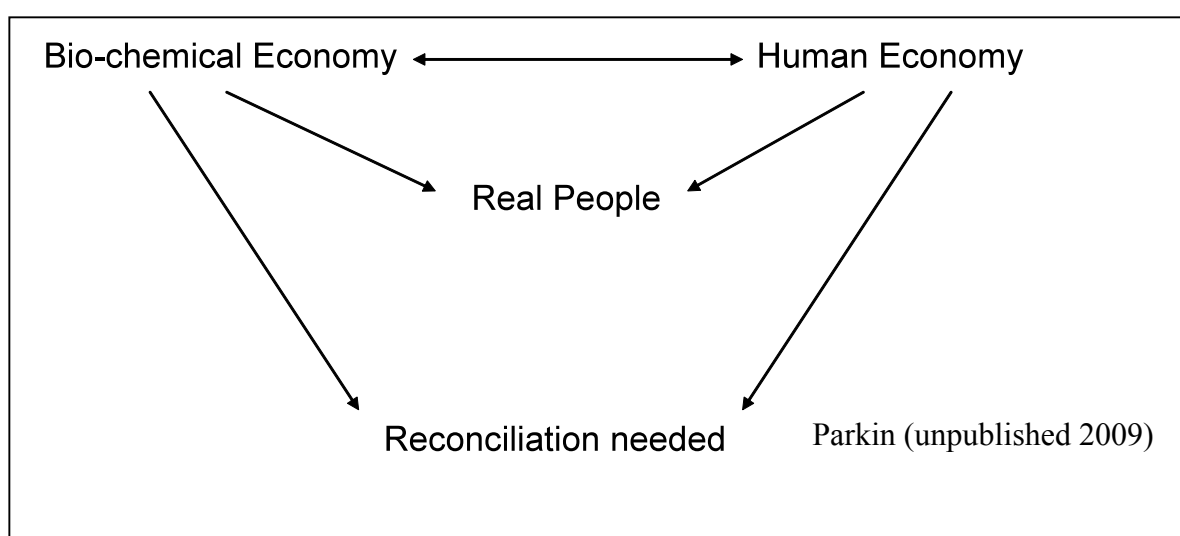
[Government] policy appraisals fully take into account the costs and benefits to the natural environment and by highlighting much more clearly the implications for wellbeing, while providing policy development with new insights (Department for Environment, Food and Rural Affairs [Defra], 2007, p.5).

The Government policy appraisals referred to are *all* policies in *all* departments, including DCSF. However, there is little evidence that this Defra thinking is incorporated into the sustainable school scenario. It goes on to say that although some ecosystem measures are well established, others are not i.e.

the climate, the purification of air and water, flood protection, soil formation and nutrient cycling. These...are not generally considered within policy appraisal at present and represent an area where a greater and systematic focus would be very useful (Defra, 2007, p.3).

From this one can see that Defra is attempting to define sustainability in quantitative terms, but to also incorporate the concept of 'human welfare' (Defra, 2007, p.4). Another way of illustrating this is in Fig. 2.3 below which shows the current dichotomy between the economy of the natural (bio-chemical) world and the economy of the human world. This dichotomy is yet another way of describing the distinction between the linear and circular economies discussed earlier. It also embodies the discussion in Chapter 3, which looks at the dualistic perspective of most modern people, who do not see themselves as part of the natural world, and therefore, do not make connections to the way they may be contributing to its degradation. Although this dichotomy seems to be a hidden issue in the education world as well as in general society', it has been at the forefront of the minds of naturalists and those linked to the environmental sciences for decades (See **Appendix 2** for a more detailed discussion of this).

**Fig. 2.3** Dichotomy of Bio-chemical and Human Economy





The 'dual existence' appears to be widening in the developed world as illustrated by the research of Pergams and Zaradic (2008). They looked at the numbers of visitors to United States of America National parks which had declined sharply since the 1990's and linked it to other extensive research that suggested that electronic media was causing a dislocation between people and the natural world. They concluded that environmentalists should be concerned by this broad change because people who do not visit natural places might not fight so hard to protect them; also, they would not understand how their modern lifestyles might be inadvertently damaging them. Conversely, one could argue that it is a 'good thing' that people are staying indoors and not increasing their carbon footprints by travelling to the wilderness; and of course if they do not go to it, they cannot damage it. However, people sitting on sofas, staring at screens and not relating to the natural world for their entire lifetimes, in *totality*, would probably be more problematic for the biosphere than their outdoor counterparts. Nevertheless, one can see from this type of discussion that environmental issues are seldom straightforward.

The 'dangers' of over-exposure to electronic media and lack of opportunity (due to over-protective parents) to experience nature was also highlighted by Malone (2007). She quotes Cadzow (2004)'s phrase 'Bubble wrap kids' to describe this phenomenon. This links to a discussion on 'Generation X and Y' in Chapter 6.

Another aspect of sustainability which links to the above, is in the fields of physical and mental health. Both of these can be undermined by the self same over consumption which poses a threat to the biosphere. Amongst other social ills this can produce a 'Toxic Childhood' caused by:

a clash between our technology-driven culture and our biological heritage [which] is now damaging children's ability to think, learn and behave (Palmer 2006, p.3).

This assertion by Palmer was based on an analysis of many studies into childhood, which included the origins of Attention Deficit and Hyperactivity Disorder (Stevens and Laura, 2000), sleep-disorders (Martin, 2003) dysfunctional families and poor parenting (Heymann, 2000) obesity (Richardson, 2006), impaired brain development (Herschkowitz and Herschkowitz, 2002), poor mental health and general problems with socialisation (Garbarino, 1995).

A similar argument is made by Layard and Dunn (2009) and the United Nations Children's Fund (UNICEF) (2007), who show how an over-exposure to consumerism is seriously undermining the well-being of childhood. Essentially, all this research identifies Western style 'materialism' as being the basis of many of our modern woes and which contributes to general unhappiness. In an earlier study, it was concluded that above \$15000 a head, higher income is no guarantee of greater happiness (Layard, 2003, p.19), thus there appeared to be a law on diminishing returns of happiness as income and consumption rose above 'subsistence' level. Obviously, subsistence levels are relative to a country's overall wealth. Conversely, a definition of sanity and happiness which is applicable to individuals in all societies would include:

relatedness, transcendence, rootedness, sense of identity, morality based on realistic rather than mythical ideas, and first hand experiences rather than depersonalised, second-hand living that is so common in our society (Fromm, 1995, cited in James, 2008, p.51-52).

The 'second hand living' referred to reliance on electronic media and unnecessary products rather than a connection with the natural world and close human interactions.

The quote above is a Marxist perspective from the 1950s, a 'Grand Narrative' to be discussed further in Chapter 3. As illustrated by the academics quoted thus far, this sort of thinking, although with different labels, is getting a higher profile in the context of educational debate. It links to the discussions on sustainability and current societal problems. Some of the Head Teachers featured in this dissertation were very keen to enter this debate and to question many societal 'norms'. This is reflected in the Green Leader Model.

### **Changing hearts and minds and dilemmas for school leaders**

Putting the linear/closed economy discussion on one side, it seems that whatever ESD philosophy is encountered, changing the behaviour of the 'masses' is given a high priority. For instance, Darnton (2006), highlighted how little research had been done to see how effective ESD was in this respect. He expressed the dilemma of educationists by citing Monroe (2006), who identified the risks of Environmental Education teetering (or being seen to teeter) into 'advocacy', and worse, 'brainwashing'. To help address this, Darnton (2006, p.27) cited a model by Vare (2006), containing a two-type classification of ESD activities: ESD1 and ESD2 paraphrased below:

#### *ESD 1: Promoting Behaviour Change*

Relates to the teaching of pre-determined skills and behaviours, which are to be adopted as taught. The impact of ESD1 can be measured in terms of wider environmental impacts. The downside of ESD1 is that it does not build our capacity to act as autonomous individuals, in the short or long term.

#### *ESD 2: Learning for Sustainability*

Relates to building learners' capacity to think critically about the behaviours identified as delivering sustainability. There are no pre-determined behaviours, hence the impact of ESD2 cannot be measured against pre-determined environmental impacts. The downside of ESD2 is that it may not lead to effective sustainable behaviour (ie. we "sit around all day just talking").

These approaches are not mutually exclusive.

This model is referring to curriculum content and delivery, but it also exemplifies the possible 'moral dilemma' of a school leader i.e. how much should he or she explicitly

promote ESD against gently encouraging staff and pupils to ‘explore the issues’. It also shows how ESD which complies with much of the Ecological paradigm can be completely at odds with the prevailing Mechanistic paradigm (see Fig. 2.4).

**Fig. 2.4** Contrasting Educational Core Value Paradigms (Sterling, 2004, p.58)

MECHANISTIC VIEW	ECOLOGICAL VIEW
Preparation for economic life	Participation in all dimensions of the sustainability transition- social, economic, environmental
Formal Education	Learning throughout life
Knowing as instrumental value	Being/becoming intrinsic/instrumental values
Competition	Cooperation, collaboration
Specialization	Integrative understanding
Socialization, integrating to fit	Autonomy-in-relation
Developing institutional profiles	Developing Learning communities
Effective learning	Transformative learning
Standardization	Diversity with coherence
Accountability	Responsibility
Faith in ‘the system’	Faith in people
Modernity	Ecological sustainability

Elements of the Ecological paradigm were used in the Green Leader Model (see Chapter 7). Once again, the ‘Linear/Circular’ economy paradigms can be related to these paradigms i.e. Mechanistic/Linear, Ecological/Circular.

### **NCSL and Ofsted Leadership for Sustainability Research**

As described in Chapter 1, despite there being no category called ‘Green Leader’ in schools, the closest match is ‘Leader for Sustainability’. Jackson (2007) commissioned by the NCSL, has done the most recent and comprehensive UK research into this area. She and her contributors did a wide trawl of literature and conducted school case studies, focus groups with Heads from ‘successful’ sustainable schools (in terms of Ofsted and WWF criteria) and a large-scale questionnaire to school leaders on aspects of sustainable practices in schools. From this, the subsequent report points to eighteen practices of sustainable leadership which are considered to be effective. The practices are divided into seven sub-sections labelled:

1. The Vision
2. Delegation
3. Participation and Support
4. Enabling (including Resourcing)
5. Motivating
6. Planning and Monitoring
7. Wider Perspectives.

For the purposes of this work, it is salient to quote the first two practices, which are part of the Vision, because they provide a context for the rest:

#### The Vision

1. Sustainable Development is given a broad interpretation, not only to include aspects of care for the environment, but also matters such as healthy lifestyles, social inclusion, respect for diversity and difference as well as social justice and human rights.
2. Sustainability is given a central and well integrated position in the curriculum and the ethos of the school and it is seen as a vehicle for delivering the government's Every Child Matters agenda as well as helping with the socialisation of pupils and making an important contribution to school improvement. (Jackson, 2007, p. 21-22 )

These are largely generic descriptors and do not explicitly mention the notion of achieving carbon neutrality or protecting the biosphere, although one can construe that caring for the environment will help. However, later in the report it highlights research centred around the government's 'Eight Doorway' themes from the Sustainable Schools Framework (DfES, 2006), which help schools to become sustainable institutions in the ecological sense i.e. reducing carbon emissions and waste and the social sense i.e. promoting Personal, Social and Health Education and services for the community. These sustainability practices also aim to tie in with the 'Every Child Matters' and 'Standards' agendas. The eight doorway themes are shown below. Each one can be addressed through the aspects of Curriculum, Campus and Community. An example of school practice in these terms is shown in Fig. 2.5. It takes the common primary school cross-curricular topic of *Food* and shows how it can be delivered through this sort of ESD paradigm.

**Fig. 2.5** An example of the Eight Doorways of Sustainability delivering a primary school integrated topic on *Food* using aspects of the school Curriculum, Campus and Community.

Doorways	Curriculum	Campus	Community
1. Buildings & Grounds	<b>FOOD TOPIC</b> <i>Children are involved in growing and cooking food with their parents. They learn about the problems of water and food shortages in the third world. All subjects covered in cross-curricular way</i>	<i>School vegetable garden created</i>	<i>Parents help to establish and maintain garden</i>
2. Energy & Water		<i>Water-butts installed to save water</i>	<i>Parents fund-raise to buy water butts &amp; are influenced to do so themselves</i>
3. Travel & Traffic		<i>School kitchen uses veg &amp; saves food miles</i>	<i>Parents do the same at home</i>
4. Purchasing & Waste		<i>Fair Trade, Organic, Local food sourced. Veg peelings composted</i>	<i>School sells organic veg boxes to parents</i>
5. Food & Drink		<i>School kitchen helps teachers deliver cookery sessions</i>	<i>Parents invited in for cookery sessions</i>
6. Inclusion & Participation		<i>Parent participation in topic- see above</i>	
7. Local Well-being		<i>Feel-good factor of 'growing your own' and 'cooking on a budget'</i>	
8. Global Dimension		<i>Exotic fruit/veg grown in school greenhouse</i>	<i>School raises funds to 'buy a goat for Africa'</i>

The main idea behind this approach is to provide practical ways for schools to become 'sustainable'. By attending to sustainability through this paradigm, leaders can track improvements over time e.g. money saved on energy, development of extended services and curriculum enrichment activities, through the aforementioned non-statutory 'S3' form which corresponds to the Ofsted school Self Evaluation Form-SEF (even down to the system of gradings) and is Ofsted approved. The eight doorways are used as part of the research instruments (see Chapter 4).

To cascade this Eight Doorway approach to sustainability, NCSL (2006) produced a special 'tool-kit' for leaders which to date is the main way they have promoted leadership for sustainability in schools, although they also include a module on sustainability in the latest version of the National Professional Qualification for Headship (NPQH) course- this qualification is required before a person can apply to become a Head Teacher in England. Despite all this, there still seems a long way to go in terms of embedding the sustainability approach as highlighted by the Ofsted (2008) random survey of 41 primary and secondary schools discussed in Chapter 1. As the government has a target of making every school a 'Sustainable School' by 2020, one can see why Ofsted is having concerns. Worthy as this approach is, it still does not offer a standardised definition of sustainability, so all the problems of this described above still apply.

## **Professional Traits and the loss of Professional Freedom: an historical overview and the place of greenness within it**

Although NCSL and Ofsted on behalf of DCSF have tried to develop leadership for sustainability on a non-statutory basis, there seem to be some inherent barriers to this approach which have built up since the Second World War. This section charts what appears to be some of the most significant.

Bottery (1998, p.3) argues that before the 1950's, the behaviour of professionals (including teachers), was defined by certain 'traits' centred around three concepts paraphrased thus: *expertise* (possession of exclusive knowledge and practice); *altruism* (an ethical concern for clients) and *autonomy* (control over entry into the profession and subsequent practice). These traits have been eroded over time as Keynesian economics has been questioned by a combination of academics and politicians in the light of economic recessions in the West. Most notably, Hayek (1944) influenced the Thatcher government of the late 1970s and early 1980s into challenging the professionals in the public sector by putting a greater emphasis on consumer choice and the need for greater economy, efficiency and effectiveness. The proponents of opening up the education system to market forces, often use school improvement as their *raison d'être*. For example:

a more market-like environment...act(s) as a motor for school improvement and for creating a more responsive school system (Organisation for Economic Cooperation and Development (OECD), 1994, p.19).

Predating this OECD report, it was a major consideration of the England and Wales 1988 Education Act, which paved the way for published league tables, truancy rates and Ofsted reports; all of which were in the public domain and thus would help parents to make 'informed' choices. Halstead (1994, p.11) says that choice is an expression of autonomy and the:

prima facie virtue of choice in important areas of life, such as marriage, career, domicile, parenthood and religious commitment is not really open to question. For many, the education of one's children belongs on this list of important areas.

This is essentially a Modernist Anglo Saxon Western Capitalist perspective (Hutton, 1997) and in the U.K., education entered more fully into it as part of what drove the Thatcher government of the 1980's, Margaret Thatcher being a disciple of Hayek's school of economics. One of Hayek's (1979, p.31) central arguments was that competition was being 'planned against' due to excessive governmental controls, whereas he believed that it should be 'planned for' in terms of legislative structures that stopped fraud or other unethical practices. Other than that, market forces were seen to be the salvation of the individual because of the creation of more choices.

Meek (2005, p. 5) says that for the UK Conservatives the rhetoric of choice was:

a natural extension of their old idea that the state is incapable of making a useful judgement of what things are worth: only self-interested, individual buyers in a market can...

Since 1997, the UK 'New Labour' government seemed to have embraced the Thatcherite approach to educational choice and raising standards, as it did not continue the expansion of the comprehensive system, did nothing to stem the influence of selective schools, devolved even more money to LMS, continued the expansion of specialist schools, allowed failing schools to close, further empowered governing bodies, devolved more power to schools from LEAs, continued national and local league tables, did not cut back or abolish the private sector and yet further strengthened central control. They did not return to the liberal philosophy of the 1960s and 1970s 'Old Labour' which wanted every school to be fully comprehensive i.e. each autonomous school would cater for every need of pupils in its locality.

New Labour politicians did not return to Old Labour strategies because according to Meek (2005 p.5), along with other 'Centre Left' politicians and economists, they were influenced by writers such as Hirschman (1970). He talked about 'lazy monopolies':

An oppression of the weak by the incompetent and an exploitation of the poor by the lazy, which is the more durable and stifling as it is both unambitious and inescapable.

He spoke of 'Exit' (what the better off can do to escape poor public services) and 'Voice' (this would be weak for the less well off because they had nowhere else to go). Hirschman (1970, p.79) also described the 'functionality of loyalty' because:

it can neutralise...the tendency of the most quality conscious customers or members to be the first to exit...in the hope or, rather the expectation that improvement or reform can be achieved "from within." Thus loyalty, from being irrational, can serve the socially useful purpose of preventing deterioration from becoming cumulative, as it so often does when there is no barrier to exit.

Meek (2005, p.5) comments that the 'Left' and 'Right' were polarised over this matter. The 'Left' wanted to abolish private schools and promote voice. The 'Right' wanted to increase the possibilities for exit through privatisation and top them up with their own funds if they wished- similar to recent Conservative Health Service proposals. The 'Centre' seemed to find a consensus around 'Choice'. This meant combining exit and voice by allowing people to choose a different school rather than just accept the one they were given. The voice of parents would be strengthened because a parent could always relocate their child. They would probably not do this at the first sign of dissatisfaction, but their voice would be powerful because they had the potential to exit (this assumes that they had sufficient loyalty, see Hirschman's point above). As a consultant, Le Grand influenced the current UK government's thinking on competition in the Health and Education Services. In 2003, he criticised the Labour Party for assuming that after the war and since:

doctors..school heads and teachers would be inspired by the same altruism and sense of duty to fight disease and ignorance. Patients and parents, meanwhile, were expected to be passive, grateful recipients of whatever they were given (Meek, 2005, p.5).

Bottery (1998, p.5) says:

the development of a more 'sceptical attitude to professional practice [by governments of all persuasions] has been propelled as much by economic problems in society as by any ideology.

He goes on to describes this in terms of the greater need for 'economy, efficiency and effectiveness' brought on by various economic recessions.

To compound the strictures on schools, laissez-faire approaches to the curriculum or school finances were no longer tolerated. Lawton (1980, p. 132) described disparagingly teachers' power over the curriculum as their 'secret garden'. The Education Act of 1988 put paid to this notion by introducing a National Curriculum and National Testing. As a result of this, 'Environmental Studies' was consigned to minor aspects of the Science and Geography programmes of study and cross-curricula topic work in primary schools was diminished. Much of this work had been justly criticised for failing to deliver sufficient improvements in literacy and numeracy, but by being sidelined by a national curriculum the valuable pedagogical skills and professional autonomy which were present in its best incarnations were also sidelined. Within this, important aspects of Environmental Education (particularly Nature Study) and Creativity were lost. It can also be argued that individual values of professional Head teachers were marginalised and replaced by the economic imperatives of Le Grand *et al.* as a more managerialist culture was introduced. The issues discussed here will be continued in the final chapter in the context of revisiting the Plowden Report of 1967.

### **Distributed Leadership and its relationship with current school leadership models and ESD**

As discussed in Chapter 1, the development of the Green Leader model is undertaken within the context of and reference to 'Distributed Leadership', which is the type of leadership actively promoted by NCSL- not just for sustainability, but for all aspects of school development and improvement. A distributed leadership model is given particular mention by the NCSL research described above, which cites Leithwood *et al* (2006) who says that:

Models of leadership which are democratic, inclusive and distributed are not just a matter of style or preference, but essential to embed environmental sustainability in schools (Jackson, 2007, p.18).

The thinking behind this was that it was the 'best' strategy to ensure that everyone in a given school would adopt the sustainability ethos and promote it from their sphere of influence. Before this link between Leadership for Sustainability and Distributed Leadership is explored further, there now follows a discussion about this latter type of



leadership to see why it might be the preferred NCSL model and why it is deemed suitable for protecting the planet for future generations.

The subject of leadership is vast and new models or adaptations of old models are constantly being developed. In recent years much of the literature on school leadership seems to be trying to jettison the model of the 'Heroic Head'. Some of this criticism stems not from a rejection of the charismatic leader *per se*, but from the over-emphasis on the outcomes rather than the processes of leadership:

good or not so good practice is attributed almost entirely to the knowledge and skill of the individual practitioner. The elegance of the armoire is put down to the carpenter's skill and experience; the carpenter's tools rarely figure in the equation (Spillane, 2006, p. 7-8).

From this, Spillane goes on to explain that he sees Distributed Leadership as a perspective, a means of interaction and analytical tool on leadership, rather than a formulaic model for school improvement i.e. 'a means to prescription, but...not a prescription in itself'. This standpoint goes against a normativism approach with:

commentators taking upon themselves the role of advocates for conceptually grounded leadership models, approaches or styles which they find optimal (March, 2005, p.113).

Gronn (2009, p. 18-19) describes Distributed Leadership as a 'new leadership kid on the block', which has acquired 'counter-hegemonic status', but cautions its use as a way of discrediting other previously dominant approaches to leadership. He advocates a situation of *hybridity*, which does not designate a new type of leadership, but characterises a new state of affairs. This situation:

allows for the likelihood that over time, in each organisational context where leadership may be manifest, different kinds and degrees of *both* individualised-focused and distributed patterns of leadership will co-exist (Gronn, 2009, p. 19).

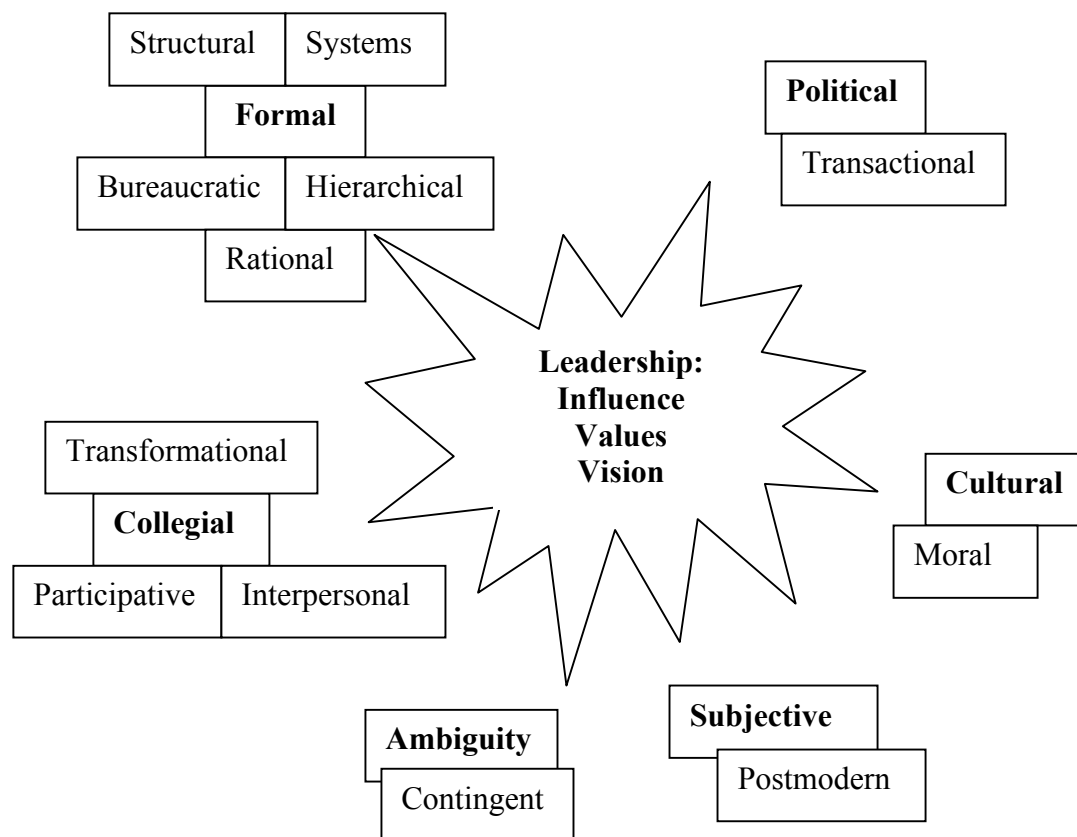
This view is backed by the Scottish Inspectorate (HMIE, 2006, p.93) which says that leadership is 'both individual and shared'.

From this, it appears that one should be cautious of any leadership model which aims at universality or is perceived in these terms. This corresponds to a type of Post-modernist perspective discussed in detail in Chapter 3. Once again, picking up from Chapter 1, a distinction should be made between the traits of the leader and the act of leadership, emanating from an individual or as a product of the interactions of a team. NCSL advocates a certain type of normative distributed leadership model in order to deliver sustainability in schools. Whatever the label, most perspectives presume that leadership is defined as a relationship of social influence:

Leaders are agents of change- persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group (Bass, 1990, pp.19-20).

Bush (2005) says that a particular leadership style or trait is contextual and therefore not absolute (this is also a type of post-modern perspective) and for this reason he constructs a ‘model of models’. Bush (2005, p.5) says there is no agreed definition of the concept of leadership, but that ‘three dimensions underpin all leadership models namely: *Leadership as Influence*, *Leadership and Values* and *Leadership and Vision* (these dimensions also directly influenced the Green Leader model). From these dimensions he then cites many types of leadership models which fall under various other categories and sub-categories. This ‘model of models’ is summarised in Fig. 2.6

**Fig. 2.6** Types of Leadership Model which all emanate from Influence, Values and Vision



The Formal models rely upon everyone in the organisation being part of a well defined system, with managerial practices to match. This does not mean that they are necessarily inflexible, even if an adherence to a ‘system’ may imply this. It is important to note that there is a distinction between this ‘system’ category and ‘systems thinking’ as popularised by Senge (1990) and developed by Fullan (1994), to be discussed later.

Bush assigns Transactional leadership to the Political category due to the influence of often competing individuals and groups who pursue their own agendas in the context of an organisation, although not necessarily at odds with common goals. This fits most of the criteria of authoritarian leadership described by Badaracco and Ellsworth

(1989), cited in Senge (1990, p. 274). The Bush Cultural, Collegial, Ambiguity and Subjective models are of particular interest, because they appear to have more of a human dimension i.e. they more fully recognise the fluidity of organisations and the people therein (including the differing perceptions of each individual). The collegial model has traditionally been linked to primary schools.

In collaborative cultures, sharing and support create trust, feelings of collegiality and continual improvement (Fullan, 2004, p.120).

The themes emanating from the Ambiguity, Subjective and Cultural models will be explored below in relation to Post-modernism. They also helped to define the Green Leader model.

Despite the diversity of these Bush models, which spring from many philosophical backgrounds, they can be found within Distributed Leadership or any other kind of leadership one might identify. It seems rather simplistic, therefore, to attribute a definitive Distributed Leadership Model as being the most effective for delivering environmental sustainability:

models of leadership...are all partial. They provide valid and helpful insights into one particular aspect of leadership. Some focus on the process by which influence is exerted while others emphasize one or more dimensions of leadership. They are mostly normative...there is no single best type (Bush, 2005, p. 150).

NCSL endorses a certain type of Distributed Leadership as being the *best* model for schools in general as well as being the *best* to deliver sustainability, so this model is examined in more detail below to see if it could be 'fit for purpose'. It has variations according to the guidance in which it occurs. In the 'Distributed Leader Action Pack' (NCSL, 2004, p.4-5) designed for use by Head Teachers, the pack is based on the belief that:

although there are different views on what Distributed Leadership means in theory and practice the consensus now is that it is leadership shared throughout the school and based on the idea that the power of everyone is better than the power of one (Nightingale, 2008, p.16).

The pack says that Distributed Leadership is a developmental process that can pass through six categories (which are not mutually exclusive) i.e.

**Formal → Pragmatic → Strategic → Incremental → Opportunistic → Cultural**

It begins at **Formal** where the Head Teacher delegates a task for another to be responsible for, with an expectation of certain outputs and ends with **Cultural**, whereby:

leadership is expressed in activities rather than roles or through individual initiative. 'Distribution' as a conscious process is no longer applicable because people exercise initiative spontaneously

and collaboratively with no necessary identification of leaders or followers (NCSL, 2004, p. 5).

The pack provides strategies for employing the type of distribution described in the models above. In its final section, it concentrates on ways to gauge the culture of the school and then how this can be developed by all stakeholders i.e.

Culture is a key factor in distributed leadership. An understanding of your school's culture can help you assess how ready you are for distributed leadership and help you think about the nature of the leadership required (NCSL, 2004, p. 28).

This paradigm of leadership seems to rely upon identifying the prevailing culture of the school and then developing it in ways which will deliver incremental school improvement. It seems significant that this section of the pack comes *last* and that it barely mentions the values that the overall leader i.e. Head Teacher brings to the situation. In this respect, it can be viewed as a diametrically opposite process to the one advocated by Jackson (2007)'s 'Effective Practices of Sustainable Leaders' described above, which puts the 'Vision' first before contemplating the involvement of others; and this basic vision invariably emanates from:

leaders who develop sustainability within their school...from a sense of personal conviction and passion (Jackson 2007, p.46).

To continue the discussion of Chapter 1, p. 2, the normative models above are useful to examine and classify the *act* of distribution by the overall leader and how this is determined, and the *way* leadership is used by others once they have a mandate to use it themselves and to what extent the overall leader puts parameters on this. They are used in Chapters 5 and 6 of this dissertation for this very purpose. They do not seem so useful in examining the values of leaders in the first place. To further clarify these issues there follows some other perspectives on distributed leadership.

Distributed leadership remains a contested concept embracing a wide range of understandings and often bearing little apparent relationship to what happens in schools and classrooms (Macbeath, 2008, p.41).

From this rather disconcerting stand-point, he goes on to classify aspects of distributed practices which are paraphrased below. The first talks about '*Distribution Formally*', whereby a head teacher would allocate responsibility to others whilst encouraging a sense of ownership for all.

'*Distribution Pragmatically*' is characterised by an ad hoc quality, often reacting to external events. In this instance, Head Teachers would choose certain people for certain roles taking into account their capabilities on the assumption others would not have the capabilities or enthusiasm for the given task.

'*Distribution Strategically*' differs from the *ad hoc* approach because it focuses on long term goals for the school. This may often include the appointment process, whereby a person specification would determine the eventual role of the appointee.

*'Distribution Incrementally'* widens 'the compass of leadership potential', by 'letting go' the top-down control and putting the emphasis on the professional development of others. It assumes that everyone has the capacity for leadership. The deployment of this leadership would not then be directly linked to the overall leader i.e. this describes leadership as an empowering quality in its own right, rather than a rationed entity doled out from above.

*'Distribution Opportunistically'* describes a *dispersed* situation whereby any person in the school (including pupils) might seize a development opportunity and run with it without immediate reference to the Head Teacher. To work properly everyone would need clarity of purpose so that the spontaneous act of leading an initiative would not cause disharmony in the school or detract from its Vision.

These categories correspond quite closely with the NCSL model(s) in that they can also be viewed as incremental. It would, however, be likely that the Head Teacher would have set the Vision in the first place and *ipso facto* have created the right conditions and remit for the initiative. Overall, Macbeath (2008) concluded that for any of this distribution to take place in the best possible way (particularly the dispersed example), everyone needed to trust each other even with the on-going pressures of external and internal accountability. To achieve this:

implied creating opportunities for lateral learning and collegial exchange, peer mentoring and evaluation and a greater openness to critique and challenge, modelled by those in senior and middle leadership positions. It rested on a trustworthiness at the individual level...organisational level and alignment at leadership level-alignment being measured by the congruence that exists between individual trustworthiness and organisational trust (Macbeath, 2008, p. 56).

All this reflects the Bush (2005) paradigm described above, which showed that leadership models are all underpinned by Influence, Values and Vision which would tend to emanate from the Head Teacher and the Senior Leadership Team. This would point to the *type* of Distributed Leadership being determined by the Head Teacher, with the ultimate form of it being encapsulated in the dispersed variety. Without this sort of control from the Head teacher, defining the school situation through his or her Influence, Values and Vision, leadership might be abdicated rather than distributed. The I, V and V elements might well be built as a collaborative process in the first place, but ultimately even this would have to be sanctioned by the Head Teacher.

To explore this further in the context of leadership for sustainability, let us return to the NCSL research of Jackson (2007, p.20). It goes on to elaborate this type of leadership through 'Seven Strong Leadership Claims' from Leithwood, Day, Sammons, Harris and Hopkins (2006). None of these are exclusively 'Green' or 'Sustainability' focused. They just reinforce the belief that distributed leadership is the most effective route to school improvement, although it is significant that the personal qualities of leaders are also highlighted as

- Repertoire of basic leadership practices;
- Influence on staff motivation;

- Commitment and working conditions;
- Small handful of personal traits explain a high proportion of the variation in leadership effectiveness.

The research also identifies that some forms of distribution are more effective than others and that it can range from ‘additive patterns’-uncoordinated leadership, to ‘parallel patterns’-greater coordination. The focus group part of Jackson (2007)’s research, aimed to reveal why some leaders were keen to promote sustainable development in their school. The reasons are paraphrased below:

- Significant life experiences before teaching (included foreign travel)
- Educational choices at school or university (an ‘environment’ linked subject specialism)
- Modelling (seeing other schools or having significant mentors.)
- Enthusiasm of others (being drawn to it)
- Personal passion (using leadership to make a difference in their local, global community, environment and for the future).

These were used as the basis for the questionnaire and interview of the Head Teachers featured in this dissertation (see Chapter 4). Overall, Jackson (2007) concluded that ESD was synonymous with high quality education with four major areas of leadership skills and qualities:

- Visioning and Purpose
- Determination, drive and commitment
- The ability to empower
- A sense of resilience, risk-taking and flexibility

Once again, these can be seen as generic *personal* skills and qualities, linked to a wide variety of leadership models (as shown above), rather than being exclusively attributed to Distributed Leaders. They also correspond to the ‘Authentic Leadership’ model as advocated by Hopkins (2001). This is an important issue picked up from the research in this dissertation and is discussed in more detail in Chapter 7.

Jackson (2007, p.41) identified the main barriers to Sustainability in schools as: lack of finance and time to develop the planning and staff development, linked to the higher prioritisation of other school concerns such as the perceived requirements of the National Curriculum, assessment and Ofsted. This was at variance with how it was thought head teachers for sustainability should operate i.e. they needed an open, deregulated, creative approach. This is where it also corresponds to Fullan (2005)’s view on leadership and sustainability. He cites eight leadership sustainability elements. Although his definition of sustainability applies to sustainable school systems and improvement, two elements in particular fit the possible Green Leader model i.e. ‘*Public service with a moral purpose*’ and ‘*The long lever of leadership*’ (Fullan, 2005, p.14). This can also be at variance with the Distributed/Authentic model if the ‘systems’ are rooted in one of the formal models as outlined by Bush (2005, p.37) because some of these are based on hierarchies and bureaucracies.

The NCSL research also highlighted a link between ‘systems thinking’ and ecological understanding i.e. joined up thinking (Jackson, 2007, p.19). This complies with the

thinking of Capra (2005) discussed in Chapter 1, p.6. Fullan (2005) also deems this as a good generic leadership characteristic. This may seem a useful link, although it would depend on how rigid the system might be in terms of roles and responsibilities and it does not take into account Chaos Theory (see Chapter 3, p.47).

‘Systems thinking’ is meant to be flexible and provide a wide variety of perspectives and techniques for leaders to utilise. This philosophy resonates with a ‘green outlook’. Senge (1990) called it the ‘fifth discipline’. The first four were: *personal mastery, mental models, shared vision and team learning*. Systems thinking is a conceptual framework, a body of knowledge and tools that have been developed to make patterns clearer and where deemed necessary to help leaders change them. This sort of thinking is meant to encourage:

a shift of mind- from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by something “out there” to seeing how our own actions create the problems we experience (Senge, 1990, p.161).

This could well be a mantra for a ‘green’ activist, even though it was never intended as such, particularly in terms of rejecting duality, to be discussed in Chapter 3. Furthermore, it could provide a useful perspective for a potential green leader and has resonances with post-modern perspectives. These resonances occur throughout the Jackson (2007) research, despite it having a constant emphasis on easily measured school improvement and how this can be delivered through sustainability. For example, it says that effective Leaders for Sustainability should have:

an integrated, systemic understanding of the world and their place in it and can communicate this to others. They understand the interconnectedness of society, the environment and individuals within these contexts (Jackson, 2007, p. 10).

This will also be explored further in the discussion of the post-modern perspective in Chapter 3.

From all this it would seem inadvisable to see any form of Distributed Leadership as an absolute or ultimate model. It is really a set of techniques and strategies which can vary from one situation to another. Some discussion about it seems to mask the underlying reality that:

The head teacher is the ultimate school leader and is accountable for what happens in the school. At the same time they are advised to distribute their power. Strategies should come from staff and yet it would be very difficult for a head to lead their school in a direction which they did not themselves believe in (Hammersley-Fletcher and Brundrett (2008, p.13).

It is significant that the literature does not discuss ‘The Distributed Leader’, only ‘Leaders who Distribute’. This is where there can be a short-fall in the emphasis given to the personal qualities, values and beliefs of a leader. It is this short-fall in the

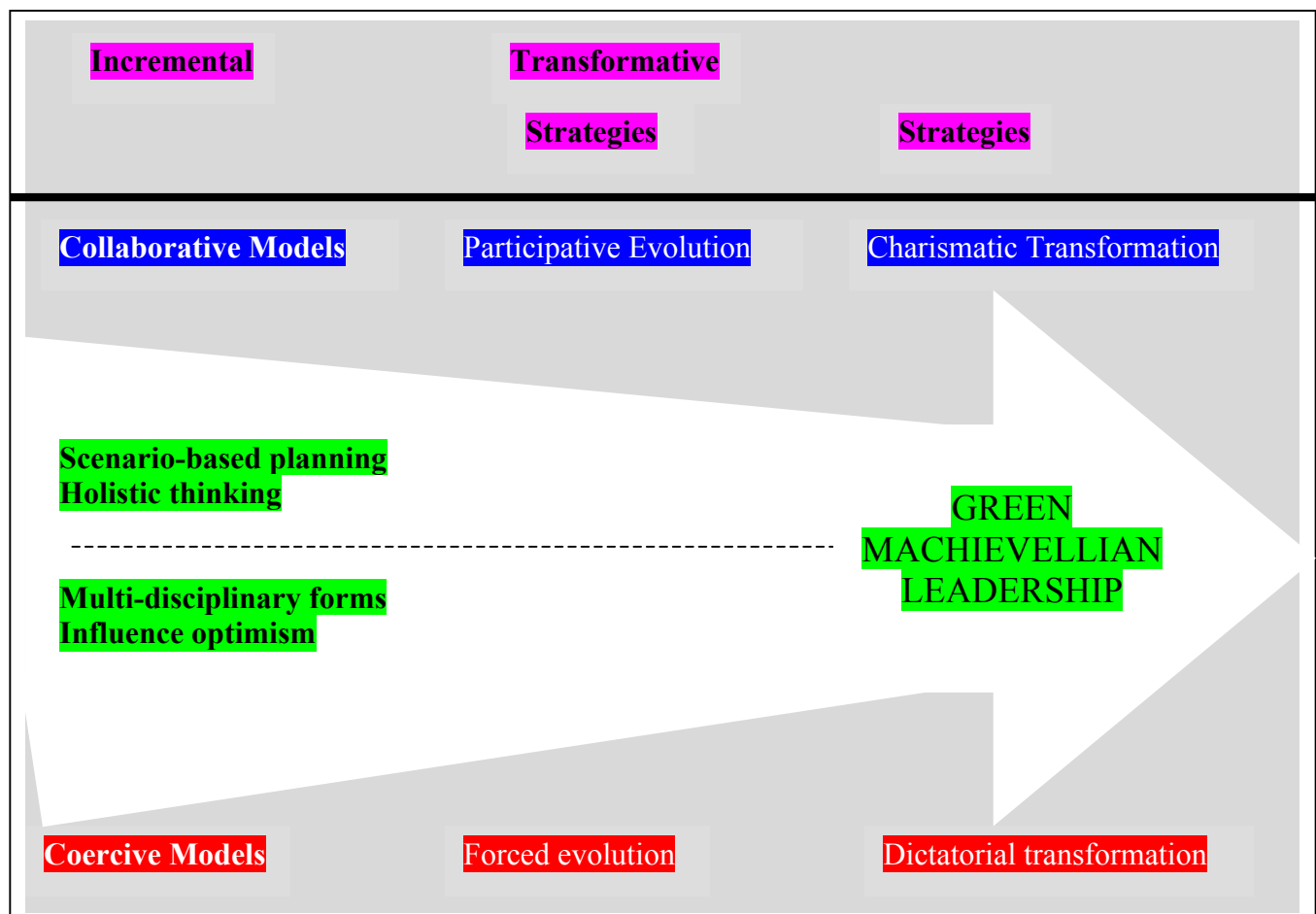
context of the green sustainability agenda that is addressed in the construction of the Green Leader model.

### Green Machiavellianism Leadership Model

This model is not one constructed specifically for education leaders, but it is included here because it relates very closely to the green sustainability agenda and it influenced the Green Leader model. It has elements which correspond strongly to the ‘Hero Head’, but it also has more subtle elements some of which relate to distributed leadership and the interpersonal aspects of the models discussed in the section above.

It takes its premise from the writings and work of the 15<sup>th</sup>/16<sup>th</sup> Century Italian government official Niccolò Machiavelli (Skinner, 2000), who was adept at knowing how to make ones’ way in the world whilst paying careful attention to the darker side of human nature and at the same time keeping the main goal in view, using a humanist, rather than religious perspective. Hansen and Middleton (2000, p. 98) argue that according to Machiavelli, successful leaders require prudence, but they also ‘need to excel in the use of force and fraud, for political life is not only contingent but inherently and violently antagonistic’. They incorporated this style of leadership into a Green Machiavellian model (see Fig. 2.7).

**Fig. 2.7** Green Machiavellian Model of Leadership (Hanson and Middleton, 2000, p. 104) *Source:* adapted from Dunphy and Stace (1992, p. 90) Model of ‘Processoral Leadership’





The model was also contingent on the leader having an 'eco-sensitivity' and for this to be his or her prime directive in terms of their ethos and how they embedded this in every aspect of their organisation, including the way others operated. This meant that this sort of eco-leader would use a charismatic style of exuding energy, imagination and excitement and laced with excellent interpersonal skills, to 'sell' an unorthodox message i.e. a sustainability message that might not accord with that of the prevailing system.

The eco-leader needs to continually manipulate the culture in order to ensure continual change towards the indeterminate end that constitutes whatever vision of eco-sensitivity is current. Effectively, a green Machiavellianism is required (Hanson and Middleton, 2000, p. 103).

Hanson and Middleton say that it would be important for this eco-leader to recruit like-minded people ('primary embedding mechanism') and also to constantly reinforce the ethos through formal statements of values and mission; legends about people and events; rites and rituals; systems and procedures; and design of physical space. This would show a holistic approach, which should include a 'nuance alertness', i.e. a realisation that details matter.

This leadership style would not always be dictatorial, as sub-groups would be allowed to operate 'ecocentrically' in contrast to a broad organisational pattern and also contribute to wider change by first establishing then modelling the benefits of such practices (Schein, 1992, cited in Hanson and Middleton, 2000, p. 105) calls these 'parallel learning systems' and points out that they allow organisations to test new assumptions without anxiety, thereby providing 'psychological safety' to the organisation as a whole. The eco-leader would skilfully use power by creating the tension required for change. This is consistent with a leader who is open to challenge and also presents ambiguous and difficult challenges to staff. This mode of operation is useful for the eco-leader who can present 'ecocentric' ideas for debate and also set up difficult and ambiguous challenges of an ecocentric type for people (perhaps those in a targeted sub-culture).

The Green Machiavellian model is, therefore, an eclectic mix of coercion and collaboration according to the situation and challenges faced, carried along by the charisma, commitment, conviction and personal strength of the leader. The one constant would be the aim of the organisation being as environmentally sustainable as possible and constantly striving to improve this.

The irony of the eco-Machiavellian approach is clear in this position: the eco-leader is a learning leader who must also have the capacity to use directive or coercive tactics. Perhaps unfortunately, organisational cultural change containing ideas in advance of the dictates of broader cultural orthodoxy will often require such strategies. The pure learning leader 'pulls', but an eco-learning leader...also has to 'push' (Hanson and Middleton, 2000, p. 105).

Machiavellian leadership can be seen as a type of authoritarianism, although as discussed above, it has very subtle nuances and non-coercive tendencies and

techniques. Archetypal authoritarianism has been described as ‘the wielding of arbitrary power over others’ (Senge, 1990, p. 274) and has more in common with a type of political leadership model where ‘practitioners believe that people are motivated by self-interest and by a search for power and wealth’ (Badaracco and Ellsworth, cited in Senge, 1990, p. 274). Its main advantage may be that it could help to speed the process introducing green sustainability, thus addressing the pressing issue of time running out for achieving planetary sustainability.

## **Conclusion**

As discussed in Chapter 1, there is comparatively little written about a subject labelled ‘Green Leadership’ and where it does occur applies to management practices in industry. In the context of education, it is not a recognised label, the closest being Leadership for Sustainability. This in itself can be difficult to comprehend because of the vagaries of sustainability and distributed leadership definitions. There is also an associated problem of Education for Sustainable Development being a sidelined area, rather than in the mainstream of the school system.

Even in publications specifically on ESD by academics such as Sterling (2001), Scott and Gough (2003), Stone and Barlow (2005), or Mogensen and Mayer (2005), there is very little discussion on the type of leadership style(s) that should be deployed to promote it. This work tends to concentrate on the philosophy behind ESD and recommended pedagogical and curriculum strategies that should underpin it.

In order to understand any particular leadership model or style, apart from knowing the context, there appears to be a good argument for finding out what values and vision underpin them and where these originate. As we have seen, there seems to have been a move away from values and vision of the individual professional to those held and imposed by the State. There is a case for saying that this has also reinforced a dualistic approach to leadership i.e. a leader may have a distinct difference between their personal value system and that which they employ in school. Is there, therefore, still a place for leaders such as Thomas Arnold (see discussion of this in Ch. 6, p. 128) in these ‘distributed’ and ‘dualistic’ times? Could Arnold be described as a type of Machiavellian leader? This chapter has shown that there are no definitive answers in the same way there are no truly definitive school leadership models. The Green Leader model picks up on these points so that it isolates out the moral imperatives of the leader from the subsequent techniques of leadership and management which may employ strategies from many models.

The literature suggests that apart from the work of Gayford (2009), mentioned in Ch. 1, p. 16, there has been relatively little research on the impact of ESD on pupil attitudes and behaviour. This also appears to be the case on the values led dimension of leadership. Despite this, the current emphasis, particularly from NCSL, has been on distribution as a technique of leadership to implement change and easily measured school improvement, rather than any deeper look at where the leadership paradigm might originate, other than from pre-ordained normative criteria drawn up by the government or academics.

There are different views on what [distributed leadership] means in theory and practice, but the consensus now is that it is leadership

shared throughout the school and based on the idea that the power of everyone is better than the power of one (NCSL, 2008, p.16).

This is promoted through the NCSL 'Distributed Leadership Pack'. Part of this has a check-list to ask 'How distributed are you?' There are 10 questions about 'School Culture' and 10 about 'Leadership and Management'. There are no questions which ask about the personal belief system of the leader- nothing which might link to Bottery's 'Ethical Dialectician' or Bush's 'Values' or 'Vision' paradigms, other than developing collective ones. In other words, the ethics of the individual leader are not taken into account. If this is indeed the case, one has to wonder if there is an ethical vacuum at the heart of schools and thus reduced scope for Senge (1990)'s systems thinking at a radical enough level to embed sustainability in the face of a consumerist culture.

Once again the issue is raised about the distinction between distributing leadership i.e. empowering others to share leadership and distributing *the* leadership which emanates from the ethical belief system of the leader. Geijsel, Meyers and Wardekker (2007) have highlighted the incompleteness of leadership role theory in regard to the origin of a leader's values and how these are highly significant in the formulation of a school's culture. This culture can be described as:

the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objective, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization (Yukl, 1994, p.3).

Only then do they go on to emphasize the need for the sort of distributed practices outlined above. Some of this also has Machiavellian tendencies.

From the discussion on the current National situation and its antecedence, one can see the difficulties Head Teachers have if their belief systems deviate from the economic 'linear' imperative; not only because it can lead to grave doubts about the nature of the present education system, but also because it might necessitate a leadership style which is far from distributive in nature.

The dualistic nature of modern society was highlighted as a barrier to sustainability and it seemed to be the basis of many of society's ills. It was also highlighted that it is not well enough understood by people outside the biological sciences. This in turn may be because there is a basic lack of knowledge and empathy with nature which is prevalent among education professionals as much as anyone else. This implies that to be a 'Green' advocate one needs to know about ecology and the sort of green sustainability defined in this dissertation. This may also link to a certain perception on life and how to live it. To explore this further, the next chapter will map the links between various philosophies and 'Greenism' which seem to comply with a Post-modern label, before describing how it influenced the methodology, research methods and instruments of this dissertation.

## CHAPTER 3

### Philosophical Underpinnings of Methodology

#### Introduction

This chapter sets out the perception and thinking which underlies the dissertation, including the stance of the researcher, the methodology of research and the background to the hypothesis which helped to create the Green Leader model. As the development of the model was instigated by the belief that the present education system was not fit for purpose given the environmental challenges facing society, it was felt that an alternative way of addressing these was needed, hence the use of a Post-modern perspective.

There are many volumes which critique the present education system and its leadership, but few accessed by the teaching profession which look at it from a Post-modern perspective. This is confined to authors such as Illich (1971) through his 'Deschooling' beliefs. Others such as Wood and Caulier-Grice (2006) criticise the type of pedagogy which stifles creativity and the joy of learning, but they do not question the way society in general operates or what role education leaders may have in forging an alternative future. As shown in Chapter 2, literature dealing specifically with education leadership, tends to look at leadership models in relation to the present system usually through a normative approach.

In order to give a different perspective to the school system and leadership in relation to green sustainability and a rationale for the empirical research of this dissertation, there follows a discussion of Post-modernism and its synergy with the Green Movement.

#### Post-modernism and the Green Movement

Whilst looking at background literature on green issues, it became apparent that many authors linked these to a Post-modern perspective. The reverse was also apparent i.e. authors writing about Post-modernism, invariably included aspects of the Green Movement in their discussions and analyses. Sometimes this took the form of exploring counter cultures such as eco-feminism; a lot of it was critical of capitalism and consumerism, both Modernist creations which ultimately were considered to threaten individual freedom as well as the integrity of the biosphere. This is a school of thought that stretches back to the classical Greek philosophy of Socrates (de Botton, 2001, described in Chapter 6, p.124), that was critical of institutionalised knowledge which either emanated from the power of leaders or the received wisdom (sic) of the majority.

The leading figure of recent times to highlight and define Post-modernism was Jean-François Lyotard (1984). He called for a rejection of 'Grand Narratives' i.e. universal theories of Western culture and advocated 'Little Narratives' instead. The technical term to describe such a style of philosophy is 'non-foundational'. Within this there is also a rejection of authority.

Post-modern philosophy provides us with the arguments and techniques to make that gesture of dissent, as well as with the means to make value judgements.... Sim (2005, p.3)

Towards the end of his career, Lyotard (1984) criticised the forces of 'techno-science' embodied by the multi-nationals. He felt that they were intent on gradually eradicating humankind by developing increasingly sophisticated computer technology with the ability to reproduce itself and being capable of existing somewhere else in the universe when the Earth dies. The thinking of Lyotard coincided, if not developed from, the revolutionary movement in France epitomised by the 1968 student protests and indeed he was an active supporter of these. These revolts were aimed at bringing attention to how we think about the world.

The students proclaimed that the management of a professional household was not in synchrony with the environment at large, and that the latter was being mismanaged in ways similar to those in which France was administering the former (Conley, 1997, p.3).

The links between the Green Movement (also termed Environmental Movement) and Post-modernism can be traced back to the French and ultimately British and American, revolutionary movements of the 1960's and the associated counter-culture. This also coincided with Rachel Carson's iconic book 'Silent Spring' in 1962, which was an indictment of modern farming practices in the U.S., with their reliance on heavy machinery, pesticides and herbicides. However, there was no technocratic conspiracy to damage nature with chemicals. Farmers saw their use as 'merely prophylactics' (Tudge, 2004, p.210) and a reaction to the need to produce more per acre due to massive population growth. Nevertheless, the Green Movement and counter culturists criticised these and other industrial practices as part of their reaction against the philosophy of Hegel, whose thinking manifested itself in Marxism and a type of existentialism that had been at the forefront of humanism in the post-war years. Conley (1997, p. 1) sums up this thinking as: 'The self-fulfilling autonomous subject-acting-on-an-object' i.e. human individuals or organisations exploiting the planet with a 'Linear Economy' (see Chapter 2 p.17) whether it be through 'Western Capitalism' or 'Marxist Communism'. This sort of Postmodernism, therefore, challenges the dichotomies of subject/object, rational/irrational, culture/nature, all of which are seen as aspects of homocentrism and ultimately products of the 'Enlightenment Epistemology' (Usher and Edwards, 1996, p. 21). Within this the 'duality of existence' described in Chapter 2 is also challenged.

The 'new' post-war thinking also began to doubt the basis of democracy manifested in words such as 'freedom' and 'human rights'. It disagreed that:

only humans should have rights, since the rights imply a status of subject incompatible with nature's functioning as a mere object. (Ferry 1992, cited in Conley 1997, p.17)

Ferry subscribed to a sort of Sartrean existentialism that defines culture as transcending, or separating itself from nature (which also corresponds to the 'techno-science' mentioned above). This is at odds with the 'Green Theory' of Gaia (Lovelock, 2000), first made famous by James Lovelock in the 1960's, but whose

roots can be traced back to the ancient Greeks. It sees the world as a living organism where all the organic and inorganic elements work in synergy and are self regulatory. This is a form of phenomenology which takes us back to pre-conceptual experiences which he uses to describe our relationship with the natural world. This recognises:

a wordless communication between the encompassing sentience of Gaia and one's own individual awareness [which] overcomes the bifurcation of mind from matter in the modern world (Abram, 1997, described in Harding, 2006, p. 46).

Another way of putting this concept is:

The complexities of ecosystems, of threats to water, air [and] species...are not easily reduced to either inanimate objects or elements in a binary equation of which the superior term is "man" and the inferior, "nature". Conley (1997, p.17)

Conley subscribes to a form of 'eco-feminism/deep ecology' which will be discussed below. This perspective also fits the ESD 1 and ESD 2 models and 'upper-values' discussed in Chapter 2, p.20. Midgely (2002) also links this type of response to the world in terms of Gaia theory. She thinks it can provide modes of thought capable of connecting seemingly disparate spheres such as certain types of science, religion, politics, education, healthcare and crime prevention. This reflects the discussion on 'joined up initiatives' in Chapter 2, p. 35. and the way this dissertation makes connections between issues and themes that are not ordinarily brought together.

## **Radical Ecology**

Guattari is part of the group sometimes known as 'radical ecologist theorists'. Zimmerman (1994) says that these represent three branches of radical ecology: deep ecology, social ecology and eco-feminism (the latter exemplified by Conley above). Deep ecology explains the ecological crisis as the outcome of 'anthropocentric humanism' beloved of Marxism and Capitalism described above. Social ecology explains the current ecological crisis as a result of authoritarian social structures rather than generalised anthropocentrism. To them:

Wanton destruction of nature reflects the distorted social relations...in hierarchical systems in which elites subjugate other people while pillaging the natural world for prestige, profit and control (Zimmerman, 1994, p. 2).

Eco-feminists often explain the ecological crisis as the outcome of the sort of patriarchy/homocentrism, which among other things, subjugates women. This type of maleness values rationality, spirit and culture at the expense of the female qualities of emotion, body and nature. Zimmerman (1994, p. 2) says that:

Members of the allegedly "superior" gender, males, have traditionally felt justified not only in subjugating women, but also in abusing nature.

This perspective links with recent research by Coates and Herbert (2008) who found causality of testosterone and cortisol levels with the behaviour of young male market traders. Their high testosterone levels caused them to risk take and to have a ruthless desire to achieve ever higher profits by the way they operated in the capital markets. This caused over-inflated booms which inevitably turned to over-exaggerated busts when high cortisol levels rapidly displaced the testosterone. As women have about 10% of the testosterone of men, Coates and Herbert recommended that they and older men should operate the markets which would moderate the volatility. So from this the origin of the subjugation of nature and women can be found in the endocrinal system of young men. Further work in this little researched area might add to the understanding of why human-kind seems to be at odds with the natural world it depends upon, with implications for leadership of all kinds. Other types of feminist perspective would not comply with this, particularly those who would wish to emulate the male homocentrism which would provide an 'equal opportunity' (sic) of exploiting the biosphere.

As with other aspects of Post-modern theorising, the above categories of radical ecology are not the full story. For example, 'deep ecology' was first expounded by Heidegger in the 1930's and was a type of 'counter-culture', which despite rejecting the exploitation of nature and being 'anti-modernist', was closely linked to the anti-democratic, anti-egalitarian rhetoric of Nazism. Zimmerman (1994) thinks that the French Post-modernists mentioned above, embraced the critique of modernity (which Heidegger did very well), but failed to fully appreciate the dangers of a type of 'eco-facism' that might result. Perhaps this is a trap Green Leaders can fall into if they are too passionate about their 'cause' and become too autocratic and into 'megomania' (see Luckcock, 2008 in Chapter 6, p. 100) and the discussion of Green Machiavellianism in Chapter 2, p.22).

## **Research Direction and Design**

A Post-modern approach created a perspective and methodology distinct from that featured in NCSL research into Leadership for Sustainability, to construct the Green Leader model. The NCSL research itself readily admits that this whole area of leadership is new and the implications of it in terms of school improvement and influence on society are not well understood (Jackson, 2007). The type of Post-modern/Green perspective used here, therefore, researches and analyses what are essentially case studies of eight schools in relation to the national picture. This gives emphasis to 'Little Narratives' (Lyotard, 1984) and the search for very localised solutions which are not necessarily 'neat' solutions i.e.

a commitment to locating, and dwelling on, dissimilarity,  
difference and the unpredictability of analysis. (Sim, p. 4).

This approach also emphasises the significance of each individual, however minor a player and complies with the 'Butterfly Effect' and 'Think Global Act Local' discussed below. This is distinct from a 'Grand Narrative' view which tends to value organisations and systems above individuals, despite rhetoric from leaders to the contrary. However, the construction of a Green Leader model can be seen as a Grand Narrative. The seeming contradiction between this and the previous discussion is addressed below.

The Post-modern approach also seems aligned with aspects of ecology which includes 'Chaos Theory'. There are parallels between the 'ecological' perspective and the current developments in the field of leadership as shown in Chapter 2, p. 35 when 'systems thinking' was discussed. It also provides additional reasons for creating a suitably different leadership category called 'Green Leader', which can be seen as a more radical approach to creating sustainability in schools in terms of a more robust and overt defence of the planet's eco-system. This perspective assumes that we have a relatively short time to rectify current damaging behaviours and can be summed up thus:

The 'Empty World' of the 19<sup>th</sup> century laid the foundations of neoclassical economics, where burning fossil fuels made us richer because environmental costs were negligible. But in the 'full world' of the 21<sup>st</sup> century it makes us poorer because the environmental opportunity costs are great (Daly, 2007, p.19).

This links with the discussion about the often conflicting needs of the bio-chemical economy and the human economy featured in Chapter 2 and the impact of the human ecological footprint shown in Appendix 1, Fig.1.4. The above reference to Critical Theory also fits this 'little narrative' perspective and has been described as:

emancipation, so it is critical in the sense that it does not simply seek to generate knowledge of the world as it is, but to detect and unmask beliefs and practices that limit human freedom, justice and democracy and to engage in action that brings these about (Scott and Usher, 2000, p.30)

Bauman (2000, p.40) thinks that Critical Theory should go beyond mere emancipation of the individual by building bridges between the individual and the public domain because:

individuals are being gradually, but consistently stripped of the protective armour of citizenship and expropriated of their citizen skills and interests.

One could say that a Green Leader model could lead to another type of enslavement by trying to impose a certain type of lifestyle on people (hence the discussion of 'Green Machiavellianism' in Chapter 2). However, if it retains strong elements of distribution, it has the potential to empower individual staff and pupils i.e. encourage them to be proactive and sceptical, rather than passive receivers of Grand Narratives emanating from such organisations as DCSF or multi-national companies. This corresponds to the Dispersed Leadership discussed in Chapter 2. However, there is no avoiding the fact that the Green Leader model is ultimately a Grand Narrative. This means that aspects of Modernism and Post-modernism need to be reconciled.



## **Reconciling aspects of Modern and Post modern**

Wilbur (2005), like other social ecologists recognised that modernity had delivered aspects of freedom and liberalism not present in pre-industrialised society. He saw modernism as a stage of human development which would metamorphise into a higher state of being which would stop the damage to nature. Post-modernists criticised this for being another 'grand narrative' and thus invalid. However, one set of Post-modernists seem to have overcome these misgivings. These are known as 'Critical Post-modernists'. diZerega is one of these. He maintains that:

an "evolutionary liberalism," informed by chaos theory, could lead to a technologically advanced, though more harmonious humanity-nature relation. (diZerega, cited in Zimmerman, 1994, p.15)

Zimmerman (1994, p.16) says that these Critical Post modernists:

urge progressive people actively to contest wantonly destructive social and ecological practices, while simultaneously avoiding naïve primitivisms and anti-technological attitudes.

Another label for this is 'Mental Ecology'. Returning to Guattari (cited in Conley, 1997, p.22), he says that:

Mental ecologies shape our construction of nature and culture. They influence citizenship and determine our rights. The concept pertains to ways of being as a singular being (both particular and universal) or in a group. It makes social and natural ecology intersect...[it]... consists of multiple relations in and with the world.

This type of thinking would lead to a constantly changing existential outlook according to the types of interactions taking place. It has resonances with Chaos Theory developed by Lorenz in the early 1960s (also known as the 'Butterfly Effect') and the Circular Economy of Webster and Johnson (2008) discussed in Chapter 2, p.19. It describes a non-Newtonian/Structuralist effect in that anything, however small, can affect everything else; therefore everything is significant.

The flapping of a single butterfly's wing today produces a tiny change in the state of the atmosphere. Over a period of time, what the atmosphere actually does diverges from what it would have done. So, in a month's time, a tornado that would have devastated the Indonesian coast doesn't happen. Or maybe one that wasn't going to happen does happen (Stewart, 1997, p.141).

This is why the previously mentioned Fullan (2004) systems model does not fit quite so neatly with ecological systems thinking because the 'Chaos' effect is not a feature of it, thus leaving it rather 'structuralist' (it is, however, developed more successfully in this respect by writers such as Orr (1991)).

## **The Researcher**

The Post-modern approach has the potential to be emancipatory if the researcher does not have to be subservient to a commissioning body. It also sees the shortcomings of all research methodologies, particularly those involving interviews form in important part for this dissertation:

both positivism and post-positivism make the modernist assumption that the appropriate research method will yield the real or best meaning of an interview. Postmodernism, in contrast, suggests that there is a radical indeterminacy at the heart of the interview which cannot be overcome by any methodology (Scheurich, 1995, p. 250).

It also rejects the thinking of Habermas (1987, cited in Scott and Usher, 2000, p.30), which advocates a technical rationality derived from the natural sciences and the positivist tendencies in the social sciences ‘...where the concern is with generalisation and prediction and the need to control’ (Scott and Usher, 2000, p.30). Once again, it has to be said that this is not adhered to in this dissertation because of the Modernist aspects of the research, which include some positivist methods.

## **Conclusion**

The Post-modern perspective seems ideal for researching an area pertaining to the ‘Green Agenda’. If nothing else it is a way of thinking which can throw new light on present understanding and point the way for research into new fields using new methodologies (this is not to say that other perspectives fail to do this). The great strength of Post-modernism is that it can be a *process* which can create different and useful perspectives and mind-sets on what is a new and potentially useful category of leadership

A Postmodern perspective has encouraged the linkage between aspects of literature and thinking from often quite diverse disciplines such as ecology and leadership theory. It has been used as a background perspective for the research, an analytical tool and a basis for the new model called ‘Green Leader’. The emancipatory potential of the post modern perspective was present, as this dissertation is not beholden to any commissioning body.

The type of Critical Post modern/Mental Ecology perspective chosen enabled a critique of the ‘Modern’ situation, without implying that it should be replaced by some kind of entirely Post-modern model. This reinforces the fact that the dissertation does not use a Counter Culture perspective, which entirely rejects technological solutions and grand narratives. Thus the nihilistic or ‘anything goes’ and anti-Grand Narrative tendencies of Post-modernism criticised by writers such as Jameson (1998) and Eagleton (1996), can be overcome, whilst retaining a workable research perspective. All this served to mediate between the positivist and interpretist aspects of the research instruments, the latter being the dominant aspect within the questionnaire and interview described in Chapter 4. This shows that a mixed methods/triangulation approach in that quantitative/positivist methods are

used as a means of contributing towards the reflexivity when it comes to explaining and interpreting the research findings. This corresponds to the approach of Bassey (1999) which he says prevents indeterminacy being used as an excuse for an absence of findings and conclusions.

There are dangers in using a Post-modern perspective. It introduces greater degrees of subjectivity and bias than might otherwise be the case. However, as discussed in Chapter 1, p. 14, this can also be viewed as useful and honest 'transparency'. This highlights such subjectivity because all research has subjective elements. Post-modernism can also be difficult to define satisfactorily, as it lies upon a wide philosophical spectrum and has different interpretations according to the situation. It is less straightforward to utilise than positivist methods and might lessen the impact of this work on those who read it, as they may appreciate reductionist findings more readily. The advantage of this approach is that there is a double contingency in operation here. In effect, this dissertation has a 'post-modern' approach to Post-modernism and Green Leader/Leadership. This should inject scepticism to help counteract the effects of any affiliation to Post-modernism/'Greenism' in the first place. The dissertation also makes no apologies for having a Modernist outcome in the form of a new leadership model.

There seemed to be useful niche which this dissertation could fill by using a type of Post-modern/Green perspective and associated methodology which suited the subject matter and the way it was researched and presented. The aim of this chapter has been to show that the type of Post-modern/Green perspective adopted is used on a number of levels for different aspects of the research and resulting Green Leader model; also that it dovetails with the overall Green subject matter. The next chapter shows in more detail where it lies within the methodology in terms of research rationale, direction and design.

# CHAPTER 4

## Methodology

### Introduction

As stated in Chapter 1, a hypothesis emerged to contend that it is possible to create a Green Leader model for primary schools using a post-modern perspective and related Green Movement literature, and to question current interpretations of ESD and associated leadership models and strategies as promoted by the UK government through NCSL. Previous chapters have dealt with the role of the literature search pertaining to this hypothesis; this chapter outlines how this influenced the empirical research element of the dissertation by giving details of the rationale behind the research instruments and how the data was collected, collated and used to contribute towards the Green Leader model.

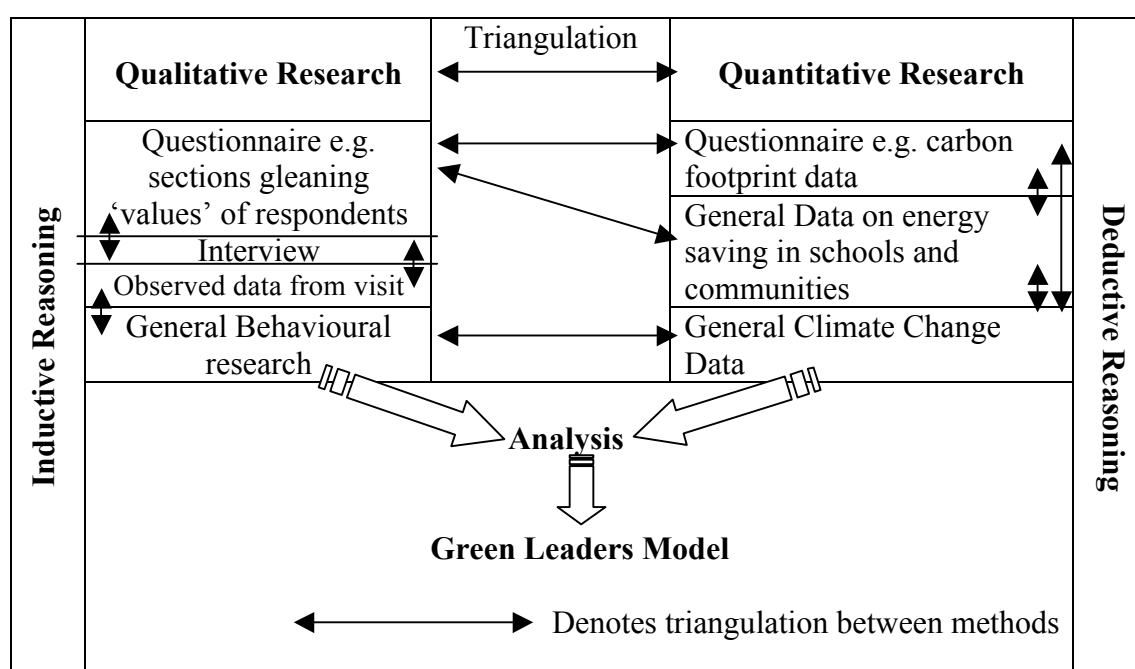
Qualitative, small scale research such as this has to be trusted by the reader and this has been engendered through various means. The research process and rationale were made as transparent as possible as advocated by Lincoln and Gruba (1985). Also, information has been provided about the researcher so that his relationship with the subject matter can be judged-as discussed in Chapter 1, p. 14. This transparency was also intended to encourage the respondents to have trust in the research process so that they were more likely to provide a wider range and greater depth of information.

This type of research also corresponds closely to that of Hopkins (2001) who set out an ‘authentic’ model for school improvement (thoughts from this work are in italics). In particular, in the terms of Hopkins (2001, p.17), the research in this dissertation is:

- Context specific i.e. *leadership for sustainability and potentially green leadership*
- Capacity building in nature i.e. *the potential to develop a new type of leadership style or traits within other leadership models*
- Enquiry driven i.e. *unforeseen outcomes which can be investigated further*
- Implementation orientated i.e. *the potential for the findings to be disseminated to improve leadership practices*
- Interventionist and strategic i.e. *has the potential to influence education decision makers at a strategic level*
- Systemic i.e. *an approach to leadership in the context of a holistic perspective*

Although qualitative approaches and a type of ethnographic methodology and methods were mainly used, there were some quantitative measures in the form of the respondents’ carbon footprints and national and international carbon footprint data. The triangulation between the two was to show if there was any connection between the values, beliefs and actions of the respondents’ with their carbon footprints and those of their schools. This process used different kinds of reasoning involved in qualitative/quantitative research i.e. inductive and deductive reasoning respectively. All this is summarised in Fig.4.1.

**Fig. 4.1** Inductive and Deductive Reasoning in relation to types of research



A type of 'Analytic' Inductive reasoning (Hammersley, Gomm and Foster, 2006, p.246) was the dominant approach to the data i.e. identifying phenomena and then explaining them, and in this study using them to form a new leadership model. This also involved what they termed as a 'reformulation' of the phenomena in order to establish some new ideas and fresh perspective (see description of collation considerations below). From this, the research instruments sought to determine how much Green Sustainability was present in each school and how much of this was determined by the head teacher.

The carbon footprint calculator relied upon the input of quantitative data from the respondents into a pre-programmed website i.e. quarterly household utility bills and miles driven or flown. One question from the questionnaire asked the respondents to grade themselves on a scale of 1 to 10 on how well sustainability was embedded in their schools. Although this was numerical in nature it relied upon subjective opinions. The remaining research instruments were qualitative and had the greatest emphasis in terms of research time and the use of the Post-modern/mental ecology paradigm and perspective explained in Chapter 3. This reflected the desire to use an approach which:

presents us with a way of resolving the conventional/alternatives 'debate because it does not automatically reject the conventional but asks instead, 'what is appropriate?' (Thody, 2006, p.14).

This also corresponds to the discussion on heuristic/grounded theory considerations in Chapter 3. This also aimed to devise instruments to form:

a pieced together, close-knit set of practices that provide solutions to a problem in a concrete situation (Coleman and Briggs, 2004, p.264-265).

### **Summary of Research Instruments**

The following research instruments were used:

1. After introductory phone call, a letter and consent form (see Appendix 3) e-mailed along with a questionnaire (see Appendix 4) to eight Head Teachers who lead schools which have attained the European-wide recognised 'Eco-School' 'Green Flag' accreditation from ENCAMS – 'Environmental Campaigns' charity, most famous for running the 'Keep Britain Tidy' campaign-see <http://www.keepbritaintidy.org/Programmes/GreenFlagAward/Default.aspx> for more details). The responses to this were followed up as part of the semi-structured interview (see 3. below).
2. Carbon footprint measurement by respondents using [www.climatecare.org](http://www.climatecare.org) to ascertain how sustainable their personal lifestyles were and those of their families.
3. Semi-structured interview involving aforementioned Head Teachers. This took place on the day the researcher visited each school and followed up the responses from the questionnaire, plus any clarification requested following interrogation of other data (see 4., 5. and 6. below).
4. Interrogation of the featured schools' prospectuses and websites to detect evidence of an environmental sustainability ethos and resulting activities.
5. Interrogation of the featured schools' long-term curriculum plans, again to detect evidence of an environmental sustainability ethos and how embedded this appeared to be in curriculum planning and implementation.
6. Observational data from the featured schools during visits (notes on school displays and any further evidence of eco-activities when having a tour of the school)

Data from the above was collected and then collated by the following means:

1. Data from all instruments collated into eight tables, one for each of the 'Eight Doorways' categories from the NCSL Sustainable Schools leadership toolkit described in Chapter 2, p. 27 and listed again below. These featured the practical actions the featured schools were taking to make themselves green. This information was then further collated into a table for each doorway to collate good examples across them.
2. Data based on respondent answers given in the questionnaire and interview collated into seven tables designed to discover personal reasons underlying respondent propensity to promote greenness in their schools and where this emanated.
3. Data collated into one table showing what if any Distributed Leadership was being employed by each respondent (see Appendix 2).
4. Data based on respondent answers given in questionnaire and interview collated into one table to show what respondents considered were barriers to greenness in their schools.

5. Data from school documents and websites collated into one table showing evidence of greenness.

The way the data was collated was finally determined *after* it had been collected. This was to allow the model of Green Leader to emerge from patterns of responses, rather than being based on too many predetermined criteria. However, it cannot be said that this was done in a vacuum as, for example, some of the questionnaire sections were based on the Jackson (2007) head teacher focus group results described in Chapter 2, p.25.

The tables for collation were devised in terms which NCSL and other national education bodies would recognise i.e. through the '8 Doorways of Sustainability' and 'Curriculum/Campus/Community' paradigms. Also, one table used the NCSL 'Leadership for Sustainability/Distributed Leadership' model. As discussed in Chapter 4, all this reference to NCSL *et al* was done so that the findings would have maximum impact with these types of audience.

### **Green Leader Target Group**

The initial identification of the respondents was achieved through quantitative means i.e. a data-base from ENCAMS which had accredited the respondents' schools as having 'Green Flag' status, through an internationally recognised standardised system of validated inspection. Many of the criteria are similar to the 8 Doorways for Sustainability.

Originally ten schools were identified to be included in the research. One respondent declined straight away and another did shortly after receiving the questionnaire. Both cited 'workload' as the reason for not wishing to take part. The geographic location of the schools was chosen from the practical point of view of being as close to the researcher's home as possible. This aided the intention of cycling or using public transport to visit them (see next section for more details on this).

The preliminary telephone call helped to establish a positive relationship with each respondent, as well as getting their initial permission to be part of the research. As stated above, there was only one negative response. The positive responses seemed due to the fact that the researcher was dealing with people who were happy to help a fellow 'colleague'. The formal letter accompanying the e-mailed questionnaire gave respondents a further overview of the research and asking for their permission to take part.

### **Ethical Considerations**

The respondents were assured that all information would remain confidential if they so wished. No names of location (school, town or region), or staff or children were used in any part of the dissertation and each Head Teacher was unaware of who the other respondents were. Although the initial letter asked the respondents whether they were happy or not to remain anonymous, once all the data had been collated, it was decided to keep everyone anonymous. This was because the basis of the Green Leader model would be achieved through a compilation of their practices and underlying motivations with no implied or perceived criticism or praise in the findings attached

to any named individual when the beliefs and practices of the respondents were compared and contrasted.

Given that the research featured such a small number of schools, it might be relatively easy to identify some of them simply from their eco-practices and facilities. To address this, each respondent was sent a transcript of their information to make sure they were happy with it. This meant that in the event of an outsider recognising them through reading the dissertation, it would be of no consequence. It should also be noted that most of the schools have a very high national or local profile for their eco-activities and they are always very willing to show these to others.

Another important consideration related to the power-relationship the researcher had with the respondents. Scott and Usher (2000, p.40) see the problems of power-relationships as 'conflict, lack of shared perceptions, and pressure from the positivist perspective as stumbling blocks for...research'. However, they think that these can be resolved by adopting a Post-modernist approach i.e. the notion of 'multiple-selves' and 'economies of difference' which can free action researchers 'from oppressive certainties of positivist theory and the tyranny of technical-rationality.' This encompasses the Lyotard (1998) notion of 'little narratives' being used to resist authoritarianism (see Chapter 3, p.42). This ideal type sounds good in theory, but 'what tends to happen in practice, is that one party enforces its views on another, 'resolving' the dispute to its own advantage' (Scott and Usher, 2000, p.40). Once again this would place the research in a foundational/structural paradigm. The researcher had no problems with this as he was researching peers i.e. other Head Teachers of a similar status.

An unforeseen ethical issue was that in most cases children were asked to give the researcher a tour of the school to show the eco-activities. Although notes were made of some of the things they said, none were named or quoted as they were not the direct subjects of research.

The overall carbon footprint of the dissertation was made as low as possible by the following means:

- travel was on public transport and/or bicycle (including all travel to university to meet tutor and to attend seminars)- approximately 800 car miles avoided, thus saving approximately 195 kg (0.195 tonnes) of carbon dioxide;
- all paper used was from recycled sources (including paper and cover of bound finished copies of study);
- any waste paper was recycled;
- ink cartridges were recycled.

No guidance could be found on 'Green Research Methods', other than what might be found in scientific literature covering areas such as ethical treatment of animals in experimentation. This might be a useful subject for study and development in itself.

Due to the time-scale and scope of the research, only 8 interviews were feasible. Originally, the aim was to interview 10 respondents, but there was no time to find substitutes. It would have been useful to interview other members of staff in each of



the schools to see to what degree their views and perceptions corresponded with those of the respondents, but again time constraints ruled this out.

All the research instruments and deployed methods complied with the University of Lincoln code of ethics for researchers.

### **Questionnaire** (see Appendix 4)

After the initial contact and agreement to participate, the questionnaire was the starting point of the respondents' active engagement with the research.

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyse (Wilson and McLean, 1994, cited in Cohen, Manion and Morrison, 2003, p.247).

The questionnaire (Appendix 4) asked for numerical data to find out the carbon footprints of the respondents and how well they thought ESD was embedded in their schools as a grading out of ten. Although significant, this quantitative element was not the dominant instrument or perspective and apart from 'factual' data about qualifications, the other questions were open-ended. The questionnaire also served as a useful introduction for the respondents to the subject matter and made it easier to seek more details when each one was met for the semi-structured interview, which was based on each of the questions. In practical terms, this also saved valuable interview time so that motivations and other issues could be explored more fully. The questionnaire was also followed up by an interview to avoid:

the possible unsophistication and limited scope of the data that are collected, and from the likely limited scope of response (Cohen *et al* 2003, p. 247).

This point was also addressed by using the questionnaire in conjunction with other instruments described below. Questionnaires have the advantages of allowing respondents to answer in their own time and at their own pace and be free from possible embarrassment. It also means that:

Each respondent will receive an identical set of questions, phrased in exactly the same way. The absence of an interviewer...contributes to the standardisation of responses...[this]...means higher reliability (Burns, 2000, p. 581).

In effect this meant that all respondents were dealt with from the same starting point, with the same sequence, thus the overall balance of the instruments was similar for each one.

There were eighteen questions and three main sections. The sections covered some aspects of their personal and professional lives deemed significant for this research. Once analysed, correlations within the answers given by each respondent and answers

between respondents were sought to help construct the Green Leader model. Value judgements were made after the answers were collated and analysed taking into account other data from the literature.

The first two sections were designed to explore whether the respondents' green tendencies had any links to their past in terms of domicile and training and how green their lifestyle out of school was. This was done to see if their backgrounds had a significant effect on their current approaches to green sustainability. This was then compared to their school lives in the third section to see if there were any significant links. Chapter 2 spoke about the tendency of 'modern' Western people having a dualistic view of life i.e. they operated in a 'human economy' as distinct from the 'ecological economy'. To what extent was this true of the respondents?

In section 1 the respondents gave details of where they were domiciled throughout their lives to the present day. Section 2 charted their formal post-16 qualifications, career and lifestyle details. Section 3 concentrated on how they ran their schools in a sustainable way and how this linked to and complemented the curriculum. It also sought their opinions on how their schools and schools in general operate sustainability within the local and national contexts and what barriers and facilitations they encountered.

The subsequent interview was based on following up each of the questions by inviting the respondents to expand upon their answers; clarifications were asked for during the interviews, but no 'leading questions' were asked. This explains why some respondents had more expansive answers than others. If they came to a halt on a particular subject, they were not 'pushed' into saying more. From this one can view the questionnaire as a standardised *preparation* for the interview. The questionnaire was trialled by a leader of an Eco-school not in the target group to try and make the questions as unambiguous as possible, since:

The investigator may know exactly what is meant by a question, but because of poor wording or differential meaning of terms, a significantly different interpretation is made by the respondent (Burns, 2000, p. 582).

The questionnaire focused on the issue of whether the background of the respondents and their subsequent life experiences had any influence on their leadership and management traits and practices. The rationale behind this was based on the Head Teacher focus group research of Jackson (2007) and the thinking of Pergams and Zaradic (2008), Malone (2007) and Palmer (2006) discussed in Chapter 2. It is also linked to the Jesuit belief expressed as 'Give me a child at seven and I will give you the man'. However, the converse situation was also looked for i.e. respondents being brought up in an urban environment which created a desire in them to find out about the natural world and its systems, as illustrated by the case of the famous writer Alfred Wainwright brought up in an urban setting, yet who developed an affinity with the Lake District. As human nature is often unpredictable, the responses were open to the possibility that someone who had been brought up in the country hated it and thus developed an affinity for urban living. There was also the possibility of finding urban dwellers who had a strong affinity for the natural world and who endeavoured to lead a 'green' lifestyle (or any other possibilities). Whatever the case, this aspect of the

research aimed to ascertain whether there was data which could be used to help construct a new and distinct category called ‘Green Leader’.

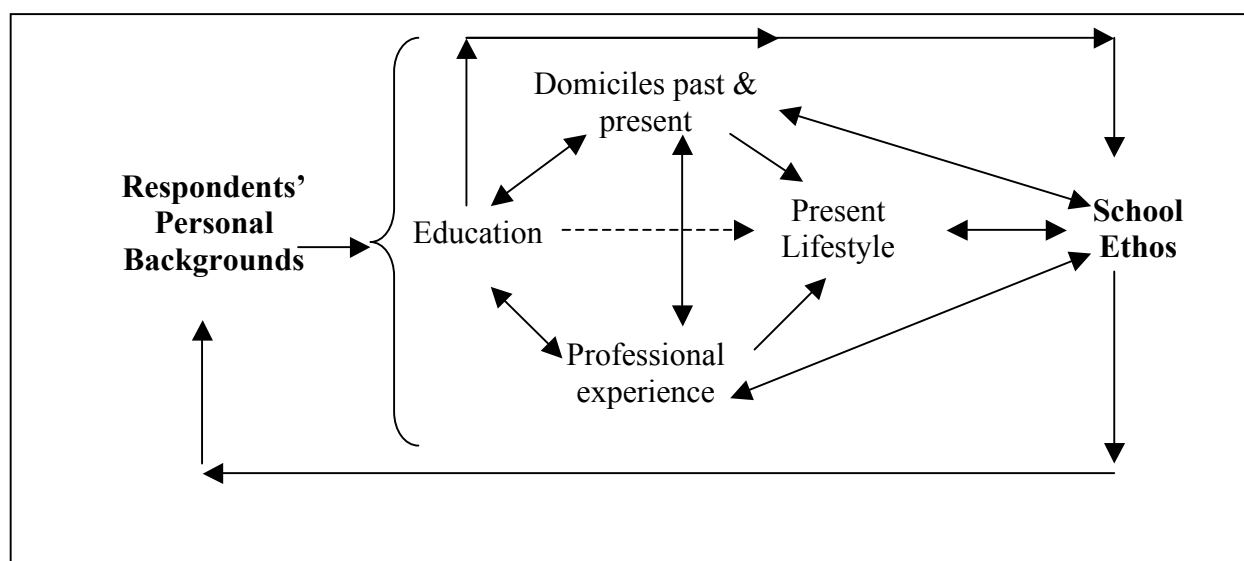
Distributed Leadership, as defined by NCSL, was looked for as this has been identified by NCSL as an effective driver for sustainability in schools (see discussion in Chapter 2). The NCSL criteria were colour coded (see Appendix 2) and then super-imposed on the Leadership strategies used by the respondents (see Table 5.16).

In addition to a commitment to sustainability as part of the respondents’ jobs, the questionnaire and interviews also looked for an indication of a commitment to the ‘Green’ cause by finding out to what extent the respondents had ‘sustainable’ lifestyles outside school. Sustainable in this context was taken to mean a low carbon existence. The average personal carbon footprint for a UK citizen is 10.95 imperial tons or 9.93 metric tonnes (Carbon Trust, 2008), so anything below this pointed to a respondent having more of a personal commitment to greenness. This was measured by the use of a ‘Gold Standard’ UK government approved carbon calculator run by [climatecare.org](http://climatecare.org). From all this it was identified whether the respondent lifestyles correlated with their general system of beliefs, and then in consequence, to what extent this was manifested in the ethos and operations of their schools.

Defining the attitude of the respondents towards green issues was key to determining whether this translated into their leadership traits and behaviours. By most definitions, the three major components of attitude are Cognitive, Affective and Behavioural (Burns, 2000, p.555). The interview aimed to see the extent to which the cognitive and affective factors were translated into unambiguous or unhypocritical behaviour i.e. whether the respondents’ sustainability beliefs, feelings and behaviour out of school (past and present) strongly influenced their work in school.

The presence of other correlations and feed-back loops of influence were also sought. For example, whether the respondents’ work in school had influenced their present lifestyles, rather than the other way around, or whether it was *one* main factor that influenced them or a combination of factors i.e. whether a particular event or ‘mentor’ in their personal or professional lives was a significant and long-lasting influence, or whether a series of small events or encounters with several people gave them a commitment to sustainability. This is illustrated in Fig. 4.2.

**Fig. 4.2** Influence of Respondent Personal Backgrounds



The three questionnaire sections were used to triangulate information about the respondents in order to show consistencies and correlations or inconsistencies and non-correlations within their answers. These were explored further in the interview and through the other research instruments. From this one can categorise the triangulation as ‘within methods’ and also ‘between methods’ (Smith, 1975, cited in Cohen *et al*, 2003, p. 114).

An attitudinal measurement in the questionnaire was deliberately avoided, as these often depend upon a respondent’s agreement or disagreement with a number of statements and the statements themselves might betray researcher bias and encourage respondent acquiescence.

Attitude scales may often have low reliability and low validity as they are self-report measures and subjects may lie, give socially acceptable answers and misinterpret verbal stimuli (Burns, 2000. p. 565).

Bearing in mind the respondents had been targeted for their already proven ‘sustainability’ credentials i.e. they all lead ‘Eco-schools’, it was assumed for the purposes of this dissertation that they already had a positive attitude towards green issues. However, it was not assumed that this attitude was uniform across all respondents, or that it led to similar outcomes, hence the reference to ‘Greenwash’ (see Chapter 2, p.17).

The questionnaire did not have ‘leading questions’ in terms of explicit questions about whether any episode or period in a respondents’ life led to their ‘green’ sympathies, other than to ask what had influenced their decision to attain Green Flag status for their schools (Q. 3.1). This helped to ascertain the validity of a possible link between a past episode or period with present beliefs and behaviour and the respondents were less likely to make spurious or tenuous links to ‘please’ the researcher.

In order to get the respondents to give an indication of how much of a priority they gave to ESD in their schools, Q.3.4 asked them to quantify this on a ranking scale of 1 to 10 (10 being the most significant). This was designed to instigate more discussion about why they had graded their ESD in a particular way. No labels were put on this scale for guidance (as on a Likert Scale), so that the researcher was not imposing a limited range of values from which the respondents could choose. It was not meant to be a stand-alone number valued attitudinal measure. This would have been at odds with the philosophical underpinnings of the research (see Chapter 3) and has been criticised by Oppenheim, 1992, cited in Cohen *et al*, 2003, p. 254, for amongst other things, failing to address the subjective nature of a respondents' choice or whether they were blatantly lying.

The questionnaire (and the carbon calculator within), was issued and analysed prior to each of the leaders being interviewed.

### **Semi-structured interview**

Interviews were used because they revealed:

preconceptions, perceptions and beliefs of social actors in educational settings (and) form an inescapably important part of the backdrop of social interaction. (Scott and Usher, 2000, p.108)

Interviews were particularly valuable in the context of qualitative assessments of leaders operating in schools:

Social abstractions like "education" are best understood through the experiences of the individuals whose work and lives are the stuff upon which the abstractions are based (Ferrarotti, 1981, p.4).

The interview format was 'semi-structured', being based on the questionnaire responses and following the order of questions therein. As stated above, information obtained from the three sections of the questionnaire was triangulated. It was also triangulated, and in effect validated, through analysis of the data obtained from the other research instruments e.g. observational data from the school visits. By following up the other respondent data through the interview, it avoided the:

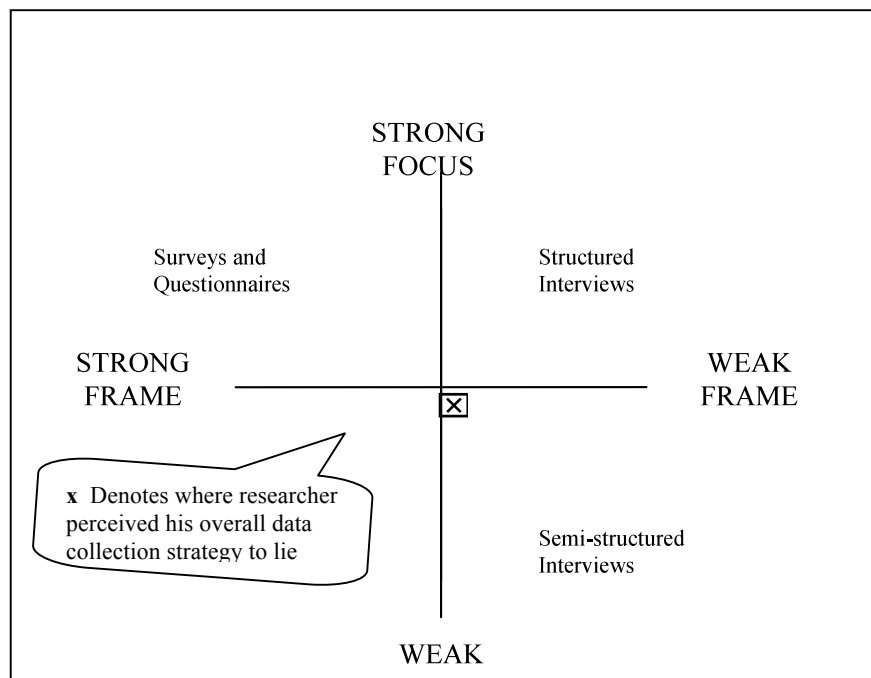
disadvantages of inflexibility, ambiguity, or incomplete information that a questionnaire alone might deliver' (Burns, 2000, p. 581).

Throughout the planning and process of the interviews, the researcher was cognisant of his influence on the respondents. There was a fine line between for the researcher having sufficient focus so that the main research questions could be addressed and exerting too much control and therefore biasing the data to the point of invalidation.

If the purpose is to collect attitudinal and informational data...then a strong focus and frame are likely to be preferred (Scott and Usher, 2000, p.113).

The degree of focus corresponds to the amount of control exerted by the interviewer over the contents of the exchange. The type of frame is determined by the amount of control in terms of timing/duration of interview, opportunities for the interviewee to review or edit their responses and the use of linguistic/paralinguistic devices. Inevitably, this was determined by the epistemological and ontological frames of reference of the researcher (Scott and Usher, 2000, p. 113), as outlined in Chapter 3. Fig. 4.3 below illustrates where the researcher perceived his approach to lie.

**Fig. 4.3** Questionnaire and Interview Focus and Frame (Scott and Usher, 2000, p.112)



Although interviews have the advantage of being adaptable and capable of reaching into the epistemological and ontological tables of a respondent's mind, there are certain conceptual and logistical problems associated with them.

Interviews are time consuming...It is a highly subjective technique and therefore there is always the danger of bias. Analysing the responses can present problems, and wording the questions is almost as demanding for interviews as it is for questionnaires. (Bell, 2004, p.135).

As discussed above, the timing and duration of the interviews was carefully scheduled to fit in with the busy lives of the respondents and the researcher, whilst still being sufficient to examine the issues in sufficient depth. The frame and focus were defined in such a way as to make the collection and compilation of data manageable. The interviews were semi-structured and based on the questionnaire and other information about the schools, to focus the respondents' attention on the specific aspects of enquiry, whilst still leaving flexibility for the responses:

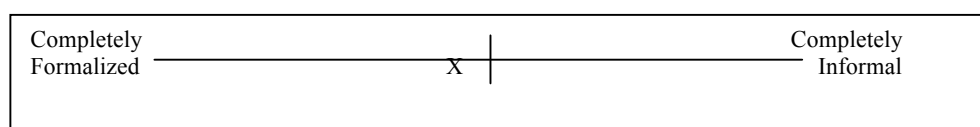
interviews 'may be semi-structured or unstructured, allowing each person to respond in his [sic] unique way' (Nisbet and Watt, 1984, p.83).

The semi-structured format of the interview allowed for freedom of answer, but with quite a strong frame and focus (in the context of the semi-structured interview quadrant in Fig. 4.3 above). It aimed to follow up questionnaire answers and other data in more detail. This interview rationale lay on ‘a continuum of formality’.

At one extreme is the completely formalized interview where the interviewer behaves as much like a machine as possible. At the other is the completely informal interview in which the shape is determined by individual respondents. The more standardized the interview, the easier it is to aggregate and quantify the results (Grebenik and Moser 1962, cited in Bell, 2004, p.136).

Fig.4.4 shows where the researcher perceived his interview type to lie on the aforementioned continuum.

**Fig. 4.4** Interview Type as perceived by Researcher



In keeping with the postmodern agenda of deconstructing experience and attending to the uniqueness of the human subject, it was important for the respondents to:

discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable (Cohen *et al*, 2003, p.267).

The flexibility afforded through the type of interview described above, provided a better chance of understanding the perception of the respondents. This has been termed *inductive reasoning*, in contrast to the purely *deductive reasoning* used by traditional natural science (see Fig 4.1 on page 52 above).

A central aim was to discover what personal motives the respondents had for promoting a sustainability ethos within their schools and how this determined their leadership traits and management practices.

By providing access to what is “inside a person’s head”, [interviews] make it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs). (Tuckman, 1972), cited in Cohen *et al* (2003, p.276)

It should be borne in mind that academics such as Silverman (2005) appear to frown upon anything but completely unstructured interviews. They do not class semi-structured interviews as being ‘in-depth’ because the pre-set questions are merely there for data gathering. They seem to think that this is akin to quantitative

methodology because they are strongly linked to testing hypotheses, or to corroborate opinions. Thus a truly 'in-depth' interview would be:

designed to ask participants to reconstruct their experience and to explore their meaning...[and]... follow from what the participant has said (Seidman, 2006, p.76).

Although this work does not fully concur with this dichotomy between in-depth and other types of interviews, the next part of the argument serves as a useful 'health warning' for those undertaking interviews with more structure.

If interviewers decide to use an interviewing guide, they must avoid manipulating their participants to respond to it. Interviewers should ask questions that reflect areas of interest to them in an open and direct way, perhaps acknowledging that the question comes from their own interest (Seidman, 2006., p.76).

This manipulation can come in various conscious and unconscious forms. The type of question can be too closed making the type of response too limiting. Also, the power relationship between interviewer and interviewee can distort responses. In the featured study, this danger was lessened as the researcher and respondents were all head teachers of a similar status and there were no hidden agendas i.e. the research was not being sponsored by a particular agency and from the outset the reasons for the study were made very clear (see section on Ethics section above). The aim was to avoid 'a depersonalising, exploitative and patronising...relationship with the respondents' (Burgess-Limerick, Grace and Limerick, B, 1996, p. 449).

The interview and other research instruments were seen as 'a gift of time, of text and understanding, that the interviewee gives to the interviewer' (Burgess-Limerick *et al*, 1996, p. 449). All the respondents seemed very pleased and interested to take part in the research. This willingness to please is an example of 'demand characteristics' (Burns, 2000, p. 148) and can be triggered by the respondent's perception of the researcher's expectations, linked to the obvious fact that some sort of 'experiment' to do with green issues is underway. Orne (1962, cited in Burns, 2000, p.149) says that respondents go to great lengths to comply with researchers to the extent that results can be invalidated- this also links to power-relationships discussed above. Once again, it was hoped this would be mitigated by the use of mixed methods and triangulation. During the interview, the respondents *were* encouraged to think about a causal link between their backgrounds and leadership behaviours. Remarkably, none of the respondents had given this much deep thought and seemed grateful at the opportunity to explore this issue.

Other details regarding the interviews included:

- The interviews were undertaken during a school day by appointment with each Head Teacher.
- Each interview was allocated approximately 1 hour.
- As mentioned above, the questions were semi-structured, but took into account responses from the other instruments and so additional questions or supplementary questions were sometimes required.



- Each respondent was sent a transcript of their responses to check that they were happy with them, with an opportunity given to alter or add to the responses.

## **Documentary Evidence**

Curriculum planning and school prospectuses were requested in advance of the interviews so that supplementary information from them could be followed up- although not all respondents complied with this request and so they were picked up when the researcher visited the schools. Some of the school included such documents on their websites (which were also examined as a whole to see what ESD aspects they contained). The main aim of examining these documents was to have an additional way of gauging how embedded sustainability seemed to be in the life of the school. They were interrogated from two perspectives. Firstly to identify explicit sustainability messages that the school wished to impart to the audience of the documents. Secondly, to identify any subliminal or unintended messages that might reinforce or contradict the explicit messages. These have been described as ‘witting’ and ‘unwitting’ messages.

Witting evidence is that which the [writer] intended to impart.

Unwitting evidence is everything else that can be gleaned from the document (Robson, 1993, p. 273).

Duffy (1987, p.132) puts it this way:

All documents provide ‘unwitting’ evidence, but it is the task of the researcher to assess its precise significance.

Was ESD, for instance, a feature which the school actively promoted to prospective and existing parents? Did teachers incorporate it in a cross-curricular way that indicated it was an important element of learning within the school and the wider community? If so, what were the intentions behind all this?

## **Observational data**

Observational data was collected on the day of each school visit to undertake the questionnaire. All but one of the respondents offered to provide a school tour and all of these were conducted by children (either from the school council or school ‘eco-team’). This illustrated how most of the respondents were at ease with their eco-agenda and happy for children to take the lead when showing a visitor around. Whilst being taken around, notes were made on ESD being evident in school displays, use of school grounds and any activities. Children were also questioned about their roles in the school and their knowledge of sustainability issues.

This data was very much supplemental and not the focus of the research. The time taken for it varied considerably from school to school due to time constraints (none lasted more than 30 minutes). Only short notes were made about only the most obvious ESD manifestations. The nuances would be for another study. However, despite these limitations, this information was useful and contributed to the overall picture of the schools:

Observation immediately establishes verisimilitude and atmosphere with its rich data (Thody, 2006, p. 133)

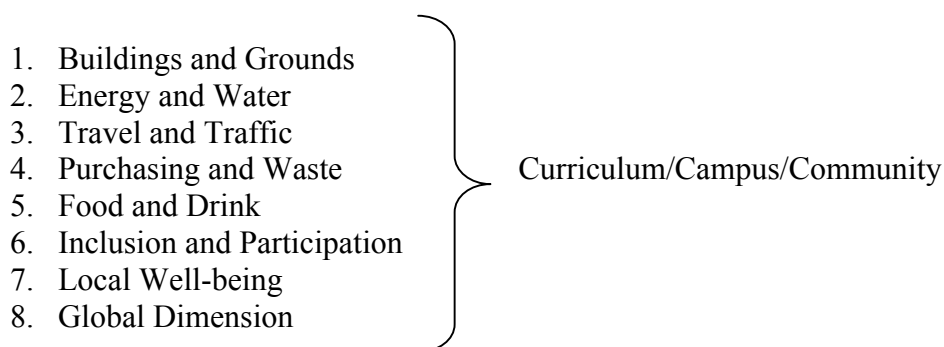
The interaction with the children was particularly valuable as it revealed to what extent the school ethos had permeated to the people it was intended to benefit. Speaking to children about their experiences in schools is becoming ever more popular in educational research and now forms a significant part of the Ofsted inspection table. Nevertheless, this information was not particularly comprehensive from any of the schools. This observational data was collated within the other tables where it seemed to augment the information therein.

### Collation and Analysis

In undertaking these collation and analysis tasks, the idea was to search for ‘Understanding, rather than knowledge; for interpretations rather than measurements; for values rather than facts’ (Watling, 2002, p. 266).

The data from each respondent was typed up and edited down to reduce unnecessary repetitions of information. It was then put into eighteen tables entered with data from each respondent. This was then transposed into the same set of eighteen tables, this time showing the data from all the respondents together.

The first eight tables (see Fig. 5.1 in next chapter) used data from all the information sources and showed what ESD aspects were present in the way each school was run under the eight Doorway categories- one table per Doorway i.e.



Each doorway was viewed from the perspective of *Curriculum*, *Campus* and *Community* categories. Data was only included which was very obvious from any of the sources, with the following questions in mind:

- **Curriculum-** to what extent are green issues and activities embedded? Are they in certain subjects or in cross-curricular strands?
- **Campus-** what evidence is there to show that the school is run sustainably (buildings and grounds)?
- **Community-** does the school promote eco-activities in the surrounding area, including through ‘Extended Services’?

The next seven tables contained data solely from the Questionnaire and follow-up Interview. Each table had one of the seven aspects listed below; namely:

9. Domicile: town or country?
10. Education: green credentialing
11. Formative influences on green philosophies
12. Present lifestyle: Eco & non-Eco.
13. Professional experience and influences
14. Values and beliefs re role of Head Teacher.
15. Values and beliefs re sustainability issues and significance of ESD grade

Table 16 collated data solely from the Questionnaire and follow-up Interview and mapped responses which fitted the six normative NCSL Distributed Leadership models. This was to see more specifically how ‘distributed’ the respondents were in their leadership and whether any particular type of distributed strategy dominated (see Appendix 2).

Table 17 collated data solely for the Questionnaire and follow-up Interview and collated data regarding what barriers and facilitators the respondents encountered when they were trying to develop ESD in their schools

Table 18 collated data from the school websites, prospectus and curriculum planning. This documentary evidence looked for further ways in which the respondents were embedding ESD in their schools.

Other sub-categories emerged whilst collating and analysing the data which are described in Chapter 5.

The data editing and process of collation helped to reduce the data through a ‘purposeful’ method whereby the researcher is:

entitled to make sense of the data they are handling- they merely have to account for what they are doing and justify their choices (Watling, 2002, p. 272).

Before the data from the questionnaire and interviews were collated and placed on the tables, it was fully transcribed and then edited to be a stand-alone resource which made the process of collation easier. The table for the planning, prospectus and website data was also collated in a similar manner.

## **Conclusion**

The research perspective described in Chapter 3 is largely based on a qualitative methodology. This is in recognition of the complex nature of the situation which attempted to avoid reductionism, often a feature of positivist instruments. Pole and Morrison (2003) recognise that this sort of qualitative research can be ‘messy’, befitting the subject matter i.e. human behaviour and interactions with others and the environment.

Some of the research had elements of mixed methods. Although some scholars, such as Ions (1977, cited in Cohen *et al*, p. 18) decry *any* positivist methods in social research, it was felt that this area of research was particularly conducive to the type of

mixed methods approach used in this study. This is because if it is accepted that an important remit for a sustainable or green leader is to reduce the impact of human activity on the eco-system of the planet, then quantitative means are needed to measure this. As we know from the research mentioned in Chapter 1 and 2, a significant amount of damage is being caused to the climate and the overwhelming scientific consensus says we should reduce carbon release into the atmosphere. This has to be quantitatively measured and concurs with the views of Scott (1996), a predominantly qualitative Critical Theory academic. He places a strong onus on researchers to select the paradigm in which it is most appropriate to locate and address the research question(s) posed, arguing that this selection will then affect every aspect of research design and outcomes. This includes the nature and method of data collection and the ethical dilemmas to be confronted.

The very act of collating data into tables can be viewed as anti-Postmodern, because it imposes an artificial structure on the results of the research. Similarly, use of carbon footprint data and ranking scales within a questionnaire and semi-structured interview are also structural impositions and the very act of constructing a 'model of leadership' is reductionist and foundational. However, the research instruments were designed with flexibility in mind and to avoid as many pre-conceived ideas as possible. The type of questioning used and the fact that the table for recording and other aspects of the research rationale was changed after the school based research had finished, is evidence of a mainly grounded qualitative approach that befits the Critical Post-modern/Mental Ecology perspective outlined in Chapter 3. This perspective also took into account the issue of reflexivity:

All research orientations are shaped by and reflected in the social, political and educational worlds in which individual researchers operate...[they]...need to be aware of the way such orientations affect all research aspects, including decisions about the selection of research topics Morrison (2002, p.23).

Another justification for elements of Modernist/positivist methodology was that the findings might have a better chance of making an impact with NCSL and other national bodies- even though the research was not beholden to any of these bodies.

The philosophical underpinnings and the methodology outlined here have been utilised with a view to making the findings 'map the phenomenon in question' (Denzin and Lincoln, 1998, p.46). A certain degree of external validity has come from comparing the findings with the literature, although this is somewhat problematic due to the scarcity of research in this area. However, other literature has been very useful in defining and refining the context of the research and the questions it is trying to answer. If nothing else, the research methods tried to discover some 'informed practice' (Dimmock, 2000, p. 21-23) to assist the hypothesis for the Green Leader model to emerge.

# CHAPTER 5

## Findings

### Introduction

Bearing in mind the definition of ‘Green Sustainability’ explored in previous chapters, the findings were an interpretation of how ‘green’ the actions of the respondents were and from where they emanated. They were then distilled into the Green Leader descriptive model, taking into account other perspectives from the literature described in previous chapters.

The findings are placed in the eighteen tables described in Chapter 4. There is a commentary for each table which summarises patterns of response and other data deemed significant.

### **Findings in relation to ‘8 Doorways for Sustainability’ in the context of ‘Curriculum, Campus and Community’**

The Eight Doorways for Sustainability are:

1. Buildings and Grounds
2. Energy and Water
3. Food and Drink
4. Global Dimension
5. Inclusion and Participation
6. Local Well-being
7. Purchasing and Waste
8. Travel and Traffic

These are shown below in **Tables 1-8**.

**Table 5.1**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 1: Buildings &amp; Grounds</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Bird boxes Wildlife area Growing veg Wild-life club Classes named after trees	Bird boxes Wildlife area Growing veg	Parents help to develop wildlife area
<b>Respondent 2</b>	Growing veg Wildlife area Environment Club	Growing veg Wildlife area	Parents help with wildlife area and garden
<b>Respondent 3</b>	Special Year for 'Ponds'	Development of school pond	Parents help with this pond development
<b>Respondent 4</b>	Veg garden Pond	Veg garden Pond Site Manager and Kitchen staff contribute	Parents and Grandparents helping with garden and pond
<b>Respondent 5</b>	Nature Area	Nature area	Parents help with small garden plots
<b>Respondent 6</b>	Veg garden Nature area Each year group named after animal	Veg garden Nature area	Parents help with Veg garden
<b>Respondent 7</b>	Strong links between farm activities & curriculum Woodland used for Forest School & wide range of other curriculum activities. School veg garden & wildlife areas	School Farm- goats, sheep, pigs, chickens, rabbits. Adjacent woodland used by school School veg garden & wildlife areas	Parents/community help to manage farm Parents/community help to manage wood Parents/community help to manage veg garden & wildlife areas.
<b>Respondent 8</b>	Links to creative curriculum Eco- council linked to School Council	School Veg garden Wildlife areas	Parents help to manage garden & wildlife areas Two governors responsible for eco-matters

**Table 5.2**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 2:Energy &amp; Water</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Read-out from photo voltaic panels to show how much CO2 is being saved. Energy Savers/Tidy classes awards	Monitored by Bursar Lights & computers turned off when not in use Photo voltaic panels fitted with grant from the Co-op	
<b>Respondent 2</b>	Water butt used for garden	Bursar monitors consumption. Uses County Council website to gain an energy certificate Water butt used for garden	
<b>Respondent 3</b>	Rain water used for the school garden.	Notices put up to remind people not to waste water or energy	
<b>Respondent 4</b>	Bird & bat boxes 'Eco Warriors' pupil group monitor energy	Bird & bat boxes Energy meters read and data analysed by budget manager & pupils Water butts for garden	Parents help to make and install bird & bat boxes and to create a pond.
<b>Respondent 5</b>	Energy data a periodic focus for some of the older children. Children encouraged to switch off lights, turn off taps and close doors and windows when heating is on.	Monitored by Budget Manager	
<b>Respondent 6</b>	Children look at energy readings and see how they can be reduced. Energy monitors for each class	Energy readings taken by Site Manager	Children encouraged to save energy at home.
<b>Respondent 7</b>	Eco Team studies energy data	Office Manager & Head interrogate energy data & this is shared with children, staff & governors. Water leaks investigated	Children encourage their families to be more energy efficient.
<b>Respondent 8</b>	Children take energy saving measures- led by Eco-committee.	Electricity & gas readings taken each week- school improved its energy rating from F to E by using energy more carefully	Children encourage their parents to be more energy efficient.

**Table 5.3**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 3: Food &amp; Drink</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Composting fruit waste		
<b>Respondent 2</b>	School runs its own kitchen procures local organic food. This links to Healthy School status	Compost food waste	Work of kitchen promoted to parents
<b>Respondent 3</b>	Learning about composting	'Green Group' grows veg and sells them to parents Compost food waste	'Green Group' grows veg and sells them to parents. Some parents help with this.
<b>Respondent 4</b>	Fruit and veg. composted.		Scraps of meat from kitchen taken to feed local urban foxes.
<b>Respondent 5</b>	Fruit waste put in compost bins	Fruit waste put in compost bins	
<b>Respondent 6</b>	School Veg garden Composting	Run their own kitchen School Veg garden Composting	
<b>Respondent 7</b>	Children lead on composting activities Meat from farm used by kitchen	Composting fruit waste- various food-stuffs fed to pig and goats	Parents/community involved in composting and managing animals
<b>Respondent 8</b>	Links to creative curriculum	Compost bins from gardening club & fruit	Parents help Gardening Club



**Table 5.4**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 4: Global Dimension</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Helping African communities		
<b>Respondent 2</b>	Links with Africa		
<b>Respondent 3</b>	Y5/6 do a topic entitled 'Diverse World'		Church involved in highlighting problems in the 3 <sup>rd</sup> World
<b>Respondent 4</b>	Lots of cross-curricular links. 'In Science we excite pupils' curiosity about phenomena and events in the world around them through a practical 'hands on' approach.... During Years 5 & 6 children will begin to question and discuss science based issues that may affect their lives, the direction of society and the world's future (Prospectus quote).		
<b>Respondent 5</b>	Covered in Topic Work		
<b>Respondent 6</b>	History/Geography/RE '...an Echo school reflecting the importance we give to children understanding about the environment' Forest School	Forest School	Parents involved in multi-cultural activities
<b>Respondent 7</b>	Creative/cross-curricular working for all utilising the facilities of the school. Emphasis on multi-cultural education due to diverse school population Art Week with a theme of 'Weather & Climates'	Activities at school are compared and contrasted with similar in other countries.	Ethnic diversity of parents utilised.
<b>Respondent 8</b>	Links to creative curriculum	Compare & contrast school to one in Developing World	Displays/special events for parents

**Table 5.5**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 5: Inclusion &amp; Participation</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Eco assemblies Promotion of Green Code Energy savers/tidy classes awards Links to Christian ethos		Parents invited to assemblies Promotion of 'Green Code' Recycled clothing, cartridges, mobile phones Stamps donated for charities Eco activities reported as part of newsletter
<b>Respondent 2</b>	School Council discusses eco issues	All campus issues discussed by school council	Promotion of Creative Curriculum on website and prospectus Partnership work with NCSL & Council Use of NCSL Toolkit
<b>Respondent 3</b>	Healthy School/PSHE and 'Year of Farming' all put together Creative Curriculum		Parents help to grow veg 'Green Saturdays' when parents come in to help improve the school ground for nature.
<b>Respondent 4</b>	'Big Writing' literacy initiative linked to Eco-schools. Eco fashion show	Energy meters read and data analysed by budget manager & pupils	Eco fashion show Borough council helps with recycling The Eco-Warriors are proud to promote and care for the environment and help reduce waste, which makes a sound contribution to the community' OfSTED quote in prospectus.
<b>Respondent 5</b>	Environment Days	Environment Days	Environment Days
<b>Respondent 6</b>	Creative curriculum much in evidence. '...all children [have] access to a broad and exciting curriculum which fosters spiritual, moral, aesthetic, physical, social and intellectual development and environmental awareness'.(Prospectus). Forest School	Use of outdoor areas for creative curriculum Forest School	Parents help with garden Website highlights eco information + detailed information of each term's curriculum for each year group. Large picture about recycling in prospectus.
<b>Respondent 7</b>	Creative/cross-curricular working for all utilising the facilities of the school Eco Team meets regularly	School grounds and buildings integral to curriculum delivery	Parents fully informed through newsletters and invited in to help with wide variety of activities. Comprehensive website with emphasis on sustainability.
<b>Respondent 8</b>	Field trips Creative curriculum for all	School grounds used for creative curriculum, including Forest School	Parent help with activities

**Table 5.6**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 6: Local Well-being</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Links to creative curriculum Gold Standard healthy School	School grounds used for creative curriculum, including Forest School Gold Standard Healthy School	Participation of local people to improve school grounds and to learn about sustainability from their children Gold Standard Healthy School
<b>Respondent 2</b>	ESD links to creative curriculum	Parents welcomed to help with grounds developments	National profile of organic food menu in school kitchen Creative work exhibited on website Eco activities promoted in newsletters Involvement of local church
<b>Respondent 3</b>	Litter picking by children Creative Curriculum	Development of school pond Growing veg	Church involvement in school.
<b>Respondent 4</b>	Children made costumes for an eco-fashion show.	Out of school hours eco-fashion show.	Eco fashion show organised by parents and governors. Organic Veg boxes promoted for parents Renewable energy suppliers also promoted.
<b>Respondent 5</b>			Environment Days
<b>Respondent 6</b>	Children involved with local adults re school garden	School garden utilised by parents.	Source local food for kitchen Parents helping with garden
<b>Respondent 7</b>	Creative/cross-curricular working for all utilising the facilities of the school	Grounds and buildings facilitate a wide range of activities	Work with Notts Woodland Trust & Notts Wildlife Trust- 'experts' brought in to help children and adults
<b>Respondent 8</b>	Links to creative curriculum Gold Standard healthy School	School grounds used for creative curriculum, including Forest School Gold Standard Healthy School	Participation of local people to improve school grounds and to learn about sustainability from their children Gold Standard Healthy School

**Table 5.7**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 7: Purchasing &amp; Waste</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Prizes given to best class re lunch waste Paper used double sided	Reducing packed lunch waste Envelopes reused Elastic ands & paper clips from post reused Eco shop/healthy tuck shop Second hand uniform sales	Reducing packed lunches waste Second hand uniform sales
<b>Respondent 2</b>	School runs its own kitchen procures local organic food Use whiteboards instead of paper Framework cloths instead of newspaper for art Bird feeders made from yoghurt pots. CDs used as bird scarers Compost food waste	Recycle ink cartridges, waste paper	Recycle ink cartridges, waste paper
<b>Respondent 3</b>	Paper and cardboard reused	Paper and cardboard reused	
<b>Respondent 4</b>	Composting. Paper, cardboard, clothing, printer cartridges, mobile phones recycled	Recycling banks for parents.	Parents help to recycle. Governors organised a massive mobile phone recycling scheme..
<b>Respondent 5</b>	Scrap paper not thrown away Old books used for paper All classes have paper recycling bins	Scrap paper not thrown away Old books used for paper. All classes have paper recycling bins	
<b>Respondent 6</b>	Recycling Waste Action Club (a Notts environmental education scheme)	Paper used again, materials collected for Art Classrooms with recycling bins	Clothing collection Mobile phones & ink cartridges recycled Parents helping with garden
<b>Respondent 7</b>	Children involved in using materials sparingly and recycling paper, card and plastics	Card and printing carefully monitored and reduced where possible. Ink cartridges, card and paper recycled.	Recycling at school
<b>Respondent 8</b>	Waste Watch Project (run by Notts Environmental Studies Dept.)	Paper, toys, books, school uniform	Toys, books, school uniform.

**Table 5.8**

<b>Collated Notes on aspects of the way the school is run</b> (based on evidence from Questionnaire/Interview/School Prospectus/Website/Curriculum Planning/Observations during visit)			
<b>Doorway 8: Travel &amp; Traffic</b>	<b>Curriculum</b>	<b>Campus</b>	<b>Community</b>
<b>Respondent 1</b>	Star Walker scheme		Star Walker scheme
<b>Respondent 2</b>	Travel Plan*		Travel Plan*
<b>Respondent 3</b>	Travel Plan*		Travel Plan*
<b>Respondent 4</b>	Travel Plan*		Travel Plan*
<b>Respondent 5</b>	Travel Plan*	Cycling Proficiency	Children encouraged to cycle to school
<b>Respondent 6</b>	Travel Plan*		Travel Plan*
<b>Respondent 7</b>	Travel Plan*	Cycling proficiency	Travel Plan*
<b>Respondent 8</b>	Travel Plan*	Cycling proficiency	Travel Plan*

\* 'Travel Plan' is a national initiative funded by the DCSF to promote safe walking and cycling to school in order to reduce rush-hour congestion. Funds can be used flexibly by schools e.g. to provide cycle racks, campaign against dangerous parking etc.

Overall, there was a comprehensive coverage of the Eight Doorways in terms of Curriculum, Campus and Community

### **Findings from other 10 Tables**

**Tables 9-15** were given the most weighting in the analysis. This was because unlike the previous set of data covering the ESD activities in the school, the data used here was based solely on the questionnaire and interview. These instruments were the main ones used to find out the origins of each respondents' 'Greenness'..

The raw data from the respondent questionnaire and interview were transcribed, edited to stop repetitions and collated under the following headings:

9. Domicile: town or country?
10. Education: green credentialing
11. Formative influences on green philosophies
12. Present lifestyle: Eco & non-Eco.
13. Professional experience and influences
14. Values and beliefs re role of Head Teacher.
15. Values and beliefs re sustainability issues and significance of ESD grade

### **Distributed Leadership**

**Table 16.** shows the collated results for the type of Distributed Leadership (using NCSL criteria) used by each respondent.

### **Barriers/Facilitators when making schools 'Green'**

**Table 17.** shows the collated results from the questionnaire and interview regarding the barriers and facilitators the respondents encountered.

### **Documentary Evidence**

**Table 18.** shows the collated evidence from school websites, prospectus and curriculum planning

The findings associated with **Tables 9-18** are discussed in the order they appear above.

<b>Table 5.9</b>	<b>Domicile: town or country?</b>
<b>Respondent 1</b>	Rural upbringing- would always prefer to live in a village.
<b>Respondent 2</b>	Always lived in the inner city
<b>Respondent 3</b>	Lived in hamlet up to the age of 18, in a city suburb 18-25 and now lives in Market Town
<b>Respondent 4</b>	Lived in small village up to the age of 18, market town and city suburb 18-25+ and now lives in small village
<b>Respondent 5</b>	Travelled a lot as a child, living in a variety of places up to the age of 18, including a city suburb, industrial town and large village. As a teenager he lived in a pit village. Since 18, he lived in market towns and now a large village.
<b>Respondent 6</b>	Up to age of 25 in city suburb (near countryside) and since in a large village.
<b>Respondent 7</b>	Up to the age of 7 lived in a market town by the sea in Cornwall. From 7-18 lived in a variety of locations from large village to inner city around the world due to father being in the armed services. Did not live more than 2 years in any one house.
<b>Respondent 8</b>	Lived in small village up to the age of 18 and in a market town since.

### **Domicile: town or country?**

Four of the eight respondents (1, 3, 4 & 8) lived in a small village up to the age of 18. Respondent 7 lived in a market town by the sea with easy access to the countryside and also lived in a variety of other places from a large village to the inner-city, in a number of countries, as his father was in the British armed forces. Respondent 5 lived in a variety of places, including a large village. Respondent 6 lived in a city suburb with easy access to the countryside. Only Respondent 2 had lived exclusively in the inner-city. All but Respondent 2 had easy access to the countryside before the age of eighteen and they all spoke of having a lot of childhood 'freedom to roam'. Respondent 6 and 8 spoke of helping parents, grandparents and teachers to grow food in gardens and allotments (more details of this in 3. below).

<b>Table 5.10</b>	<b>Education: green credentialing</b>
<b>Respondent 1</b>	B.Ed(Hons) in primary education. Main subject Geography- particularly liked the statistical aspects of this subject. Led subjects in Maths, Geography and History and had specific training on this. NPQH pilot for Roman Catholic schools
<b>Respondent 2</b>	A levels in English, History and RE. Honours degree in History, then PGCE. A great sense of historical perspective re sustainability issues ‘Ignorance caused destruction in the past, but there is no excuse now. This is sort of a New Age argument’. Courses on ‘Change Management’, RE and ‘Personal Development’ of particular influence.
<b>Respondent 3</b>	A levels in PE, Geography and Art. Cert. Ed.
<b>Respondent 4</b>	A levels in History, English & General Studies. B.Ed.(Hons). Encouraged to have a holistic approach to knowledge and learning.
<b>Respondent 5</b>	B.Ed. (Hons) in English & Primary Education (emphasis on the ‘Creative Curriculum’), NPQH & an MA in Education & Management.
<b>Respondent 6</b>	O level in Geography. A levels in Sociology & Economics. General Ed. D.
<b>Respondent 7</b>	B.Ed. (Hons)- specialist subjects English & PE. NCSL/WWF/ENCAMS involvement.
<b>Respondent 8</b>	B.Sc. in bio-chemistry and organic chemistry. B.Ed. (Hons) with main subjects Science and Psychology. ‘Leading Maths Teacher’ course which led to her appointment at several schools which were struggling and which assisted her promotions.

### **Education: green credentialing**

Respondents 1, 3, 4, 6 and 8 had training which gave them a very informative insight into environmental issues. This was either through Science or Geography. Respondent 8 was particularly highly qualified in this respect, having a B.Sc. in bio and organic chemistry. Respondent 2 had an honours degree in history and he used an historical perspective to comment on eco-issues:

“Ignorance caused destruction in the past, but there is no excuse now. This is a sort of New Age argument”.

This respondent had also undertaken long courses on Religious Education, Change Management and Personal Development (he was also Head of a Church School).

Respondent 5 had English and General Studies at honours degree level and said that she went to a college which had an emphasis on the ‘creative curriculum’, including lots of Nature Studies. Respondent 7 had specialist subjects in English and Physical Education at honours degree level, but had extensive involvement with NCSL, ENCAMS and WWF as a Head Teacher.



<b>Table 5.11</b>	<b>Formative influences on green philosophies</b>
<b>Respondent 1</b>	Living in rural Ireland. Had great freedom to play out in the countryside.
<b>Respondent 2</b>	Christian upbringing. Encouragement for him to take responsibility for himself and others. His community was close and supportive, had an openness for new ideas. Always against litter dropping, graffiti and other 'scourges of the urban environment'. Very keen to support and lead events in his school's community.
<b>Respondent 3</b>	Has a 'love of nature' and always has holidays in the country. Liked biology and science at primary school. Only ever taught in two schools (including the present one)
<b>Respondent 4</b>	Working with present Science Coordinator, who in turn had been influenced by a course at one of the LA Environmental Studies centres
<b>Respondent 5</b>	Due to travelling, he felt he had a 'lack of roots'. Early years brought up in a mining village- aspirations to improve his situation. Appreciated how the creative curriculum can be delivered via ESD.
<b>Respondent 6</b>	<p>Earliest recollections were being in Grandma's garden. Dad and Grandad had an allotment. Uncles were egg collectors. Proud of traditional 'working class' background. Always had an 'affinity with nature' and bird watching &amp; nature studies have always been a passion. He went to secondary modern school and had to work very hard to get where he is today.</p> <p>Voluntary work for Notts Birdwatchers &amp; Notts Wildlife Trust. Sees the effects of climate change first hand as part of his bird watching activities.</p>
<b>Respondent 7</b>	Frequently taken out of school to visit other countries whilst living abroad. He was used to being with people from other countries and this has helped in present post whereby the school has children from 44 different countries with 14% having English as a second language. Always returned to UK seaside location where his mother's family originated (seamen and farmers). Father came from Liverpool (Port Sunlight)-was always acutely aware of its history i.e. built by Quaker/Industrialist/Philanthropist Robert Owen as a 'model town' with wide avenues, green spaces, trees, art galleries and a caring community. Always remembers several teachers who greatly influenced him and inspired him to be a teacher (this was partly due to not having family living nearby- he thought of teachers as 'family'). Cornish grandfather had a significant influence and would take him on country walks and trips on the train. Always had a great affinity with the outdoors and did lots of unsupervised playing in the streets and nearby fields. Remembers watching the notorious Torrey Canyon being bombed to prevent an even worse oil spill (which decimated the beaches and wildlife of Cornwall and Devon in 1967). Also influenced by the 2 <sup>nd</sup> World War- paternal grandfather's ship was torpedoed and whilst his father was stationed in Europe, he took him to visit a Concentration Camp. The works of Andy Goldsworthy (sculptor/photographer who uses the natural world as a stimulus and materials for his work) are also an influence. The educational philosophy of college he trained at emphasised first hand creative learning and he visited a wide variety of schools during his time there to compare and contrast approaches to teaching and learning.
<b>Respondent 8</b>	Comes from a Christian family and still a practicing Christian. Was the 10 <sup>th</sup> child of 13. Was independent from an early age. Had a lot of freedom and would be often outside making dens and cycling. Went to a 'fantastic secondary school' which had a farm & field study centre. Did lots of growing and making activities. Physics teacher made a lasting impression and 'opened her eyes to eco-matters'. He also took groups youth hostelling. He inspired her to take physics at night school and also led her to an in-depth knowledge of chemistry and eco-systems. Father was a miner, but was very interested in science. Always had a love of nature. No expectation for her to go to university. More recently influenced by LA's Environmental Education officer who helped the school with its eco-work. Budget Manager also an influence. She had two young children when told that her husband had a terminal illness. This made her 'rethink her life' and spurred her to getting university qualifications. Ran a Cub Pack for 4 years. Husband is a palaeontologist who also has an 'eco-outlook'.

## **Formative influences on green philosophies**

There was a dichotomy of responses in terms of how much detail the respondents chose to give. Even with follow-up questions at the interviews, respondents 1, 3, 4 & 5 only provided quite succinct answers. The other four (2, 6, 7 & 8) were almost irrepressible and gave long, detailed answers. Six respondents (1, 2, 3, 6, 7 & 8) said that their interest in eco-matters could be traced back to their childhood and early influences. Respondent 4 said that a significant influence had come from her school Science coordinator, who in turn had been influenced by a course at a Local Authority Environmental Studies Centre. Respondent 5 was non-committal and just said that he had a 'lack of roots' due to moving about so much as a child (he was the one who had lived in a variety of places including a large village). He had, however, developed a commitment to experiential learning and the creative curriculum.

Respondents 2 and 8 mentioned their Christian upbringing as significant and they were still practicing Christians and were Heads of church schools. Respondent 2 said there was:

“an encouragement to take responsibility for myself and others. My community was close and supportive and had an openness for new ideas. It was always against litter dropping, graffiti and other scourges of the urban environment”.

Respondent 8 said:

“I had a lot of freedom and would be often outside making dens and cycling”.

These were two of the four respondents who gave the most detailed answers. Of the other two, Respondent 6 said:

“My earliest recollections were being in Grandma’s garden. Dad and Granddad had an allotment . I always had an affinity with nature and bird watching and nature studies have always been my passion”.

Respondent 7 said:

“My Cornish grandfather had a significant influence and would take me on country walks and trips on the train. I always had a great affinity with the outdoors and did lots of unsupervised playing in the streets and nearby fields”.

Respondents 7 & 8 gave additional influences. For example, Respondent 7 was influenced by his father’s origins from Port Sunlight in Liverpool. He was acutely aware of its history i.e. built by 19<sup>th</sup> Century Quaker and philanthropist Robert Owen as a ‘model town’ with:

“wide avenues, green spaces, trees, art galleries and a caring community”.

He remembered several teachers who greatly influenced him and inspired him to become a teacher. He was also greatly affected by the notorious Torrey Canyon oil tanker spill in 1967 which occurred near to the town in which he lived. The horror of the damage to the marine environment made a big impact. This Manmade destruction was also present in the context of a visit he made with his father to a WW2 Concentration Camp whilst his father was stationed in Europe. Another WW2 influence was the story of his paternal grandfather’s ship being torpedoed. Other influences were the works of the artist Andy Goldsworthy, a sculptor and painter who uses the natural world as a stimulus and materials for his work. Like Respondent 5 (see 3. above) also mentioned the educational philosophy of his teacher training college as an influence as it emphasised ‘first hand creative learning’.

Respondent 8:

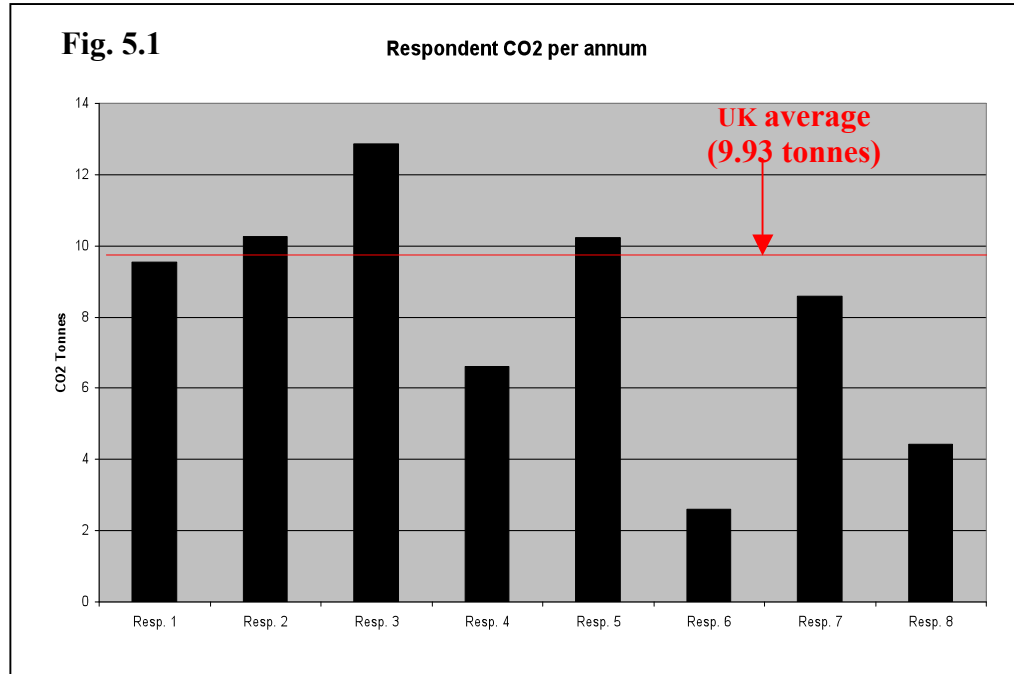
“I went to a fantastic secondary school which had a farm and field studies centre. I did lots of growing and making activities. My physics teacher made a lasting impression on me and opened my eyes to eco matters. He also took small groups youth hostelling and inspired me to take physics at night school which led to an in-depth knowledge of chemistry and eco-systems”.

Although this respondent’s father was a miner and she was the 10<sup>th</sup> child of 13, his interest in science influenced her. In more recent times she was influenced by the LA’s Environmental Studies officer who helped the school with its Eco work (this officer was from the same service that influenced the science teacher of Respondent 4). Her Budget Manager was also keen to develop this and was thus another influence. Her husband is a palaeontologist who also has an ‘eco-outlook’.

<b>Table 5.12</b>	<b>Present Lifestyle: Eco and non-Eco</b>
<b>Respondent 1</b> <b>Carbon Footprint</b> 9.54 tonnes	<b>Most eco-friendly:</b> recycling and composting <b>Least eco-friendly:</b> Driving to work, not sharing lifts with others
<b>Respondent 2</b> <b>Carbon Footprint</b> 10.25 tonnes	<b>Most eco-friendly:</b> recycling <b>Least eco-friendly:</b> travelling by car (especially associated with work)
<b>Respondent 3</b> <b>Carbon Footprint</b> 12.87 tonnes	<b>Most eco-friendly:</b> recycling <b>Least eco-friendly:</b> buying packaged food due to lack of time for 'proper' cooking.
<b>Respondent 4</b> <b>Carbon Footprint</b> 6.61 tonnes	<b>Most eco-friendly:</b> recycling <b>Least eco friendly:</b> commuting between work and home (a 16 mile round trip).
<b>Respondent 5</b> <b>Carbon Footprint</b> 10.24 tonnes	<b>Most eco-friendly:</b> very keen for his family to use energy carefully. Reasonably efficient at recycling. Try to avoid unnecessary car journeys. <b>Least eco-friendly:</b> drive a large number of miles alone to work. Holiday abroad every year. Enjoy technology with associated energy costs.
<b>Respondent 6</b> <b>Carbon Footprint</b> 2.59 tonnes	<b>Most eco-friendly:</b> allotment for growing organic food for home, eggs from own bantams, purchases local organic food whenever possible, Vegetarian, Home cavity wall and loft insulated + windows double glazed to latest standards, electricity from sustainable sources, actively works to reduce waste produced by home and garden, member of Soil Association, Garden Organic, RSPB, Notts Birdwatchers & Oxfam. <b>Least eco-friendly:</b> driving & not being able to cycle, walk or use public transport to work, flying on holiday.
<b>Respondent 7</b> <b>Carbon Footprint</b> 8.6 tonnes	<b>Most eco-friendly:</b> recycling, energy conservation, eco values shared by family. <b>Least eco-friendly:</b> desire to travel, desire to consume led by his sons.
<b>Respondent 8</b> <b>Carbon Footprint</b> 4.44 tonnes	<b>Most eco-friendly:</b> recycling and careful choice of products and their use. <b>Least eco-friendly:</b> travelling.

## Present Lifestyle Eco and non-Eco

Fig. 5.1 shows the carbon footprint of each respondent compared with the UK average (source: 'Climatecare', 2008).



Respondent 1 was just under at 9.54 tonnes, with Respondents 4, 6, & 8 significantly under. Respondent 2, 3 & 5 were over, with Respondent 3 being considerably so. It was not clear from the data why this was the case

All the respondents included recycling as an eco-friendly activity and all but Respondent 2 cited driving or travelling (including flights) as their least eco-friendly activity. Respondent 3 said her least eco-unfriendly activity was buying packaged food due to 'lack of time'. Respondent 7 blamed his quite high footprint on the 'desire to travel' and the 'desire to consume led by my sons'. His urge to travel was connected to his childhood when he lived in several countries and enjoyed the opportunities for travel this afforded (see 3. above).

Respondent 8, with the second lowest carbon footprint, said she selected the products she bought very carefully and looked for local produce wherever possible. She went to a secondary school which had its own farm and field studies centre which greatly inspired her (see 3. above).

Respondent 6 had the lowest footprint and gave the most expansive answer to why this might be so.

*"I have an allotment for growing organic food for home [he quoted an impressive website featuring his gardening activities], eggs from my own bantams and purchase local organic food whenever possible. I'm also a Vegetarian. At home I have cavity wall insulation and thick loft insulation and windows double glazed to*

latest standards. My electricity comes from sustainable sources. I actively work to reduce waste produced by home and garden. I am a member of the Soil Association, Garden Organic, RSPB, Notts Birdwatchers & Oxfam”.

This was the same respondent who had worked for MAFF (see 2. above) and been involved in allotments as a child (see **3.** above).

<b>Table 5.13</b>	<b>Professional Experiences &amp; Influences</b>
<b>Respondent 1</b>	Enthusiastic Science coordinator. A lot of eco activities were already going on in the school.
<b>Respondent 2</b>	Working under two particular heads in two schools influenced his own leadership and commitment to green issues. The environment of the schools also contributed to this in terms of the natural surroundings and the social circumstances created by the heads.
<b>Respondent 3</b>	NCSL Leadership course and Early Years training from LA were particularly useful. The lead teacher for Eco-schools had a major influence and gave her more desire to promote the eco agenda.
<b>Respondent 4</b>	Initial teacher training at Lincoln had important bearing on wishing to promote the creative curriculum. Heavily influenced by school Science Coordinator ('he is very passionate about eco-matters').
<b>Respondent 5</b>	When he trained to be a teacher there was still the 'legacy of Plowden' (the responsibilities for the curriculum and its implementation were still with practitioners). The 'Integrated Day' was still in vogue and this had a great influence. He began teaching Early Years children. As a class teacher he helped to pioneer 'E-Teams' in schools in partnership with an Energy Agency. Worked for CREATE, a national organisation which promote energy efficiency education. Living and working in London and Bristol and trying to match the work of an NGO with that of schools. Also worked for an LA School Improvement Service which gave him an in-depth knowledge of the 'target setting' agenda and gave him the confidence of not taking everything as read once he was a Head. Being a Deputy in a school which had to get out of Special Measures. Steven Covey's '7 Habits of Highly Effective People'.
<b>Respondent 6</b>	NCSL strategic leadership in ICT (SLICT) very useful as it gave an opportunity to visit a variety of schools and he formed an NCSL learning network from it. Always found working with other heads and teachers & attending a variety of training events valuable- adding to a 'process of development rather than...a single moment of epiphany'. Worked for Ministry of Agriculture, Fisheries & Food for 9 years.
<b>Respondent 7</b>	Most useful training in recent years has been about ESD and latterly ESD courses run by NCSL and ENCAMS. He is part of the NCSL 'Leadership Hub' and is undertaking Action Research funded by NCSL concerning Leadership for Sustainability. Teaching in an 'idyllic' country primary school (had garden etc) and multi-cultural inner city school.
<b>Respondent 8</b>	Came to teaching late after doing other jobs. Originally a short-hand typist, then a swimming instructor. Did not aim to become a Head Teacher, but just kept getting promoted due to successes.

## **Professional Experience and Influences**

All the respondents had influences in the area of sustainability. This broke down into three distinct categories:

- Significant others/working environment.
- Significant training.
- Significant inheritance i.e. school eco-activities were strong when they arrived.

### ***Significant Others/Working Environment***

Respondent 1 & 4 were influenced by an 'enthusiastic' science coordinator in their schools. Respondent 4 also mentioned this influence in the context of her 'Personal Influences' (see 3. above). Respondent 3 said that the school's teacher responsible for the Eco-schools accreditation was an influence. Respondent 5 had been greatly influenced as a teacher by working with the manager of the local authority Energy Agency on setting up child 'E-Teams' which monitored and took action on reducing the school's energy consumption. This led him to get a job with a national NGO called CREATE which promotes these sorts of initiatives in schools. Having been a consultant for this it led him to be a more conventional school improvement consultant and speeded his promotion to headship. This was the most expansive answer given by this respondent. Respondent 2 said he:

“[worked] under two particular heads in two schools which influenced my own leadership and commitment to green issues. The environment of the schools also contributed to this in terms of the natural surroundings and the social circumstances created by the heads”.

Similarly, Respondent 7 was influenced by others who worked in an 'idyllic country primary school- had a garden etc.- and multi-cultural inner city school'. No single person was mentioned, so the influence could perhaps be attributed to the general school environment. Later, in the context of the discussion on Values and Beliefs (see below), he said that:

“My background and training have helped to structure my beliefs and translate them into how a sustainable school can operate”.

Respondent 8 did not mention any particular individual in the context of this section, but had already done so in 3.above. The same was true for Respondent 6, who also added that when it came to the Green agenda he:

“...always found working with other heads and teachers and attending a variety of training events valuable- these added to a process of development rather than...a single moment of epiphany”.



Respondent 6 had also worked for some years for the Ministry of Agriculture, Fisheries and Food which gave him a detailed insight into farming and forestry practices (sustainable and unsustainable).

### ***Significant Training***

Respondents 3,4,5,6 & 7 mentioned specific training. Some of this training had direct links with the Green Agenda. Other training deemed significant in this respect had more to do with the 'Creative Curriculum' and seeing a variety of general teaching practice in other schools. The breakdown of this was as follows:

Respondent 3- NCSL leadership training and Early Years training from the LA.

Respondent 4- "Initial teacher training at Lincoln had important bearing on me wishing to promote the creative curriculum".

Respondent 5- "When I trained to be a teacher there was still the 'legacy of Plowden'...the responsibilities for the curriculum and its implementation were still with practitioners. The 'Integrated Day' was still in vogue and this had a great influence. I began teaching Early Years children".

Respondent 6- "NCSL strategic leadership in ICT (SLICT) was very useful as it gave an opportunity to visit a variety of schools and I formed an NCSL learning network from it".

Respondent 7- "Most useful training in recent years has been about ESD and latterly ESD courses run by NCSL and ENCAMS. I am part of the NCSL 'Leadership Hub' and undertaking Action Research funded by NCSL concerning Leadership for Sustainability".

NCSL training figured in three of these responses- two in general leadership training and one directly associated with ESD. See Chapter 2 for further details of ENCAMS and the collaboration with NCSL. The 'Legacy of Plowden' mentioned by Respondent 5 refers to the UK government's Department for Education and Science commissioned report of 1967 entitled *Children and their Primary Schools* which amongst other things advocated a creative approach to the curriculum befitting the developmental needs of the child. This greatly influenced the approach of teachers pre National Curriculum of 1988 and of their initial training. This will be further discussed in Chapter 6.

### ***Significant Inheritance***

Four of the respondents had inherited a significant Green Agenda at their schools. In the case of Respondent 3 and 4 it was linked to the previously mentioned influence of their Science Coordinator. Respondent 5 inherited his Green Flag school and had the suspicion that it was part of the previous head's 'badge collecting' rather than a truly embedded element. Respondent 7's school already had a fully functioning farm with a variety of livestock and extensive gardens. However, it was not fully utilised in terms of linking it to the curriculum and helping to raise standards which were causes for major concern. The author did not investigate whether these respondents had chosen to move to these schools because of the eco-element (in retrospect he wished he had).

<b>Table 5.14</b>	<b>Values and Beliefs re role of Head Teacher</b>
<b>Respondent 1</b>	Wanted to ‘make a difference beyond the classroom’. ‘Ultimate vision’ of creating a wider curriculum with a broader more flexible approach for teachers and children. This to include a cross-curricular and creative ethos in order to ‘get away’ from QCA approach. There needs to be a holistic approach to the curriculum.
<b>Respondent 2</b>	Always wanted to become a head teacher from being a small child. Sees it as a vocation. Has a belief that ‘things can always be better.’
<b>Respondent 3</b>	Did not particularly want to become a head teacher, but applied at her present school (where she had taught for a long time) because they found it difficult to recruit.
<b>Respondent 4</b>	Saw it as career progression having been a class teacher for 11 years with increasing management responsibilities. Eventually took NPQH.
<b>Respondent 5</b>	‘...to have the ability to shape and lead an institution based upon creative learning. To move from working with children in the business of learning to the business of working with and developing adults in the business of learning’. He sees staff ‘as my class- I want them to be good learners and to do their best. I think this is an underplayed objective of Headship’.
<b>Respondent 6</b>	Wanted to be a Head ‘to have a greater influence over children’s learning’. Belief in a ‘holistic’ approach to education. ‘Developing Field Studies is my prime mission’. ‘You have to be barmy to have an ESD agenda’.
<b>Respondent 7</b>	Background and training have helped to structure his beliefs and translate them into how a sustainable school can operate. Always wanted to become a head teacher so he could shape a school that reflects the ethos and values needed for sustainability at all levels (social, cultural and economic). Has ‘a mission to produce generation after generation of eco-warriors’- to do this for the well-being of society without the use of measurement against eternally imposed narrow criteria.
<b>Respondent 8</b>	Got her present school out of Ofsted ‘serious weaknesses’ by pursuing a creative curriculum agenda, embedded with eco-learning. The school was recently judged as ‘Outstanding’ and has just received permanent ‘Green Flag’ status.

## Values and Beliefs re Role of Head Teacher

The respondents varied considerably in how they viewed their roles and how they came to be Head Teachers. The author has clustered these under three headings; namely:

- *Vocation*- a strong feeling of fitness for the professional role or even something akin to a religious calling.
- *Volition*- seeing Headship as the next step on the career ladder.
- *Vacuum*- stepping into Headship due to the needs of the school.

N.B. These ‘V’ categories have been treated as ‘absolutes’ for ease of analysis. The author acknowledges that to one degree or another all the respondents probably had aspects of each in their frame of reference. For the data presentation below the most prominent traits are used for the ‘V’ categories. Any significant overlaps are also identified, as in the case of Respondents 5 & 8.

### *Vocation*

Respondent 1 ‘wanted to make a difference beyond the classroom’. He had the:

“...ultimate vision of creating a wider curriculum with a broader, more flexible approach for teachers and children. This includes a cross-curricular and creative ethos in order to get away from the QCA approach. There needs to be a holistic approach to the curriculum”.

Respondent 2 said he had a belief that “things can always be better” and:

“...wanted to be a Head Teacher from being a small child. I see it as a vocation”.

Respondent 5 wanted:

“...to have the ability to shape and lead an institution based upon creative learning and move from working with children in the business of learning, to working with and developing adults in the business of learning”.

He saw his staff as:

“...my class- I want them to be good learners and to do their best. I think this is an underplayed objective of headship”.

This respondent may also fall under the *Volition* category as he had planned a very focussed career path to Headship (see **5.** above).

Respondent 6 reflected the views of Respondent 1 very closely by wanting to be a Head Teacher:

“...to have a greater influence over children’s learning [through] a holistic approach to education. Developing Field Studies is my prime mission”.

He added ruefully:

“You have to be barmy to have an ESD agenda”.

This alluded to it being difficult to implement in the context of the national Standards Agenda. This point emerges again with Respondent 7 who said that:

“I always wanted to become a head teacher so I could shape a school that reflects the ethos and values needed for sustainability at all levels- social, cultural and economic. I have a mission to produce generation after generation of eco-warriors- to do this for the well-being of society without the use of measurement against eternally imposed narrow criteria”.

Note that these last two respondents used the word ‘mission’.

### ***Volition***

Respondent 4 saw her Headship as:

“...part of a career progression- having been a class teacher for 11 years with increasing management responsibilities- I eventually took my National Professional Qualification in Headship (NPQH)”.

### ***Vacuum***

Respondent 3 said:

“I didn’t particularly want to become a Head Teacher, but applied at my present school [where she had taught for a long time] because they found it difficult to recruit”.

Respondent 8 said in a previous section on Professional Experiences and Influences (see 5. above) that she:

“...did not aim to become a Head Teacher, but just kept getting promoted due to successes”.

This may have been false modesty as she had got her present school out of Ofsted ‘Serious Weaknesses’ category by:

“...pursuing a creative curriculum agenda, embedded with eco-learning. My school was recently judged as ‘Outstanding’ by Ofsted and we have just received permanent Green Flag status”.

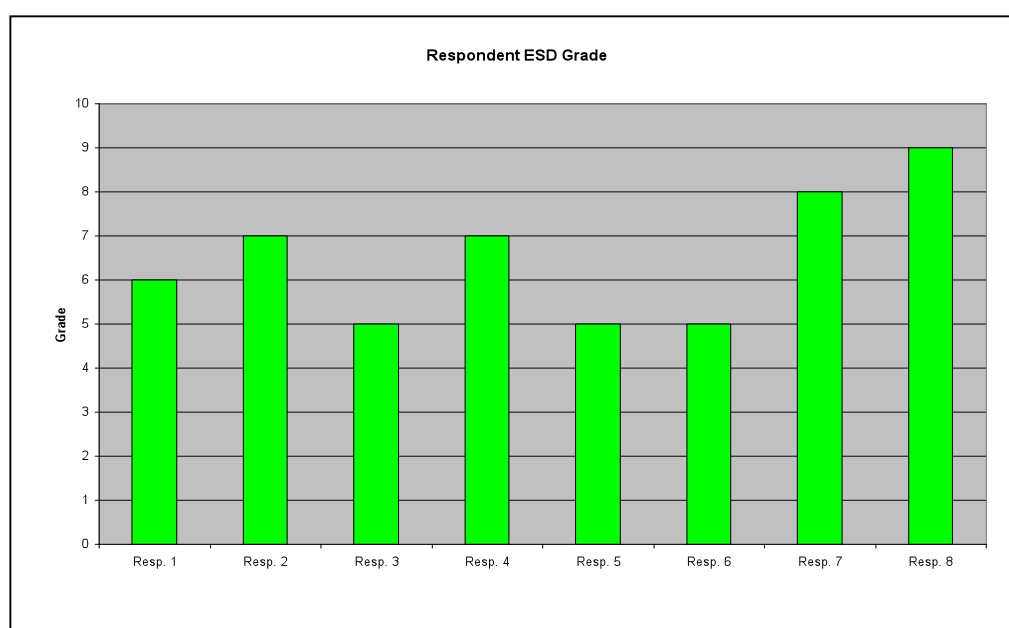
Permanent Green Flag status is attained if a school has three successful annual accreditations by ENCAMS. Although this respondent did not mention her role in vocational terms, it would seem that her personal influences had been very strong, which translated into her desire to become a Head Teacher and to embed sustainability into a creative curriculum- see 3. above (also the author observed many aspects of this creativity on the visit); therefore, this respondent may have had traits which corresponded with all three 'V' categories.

<b>Table 5.15</b>	<b>Values and Beliefs re Sustainability Issues and Self-evaluated ESD Grade (out of 10)</b>
<b>Respondent 1 (Grade: 6)</b>	Christian ethos fits well with green ethos. Appointing staff with an eco-affinity is not a top priority. Being a 'good teacher' is.
<b>Respondent 2 (Grade: 7+)</b>	He wants the children in his school to be more aware of their world and their responsibility to it- to embrace the school's 'Take Care' ethos. I say to my children at school: "You are small, but you're also significant. Put your bit of the world to rights". 'I'm a pragmatist and believe in incremental change. You need evangelists, but also pragmatists. I don't believe in ideologies. My principles are my guiding light to make a difference at local level. We need governments to be more up front in telling people what to do'. The school does not appoint new staff with an affinity for ESD, but it is a something the school council always asks candidates about.
<b>Respondent 3 (Grade: 5)</b>	Being a church school had an influence on the eco side of things (caring for the planet etc). The main reason for wanting the Eco School status was to teach the children the importance of looking after the planet and how they can make a difference. 'New staff' need to be in sympathy with our overall ethos'.
<b>Respondent 4 (Grade: 6/7)</b>	Saw eco- initiatives as complementing other school improvement initiatives which were needed to get the school out of Special Measures. It was another way of getting the pupils and parents to be proud of the school, thus modifying some challenging behaviour. The Green Flag 'a good hook to hang things on'. Other staff also sanctioned to help attain Eco school status and enthusiastic governors encouraged. It was very important to get the school Senior Management Team to appreciate the need to monitor energy and get the children involved in improving matters. I wanted Eco-school initiative to make us a sustainable school and to engage the children on issues of global importance whilst embracing the notion of 'Think Global Act Local'. New members of staff not appointed for having an affinity with eco-issues.
<b>Respondent 5 (Grade: 5)</b>	'I think the priorities of the school can't make [this grade] any greater. There is an element of bolt-on as well as run-through'. The Green Flag clearly has a value for the children within the school. 'The school was a badge collector, but it did help to take the school forward'. People need to learn to change their behaviour and why it matters. We have to consume less and be more careful that our consumption is less damaging. No staff appointed with affinity for eco-school criteria 'A well-informed teacher should be able to teach these issues well'.
<b>Respondent 6 (Grade: 4-6)</b>	Always had a keen interest in current affairs & particularly in sustainability issues. Recognises that sustainability is a political issue and has the potential for binding society together again. His 'own drive' has influenced him to promote sustainability. The main reason to achieve Eco School status is that schools should have 'a responsibility to teach children the key messages about sustainability'. Gold Healthy School and they run their own kitchen and source local food. 'There is a lack of knowledge about cooking from raw materials due to the preponderance of convenience foods'. Only 'Good' teachers appointed.
<b>Respondent 7 (Grade: 8)</b>	'Our school has had a long tradition of sustainable work stretching over many years and has been considered a bit of a maverick, but now [sustainability] is high on the social agenda. The eco-status reflects the worthiness of the drive to promote our belief that we should all care for the environment, each other and the creatures of the world'. 'We would expect new staff to be sympathetic with the green ethos. He also said that the school council was always keen to 'vet' candidates for their eco-interests.
<b>Respondent 8 (Grade: 9)</b>	The main reason for wanting Eco-school status was to 'develop stronger links with the community and to enrich and extend the curriculum- to make it relevant and realistic for pupils'. Staff appointed who are the 'best'. However, it is made clear to them how high a profile the eco-agenda has, so only people in sympathy with this actually put in a formal application.

## Values and beliefs re sustainability issues and significance of ESD grade

Many of the responses to this section served to elaborate on the answers given in the previous one, thus showing a link between the values of the respondents as ‘Head Teachers’ and those associated more specifically with the Green Agenda. The request for an ‘ESD grade’ was designed to ascertain to what extent the respondents perceived Education for Sustainable Development was embedded in their schools and was totally subjective (see Fig. 5.2 below). This linked to the responses shown in section 8. below which documented the ‘Barriers’ and ‘Facilitators’ to the ESD approach they identified. The grading scale was from 1 to 10; the higher the grade the more embedded the respondents thought ESD was in their schools.

**Fig. 5.2 Respondent ESD Grade**



### *Church School Respondents*

The Church School theme is highlighted here because several respondents spoke about it in relation to their values and the ethos of their schools and it links to significant influences discovered in 2. above.

Respondent 1 (grade 5), one of the five Head Teachers of Church schools (others being Respondents 2, 3, 5 & 8 see 2.), thought that the Christian ethos “fits well with the green ethos”. She had also mentioned her NPQH qualification (which is slightly different for Heads of Catholic schools as a significant ‘green’ influence. Similarly, Respondent 2 (grade 7) spoke of a ‘Take Care’ ethos that had resonance with the description of his Christian upbringing (see 2. above). He expanded on this by saying:

“I want the children of my school to be more aware of their world and their responsibility to it...I say to my children: “You are small, but you’re also significant. Put your bit of the world to rights”. I’m

a pragmatist and believe in incremental change. You need evangelists, but also pragmatists. I don't believe in ideologies. My principles are my guiding light to make a difference at local level. We need governments to be more up front in telling people what to do".

Respondent 3 (grade 5) said:

"Being a church school has an influence on the eco side of things- caring for the planet etc. The main reason for wanting the Eco School status was to teach the children the importance of looking after the planet and how they can make a difference".

Respondent 5 (grade 5) said:

"I think the priorities of this school can't make this grade any greater. There is an element of bolt-on as well as run-through... The Green Flag clearly has a value for the children within the school...[before I came]...the school was a badge collector, but it did help to take the school forward".

The priorities of the school were clearly those of maintaining high standards and the author got the impression that parental and LA pressure for this was understandably the overriding concern. The school served a prosperous village catchment. This respondent's professional background had been dominated by three elements; Energy Conservation Education, Creative Curriculum and Raising Standards (see 5. above). He above all respondents seemed to be pulled between these elements. He did not mention anything to do with the Christian ethos having links to the green agenda, but did say that:

"People need to learn to change their behaviour and why it matters. We have to consume less and be more careful that our consumption is less damaging".

Respondent 8 (grade 9) said that the main reason for wanting Eco-school status was to:

"...develop stronger links with the community and to enrich and extend the curriculum- to make it realistic for pupils".

This respondent had already expressed her values and beliefs in the previous sections and these were inextricably linked to her own Christian beliefs. Her grade of 9 was unsurprising given that her school had recently attained permanent Green Flag status and had built the whole school improvement strategy upon ESD, which had taken it from Ofsted 'Serious Weaknesses' to 'Outstanding'.



## ***Non-Church School Respondents***

Respondent 4 (grade 7) said:

“I see eco-initiatives as complementing other school improvement initiatives which were needed to get the school out of [Ofsted] Special Measures. It was another way of getting the pupils and parents to be proud of the school, thus modifying some challenging behaviour. The Green Flag was a good hook to hang things on. Other staff were also sanctioned to help attain eco-status and enthusiastic governors were encouraged. It was very important to get the school Senior Management Team to appreciate the need to monitor energy and get the children involved in improving matters. I wanted the eco-school initiative to make us a sustainable school and to engage the children on issues of global importance whilst embracing the notion of ‘Think Global Act Local’”.

This was the most expansive answer from Respondent 4 and showed a strong link to using the eco-agenda as a means to address the standards agenda in a very pragmatic way. This respondent also highlighted a type of Distributed Leadership as being a central part of this improvement process.

Respondent 6 (grade 5) said:

“I always had a keen interest in current affairs and particularly in sustainability issues. I recognise that sustainability is a political issue and has the potential for binding society together. My own drive has influenced me to promote sustainability. The main reason for achieving Eco-school status is that schools should have a responsibility to teach children the key messages about sustainability”.

This respondent also emphasised that he had linked his school sustainability initiatives to other initiatives such as the national Healthy School accreditation (his school had reached the top ‘Gold’ level). Part of this had entailed running their own kitchen and sourcing local food. His school was the only one to do this from those featured here. In relation to this he said:

“There is a lack of knowledge about cooking from raw materials due to the preponderance of convenience foods”.

He had given himself a relatively low grade because he had been frustrated by the ‘standards agenda’ and the lack of staff who had the knowledge and enthusiasm for ESD. However, he was determined to do something about this in the next academic year. It should be remembered that this respondent had the lowest carbon footprint and probably did the most in his personal life to be sustainable. That in itself might have made him more self-critical leading to a relatively low grade for his school.

Respondent 7 (grade 8)

This respondent's school had the farm and he said:

“Our school has had a long tradition of sustainable work stretching over many years and has been considered a bit of a maverick, but now it [sustainability] is high on the social agenda. The eco-status reflects the worthiness of the drive to promote our belief that we should all care for the environment, each other and the creatures of the world”.

### ***Appointment of staff***

Only Respondent 6 actively recruited staff according to their eco-interest/expertise. He mentioned this in the context of Leadership Strategies Employed to Develop Sustainability. This was because he said he needed ‘people on my side.’

Comments typical of the rest were:

Respondent 8 said:

“Staff appointed are the best. However, it is made clear to them how high a profile the eco-agenda is, so only people in sympathy with this actually put in a formal application”.

Respondent 3 said:

“...although the school does not appoint staff with an affinity with ESD, it is something the school council always asks a candidate”.

Respondent 1 said:

“Appointing staff with an eco-affinity is not a top priority. Being a good teacher is”.

Respondent 8 said:

“...the school council was always keen to ‘vet’ candidates for their eco-interests”.

### **Collated Data on Distributed Leadership**

Table 5.16 below has been colour coded to show the NCSL normative Distributed Leadership models as featured in Chapter 2. (these precede the Table). These models are not meant to be mutually exclusive, although they are designed to be progressive from 1. to 6. The coding is open to various interpretations using the NCSL descriptors and the information displayed here does not claim the definitive one.

## **NCSL Normative Distributed Leadership Models:**

### **1. Formal distribution**

In this model leadership is structurally delegated. Distribution carries with it an attendant expectation of delivery. It may be accompanied by recognition that others have expertise that you do not have and that when responsibility is distributed in this way the headteacher's role is to support and provide.

### **2. Pragmatic distribution**

Pragmatic distribution is often a reaction to external events. In these circumstances headteachers may ask people to take on responsibility to ease the log jam and to spread the workload. Decisions as to who leads, when and where, are made in response to demands from government or the local authority, or to neighbourhood events or parental pressures.

### **3. Strategic distribution**

The distinguishing feature of strategic distribution is its goal orientation. It is focused on a longer-term goal of school improvement. It is expressed most saliently in a carefully considered approach to new appointments, which may be made less on the basis of individual competencies and more with the aim of appointing people as team players, perhaps with potential to fulfil certain roles that are still only a gleam in the eye of the head or senior leadership team.

### **4. Incremental distribution**

As headteachers become more comfortable with their own authority and feel more able to acknowledge the authority of others they are able to extend the compass of leadership and to 'let go' more. Incremental distribution has a pragmatic ad hoc quality but is also strategic. Its distinctive purpose is sponsored growth. Its orientation is essentially towards a professional development model in which, as they prove their ability to exercise leadership, people are given more responsibility or leadership opportunities.

### **5. Opportunistic distribution**

In this category leadership does not appear to be distributed at all. It is dispersed. It is taken rather than given. It is assumed rather than conferred. It is opportunistic rather than planned. It suggests a situation in which there is such strength of initiative within the school that capable, caring teachers willingly extend their roles to school-wide leadership. There is natural predisposition to take a lead, to organise, to see what needs doing and make sure it gets done.

### **6. Cultural distribution**

This category lays emphasis on the *what* rather than the *who*. In other words, leadership is expressed in activities rather than roles or through individual initiative. 'Distribution' as a conscious process is no longer applicable because people exercise initiative spontaneously and collaboratively with no necessary identification of leaders or followers. It is in this context that we can begin to make sense of teacher leadership, not as tied to status and position but as exercised individually and in concert in a culture that authorises and confirms a shared sense of agency.

Table 5.16	Collated data on Distributed Leadership (based on data from questionnaire and follow-up interview)
	Leadership Strategies Employed to Develop Sustainability
Respondent 1	<p>Encouraging the science coordinator. Getting Bursar to analyse school energy usage data.</p> <p>Making sure all the staff are on board by emphasising the importance of the initiative.</p> <p>Eco activities are promoted to parents through the termly school newsletter.</p> <p>Development of School Council and Eco Council</p> <p>Governor's report to parents which states that children should 'care for the environment' and 'respect &amp; value everyone'.</p>
Respondent 2	<p>In his present school there is a particular teacher who was keen to take on the challenges and seek 'Green Flag' status (which he actively encouraged).</p> <p>Incremental change planned for. He encourages governors who are interested in sustainability issues. He appoints staff who have affinity with ESD</p>
Respondent 3	<p>The previous Head had wanted Eco School status, but 'it fell flat' because there was no enthusiasm for it and no experience or expertise from others. Now a part-time teacher with enthusiasm and expertise has been encouraged to 'drive' the initiative with the help of a school Task Force. A governor has responsibility for green issues.</p>
Respondent 4	<p>Science coordinator a very creative person who needed to have his eco initiative sanctioned, but also needed to be kept 'on track' in terms of planning and implementation.</p>
Respondent 5	<p>Built upon the established enthusiasm of the staff for attaining the Green Flag award (the school had the accreditation before he arrived). Retraining caretaker to be more eco-friendly.</p>
Respondent 6	<p>I am the torch-bearer. If I was to go...[ESD]... wouldn't be embedded. When a teacher enthusiastic for ESD leaves, it can die a death'. A TA and governor run the Forest School programme. Two teachers have a keen interest and they are encouraged. New members of staff are appointed who have an affinity with ESD. 'I need people on my side'. 'The governors value our green ethos and are pleased it has a high profile. It is part of my Performance Management objectives.'</p>
Respondent 7	<p>Green Flag status was pursued in order for the whole school to have an aim. It was a way of lifting the self-esteem of the staff, children and community. Under the previous Head, the school had been in serious weaknesses. ESD was a bit of a 'bolt-on' and had failed to translate into sufficiently raised attainment. Made ESD 'an embedded strategy' which has been successful on all levels including SATs. From 'maverick' the school is now flagged up for outstanding primary practice.</p>
Respondent 8	<p>I wanted to take school in totally new direction. All staff recognise that the eco and creative curriculum has allowed the school to make rapid improvement. Lots of encouragement given and opportunities to compare and contrast practice. School is run virtually paperless and there is special software to manage all aspects of school admin including teacher planning, assessment and evaluation. All staff have bought into the eco and creative curriculum agendas</p>

<b>Table 5.17</b>	<b>Collated data on Barriers/Facilitators when making schools ‘green’ (data gained from questionnaire and interview)</b>
<b>Respondent 1</b>	<b>Facilitators:</b> Eco School status has helped the school to be greener. <b>Barriers:</b> None mentioned.
<b>Respondent 2</b>	<b>Facilitators:</b> Eco School accreditation, NCSL Toolkit, NCSL grants and support for creating networks of sustainable schools. <b>Barriers:</b> Current buildings, limitations of school grounds, availability of capital funding, time and capacity to promote and encourage lead teacher in this role, thus allowing them to inform, engage and inspire other staff and pupils.
<b>Respondent 3</b>	<b>Facilitators:</b> Eco-school accreditation scheme. <b>Barriers:</b> Type of building (1960s) and the cost of putting in place energy saving measures
<b>Respondent 4</b>	<b>Facilitators:</b> Borough Council recycling scheme, LA schemes, the renewed Literacy Framework which is encouraging cross-curricular links and creative opportunities as a vehicle to explore eco-issues. ‘When the pond was vandalised, the parents rallied round to put things right. This showed how the liaison with parents had improved’. <b>Barriers:</b> Time & effort to access available funding/grants, old inefficient buildings, limitations of Borough & LA schemes. ‘Raising Attainment has stopped me from taking the eco-agenda further’.
<b>Respondent 5</b>	<b>Facilitators:</b> local government recycling schemes. Increased recognition of OfSTED means that it is becoming easier to justify the curriculum time (the school’s last inspection marked this as a ‘Good’). <b>Barriers:</b> ‘Standards, standards, standards! This agenda is at odds with the green agenda. A priority for the few! Gestures rather than real change. At the moment the green agenda can only give me a pat on the back’. The families the school serves have high carbon lifestyles. ‘I think that promoting green issues is easier to drive as a middle leader’. The school budget is a constraining factor which makes it more difficult to undertake ethical procurement and environmental improvement. No governor has responsibility for green issues.
<b>Respondent 6</b>	<b>Facilitators:</b> Eco Schools Green Flag (although there is a danger it can be tokenistic), SEAL and networking (although this is limited). There is a governor responsible for green issues and they have attended Forest School training. ‘The governors value our green ethos and are pleased it has a high profile. It is part of my Performance Management objective’. Ideally, he would like to step back from admin tasks so that the school can do more in the area of sustainability. He hopes to achieve this by empowering others even more. Staff appointed for eco-interest/expertise. <b>Barriers:</b> Head teacher workload, isolation when pursuing the sustainability agenda, disconnection from the natural world due to being inhabitants of an urban society, ‘The national Curriculum is not fit for purpose- SATs pressure on children and league Frameworks.’ ‘Generation Y’ people (including teachers) have never known the ‘bad times’ and so don’t live sustainably (‘don’t walk the talk’).
<b>Respondent 7</b>	<b>Facilitators:</b> Leading Schools for Sustainability (NCSL), National School Farms & Gardens, Green Flag accreditation, Ofsted putting sustainability on the map re the 2012/2020 agendas. SEF needing to reflect green issues, Notts Wildlife Trust, ECM agenda. <b>Barriers:</b> Encapsulated in the OfSTED Report May 2008 entitled Schools & Sustainability- A Climate for Change? They revolve around getting started and sustaining change.
<b>Respondent 8</b>	<b>Facilitators:</b> DCSF & NCSL information, guidance and audit documents. <b>Barriers:</b> finance and the cost of staff training (mainly due to supply teaching costs). Has to do a lot of bidding to get extra resources. Big problem getting parents to pay for field trips (+ risk assessment bureaucracy is very time consuming).

## Facilitators/Barriers when making schools Green

This section includes information from the questionnaire and interview which:

- covered the respondent's opinions as to what were *facilitators* or *barriers* to making schools 'green';
- showed whether respondents actively sought new staff with eco-expertise or enthusiasm

### *Facilitators*

These can be summarised as:

- ENCAMS Eco-school accreditation
- Local government initiatives
- NCSL initiatives
- Ofsted's attention to Green issues legitimising ESD as a cross-curricular strand.

All the respondents cited the Green Flag Eco-school accreditation as a useful facilitator for ESD. Respondent 1 said that the 'Eco-school status has helped the school to be greener'. Respondent 4 said:

"The Eco-school accreditation has helped the children to have ownership of their environment- real-life opportunities are very motivating".

Respondent 6 also thought that Green Flag was a facilitator, "although there is a danger that it can be tokenistic". This reflected the earlier views of Respondent 5 who said that he inherited the school with Green Flag status from a predecessor who might have been just a 'badge collector' (see 5. above).

Respondents 2, 7 & 8 thought that the NCSL toolkit for developing sustainable schools was useful as were the NCSL grants and support for creating networks of sustainable schools.

Respondents 4 & 5 mentioned the usefulness of local government initiatives such as recycling that helps schools to show this aspect of ESD.

Respondent 4 thought that the new Literacy Framework encouraged "cross-curricular links and creative opportunities as a vehicle to explore eco-issues".

This respondent also commented on how the parents of the school were mobilised to help when their newly created pond was vandalised. They would not have reacted this way before ESD had been given a higher profile. This piece of evidence might point to other evidence not being submitted or noticed enough i.e. if the attitude of the parents had changed so much, it probably meant that ESD had a high profile across the school (which the 8 Doorways evidence above seems to suggest).

Respondent 5 thought that Ofsted's increased interest in ESD was making it easier to justify the curriculum time spent on it and said that the school had been judged 'Good' in this area at the last inspection.

Respondent 7 quoted their Ofsted report which said: 'Children make a magnificent contribution to the environment' (this was the school with its own farm. However, this respondent also said that he recognised the many barriers to ESD as identified in the 2008 Ofsted Report entitled *Schools and Sustainability: A Climate for Change* (featured in Chapter 2 of this dissertation). He also thought that the Ofsted Self Evaluation Form (SEF) that schools keep up-dated needed to reflect green issues more prominently.

### ***Barriers***

These can be summarised in terms of the following related issues:

- Poor school buildings
- Lack of Leadership time
- Lack of staff training
- Lack of finance
- Lack of national priority

Respondents 2, 3 & 4 cited outdated school buildings and lack of capital funding as barriers because they prevented their schools from operating in a sustainable way and being an exemplar for children and the community.

Respondent 6 said that finance was an inhibiting factor in relation to paying for staff training and for field trips for children (with an additional problem of 'risk assessment bureaucracy'). Respondent 4 found 'the time and effort to access funding and grants to take sustainability forward' a problem, plus the limitations of Borough and L.A. initiatives. This respondent had not mentioned anything about NCSL initiatives.

Respondent 2 mentioned the problem of time in relation to 'engaging and inspiring other members of staff and pupils' to embrace ESD. Respondent 5 thought that doing this sort of thing was 'easier to drive as a middle leader'. As a related comment, Respondent 6 said that Head Teacher workload and isolation was a problem, implying that it was the head who had to drive ESD.

Respondent 5 was quite angry and said:

"Standards, standards, standards! This agenda is at odds with the green agenda which is only a priority for the few and even then gestures rather than real change. At the moment the green agenda can only give me a pat on the back".

(This latter point alluded to the fact that even if Ofsted mentions sustainability as being a strength of the school, as it is not statutory, this has little weight in relation to the rest of the report). The problem he faced with the standards agenda also linked to the pressures from his parent body who also had 'high carbon lifestyles'.

As Head he thought that ‘promoting green issues is easier to drive as a middle leader’. This may reflect that in his past as a ‘middle leader’ himself he was quite innovative in areas of ESD (see 5. above).

Respondent 6 was also hard-hitting about the standards agenda by saying:

“The National Curriculum is not fit for purpose what with SATs and pressure on children and league Frameworks”.

This respondent also said that:

“Ideally, I would like to step back from admin tasks so that the school can do more in the area of sustainability. I hope to achieve this by empowering others even more in the next academic year”.

Another barrier was that:

“Generation ‘Y’ people, including teachers have never known the bad times and don’t live sustainably- don’t walk the talk”.



<b>Table 5.18</b>	<b>Collated data from school websites, prospectuses and curriculum planning</b>
<b>Respondent 1</b>	Nothing about eco activities mentioned on front page of website Eco school logo and activities prominent in prospectus ESD identified in cross-curricular planning
<b>Respondent 2</b>	Eco-school has minor mention in prospectus and website ESD identified in cross-curricular planning
<b>Respondent 3</b>	At present the school does not work with any local or national agencies on Eco issues. Nothing about eco/environment in Vision Statement- great emphasis on Church school ethos. Picture of ‘caring for school grounds’ in school prospectus (page 2) featuring children and parents. ESD identified in cross-curricular planning
<b>Respondent 4</b>	The Eco-school accreditation has helped the children to have ‘ownership of their environment’. Real life opportunities very motivating. There was nothing really ‘eco’ on the website except for website links to other sites on the curriculum pages. ESD identified in cross-curricular planning.
<b>Respondent 5</b>	No mention of eco activities in school prospectus. Eco school logo on front page of website + picture of ‘Healthy Eco Schools’ display form one of the walls. Eco-activities not embedded in planning
<b>Respondent 6</b>	ESD embedded in curriculum planning Website and prospectus mention eco-activities
<b>Respondent 7</b>	ESD embedded in curriculum planning Website and prospectus highlights eco-school credentials Ofsted report quote: ‘Children make a magnificent contribution to the environment’.
<b>Respondent 8</b>	Eco-school has high profile in school prospectus and website. School admin virtually paperless. ESD highly embedded in planning.

## **School Websites, Prospectuses and Curriculum Planning**

Only Respondents 6.,7. and 8. highlighted ESD strongly on their school websites and prospectuses. The curriculum planning from these schools also embedded ESD as a cross-curricular strand. All the others did include it either in a limited way as a cross-curricular strand, or as a stand-alone element. This often took the form of ‘special’ days, weeks or extra-curricular activities. Only Respondent 5’s school did not have much evidence of ESD in planning. He also seemed to have the most pressure from prosperous parents.

Respondent 3. had a high profile for the church ethos of the school on the website and in the prospectus, but had no mention of ESD in this context.

## **Conclusion**

The findings show an impressive array of eco-features in all the schools. Even with this quite detailed level of analysis of these features and the associated respondents, in many respects only rather a general overview could be achieved. Nevertheless, some interesting and pertinent data arose, quite a lot of which was not anticipated when drawing up the research methods. This can be seen as a feature of the research approach, as it has accommodated extra findings and found ways of collating them. Once again, this corresponded to the ‘Grounded Theory’ and ‘Heuristic’ approaches described in Chapter 3. This type of formative analysis can also be justified as follows:

Epistemological and ontological aspects of qualitative research...*allow* and *require* the researcher to analyse aspects of their subject iteratively and reflexively (Watling, 2002, p. 272).

This approach has also meant that the way the Green Leader model was conceptualised was rethought. In effect, it became a composite model, rather than one derived by ‘grading’ each leader on their eco-credentials and then having a sliding scale of greenness. This might be a useful extension of this work, although one would have to be careful that it did not become another structuralist paradigm with which to judge the profession.

As the analysis progressed the original idea for developing a Green Leader hypothesis seemed more creditable. The culmination of this and the possible implications are outlined in the final two chapters.

## CHAPTER 6

### Analysis

#### Introduction

This chapter sets out the process from the collation and interpretation of raw data to a form where the Green Leader model started to emerge. The word 'process' has been chosen because of the way the interpretation of the data and the method of interpretation itself evolved as it was collated. This complies with the 'radical indeterminacy' of Scheurich (1995) and the Post-modern perspective discussed in Chapter 3.

Once the analysis of the findings got underway, it was soon apparent that there was an intrinsic problem with the methodology underlying the Green Leader hypothesis. This probably began early in the investigation of Leadership for Sustainability, where a wide area of literature was examined that highlighted the large gaps in research and knowledge in this particular area. This included a lot of 'Grand Narrative' scenarios which consciously and probably unconsciously influenced the way the featured school leaders were studied. In other words there was a danger that the following advice was not being heeded

Qualitative researchers do not search for data that will support or disprove their hypothesis... they develop theories and propositions from the data they collect as the research develops... New findings cannot always be fitted into existing categories and concepts, and the qualitative method, with its more open minded approach, encourages other ways of looking at the data (Burns (2000, p.390).

After the data from each respondent was compiled, ideas emerged as to how it should be collated, taking into account, the other considerations which arose from the literature discussed in earlier chapters. This meant a lot of the ideas for the Green Leader model were already established in the mind of the researcher.

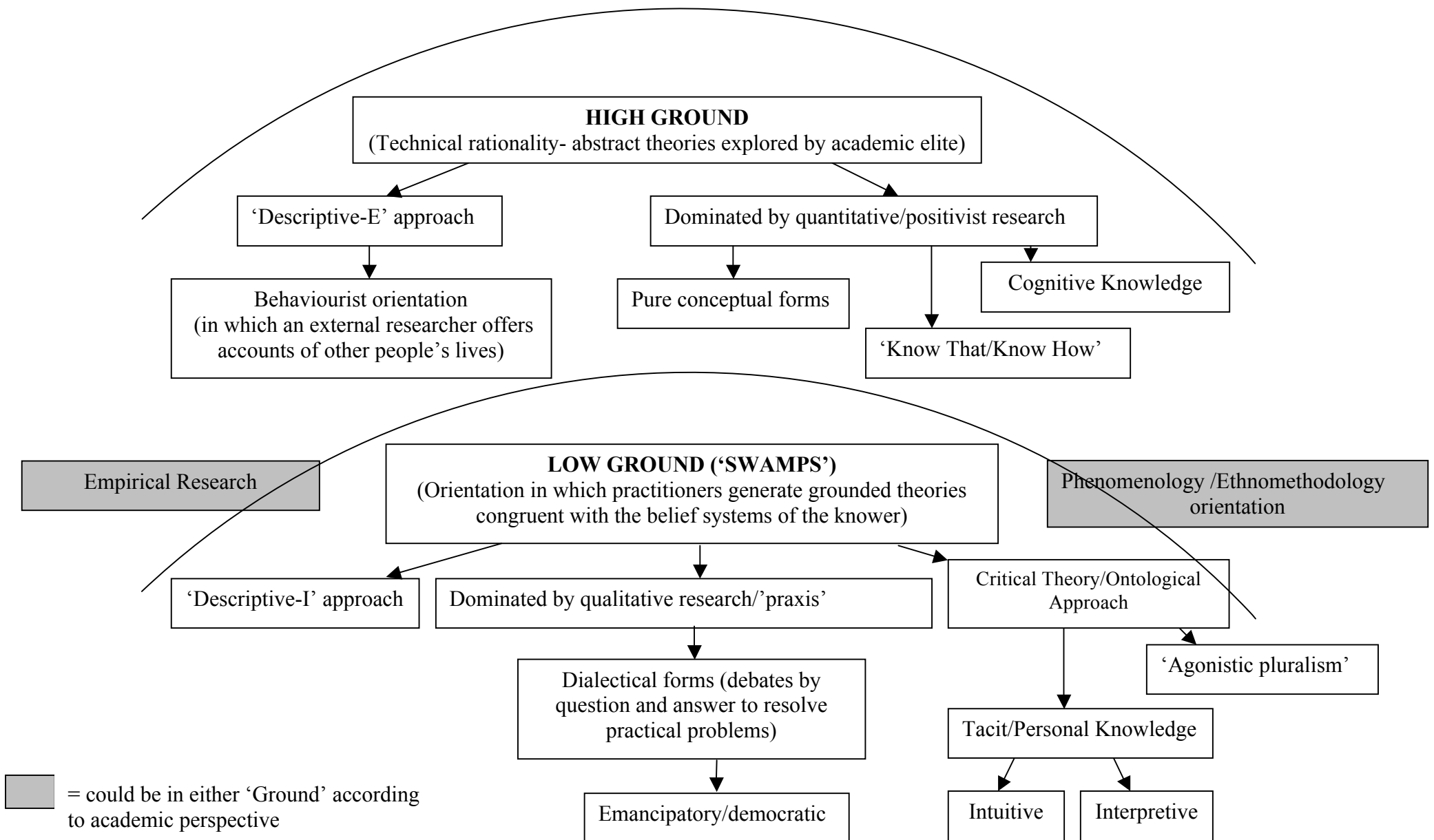
Another factor which influenced this, was the background and belief orientation of the researcher. Although, as discussed in previous chapters, this was made transparent and a conscious attempt was made to avoid as much bias as possible, in retrospect this intent was too optimistic. When it came to using the findings to inform the Green Leader model, there was a mixture of Little Narratives, Grand Narratives and researcher affiliation and bias, which taken together was in danger of undermining the whole study. However, by describing these potential weaknesses it can be argued that the transparency of the work has been enhanced, although they must be borne in mind when considering the analysis and conclusions.

Perhaps, given the closeness of the researcher to the subject matter, it is impossible to meld the two types of narrative as it creates quite literally a dilemma. Another way of representing this is by reference to the 'professional landscapes' of Schön (1995), cited in McNiff (2002, p.20), which he says tend to be dominated by the academic

elite on the 'High Ground' who do research dispassionately, with a behaviourist orientation, based on pre-determined theories. They tend to use a quantitative/positivist approach and are seen as 'experts' external from the people and situation being studied. This gives the research a 'Descriptive-E perspective' (Chomsky, 1986), cited in McNiff, 2002, p.21). They also tend to maintain the status quo in terms of not becoming embroiled in any actions which might follow the research. On the other hand, he describes research which inhabits the 'Low Ground' or 'Swamps'. This is dominated by qualitative/small-scale research, where the researcher is also the practitioner, who invariably shares this role with other practitioners in order to facilitate changes and improvements to the way individuals and organisations operate. It is lodged in the field of 'Critical Theory', with a wide-ranging epistemology and dialectical forms. It is 'emancipatory' and democratic in nature and does not shy away from the subjective perceptions and tacit knowledge of the participants. This gives the research a 'Descriptive-I' perspective (Chomsky, 1986, cited in McNiff, 2002, p.22). The researcher(s) explicit aim is to be a positive force for change in a Post-modernist sense and this is bound up with their professional role on an on-going basis. This 'landscape' has been adapted in the context of this dissertation in Fig. 6.1.

*McNiff has been heavily influenced by Chomski's 'E' and 'I' theories of knowledge. In brief, 'I-Theory' is a dialectical form which is a property of an individual's belief system. It is diachronic i.e. lodged in real time and in a practitioner's tacit form of knowing; therefore it is part of the Critical Theory, reflexive approach described above. 'E-Theory' is external to its creator and is generated from the study of the properties of external objects. It is behaviourist in orientation and synchronic i.e. abstracted from time, therefore it is part of the High Ground mentioned above.*

**Fig. 6.1** Topology of Professional Landscapes (Adapted from Schön 1995) illustrating where dissertation research lies.



Although much of the discussion around Schön (1995)'s professional landscape topology is in relation to Action Theory, it seemed pertinent to include it here in order to clarify the situation of this dissertation's research and methodological orientation and associated difficulties. Perhaps the main problem for this researcher is 'agonistic pluralism' (McNiff, 2002, p. 3, citing Gray, 1995). Both these academics have a belief in this 'problematic practice of coming to know through struggle.' This emphasises a Post-modernist approach which sees the researcher as an active protagonist for change, rather than merely an impartial observer.

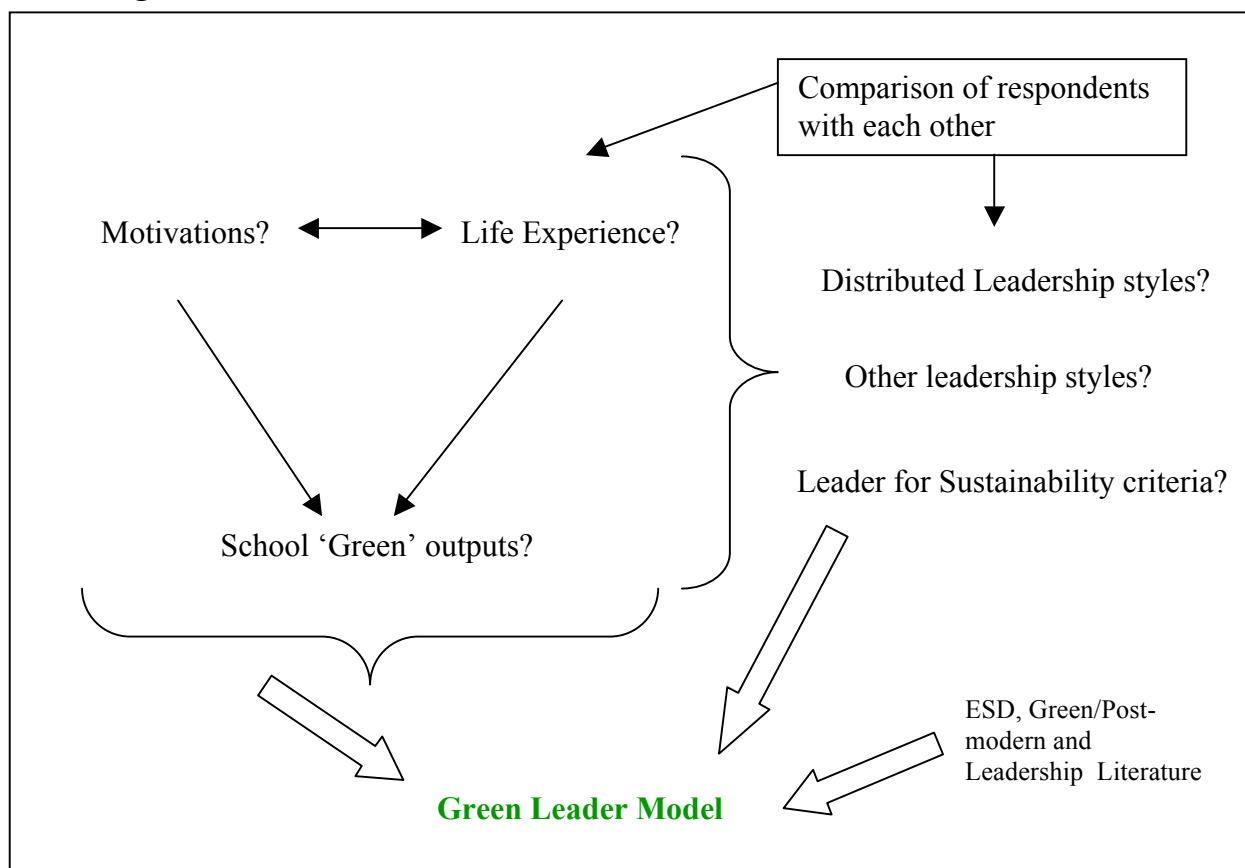
The validity of much empirical research is judged in terms of replicability and generalisability. DCSF, NCSL and Ofsted use case studies in this way on various 'Good Practice' websites. This tends to gloss over the problem of replicability, even when triangulation is present, as it is assumed that cascading what is deemed 'good practice' is sufficient. This approach is, therefore, more High Ground than Swamp. Perhaps this is where the research of this dissertation needs to draw the line, so that it merely develops a hypothesis, with reference to the research of Jackson (2007) and wider issues of green sustainability, which can pose questions to be followed up by a range of research at higher and lower levels. Similarly, when conclusions and patterns are gleaned from the findings and then contrasted to situations and research outside this immediate study, this should be seen as a method of highlighting issues and not suggesting definitive correlations and answers. After all, the number of respondents was very small and in the light of the above discussion it would be unwise to scale up conclusions.

Before collecting the data, the intention had been to synthesise the Green Leader model by simply comparing and contrasting respondent data profiles in order to gauge their relative 'greenness' and then put them in a rank order of greenness. From this one could see a 'Dark Green' leader as the ultimate 'Green Leader' model. This proved to be unfeasible, because there was insufficient data to make such a robust judgement. In consequence, a compilation of all the collated respondent data was used to construct the model, although as shown in the findings, the views of some respondents were used more than others simply because they were more forthcoming. Another way of viewing this is that they had more to say on the subject. This in itself might point to a greater degree of greenness, but would need further investigation of those individuals to confirm this.

So, some of the respondents might appear to be presented as 'greener' than others, either in certain aspects or in general. This should not be taken as a criticism of the rest. They were all leaders of highly successful schools and it should be stressed that all were truly exceptional in their adoption of ESD. This is highlighted by the Ofsted research discussed in Chapter 1, p.11. Some respondent data was linked to the discussion of wider issues pertaining to ESD highlighted by the literature, particularly those issues that creating perceived barriers.

All the data from the study of the individual leaders and their schools, plus the perspectives from the various sources of literature covered in this dissertation, were used to construct the Green Leader model (see Fig. 6.2 below). This takes into account the discussion above about elements of Little and Grand narratives.

**Fig. 6.2** Considerations for the Green Leader Model



Within this there were other types of collation not anticipated until the data were being processed; for example, categories labelled *Vocation*, *Volition* and *Vacuum* from the Values, Beliefs and Role of a Head Teacher section.

### Defining the aspects of Greenness

The most overtly impressive sustainability initiatives were observed in the schools of Respondents 7 and 8. The former ran a school farm and embedded this in the whole life of the school. The latter had embedded sustainability into a creative curriculum and the school was run virtually 'paperless'. Both these schools had achieved 'Outstanding' Ofsted inspections for their work across all areas. All their documentation and website information highlighted an ESD ethos. This was less obvious in the other schools, as were things such as governor and ancillary staff involvement, but once again cautious is needed about this conclusion given the visit time and the issues discussed above. Also, each of the schools was at a different stage of 'eco-development', something a moment in time cannot fully take into account i.e. a school might be in the early developments with fewer things to show, despite having an embedded ESD ethos.

The qualitative data from the questionnaire and interview were more in-depth and the overall findings reflect this. Each school was 'Green Flag' and it was assumed that their overall standard of sustainable activities was well above the average, as only a small percentage of primary schools have attained this accreditation.

As the interviews progressed, there appeared to be strong links to the ‘spiritual’ side of leadership. This spiritual side of leadership, more commonly labelled ‘moral dimension’ or ‘value led’ was revisited in the literature after the interviews took place, as it was the interview data which started to reveal this side of the respondents’ reasons for having a strong commitment to sustainability. This showed that the references to Grounded and Heuristic Theory in Chapter 3 had been heeded. This also led to an unanticipated collation of data from Church School respondents.

Throughout the analysis, special consideration for the new leadership model is in green type.

## **8 Doorways (Tables 1 to 8)**

All the respondents’ schools had a wide range of provision and activities in relation to ESD in the areas of Curriculum, Campus and Community. Some of the items such as ‘Travel Plan’ were placed in more than one of the ‘C’ categories because it operates across them. All the respondents were adept at looking at how these cross-overs might take place to make the most of time and resources and to allow the children to see the same item from a different perspective, thus assisting learning. The Doorway categories correspond closely to many of the Green Flag criteria (see <http://www.eco-schools.org.uk/> for more details on these).

Outstanding work in these areas included one school having a farm and another which was generating its own electricity with photo-voltaic panels. In many of the schools they were involving parents and other people in the community to very good effect. This seemed to be because there were a lot of practical aspects which outside adults could help with and enjoy.

From this it would be desirable for a Green Leader to develop a wide range and a variety of practical sustainability activities and embrace the local community for the good of the school. A bonus effect would be that the community would be influenced in the ways of sustainability.

### **Domicile: town or country? (Table 5.9)**

All but one of the respondents had strong links to the natural world before the age of 18 and they confirmed that this sort of childhood had influenced their desire to embed ESD in their schools. This links to the Jesuit maxim discussed in Chapter 4, p. 56. and the research of Pergams and Zaradic (2008), featured in Chapter 2, p. 23, showing that by being immersed in the natural world and having an in-depth knowledge of it, might make one value it and want to conserve and improve it. They were certainly not ‘bubble-wrapped’ (see Malone, 2007 in Chapter 2, p. 23) and had plenty of opportunities to roam. The one exception who had always lived in the inner city had easy access to green spaces, so one can say that none of them were isolated from Nature.

This evidence might suggest that a Green leader would be likely to have embedded greenness in their formative years which would remain with them into adulthood. (see Table 5.11 below for more details on this)



### **Education: green credentialing (Table 5.10)**

The majority of the respondents had considerable professional training in areas which gave them a wide-ranging and deep knowledge of natural systems and social systems including 'Permaculture' as discussed in Chapter 1, p. 5. Most of them also had experience and/or training which gave them a wide perspective of education at the national level. Some were also in regional or national networks which added to this perspective. These networks dealt with educational initiatives in general as well as those related to ESD. This meant they were not confined to the parochialism of their school or community and actively took part in discussions and developments in partnership with like-minded others and regional/national agencies. Their good knowledge of ESD issues and their practice in this field enabled some of them to have a voice in the formulation of national policy. For example, the NCSL link of one respondent led him to being commissioned to undertake a collaborative Action Research project with local school partners in a 'Community of Practice' to explore aspects of Leadership for Sustainability, the results of this were fed directly to the upper echelons of DFCS and Ofsted. It would be interesting to see how all this compares to other head teachers.

Certain respondents had an enhanced awareness of these regional and national influences compared to others and unprompted were very keen to share perspectives and the associated experiences. Indeed, the quantity of collated information from these respondents is a reflection of this and not of them being 'led' into further areas of discussion.

Whether their keenness to promote ESD more widely is a consequence of their expertise and enthusiasm in this field is again open to conjecture. Is it true that most people who are 'experts' feel compelled to cascade this to others?

The evidence suggests that it might be useful for a Green leader to participate in local and national networks to help legitimise his or her work and to spread it to people of influence. This would also need a good knowledge of the Education System, so they could operate more successfully at a local level in relation to it.

### **Formative influence on green philosophies (Table 5.11)**

Six respondents traced their interest in eco-matters back to their childhood influences. Of these, two also spoke of church influences. The other two said they had been influenced by colleagues who had an interest in ESD. They had also been brought up in the countryside, but did not mention this in this context.

The respondents who gave more in-depth detail had obviously thought about this a great deal and were very keen to share the information. Their grounding in their own history also seemed to give them an extra strength in their values and beliefs. These respondents were all over 50 years old and had much more to say on the matter. This may also link to a childhood in the 1950s and early 60s which was freer and less encumbered with technology in the home. Their parents would have had first hand experiences of the 2<sup>nd</sup> World War and thus knew all about 'Austerity Britain'. This also links to the discussion below about the attitudes to sustainability being

determined by which generation one is born into and which generation one's parents came from. However, once again this is an area which would require further investigation.

The evidence may suggest that a Green Leader would need to have had substantive childhood and/or collegial influences in eco-matters which would give them the desire to promote this ethos when becoming a Head Teacher.

#### **Present Lifestyle: Eco and non-Eco (Table 5.12)**

Only two respondents stood out for having very low carbon footprints. One in particular led a very 'green' lifestyle and was the keenest to discuss this in great detail. However, his school did not stand out from the others as being exceptionally green and he was particularly frustrated by some of the barriers to developments in ESD (see Table 5.17 below). The respondent with the next lowest carbon footprint was the one who had used ESD as an explicit driver to escape Ofsted 'Special Measures'. This, therefore, was the closest correlation between a leader's lifestyle and the quality of ESD in the school.

All the respondents had relatively low carbon footprints in comparison with an average UK person (9.93 tonnes per annum).

A Green Leader would need to show that his greenness was neither tokenistic or absent in the way he or she lived their everyday lives.

#### **Professional influence on green philosophies (Table 5.13)**

All the respondents had a lot of 'green' influences from colleagues, training and schools to which they were appointed. As we have seen, most of them also had strong childhood and initial training ESD influences. It may be that they sought out these other people, training and places because it reinforced their existing interest and expertise. The respondents who appeared to have the 'weakest' childhood green influences seemed to have been more influenced by colleagues. However, it is difficult to gauge from the data which proportionately had the most influence on their green philosophies

Respondent 5 is worthy of a special mention. His experience of eco-matters was wide ranging both inside schools and as an outside consultant for an NGO which promoted energy efficiency education. However, this situation seems to have been compromised by later experiences of LA school improvement consultancy and by his headship in a school where the parent body might wish the focus to be on standards. He also thought that ESD was best promoted by 'middle managers' when most of the NCSL and other leadership literature thinks that the head teacher is best placed to promote it.

From this it seems probable that a Green Leader would need further ESD experiences after formative ones to help translate their values and beliefs into professional practice.

## **Values and Beliefs re role of Head Teacher (Table 5.14)**

This is where the categories of *Vocation*, *Volition* and *Vacuum* were created in order to classify the responses.

*Vocation* referred to a ‘calling’ or mission to ‘make a difference’. It implies that an individual would have a strong system of beliefs and values which they would want to promote in their schools. This was certainly the case with the four respondents in this category. Two of them mentioned aspects of ESD, which was at the centre of this vocation and another put the ‘creative curriculum’ at the centre of their ethos. The other one spoke of promoting learning for children and adults.

An endorsement of this creative curriculum approach is highlighted by Alexander (2009) and Wood & Caulier-Grice (2006) and a precursor of this is found in the Plowden Report (1967). This report was mentioned by one of the respondents as having a significant influence on him. This quote illustrates why:

A school is not merely a teaching shop, it must transmit values and attitudes. It is a community in which children learn to live first and foremost as children...It lays special stress on individual discovery, on first hand experience and opportunities for creative work. It insists that knowledge does not fall into neatly separate compartments and that work and play are not opposite but complementary (Plowden, 1967, p.187).

Three of the respondents had actively used this approach to move out of Ofsted categories, which label schools as ‘failing’ or having ‘serious weaknesses’ They thought that it was crucial to their improvement strategy, although one of the other respondents was of the strong opinion that the standards agenda was ‘at odds with the green agenda’. Respondent 8 was the best example of this in that she had steered her school out of Special Measures and into the ‘Outstanding’ category within four years by pursuing an overt ESD approach. However, as discussed in the literature chapter, there are no proven links between and ESD or creative approach and raising standards. Schools have also successfully raised standards by narrowing the curriculum, which tend to happen if they fall into an Ofsted category below 2. The Plowden approach to the curriculum can be linked to the ESD one in a number of aspects e.g. outdoor learning and Nature Studies. This will be discussed in more detail in the final chapter.

*Volition* referred to someone who saw Headship as the culmination of climbing a planned career ladder. The comments of one respondent fitted this and one from the other Vocation group could also have been included here. From their other comments and data, these two leaders perhaps had the least deeply held green convictions. They were also the youngest Head Teachers- again a generational aspect may have had an influence (but would need more in-depth study due again to the small-scale nature of this research).

*Vacuum* referred to someone who became a Head Teacher almost by default due to circumstances. As mentioned in the Findings chapter, the respondents put into this

category may have been showing false modesty and one in particular had a very strong set of values and beliefs in relation to sustainability.

From this, a Green Leader would need plenty of conviction to promote ESD as central to a school ethos. This could stem from any of the V categories, but the research suggests that it may be held as a deeper conviction by those who see it as central to their vocation.

#### **Values and Beliefs re sustainability issues and significance of ESD grade (Table 5.15)**

The 'church school ethos' from five of the respondents seemed to be influential, in that it emphasised the importance of 'caring' for oneself, family, school and community. It is not hard to see the strong links this has with caring for the natural environment and developing a knowledge and empathy for it in childhood.

Two respondents of church schools explicitly stated their desire to integrate sustainability with the Christian ethos of their schools. The respondents with the strongest feelings about this, also valued nature for its aesthetic qualities. This again complies with the findings of Pergams & Zaradic (2008) mentioned above.

The Christian church seems to be making green links at a national and international level as illustrated by the quotes from the Archbishop of Canterbury (see p.128 below). This in itself would be worthy of a separate study, given that some environmentalists see the Judeo-Christian tradition as the basis of our present threats to the biosphere (see Chapter 7, p. 149). Although it may be statistically significant in the context of this work that half the respondents were heads of church schools, it cannot be said that they had perceptively stronger ESD values than the non-church heads.

Out of two schools with possibly the strongest tangible ESD outputs, one was a church school and the other was not. It would be interesting to see how many Green Flag schools nationally were church schools and whether there was a further correlation between other standards of success as measured by Ofsted. Of course there are many other socio-economic effects would also affect this.

Certainly most of the respondents had a good knowledge of ESD and they saw it as a significant part of the life of their schools. As shown in the previous tables, this ranged from being a central part, to something of peripheral importance. However, once again the link can be seen between a passion for ESD and influences from the past as indicated by the first three tables.

When it came to appointment of staff, only one respondent said that ESD was definitely part of the appointment criteria. This was somewhat surprising given their interest in this area. Perhaps it reflects the problems of recruiting high quality staff, or the assumption that nobody would apply to an Eco-School if they were not interested in eco-matters.

From the self-grading of ESD, it appeared that the respondents who were most at ease with their sustainability strategy and who felt the least threatened by outside

accountability, gave themselves the highest grade. It was notable that none gave themselves 10 out of 10 for ESD. Indeed the average score was 6.5, with three respondents giving themselves only 5. These three seemed the least at ease with ESD, again mainly due to the Standards Agenda, but also possibly because they had the least conviction about making sustainability truly central to the ethos of their schools. In turn, looking at their other responses, this may be because they had less strong sustainability influences in their formative years and less influences and training with ESD connections. However, it may also be that they were being overly self-critical about how much they had been able to embed ESD into their schools.

The respondent who seemed to live his whole life as sustainably as possible, had the lowest carbon footprint and most of the others were below the UK average. Being 'middle class' people, this was quite a feat, given that generally the wealthier you are the bigger your consumption and carbon footprint become. This is why the USA consumes 24% of the world's energy resources whilst only having 5% of the world's population (Mindfully.org, 2009). Most of the respondents, therefore, seemed more likely than most of their socio-economic peers to live closer to carbon neutrality.

Many of the respondents had a single-mindedness and the urge to drive the sustainability within their school and beyond. Two respondents actually referred to this as a 'mission' (and one was not from a church school) and a third respondent his 'vocation'. One also said that 'you need evangelists' to spread the word about sustainability and that his own 'drive' had been needed to promote it. All this emphasised their own personal values which they were keen to 'spread the sustainability word' to others. It does not speak of a consensus that has been synthesised from a school focus group or views from a Senior Leadership Team. One can view it in an evangelising light where polemical language is deliberately used to make others sit up and take notice of the issues. This was also present in the Green Machiavellian model and featured in the ESD 2 paradigm discussed in Chapter 2. This 'relates to building learners' capacity to think critically about the behaviours identified as delivering sustainability'. Learners in this case could include all school stakeholders

This section emphasises again how a Green Leader would need a personal conviction to promote ESD and be strong enough to do this in the face of external accountability. They would see it as a part of 'caring' for oneself others and the environment. These phenomena may be run parallel to, or result from, convictions in terms of religio-spiritual affiliations

### **Distributed Leadership (Table 5.16)**

This framework showed a wide variety of Distributed Leadership strategies employed by the respondents. Although, as discussed above, the respondents tended to be very single minded in terms of their values which had formed outside their current schools, there was considerable evidence throughout the responses that pointed towards a distribution of leadership. This was wide ranging and complied with the NCSL categories of distribution, as well as that identified in the literature where the comments of Gronn (2009, p.19) in Chapter 2 were particularly pertinent.

An important point is that when speaking about their generic Head Teacher values and their sustainability specific values, they did *not* mention anything about distributing their leadership. In other words although *there was ample evidence to show that they used it as a leadership and management tool, or set of strategies, they did not see it in terms of their system of values.*

From this a Green Leader might most appropriately use the characteristics of Distributed Leadership as recommended by the NCSL normative models. They might also use distributed strategies in the Green Machiavellian sense of making sure the sustainability ethos pervaded the whole life of the school, including all the procedures and systems of leadership by others. This would come under the umbrella of ‘manipulating the culture’ (see Chapter 2, p. 39). The appointment of like-minded staff would also come under this.

### **Facilitators/Barriers when making schools Green (Table 5.17)**

Most of the facilitators mentioned were of a local nature, or related to non-statutory initiatives from NCSL or NGOs. Only one respondent mentioned a national initiative directly from DCSF; namely the Literacy curriculum with the potential for it to use cross-curricular links and the creative curriculum (‘Excellence and Enjoyment’). Ofsted’s interest in ESD was also mentioned, although some respondents thought this should be stronger in terms of making ESD statutory and thus better valued.

The lack of leadership time was also identified as a barrier and is linked to the previous point about current national priorities which impinge on ESD rather than helping. It could also link to another mentioned barrier; namely, lack of finance, which might also be a factor in the other barriers. Lack of finance was also cited as inhibiting the number of field trips schools could run, thus exacerbating the problems of children being remote from the natural world as discussed earlier in the context of the Bubble-wrap Generation (Malone, 2007) in Chapter 2, p. 26). This also complied with one the main barriers identified by the Jackson (2007) quantitative survey described in Chapter 2.

The respondents thought that there was a lack of staff training for ESD. This refers to initial teacher training and in-service training and highlights the fact that there is little ESD training to be found in either of these sectors. The Training Development Agency (TDA), which organises national training programmes for students and school staff, still has no curriculum for ESD and local provision from LAs is very sparse. The only substantive ESD courses have been run by NGOs such as WWF. Up until 2007, they ran a 10 week, 30 hour on-line ESD course for teachers and teaching assistants, although this is now discontinued. The most comprehensive current ESD on-line course found is run by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2006). ESD does occur in the Geography courses of some colleges e.g. Bishop Grosseteste in Lincoln, but there is no opportunity for students to specialise in this area for their teaching degrees. The only way anyone could enter the teaching profession with this sort of specialism today would be to take a degree in one of the Environmental Sciences and then undertake a post-graduate teaching qualification. This is what some of the respondents did.

NB Pre-national Curriculum (1988), students at teacher training college could take a main subject called 'Environmental Education'.

Poor school buildings were a barrier for some respondents because they wanted to run the school in a more sustainable way by being energy efficient and to have features of micro-generation. This would help the schools to become sustainability exemplars in the same way they were in terms of gardening or creating spaces for wild-life areas. The barriers reinforced the prevailing feeling that too little was being done at national level to support the ESD agenda. If it really was important, then it would be statutory and more resources would be allocated to it for staff training and to provide more leadership time (these points again complied with the Jackson, 2007 research).

The 'Generation 'Y' barrier is dealt with in more detail below.

In the absence of national ESD initiatives, a Green Leader would benefit from forming local alliances with like-minded people (fits with point in Table 5) and continue to have the personal courage to have ESD as a central part of the school ethos in the face of other national imperatives and accountability frameworks.

### **Documentary Evidence (Table 5.18)**

To one degree or another, all the schools used ESD within their curriculum. The amount of 'embeddedness' varied considerably. The 'best practice' was to fully integrate it into curriculum planning and school life as a strand. A metaphor for this might see ESD as letters through a stick of rock. The schools which did this the most comprehensively, also tended to promote ESD extensively through their websites and prospectuses.

From the evidence of the websites and school prospectuses, some respondents were more keen than others to reach out to their respective communities. However, most involved parents and other local people in their green developments e.g. helping with the school garden, animals and special 'Eco-days'. Most respondents also wanted to influence locals to develop low-carbon lifestyles. This sort of behaviour could also be seen in the Green Machiavellian model in terms of the leader creating green 'traditions' and a certain type of 'culture' which would also influence all school stakeholders. It would also help to determine the sort of person who would apply for posts.

From this, the Green Leader would make sure that ESD was at the core of everything and every effort was made to promote it to all school stakeholders.

### **Degrees of Greenness from Different Sources**

Within the study group there were differences in approach to their lifestyles which indicated a greater or lesser knowledge about sustainability. Some just mentioned recycling as their main green activity, while others who had a more in-depth knowledge, as evidenced by their qualifications and experiences, talked about reducing consumption (which in effect negates the need to recycle and thus reduces the impact on the biosphere). This fits with the discussion about the 'Circular Economy' featured in Chapter 2 p.20.



The predilection of seven of the respondents to have eco-knowledge and sympathies was reinforced by them working with others with similar predilections. This reinforcement also took place when they came into a school which already had a strong ESD ethos. They all seemed to be building upon the ESD ethos, rather than dismantling it, even if it was not adding substantially to the easily measured school improvement when they came to the school.

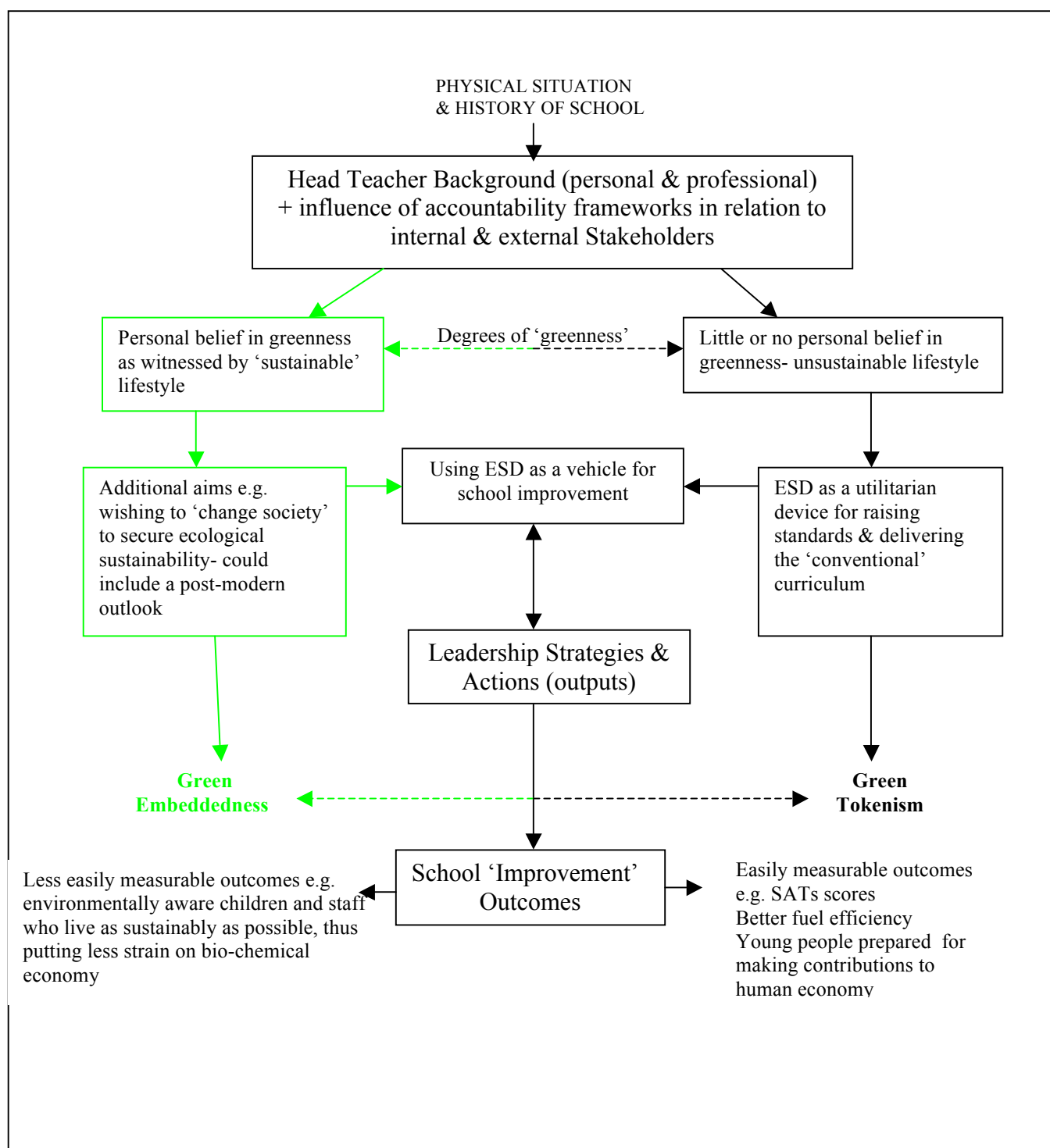
As discussed above, three of the respondents had made it a central way of raising standards across the board in order for their school to escape Ofsted categories of concern. This must have taken a lot of personal courage, given that the conventional way of escaping these categories is to narrow the curriculum and focus on Literacy and Numeracy out of context until the test results rise sufficiently. The Targeted Improvement Plans for schools operated by most English Local Authority School Improvement Services and the way external 'School Improvement Partners' operate is testimony to this. Most of the respondents wanted to 'make a difference' and had very clear views as to how this should happen. They talked enthusiastically about wanting to promote a broad creative curriculum and to make children good learners and this links with the comments which included the words 'mission' and 'evangelists'. Even within this generic headship section, one respondent said he wanted to create a generation of 'eco-warriors', betraying perhaps a tendency to favour the ESD 1 approach discussed in Chapter 2 (although all respondents exhibited strong ESD 1 and ESD 2 tendencies).

All the respondents had strong and clear beliefs and values pertaining to their headship. The more vociferous ones were those who spoke about this in relation to green sustainability (although the Church School Head Teachers integrated Christianity into this ethos). The respondents who expressed the most frustration with the 'School System' were those who wanted to take green sustainability further. The 'Standards Agenda' seemed to be their biggest worry in terms of it being an inhibiting factor. This reflected the views of Bottery (2004) featured in Chapter 2, p. 28, who highlighted the dilemmas school leaders face when trying to square the circle between perceived local needs and nationally defined imperatives.

From the analysis, a diagrammatic representation of the *degree of greenness* displayed by the respondents as a group was devised (see Fig. 6.3). This started to bring the elements of the Green Leader model together.



**Fig. 6.3** Degrees of Potential Greenness and their causes



On this paradigm, most of the respondents could be placed were well into the realms of green embeddedness in many of the aspects, although the accountability agenda from internal and external school stakeholders and particularly in relation to SATs pushed some of them the other way. Notice too, that there is a distinction between the bio-chemical and human economies, in relation to the work of Parkin (2009) and Webster and Johnson (2008) discussed in Chapter 2. This means that the greenness of

a leader and school might be ‘diluted’ or ‘enriched’ according to the emphases placed on accountability stream(s).

For example, a leader totally committed to ‘Green Embeddedness’ would also have to take account of school league tables as defined by the national Standard Attainment Tests (SATs) in English, Mathematics and Science, even though he or she might be diametrically opposed to them (for pedagogic reasons or even because they are perceived by the leader to be part of the destructive ‘modernist’ world). Similarly, even a leader corresponding to the ‘Green Tokenism’ side of the green continuum, might employ effective energy saving measures linked to the curriculum. Even an ‘ideal type’ green leader might have elements of green tokenism and a non-green leader might have elements of strong eco-practices in their school because they have inherited these, have a member(s) of staff who promotes them, or who are influenced by a local, national or international green initiative.

The left hand side of Fig. 6.1 can also be interpreted as a Post modern model as opposed to a Reductionist model on the right hand side, although this interpretation is rather simplistic as each side could produce easily or less easily measured school improvement outcomes.

### **Generation Y** McCrindle (2005, p. 3)

The challenges posed by ‘Generation Y’ members of staff were highlighted by one of the respondents and this seemed of sufficient relevance and interest to this dissertation to follow up in more detail. .

‘Generation Y’ and other designated ‘generations’ who have lived since the Second World War, have been constructed by the Marketing and Recruiting industries to help them target people of different ages (there are many other sub-divisions which split people into various socio-economic groups). There seem to be no standard definitions for the generations, but a typical example is shown in Fig. 6.4. Obviously each generation presented here is an Ideal Type, but there are some aspects which have a bearing on attitudes to sustainability.

**Fig. 6.4** Ideal Type Classification of ‘Generations’ since World War 2

	<b>Builders Generation</b> Born before WW2 Aged 60s & 70s	<b>Baby Boomers</b> Born 1946-1964 Aged 40s & 50s	<b>Generation X &amp; Y</b> Born since 1965 Aged 20s & 30s
<b>Beliefs &amp; Values</b>	Absolutes Security Work Ethic	Few absolutes Variety Freedom	No absolutes Lifestyle Fun
<b>Motivations</b>	Country Advancement Responsible	Individuality Achievement Relatable	Own-community Self-discovery Relational
<b>Decision Making</b>	Authorities Reputations Brand-loyal	Experts Information Brand switchers	Friends Anecdotes No brand loyalty
<b>Earning &amp; Spending</b>	Conservative-savers Long-term needs Pay up front	Confident investors Medium term goals Credit savvy	Uncertain-spenders Short-term wants Credit dependent
<b>Learning Styles</b>	Auditory Data Monologue	Visual Metaphors Dialogue	Kinaesthetic Stories Multi-sensory
<b>Marketing &amp; Communication</b>	Prescriptive Mass Above the line	Descriptive Direct Below the line	Participative Viral Through the friends
<b>Training Environment</b>	Classroom Style Formal Quiet atmosphere	Round-table style Planned Relaxed ambience	Unstructured Spontaneous Interactive
<b>Management &amp; Leadership</b>	Control Authority Thinkers	Cooperation Competency Doers	Consensus Creativity Feelers

From this perspective could there be any correlation between the generation of the respondents and their propensity to be green? The three who appeared to have the most embedded greenness also happened to be Baby Boomers and who had been strongly influenced by their Builder Generation forebears who would have been part of the post-war austerity and low technology generation. During informal discussions afterwards, two of these respondents said they could just remember sweet rationing. The respondent who inspired this line of enquiry was certainly worried about how he could influence his younger staff to be more sustainably minded when they had never experienced the ‘bad times’. Perhaps the current economic recession will aid his endeavours.

However, looking at this another way, perhaps the greenest leaders had aspects of all the classifications and therefore they confound the generational classifications. This possibility is highlighted in green on the table. Once again, this is an area worthy of further investigation.

### Leadership and Values

As highlighted above, the analysis of the data brought forth an issue which seemed to be pivotal to the Green Leader model. This involved the beliefs and values of the leaders under study. There now follows a more in-depth discussion from what the literature says on this area of leadership

In much of the discussion of leadership models so far, one can see an audit trail back to the values system of the main leader i.e. Head Teacher. This can also be described as the ‘ethical dimension’ of leadership. Hodgkinson (1983) developed a hierarchical typology for values. It was hierarchical in the sense of giving each type of value a degree of ethical importance (see Fig. 6.5)

**Fig. 6.5** Hodgkinson’s Leadership Archetypes and Value Paradigm as summarised by Luckcock (2008, p.378)

Archetypes	Metavalue	Ground of Value	Philosophical Orientation	Virtue	Shadow
<b>Poet</b>	The Good	Principles	Religion Existentialism Intuition	Guardian	Megalomaniac
<b>Technician</b>	Greatest Good of Greatest Number	Consequences	Utilitarianism Pragmatism Humanism Democratic Liberalism	Guardian-Technocrat	Bureaucrat
<b>Politician</b>	Collective Interest	Consensus		Democrat	Demagogue
<b>Careerist</b>	Survival	Preference	Behaviourism Positivism Hedonism	Opportunist	Predator

Both Hodgkinson and Luckcock had a Christian perspective, hence probably religion being put above humanism in the hierarchy. It seems likely that non-religious observers would take issue with this and say that having an existential perspective is not a preserve of the people with religious faith. However, although this and other criticisms can be made of the typology, it is interesting how the higher-order values comply with some definitions of ‘spirituality’, which itself can be compared to the ecoliteracy described earlier

Spirituality is a state of mind or consciousness that enables one to perceive deeper levels of experience, meaning, values, and purpose than can be perceived from a strictly materialist vantage point. Spiritual leadership, then, is leading from those deeper levels (Thompson, 2005, p.5).

The typology also sees a progression away from self-seeking improvement to the position of ‘Guardian’. This has resonances with the Green Movement which sees humans as custodians of the planet, rather than rapacious exploiters of it. However, it can also conjure up images of rather cloying paternalism, or even non-green

Machiavellianism. This is probably why the *shadow* or downside of the top typology is described as ‘Megalomaniac’. This in itself is telling because the paradigm is saying that as one moves towards ‘higher’ moral values, one can become more self-centred and authoritarian.

The bottom three sections of the value paradigm complies with the leadership approach where:

the traditional narrow focus of most leaders [seeks] primarily outward economic and social improvements [which] offers little hope in stirring human beings increasingly dispirited by pervasive materialism (Phinney, 2003, p.238).

From this, strong links can be made between those who advocate more spiritual/values led leadership and the green movement as discussed earlier; in particular the emphasis on ‘reconnecting’ with the natural world and questioning the duality of modern existence. Spiritual or values led leadership purports to offer school improvement above and beyond the economic imperative of society, as well as questioning this imperative in the first place. However, one needs to be cautious with the assumption that ‘higher-order’ existentialism and intuition equate to greenness, particularly in the context of the Christian religion (see Appendix 2).

Thompson (2005) argues that the spiritual aspect of leadership has received very little attention in recent times, but although largely invisible, it is very much on-going in many schools. Wheatly (1999) brings these green and spiritual perspectives together by drawing on the image of a spider, which does not abandon, but reweaves her web when broken.

The most profound strategy for changing a living network comes from biology...If a system is in trouble, it can be restored to health by connecting it more to itself...If a system is suffering, this indicates that it lacks sufficient access to itself. It might be lacking information...lost clarity about who it is [or] have troubled relationships [or] be ignoring those who have valuable insights (Wheatly, 1999, p.145).

The above quote could be describing a single school or society in general. It also fits the eco-feminist perspective, discussed in Chapter 3, which talks about reconnecting and cooperation, rather than pushing for ever greater autonomy and competitiveness. It also incorporates the ESD 2 model discussed on page 19 above.

Spiritual/ ‘higher’ values led leadership is also linked to the concepts of ‘vocation’ or ‘calling’. Nowadays, these concepts can appear old-fashioned or again linked to organised religion. However, they are probably not sufficiently spoken about or investigated when it comes to school leadership.

Leadership is an ethic- a gift of oneself to a common cause, a higher calling...When their gifts are genuine and the spirit is right, their giving transforms a school or a school district from a mere place of work to a shared way of life (Stokely, 2002, p.50).

This ethic has also been defined as:

the journey to find a sustainable, authentic and profound understanding of the existential self which informs personal and social action (West-Burnham, 2002).

These definitions require a leader *not* to dichotomise his or her working life from their other 'personal' life- a rejection of the duality described above. In the 'green' context this would encourage a person to live sustainably because they felt it was the 'right' thing to do. If the leader concerned was a Head Teacher, they might feel it 'right' to embed this philosophy in his or her working life as a facilitator of education. Inevitably, this would influence the ethos of the school and the vision and actions springing from it.

The basis for spiritual or values driven leadership also corresponds with the notion of 'servant leadership' coined by Greenleaf (1977), in that it is not about the pursuance of personal power or prestige, but rather impelled by a moral purpose and passion to improve the quality of life of others. As one Assistant Superintendant (Deputy Head) put it: 'when I visualise it, servant-leadership means that I'm not in the center. It puts me somewhere in the system, facilitating the system' (Thompson, 2005, p. 37).

However, aspects of servant leadership can pose problems for the values driven leader.

What happens...when what a community wants is not what it needs?  
What happens when what it wants is not ethical? Does the servant give them what they want, even when he/she knows it is not what they need, not indeed what they should have? Further, what happens when such local wants/needs conflict with centrally defined national requirements? Bottery (2004, p.209).

This can also cause problems for a community where the leader has a completely different set of values and priorities that are inappropriate, but which are imposed nonetheless. This can be overcome by systems of democracy and accountability, but this highlights the downside of Machiavellian/Authoritarian approaches and encompasses the Megalomaniac shadow of Hodgkinson's model on page 35 above. It can also be interpreted as a theological argument which is beyond the remit of this dissertation.

The 'higher calling' mentioned above should not be confused with 'pandering' to local or national wants/needs, which could ignore or seriously compromise the ecological protection imperative. This also fits with the thinking of Socrates (de Botton, 2001), who warned against the 'stupidity' of the masses i.e. something may be wrong even though the majority believe it. It could also contribute to a state of 'Greenwash' if all factors are not taken into account. So although servant leadership has resonances with Values and Distributed Leadership, one always has to ask where the Vision comes from and to what extent this is an autonomous creation of the leader.

Senge (1990, p. 210), says that: 'Visions for organizational improvement...derive from individual visions', which *ipso facto* means there may be elements of 'Green Machiavellianism' as described above. This also corresponds to the view of Gronn (2009) above, who thought that several models of leadership might coexist and change over time as a school develops (which also reflects the NCSL Distributed models discussed above). The counter argument to this is:

The power and collective vision will be greatly diminished if the stakeholders' personal visions are given short shrift (Thompson, 2005, p. 69).

Shared visions can be ineffective if they are diluted by the need to please everyone- the archetypal 'committee rule'- which returns us to the criticisms of servant leadership. In this case it can be said that the whole would be *less* than the component parts.

The driving force behind spiritual or values led leadership can be seen as a sort of moral passion and 'rooted in a powerful sense of commitment to a purpose or mission that is too expansive to be confined to self interests' (Thompson, 2005, p. 95). This is reflected by the views of Fullan (2003, p.14) who says:

to strive to improve the quality of how we live together is a moral purpose of the highest order.

Who defines this 'quality' is another matter. It links to the moral imperatives of Kant, who believed that each person should behave in such a way as to rule out self interest, with the behaviour in question capable of being applied as a 'universal law' for the good of everyone i.e.

Act in such a way that you treat humanity, whether in your own person or in the person of another, always at the same time as an end and never simply as a means. This places more emphasis on the unique value of human life as deserving of our ultimate moral respect and thus proposes a more personal view of morality (Kant, 1785, cited in Kemerling, G. 2001 online).

It also conforms to the 'Golden Rule' of: *treating others as you would like to be treated*. In the context of environmentalism, this might be adapted to *treat the eco-system as it should be treated to ensure sustainable life for every living thing now and for future generations*. This aspect of leadership comes closest to that associated with religion, where leaders can be charismatic and 'preach' their values to a 'gathered flock' which has resonances with ESD 2 discussed above. This can be off-putting to some, possibly because it can be an 'ego talking', or again have too many strident Machiavellian tendencies. However, it can also be very effective and stir others to join 'the cause'. The ideas of 'moral courage', 'moral conviction' and 'moral passion' are embraced by this type of approach to leadership. These can also be part of post-modern perspective discussed in Chapter 3.

Thompson (2005) describes the 'Habits of Spiritual Leaders' (I have paraphrased and made additions from various sections of his book). These include:

- Finding time for reflection and contemplation each day.
- Making sacrifices- a willingness to 'go the extra mile' even at the expense of personal gain or happiness.
- Being persistent and 'dogged' in order to keep a connection with the source of 'purpose, inspiration and spiritual grounding'.
- Having compassion- a sort of spiritual 'mercy' that enables others to survive and thrive.
- Being open and trusting others at every opportunity (with the hope that trust will be returned).

One can see aspects of 'NCSL type' Distributed leadership in this, but once again there are strong elements of individual resolve and willingness to resist external pressures and 'lead from the front'. In the case of engendering trust, this may be a form of 'transformational leadership' if the leader deems it necessary to implement changes quickly without the luxury of employing wide ranging consultation. This conjures up the image of a 'flock being led or driven', rather than leadership being distributed and again fits aspects of the Machiavellian model.

Returning to Fullan (2003), quoted above, he developed his concept of a 'moral purpose', by calling for school leaders to have a 'moral imperative' that would influence not only individual pupils and teachers in an immediate school, but also the region and ultimately the whole of society. This would be achieved by leaders working in partnership and in networks, collaborating to improve the system of education at all levels:

principals with a moral purpose should not wait for the system to get its act together, but should already be pushing in this direction...  
(Fullan, 2003, p. 48).

This argument was set in the context of 'conventional' school improvement i.e. raising easily measurable attainment. Fullan did not include 'saving the planet' as a moral imperative for school leaders. It does, however, reflect the behaviour of some of the respondents.

As the discussion above shows, spirituality and values within leadership throws up many questions and contradictions. The main constant seems to be the notion of a spiritual or values led leader having little or no dichotomy between their work and non-work life in terms of how they perceive the world, conduct themselves within it and the moral purpose they hold. Bottery (2004, p.210) put together a leadership model called the 'Ethical Dialectician', which encompasses this description, whilst addressing many of the questions and contradictions. He says these sorts of leaders are:

individuals with an internal moral compass. They know who they are, they are centred, they don't arrive at a situation trying to work out what other people think they should do, but arrive with a particular moral stance...[They]...are sufficiently aware of the ecological complexity of the external world and of their own personal



and epistemological limitations, to know that they need to listen to others and to adopt a 'provisionalist' attitude to the world.

They also recognise that there are challenges due to conflicting demands between government requirements, local needs and their own belief system. They recognise that governments are not necessarily the final source of understanding. Bottery (2004) says that these leaders share the characteristics of Grint's (2000) 'opportunistic leader' (also mentioned by Bush 2005 on page 28 above), but that the ends are very different, as are the beneficiaries, because unlike the opportunist, ethical dialecticians have a moral compass.

The main element which might weaken the effectiveness of this model is that these leaders seemingly accept personal limitations and accept that they can only 'do the best that they can'. This may seem pragmatic, but it could also be seen as a way of avoiding challenging 'The System'. Bottery (2004) concedes that in the present climate, this sort of leadership in its fullest manifestation is virtually impossible because the idea of leaders starting from 'ethical centredness' in the moderation of central policy, has not been endorsed. He also says that leaders who attempt to work this way gain more trust from colleagues and are generally more successful. This fits the collegial aspects of the models discussed above and again can be seen strongly in the behaviour of the respondents.

Chapter 2 explained in more detail why the leader as 'ethical dialectician' can struggle in the present UK education system and thus cause problems for leaders with moral imperatives, particularly those pertaining to the 'Green Agenda'.

### **The Religious Connection**

As discussed above, spiritualism and moral imperatives are often seen as synonymous with religious beliefs and to be a Head Teacher of a religious aided school one has to prove that one shares these beliefs. Bryk, Lee and Holland (1993, p. 156), reinforce this view by saying:

for principals in Catholic schools...there is an important spiritual dimension that is apt to be absent from the concerns of public [state] school administrators. This spirituality is manifest in the language of the community that principals use to describe their schools and in their actions as they work to achieve the goal of the community.

Even in these circumstances, it appears that worship aside, this spirituality and accompanying moral imperatives can stand-alone. For example, Bazalgette, Reed, Kehoe and Reed (2007) looked at how the appointment of evangelical Christian Head Teachers had managed to turn around three 'failing' schools (as defined by Ofsted). They concluded that the heads were not successful because they were passionate Christians *per se*, but because they linked their leadership to their own values, faith and beliefs which pertained in their everyday lives and these turned out to be quite 'secular' e.g. a belief that 'everyone is of supreme value' and the importance of 'working in active partnership with parents, school and community': Bruce Irvine from the Grubb Institute which commissioned the research says:

all kinds of people have the capacity for leadership, so long as they are clear about what they believe in and committed to live it out as a means of passing it on (Moorhead, 2007, p.2).

One of the Head Teachers in question says: “In too many places, heads say one thing but live in a different way: that’s not how it should be”. He went on to say:

“The point is that every school transmits a faith of some kind. Even people who don’t believe in God have a faith- they have faith that God doesn’t exist. People say: how dare you push your faith at young people? But a head who doesn’t believe is still a head with a faith”. (Moorhead, 2007, p.3).

Religious leaders are beginning to join this debate in relation to environmental protection. For example, Rowan Williams, the Archbishop of Canterbury in a Youtube message for the Bali Climate Change Summit in 2007 said:

The more we see the created order simply in relation to our own wants, our own needs, let alone our own greed and acquisitiveness, the further away we are from God. (Williams, 2007).

Perhaps this is evidence that the post-reformation church is beginning to reconnect with the Natural World. From this one can see a convergence between religious and secular spirituality in relation to eco matters. A useful distinction between the two can be found in the difference between the way Ofsted inspectors view *Spiritual Development* and that of Diocesan inspectors. According to Ofsted it is:

that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth (Ofsted, 2004, p.8).

Diocesan inspectors take this further by insisting that spiritual development is ‘inseparable from growth in [religious] faith’, it relates to the ability of the human individual to ‘surpass the material universe. It is the quest of what is true and good’ (CES, 1997, p.27) Perhaps this distinction is blurred where a head teacher treats the environment as something to be venerated in the same way pagan or indigenous peoples do. Or conversely, it can be seen as the continuance of an attitude that places nature subservient to Man as he strives to achieve elevation to a non-material existence (a perspective shared by most world religions).

The one constant running through the above discussion on spiritual leadership is that those Head Teachers who espouse it have strong beliefs about life which they bring to their schools. This reflects the archetypal ‘Hero Head’ figure that emerged in the 19<sup>th</sup> Century and epitomised by Thomas Arnold at Rugby School. Arnold had a profound and lasting effect on the development of public school education in England. He introduced mathematics, modern history and modern languages and instituted the form system and introduced the prefect system to keep discipline. He modernised the teaching of Classics by directing attention to literary, moral or historical questions. Although Arnold held strong views based on his Catholic faith, he made it clear to his

students they were not expected to accept those views, but to examine the evidence and to think for themselves (Wikipedia, 2008).

## **Conclusion**

From the analysis of the findings, it has shown that there have been some inherent difficulties in trying to use a small-scale study and relating it to trends and issues outside the immediate situation of the eight schools. This is why it is only academically safe to see the Green Leader model as a hypothesis which provides questions for future research rather than definitive answers. However, there are aspects of the findings which confirm the research of Jackson (2007) who to date has done the most extensive work in this area.

Given the limitations, it is still worth mentioning that the research changed from an anticipation of creating a Green Leadership model based on the 'green outputs' of the schools and simply tracing them back to the motivations of the leaders, to one of looking more closely at the value systems of the leaders and speculating what the origins of these might be. To a large extent this sidelined the investigation of Distributed Leadership because there seemed to be no direct correlation between this model and either the greenness of the leader or the greenness of his or her school. There may have been, but this would have needed a far greater depth of research with this issue as the focus. The discussion of 'Generations' was also unplanned for, and as mentioned earlier, would seem a rich seam of future investigation, particularly in relation to perhaps changing the attitudes of younger staff towards more embedded sustainable lifestyles.

The discovery of the Green Machiavellian model has been extremely useful for this dissertation and has enabled the analysis of the findings to question further the idea that more autonomous leadership models are now out-dated.

The degree of personal or professional greenness displayed by each Head Teacher did not seem to correlate exactly with the amount of overt greenness in the schools. For example, Respondent 4 had no Science training, relied on the Science co-ordinator to develop ESD, did not flag up ESD on the school website and saw her Headship mainly as the result of pre-planned career progression. She also saw ESD as a way of complementing other school improvement initiatives rather than being central to everything. Despite this, the ESD 8 Doorway outcomes in her school seemed to be very strong and the children were enthusiastically embracing it and had a very good knowledge of eco-issues. Conversely, Respondent 6 had a wide range of Science and ecological training, saw Headship as a vocation to promote ESD and tried to make it central to the school ethos. The ESD 8 Doorway outcomes were no better than the other respondent. This might be explained by the circumstances in which he found himself i.e. rather isolated with few staff who had an empathy with ESD and other aspects of his workload which prevented him from promoting it.

This did not mean that some of the respondents were insufficiently turning their green rhetoric into reality; it had more to do with the circumstances they inherited, including the staffing over time and how long they and the respondents had been in post. In terms of this study, this was of little consequence, because of the overall aim to produce a Green Leader model which would be an 'ideal type' synthesised from

the ‘best’ green leadership characteristics and practices of all the respondents. It should be remembered that ‘green sustainability’ has been defined as one that gives priority to protecting the biosphere of the planet (see Chapter 1).

The respondents who spontaneously gave large amounts of information covering their backgrounds, motivations and values, despite undoubtedly using a wide range of distributed methods, seemed to very much ‘lead from the front’ and were conscious that their courses of action were not part of the mainstream in terms of how typical schools operate. Most had an extensive knowledge of wider world issues, including ecological matters, much of which derived from their early life experiences, subsequent training and professional practices over the years. Their profiles fitted those defined as ideal leaders for sustainability by the Jackson(2007) focus groups (see page 18, Chapter 2). These respondents seemed ‘larger than life’ and it would be difficult to imagine their schools without them. In this respect and others they might be classes as ‘eco-sensitive’ Machiavellian Green Leaders, whose charisma, courage and general fortitude was needed to ‘push’ and ‘pull’ their schools into ever greater sustainability.

The literature research and the research into the working lives of the Head Teachers established the parameters and working definitions of green sustainability, the links to the green movement and ESD and how all this can be described and explained in terms of a post-modern perspective. This provided the context and rationale for the research methodology and the interpretation and analysis of the findings. In the final chapter, all this is used to formulate the Green Leader model.

## **CHAPTER 7**

### **The Green Leader Model**

#### **Introduction**

This dissertation was based on the hypothesis that a Green Leader model for primary schools could be formulated through the use of a Post-modern perspective and related Green Movement literature, in order to question current interpretations of ESD and associated models and strategies as promoted by the UK government, largely through NCSL. It was felt that such a model was needed to highlight that England's current education system was not sufficiently addressing the alarming degradation of the Earth's biosphere.

As described in Chapter 6, there were some inherent problems with this hypothesis because the associated methodology was trying to reconcile a small-scale empirical study with national and international issues in order to produce a universal model. The bias of the researcher was also a stumbling block in terms of making the work suitably partial for academic consideration. However, although there is no neat fractal relationship between the micro and macro parts of this study, they definitely affect each other in many obvious and subtle ways. One has to caution against using a work of this scale to conclude anything of substance, as in many ways it is a little narrative, dealing with localised situations. Nevertheless, if one believes in the 'Butterfly Effect' and associated ecological/systems principles, then anything however small, affects everything else, however big (and vice versa). If the model presented here enables the reader to take a fresh look at the many interrelated issues that affect leadership for green sustainability and within these new interpretations of leadership itself, then it will have achieved the desired Post-modern effect. From this, one should probably view the new model as being closer to a normative paradigm than a descriptive one.

Despite the methodological challenges, this chapter reminds us of the interrelated themes which formed the Green Leader model. These pertain to the national and international environmental situation shaped by the prevailing linear economy, the position of the Green Movement and associated Post-modern perspective, the barriers to green sustainability created by England's primary school system and head teacher values as distinct from external leadership and management strategies.

#### **Elements of Research as Background to the Green leader Model**

One important strand which emerged from the featured literature and school leader empirical research, was that potential Green Leaders should be associated with more than just being proponents of a sidelined Environmental Education movement. It appears their agenda is potentially much wider than this and links to how they view their roles and society in general and what values they hold. To provide a wider perspective on this, in previous chapters, an audit trail was followed from climate change and other environmental degradation, back to the human behaviours that cause them and then back further to some of the socio-psychological and historical origins of these.

From this it became clear that the task for all leaders for green sustainability in commerce and education is formidable. The work of Webster and Johnson (2008), discussed in Chapter 1, showed that the modern Western economy is linear and depends upon the principal of 'make, use, throw'. Their 'no such thing as waste' philosophy puts even present recycling practices into a 'lite green' category. How, therefore, can school leaders put 'bright green' practices to the fore in the curriculum, campus and community when the prevailing culture and economic imperatives do not facilitate this view? All this links to what Bottery (2005) described as an 'ethical vacuum' at the heart of the education system; in that there is much discussion about utilitarian processes for delivering easily measurable outcomes that reinforce the 'linear economy', but little discussion about what the aims of an education system might be in the face of a possible environmental catastrophe.

This is where the 'Values led' leadership dimension seems to have great relevance. The Green Leader, through his or her value system would pursue the green sustainability agenda *despite* the barriers and would not exactly subvert the prevailing system, but would work within it and around it to get the desired effect of making green sustainability at the centre of the school ethos. It would also be important that this ethos manifested itself in strong practical outputs and outcomes in terms of curriculum delivery, campus operation and influence on the community. These outputs and outcomes were certainly present in the evidence gained from the empirical study. It also showed that these leaders had a good sense of their own values in relation to their roles and a sound knowledge of the bigger picture in society and in the education system.

Although the leaders featured in the research were used to create an ideal type model, it was also highlighted that there were different reasons for promoting sustainability. Some started on the basis of using ESD as a utilitarian device for helping the standards agenda or for contributing to the creative curriculum agenda (or a combination of both). Also, there was not a definite correlation between the personal greenness of an individual with the output and outcomes of greenness in their schools. These and other issues would need further in-depth study with more potentially green head teachers.

As one can see from the Findings, some of the respondents were keen to address multiple and interrelated societal issues in the context of their own schools and to influence the attitudes of others, including those at the national level. To a greater or lesser degree, the respondents were not content with merely 'delivering' the statutory elements of the National Curriculum and seemed to be untypical in this regard in comparison to the schools in the previously quoted Ofsted (2008) study of sustainability in schools. From this, most can be described as self-actualised change agents i.e their desire for change was internally rather than externally generated.

As we have seen, ESD is non-statutory and so it is understandable that most schools have not addressed it fully, given all the statutory directives school leaders have to deal with. Although the DCSF want all schools to be 'Sustainable Schools' by 2020, the definitions of what a sustainable school should look like are still very vague. At national level, the endorsement of ESD is done with the proviso that it is a useful contributor to the other 'main' initiatives and even then much of it may be

‘Greenwash’ because there are still no accepted standards of sustainability from which to judge the outputs and outcomes. Even the Ofsted S3 form still has quite general descriptors which are not shown to translate into much quantifiable green sustainability.

The Standards Agenda is still by far the most dominating force in the English education system (Kerry, 2001, p.21) and in comparison the non-statutory approach to ESD seems very circumspect. The only way Ofsted and DCSF are promoting it is by saying that it *may* deliver on standards as well as ECM and other current initiatives. The Standards Agenda itself can be viewed as an aspect of the ‘Linear’ economic imperative of creating a skilled workforce of efficient, effective and long-lasting producers and consumers. Much of this is at variance with living sustainably i.e. within the planet’s capacity to renew its natural resources for the security and welfare of future generations.

As the Jackson (2007) research showed and what ecological economists have long-known, is that if sustainability is taken to its logical conclusions so that we actually live within our ecological means, then the whole premise of our economic and social systems, including our education system, are called into question. Perhaps this is why ESD remains non-statutory and the involvement of DCSF, Ofsted and NCSL is a means of ‘nationalising’ the environmental agenda in the same way multi-nationals have tried to do, to avoid a more radical re-organisation of the education system. Perhaps, as articulated by Webster and Johnson (2008), this is linked to the belief that economies have to run their course through a ‘dirty period’, before they can clean themselves up and become green. This is then used as a reason for an incremental approach to greenness, which would be alright if we were not running out of time to alleviate the worst effects of Global Warming and other serious effects of ecological break-down. Perhaps some of the government Education for Sustainability initiatives featured in this dissertation can be viewed in this way i.e. ‘nationalised environmentalism’, which encourages schools to go *so far* into the green agenda and no further for fear of upsetting the underlying Western Capitalist system. Some of the respondents were cognisant of this and were not content to be incremental, which is why the sustainability practices in their schools were literally ‘outstanding’ when compared to most other schools. From this perspective, they can be compared to those working in the ‘Transition Town’ movement (Hopkins, 2008), whereby groups of people are not waiting for the national or local governments to take radical action to create sustainability, but are taking action themselves and bringing others on board in the process. Some of the respondents were also very aware of the links between ESD and other significant societal issues, such as the ‘Bubble-Wrap Kids’ described by Cadzow (2004). This brought in the aspect of social sustainability and quality of life issues with green sustainability.

In many respects, most of the respondents were almost working ‘double time’ to make sure they gave green sustainability the priority they felt it deserved, whilst still dealing with all the ‘conventional’ issues and challenges of school life. This means they are not merely delivering the imperatives of the prevailing system, but also actively creating a different one at ground level. Fullan (2004) and Bottery (1998) pointed out the need for ‘moral leaders’ not to wait for the system to ‘get its act together’ and to work with like-minded people to change it from within (echoing the Transition Town point made above). Their willingness to do this may stem from a value system which

does not demarcate as rigidly as others their school life from their non-school life. This in itself marks out their green credentials because it rejects the artificial distinction between the Human and Natural Economies highlighted by Parkin (2009) and Webster and Johnson (2008).

### **The Value of Values**

All the above points to a leader having strong core values on which to base their whole life, not just their working life. As we have seen, this rejects the dualism of existence and of anthropomorphic and masculine competitive paradigms. Instead, it relies upon the leader to maintain their spiritual perspective and values in the face of constantly changing circumstances. As discussed in Chapter 6, spiritual in this case can be within secular as well as religious frames of reference. This fits the thinking which describes the demise of the Grand Narrative, whereby small groups or individuals work on a tactical basis to achieve a particular objective which would be an inventive way of disseminating and creating knowledge. An example of the demise of a Grand Narrative was the collapse of Communist states in Eastern Europe. They did not fall in a violent revolution; they simply disintegrated because the population ceased to believe in the Grand Narrative. This might be at the core of what a Green Leader could facilitate.

According to the Lyotard School of Postmodernism and advocated by Usher (1996), this breakdown in the belief of Grand Narratives has given rise to a new way of researching and dealing with knowledge. So perhaps this is what this study is observing and indeed using as part of its research process. From this perspective the more 'bright green' respondents are not so much swimming against the tide, rather they are swimming in another channel to progress the 'Green' cause. In the process, the Standards Agenda is not discounted because their positions as head teachers depend upon them delivering this successfully. However, they are delivering easily measurable outcomes through the use of a Creative Curriculum which is underpinned by ESD. The respondents were, therefore not subverting the system, but using it as means to their own ends. This can be seen as the reverse of what the DCSF *et al* are doing with ESD.

There is more than a touch of the Green Machiavellian and 'Arnoldian' models at work here, which is nurtured by a strong personal belief system. This belies some of the recommendations from NCSL that part of the distributed model of leadership should be to develop a shared ethos through a *collective process*. Although this probably happens, one should ask how much the respondents' own ethos sets the scene for this process and from where this emanates. As pointed out in Chapter 2, it is doubtful whether a head teacher would allow an ethos to develop in which they did not believe. Perhaps unlike many of the respondents, if a head teacher did not have a strong personal ethos, then perhaps they would obtain an 'off the shelf' one via NCSL, or simply adopt the Standards led agenda from DCSF. It should be noted that despite Green Machiavellian emphasis on charisma, power and scheming, it is also laced with 'eco-sensitivity' (Hanson and Middleton, 2000) and the urge to embed sustainability as a benevolent rather than self-seeking gratuitous act. Benevolence is not a term much used in professional circles these days, but it has connotations with a professional person wishing to do the 'right thing' out of sense of duty.



It is important to stress that the 'Green' value system is not just a series of disembodied ideals as witnessed by the respondents' practical applications of greenness in their home lives and in the comprehensive coverage of the '8-Doorways' in their schools. This way of thinking confounds the deprofessionalisation of the teaching profession, as highlighted by Bottery (1998), because the respondents actively pursue an agenda which is not part of mainstream thinking 'dictated' from above. As a result, their power relationship with the prevailing system is much improved and in some instances organisations, such as NCSL, actively seek them out for consultancy. It also fits the 'Public Service with a moral purpose' identified by Fullan (2004) and aspects of 'servant leadership' (Greenleaf, 1977) and complies with Jackson (2007)'s notion that to embed sustainability, schools needed an 'open, deregulated creative approach'. Much of this complies with a 1950's notion of professional traits; namely Expertise, Altruism and Autonomy (Bottery, 1998). It also corresponds to Bottery's notion of the 'Ethical Dialectician' with a strong 'internal moral compass'.

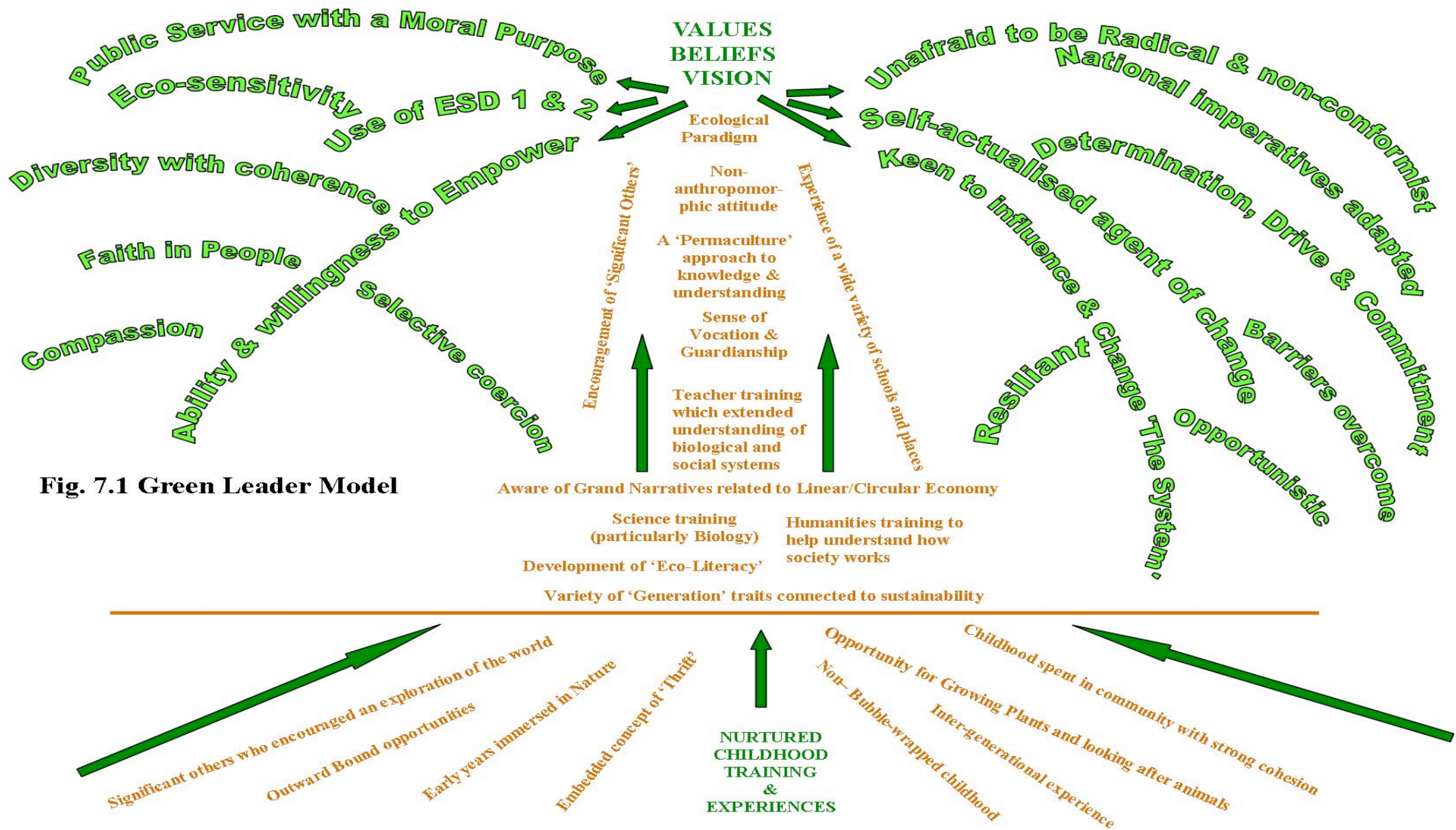
As discussed in Chapter 6, some respondents had strong elements of ESD1 and ESD 2 (Ch. 2, p.24) in their practices which may have enabled them to take ESD to levels not usually achieved by school leaders. This related to their strong value systems and extensive knowledge of the issues. The ESD 2 paradigm is probably the easiest to criticise, as a school which allows its pupils to actively debate environmental matters and to question the status quo of the linear economy, could be accused of a type of eco-indoctrination if this encouragement pushed the issues from 'Lite Green' to 'Bright Green'. Once again, some of this fits the Green Machiavellian model.

### **Green Leader Model Revealed**

As befitting the subject matter, the model in Fig. 7.1 below is based on organic/ecological principles. It can be seen as a type of holistic 'Permaculture' model as featured in Chapter 1, distilled from the strongest green sustainability values, traits and actions of the respondents in the empirical study, along with ideas from the Green Movement/Post-modern literature. It shows how these origins influenced leadership values and beliefs and how these are manifested at school level. The word 'nurture' is used to emphasise how the eco-experiences build up over time and culminate with the values and beliefs that are at the core of Green Leaders' working and non-working lives and which underpin the ethos of their schools. It shows how these experiences continue to nurture Green leaders in the same way the roots of a plant nurture the shoots. The origin of this nurture springs from early childhood experiences in the countryside and from the interaction with a caring and cohesive community which itself was socially sustainable and within it practiced many green sustainability activities such as vegetable growing. This also involved a close interaction with grandparents so that generational attitudes such as thrift were passed on. Pre and post teaching training reinforced all this, along with the influence from professionals and schools holding an eco-ethos. Some of this stemmed from a Plowdenesque creative approach to the curriculum.

The whole model stems from and revolves around the values of the individual head teacher leader. In order to be true to these values, certain traits need to be present, particularly personal courage and the willingness to operate outside the parameters of conventional thinking and operations which are prescribed and proscribed by national

education bodies. Basically, the Green Leader does not see green sustainability as a take it or leave it non-statutory option, rather as an all important central *modus operandi* for schools and wider society. There is a conjunction between a Green Leader's 'life' values with their 'work' values, thus blurring the dichotomy identified between the linear economy and the circular economy, otherwise described as the Human World and the Natural World.



**Fig. 7.1 Green Leader Model**

Taking everything into account, the type of Green Leader described here might equally be labelled 'Post Modern Leader' i.e. one who appreciates that green sustainability requires a different perspective on society and the way it functions and which offers an alternative leadership perspective. With this in mind, the Green Leader model seeks to define how much priority is given to green sustainability when leaders undertake their roles and what the underlying reasons are for any given level of priority. It is *not* paying homage to a sometimes romanticised, anti-modern, pre-industrial utopia as epitomised by the 'Back-to-the-Land' movement (Jacob, 1997) or the 'Flower Power' counter culture of the 1960s.

The ultimate Green Leader would enable his or her school and community to minimise their carbon release and rates of general consumption to levels of neutrality which could be quantitatively measured. At the very least the school would need to run as a mini-'Circular Economy'

### **Distributed Leadership, 'valued', but not a value in itself**

Once it had been established that the main pillar of the Green Leader would be his or her 'Green' value system and associated beliefs, the investigation of Distributed Leadership became sidelined. This was reinforced by the apparent non-distributive characteristics of many of the respondents, particularly those which were shared with 'Hero' and 'Charismatic' models. However, it was valuable to seek definitions of distributed leadership, not to discredit it, but to definitely place it in the category of leadership *strategies*, rather than leadership *values*. 'Valuing' distributed leadership was a separate issue. Undoubtedly all the respondents valued and used distributed techniques, but this was to deliver their ethos in a tangible form, it was not the basis of it. The literature also showed that the label 'Distributed Leadership' has a wide range of interpretations and applications and this in itself can make it less straightforward than other normative models.

Although some of the featured heads teachers might be labelled 'charismatic', 'transformational' and 'transparent' in terms of their traits, they appeared to build upon these to engage all school stakeholders in a distributed fashion. It also appeared that they were using a variety of other leadership styles befitting the task, thus complying with the arguments of Bush (2005), Spillane (2006) and Grom (2009), who emphasised that any model needed to be contextual. As mentioned earlier, this type of understanding also helps to differentiate between the concepts of Green Leader and Green Leadership.

Even from the head teacher focus group research by Jackson (2007), one can interpret the evidence as showing more formal models of leadership which do not necessarily lead to distributed practice- including aspects of 'Hero Headship' (Price Waterhouse Coopers, 2007, p. 2) This type of leadership is increasingly criticised by contemporary writers who think that 'fixating on the Heroic Leader' (Spillane, 2006, p.5) detracts from the value of the collaborative process engendered by the distributed model. But perhaps today there is a 'fixation' on Distributed models and that an additional set of qualities based on leadership persona is needed, rather than just top down disseminated strategies for Authentic/Distributed Leadership. This might be necessary to banish any 'Greenwash'; whereby 'greenism' is at the heart of the Influencing, Values and Vision process (Bush 2005- see Ch.2, p.32) and linked to a desire by the

leader to ‘purposefully drive’ the green agenda. All this undertaken whilst empowering others to do the same thing with everyone embracing the traits of resilience, risk-taking and flexibility, thus avoiding:

sustainable development...[being] an oxymoron, as long as ‘development’ implies increasing the extraction rates of raw materials from wild nature...[this means that] sustainable development is just economic growth dressed up in the language of deliberate obfuscation, used knowingly or not by those who care nothing for the Earth in order to fool us into thinking that they are taking her concerns seriously (Harding, 2006, p. 232).

### **New perspectives from the top down**

NCSL are also starting to look at things from a different perspective. On the 9<sup>th</sup> January 2009 at NCSL’s London office, along with a few other Head Teachers, the researcher attended a ‘Think Tank’. It included, amongst others, Professor David Hopkins, Jonathan Porritt from the government Sustainable Development Commission and key decision makers from NCSL, Ofsted, TDA and DCSF and a few other representatives from influential education NGOs. This was to start a process to meld the models of Leadership for Sustainability with Sustainable Leadership. Much of the discussion centred round how ESD should be at the heart of education for its own sake, rather than being a servant for other initiatives. The model of leadership being described was certainly an extension and adaptation of the present paradigms associated with Leadership for Sustainability.

Perhaps this is where the Green Leadership model described here can most usefully add to the discussion. If this is the case, an important question will be how can we create more Green leaders in the diminishing time left before we reach a tipping point of environmental catastrophe? A story from the economist EJ Mishan as quoted by Simms (2009, p.26) sums up the current situation. It was told in the 1960’s in response to critics of his attack on the costs of economic growth. Now as then it was heresy to question economic growth.

A man falling from a 100-story building will survive the first 99 storeys unscathed. Were he as sanguine as our technocrats, his confidence would grow with the number of storeys he passed on his downward flight and would be at a maximum just before his free-fall abruptly halted.

Another thought from the 1960’s is also pertinent at this point. It comes from the aforementioned Plowden Report and was trying to answer the question about what aims and objectives England’s primary schools should have.

One obvious purpose is to fit children for the society into which they will grow up. To do this successfully it is necessary to predict what that society will be like. It will certainly be one marked by rapid and far reaching economic and social change. It is likely to be dominated by majorities and with more leisure for all; more people will be called upon to change their occupation. About such a society we can be both

hopeful and fearful. We can hope it will care for all its members, for the old as well as the young, for the handicapped as well as the gifted, for the deviant as well as the conformer, and that it will create an environment which is stimulating, honest and tolerant. We can fear that it will be much engrossed with the pursuit of material wealth, too hostile to minorities, too dominated by mass opinion and too uncertain of its values (Plowden, 1967, p. 185).

These are prophetic words and apply as much today as when they were originally written. The report was emphasising the need for a child-centred primary school system inhabited by highly skilled, autonomous teachers and other learning professionals. It would be values led, intent on creating learners for life, which included ways of being a responsible and accountable citizen. The Eco-values led Green Leader model may be well fitted to this sort of approach. In the absence of it, the Green Leader will have to show more resolve to adhere to green sustainability principles.

## **Conclusion**

As we have seen, the Green Leader model links to the Green Movement and a Post Modern perspective (and is partially a product of the literature pertaining to these). It did not appear that any of the respondents were aware of these links explicitly, as they did not mention them in the terms of the literature featured here. The characteristics of the Green Leader model does not make it necessary for such leaders to subscribe to these affiliations. However, if the model is to be used to create more Green Leaders, then it may have to shift from a little narrative anti-foundational paradigm to a grand narrative foundational paradigm. How this paradox is managed would itself make an interesting study.

Whatever leadership model is most appropriate in primary schools or anywhere else, perhaps the following should be considered:

The world is not indefinitely large. We cannot simply hurl ourselves at it with the abandon of the past 10 000 years...[which]...has allowed the most exploitative-experimental people to rise inexorably if fitfully to the top, [and] has ceased to be appropriate. Yet our economies are geared to the exploitative-experimental approach and so are our political systems. So all of a sudden, or so it seems, our political and social institutions and philosophies are out of synch with the biological and physical realities of the planet. It might be unrealistic to devise new systems that are radically different, with a radically different motivation; but if we do not do this we cannot seriously contemplate long-term survival (Tudge, 1996, p. 342).

Although having a comprehensive coverage of the 8 Doorways is very creditable, it illustrates that the criteria for greenness are very wide and therefore this does not help to define what 'Green Sustainability' should look like in the school context e.g. should it be carbon neutral or even carbon negative? Should it take into account how staff get to school or how the school procures all its resources down to the last paperclip? Where loose criteria operate, there is more room for interpretation and

reflects the loose thinking in this area of education. This is in contrast to the Standards Agenda. Perhaps more statutory quantitative measures are necessary for ESD, so that it is more valued as an issue in education. This is counter-intuitive to a Post-modern/Green way of thinking, but once again considers the lack of time for incremental change and taps into the Green Machiavellian side of the Green Leader model.

Quality of life issues have also been raised in the context of this dissertation. If Layard (2003) is to be believed, after a certain level of income, further consumption does not equate to greater happiness. This is a further argument for reducing consumption and needing an education system which works on this premise. This would include:

relatedness, transcendence, rootedness, sense of identity, morality based on realistic rather than mythical ideas, and first hand experiences rather than depersonalised, second-hand living that is so common in our society (Fromm, cited in James, 2008, p.51-52).

This definition would also fit very well with the sort of primary curriculum described by Plowden (1967).

Another societal issue pertinent to this dissertation, is the relationship between individuals and society. Some of the respondents spoke of the qualities of their upbringing in terms of being part of a supportive community. This emphasised the belief that:

Communities draw on interpersonal bonds to encourage members to abide by shared values, such as “Do not throw your rubbish out of the window” and “Mind the children when you drive”. Communities gently chastise those who violate shared moral norms and express approbation for those who abide by them. They turn to the state when all else fails (Etzioni, 1995, p.14).

This is in contrast with the ‘politics of behaviour’ which has:

fostered individualism and materialism, which promotes ‘I want’ attitudes. This encourages citizens to see themselves as being in competition with others who become obstacles in the path of the pursuit of happiness (Turnbull and Blomfield (2007).

So, perhaps the Green leader model and the values which underlie it, is needed in some shape or form in all areas of society, or indeed to revisit the idea that the development of society as a concept is just as important as individual choice.

If, as most scientists think, we are in an environmental free-fall, then surely the education system at least should be mobilised to do something about it.

All education springs from images of the future and all education creates images of the future. Thus all education, whether so intended or not, is a preparation for the future. Unless we understand the future

for which we are preparing we may do tragic damage to those we teach (Toffler, 1974, cover, cited in Hicks, 2002, p.14).

The Big Issue highlighted by this dissertation is that we probably *do* understand the future (at least biological and climate scientists do), but that we have our metaphorical heads in the sands as the environmental crisis Landrover approaches. If nothing else, a precautionary principle should apply, therefore making green sustainability a central part of the education system- in the same way that gas-masks were distributed to every child in school during the Second World War and the drug Tamiflu was made available for every citizen to combat Swine flu. Apart for the Linear Economy imperative, perhaps the main obstacle to implementing green sustainability into the curriculum is that social scientists have not been engaged in the discussion and therefore there is a gap in thinking in this area. This in itself may have something to do with academic silos, but this is an issue too far for this dissertation.

Lovelock's Gaia theory says that the whole planet is a self-sustaining organism. If its bio-chemical composition continues to change, then there may be no place for Humans. If one is optimistic, then one can see the emergence of Green Leaders in all walks of life as the planet's way of stabilising and then reversing the damaging forces. However any Green Leader model advocated could be seen as the imposition of an 'absolute truth', which places it in the realm of 'Foundational' and Machiavellian thinking. But, once again, it should be emphasised that if we *really are* facing an environmental crisis with little time for an evolutionary approach, perhaps it fits the times where transformation has to be fast.

### **Limitations of the Research**

As discussed in Chapter 6, p.105-8, there needs to be circumspection when relating the findings of a small-scale research undertaking as featured in this dissertation, to larger areas of leadership policy and practice. There is not necessarily a fractal relationship between smaller and larger parts of the same system- in this case the education system. An analogy to this is the way that the quantum world does not necessarily comply with physical laws at a larger scale and vice versa. One definitely affects the other, but this relationship is difficult to define and interpret. In the light of this, the rest of this section deals with these limitations in more detail.

Although the leaders of the eight case study schools had definite commonalities in terms of their backgrounds, beliefs and ways of working, they cannot be said to represent a definite sub-group purely because of the small number under study. Even within this small group there were sufficient variations to merit much more in-depth investigation, before even contemplating a more wide-ranging study.

Apart from all holding the Green Flag accreditation, the Head Teacher group was selected for the convenience of the researcher, albeit that this was bound up in the desire to conduct the research to minimise a carbon footprint. The practicalities also dictated that the researcher, who is a full-time head Teacher, had to select schools for study as near to his home or place of work as possible. These considerations meant that there was no other process of selection employed. This in itself ruled out criteria such as size of school, socio-economic circumstances of school catchment area, school attainment results compared to bench-marked local and national results, age of



Head Teacher, and Head Teacher gender. All of these and many other possible criteria may have had a bearing on the interpreted greenness of primary school leaders.

With all case study research, it must be borne in mind that often one is looking at a situation during a relatively short period of time. The research here was in this category and again for reasons of time constraint, could not have a longitudinal element. As a result, it could not take into account the relative stage of the 'green' developments of the respective schools, or whether the present developments were sustainable and dependent on the particular school Head Teacher. Although they had the same Green Flag accreditation, this in itself was judged on a 'moment in time' and has been criticised for being an exercise in 'ticking boxes'.

The authorial affiliation to the Green Movement meant that the basis of the methodology and the eventual findings of this dissertation could never be based on a dispassionate or disinterested interpretation. This is compounded by the fact that the research was undertaken by a solo researcher. Although these short-comings have been acknowledged within the preceding chapters and efforts made to make the methodology transparent, it was always going to be a largely unresolved issue. Added to the other short-comings, it makes it easier for critics to dismiss the findings and the associated Green Leader model.

The Post-modern perspective linked to 'Greenism' also posed potential difficulties. The main advantage was that it proved very useful to view things in a suitably *different* way and to challenge conventions. It also served to be cross-disciplinary i.e. melding arguments from natural and social scientific fields of study, thus opening up new areas of investigation and accompanying methodologies, not restricted by academic silos. This also conforms to the 'Systems' approach, whereby the relationship between phenomena are deemed to be just as important as an individual phenomenon. However, this created a number of problems; the main one being of perhaps not making the context of the research suitably specific. For the size and scope of study, there were many component parts at the micro and macro levels into which causal relationships were inferred and argued. This can be seen as a weakness as well as a strength and certainly has the potential of making the work less academically credible.

One should certainly not automatically scale-up the findings of this type of dissertation to any other situation. However, it is hoped that by reading this work, it may spawn new discussions and research into a fascinating area of education leadership which has the potential to address some endemic environmental and societal problems in new ways.

## **Recommendations**

There needs to be a wide ranging discussion involving all professionals in the education service about what values, aims and objectives should be present in schools to address the environmental challenges of the future. The discussion should also include experts from the environmental sciences, social scientists and economics communities. All this would need an 'Ecological Paradigm' (Sterling, 2001- see Ch.2, p.25) and the engagement of people who really understand this, who at present

seem to be scattered throughout academia. From this, new priorities should emerge for fast-tracked education research into this area, so that programmes of training for all education professionals and new ways of developing curriculum frameworks could be put in place. Note, not a definitive curriculum, but professionals who were empowered and skilled to produce appropriate curriculums suited for their location (given that the remit for these would be to aim toward green sustainability in its widest sense). Local authorities would need to engage with this process to facilitate the training and to participate in it themselves. This could include outside people from the Transition Town Movement and other environmental groups engaged in practical projects. Good practice from the EU could also be used in this context.

The above recommendation would not need a radical overhaul of the present education system. Head teachers in England already have a lot of autonomous power (more than most in the Developed World), despite the overarching accountability framework. If more Green Leader heads could be created through innovative training, then they could operate like some of the respondents in this dissertation to very good effect in terms of easily measurable standards as well as green sustainability. This would probably be contingent on the fast-tracked research making the links between ESD and Standards more definitive. The NCSL 'communities of practice' and 'leadership hubs' could be mobilised to cascade Green leadership training in a 'pyramid selling' type way so that 22,000 school leaders could be brought on board as quickly as possible.

The existing Surestart/Extended Services in which all schools play a leading role, could be harnessed to ESD to better effect. This would mean mobilising the Eight Doorways more comprehensively through the avenues of Campus and Community, thus influencing people in the locality far more in the ways of sustainable living. This could provide stronger links between groups which already operate in a sustainable way e.g. Farmer's Markets, Skill-sharing schemes, Allotment societies, Recycling and Re-using groups and the aforementioned Transition Town movements. There could be a very positive feed-back loop to the school curriculum, whereby children were active participants with all this community involvement.

All the above could be legitimised if each school which came on board made sure they filled out an Ofsted S3 framework. If Ofsted saw more of these during inspections, the resulting on-going feedback to DCFS and the annual Ofsted report, would hopefully reflect the success of the Green Leader approach. These 'Swamp' stories (see Ch. 6, p.107) of success might have an impact on political and strategic thinking to the extent that this approach was seen as a 'Good Thing' which should be officially ratified and funded, thus illustrating a 'Little Narrative' influencing a 'Grand Narrative'.

With all these recommendations, there would be no need to reinvent the wheel. The knowledge, expertise and good professional practice is already there. It just needs to be developed and disseminated more widely.

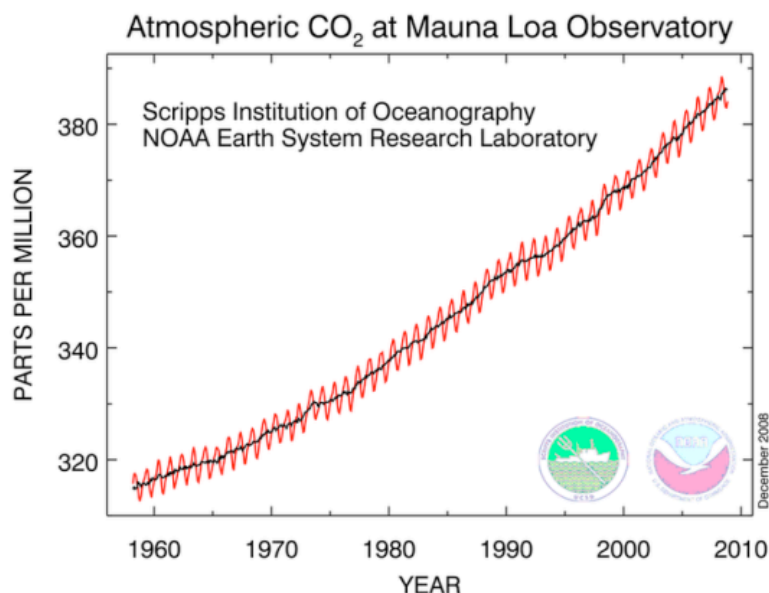
## Appendices

### Appendix 1

#### The Reality of Climate Change

Barely a day goes by without Climate Change and associated ecological degradation being highlighted in the news media and given added gravitas by prominent politicians, documentary makers, social and scientific commentators and sundry 'celebrities'. It is portrayed as a global issue which requires global action. The vast majority of scientists from a range of disciplines have concluded that 'Human Made' 'greenhouse gases' are increasing global temperatures to unprecedented levels, with potentially disastrous, if not cataclysmic, consequences. CO<sub>2</sub> levels at 380 parts per million are the highest they have been for 650 000 years (Stocker, T. 2005, p.116). Fig. 1.1 shows the rise of CO<sub>2</sub> the main 'greenhouse gas' from 1958-2006.

**Fig. 1.1**

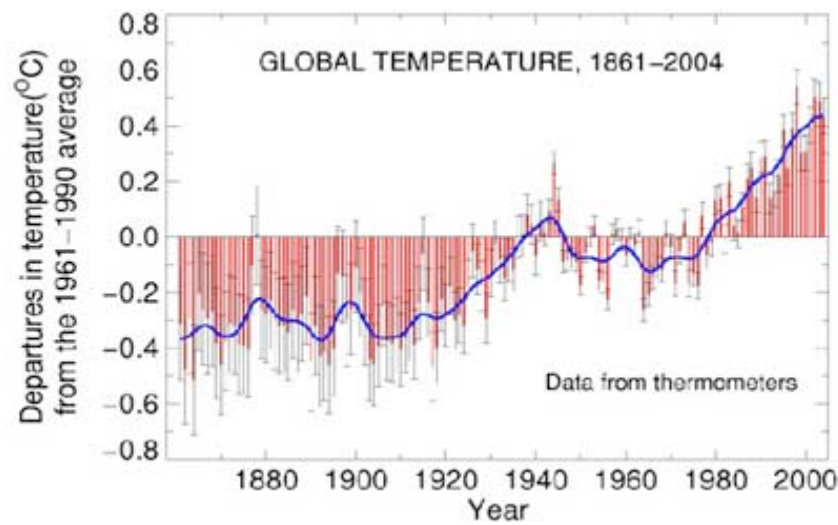


The red line indicates seasonal variations. The black line indicates the Mean

Source: Tans (2006)

Fig. 1.2 shows the rise in global air temperatures attributed to the rise in greenhouse gases based on data anomalous to mean temperature between 1961 and 1990.

**Fig.1.2** Rise in Global Air Temperatures attributed to the rise in Greenhouse Gases



Brohan *et al* (2006), p.111

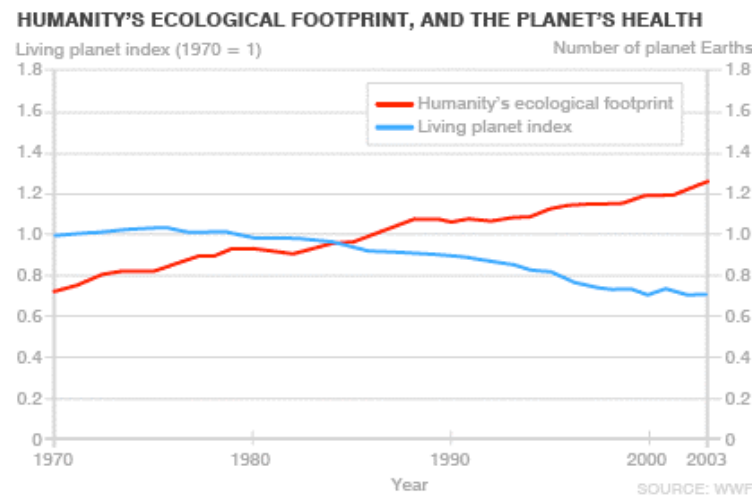
The Intergovernmental Panel on Climate Change (IPCC, 2007), backed the scientific consensus that rising CO<sub>2</sub> and other greenhouse gases was attributed mainly to Human activities. The IPCC Report (paraphrased below) said:

- Most of the observed increase in globally averaged temperatures since the mid-20th century is very likely due to the observed increase in anthropogenic (human) greenhouse gas concentrations.
- The probability that this is caused by natural climatic processes alone is less than 5%.
- Humanity has 8 years left (from 2008) to prevent the worst effects of global warming.

It is worth noting that the IPCC is an international body made up of leading scientists and government advisors from around the world. Its reports must reflect the consensus view of all its many contributors and has a reputation for being conservative.

Another way of showing how humanity's collective lifestyle is becoming ever more unsustainable features in Fig 1.3 below.

**Fig. 1.3**



Humanity's demand for resources is now outstripping supply by about 25%, as the growth of our ecological footprint shows. Meanwhile the health of the planet's ecosystems, measured by the living planet index, is falling, at "a rate unprecedented in human history," (WWF, 2008)

The above situation is being exacerbated by exponential population growth from about 6.7 billion people today, half of which already live in cities, rising to 9 billion by 2050 (U.N., 2008).

A study of 928 peer reviewed science articles randomly selected on global warming from the previous 10 years, analysed how many agreed or disagreed with the prevailing consensus view. About a quarter of the articles dealt with aspects of global warming that did not involve any discussion of the central elements of the consensus. Of the three quarters that did address these main points, none disagreed with the consensus (Oreskes, 2005). Alongside this, another study looked at newspaper articles about global warming in the New York Times, Washington Post, L.A. Times and the Wall Street Journal during the previous 14 years. Out of 636 articles, 53% expressed doubts over the causes of global warming. This serves to show the gap between the scientific knowledge base and that displayed to the general public. One may conclude from this that people, including some policy makers and school leaders, are less aware of the seriousness of global warming than they might be.

Despite the scientific consensus, there are still high profile writers who question the legitimacy, not of global warming itself, but of strategies to cope with it and specifically whether we should spend money coping with it. Some of these writers think that the possible effects are grossly exaggerated:

...we are wrong in making climate change our primary focus. We need to get our perspective back. There are many other and more pressing problems in the world where we can do much more good, for people who need it much more, ultimately with a higher degree of success (Lomborg, 2007, p. 6).

Lomborg cites a panel of top level economists, including four Nobel Laureates who drew up a table of global priorities. Out of the 17 priorities, climate change came in the last three (Copenhagen Consensus 2004). He also says that:

When people spend \$5 to offset a ton of CO<sub>2</sub> they do some good...But the same \$5 donated to a different organisation could have done \$200 worth of social good used for HIV/AIDS prevention (Lomborg, 2007, p. 227).

High profile proponents of Human-induced climate change such as former Vice President Al Gore, promote the idea that we are facing the end of civilisation if we do not deal with climate change in a radical way. From Lomborg's perspective this is a form of unacceptable 'Green Machiavellianism' (to be discussed in the next chapter). However, Lomborg as a 'sceptical environmentalist' represents a tiny minority view, which the rest of this chapter puts in perspective.

The international Bali conference of 2007 was an attempt to get a consensus for action from world leaders. This related directly to the need for people world-wide to live sustainably i.e. not to use natural resources faster than the planet's eco-system can replenish them. The policies agreed at Bali attempted to build upon the Kyoto protocol of 1997, the Rio Agenda 21 agreement of 1992 and the World Commission on Environment and Development (WCED) of 1987. The European Commission has a target of reducing EU carbon dioxide emissions by 21% against 2005 levels and aims for 20% of Europe's energy mix to come from renewable sources by the same deadline.

...the European Commission's mission, indeed its duty ...is to provide the right policy framework for transformation to a low carbon European economy and to continue to lead the international action to protect our planet...Tackling climate change is crucial to safeguard the future of our planet. It also brings major new opportunities for Europe. The Climate Action package seeks to ensure the sustainability of the planet, provide new business opportunities for European companies and to improve the security of energy supply by bringing about a shift towards renewable energies (Barroso, 2008).

Each of these international initiatives has influenced government policies world-wide and subsequent international agreements and legislation has started to affect the way civic society operates. These cover areas such as energy conservation, how materials are used and recycled, farming practices, adherence to Fair Trade and Human Rights principles and general economics. The Stern Report, commissioned by the Chancellor of the Exchequer Gordon Brown said that:

Above all, reducing the risks of climate change requires collective action. It requires co-operation between countries, through international frameworks that support the achievement of shared goals. It requires a partnership between the public and private sector, working with civil society and with individuals. It is still possible to avoid the worst impacts of climate change; but it requires strong and urgent collective action. Delay would be costly and dangerous.

(Stern, 2006, p.xxvii)

Throughout the report, Sir Nicholas Stern, a widely respected economist, said that the 'Business As Usual' (BAU) approach will not alleviate the impacts. From this it is unsurprising that the issue of climate change has filtered into systems of national education, with implications for school leadership.

## **Appendix 2**

### **Dualism and the subjugation of Nature**

Writers such as Abram (1997) attribute the dualistic tendencies of modern western people (and particularly the Anglo-Saxon culture) to subjugate nature as an aspect of ethnocentric bias which rejected the 'superstitious claptrap of heathen primitives' (Abram, 1997, p.9). The pre-Christian beliefs, based on animism, saw the natural world as a sensuous place which could sustain or extinguish human life according to how well one related to it. From this perception, hunter-gatherer humans saw themselves as sharing a 'living dream' with other living things and thus had a closer empathy to landscape and the non-human world. This empathy and superstition persisted and still persists today, despite the development of farming and industry. The presence of Yule logs and 'knocking on wood' are remnants of pagan ritual. Of course, one should not romanticise this, as much of this perception of the natural world was also based on fear and ignorance. However, as studies of indigenous people shows, they still have a great knowledge of natural systems which far outweigh most modern people.

Harding (2006) thinks that after the Reformation, the church and particularly the Protestant churches, reinforced the divide between humanity and the natural world and thus added to the duality expressed in terms of the linear versus circular economy described in Ch.2, p.21.

[The]...peculiar and complex syncretism between animism and Christianity held sway for about 1600 years, until the birth of modern science...The old Church had Christianised the ancient pagan religions, and still tolerated the animistic views of the majority of its congregation, but the Protestant revolution denied even this, and declared that God was detached from His physical creation, which was nothing more than a sinful, fallen realm that could be escaped upon death if one worked hard enough to deserve a place in heaven (Harding, 2006, p.25).

A post-modern/green values perspective challenges from writers such as Zimmerman (1994) and Tudge (2004) still think dualism dominates our society in a secular form.

The role of diversity is a central part of understanding why the natural world needs to be nurtured rather than mindlessly exploited. The work of Levine and Hillerishembers (2009) showed how creatures that filled very small eco-system niches were vital for the overall health of the system, not because of the importance in themselves, but rather their role in interacting with everything else. This reinforced earlier work by Scheffer, Carpenter, Foley, Folke and Walker (2001) who found that eco-systems

could suddenly crash if their overall health was not maintained and this depended upon the diversity being maintained. This meant that gradual erosion of the diversity was dangerous and that it was important to maintain the health of all parts of the system. This sort of ecological thinking is used as an argument against the incremental approach to addressing environmental problems i.e. we cannot afford to let too much of a diversity decline to set in for fear of reaching a sudden tipping point.

The importance of maintaining maximum diversity is in line with the theory of Gaia described in Chapter 3, p.43 which emphasises that literally countless interactions between living creatures with the non-living parts of the biosphere is how the Earth as a whole regulates the conditions for diverse life. A Bolivian indigenous leader said:

“The industrial process fragments society and Nature; it then creates bureaucracies to organise the fragments, and human laws to control them. Our challenge is to rebuild communities in which Pachamama [the living Earth] is understood as the primary source of law and order” (Hosken, 2008, p.15).

She goes on to say:

Climate change reflects the consequences of breaking these laws...the disorientation is at all levels of the Earth system...[and]...a symptom of a deeper malaise. Our fragmented thinking, which denies the primacy of the Earth as a source of life, is now our greatest impediment in meeting the challenge of the moment (Hosken, 2008, p.15).

This shows how the ancient knowledge of indigenous people is being revisited and reinterpreted by the community of Natural Scientists, which in turn is starting to be noticed by the Social Sciences as links start to be made between fundamental problems of modern society with the dislocation from the eco-system.

The agronomist Angela Cordeiro thinks that the knowledge of natural systems should be applied to the human economy.

Nature is the best example of networks of interactions, whether on the intracellular of living organisms or among species that live within a certain ecosystem. Developments in computer science open up the opportunity to investigate the properties of networks...Applying these concepts to the crisis humanity is facing- loss of bio-diversity, climate change, food insecurity, and so on- it is easy to conclude that we are suffering from ‘network disease’ (Cordeiro, p.22, 2008).

There are many other examples from the natural sciences suggesting that we re-acquaint ourselves with nature and alter our economy accordingly. This is why it is difficult to see why the education system has not been mobilised more fully to address this issue.

An essential component of the Gaian Renaissance is a Green Economy based on holistic principles that resonate with the natural



world of abundance. One of these principles is diversity in all its forms...A major threat to this diversity...is the substitution of bio-fuels for fossil fuels. This strategy caters to an unchanging pattern of consumerism in Western industrialised countries at the expense of habitat and species diversity... (Goodwin, 2008).

### Appendix 3.



Bowbridge Community Primary School  
Head Teacher David Dixon B.Ed.(Hons), M.Sc.  
Bailey Road  
Newark  
Nottinghamshire  
NG244EP  
Tel. (01636)680142 www.bowbridgeprimary.com

June 11<sup>th</sup> 2008

#### Developing a Green Leader Model

Our ref: telephone, June 11<sup>th</sup>, 2008

Dear \*\*\*\*

Thank you for agreeing to contribute to my doctoral research into 'Green Leadership'. You will be one of ten primary school head teachers involved, all of whom have been selected because their schools hold the nationally accredited 'Eco-School Green Flag' status. There has been very little research in this area and I think with your help, it has the potential to make a significant contribution to an understanding of it.

To accord with research protocols, I need your formal agreement to participate in this project and a form for this is provided at the end of this letter. I will collect this from you when I come to your school. Your agreement commits you to:

1. Completion of an emailed questionnaire.  
*This will take about 15-20 minutes and it would be most helpful to have this returned **at least a week** before the date of my visiting to interview you.*
2. An interview with myself at your school.  
*This will last about 1 hour and includes follow-up to your questionnaire data..*
3. Providing a copy of your school's prospectus and curriculum frameworks.  
*I would be grateful if these could be sent to me before my visit. If you have any electronic copies, these could be returned at the same time as your questionnaire.*
4. Calculating your family's carbon footprint using the website [www.climatecare.org](http://www.climatecare.org) (see 2.9 on the Questionnaire).
5. If possible, I would greatly appreciate a tour of the school by you, another member of staff, or children on the day of the interview.

Please note that this research has not been commissioned by any organisation or agency. Only my university tutor and I will be given access to the raw data you supply and it will be stored on protected IT hardware. At the time for disposal of records, all paper materials will be shredded and digital files erased. Your personal information will not be divulged or sold to anyone and your name will not be cited in reports on this research or in the final dissertation itself, without your personal permission. Your rights and responsibilities are in the Data Protection Act, 1998 and the research complies with the University of Lincoln's Code of Ethics for Researchers.

Everyone taking part in the research can choose to be anonymous (along with their schools). Please indicate your preference on the form below. I will provide you with a draft of the compiled information related to your school for you to check the accuracy and will change any factual errors following any feedback. If you have any queries about the above, do not hesitate to contact me.

So far, I have completed a literature review of 'green' perspectives related to school leadership. This will be part of my doctoral thesis and I will send you a summary of this on completion if you would like one.

Thank you once again for helping me in this endeavour.

Yours sincerely  
David Dixon



Doctoral research (Ed. D) into ‘Developing a Model for Green Leadership’  
undertaken by David Dixon, Ed. D. student at the University of Lincoln

Respondent Research Permission Form

Name\_\_\_\_\_ School\_\_\_\_\_

Date ‘Green Flag’ status attained\_\_\_\_\_

I agree to take part in David Dixon’s doctoral research as outlined in the letter above.  
I wish/do not wish\* to be anonymous in the dissertation and any related reports about  
the research.

Signed\_\_\_\_\_ Print Name\_\_\_\_\_

Date\_\_\_\_\_

\* please delete as applicable

## Appendix 4.

### Questionnaire

#### Green Leadership Questionnaire

#### **Section 1: Places in which you have lived**

- 1.1 Please indicate with an 'x' in which type of geographical area you mainly lived at various periods of your life. You can include more than one location in any particular age-band.

	Up to the age of 7 years old	7-11 years old	11-18 years old	18-25 years old	25 years +
Inner City					
City Suburb					
Industrial Town					
Market Town					
Large Village					
Small Village					
Hamlet					

Any further information you wish to add:

#### **Section 2: Formal Qualifications post-16 to present, career details and lifestyle details**

- 2.1 Please give details of your main qualifications with institution(s) attended.

Institution	Qualification(s)	Subject(s)	Date

2.2 Please list any training (after qualifying as a teacher) which you think has been particularly helpful to your professional practice and career. These can include conferences and school-based INSET.

Type of Training	Training provider	Date(s) and duration	Qualification (if any)

2.3 Please state any other job or career you had prior to becoming a Head Teacher.

Job/Career	Date(s)

2.4 Please state any parental leave, other period at home and any voluntary activities with dates.

	Date(s)
Parental Leave	
Any other period at home	
Voluntary Activities	

2.5 Why did you want to become a Head Teacher?

2.6 What aspect of your lifestyle do you think is the most 'Eco-friendly'?

2.7 What aspect of your lifestyle do you think is the least 'Eco-friendly'?

2.8 Have you worked out your family's 'carbon footprint'? If yes, which calculator did you use?

Yes

No ☐

2.9 Please work out your footprint using [www.climatecare.org](http://www.climatecare.org) . Work out the footprint from the following sections of the site (look for the buttons)



Sections	Carbon in kg/tonnes
Flight	
Car	
House	
<b>Total</b>	

### Section 3: Your School

3.1 Which people and/or events do you feel most influenced your decision to seek Green Flag status for your school?

3.2 What are the main reasons for wanting your school to be an 'Eco-School'?

3.3 Do you monitor the energy consumption of your school? If so, how is this done?

3.4 What are the main ways you get the school to Reuse, Reduce and Recycle?

Reuse:

Reduce:

Recycle:

3.5 Considering all the current pressures on school time, on a scale of 1 to 10 (10 being the most significant), how significant do you think Education for Sustainable Development (ESD) is in your school's curriculum?

3.6 Which current local or national initiatives do you consider help schools to be greener in terms of their curriculum and the way they are run?

3.7 What do you consider are the main barriers to making schools greener?

3.8 Do you have a governor with responsibility for green issues? If so, have they had any specialist training for this role?

3.9 Do you appoint members of staff who have an affinity with the Eco-school criteria? If so, please state any particular aspect(s) of importance.

**Thanks once again for providing this information. I will be following up some of your comments in our forthcoming interview.**

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