Leadership Practice:
an investigation of the perceptions of secondary school headteachers in South East England

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Abstract

This research has developed an alternative conceptual framework for school leadership which is context sensitive, practice oriented and centred on leadership for learning. The framework is construed on a set of practices which are considered to be optimal for leadership in a school and is based on three conceptual domains: leadership for pedagogical purpose; leadership for engagement; and leadership for empowerment. The three domains link sets of day to day leadership practices which inform pedagogical purpose; engage a wide constituency of others to be part of leadership practice; empowers this constituency to lead. At the centre of the constituency are the staff and students in the school, parents, school governors and a wide range of community stakeholders.

Developed through substantial debate of the context of secondary schools in England and a wide range of theories, models and perspectives of leadership, the framework was used to undertake an inquiry into headteacher perception of leadership practice in their schools, focusing on a sub-regional group of secondary headteachers in the South East of England. A sequential mixed methods procedure was used which allowed analysis and discussion of a combined and sequential data set. Exploratory factor analysis of questionnaire data, enriched by thematic analysis of interview data, enabled a framework for perceived leadership practice to be constructed and compared to the conceptual framework for leadership underpinning the research.

The findings indicate that despite some aspects of excellent leadership practice there may be limited practice in important aspects of leadership in the schools particularly with regard to leadership for engagement and leadership for empowerment. Significant sources of leadership practice available in staff, students, parents, other schools, and governing bodies are likely to be under-developed and under-deployed in most schools. Excessive accountability, both explicit and implicit, in the standards based school improvement processes driven by central government and the fundamental lack of trust which this implies creates barriers to the development of effective leadership practice.

The findings of this research suggest that headteachers appear trapped in their primacy and often feel unable to utilise the leadership resources available to them because of accountability in relation to their agency, the capacity of others to lead and the perceptions of others that leadership is in the sole provenance of the head. This thesis has shown that the headteacher's primacy in school leadership is crucially important to establishing leadership in the school which fosters learning and engages and empowers others. It is headteachers who will nurture leadership practice which is purposefully concerned to maximise student learning, fully engaging of all potential leadership resources and empowering other leaders, staff, students, parents and school governors to be part of the leadership of the school.

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Chapter One: Introduction - The Context of the Study

The purpose of this inquiry was to explore how secondary headteachers in Kent and Sussex Local Authorities in the South East of England perceive the leadership practice in their schools, and how this relates to an optimal set of leadership practices. The inquiry has two elements: a postal survey of perception through a Likert-style questionnaire and a more focused series of semi-structured interviews with individual headteachers.

The rationale underpinning the research is that headteachers have a pivotal position as influencers of leadership practice in their schools occupying the boundary position between the forces shaping the context in which the school operates and the leaders, teachers and students in the school. For these reasons the way headteachers perceive the leadership practice in their schools has been taken as the focus for the research. Southworth (2010:34) stresses the importance of the contextualisation of leadership, asserting that 'where you are affects what you do as a leader', and echoing the view put forward by Leithwood *et al*. (1999:4) that 'outstanding leadership is exquisitely sensitive to the context in which it is exercised'. Bottery (2004:1), when considering leadership development initiatives, refers to drivers for development as 'local culture and needs,' and an on-going variation in 'the balance of responsibility for such development between government, local authorities and academics'. At a later date Leithwood and Riehl go further in connecting theories of leadership to context, stating not only that 'contemporary theories of leadership cannot be separated from the context in which leadership is exerted', but also proposing that 'Leadership is contingent on the setting, the nature of the social organization, the goals being pursued, the individuals being involved, resources and timeframes and many other factors' (Leithwood and Riehl, 2003:9).

The current context of education in England has its roots in the Education Reform Act (ERA) (UK Government, 1988), described by Coulby (1988:1) 'as the most important governmental initiative in the education service of England and Wales since 1944'. He goes on to prophetically say, 'It has fundamentally and probably

irreversibly transformed the nature of state education'. Coulby (1988) argues that the ERA was the culmination of dissatisfaction with Local Education Authorities (LA) by central government and was aligned with an on-going erosion of teacher autonomy within a changing paradigm of teacher professionalism. The latter included the abolition of the Schools Council by Sir Keith Joseph and the creation of the Manpower Services Commission as an implementer and influencer of educational policy.

Since 1988 the educational context has been dominated by increasing central government control of education coupled with a growth in emphasis on local accountability. Increasingly schools have become instruments for the local delivery of nationally determined policy based on externally imposed criteria. Lawton (2012:103) in summarising the growth in centralisation describes the removal of LA powers and responsibilities , the moves to central control of the curriculum , assessment, higher education and teacher education combined with the centrally controlled inspection process as both relentless and '…disturbingly anti-democratic.'

In state secondary schools in England this centralised agenda and its pursuit have been among the dominant shapers of context. Discussion of this national context is key to understanding the local context within which the headteachers in this research formed their perceptions of leadership practice in their schools. Local shapers of context are important at the individual school level and aspects of these will be explored in the qualitative element of the research, to see how they might modify the effects of the central, nationally-driven context. The next section considers the effects and nature of increasing central control from 1988. This is followed by a consideration of the factors affecting context related to the period from 1997 to 2010. In 1997 there was a change of government and a period of substantially increased funding for schools. However, the expected relaxation of central control of policy did not appear and the period from 1997 to 2010 marked an on-going increase in the scale and range of policy formation. The final section of this chapter considers the substantive aim of the research and outlines the remainder of the study.

The 1988 Educational Reform Act and its legacy - the rise of central government control

The 1988 Education Reform Act (ERA) (UK Government, 1988) heralded a major shift towards significant central government control of state secondary schools. Strain (1998:113) defined ERA as 'the most radical recasting of the government of education since 1944', and claimed its purpose was to 'redefine the roles and responsibilities of partners in education ... as part of a broader reconstituting of the social and political order'. This echoed the view of Tomlinson (1992:48) who identified ERA as marking the change from a system run 'through broad legislative objectives, convention and consensus' to one 'based on contract and management'. The significant changes introduced by the act were Local Management of Schools (LMS), in which financial control was removed from Local Authorities and handed to headteachers and school governing bodies; a national curriculum based on key stages, each with a number of educational objectives for pupils aged 5 to 16; parental choice of schools; league tables publishing the examination results of schools; the establishment of grant maintained schools (GMS) which were removed from LA control and funded directly by central government.

This was a significant shift of responsibility away from LAs to individual schools. It increased both the number and scope of leadership and management tasks for headteachers and senior leaders. One of the last acts of the Tory administration which had engineered the 1988 Act was the privatisation of the inspection process, with Her Majesty's Inspectorate (HMI) being replaced by the Office for Standards in Education (Ofsted). The institution of full scale regular inspections for all schools was to prove to be a worrying and fearful experience for many teachers and a major factor in lowering the collective morale of the teaching workforce. Brighouse (1997:106) refers to a 'reign of terror' existing during the early years of Ofsted. The period from 1988 to 1996 saw a developing pressure on schools, their leaders and teachers, with the reforms described in an Association of Teachers and Lecturers' publication as flawed, punitive and engendering fear (Bayley, 1998). Bayley

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(1998:54) went on to say 'On a daily basis I encounter teachers driven by fear and a misplaced sense of over-commitment to work themselves into the ground'.

The suggestion is that this was a bleak period in terms of its effects on the teaching workforce, but there was another side to this time. Schools improved and were supported in improvement through Grants for Education Support and Training (GEST) and initiatives such as the Technical and Vocational Education Initiative (TVEI). The latter set up local networks and encouraged collaborative practice in secondary schools, with substantial funding for training, materials and curriculum reform. Grant Maintained Schools (GMS) were also a hotspot of relatively high morale and improving standards because they were free from LA control and bureaucracy, preferentially funded and supported directly for staff development and capital projects through additional special purpose grants. GMS heads embraced the additional leadership and management requirements and the freedoms that this brought with it. The erosion of the influence of LAs throughout this period is described by Riley (1998) who saw the 1993 Education Act as continuing the process of fragmentation and marginalisation of LAs started by the 1988 ERA, the result further increasing competitiveness between schools.

In national school performance benchmarks schools consistently did better, as evidenced by performance tables (DFE 2012a). Michael Barber, later to be Head of the Prime Minister's Delivery Unit, reveals a dichotomy reflecting that 'A sense of crisis pervades the Education Service' (Barber 1996:27) despite the most rapidly improving standards ever recorded. The reality of the times was that both leadership and teaching games had been raised and some of the players found wanting. Most had risen to the challenge and many exceeded it. What was lacking at the time was any sense of public recognition of the achievements, or praise for the successes, a lack implicit in Bangs *et al*.'s (2011) observation that:

> Studies undertaken at the time …) all support Brighouse's (1997:106) assertion that 'headteachers and teachers had had their confidence and self-esteem challenged at every turn'. (Bangs *et al.,* 2011:6)

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The arrival of the Labour Government of Tony Blair in 1997 was greeted with 'a flood of good will from the teaching profession' (Bangs *et al*. 2011:4) but this was short-lived, as a list of secondary schools considered to be failing was published after only three weeks in office. Bangs *et al*. (2011) reflect the dismay felt among teachers and also the belief that this would affect teacher support for Government reform.

1997 onwards - more Acts, more accountability

New Labour maintained the shift to central control; the scope and extent of demands were increased by subsequent Acts up to and including the Education and Skills Act (UK Government, 2008). Commencing with the School Standards and Framework Act (UK Government, 1998) which abolished Grant Maintained schools, nine of these acts had a substantial impact on the secondary curriculum, standardised national assessment, and secondary examinations (INCA, 2009). In addition to these education-specific acts other legislation, for example the Children Act 2004 (UK Government, 2004) and the associated *Every Child Matters* (DfES, 2004) agenda have had a significant effect on the demands of school leadership in English secondary schools.

Aligned with this widening of role and specific definition, everything was underpinned by a culture of statutory and non-statutory (advised) target setting. The target setting regime, which became universally applied to all aspects of working in government and local government, had its origin in the Literacy and Numeracy Strategies which set national targets for all primary schools and LAs. Target setting has possibly, above all else, complicated and cultivated conflict at all levels of school leadership; both individual teacher performance management and school level statutory targets are implicated.

In terms of teacher morale, the change of government in 1997 had little effect. As Bangs *et al*. (2011:34) assert 'By the end of their first decade in office there was little evidence to support the view that the feelings expressed by teachers towards the end of Conservative rule had been ameliorated'. The reality was that externally driven accountability had become more severe and extensive. The pressure on

teachers through inspection was continued and increased, and teacher autonomy continued to be eroded. Irrespective of the shades of government since the 1988 ERA there has been a relentless growth in the accountability-focused, target-driven requirements devised by central government in pursuit of externally defined standards. This accountability culture put increasing pressure on leaders; Harris (2003), reflecting on the resulting issues, referred to research undertaken by Day *et al*. (2000) into the effects of monitoring and scrutiny of schools:

> Headteachers now find themselves positioned uneasily between those outside of schools instigating and promoting changes and their own staff within schools who will ultimately have to deliver them. (Harris, 2003:13)

She expands this by considering a number of reform paradoxes that have the potential either to disable or complicate the leadership of schools. Most notable is the lack of independence in curriculum and staff accountability, which is set against independence in school management. Considering government's response to the perceived difficulty in managing headteachers, Hatcher (2001) outlines government strategies related to control mechanisms and the power of headteachers to implement performance management. Performance management was to further delineate the boundary between headteachers and their staff.

Performance Management and Workforce Reform
The Green Paper, *Teachers Meeting the Challenge of Change* (DfEE 1998), not only created the National College for School Leadership (NCSL), but also heralded a raft of performance related changes. These changes were manifold. They included threshold arrangements for performance related pay (PRP), performance management (PM), with the associated concept of a 'balance of pressure and support' and the creation of the English and Welsh General Teaching Councils (GTCs). The Teaching Awards - an Oscar-style celebration of teacher success - were conceived and implemented by Sir David Puttnam. Also part of these changes were the School Performance Award Scheme, the national Fast Track scheme for 'talented trainees and teachers' and, as a further check on standards the national

numeracy , literacy and ICT tests for all trainee teachers. Additionally, it proposed a professional development framework based on government training priorities, school priorities and the individual development needs of teachers, identified through appraisal. Appraisal and threshold arrangements have evolved into a highly refined system of performance management based on the *Revised Framework of Professional Standards for Teachers* (TDA 2008). All these innovations increased the range and scope of leadership tasks in relation to managing people and performance, creating a pre-determined national agenda to replace a locally informed and relevant agenda. There is little evidence that this has had a positive effect on teacher practice.

Graham Holley, Chief Executive of the Training and Development Agency (TDA), was unable to show a link between PM, PRP and improvements in teacher quality, claiming that 'It's too difficult to tell - no research that proves that - so many variables' and, with specific regard to PM, 'It's more anecdotal than systematic - more to do with compliance than culture' (Holley in Bangs et al.2011:55). Fourteen years after the Green Paper, Holley's views echoed the findings of research by Richardson, who concluded that 'individual performance related pay in the public sector has been, variously counterproductive, a "damp squib", occasionally, "a very modest success"' (Richardson, 1999:109). The related workload for senior leaders is huge, even with the support of electronic software solutions. The time taken for PM-related initial meetings, formal observations and review meetings is substantial. In some instances it places middle leaders, as well as senior leaders, in determinations about other teachers' pay with all the potential for divisiveness that this can entail.

Bottery (2004:87), in considering PRP and PM as control mechanisms to achieve government policy, sees three negative elements. First, 'distrust and demoralisation', the result of being '…constantly the objects of surveillance'. Secondly, a diversion from the true purposes of education in pursuit of '…stipulated targets and performativity'. Thirdly, a limiting of the development of meaningful learning communities by steering educators into becoming what Hargreaves (2003)

calls performance sects. For those leaders subscribing to and promoting full compliance with current PM and PRP requirements:

> Professional development becomes like being inducted into an evangelical sect where the message of pedagogical salvation is presented as a divine and universal truth. (Hargreaves, 2003:144)

Bottery (2004) warns against adopting values contrary to genuine learning organisations, such as pedagogical exclusivity, epistemological monopoly, and implementation obeisance. Teach this, teach it this way and do it without question is a blunt summary of the potential outcomes of compliant PRP-related PM schemes. At the extreme these schemes create a technical-rational approach to school management and effectively enfeeble the leadership element of the leadership and management spectrum; according to Bell and Bolam (2010) such a situation has the potential to undermine teacher professionalism.

All of these policy developments became part of a general thrust for workforce remodelling, initially promoted by *Professionalism and Trust – the Future of Teachers and Teaching* (Morris, 2002). Estelle Morris, the incumbent Minister for Education, referred to this as:

> The best piece of work I ever did, because it was actually saying that the vision had to be different ... the booklet was the rationale for fundamentally changing the workforce. (Estelle Morris in Bangs *et al*. 2011:60)

In the *Five Year Strategy for Children and Learners*, (DfES 2004a) workforce remodelling was explicitly expressed as a new professionalism, linking advancement and pay to Continuous Professional Development (CPD):

> workforce remodelling will usher in a new professionalism for teachers, in which career progression and financial rewards will go to those who are continually developing their own expertise. (DfES 2004a:66)

At the core of remodelling was the reduction of teachers' workloads by employing non-qualified staff to undertake a range of teaching support and non-teaching roles. Bell and Bolam (2010:95) claim the effect of this change in deployment of the workforce has been 'to shift the focus of teacher professionalism from autonomy and informed decision-making towards compliance and competition within a tight contractual framework'. Bangs *et al*. (2011) reflecting on the analysis of Graham Holley (2011) and the evidence from reports commissioned by the Department for Children, Schools and Families (DCSF) from Macbeath *et al*. (2006), Galton and Macbeath (2008) Blatchford *et al*. (2009) make a number of observations. First, the reports and analysis suggest no positive effect on standards from the deployment of support staff; if anything the effect on student progress was negative, both during and at the end of the school year. Secondly, the workload of leaders and secondary teachers has increased rather than decreased, because of the effects of other initiatives. Thirdly, the effect of workforce remodelling has required considerable restructuring and human resource management, extensive provision of retraining and training for realignment and methodologies for working in new teams. This latter observation is reinforced by Carter *et al*.'s (2010) academic analysis of the workforce agreement which refers to the 'managerialism' of teaching, where the work of teachers is tightly controlled by a few managers, with increased prominence in defining and monitoring teachers' work. In this framework teachers' work is highly structured, defined and enforced by school leaders.

School leaders themselves work in a context which is tightly controlled by central government policy and is challenging and demanding in its scale and range of tasks. Bell and Bolam crystallise these leaders' dilemma:

> how to manage the implementation of an onerous external change agenda whilst simultaneously acknowledging the role of teachers as professionals and trying to promote school-initiated improvement and the associated professional development. (Bell and Bolam, 2010:90)

This extends to the significant number of non-teaching staff now on the establishment of a school, irrespective of the success of workforce reforms.

Essential recognition, promotion and support of teacher professionalism can only be achieved if the leaders in question have the capacity and capability to recognise what Bell and Bolam (2010:106) describe as 'the ambiguities, dilemmas and ironies generated by legislation and the nature of schools as organisations'. The only way this capacity and leadership capability can be developed is through professional development and guided experience as a leader. The formal recognition of this by the government was the establishment of the National College for School Leadership (NCSL).

The National College of School Leadership (NCSL)

Many saw the creation of NCSL as part of a government strategy to create headteachers who were willing and supportive participants in government policy. Hatcher (2001:1) refers to this as the creation of ' "on-message" managers through the National College of School leadership (NCSL)'. Bangs *et al*. (2011) reflect this view, considering that the government's purpose was to influence school leadership, an aim which was to be achieved by creating a government agency which would overcome the aversion of school leaders to improvement driven processes such as inspection and accountability for student performance and 'turn them into its levers for improvement' (Bangs *et al*. 2011:57). They go on to say that while a key strategy for any government is the creation of pedagogic leaders who reflect an international aspiration, as recommended by Pont *et al*. (2008) in a study for the Organisation for Economic Co-operation and Development, 'Effective pedagogic leadership, however, requires governments to be confident in the skills and abilities of its leaders; which was self-evidently not the case' (Bangs *et al*. 2011:57).

Originating in government frustrations with reluctant headteachers, the resulting developments became a focus for the importance of leadership and the stimulus for growth in leadership development programmes, as Earley and Jones observe:

> In England, the surge in interest and standing of leadership development in education has been reflected in the expansion of

programmes designed by universities, local authorities, schools and others. (Earley and Jones, 2009:166)

They go on to refer to the creation of the NCSL in November 2000 and consider this a 'major impact on the significance attached to leadership development' (Earley and Jones, 2009:166). The momentum for the formation of the NCSL came from the Green Paper *Teachers Meeting the Challenge of Change* (DfEE, 1998). Bottery reflects on the functionality and 'corporate–implementer' role of the early NCSL; the initial prospectus for which was a 'framework ... about *training, about practical* issues, and about the enhancement of skills ... There was little focus upon the developing *education* of the leader' (Bottery, 2004:204). His stance changes to reflect changes in NCSL's approach in their *Annual Review of Research for 2003* (NCSL, 2004) which he describes as having some movement with regard to a shift from instrumental evaluation of programmes to programmes which were seated in the context of leadership and reflective of innovative practice (Bottery, 2004).

The development of the NCSL has continued, with a wide ranging and effective input to many different aspects of leadership development, not just for headteachers but for every level of teacher aspiring to leadership positions and for specialist support staff such as school bursars. Bush, reflecting upon international school leadership programmes, asserts with justification that 'The English National College for School Leadership (NCSL) has the most comprehensive provision' (Bush, 2010:113). Much of NCSL's recent work has been the exploration of different models of leadership: distributed leadership, networked leadership and a growing emphasis on the need for school based leadership development. Although its origins may have been as a government control mechanism, the NCSL has transcended this to become a world recognised centre for leadership development and an important contextual factor in leadership in English schools. Many headteachers in the sample in the current research will have had considerable input into their own and their staff's leadership development through NCSL programmes, or programmes sponsored and franchised by NCSL, and much research related to successful leadership has been undertaken on their behalf.

At this point in time the NCSL has survived the cull of the QUANGOs (quasi-autonomous non-governmental organisations) which was introduced by the Conservative/Liberal Democrat coalition government elected in May 2010, and seems to have a secure future; many other agencies supporting schools have, been closed as part of an economy drive in the face of a challenging economic situation. There has been no easing of accountability requirements in terms of statutory targets and, although lighter in touch, the school inspection process still appears to be a demanding and intimidating experience for schools. Performance tables have changed and are to shift further to a set of reported requirements which will be more difficult for schools to achieve and which may well have the effect of narrowing and removing curriculum relevance by diminishing the value of vocational courses. The further removal of LA powers is being aided by a rapid expansion in the number of schools designated as academies, which are free of LA control and some statutory requirements. The conclusion which follows links this developed and developing context to the research and ends with a summary of the research and an outline of the thesis.

Conclusion

In the second decade of the 21st century the context of school leadership in English secondary schools is both complex and dynamic. Many senior leaders in schools have been subject to continuing, highly demanding centrally-driven change since the Education Reform Act (UK Government, 1988). Many of these leaders and many teachers will have no experience of any other regime. Throughout this period the role of Local Authorities has changed as part of this central government drive, as have the many QUANGOs and similar bodies created to support it. These latter were drastically reduced or dispensed with as part of a new government agenda by the Public Bodies Act (UK Government, 2011). Throughout the period from 1988 various Acts of Parliament gave more power both to parents and governing bodies, and to other agencies. In developing the conceptual framework for the research in the next chapter some consideration of parental involvement and governing bodies will be undertaken. Similarly, the effect of local communities and local stakeholders is an important consideration and this is also an aspect of the research.

The early part of this section considered the work of Coulby (1988) on the erosion of teacher autonomy and the changes to teacher professionalism prior to the 1988 Act. Throughout the period since then the issue of teacher professionalism has, in one way or another, been at the core of reforms. Bell and Bolam (2010:97) contend that teacher professionalism is now 'a form of professionalism in which key educational decisions about what to teach, how to teach it, and when to assess are made elsewhere'. This implies a reduction in teacher individual professional agency and has considerable implications for the leadership capacity of schools, both now and in the future. There is strong argument that the creation through statute of broad and deep levels of target based accountability, limited curriculum freedom and a performance driven culture has challenged traditionally held views of teachers as professionals. As Bell and Bolam point out:

> leaders are confronted with a series of paradoxical expectations: think long term but deliver results now; innovate but avoid mistakes; be flexible but follow rules; collaborate but compete; delegate but retain control; share leadership but retain responsibility; encourage teamwork but assess individual performance. (Bell and Bolam, 2010:103)

This study aims to determine how headteachers perceive the reality of leadership practice in their schools.

Dimmock (2012:18) in considering leadership to meet the demands of the 21st century sees leadership and capacity building as synonymous, asserting that '…the essence of leadership is capacity building'. He reflects that this is driven by the need to sustain high performance and achieve the best outcomes for students; since maximised capacity building enables '… the best performance possible for schools in terms of school improvement and growth and development in student learning' (Dimmock, 2012:18). There is much descriptive and assumptive work in relation to leadership, focusing on how the capacity for leadership can be increased in schools and how particular aspects of capacity growth such as succession planning, developing new leaders, stakeholder voice, and in particular student voice, can be met, which will be discussed in detail in Chapter Two. It will be seen that while

research into transformational leadership, instructional leadership, Leadership for Learning (LfL), and what constitutes successful school leadership refers to capacity growth and sustainability, it does not link specific aspects of practice to either. In that sense, this research may provide an alternative, and hopefully enriching perception of school leadership practice in relation to leadership capacity growth.

Chapter Two continues the thesis with a review of the literature. Throughout the chapter connections are sought to a developing framework for leadership based on three domains of leadership: pedagogical purpose, engagement and empowerment. The first section discusses and defines school leadership as an overarching concept, develops a schematic for leadership influence and action and discusses leadership and power. This is followed by a discussion which outlines the three-domain conceptual framework for leadership used as a basis for formulation of the research questions and the construction of the research instruments. In the next section trait theory, behaviour theory and contingency theory are discussed, followed by a consideration of transformational and transactional leadership, and leadership and headship. A section on learning centred leadership leads into a discussion on shared leadership which includes leadership for capacity building. The conclusion summarises the relevant literature and draws it together into the final form of the conceptual framework for the research.

Chapter Three describes the research methodology, including a discussion of the mixed methods approach and of critical theory as the research paradigm. It continues with the discussion developing the framework from the literature review into focused research questions, an account of the research design, questionnaire construction, and statistical analysis, and a detailed description of how the research was carried out. It finishes with a discussion on reliability, validity and ethical considerations. Chapters Four, Five and Six describe and analyse the findings from the survey and the semi-structured interviews in relation to each of the three domains of the conceptual framework, in turn. It has been decided to present the results in this way to achieve more coherence and clarity in relation to the research questions. Chapter Seven is the conclusion to the thesis. It begins with a summary of the study and a detailed summary of the findings. This is followed by a discussion

based on a comparison between the headteacher perceived leadership practice and the conceptual framework for school leadership underpinning the research. Conclusions are drawn from this discussion which is followed by an evaluation and critique of the study. This includes consideration of the mixed method approach, the three domain conceptual framework and recommendations for future research. The chapter closes with a concluding statement.

Chapter Two: Literature Review

Introduction

The current research is an exploration of how secondary headteachers perceive the leadership practice in their schools. In order to achieve this a conceptual framework which enables the framing of research questions, research design, data collection and the analysis and interpretation of the results has been developed (Roberts, 2010). Anderson (1998) considers the need for a conceptual framework which accounts for the complexity of underlying concepts and the efficacy of subdividing concepts into components, to create shared meaning. In this chapter the nature of leadership is discussed through a consideration of the relevant literature, in order to enable the development of a conceptual framework for the analysis of school leadership practices.

The previous chapter included a detailed description and discussion of the context of secondary education in England, a major influence on leadership in English secondary schools. In this chapter different approaches to construing leadership are drawn together into a three-domain conceptual framework for interpreting school leadership practice: pedagogical purpose, engagement and empowerment. It is also important to establish what is meant by leadership practice, in terms of how it is developed and used in this study.

This chapter consists of six sections. The first discusses leadership, influence, action and power, beginning with establishing a working definition of leadership to be used for the research. It continues with an influence and action analysis of leadership as a process, in relation to influential theoretical approaches to defining or describing leadership. This section discusses leadership and power in detail, drawing out the differences between leadership as 'power over' and 'power to' (Sergiovanni, 2007); the potentially limiting factors of standardising agency (Gronn, 2003); the contractual nature of leadership which focuses on the headteacher; the need for distributing power more widely. Section two begins to develop the three-domain conceptual framework for leadership practice for the research. The three conceptual domains centre on leadership practice which facilitates: the pedagogical

purposes of a school; the engagement of a wide constituency of stakeholders in school leadership; the empowerment of other leaders, staff and students to lead. Section three discusses trait theory, behaviour theory contingency theory, and transformational and transactional approaches to leadership. This discussion links these aspects of leadership to the three domains of the conceptual framework This is followed by consideration of the pivotal position of the headteacher in school leadership through a discussion of relevant research in the UK, US, Australia and New Zealand.

 Section four focuses on theories concerned with Learning Centred Leadership (LCL) and through discussing instructional leadership, pedagogical leadership and the leadership for Learning project (LfL) expands the conceptual framework to include key points from these perspectives of school leadership. Section five centres on the discussion on shared leadership particularly in relation to building leadership capacity, distributing leadership and involving others such as students and parents in school leadership. . The conceptual framework is further developed as the review progresses and is honed in the concluding section of this review. All of the leadership descriptions considered contribute to the rich conceptual tapestry depicting the influences impacting on leadership and the actions or processes through which leadership is deployed. The following section considers the interaction between influence and action in this context and begins with a definition of leadership.

Leadership - influence, action and power

Leadership as an over-arching concept

A famous distinction between leaders and managers was made by Bennis and Nanus (1985:21) who see leaders as 'Doing the right things' and managers as 'Doing things right'. Leaders determine the purposes whilst managers enable the necessary empowerment and engagement. Acknowledging a difference between leadership and management Mullins (1999:255) contends that management requires leadership skills and that leadership can be viewed as a sub-set of management and as a special attribute, which can be distinguished from other aspects of

management. Bennis and Nanus (1985:21) express the view that 'Management controls, arranges, does things right; leadership unleashes energy, sets the vision so we do the right thing'. The implication is that leadership ensures that the goals and other sought-after outcomes are appropriate and that it requires good management to achieve them. This can be seen as a reciprocal relationship, in which management can be viewed either as a set of tools in the repertoire of a leader or a skill set in followers or sub-leaders, which leaders deploy in order to achieve organisational goals.

Glatter (1997:189) challenges the undertone that leadership has more 'goodness' than management and *vice versa*: 'Erecting this kind of dichotomy between something pure called "leadership" and something "dirty" called "management", or between values and purposes on the one hand and methods and skills on the other, would be disastrous'. Wright (2001) conceptualises school leadership and management differently, describing management as working to support leadership, while leadership is concerned with means, and management with ends. He raises concerns over a possible disenfranchisement of leadership, referring to the increase in what he terms 'bastard leadership' – leadership in name only with, in reality, the leadership dimension removed. Wright views this as a growth in managerialism under the guise of leadership, and believes that it could be crucially damaging to schools. Cuban (1988: xx) distinguishes transformational leadership and management regarding them as of equal importance 'I prize both managing and leading and attach no special value to either since different settings and times call for varied responses'. This latter view supports the precept that leaders need management skills, and managers need to exercise leadership. Law and Glover (2000) concur when considering the leadership, management and administrative functions for which school leaders are now accountable.

This chapter argues that in the current research leadership is a single concept with a number of dimensions which bring together leadership, management and administrative functions. The conceptual framework for the research is formed through discussion of relevant theory, models and perspectives of leadership. A theory is defined as a set of principles on which the practice of an activity is based

and a model is a depiction of how something happens or should happen and a perspective is a particular social construction. Tracy and Morrow, (2006: 9) assert that theory, model and perspective are terms which are used interchangeably. The stance taken in the current research is to use the terms as used by the originators of the theory, model or perspective. As the first stage in developing the conceptual framework for the research the next section develops a schematic of appropriate theories, models and perspectives.

An influence action schematic for school leadership

At the centre of leadership in a school resides the headteacher (Day *et al*., 2010). Headteachers, consciously or unconsciously, determine and mediate the influences which shape leadership in the school and how leadership is deployed in the school. This leadership practice can be thought of in terms of three conceptual domains. Leadership for pedagogical purpose which includes leadership practices which support learning and achievement. Leadership for engagement which includes practices which engages others in leadership and leadership for empowerment which facilitates and enables others to lead. In developing a conceptual framework for these three domains a number of leadership concepts, models, theories and perspectives are now discussed beginning with a construction of a schematic for school leadership.

 All the leadership theories, models or perspectives to be discussed can be considered either to influence the leadership which takes place, or the actions of the key leaders including, in most situations, the actions of the headteacher as the custodian of leadership power. The leadership of headteachers and the influence they exert on leadership in their schools is an interactive relationship influenced by the situations and context they find themselves, their ethical perspective, their personal traits, their behaviour and the behaviour of others in the school. Discussion of trait theory, contingency theory and situational models, and behaviour theory is relevant to the development of the conceptual framework for this research. Transformational and transactional leadership also need to be discussed because of their relevance to the standards driven, external demands on

schools and school leadership. The complexity of the task demanded by the latter and the on-going demand for improved student academic performance make shared leadership and learning-centred approaches to leadership important dimensions of any framework for viewing school leadership. Infusing all these leadership influences and actions, at both individual and group levels, is Emotional Intelligence (EI). EI centres on the need for leaders to be both personally and socially aware and as will be shown later in the chapter advances both trait theory and contingency theory to current relevance.
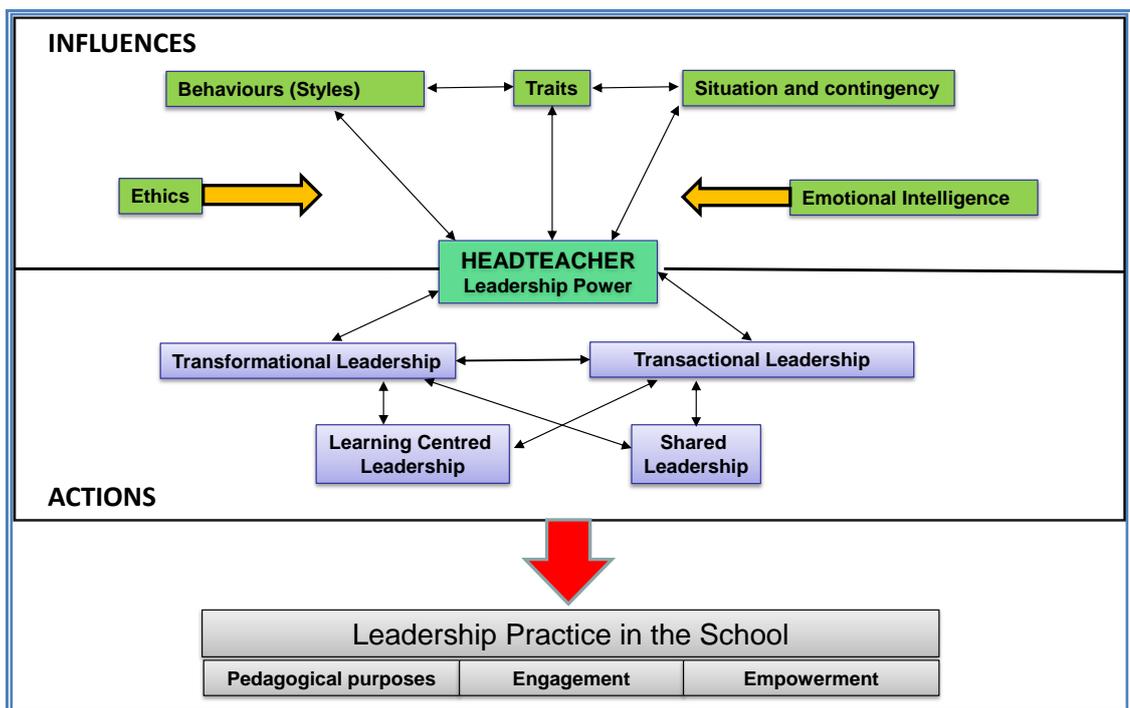
Figure 2.1 Influences and Actions Schematic for school leadership

Figure 2.1 represents these theories, models or perspectives on school leadership as either centred on influence or action. The headteacher is placed at the centre as the broker of leadership power. Behaviour, Trait and contingency theory and models derived from these theories can illuminate how headteachers are both influenced or influence others in the school. Ethics and EI theory also illuminate how heads might be influenced in the leadership they deploy or encourage in others. Transformational leadership in combination with transactional leadership are illuminating of the nature of leadership action in the school and link to learning centred leadership and shared leadership which can help define the scope and

range of leadership and its focus on purpose in a school. The schematic provides a reference point for the remainder of the chapter which develops the conceptual framework for the research.

All of the leadership constructs considered in the discussion to this point are about power, where power is the capacity to influence behaviour or attitudes (Yukl, 2010). Morrison (2009), discussing the centrality of power to understanding in education, suggests a lack of reflection on the nature of power:

> Given the centrality of power to our understanding of leadership there has been a relative paucity in its consideration by the field of ELM (*Educational Leadership and Management*) and associated research. (Morrison, 2009:57)

The schematic for school leadership (Fig 2.1) shows the headteacher at the centre as the broker of leadership power in the school. The view of leadership underpinning the research undertaken in this study, therefore, places leadership power at the centre as a unifying concept; the next section discusses this in detail.

Leadership and Power

Morrison (1998:21), states that 'Leaders implement their tasks and roles through the exercise of power' and goes on to argue for a shift from a 'coercive, blaming and bullying style of leadership' to 'an empowering view of leadership at all levels'. Sergiovanni (2007) discusses the importance of shifting from transactional to transformational leadership, the former being based on 'power-over' and the latter on 'power-to'. Power-over is 'controlling people and events so that things turn out the way the leader wants' (Sergiovanni, 2007:76). It reinforces hierarchy, transactional and psychological power plays to achieve domination and control. Power-to is concerned with 'how the power of leadership can help people become more successful, to accomplish what they think is important, to experience a greater sense of efficacy' (Sergiovanni, 2007:76).

Brunner (2002:696), in earlier work examining power in relation to social justice, defined power in terms of power-to which, in a similar vein to Sergiovanni (2007) is

about 'dominance, authority, control, influence, or power over others or things'). She defines power-with as a deployment of leader power which is 'co-active, collective, or co-creative' (Brunner, 2002:699) and sees this as leading to a predisposition 'to work with others to accomplish things through collaborative work' (Brunner, 2002:699).This latter is usefully considered alongside Sergiovanni's definition of power-to because the emphasis is on co–leadership rather than delegated or devolved leadership; this more accurately reflects the reality of leadership situations in which any decision to use approaches based on power-to or power-over is in the hands of the headteacher and other designated formal leaders.

Sergiovanni (2007:112) asserts that 'Sharing leadership, for example, implies that leadership belongs to a designated leader. It is the leader's choice to share or not to share'. Where much of the leadership activity in schools is mandated by nationally prescribed standards and contractually defined requirements, the choice is not a simple one. Gronn finds that in the language of standards in the UK and the US, principals are 'the agents of their employers (i.e., departments, ministries or school districts) and operate within an authority relationship with teachers' (Gronn, 2003:17). He argues that although contractual demands require work to be done, with the associated accountability, those contracts do not usually specify the ways in which this accountability is to be secured. Morrison observes that effective leaders are 'acutely aware of the micropolitics of the organization, and recognize that they have to bargain, negotiate and sell ideas instead of commanding practices by unilateral fiat' (Morrison, 1998:212). This represents a transactional reality and whilst school leaders need to be micro-politically aware and pragmatic in their use of power, a shift from power bargaining to empowerment is likely to be more effective.

Williams-Boyd (2002:127) defines a healthy school culture as 'mutuality, shared concern and care for educational success and the socio-emotional well-being of all of the school's students, staff and constituents'. She contends this can only be achieved through power-with approaches to leadership. Morrison sees leaders as using their positional power to enable empowerment as a key principle: 'Everyone

can contribute to the developing vision, everyone can lead by example, everyone can take on a leadership role' (Morrison, 1998:212).

The discussion on leadership and power affirms the importance of leadership power and the primacy of the head in a context of agency and standards. The positional power of the head is critical to developing collaborative power-with approaches to leadership. The influence and action of the head and other formally designated leaders determine the nature of the power culture underpinning leadership as either power-over or power-to; in practice it is likely to be a combination of both. While the leadership constituents outlined in the influence and action model (Figure 2.1) will be developed further later in the chapter, the next section begins to formulate the conceptual framework for the research. This is then followed by considerations of how the constituent elements of the model contribute to the developing framework for school leadership practice.

A three-domain conceptual framework for school leadership

The research in this study explores how headteachers perceive leadership practice in their schools and the conceptual framework for this research has been specifically developed for this purpose. As developed through discussion of the schematic for school leadership (Fig2.1), school leadership practice is construed in terms of three conceptual domains: pedagogical purpose, engagement and empowerment. *Purpose* is founded in a set of leadership practices which are focused on student learning, the shared vision underpinning this learning and the processes to facilitate it. *Engagement* is based on leadership practice which facilitates staff, students and others to achieve a high level of motivation and release their leadership, personal potential and creativity for the benefit of the school. *Empowerment* is constructed on a set of leadership practices which empower others to lead. These three domains together provide a framework for describing school. Each of these domains is discussed in turn, beginning with leadership practices for pedagogical purpose.

Pedagogical purpose

Much literature about leadership in schools makes only passing reference to schools as places whose primary function is promoting learning. Notable exceptions to this are the genres of educational leadership concerned with learning organisations, learning centred leadership (LCL) and instructional or pedagogical leadership. Lofthouse (1994:123) identifies 'an uneasy tension exists between the bureaucratic imperatives of schools as organizations and the learning opportunities and outcomes offered by them to students'. He argues that, despite these tensions, 'all schools exist primarily to provide all their pupils with quality learning experiences'. Dimmock (2012), considering the challenges and issues of school leadership, provides further analysis of the tensions within the role of school leaders. He refers to the dilemmas many leaders experience in deciding how to prioritize in a situation of role overload related to 'leading, managing and administering the teaching and learning programme, human and physical resources and financial management', with the addition of responsibility for social justice and networking with a very wide range of stakeholders (Dimmock, 2012:15).

Alexander links learning, the external challenges and effects in a holistic definition of   pedagogy as 'the performance of teaching together with the theories, beliefs, policies and controversies that inform and shape it' (Alexander. 2008:3). Hall and Murphy take this further:

> Pedagogy involves understanding ways of participating in practice, peoples' opportunities and lack of opportunities to participate, and the position people take up and are given within activity, opportunities and position, which in turn signal identities and emerging new ways of being in the world. (Hall and Murphy, 2008: ix)

These definitions reflect Bernstein's (2000:72) definition of pedagogy as 'a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria'. Pedagogical purpose is focused on teaching and learning which is influenced by theory, policy and belief and takes account of building processes which support teachers and learners in the teaching

and learning process. Additionally, it seeks to accommodate the conflicts and demands of policy influences. Stenhouse (1975) in considering curriculum development and referring to the work of Tyler (1949) expresses the view that the fundamental question of educational policy is about determining the educational purposes which schools should aspire to attain and links this to 'the betterment of schools through the improvement of teaching and learning' (Stenhouse, 1975:5).

The importance of leadership practice which not only works to support learning but does this through shared process is reinforced by Senge (1999) and Dempster (2009). Senge (1999:72) states strongly that 'Without a sustained process for building shared vision, there is no way for a school to articulate its sense of purpose'. In the absence of a shared vision stakeholders in a school may hold disparate personal visions which are counterproductive to both leadership and learning. Dempster (2009:22), in considering the Leadership for Learning (LfL) project, asserts that meaningful leadership is when there is comprehension and adaptation to the operational context in order to ' ...articulate and achieve shared intentions to enhance learning and the lives of learners.'

Together these arguments provide a conceptual outline of leadership for pedagogical purposes, which are predicated on a number of related constructs. Firstly the basis of teaching and learning is influenced by theory, policy and belief, with appropriate accommodation to the conflicts and demands of policy influences. Secondly, there is a shared vision and purpose, aiming for the betterment of schools and which takes account of building processes which support both teachers and learners in the teaching and learning process. Purposes are achieved through engaged leadership and engagement is considered in the next section.

Engagement

Engagement in the context of this research is about activating and promoting leadership as a resource and developing commitment to the purposes and empowerment processes at work in the school. The discussion begins with a consideration of the need to share leadership more widely and follows this through

with a consideration of leadership configuration and invitational leadership as a basis for engagement.

Gronn, discussing individual hero paradigms and their inability to meet current and likely future workplace demands, argues that there is a theoretical need to reconceptualise work environments as communities of practice, with multiple forms of leaders and leadership. Leadership is aligned to the practical need to meet the demands of work intensification through 'leadership teams and distributed leadership synergies' (Gronn, 2003:18). In a later work Gronn (2010) considers the idea of hybridisation of leadership, in which single and shared leadership coexist, and introduces the concept of 'leadership configuration' as a descriptor of leadership practices. He asserts 'Despite whatever normative understandings of leadership might recommend or prescribe, the reality of practice is that there is no right way to do leadership' (Gronn 2010:80). School leadership contexts are continually shifting with leadership configured to meet the requirements at the time. An important leadership capability is the ability to configure leadership appropriately.

Gronn (2010) distinguishes between leadership content knowledge (LCK) – knowing what to do – and leadership capability, being able to act on this knowledge. Sergiovanni (2007:113) expressed similar views when describing entitlement to lead as 'legitimised by expertise and commitment'. The reality of leadership practice in secondary schools in England is that, despite a high degree of regulation and a focus on standards, it is the prerogative of the headteacher to determine the degree to which to share leadership and how leadership should be shared. *The Guide to the Law for School Governors* (DFE, 2012b), *The National Standards for Headteachers* (DfES, 2004.b), and the *School Teachers' Review Body* guidelines (DFE, 2011.d) all reinforce the primacy and contractual responsibility of the headteacher to determine the way leadership is deployed in a school, the nature of leadership for engagement and the invitation to others to be involved in leadership.

Stoll and Fink (1996:112) contend 'The professional obligation of each leader is to choose to grow professionally' and state that this is achieved through on-going

knowledge acquisition and reflective practice. They go on to say that 'Through staff development activities, staff mobility, evolutionary planning and constant monitoring of the school's context the invitational leader helps the school to reinvent itself continually'. Invitational leadership is a key part of leadership for engagement as a conceptual domain for this research. The constructs underpinning the conceptual outline of leadership for engagement are the primacy of the head teacher, the notion of leadership hybridisation which accommodates a range of pragmatic leadership configurations, and underlying invitation to lead. Invitation is a process of engagement that also empowers staff through the engagement it promotes, establishing power-to or power-with and in doing so enables the essential process of empowerment to be established. Leadership for empowerment is discussed next.

Empowerment

Empowerment in the school situation is defined by Renihan and Renihan,1992:11) as 'giving teachers and students a share in important organisational decisions' which includes goal determination, establishing media for doing this, responding to input by staff and providing authentic leadership opportunities. This is the essence of leadership for empowerment and is in the power-to style (Sergiovanni, 2007) or power-with style (Brunner, 2002) previously discussed. Empowerment shifts leadership and associated power to others in the school community and away from the direct control of a single 'heroic' leader. Important to empowering others in the school are enabling professional growth and authentic leadership experiences. Lambert and Harris (2003:31) stress the importance of professional development to collaborative work and capacity building. They describe it in terms of 'observation and guided practice, coaching, skill-focused dialogue (talking through strategies and approaches) and training'. Law and Glover (2000) in the report of their research into Continuous Professional Development (CPD) observe that successful provision and personal achievement by the recipients is dependent on a number of factors. Provision and achievement are at their best when there is a shared value system, professional development is both valued and relevant, individuals have ownership, and the work and development environment is not stressful.

Research undertaken by the Centre for Organisational Research (COR) and discussed by Earley and Jones (2009) is in accord with Law and Glover's (2000) findings. Earley and Jones (2009:173) highlight the importance of authentic learning in which leaders 'take responsibility for planning and implementing their own learning experiences to meet their needs'. They identify three levels of development: 'self, team and organisation', with programmes of development set in a core purpose which is inclusively shared and communicated. COR also identified successful leadership development programmes as having a culture of inclusive access and multidisciplinary experience, schemes of mentoring, and effective use of technology and e-learning. O'Donoghue and Clarke (2010:98), refer to processes such as study groups, action research and mentoring as support for the promotion of leadership and learning. They link this leadership, stating 'As such, "leaderful" experiences can be transfused into teachers' work on a day-to-day basis'.

The core of these arguments for professional development is centred on planned, authentic experiences with shared ownership, shared purpose and relevance at the individual and school level. The related processes include: the opportunity to lead; bespoke training; observation and guidance; peer review, coaching and mentoring; effective use of technology and e-learning; research and reflective practice. Such a basis of professional development is both empowering and engaging of staff. The context of secondary schools in England has factors which can militate against this kind of engagement and empowerment of the school community.

Chapter one drew attention to the influence of central government on teacher professionalism, professional development, and performance management, all based on national standards under the guise of workforce remodelling. The thrust of the discussion was based on work of Richardson (1998), Bangs *et al*. (2010), Bell and Bolam (2010), Macbeath *et al*. (2006), Galton and Macbeath (2008), Blatchford *et al*. (2009),) and Carter *et al*. (2010). The argument emerging was that rather than enhancing teacher professionalism, the government-driven initiatives have shifted it to what Bell and Bolam describe as a type of professionalism where:

> competences are given priority over knowledge and understanding, compliance has priority over judgement, and continued professional

development for most teachers is largely limited to acquiring a tightly defined range of curriculum-specific skills. (Bell and Bolam, 2010:98)

This situation is unlikely to facilitate the empowerment and engagement of others in leadership. It runs counter to the need for knowledge and skills development, set in local context and predicated on shared values; counter to inclusive invitational discourse about the needs of the individual and the school. Furthermore it works against the system which, research and discussion suggest, is the basis of effective leadership practice for leadership capacity building. An aspect of the research undertaken in this study is to gain some knowledge and understanding of the situation in the sample schools with regard to the professional development and professional involvement of staff as leaders. It may be highly instrumental and driven by external policy demands or, as Bell and Bolam suggest, 'focused on sustaining an enhanced model of teacher professionalism and the CPD provision that this requires' (Bell and Bolam, 2010:107). Expertise, commitment, capability and successful practice need to be developed and nurtured and any process of empowerment includes professional and personal development and the opportunity to practice leadership.

Leadership for empowerment provides the conditions for participative leadership, in which all can lead and in which there is a culture of on-going professional growth which continues to build leadership capacity. Leadership for engagement is leadership which enables collaborative practice, disperses leadership widely, and which has a high degree of invitation. Figure 2.2 is an extension of the leadership schematic (Fig 2.1) showing the emerging conceptual framework based on these three interactive domains and the key constructs underpinning each domain.

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┌─────────────────────────────────────────────────────────────────────┐
│ INFLUENCES                                                            │
│                                                                       │
│   ┌──────────────────┐    ┌────────┐    ┌────────────────────────┐   │
│   │ Behaviours (Styles)│◄─►│ Traits │◄─►│ Situation and contingency│  │
│   └──────────────────┘    └────────┘    └────────────────────────┘   │
│                                                                       │
│   ┌────────┐                            ┌────────────────────────┐   │
│   │ Ethics │ ➡️                      ⬅️ │ Emotional Intelligence  │   │
│   └────────┘                            └────────────────────────┘   │
│                         ┌──────────────────┐                          │
│                         │   HEADTEACHER    │                          │
│─────────────────────────│  Leadership Power│──────────────────────────│
│                         └──────────────────┘                          │
│   ┌────────────────────────┐          ┌────────────────────────┐     │
│   │ Transformational Leadership │◄────►│ Transactional Leadership │   │
│   └────────────────────────┘          └────────────────────────┘     │
│          ┌──────────────────┐      ┌──────────────┐                   │
│          │ Learning Centred │◄────►│    Shared    │                   │
│          │   Leadership     │      │  Leadership  │                   │
│          └──────────────────┘      └──────────────┘                   │
│ ACTIONS                                                               │
└─────────────────────────────────────────────────────────────────────┘
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Leadership Practice in the School		
Pedagogical purposes	**Engagement**	**Empowerment**
standards and accountability shared vision and purposes supporting teaching and learning	collaborative practice shared leadership invitation	participative leadership professional growth capacity building

Figure 2.2   Emerging conceptual framework for school leadership practice

Having established the outline of the conceptual framework the detail will now be developed through a consideration of the approaches to describing school leadership.

Approaches to analysing leadership and headship

This analysis begins with a discussion on trait theory and its link to professional characteristics and emotional competences. This is followed by a consideration of, behaviour theory and contingency theory. These three branches of leadership theory are discussed here as connected developments. In terms of the Influence-Action model (Figure 2.1) they represent approaches to leadership through the influence that leaders have through their personal characteristics, their behaviour, the situation they are in and their ethical perspective. This is followed by, a detailed discussion of transactional and transformational leadership which underpin much of the recent research into school leadership in the last quarter of a century. Through discussion of the work of others including relevant research these approaches to leadership are linked to the emerging conceptual framework.

From Traits to professional characteristics and emotional competences

Trait theories set out to identify the traits common to good leaders, in order to facilitate the recruitment, selection, instalment and development of leaders. Yukl (2008) refers to the work of Stodgill (1974) who, from several studies between 1949 and 1970, derived an inventory of the traits and skills of perceived effective or successful leaders, although he 'made it clear that there was still no evidence of universal leadership traits' (Yukl, 2008:46). Forde *et al*. (2000:24), comparing the leadership of headteachers and senior executives in private enterprise, defined professional characteristics as 'The specific behaviours, traits and attitudes which people use in their work' and as a result of their research assert that 'deeper characteristics such as motives and habits, rather than skills and knowledge, are the strongest predictors of success. Skills are necessary but not sufficient to be outstanding'.

This connection between personal traits and successful leadership is endorsed by Day *et al*. (2010:7) who, reflecting on their research into successful school leadership, suggest that 'the effectiveness of leaders is often explained by a small number of personal traits; indeed, research points to evidence of an association between leaders' personal qualities and leadership success'. Day *et al*. (2010:7) contend that successful school leaders can cope in discouraging contexts and achieve high levels of success because they are 'open-minded and ready to learn from others … flexible rather than dogmatic within a system of core values … persistent in their high expectations of others … emotionally resilient and optimistic'. This research-based endorsement reflects the work of Goleman (1998), who argued strongly that certain personal traits were essential to job success. He related this to personal competences, forming the basis of Emotional Intelligence (EI), and considers that extensive research links this to leadership, stating:

> The research details with unprecedented precision which qualities make a star performer. And it demonstrates which human abilities make up a greater part of the ingredients of excellence at work – most especially for leadership. (Goleman, 1998:3)

Goleman moves traits from innate behaviour to personal competences which can be learned, and defines emotional competency as 'a learned capability based on

emotional intelligence that results in outstanding performance at work' Goleman (1998:24). He outlines an emotional competence framework which includes important descriptions of self-awareness and self-regulation (although he later changed the latter term to 'self-management'). Self-awareness is based on emotional self-awareness, accurate self-assessment and self-confidence; self-regulation is based on self-control, trustworthiness, conscientiousness, adaptability, achievement drive and initiative.

Trait theory in itself is highly limited but building on the notion of traits to identify professional characteristics and emotional competencies is of relevance to school leaders and their leadership practice. Developing self-awareness and self-management through identifying strengths and weaknesses, building on the former and developing strategies to overcome the latter is likely to be beneficial to any leader. As Goleman (1998) indicates, this involves becoming more emotionally intelligent through developing emotional competency. Successfully achieved, this can be a leadership influence which positively supports the wider leadership practice in a school.

Theory/model/perspective of leadership	School Leadership Practice		
	Pedagogical purpose	Engagement	Empowerment
Base line from discussion on leadership influences, action and power.	Standards and accountability Shared vision and purposes Supporting teaching and learning	Collaborative practice Shared leadership Invitation	Participative leadership Professional growth Capacity building
Trait theory, Professional characteristics, Emotional competences	Personal traits conducive to effective leadership are: ▪ unbiased and receptive to learn from others; ▪ flexible within a core value system; ▪ persistent in high expectation; ▪ emotionally resilient and optimistic. Linked to EI theory personal trait of self-awareness of role and values, vision and priorities of the organisation.		

Figure 2.3 Trait theory mapped onto conceptual framework

Figure 2.3 is a tabular representation of the emerging conceptual framework. It shows the baseline for the framework developed through the discussion on leadership action, influence and power and the section considering the domains underpinning the framework. The contribution of elements from Trait theory extended into professional characteristics and emotional competences is shown mapped to the emerging framework. Headteachers' and other leaders through self-awareness and self-management ensure that the roles, values and vision needed to achieve organisational goals are fit for purpose and engage and empower other staff to achieve the vision and priorities for the school. Trait theory, extended to a description of professional characteristics and perceived through emotional intelligence contributes to the conceptual framework for school leadership across all three domains.

Traits are an important part of any analysis of leadership but with the limitation of emphasis on the single leader, rather than leadership as a distributed practice. Fullan (2001:2) informs: 'Deep and sustained reform depends on many of us, not just the very few who are destined to be extraordinary'. Trait theory is concerned with the qualities of individuals; while these might enable them to be effective in a leadership role it is how they influence the other staff in the workforce which is more likely to achieve organisational success. Mullins (1999:208) reflects, 'The behaviour of managers and their style of management will influence the expected level of performance achieved by subordinate staff'. Moving beyond trait theory, behaviour theory focuses on the behaviour of leaders towards others in the organisation and how this behaviour influences leadership practice.

Behaviour Theory

Behavioural theories of leadership are based on the contention that leadership influence which enables organisational success stems directly from the behaviour of the leader. McGregor's (1978) Theory X and Theory Y which focuses on manager attitude and preconceptions about human nature and behaviour is discussed first and this followed by a consideration of the work of Rensis Likert (1967) with particular reference to his fourfold model of management systems. Blake and

Mouton's (1978) managerial grid later to become the leadership grid (Blake and McCanse, 1991) completes the discussion on behaviour theories. Through this discussion points for inclusion in the three domain conceptual framework are extracted and placed in the tabular representation of the emerging framework.

The development of theory X and theory Y started from McGregor's belief that 'Successful management depends –not alone but significantly - on the ability to predict and control human behaviour.' (McGregor, 1978:6). He proposed two polar approaches to management, Theory X representing the traditional approach to leadership and management and being essentially coercive and hierarchical and Theory Y being participative and enabling. In Theory X the workforce is seen to be unmotivated and disliking of work, requiring control and threats of punishment in order to work to achieve organisational objectives. Theory Y proposes a high degree of self-motivation when objectives are understood and committed to and that there is a high degree of unused creative and intellectual capital in the workforce. Motivation is seen to be at the affiliation, esteem and self-managing levels. Theory X managers tend to an authoritarian style with tight control, no development and a repressive culture whilst Theory Y managers use a participative style with control, achievement, and on-going improvement acquired by facilitating, empowerment and giving responsibility.

Mullins (1999) asserts that Theory Y is a better way to obtain cooperation and facilitate the members of an organisation but qualifies this by that in actual practice many situations ay demand a Theory X approach because of the nature of the task and the existing context. Ouchi (1981) added a Theory Z to complement Theory Y, establishing a leadership approach based on achieving participation through building capacity in staff. Also linking manager behaviour and attitude to human relations Likert (1967) based on extensive studies at Michigan University and research investigating productivity in an American insurance company developed a systems model which provided a range of power sharing management styles.

Likert's (1967) systems model was based on four styles of management and four systems of management organisation:

System 1   Exploitive authoritative
System 2   Benevolent authoritative
System 3   Consultative
System 4   Participative

Each system was analysed in terms of relationships between causal, intervening and end-result variables. Causal variables are independent variables which can be amended by management and include management policy, structure and leadership strategy. Intervening variables are reflective of the organisational health which exists and reflect the personal disposition and capacity of the workforce to work collaboratively. End result variables signify the achievement of the organisation in terms of output, value for money and income. Likert's (1967) research indicated that System 4 organisations which had participative leadership styles and were employee-focused, rather than product-focused, were more successful. Another approach linking leader behaviour to employee behaviour was Blake and Mouton's grid approach to analysing leadership.

Originally conceived as a 'management grid' (Blake and Mouton, 1964) but then republished as the 'leadership grid' (Blake and McCanse, 1991), the grid was developed as a tool for training managers in leadership styles. The grid is based on two dimensions for comparison of leadership styles: concerns for results; concern for people. Each dimension has a scale from 1-9, with concern for results being represented on the horizontal or x-axis and concern for people being represented by the vertical or y-axis. 'Concern for' is not the degree of concern but a measure of the leader's basic attitude and style of leadership. Five prototypes of leadership style were identified as shown in Figure 2.4.

	Grid position (x,y)	Concern for Task/results (x)	Concern for people (y)
Impoverished management	1,1	Low	Low
Authority-compliance management	9,1	High	Low
Middle-of-the–road management	5,5	Moderate	Moderate
Country Club management	1,9	Low	High
Team management	9.9	High	High

Figure 2.4 Management prototypes according to Blake and Mouton (1964)

The five prototypical management styles range from low concern for task and low concern for people – a situation of total disinterest in either the job or the people through to team management which has high concern for the job and the people in the organisation. It is a useful model in that it identifies the team approach and the fact that leaders can aim to maximise the benefits to both staff and tasks by aiming for team working, which has a high concern for both people and results. The grid has been used extensively as tool in group dynamics and provides an indicator of how leadership style can affect organisational progress.

All three approaches to behaviour theory suggest that human resources and the way they are managed are of prime importance to organisational success. Drawing together the work of McGregor, Likert, and Blake and Mouton, there is a consensus for leadership styles based on devolving and delegating decision making authority, increasing the scope of tasks, increasing participation in management and developing professional growth. The latter enabling leaders to shift to a more team centred approach. Linking this to school leadership possibly suggests that headteachers and other leaders need to be aware of the effect of their behaviour on others and aim to establish more shared approaches to leadership through delegating and devolving leadership through team approaches which encourage participation, team working and are linked to professional development to enable this.

	School leadership Practice		
Theory/model/perspective of leadership	**Pedagogical Purpose**	**Engagement**	**Empowerment**
Behaviour theory	Awareness of effect of diffent behaviour and styles of leadership		
	Agreed goals	Sharing leadership Team work Encouraging leadership through delegation and devolvement of leadership tasks	Participative styles of leadership Professional development

Figure 2.5 Behaviour theory mapped onto conceptual framework

Mullins links behaviour theory to setting and sharing goals in asserting 'motivation is based on rewards for achievements of agreed goals, there is participation and a high degree of teamwork and communication; responsibility for achieving goals is widespread throughout the hierarchy' (Mullins, 1999:217). Figure 2.5 maps these key points from behaviour theory related to school leadership to the conceptual framework. Awareness of leadership behaviour cuts across all three domains of the conceptual framework since leader behaviour fundamentally affects the creation of purpose, the engagement of others in leadership and the empowering of them to be leaders. Agreed goals links to pedagogical purposes and shared leadership to engagement. Participative leadership and professional growth connect to leadership for empowerment.

The consideration of both trait and behavioural theories of leadership is extended in scope by considering other variables in the leadership situation. Contingency theory brings in other variables such as the nature of the task and the professional maturity of staff. An essential premise of contingency theory is that no single style of leadership is appropriate to all situations.

Contingency theories of leadership

Contingency theory is centred on matching leadership style through recognition of the situational variables appropriate to the circumstances. Important contributions to contingency theory can be found in the work of Fiedler (1967), Tannenbaum and

Schmidt (1973), Adair (1973), and Hersey and Blanchard (1977). Fiedler (1967) developed the contingency theory of leadership effectiveness premised on improving effectiveness through changing the leadership situation. He considered leaders to be of two main types: task-orientated leaders who focus on achieving the task without worrying about relationships with followers; and relationship-orientated leaders who focus on the emotional engagement with their followers. The former risk failure to deliver through lack of engagement with the people around them, while the latter risk emphasising relationships to the detriment of the task and results. Leadership situation is described through three variables: leader-member relations, task structure, and position power, with the most effective styles of leadership dependent upon the variable factors in the leadership situation. Some situations favour task-oriented approaches and others relations-oriented approaches. The limitations of this approach include difficulty with accurately describing the variables, failure to consider the needs of the followers and the technical competency of the leaders (Law and Glover, 2000).

Tannenbaum and Schmidt (1973) developed the leadership-continuum which defines a spectrum of possible leadership styles. The continuum of styles ranges between the two extremes of autocratic decision making, at one end of the spectrum, to delegated decision making at the other end. Leaders may move along this continuum as external factors alter and situations change, shifting from autocratic to participative styles as needs demand. Tannenbaum and Schmidt (1973) suggested that successful leadership is achieved by taking account of three forces when considering what type of leadership is practicable or desirable. The leadership style which is applied is a response to a combination of three forces: forces in the leader which arise from the leader's personality, skills and knowledge; forces in the subordinate which arise from the subordinate's personality, skills and knowledge; and forces in the situation which arise from nature of the organisation, its effectiveness, nature of the problem and time pressures.

The application of the leadership continuum and the analysis through consideration of the forces at work enables leaders to flexibly modify their behaviour to meet needs at any particular time. In this model, successful leaders need to be both

flexible and perceptive. Contingency approaches to leadership have the potential to be developmental as with the contingency theory based on situational leadership developed by Hersey and Blanchard (1977).

Hersey and Blanchard (1977) examine the relationship between the working team and the task to be achieved, in relation to the 'readiness' of the followers. 'Readiness' is taken as a measure of the ability and willingness to accomplish a task. Tasks can be highly directed or have low direction by the leader; likewise followers can be highly supported or given a low level of support by the leader. The four combinations of task direction and follower support are identified as styles of leadership, ranging from delegating (low task direction, low support) to coaching (high task direction and high support). Styles of leadership are applied to team members depending on their maturity and experience as team workers. Hersey and Blanchard's situational leadership was extended by Blanchard and Zigarmi (1991) to be developmental in relation to the professional development of the individual team. Blanchard and Zigarmi (1991) considered the individual within the team in terms of levels of competence and commitment to achieving Depending on the level of commitment and competence different styles of leadership are used to support and develop staff capacity to achieve tasks.

Adair (1973) offers a contingency view of leadership in terms of four leader characteristics, giving direction, offering Inspiration, building teamwork and setting an example. Leadership is action-centred and based on balancing the needs of the task, the needs of the team working to achieve the task and the needs of the individuals in the team. (Figure 2.6).

Figure 2.6 Adair's action centred leadership. Adair (1973)

Adair sees leadership as interactive between the three areas of need with leaders requiring awareness and understanding of where particular needs should be met at any one time. Depending on the situation one of two of these needs might take precedence over the other in order to ensure effective task achievement.

Goleman (1998) defines a complementary set of social emotional competences based on social awareness and relationship management which clarify much of the basis of contingency theory. Goleman (2001:28) bases social awareness on empathy, service orientation and organizational awareness. He outlines relationship management as developing others, providing influence, communication, conflict management, leadership, being a change catalyst, building bonds, teamwork and collaboration. Social awareness, aligned with personal awareness, enables leaders to be perceptive. EI theory links traits, behaviour theory and contingency theory to provide an approach to leadership which is context and person sensitive, founded in situation recognition, and flexible approaches to meet need.

Figure 2.7 shows the main points in relation to school leadership mapped to the conceptual framework. The need to apply different styles of leadership to meet various needs in the situation cuts across all domains of the conceptual framework.

	School leadership Practice		
Theory/model/perspective of leadership	**Pedagogical Purpose**	**Engagement**	**Empowerment**
Contingency theory	Applying leadership styles appropriate to the situation and the current needs of the task, individual and team. Leading by example.		
	External accountability Meeting standards	Developing team approaches.	Empowering individuals to be part of the team and to be capable of task achievement Empowering teams to achieve task

Figure 2.7 Contingency theory mapped to conceptual framework

Schools are subject to on-going external accountability and standards which are continuously being updated. This creates situational need related to pedagogical purposes as schools adjust learning related purposes to meet the changes. In terms of engagement team development is an important aspect of contingency theory and the need to empower at both the individual and team level is an interactive part of task achievement.

The organisational environment of secondary schools in England is one of continuous change. Burns and Stalker (1961) delineated the ability of an organisation to adapt to environmental change in terms of two contrasting organisational types- mechanistic and organic. Mechanistic organizations are portrayed as highly complex, very formal and highly centralised. Routine tasks are slow to respond to the unfamiliar and depend on programmed behaviours. Organic structures are comparatively flexible and adaptive, emphasising lateral rather vertical communication. Influence is based on expertise and knowledge rather than on authority of position. Responsibility is loosely defined rather than based on rigid job definitions, and there is emphasis on exchanging information rather than on giving instructions.

Burns and Stalker (1961) argued that in conditions of environmental stability, mechanistic organizations could function very effectively but in a climate of uncertainty or change organic organisations were more successful. There are many

resonances of their work in the development of transformational leadership. First construed by Burns (1978) and bringing together traits, behaviours and contingency approaches to leadership, transformational leadership gathered momentum as a central approach to leadership in private and public sector organisations from the 1980s through to the present day. The next section discusses the development of transformational leadership as part of a transforming process which includes transactional leadership processes and also considers additions and expansions of the model to take account of the unique circumstances of schools.

Transformational and transactional leadership

James MacGregor Burns (1978) brought together the trait and style approaches to leadership when distinguishing between transactional leadership (getting things done) and transformational leadership (being inspirational or visionary). Burns viewed transformational leadership as both moral and transcending in nature. He described it not as a set of specific behaviours, but rather an on-going process by which 'leaders and followers raise one another to higher levels of morality and motivation' (Burns 1978:20). The following discussion focuses on the work of Bass (1985) and various associates who, through considerable on-going empirical research and reflective development, have developed the basis of transformational leadership as a leadership model.

Bass's (1985) model construes transformational leadership as part of a continuum of leadership represented by a full range leadership model (FRLM) which encompasses both transactional and transformational leadership. A behaviour description questionnaire - the Multifactor Leadership Questionnaire (MLQ) - was used as the research instrument and factor analysis of the data was used to confirm and develop the FRLM (Bass and Avolio, 1994). The transformational leadership element of the FRLM is based on idealised influence (II), inspirational motivation (IM), intellectual stimulation (IS) and individualised consideration (IC). These components are referred to collectively as the 4Is model of transformational leadership and are shown in Figure 2.8; when practised they establish a basis for leaders to transform and motivate followers.
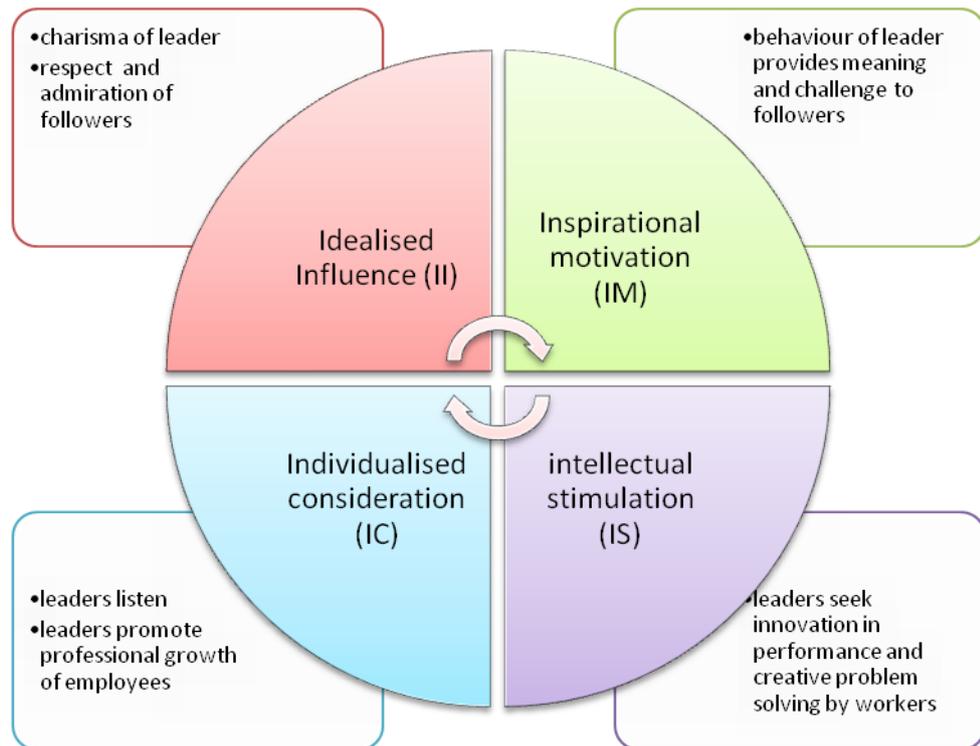
Figure 2.8 4Is model for transformational leadership (Bass, 1985)

Three of these components (idealised influence, intellectual stimulation and individualised consideration) have their roots in trait, behaviour and contingency theory. The basis of idealised influence is part of trait theory and is modelled overtly on charisma and the personal attributes and individual behaviour of the top leader. Charisma is defined by Howell (1988) as being either personalised or socialised. In considering her work, Jackson *et al*. (2011:99) identify socialised charismatic leaders as both 'articulating visions that serve the interests of the collective', and leading in such a way as to 'empower and develop their followers'. Such leaders use legitimate authority to achieve their objectives. They distinguish personalised charismatic leaders as being 'authoritarian and narcissistic', and 'they disregard established and legitimate channels of authority as well as the rights and feelings of others. At the same time, they demand unquestioning obedience and dependence in their followers' (Jackson *et al*., 2011:99). Bass and Riggio (2006), with reference to the 4Is model, distinguish between authentic transformational leadership which is based on socialised charisma, and inauthentic transformational leadership which is based on personalised charisma. The idealised influence is aiming for ethically based intrinsic motivation.

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Intellectual stimulation finds its origins in the work of Fiedler (1978) and Tannenbaum and Schmidt (1973), particularly with regard to participative styles of leadership. Individualised consideration can trace its roots back to Hersey and Blanchard (1977) and their contingency theory based on situational leadership. Transformational leadership blends together these three components with their origins in other theories and adds inspirational motivation as a fourth key component. As Bass and Bass put it, transformational leaders 'motivate followers to go beyond their own self-interest for the good of the group, organisation or society. Followers' interests are raised by transformational leaders from concern for security to concerns for achievement' (Bass and Bass 2008:50). Bass and Avolio (1994:45) assert that transformational leadership is the preferred leadership practice, but maintain that all leaders exhibit a degree of all aspects of leadership represented by the FRLM.

Bass and Bass describe transactional practice as using '… contingent reward and active management by exception (contingent negative feedback)'. (Bass and Bass, 2008:42). Contingent reward can be directive or participative, with the leader providing clarification of what needs to be achieved in order for a reward to be given. Active management by exception involves the leader in monitoring follower performance and taking corrective action as required ensuring that failure in performance is redressed. Combining contingent reinforcement and management results in good performance being rewarded and poor performance being punished.

Passive management by exception is corrective; the leader waits for a problem to arise before taking action which can be supportive or punitive. In *laissez-faire* leadership no leadership action is taken at all. Optimal leadership is achieved through a high degree of transformational leadership aligned with transactional contingent reward, as positive influences on follower task achievement and general well-being (Bass and Riggio, 2006). This very detailed spectrum of connected leadership processes is still underdeveloped when considered in the school context (Leithwood and Jantzi, 2005). Contiguous with the work of Bass and colleagues significant work in adapting this to the school situation also took place.

In the field of school leadership some of the most influential research into transformational leadership has been conducted by Leithwood and Jantzi (2005). Their work is important and is emphasised here because of its input and influence in the UK in relation to leadership training through the NCSL, and its general influence on educational research. Leithwood and Jantzi (2006) whilst acknowledging the work of Burns (1978) and Bass (1985) to be influential, point to differences in their model of transformational leadership which defines three categories of leadership practices, each informed by three dimensions.

The first dimension, 'Setting directions' is based on the dimensions of vision (akin to Bass's (1985) *inspirational motivation*), group goals and high performance expectations. This is complemented by 'Developing people', based on the dimensions of *individualised consideration*, *intellectual stimulation* and modelling key values and practice (akin to Bass's *idealised influence – attributes and behaviours*). The third dimension is 'Redesigning the organisation', which is based on the dimensions of building collaborative cultures, creating structures to foster collaboration and building productive relations with parents and the community. The model seeks to establish roles for stakeholders such as parents; considers leadership and management to be interdependent; examines the issue of developing collaborative practice; considers capacity building to be as important as motivating; does not depend on charismatic practice or leader characteristics.

Leithwood and Jantzi (2005) conducted a review of research into transformational leadership in schools. They examined 32 empirical studies published between 1996 and 2005. Several of the studies had been based on Bass's model, including transactional leadership. In order to accommodate this Leithwood and Jantzi (2005) developed a repertoire of transformational leadership behaviours (TLBs) and used this as the basis for data collection and analysis. This included elements from Leithwood and Jantzi's model with additions to include Bass's model (Bass and Avolio, 1994) and extended to include four dimensions of management which previous research by Leithwood and Duke (1999) suggested were likely to contribute significantly to TLBs in schools. These four dimensions were '… establishing effective staffing practices, providing instructional support, monitoring

school activities, and buffering staff from excessive and distracting external demands' (Leithwood and Jantzi, 2005:181).

Transformational aggregate	Transactional aggregate
•**Setting Directions** •Vision *(charisma inspirational motivation)* •Group goals •High-performance expectations •**Helping People** •*Individualized consideration/support* •*Intellectual stimulation* •Modeling key values and practices *((idealized influence—attributed and behavior)* •**Redesigning the Organization** •Helping to build collaborative cultures •Creating structures to foster collaboration •Building productive relations with parents and the community	•*Contingent reward* •*Management by exception: active,* •*Management by exception: passive* • School ManagementDimensions •staffing •instructional support •monitoring school activity •buffering

Figure 2.9 Transformational Leader Behaviours adapted from Leithwood and Jantzi (2005)

Referring to Figure 2.9 TLBs consisted of a transformational aggregate and a transactional aggregate. Transformational and transactional leadership components drawn from Bass's theory are shown in Italics and key elements of transformational and transactional leadership drawn from Leithwood and Jantzi's analysis of school based models are shown in normal type. Together this combination of TLBs (Fig 2.9) represent a very powerful model which combines the Full Range Leadership Model, specific transactional dimensions related to schools and, through Leithwood and Jantzi's model of transformational leadership, adds capacity building, the inclusion of a wider group of stakeholders, and redesigning leadership structures to encourage collaboration.

The review undertaken by Leithwood and Jantzi using these TLBs as a framework suggested that transformational leadership had a significant effect on student achievement and engagement in school. This effect was mediated by school culture, teacher commitment and job satisfaction. In concluding that further work needed

to be done they also argued for a continuation of the development of transformational leadership (Leithwood and Jantzi, 2005).

In addressing the view that transformational leadership might be coming to an end (Storey, 2004) Leithwood and Jantzi reflect that it is more productive to continue to develop and expand transformational leadership as a model rather than reduce and dismiss it. They suggest that the latter course of action '… discourages the accumulation of evidence about effective leadership and feeds a cyclical, unproductive search for a new "silver bullet"' (Leithwood and Jantzi, 2005:194). This is a pragmatic and constructivist approach; continuing to build and modify transformational leadership, as have Bass, Leithwood and their associates, has the potential to create relatively seamless change and on-going development.

A further important development within the umbrella of transformational leadership is that of invitational leadership, developed by Stoll and Fink (1996,) who construe this as proactive communication with '…individuals and groups …in order to build and act on a shared and evolving vision of enhanced educational experiences for pupils. (Stoll and Fink, 1996:109). Such invitational leadership is firmly set in school context and is more likely to lead to school improvement.

Invitational leadership is premised on four kinds of invitation: inviting yourself personally; inviting yourself professionally; inviting others personally; and inviting others professionally. In this process leaders 'invite' themselves and others to be involved in the change processes needed to achieve a more effective school. The invitation is based on awareness of their own skills, experience and personal attributes, and their context, and also the skills, experience and personal attributes of others in the learning community. The concept evolved out of a substantial research project with schools in a school district in Canada and provides powerful images and inventories for establishing schools founded on transformational, distributed leadership.

Figure 2.10 shows the key points drawn from transformational and transactional leadership for inclusion in the leadership practice domains of the conceptual framework. The discussion on transactional and transformational leadership within

the FRLM and the Transformational Leadership Behaviours, including transformative aggregates and transactional aggregates, provides a research supported set of leadership practices which might support the achievement of optimal practice in a school. The transformational leadership practice reflected by the 4Is model (Bass and Avolio 1994) expanded by the school centred transformational leadership model (Leithwood, Jantzi and Steinbach, 1999) suggest the importance of motivating other leaders and followers to accomplish tasks to a high standard of excellence because they have been given long term direction and motivation. Underpinned by transactional processes aggregated to include school specific dimensions of management, the combined effect of these two processes enables the leader to set and lead followers to achieve shared challenging goals (Bass and Riggio, 2006). These elements of leadership practice are purpose defining and supporting. Empowerment as a domain is further informed by leadership practices stemming from individualised consideration and intellectual stimulation which encourage seeking feedback through listening to followers and promoting innovative practice and professional growth.

	School leadership Practice		
Theory/model/perspective of leadership	**Pedagogical Purpose**	**Engagement**	**Empowerment**
Full range Transactional and Transformational leadership	Accomplishing tasks to a high standard of excellence Providing long term direction and commitment The setting and achievement of challenging goals	Creating harmony Building commitment The degree of team action Collaborative cultures Engaging parents	Long term professional development of others Encouragement to innovate Feedback, and rewarding good performance capacity building Student engagement

Figure 2.10 Full range transactional-transformational theory mapped to conceptual framework

The totality of the transformative approach supports leadership, which creates harmony, builds commitment, and encourages team action facilitating leadership for engagement. The widening of Bass's model by Leithwood and Jantzi (2005) and the consideration of Stoll and Finks' (1996) invitational leadership highlights leadership related to engaging teachers, parents, students and other stakeholders

through invitational practice. The primacy of the headteacher has been discussed in the section on leadership and power; the headteacher is the central player in transformational approaches to leadership. The next section considers headteacher leadership as a prelude to considering developments in leadership which highlight the nature and importance of Learning Centred Leadership and Shared Leadership.

Leadership and Headship

The discussion on leadership and power earlier in this chapter established the significance of the head as a leader in the context of agency and standards, and went on to point out the positional power of the head as decisive to establishing collaborative power-with approaches to leadership. Hallinger and Heck (1998) undertook a review of research from 1980 to 1995 and concluded that the leadership of school principals exerts indirect influence on students' achievements through the school climate they shape. This conclusion is supported by further studies undertaken by Ekvall and Ryhammar, 1999 and Leithwood *et al.*, 2006. Comparing and contrasting instructional and transformational leadership Hallinger (2003) concluded that both models construe that the leadership of the principal has impact on the purpose, the climate of expectation, the culture of teaching and learning, the intellectual stimulation of staff, and the modelling values through visible presence. A NCSL report drawn from the DCSF research report RR108 entitled *The impact of school leadership on pupil outcomes* (Day *et al.*, 2009:2) highlights the primacy of the headteacher's leadership role 'Their educational values, reflective strategies and leadership practices shape the internal processes and pedagogies that result in improved pupil outcomes.'

RR108 reports on an extensive three phase mixed methods research project commissioned by the DCFS (now the DFE) and undertaken by Day *et al*. (2009). It included a detailed review of international literature and an analysis of the national data sets for pupil achievements and contextual factors. The sample for the research included the headteachers of the schools, key staff, and pupils. Unlike its predecessor (*Successful School Leadership: What It Is and How It Influences Pupil*

Learning, Day *et al*., 2006), RR108 emanated from primary research rather than a review of secondary sources.

This research-based acknowledgement of headteacher focus in school leadership reinforces the contractual agency of headteachers in English schools (Gronn, 2003) and the primacy of the head as the shaper of school climate and culture. In addition, RR108 highlights the importance of values based leadership, the notion of a continuum of successful leadership practice, context as a driver of leadership practice and distribution of leadership, associated with the need for heads to establish layers of leadership practice and action. A similar extensive research project in Australia *Leadership for Organisational Learning and Student Outcomes* (LOLSO) '… found that leadership that makes a difference in secondary schools is both position based (head teacher) and distributive (administrative team and teacher)' (Mulford and Silins, 2003:4). They clarified the definition of 'positional/head teacher leadership' as being specifically transformational and related to securing '…the collective efficacy of the staff, their ability to engage in organisational learning. (Mulford and Silins, 2003:9).

Robinson *et al*. (2009), reporting on a substantial review of studies into the impact of headteachers' leadership on student outcomes, concluded that instructional leadership had a greater effect on student outcomes than transformational leadership but that both had a positive effect, both directly and indirectly. They argue for an integrated approach, suggesting that 'Given transformational leadership's emphasis on relationships and pedagogical leadership's emphasis on purposes that are specifically educational, one could argue that both theories are needed' (Robinson *et al*., 2009:92). They also point to increasing convergence between the two theories 'as transformational leadership incorporates explicitly educational elements and pedagogical leadership incorporates explicitly relational elements (such as consensus seeking skills)' (Robinson *et al*., 2009:92).

Marks and Printy (2002) explored the integration of instructional and transformational leadership in schools and their research examined the contribution of the headteacher, senior leadership team, and teachers, and linked

this to teaching practice and student outcomes. They found that most impact was achieved when both transformational leadership and instructional leadership were rated highly. This is reinforced by Day *et al*.'s (2010:8) research, which concluded '… that successful heads draw equally on elements of both instructional and transformational leadership.' The extensive research suggested that a transformational approach. in combination with instructional leadership, enables headteacher leadership to have a significant impact on student outcomes.

The findings of the research discussed in this section on leadership and headship suggest not only that the leadership of the headteacher is crucial to student outcomes, but that it is particularly successful if a combination of transformational and instructional leadership is used. The primacy of the head in England is *de jure* and the head's influence on student outcomes, as suggested by research, is of crucial importance.

Theory/model/perspective of leadership	School leadership Practice		
	Pedagogical Purpose	**Engagement**	**Empowerment**
Leadership and Headship – impact of the headteacher as leader	Instructional leadership; Transformational Leadership; Transactional leadership. Primacy of Head – the head as sharer of leadership		

Figure 2.11 Headteacher leadership mapped onto conceptual framework

From the leadership schematic (Fig 2.1) it can be seen that the head is at the centre of school leadership, as the key person for channelling power and influencing the leadership practiced in the school. This is achieved through a full range of transformative and transactional leadership practice, aligned with shared instructional or pedagogical leadership, and awareness of and reacting to school context. This is shown mapped to the conceptual framework in Figure 2.11 as primacy, instructional leadership, transformational leadership and sharer of leadership; each of these constructs work across all three domains of the framework to show the infused nature of headteacher leadership. The next section considers Learning Centred Leadership through a discussion of shared invitational leadership, pedagogical leadership and the Leadership for Learning Project. This

leads into a consideration of shared leadership and its relationship to leadership capacity and capacity building.

Learning Centred Leadership

Learning Centred leadership is concerned with enhancing students learning (Southworth 2010) and staff learning to support student learning (DuFour 2009). In the previous section the weight of a significant set of research (Hallinger and Heck, 1996; Marks and Printy, 2002; Robinson *et al.*, 2009; Day *et al.*, 2010) suggested the positive effects on student outcomes if instructional leadership is applied by headteachers and other school leaders. This section follows on from this with a consideration of instructional leadership, pedagogical leadership and leadership for learning (LfL) and concludes with a discussion which aims to link LCL to the conceptual framework for the research.

Shared Instructional leadership and pedagogical leadership

Hallinger and Murphy (1985) characterised the instructional leader as defining school mission, managing the instructional programme and promoting school climate, an approach which was closely linked to the effective schools movement. During the 1990s there was, according to Hallinger (2005), a displacement of instructional leadership by leadership emphasising school restructuring and transformation. A resurgence of interest in instructional leadership at the beginning of the 21st century has led to an enriched perspective and definition. Hallinger 2005) provides a redefinition of instructional leadership as centred on shared purpose and clear goals which inform student learning and which is supported by on-going cyclic school development planning. In this definition Instructional leadership aims to be innovative, improve teaching and learning, provide coherence in curriculum and learning outcomes, and, is inclusive of a wide range of stakeholders. Rewards are related to school mission in a context of managed staff development and visibly modelled desired values.

Marks and Printy (2002:374)) established through research that instructional leadership, in the form of shared instructional leadership incorporating

transformational leadership, is a positive influence on student outcomes. Shared instructional leadership unlike conventional leadership is '…an inclusive concept, compatible with competent and empowered teachers.' Shared instructional leadership can involve both formal and informal participation and involves teachers in assuming leadership roles in interaction with other stakeholders, school reform and supporting others' professional development and practice.

Pedagogical leadership, developed with vigour in Australia and New Zealand and in the roots of countries such as Sweden, claims to address the perceived narrow focus and principal-centred nature of instructional leadership models. A key element of pedagogic leadership placing students at the centre of their learning and the empowerment of teachers to exercise professional responsibility. Pedagogic leadership is seen to be moral in purpose and in engagement (McNeil et al., 2005). This is not at variance with the values-based, student-centred definitions of shared instructional leadership described by Marks and Printy (2002) and Hallinger (2005) as being representative of the on-going developments in process.

Day *et al*. (2009), reflecting on their research and referring to the work of Robinson *et al*. (2008), suggest that 'instructional as compared with "transformational" leadership practices were those which engaged teachers (or engaged with teachers) in initiatives directly related to student learning' (Day *et al*., 2009:11). They emphasise the need for the headteacher or other leaders to have 'the expertise, time and capacity to provide their teaching colleagues with meaningful feedback about their instructional practices' (Day *et al*., 2009:12) and conclude that 'The vast majority, in spite of years of rhetoric, seem unable to do so' (Day *et al*., 2009:13). This is possibly a reflection of the need to share such leadership practice and the need to develop trust in others to do it effectively. However, much of the on-going development of shared instructional or pedagogical leadership has a basis in research and features strongly in the educational research and practice fields of several countries. It has much to offer as a group of practices configured with learning as a central purpose.

It is evident from the work of Darling-Hammond *et al*. (2007), McNeil *et al*. (2003) and Robinson (2007) that the current conceptualisations of instructional and pedagogical leadership approaches are largely concurrent with both approaches: looking at leadership practice rather than single leader practice; focused on student engagement and outcomes; learning centred and values based. Pedagogical leadership merged the values approach of educative leadership (Bush and Coleman, 2000:24) with the learning centred approach of instructional leadership. Sergiovanni (2009:57) reflects powerfully: 'When principals emphasize the building of effective learning and caring communities for teachers within the school, teacher learning improves, and student achievement benefits as a result'.

Leadership for Learning (LfL)

In parallel with the developments in instructional and pedagogical leadership the University of Cambridge Faculty of Education Leadership for Learning (LfL) project is research project drawing on and supporting research in schools in England. The project had an international dimension, involving six other countries. Frost (2009) discussing what has been learnt from the LfL project states five principles for practice in LfL, stressing a focus on learning, creating favourable learning environments, establishing a dialogue about LfL, sharing leadership and developing a shared sense of accountability. He stresses the principles have values embedded in them and are an attempt to provide a vision of ideal practice which others can refine and develop. This approach to learning centred leadership embraces accountability as an important principle, rather than responding to driven accountabilities.

Bottery (2004:192), discussing professional requirements to be promoted by educational leadership, calls for 'extended, proactive and reflexive accountabilities' which include recognition of personal, school, national and global contexts in addition to the accountability encountered by educational professionals. He states emphatically that the concept of 'accountability as something "simply" being done to them' needs to be rejected, with educational professionals taking the initiative to develop new forms of accountability which lead to practice 'essential to a rich

concept of education' (Bottery, 2004: 192). The LfL project embraces accountability as a core principle in leadership for learning. This principle echoes Bottery in acknowledging political and global realities and stresses the importance of schools driving this accountability, rather than being driven. Macbeath (2009) calls for a shared approach to internal accountabilities as a precondition to external accountabilities. This is achieved through inclusive, systematic self-evaluation based on evidence interrogated in terms of the school values. Other important aspects include recasting national policies in harmony with the school values, '…telling the school story' in terms depicted by the school, and crucially 'a continuing focus on sustainability, succession and leaving a legacy' (Macbeath, 2009:149).

The positive embracing of accountability in this way adds to the learning centred focus of the more recent forms of instructional and pedagogical leadership. It also shifts the focus of leadership attention from the headteacher to all stakeholders in the school. In terms of the research in this study an element of the survey, and particularly the semi-structured interviews, examines leadership practice in relation to accountability to determine the headteacher perception of sharing accountability and systems of self-evaluation to support it.

Earl (2005:7) links accountability to data to distinguish between accounting, defined as 'gathering, organising and reporting information that describes performance' and accountability, which she refers to as 'a moral and professional responsibility to be knowledgeable and fair in teaching and interactions with students and their parents'. She argues that leaders with informed professionalism will have an inquiring habit of mind, be effective data users and create a culture of inquiry in their schools (Earl, 2005). The research based work of Leithwood *et al*. reinforces the effective use of data in '…decision making about pupil progress and achievement; learning objectives and target-setting were important practices in all case study schools. (Leithwood *et al*., 2010:12)

Earl and Fullan (2003), drawing on research in Canada and England, observed that school leaders in England had become more familiar and confident with the use of data, particularly when it was focused on curriculum planning, planning teaching

and learning to support and encourage individual. This is very much in the form of the moral, professional data literacy and culture of inquiry called for by Earl (2005). In the information age it an important aspect of school leadership to build and utilise the capacity to use data to create appropriate information in this way.

Part of the research in this study examines the nature of data use in support of the purposes of leadership practice, in order to achieve targets (target getting) and to support programmes of study. This was done to interrogate the extent to which headteachers in the sample schools perceive their schools to have a leadership practice which is data literate and based on a culture of inquiry. These aspects of data usage, along with additions to the domains for pedagogical purpose, are shown in Figure 2.12.

Theory/model/perspective of leadership	School leadership Practice		
	Pedagogical Purpose	**Engagement**	**Empowerment**
Leadership for Learning	▪ Internal accountability ▪ Vision of ideal practice ▪ Learning centred ▪ Focus on student outcomes ▪ Data to support outcome achievement and programmes of study	▪ Shared practice ▪ Engaging students	Values based

Figure 2.12 LCL mapped onto conceptual framework

Reviewing this section as a whole provides a framework for leadership practices informing the pedagogical purpose of school leadership. The discussion of the development of instructional leadership in association with pedagogical leadership provides a basis for purpose which is learning centred, leadership practice oriented and focused on student engagement and outcomes, and which is values based. The LfL project adds the importance of including dialogue and sharing practice, shared

accountability and a vision of ideal practice. The discussion on accountability leads to the necessity for including data as an aid to achieving outcomes and designing individually appropriate programmes of study. Underpinning this is the need to share leadership widely and to develop leadership capacity and this is now discussed in detail.

Shared leadership - the key to leadership capacity building

The discussion on transformational leadership, leadership and headship, and LfL has suggested that participative practice within collaborative structures is most empowering of teachers and most likely to facilitate student learning. Leading a school culture based on participative approaches is not accomplished by single person leadership as**.** Lambert elucidates

> the days of the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without the substantial participation of other educators (Lambert, 2003:37)

Vital to sharing leadership is sufficient leadership capacity in the school to take on the sharing. Fullan (2005: ix), describes capacity building as 'constantly developing leadership for the future' and as 'anything done by way of strategy and action to increase the effectiveness of the group'. Davies and Davies (2010: 20) see it as 'the resource level that is available at any given moment to achieve an objective'. This entails nurturing existing capacity, and also building capacity for the future. A corollary to this is the need to share leadership widely in order to enable both leadership capacity and capacity building. This section discusses the nature of shared leadership; it starts with a discussion on distributed leadership, considers the engagement of parents, students and school governors in school leadership, and then relates this to leadership capacity building.

Distributed leadership

Distributed leadership perspectives take the view that there are many leaders (Spillane *et al*., 2004) and that leadership practices are shared between and within organisations (Harris, 2007). A distributed model of leadership is centred on the

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interactions, rather than the actions, of those in formal and informal leadership roles. It is principally concerned with leadership practice and how leadership influences organisational and instructional improvement (Spillane, 2006). Distributed leadership practice reflects the power-with approaches to leadership previously discussed (Brunner, 2002; Sergiovanni, 2007). Gronn (2003) suggests that there is a degree of distributed leadership at work in all organisations at some level, either driven by the necessities that arise when people work together or by shared purpose as a group.

The impact of distributed leadership is supported by a growing base of research. Day *et al*. (2009:27), researching into successful schools, report that 'School leadership has a greater influence on schools and pupils when it is widely distributed'. They suggest that distributed leadership is common in schools, and is often co-existent or contemporary with single leader practices, and is typically a response to the context and local challenges of particular schools. Robinson *et al*. (2009:27) confirm the value of '… distributed leadership as an essential element in building a positive school culture'. Others take a more dismal view of the state of actual practice in schools.

Hatcher (2004:4), raises doubts about the realities of empowerment of other leaders and the real scope of distributed leadership in our schools. His conclusion that 'officially sanctioned "distributed leadership" is always delegated, licensed, exercised on behalf of and revocable by, authority – the headteacher', is a stark but accurate statement of the context of our secondary schools. Hatcher's second conclusion with regard to 'actually existing' distributed leadership is that it 'tends to be confined to lower-level operational decision-making. Strategic decision-making about school policy is not distributed: there may be consultation but it remains the property of the head'. (Hatcher, 2004:4). A later discussion by Thomson (2009:147) argues that distributed leadership is often used at low levels, as perceived by Hatcher, and that many heads do not share, and do not wish to share, power or responsibility. These views are reflected by the findings of Price, Waterhouse and Cooper (PWC, 2007), who were commissioned by the DfES (now the DFE), at the

request of the School Teachers Review Board (STRB), to undertake an independent study into school leadership.

Price Waterhouse and Cooper (PWC) undertook an extensive survey into a large and diverse sample of stakeholders across both primary and secondary phases of education in England. A key finding recommends that 'There is a clear need for school leaders to develop staff, nurture talent and related to this, distribute leadership throughout the organisation' (PWC,2007:ix). Included in this statement of findings is a cause for concern: 'School leaders generally believe that they are doing this well, but the feedback from teachers and support staff suggests that this is not the case' (PWC,2007:ix). Related to this key finding is the recommendation for wider distribution of leadership and a shift away from 'hero head' models, which are considered to be both inconsistent with the need for distributed leadership and a barrier to its establishment. This is in tune with the findings of Bottery (2004:19), discussing the 'advent of distributed leadership'; and likewise those of Gronn (2003:18) considering emerging changes in work practice; Hargreaves and Fink (2006:95), in their argument for sustainable leadership; Thomson (2009:58), discussing the need for shared leadership and the dangers of charisma; Harris (2010:65) discussing the barriers to shared leadership practice.

If these views (Hatcher, 2002; Thomson, 2009; PWC, 2007) with regard to distributed leadership - and by association the style of sharing leadership - are as widespread as suggested, then a real dichotomy exists: the actual leadership practice in schools is significantly different from the leadership practice that research based studies suggest make a positive impact. An important key point from this discussion is that distributed leadership is an essential step beyond delegated leadership; it creates a leadership practice across and within a school which has the possibility to empower staff, students and other stakeholders to be part of the leadership in the school. In practice it is very difficult to achieve.

Student voice

Strong support for the development of student voice as part of school leadership is found in the *World Youth Report of the United Nations for 2003* (UN, 2004) which

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links democratic school environments based on student voice to better learning environments. O'Donoghue and Clarke (2010:103) refer to student voice as a way of releasing the hidden capital of students through integrating it 'into school wide policy that genuinely reflects a set of commonly held values within the school'. They argue that a corollary of student voice is the development of teacher voice. Whilst acknowledging this as a challenge they see benefits in the restating of the mutual dependency of student learning and teacher learning and the value of this to both students and teachers. Flutter and Ruddock (2004) state that their findings, based on extensive case study research, suggest that student engagement and performance is enhanced by fuller involvement with students feeling respected at both the individual and group level.

Waterhouse and Møller (2009) consider student engagement when discussing sharing leadership, the fourth principle of Leadership for Learning (LfL). They found that when students are given leadership roles and are more actively involved in making decisions about their own learning, there are significant improvements in student performance and motivation and teacher learning and leadership practice. They advise caution about the additional workload, difficulties and potential vulnerability that teachers can experience in situations where pupils are involved in 'planning, evaluation and decision making' and where communication is spread to many voices (Waterhouse and Møller, 2009:133). Although the skills, trust and respect required in such situations are not easily developed, the activities which will develop them need to be encouraged. This is an area of practise in which teachers need appropriate support and training to be able to deliver.

Ruddock and Flutter (2000:53) point out 'it takes time and very careful preparation to build a climate in which both teachers and pupils feel comfortable working together on a constructive view of teaching, learning and schooling'. Rhodes and Brundrett (2010:167) refer to the benefits of pupil voice for student performance, countering disaffection and improving inclusion, 'leading to increased self-esteem, self-discipline, self-expression and interpersonal skills'. They argue that the efficacy of this for all learners provides an imperative for the student voice to be situated within both learning-centred–leadership (LCL) and leadership for learning.

For the research undertaken in this study, student voice is taken to be an aspect of shared leadership; one element of the research will be to determine the current nature of leadership practice in relation to student voice in the sample schools. Rhodes and Brundrett (2010) draw attention to the equal importance of including adult voice; still another constituency to empower is the parents of the students in the school community.

Parental involvement

There are statutory processes requiring schools to communicate and undertake dialogue with parents. Evidence from research suggests that the influence of parents and family circumstances can have a profound effect on student learning and general engagement in education. Leithwood *et al*. (2010), discussing the family path of leadership influences on learning, suggest that home environment, parental involvement in school, home visits by school personnel, family work habits and aspirations and expectations of student performance are all potentially influenced by the school. They argue that parents' engagement with the school is fostered through the understanding that their involvement is 'a key part of what it means to be a responsible parent' (Leithwood et al. 2010:23). Part of this is a belief that they have the skills and knowledge to contribute and that their participation is valued by the school. Leithwood *et al*. (2010) outline a range of invitational strategies to enable school leaders and staff to foster these beliefs. They also acknowledge the difficulty that some social, emotional and intellectual family contexts present and advocate the necessity for activities to involve parents actively rather than passively in meeting the challenge of such situations.

Stoll and Fink (1996), while acknowledging that many schools have effective partnerships with parents, suggest that the disconnection between parents and schools is worsening; they suggest that involving parents through an invitational framework can build partnerships which are beneficial to student learning and social well-being. Discussing schools in society, Day suggests that it is not just schools serving deprived or disadvantaged areas that have issues with engaging parents in their child's learning. He asserts that:

> Many students from so called affluent areas are not only disengaged from school learning but also from their parents - most of whom have full time jobs and are often disengaged from their children. (Day, 2003:159)

Building meaningful partnerships with parents is clearly challenging but can be beneficial to both students and the school; it is achieved through strategies set in an invitational context which involve parents actively rather than passively. One element of the current research is to collect data to help understand headteacher perception of parental involvement in the sample schools. Parents in England have the opportunity to be part of another constituency of relevance to leadership in schools: the governing body, which has both statutory and non-statutory involvement in school leadership.

School governors

The *Guide to the Law for School Governors* (DFE, 2012) is an extensive document which outlines the statutory powers of governing bodies and includes much non-statutory advisory information covering all aspects of school leadership, management, administration and accountability. Headteachers and other leaders in school have considerable freedom and flexibility in determining how the school is configured and managed on a day to day basis; they are however employed by the governing body and are accountable to it. Law and Glover (2000:225) argue that it is incumbent upon school leaders to support governing bodies through awareness raising, avoiding specialist jargon, and acknowledging that governors can be a resource in managing change. Taylor (2009) argues that low attaining schools usually have poor governance and that more needs to be done to improve the quality of governing bodies.

In the University of Bath research report on school governing bodies, Balarin *et al*. (2008) affirm the importance of governing bodies, particularly with regard to adding value and legitimising schools as institutions. They observe that school governing bodies are overloaded, responsible for too much and that their work is unnecessarily complicated and demanding; despite this, school governing bodies are working well. Governing bodies have legal obligations and responsibilities for

the school, and in this sense have a role in school leadership. Part of the research in this study has sought to determine headteacher perceptions of how governing bodies are involved in the leadership practice, and whether they are empowered by this practice to act as part of the leadership capacity of the school. School governors represent the community and can be an important link to businesses and other agencies.

Other agencies and business

Day *et al*. (2010:138) observed that successful school leaderships had 'developed positive relationships with community leaders', and that links with local community stakeholders positively benefited the school. There is no specific mention of who these community leaders might represent, or specific references to other agencies, business or local employers. The requirement to link with other agencies and businesses is to a large degree statute-driven. The DfES Extended Schools Prospectus (DfES, 2005) required all schools to offer a core set of extended services including childcare, parenting support and other specialist services. The implementation date (2010) for these to be in place has passed and, with a change in government and priorities, change is likely but not yet determined. PWC (2007:6) refer to this and note that while a number of schools had restructured to include other agency professionals on their staff, the majority were working towards greater collaboration with community agencies. They concluded that 'school leaders now have to be much more outward looking than they used to be, and this has clear implications around the need for a range of "softer" inter-personal skills around networking and communication' (PWC,2007:6). PWC (2007) reflect that school leaders were generally accepting of the requirements of the prospectus but were finding difficulty in responding to the demands, with most seeing a need for appropriate training and support.

Statutory curriculum requirements to provide work experience, work related learning and careers education and guidance apply to all state secondary schools in England. This creates an imperative for networking with local and national businesses to achieve enriched curriculum opportunities, advice and support. Apart

from this, local businesses are part of the community within which the school is situated. Much has been published about school links with business but there is little research on precisely how effective these are or how they can be managed. There is evidence from the research of Hillage *et al*. (1996:6) to suggest that links with schools are something that employers willingly engage in. Their research suggests that a high percentage of employers believe there should be links with schools and most employers saw this as a way of supporting the community and education in a general sense. In some cases the reasons for links with schools were more instrumentally related to the recruitment of potential employees. The *National Standards for Headteachers* charge headteachers with seeking opportunities with business, in order to 'enhance and enrich the school and its value to the wider community' (DfES, 2004b:11). Links with local business, employers and other community agencies are an aspect of shared leadership which is apparently not well defined or described in school leadership research or related leadership publications. An aspect of the research in this study may partially fill this gap in determining headteacher perceptions of shared leadership with other agencies and their local communities, including business.

Leadership capacity building

Dimmock (2012:18), considering leadership to meet the demands of the 21st century and to fulfil moral purpose, sees leadership and capacity building as synonymous '… the essence of leadership is capacity building'. He goes on to reflect that this is driven by the need to sustain high performance and achieve the best outcomes for students, with maximised capacity building enabling '… the best performance possible for schools in terms of school improvement and growth and development in student learning' (Dimmock, 2012:18). This view echoes an earlier reflection by Maden, who asserted 'It is probable that "school capacity" is the single most important matter in trying to identify how and why some schools maintain and sustain improvement' (Maden, 2001:320). Hallinger and Heck's (2009) research suggested that academic capacity and school improvement were improved when collaborative leadership was based on capacity building. This was reflected by the research of Day *et al*. (2010) who observed that headteachers developed capacity

and secured greater stability through encouraging coaching and mentoring between school staff. Lambert and Harris (2003:6) used research in the USA and England to identify the building of leadership capacity as 'broad skilful involvement in the work of leadership', where leadership capacity is the capacity of a school to be self-leading and self-sustaining over time. They see it as primarily concerned with self-renewal and growth and state five key assumptions which form a conceptual framework for capacity building. The essence of the five assumptions is the need for a shared purpose for schooling with learning providing the direction, through collective endeavour, with everyone having the right to participate in leadership and decision making, the necessary empowerment being explicitly implemented by positional or contractual leaders.

Taking the discussion on shared leadership in this section as a whole a number of key elements related to leadership for engagement and leadership for empowerment arise as appropriate for inclusion in the conceptual framework for school leadership for the research in this study. These are shown mapped to the conceptual framework in Figure 2.13. The arguments considered suggest that networking with stakeholders, and actively empowering governors, parents, students and staff to be part of school leadership is an essential use of available leadership resources. In many ways underpinning empowerment leadership capacity building through encouraging professional growth and sharing leadership with staff, parents and students alongside a culture of reflective practice and inquiry is both sustaining and enabling of the leadership in a school.

Theory/model/perspective of leadership	School leadership Practice		
	Pedagogical Purpose	Engagement	Empowerment
Shared leadership		Networking with stakeholders Engaging governors, parents, students and staff.	Professional growth Leader capacity building Sharing leadership with staff, parents, students Reflective practice – and inquiry.

Figure 2.13   Shared leadership mapped onto conceptual framework

The next section presents the conclusions of this review of the literature. These are presented in the sequence of the sections of the review and finish with the formulation of the detailed conceptual framework underpinning the research undertaken in this study.

Conclusion

Chapter One started with a statement of the substantive aim of the research and then set out the educational context of secondary schools in England, which is the context of the headteachers forming the research sample. This chapter has considered a range of definitions drawn from literature in the field of leadership and management in order to develop a conceptual framework to enable the development of specific research questions; and also to inform the instruments of the research, the analysis of the findings and the conclusions to be drawn from these findings. The discussion on leadership as an overarching concept led to a definition of leadership that describes leadership as a set of functional leadership practices, configured to ensure optimum use of leadership capability and which can involve all members of a school community in its widest sense. The next section analysed leadership as comprising influence and action and centred this discussion on a leadership schematic which placed the head at the centre of the power relationships which are the foundation of leadership. A discussion on leadership and power completed this section.

The discussion on leadership and power established that extending leadership power to others was supportive of capacity growth at both the individual and school level. It continued with a consideration of the balance of leadership power between the headteacher and other leaders, or potential leaders, in the school. Barriers related to contractual obligation, accountability and reluctance to share or take on power, often within a 'greedy work' context, were discussed in terms of their effect on the nature of leadership practice. These barriers impede the development of the leadership practices essential to leadership based on leadership capacity and capacity building. The importance of professional development to the development of leadership content knowledge, leadership capability and leadership

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capacity growth was argued to be part of leadership for empowerment. Significant barriers to this were located in the external drivers and regulation of Performance Management (PM) and Performance Related Pay (PRP).

This discussion on leadership and power led into a preliminary development of the tri-partite conceptual framework which established the three domains of leadership for pedagogical purpose, leadership for engagement and leadership for empowerment. A discussion ensued on the evolution of leadership designations, from early trait theory through to styles of leadership within contingency theory (Stodgill, 1974; Tannenbaum and Schmidt, 1973; Hersey and Blanchard, 1977). These approaches to leadership are focused on single person leadership and the notion of the leader, and they offer much advice for self-analysis and auditing of leadership behaviours so that appropriate behaviour can be selected for different situations. It emerged from the discussion that team working is productive and that in this task oriented context it is important to encourage task achievement. This was linked to the conceptual framework domains. Purposes for leadership are determined by the top leader, and engagement is at the level of applying styles of leadership determined by that leader, from coercive through to participative, to engage employees and get the task completed successfully. Empowerment is at an instrumental level related to task achievement, with all training being task rather than person focused. Where these approaches prevail a whole swathe of leadership capability remains underused and under-developed, with associated leadership capacity being limited.

The assessment of transformational leadership and transactional leadership considered the work of Bass and others in a general sense, and also considered the merits and attributes of the FRLM (full range leadership model), and its basis as a continuum of transactional and transformational leadership. This was related to schools in considering the research and reviews undertaken by Leithwood and Jantzi (2006), Hallinger (1996) and Robinson (2007). The discussion also considered the linking of transformational leadership to invitational leadership approaches. Transformational leadership has developed from the province of charismatic leadership to a point where its essential characteristics are centred on developing

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purposes in a values based context, motivating and enabling the talents of staff and finding roles for other stakeholders, such as parents. Important aspects of transformational leadership are the recognition of the interdependence of leadership and management, a need for collaborative practice and the development of capability.

Taken together as a developing paradigm, these are people-centred, more authentic approaches to leadership within which values reflect the purposes determined and where a wider constituency of leaders is involved in the purposing process, part of which is to grow a learning culture. Others are engaged to lead through motivating approaches which are invitational, and empowerment is achieved by professional development and involvement in the practices of leadership. These conceptualisations of leadership have provided a basis for a leadership practice centred on the development of capability through appropriate practice related purposes, engagement and empowerment. The next section considered leadership and headship and explored the role of the headteacher in schools leadership.

The primacy of the head is the central influence on school leadership and this is recognised in the studies undertaken by Hallinger and Heck (1996 and 1998), and Day *et al*. (2010). These studies reinforce the importance of the headteacher in school leadership and, importantly, see headteachers as empowering others to lead through distributed practices and engaging others through motivating, purposeful practice, based in a core set of values. The PWC (2007) report, in particular, identified the failure of many heads to distribute leadership effectively. The next section took this developing view of leadership based on purposes, engagement and empowerment into a consideration of Leadership Centred Leadership (LCL).

Instructional leadership, pedagogical leadership and Leadership for Learning (LfL) were all discussed as part of a developing paradigm of LCL approaches. The work of Marks and Printy (2002) and Hallinger (2003) shifted thinking to an integrated view of shared instructional leadership which included the transformative leadership evident in pedagogical leadership approaches. Sharing leadership is considered a

core component of integrated shared instructional leadership. The LfL project importantly embraces accountability and sees it as part of the development of shared internal accountability. The latest development in LCL affirms the moral basis of purposes; more effectively links leadership to learning, spreads the concept of leadership beyond the school and further reinforces the essential importance of engagement through shared leadership and empowerment through involvement in leadership for learning. The reciprocal nature of the leadership and learning connection places professional development into an authentic leadership context.

The review of LCL led to a view of pedagogical purpose as a set of leadership practices which form the foundation of leadership, with learning as a focus. Throughout the descriptions of instructional leadership, pedagogical leadership and leadership for learning there is a developing thread of leadership practices to support engagement and empowerment, which are informed by the pedagogical purposes of leadership. The key points informing this set of pedagogical leadership practices was were the need for: an absolute focus on learning; shared internal accountabilities as a driver of response to external accountabilities; a values context; inclusive sharing of leadership practice. This discussion completed the developing conceptual framework for school leadership in terms of leadership practice descriptions.

The importance of shared leadership was developed in the following section, in which the nature of distributed leadership was explored more fully, revealing a shared belief that shared leadership practice was essential for capacity growth and engagement of all stakeholders. In this latter context student voice, parental involvement, governing bodies and other agencies and business were all discussed. All of these stakeholder constituencies were shown to be valuably involved in the leadership in of a school. There are major issues related to trust between the various groups, the skills set of staff to engage in this, and the culture in schools. These issues have the potential to create significant barriers to widespread sharing of leadership. Even where statute requires the greater involvement of parents, governors and other agencies there is still an apparent lack of engagement with, and empowerment of, these groups. One aspect of the research in this study is

determining how headteachers in the sample school perceive leadership practice to support the engagement and empowerment of these groups. At some level or another all of these stakeholder groups have concerns for learning and can be an essential part of the leadership capacity of any school. This section finished by considering the nature of leadership capacity building, and the final part of the chapter considered Learning Centred Leadership as a basis for determining purpose.

The purpose of the research proposed in Chapter One stated that optimal school leadership is achieved through leadership practice which has a focus on student learning, which engages a wide constituency in leadership and which empowers this wide constituency to be part of school leadership. Considering the findings of the review as a whole, the balance of thought from research and academic reflection would certainly see a relationship between school leadership practice and practice which is purposeful and centred on learning; engaging of staff, students, parents and other stakeholders including school governors; and empowering through supported professional growth and sharing leadership widely.

The primacy of the headteacher is reinforced, as is the need for headteachers to be the agents who empower and engage others in the leadership practice in the school. The latter being can be achieved through using leadership configurations which are suitable for the context of the school, but aiming for the fullest possible capacity growth possible in that context.

Throughout the chapter aspects of leadership have been mapped to the evolving conceptual framework for school leadership centred on three conceptual domains of pedagogical purpose, engagement and empowerment. Figure 2.14 is remapping of these conceptual elements linked to conceptual sub-domains which represent key points of focus with the conceptual domains of the framework. The sub-domains were identified by grouping associated elements of leadership practice together and determining the theme linking them together.

Conceptual domain..	Conceptual sub-domain..	Element of leadership practice drawn from review of literature..
Pedagogical purpose	Focus on learning	Self-awareness of role and values, vision and priorities of the organisation Social awareness. Vision of ideal practice Learning centred Focus on student outcomes.
	Shared accountability	Shared accountability. The setting and insisting on achievement of challenging goals Shared Internal accountability
	Data use to support learning	Data to support outcome achievement and programmes of study
Engagement	Shared leadership	The degree of team action Relations management. Communication and team work Creating harmony Building commitment Collaborative cultures
	Networking with other stakeholders	Social awareness. Invitation Collaborative cultures Engaging parents Shared practice Engaging students Networking with stakeholders Engaging staff
	Governing bodies as part of leadership	Engaging governors
Empowerment	CPD and professional growth	Professional growth Leader capacity building Sharing leadership staff, parents, students. Reflective practice – and inquiry
	Staff, student, parent involvement in leadership	Participative styles of leadership Values based Empowering governors, parents, students and staff. Sharing leadership staff, parents, students
	Reflective practice and culture of inquiry -all can lead	Participative styles of leadership Reflective practice – and inquiry

Figure 2.14 Mapping Influences and Actions to conceptual sub-domains and domains

Figure 2.15 shows the conceptual framework for school leadership for this research based on the three conceptual domains and nine subdomains. it is the structure used to link the research aim and objectives to the research questions in Chapter Three.

School Leadership	Conceptual domain	Conceptual sub-domain
	Pedagogical purpose	▪ Focus on learning ▪ Shared accountability ▪ Data use to support learning
	Engagement	▪ Shared leadership. ▪ Networking with other stakeholders ▪ Governing bodies as part of leadership
	Empowerment	▪ CPD and professional growth ▪ Staff, student, parent involvement in leadership ▪ Reflective practice and culture of inquiry -all can lead

Figure 2.15 Conceptual framework for leadership practice

Pedagogical purpose is predicated on a focus for learning, shared accountability and the use of data to inform and support learning. Engagement is based on shared leadership, networking with other stakeholders and groups, and the inclusion of the governing body as part of school leadership. Empowerment underpins these two domains of leadership practice and is centred on: CPD and professional growth; staff, student, and parent involvement in leadership; and reflective practice and a culture of inquiry, based on the premise that 'all can lead'.

The framework has been used as a lens for determining how headteachers perceive the leadership practice in their schools enabling inferences to be drawn about the practice in the sample. The next chapter is a description of the research methodology used in the research; it starts with a consideration of mixed methods

approaches, and then develops the research question and the sub-questions which underpin it. This is followed by a description of the research design, the research methods, the data to be collected, and the methods of collection and analysis. The chapter finishes with a consideration of reliability, validity and ethical requirements.

Chapter Three: Methodology

Introduction

This research was an investigation into how secondary school headteachers perceive leadership to be practiced in their schools based on a sample drawn from three Local Authorities in South East England. A mixed methods approach consisting of a quantitative survey followed by a qualitative semi-structured interview was used to collect data. The survey used a Likert scale questionnaire to obtain the quantitative data which was analysed statistically to determine relationships in the observations (Cohen *et al.*, 2007). This was followed by semi-structured interviews, based on the findings of the quantitative survey, with a smaller representative sample of the headteachers. This enabled further clarification and enrichment of the headteacher perceptions. The purpose of the quantitative element of the research was to provide substantial data to enable a snapshot of current headteacher perception to be determined.

The epistemological standpoint of the study is pragmatist, in that there is no commitment to any single system of philosophy. As such the ability to examine a wide range of responses and individual perceptions is of importance in building up an understanding of the processes at work (Creswell, 2009). In ontological terms the research is aimed at supporting processes, which might lead to increased cognitive, creative and social capital being developed both in schools and the local and wider communities.

This chapter consists of four sections. The first considers where the research lies as a mixed methods approach, in terms of an underlying paradigm. Next the research aim and objectives are discussed, and the research question, and the sub questions which they underpin, are developed. This leads into section three which describes the research design and methodology, including an examination of inquiry through survey as a methodology, and the methods used for collecting and analysing the data, including a critique of the data collection process. The last section discusses reliability, validity and ethical considerations and finally a conclusion completes the chapter.

Research paradigm in the context of a mixed methods approach

The research in this study has used a mixed methods approach which is potentially controversial. Qualitative research is usually aligned with an interpretive or anti-positivistic paradigm, and quantitative research is normally aligned with a positivistic, normative or modernist paradigm. The term positivism was first used by Comte a 19th Century French philosopher and led to a general doctrine of positivism that only through observation and experiment can genuine knowledge be developed through sense experience. (Cohen et al., 2007:9). On the basis of this ontology social science research adopted the methodology for observation in natural science.

Positivism is characterised by an epistemological belief that all true knowledge is 'scientific' knowledge and applies paradigm of the scientific method from the physical world to the social world. It is predicated on a single objective reality that is orderly and predictable and that reality can be studied by amassing factual information facts about it. Reality is independent of the researcher and researchers must and can be neutral, detached and objective. Positivists assert that findings of research will correspond to reality and that generalisations about the world will be possible – usually in the form of explanations. Anderson (1998) in outlining positivism points to serious limitations of this approach because observations cannot be value free as positivists would claim; and neither can important aspects of human behaviour such as intentions or feelings be directly observed.

Highly influenced by hermeneutics and phenomenology, the interpretivist paradigm was a reaction to positivism. Hermeneutics is a meaning-making cyclical process based on the study of meaning and interpretation in historical texts and is the paradigm on which the interpretivist paradigm was established (Ernest, 1994). The philosophical movement of phenomenology was also highly influential on interpretivism with phenomenology advocating the 'need to consider human beings' subjective interpretations, their perceptions of the world (their life-worlds) as a starting point in understanding social phenomena.'(Ernest, 1994:25). The ontological basis of interpretivism is that social reality is seen by multiple people

and these multiple people interpret events differently leaving multiple perspectives of an incident.

Interpretive (anti-positivistic) research acknowledges that subjectivity is inherent and that complete or pure objectivity is impossible and should never be claimed. It draws on several perspectives to reduce bias; emphasising multiple measures and observations because all measurement is fallible. Researchers contribute to objectivity by being openly self-questioning and self-critical, inviting scrutiny and debate and the pursuit of authenticity becomes a collective responsibility of the research community. There is an acknowledgement that frequently researchers are committed to bring about change and that the research may provide authentic insight and understanding. The research may be co-operative or interactive and reflexive.

Pring referring to the often polarised position of the positivistic and anti-positivistic approaches to research draws on the work of Dewey and Ryle to argue against 'false dualisms' as not reflective of either the world of real life or the world of common sense. In arguing that neither paradigm can capture the real world alone he calls for '...an integration and overlapping of the two' (Pring, 2000:45). In supporting the flexibility that a mixed methods approach Pring refers to the potential for a complementary relationship between the two approaches: 'The qualitative investigation can clear the ground for the quantitative - and the quantitative be suggestive of difference to be explored in a more interpretive mode' (Pring, 2000:55).

Tashakkori and Teddlie (2003) suggest a superiority of mixed method methodology over purely qualitative or quantitative approaches in relation to: answering research questions other methodologies cannot; the potential for providing stronger inferences; the opportunity for portraying a wider range of views. Different research questions lend themselves to differing and varied approaches and Lincoln and Guba (1990) warn against the adoption of a particular paradigm in advance of the research, because of the limiting parameters imposed by pre-selection. In this research a quantitative approach provided an extensive data set and the methodology for analysing it, while the use of a qualitative approach has

allowed a focused extension of the analysis; this approach stems directly from the ideas which form the framework for the enquiry. All of this is accommodated by the pragmatic approach which Creswell (2009:11) links to mixed methods research. '…for the mixed methods researcher, pragmatism opens the door to multiple methods, different world views, and different assumptions, as well as different forms of collection and analysis. Creswell (2009:11). A view supported by Brannen 'Pragmatic rationality will more readily embrace a mix of methods if the research questions and practicalities of the research context allow it. Brannen (2005:10)

The philosophical stance taken in the research in this study is pragmatic, with the quantitative and qualitative phases of the research being complementary and reinforcing. Such a pragmatic basis to the research could have been accommodated by either a quantitative or qualitative approach. Either single approach would have limited the research reducing the range and scope of the findings. A quantitative study would have provided a set of correlating patterns of perceived leadership practice but without the enrichment of interpretation of the interview findings. Alternatively a purely qualitative study would not have had the benefit of being constructed on the findings of the quantitative survey and would have been limited to the views of the headteachers questioned.

The mixed methods approach has been chosen to enable the inquiry into headteacher perception of leadership practice to be representative of the group of headteachers within the sub-region considered. It has also allowed the themes across all the leadership practices identified in the conceptual framework to be developed. The qualitative element of the research built on the quantitative findings, enabled the further qualification of the trends, patterns and factors observed in the quantitative findings. The use of questionnaires and interviews is consistent with an approach aiming at inquiry into the role of individuals constructing their own meanings or views of the world within the context of leadership practice.

Research aim, objectives and questions

Figure 3.1 shows the four-stage process of developing the research questions from the original research problem and the discussion of the literature. Stage one of the process was the development of the conceptual framework based on three domains for school leadership. This was achieved by a review of the related literature and research into school leadership. The second stage of the process was the determination of the research aim and the third stage the establishment of the research objectives in relation to the three domains of the conceptual framework. The conceptual framework underpins and informs the substantive aim of the research which is:

To investigate how a group of headteachers in the south east of England perceive leadership practice in their schools.
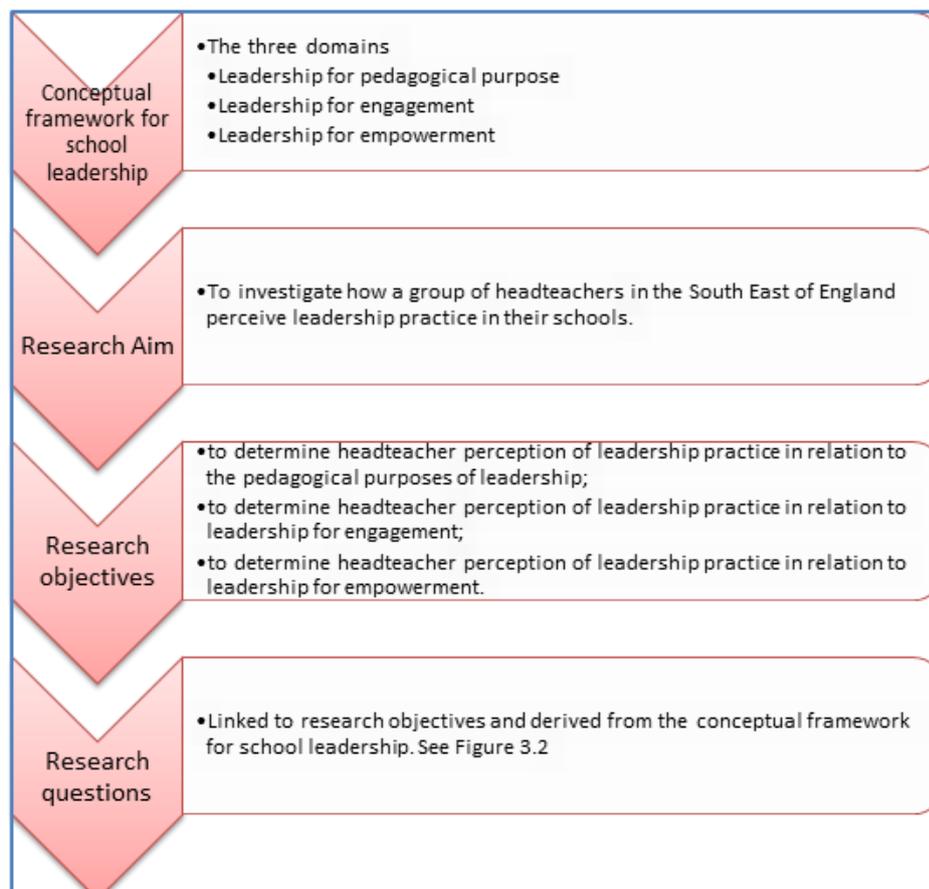
Figure 3.1 Process chart: development of research questions

The aim is informed by three research objectives:

1. *to determine headteacher perception of leadership practice in relation to the pedagogical purposes of leadership;*

2. *to determine headteacher perception of leadership practice in relation to leadership for engagement;*

3. *to determine headteacher perception of leadership practice in relation to leadership for empowerment.*

Research Objectives	Conceptual sub domain	Research Questions
To determine headteacher perception of leadership practice in relation to the pedagogical purposes of leadership.	Focus on learning Shared accountability Data use to facilitate learning	1) What is headteacher perception of leadership practices which support a focus on learning? 2) What is headteacher perception of leadership practices which support shared accountability? 3) What is headteacher perception of leadership practices which support data use to facilitate learning?
To determine headteacher perception of leadership practice in relation to leadership for engagement.	Shared leadership Networking with stakeholders Governing Bodies and leadership[	4) What is headteacher perception of leadership practices which support shared leadership? 5) What is headteacher perception of leadership practices which support networking with other stakeholders? 6) What is headteacher perception of leadership practices which support governing bodies as part of leadership?
To determine headteacher perception of leadership practice in relation leadership for empowerment.	CPD and professional growth Staff, students and parents as leaders Reflective practice	7) What is headteacher perception of leadership practices which support CPD and professional growth? 8) What is headteacher perception of leadership practices which support staff, student, and parent involvement in leadership? 9) What is headteacher perception of leadership practices which support reflective practice and a culture of inquiry?

Figure 3.2 Research questions linked to research objectives

Stage four of the process was the linking of the research objectives to the research questions through each of the nine conceptual sub-domains in the conceptual

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framework. The nine research questions are concerned with investigating specific groups of leadership practice in the schools as the headteachers see it. Figure 3.2 shows the linking process from research objective to conceptual sub domain to research question. The nine research questions are initially addressed in the quantitative phase of the research; the analysis of the results obtained is used to formulate the basis of the questions which are considered in the qualitative phase of the research. The results from both phases are then considered in relation to each other to provide a richer interpretation, discussion and conclusion. The next section considers the research design and methodology used in order to achieve the aim and objectives.

Research design and methodology

The research design is based on a survey using a mixed methods approach, involving the gathering of both quantitative and qualitative data. Tashakkori and Creswell (2007:4) define mixed methods research approaches as data collection, analysis, integration of findings and inference '…using both qualitative and quantitative approaches or methods in a single study or programme of inquiry'. The current study is seeking to determine a generalised view of the perception of headteachers of current school leadership practice within the parameters defined by the conceptual framework. Whilst a purely qualitative approach would reveal much more about the individual situation of a particular headteacher, or small group of headteachers, the scope would be too limiting to provide the generalisations sought, and this is why quantitative data collection forms a crucial part of the research.

Creswell and Piano Clark (2010) classify mixed methods approaches as involving either sequential or concurrent qualitative and quantitative phases. The research in this study is sequential and an example of a sequential explanatory design in which the quantitative data precedes the qualitative data and the latter is used to provide illumination and enrich the quantitative findings. This is also an embedded approach with the two data sets being integrated to achieve a single set of findings.

Process	Outcome
Determining the context of the research	Planning and selection of review of literature and appropiate research
Review of literature	Development of conceptual framework
Deciding research aim, objectives and questions	Development of research design
Questionnaire preparation and pilot study	Finalised Likert scale questionnaire for postal survey
Initial dialogue with all to be involved in the research	Participation by headteachers in the research
Questionnaires completed by headteachers in larger sample of schools	Quantitative data on leadership practice
Statistical anlysis, interrogation, formulation of semi-structured interview questions	Interrogated quantitative data and instrument for semi-structured interviews
Semi-structured interviews with headteachers	Qualitative data to inform and enrich quantitative data on leadership practice
Further anlaysis, interogation, critquing	Conclusions- statement of outcomes, recommendations for practice

Figure 3.3 Research design: flow chart of processes and outcomes

The research design in terms of the intended processes and outcomes is shown in Figure 3.3. This outlines the sequential mixed methods approach from the initial determination of research context through to the analysis and conclusion at the end of the study.

Cohen *et al*.(2000:169) describe surveys as collecting '…data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared.' This relates well to the inquiry-based nature of the present research, which is seeking to determine the current perception of headteachers in the context of the conceptual framework of the research. It also sets a standard for optimal leadership practice through the

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conceptual framework and looks for relationships between context and practice. Hutton (1990:8) is more specific about surveys being essentially quantitative, defining survey research as being based on structured questionnaires administered to representative of a defined population. The quantitative element of the research, based on a Likert scale questionnaire and administered to all headteachers in the Kent/Sussex sub-region of the UK fits Hutton's narrower definition.

The questionnaire was designed around a Likert scale because it was used as an instrument to gather data about opinion and general perception of the issues being considered by the research. Likert scales generally provide ordinal data, which means the values (observations) belonging to it can be ranked or can have a rating scale attached. In the case of this research a rating scale is attached. Cohen *et al*. (2000: 253) describe the power of Likert scales in research, claiming that they 'combine the opportunity for a flexible response with the ability to determine frequencies, correlations and other forms of quantitative analysis'. They qualify this, asserting that such scales: 'afford the researcher the freedom to fuse measurement with opinion, quantity and quality' (Cohen *et al*., 2000:253). There are limitations on the use of Likert scales (Cohen *et al*., 2003:254). The intervals of the rating scales cannot be assumed to be equal - a rating of 4 is not necessarily twice the value of 2. In this survey this is counteracted by using text indicators for the intervals, ranging from 'strongly agree' to 'strongly disagree'. Respondents have to give a positive, negative or neutral response. While it is not possible to affirm the veracity of the respondents' replies this is counteracted, to a degree, by using a large sample.

By grouping the questions together into themes significant differences or potential relationships between the groups of questions were identified. It is now common practice (Anderson1998:175) to apply parametric statistics to Likert scale data as if it were nominal data, whilst acknowledging that there is potential for wide variation in assessing the intervals on the ratings scale. The trend of correlation in responses, particularly from relatively homogenous populations, is considered by many researchers to be valid. On balance, the ability of the Likert scale to be used to obtain basic statistics, analysis through Pearson correlation, and exploratory factor analysis to determine possible patterns of perception makes it a very useful

approach for this research. The findings from the quantitative survey were used to determine questions to form the basis of the semi-structured interviews. This, the qualitative element of the inquiry, lies within the wider definition of survey provided by Cohen *et al.* (2000).

An interview approach was needed which uses a set of pre-determined questions drawn from the analysis of the quantitative data and which builds on the results of the quantitative phase of the research, since the interview findings are intended to enhance the findings of the quantitative survey and provide an enriched data set for interpretation. Wragg (2002) identifies three types of interview commonly used in qualitative investigations (structured, semi-structured and unstructured). Cohen *et al.* (2000:147) suggest that semi-structured interviews enable some flexibility rather than being tied to a fixed sequence and a closed set of questions, as with structured interviews. Additionally they allow participants to consider issues and questions not specifically in the schedule while, in contrast to unstructured interviews, enabling a focused exploration of the topic. The interviews are intended to gain further insight into headteachers' perception of a range of issues arising from the qualitative survey, so flexibility is essential to ensure as full a response as possible.

The interviews undertaken in this research were recorded manually as field notes under the question headings to act as a checklist to prevent omission. Fluency of response was facilitated by ensuring a natural flow in the way the questions were introduced, varying the order to suit the discussion, and phrasing them in the context of the headteacher being interviewed. The advantages of a semi-structured interview (Cohen *et al.*, 2000) include data collection being fairly systematic; gaps can be anticipated and interviews remain both conversational and situational. The fact that all interviewees answered the same questions reduced the interviewer bias (Wragg, 2002) and also enabled the data to be organised and analysed. The combination of semi-structured interviews and an approach building on a survey questionnaire provides the potential for a richer set of data and associated findings.

An inquiry into headteacher perception could be conducted using alternative research approaches such as ethnography, case study, or possibly action research.

Experimental or testing and assessment approaches (Cohen *et al*. 2001) are not appropriate to this research which is seeking the views and opinions of a specified group rather than testing a hypothesis, establishing causality, making objective measurements (in the case of experiment), or assessing performance and abilities. Key aspects of ethnographic research, Hammersley and Atkinson (2007), include participant observation in everyday situations, unstructured data collection, interpretation based on process, and small scale in-depth study. Such an ethnographic approach requires an extended period of time to undertake with participants, would be unmanageable beyond a very limited sample and is not suitable to gaining the larger-scale view being sought by the current research.

The quantitative phase of the research has some resonance with the ethnographic approaches suggested by Lecompte and Schensul (2010) who see value in follow-up ethnographic studies supporting quantitative research. Action research (McNiff and Whitehead, 2002) would engage the participants in the research, possibly engaging a number of heads in analysis of their own practice and the changes made as a result of review and evaluation of this practice and its effects. This would be valuable to the participants as a reflection on their practice – it could be interventionist in their context and could be empowering for them. The potential diversity of starting points, as well as the individual perceptions and philosophies of leadership and leadership practice, would make an action research-based inquiry confusing to both frame and analyse. Action research has the potential to limit both the sample size and the ability to get a wide view at a specific point in time. The disadvantages of these approaches and the advantages of the survey approach chosen, with its applicability to a mixed methods approach, reinforce the selection of the latter for the present research. The next section considers the issue of sampling, the approach used and the demographics of the sample chosen.

Sampling

The process of sampling for the quantitative research used is an example of cluster sampling with the headteacher subjects being selected from a geographical administrative area. (Fogelman 2002). Random or systematic sampling across the whole population of headteachers of secondary schools in England could have been undertaken but issues of access to addresses and other relevant personal detail swayed the decision to use cluster sampling as a manageable alternative. (Cohen et al., 2007). Although some personal characteristics were requested from the headteachers which could have been extended into stratified sampling – for example gender based – this was not part of the research in this study. (Fogelman.2002)

An extensive data set was obtained through the use of a questionnaire from a significant sample of secondary headteachers in the South East of England, centred on the county Local Authorities of Kent, East Sussex and West Sussex. The research subjects were all headteachers of secondary state maintained schools (including academies) in these three counties. The area is a subset of the Government Office South East (GOSE) region and provides a sample which includes cities, coastal, rural and market towns. All headteachers in the area were asked to complete the questionnaire and a further, smaller sample was selected to undertake the semi-structured interviews. This sample was selected to represent the various groups of heads identified in the questionnaire responses. Eighty headteachers returned the questionnaire which, based on a sample of 130 heads, represents a 61% response. Eight heads engaged in the semi-structured interview, which represented 100% of those sampled.

Cohen *et al*. (2000) suggest that 30 is the minimum sample size necessary to enable statistical analysis of data; the sample of 80 achieved in the present study, therefore, meets this requirement. The questionnaire element of the survey was based on cluster sampling (Cohen *et al*., 2000 and Fogelman, 2002) in that a subset of headteachers in England was used, rather than the whole population.

The sample size potentially provides a sampling error of 1% and a confidence level of 99% (Cohen *et al.*, 2000). This reflects the need to have a manageable sample in terms of administration and analysis. Cohen *et al.* (2010) warn against the possible building in of bias when using cluster sampling, but in the case of the current study the use of the whole population within the cluster sampled prevents this kind of bias. It is also the case that the headteacher subjects in the sample are likely to be representative of headteachers in England as a whole because of the degree of commonality in experience, recruitment and the national standards ascribed across the whole country. Similarly, the sub-regional area chosen provides a similar school type to that found in the country as a whole. The National Foundation for Educational Research provides a database and tools for defining statistical neighbours for LA providers of children's services (Benton *et al.*, 2007). The LAs making up the subset used in the research collectively link to almost all of the other LAs in England, which provides further confidence in the national representativeness of the cluster sampling undertaken.

As part of the questionnaire process headteachers were asked to provide information about themselves and their schools. They were asked to indicate: their time in post – greater than or less than three years; any leadership qualifications held – specifying whether National Professional Qualification for Headteachers (NPQH) and/or other leadership qualifications such as Diploma, Masters or Doctoral qualifications; their gender. Three years was chosen as the experience divider because this is the point at which a headteacher will have seen through a full cycle of all of Key Stages 3, 4 and 5 of the National Curriculum. NPQH is now a mandatory qualification for newly-appointed headteachers but, since this is a relatively new requirement, information on other leadership qualifications was also sought. Gender was requested to enable some judgement about the balance of the sample. In terms of their school characteristics headteachers were asked to indicate: the size of school (greater or less than 1000 students); the age range of the students (11-16 or 11-18); the gender of the students (boys only, girls only or mixed). Tables 3.1 and 3.2 summarise this data.

	Number	Less than three years in post	More than 3 years in post	NPQH	Other leadership qualification
	Number (%)	Number (%)	Number (%)	Number (%)	Number (%)
Male	48 (60%)	16 (33.0%)	32 (66.7%)	29 (60.4%)	36 (75%)
Female	32 (40%)	5 (15.6%)	27 (84.4%)	20 (62.5%)	31 (96.9%)
Total	80 (100%)	21 (26.3%)	59 (74%)	49 (61.3%)	67 (83.8%)

Table 3.1 Headteacher data

The balance of male and female heads of 60% and 40% respectively approximates to the national situation, where the balance is 67% and 33% (DFE, 2011c). Only four heads described themselves as having no leadership qualification and all of these were men. Many heads with NPQH also had additional leadership qualifications. In terms of experience as a headteacher, 26 of the sample had less than three years' experience. There is no definitive national database allowing comparisons with all secondary headteachers in England. NCSL (2006) suggest that approximately 58% of secondary headteachers have NPQH, and NAHT (2010) provides figures which suggest that approximately 31% of secondary headteachers are in their first three years of being a headteacher. The sample is not therefore significantly different from the group of secondary headteachers in England as a whole.

Table 3.2 shows the data about the schools in the sample. The schools were twice as likely to be 11-18 as 11-16; 90% had specialist status, 54% had achieved Investors in People status, and were more likely to be mixed than single sex. In this sample it was predominantly the case that the head of a boys' school was likely to be male and the head of a girls' school to be female.

	11-16	11-18	Mixed	Boys'	Girls'	Roll<1000	Roll >1000
Male	15	33	34	13	1	18	30
Female	11	21	20	1	11	20	12
Total	26	54	54	14	12	38	42

Table 3.2 School data

In Table 3.3 data from the Office for National Statistics for all schools in England is compared with the sample school data. On-going changes to the schools system will shift the balance of these figures for the national sample and the data shown for the time at which the survey took place. The size of schools, in terms of roll, shows very similar distributions for both the sample and all schools in England. Schools in the sample are more likely to have an 11-18 age range than the national group and it is also the case that there is a higher incidence of gender-specific schools in the sample.

	11-16	11-18	mixed	boys	girls	Roll<1000	Roll >1000
	%	%	%	%	%	%	%
England	46.1	53.9	88.1	5.3	6.6	47.9	52.1
Sample	32.5	67.5	67.5	17.5	15	47.5	52.5

Table 3.3 School characteristics of sample compared with all secondary schools in England

The sample used for the postal survey is representative of schools in the sub-region chosen and matches secondary schools in England to a good degree. After initial analysis of the quantitative findings from the postal survey the format for the semi-structured interviews was developed and these interviews were undertaken with a small sample of headteachers from the sample used for the postal survey.

The sample for the semi-structured interviews was determined through a process of systematic sampling. The sample size was set at eight to obtain a balance of manageability, headteacher characteristics and school characteristics. All eight headteachers invited to participate agreed, which removed the necessity for further sample selection. Table 3.4 summarises the characteristics of the headteachers interviewed and their schools.

Headteacher reference for qualitative research	Age range of school	Gender	Roll	Gender of head	In post	NPQH	OLQ	IIP
Jane	11-18	Girls	<1000	F	<3	Y	Y	Y
Tania	11-16	Mixed	>1000	F	<3	Y	Y	Y
Paul	11-16	Mixed	<1000	M	<3	Y	N	N
Clara	11-18	Mixed	<1000	M	<3	Y	N	N
Michael	11-18	Mixed	>1000	F	>3	Y	Y	N
Steven	11-18	Mixed	>1000	M	>3	N	Y	Y
Charles	11-18	Mixed	<1000	M	>3	Y	N	N
James	11-18	Mixed	>1000	M	>3	N	N	Y

Table 3.4 Characteristics of interview sample

The interview sample is representative of the overall sample completing the questionnaire. The next stage in the research design was instrument construction (Ary *et al*., 2009). The transformative sequential mixed methods approach makes this a two-stage process, with the postal questionnaire being constructed, applied and then analysed before the construction of the questionnaire for the semi-structured interviews.

The postal questionnaire: construction, utilisation and analysis

Mapping the research questions to questionnaire items by cross-referencing to conceptual framework

Formulate into five point Likert scale.

Format the questionnaire with title and introductory explanatory section

Questionnaire piloted with small representative group

Feedback from pilot group on ambiguity or other factors used to construct final questionnaire
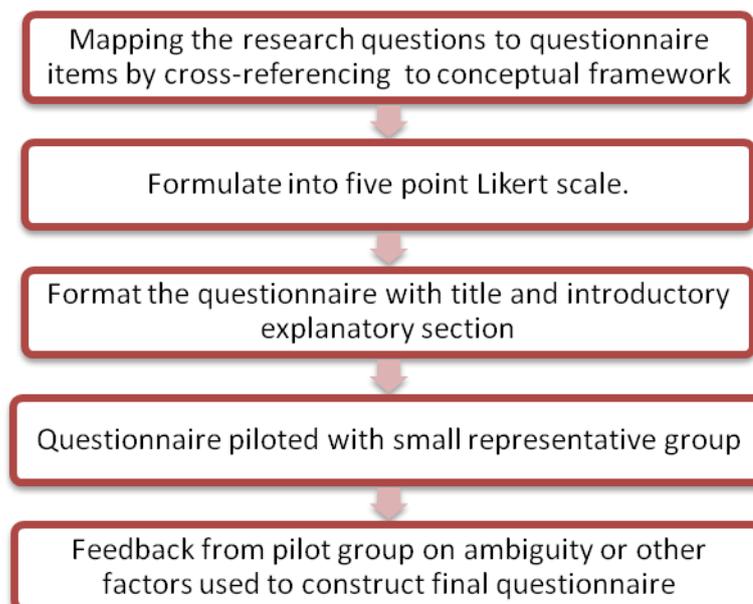
Figure 3.4 Questionnaire construction process line

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The Likert-style questionnaires used in the quantitative data collection were prepared using the procedure shown in Figure 3.4. An exemplar section of the format of the final questionnaire is shown in Table 3.5. The full questionnaire is shown at Appendix 3.

Questionnaire Part C

When completing the questionnaire consider where you are **now** as a school in terms of the overall leadership practice in the school. Read each statement carefully then circle the number that most closely matches your opinion with respect to that statement. The rating scale is:

1 Strongly agree; 2 Agree; 3 Neither agree or disagree; 4 Disagree; 5 Strongly disagree

Q	Statement	Current position				
1.1	We work together to articulate an educational vision focused on learning.	1	2	3	4	5
1.2	Leaders facilitate practices that advance student performance academically.	1	2	3	4	5
1.3	Leaders facilitate practices that advance student performance socially.	1	2	3	4	5
1.4	Leaders provide social support for high academic achievement.	1	2	3	4	5
1.5	Leaders communicate their passion for learning by challenging ineffective practices.	1	2	3	4	5

Table 3.5 Exemplar section of final questionnaire

Each of the five statements in the exemplar is a finalised questionnaire statement. Appendix 1 contains the tables which show the development of all of the questions in the questionnaire. The process was based on mapping each research question from a descriptive statement for each research questions to constituent practice elements to initial questions in the questionnaire which were finalised after the pilot study.

A sample of five retired heads and ten aspirant heads took part in a pilot study. The purpose of the pilot was test the questionnaire to ensure that worthwhile results can be found (Anderson, 1998) and to check that the techniques and procedures worked suitably (Bell, 2002). As a result of the pilot, the following key points for changes to the questionnaire were established and acted on:

1. The questionnaire items should not be posed as questions but be framed as statements about leadership practice.

2. More emphasis should be placed on leaders and leadership practice.

3. Questionnaire items should carry one focus only.

4. Questionnaire items should be opinion-forming or dichotomous.

5. In some questions a more economic form of words should be sought.

6. The proposed introductory sections should be split into two, separating personal and school data.

Additionally a trial run with the statistical package indicated that appropriate analysis of the results was likely. (Cohen et al., 2007)The process of administering the questionnaires included developing a covering letter, posting out the questionnaires, monitoring and following up returns and then entering and analysing the data. (Figure 3.5). The covering letter for the postal survey is shown at Appendix 2.
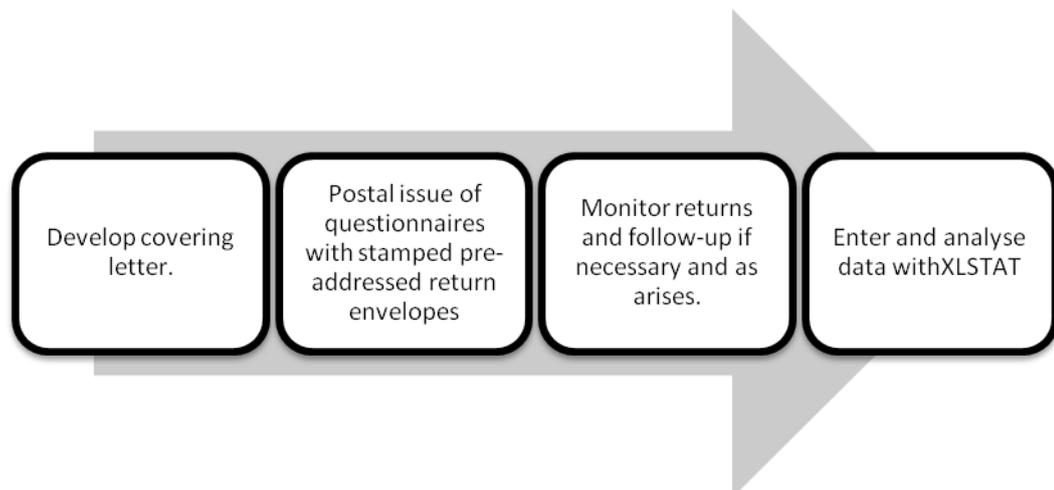
Figure 3.5 Process line - questionnaire administration and analysis.

As the completed questionnaires were received they were checked for completeness and given unique identifying numbers. The headteacher and school characteristics were given numerical codes and the Likert rating scale responses were coded numerically with strong agreement being five and strong disagreement being one. The purpose of the numerical codes was to enable input into the statistical package, XLSTAT which was used for the analysis.

XLSTAT was chosen because of its particular ease of use in MS Excel and its ability to undertake factor analysis within the Excel software package. This had the advantage

of being easily transferable to MSWord, MS Publisher and MS PowerPoint. Each question represented an element of leadership practice in the data set. The analysis process provided minimum, maximum, mean values and standard deviations for each variable and a Pearson (r) correlation matrix. In analysing the data Pearson correlation coefficients of 0.36 and above were taken as significant, with alpha=0.001. Only variables (aspects of perceived practice) with this level of correlation or higher were included in the analysis related to Pearson correlation.

Bryman and Cramer (2009) explain that exploratory factor analysis (EFA) is a statistical technique that condenses the relationships between the original variables into a smaller set of derived variables called factors. The relationship between original variables and the reduced set of derived variables is expressed in terms of a loading. The higher the loading the stronger the association between the variable and the factor. In this research the variables are elements of perceived leadership practice and the factors themes in the perceived practice. Xlstat used a form of factor analysis basis on varimax rotation which allows a more focused view of the factors extracted. Only those factors accounting for substantial variance are chosen. Factors extracted in this way are orthogonal- this means they are distinct and separate themes in the data analysis – they do not correlate to each other.

 Depending on the study various benchmarks levels of factor loading can be chosen as the minimum for a variable to be considered part of a factor. Pett *et al*. (2003 suggest 0.40 is the minimum level for a factor loading for inclusion in a factor, and that only factors with at least three variables loading at this level should be identified for discussion. On the same scale a factor loading of 0.55 is described as good, 0.63 as very good and 0.71 as excellent. Much higher values of the factor loadings would be required where critical decisions were being made, as argued by Ary *et al*. (2002). For the purposes of this research, which is exploratory in nature, factor loading levels greater than or equal to 0.40 have been used.
Table 3.7 shows two factors extracted after varimax rotation with their respective factor loadings. This exemplar is taken from the analysis of the data from the questionnaire with regard to pedagogical purpose.

Table 3.6	Factor D1	Factor D2
Questionnaire item	Loading	Loading
1.1	0.72	0.01
1.2	0.59	0.31
1.3	0.04	0.97
1.4	0.25	0.51
1.5	0.80	0.17
6.1	0.64	0.15
6.2	0.57	0.16
6.3	0.55	0.03
6.4	0.27	0.33
6.5	0.45	0.56

Only the questionnaire items with loadings greater than 0.4 are accepted as part of the factor. These are shown highlighted. The resulting factor structure is shown in Table 3.8.

Table 3.7	Factor D1	Factor D2
Questionnaire item	Loading	Loading
1.1	0.72	
1.2	0.59	
1.3		0.97
1.4		0.51
1.5	0.80	
6.1	0.64	
6.2	0.57	
6.3	0.55	
6.5	0.45	0.56

All of the items except 6.4 have loaded into one of the factors. Through discussion of the loadings and in relation to the basic statistics the factors are named to represent the pattern of possible perception of leadership practice.

An exemplar data set is shown at Appendix 4 and this was translated into a common presentation style and linked to the qualitative data in Chapters Four, Five and Six, which present and analyse the findings. Separate chapters have been used to report the findings within a domain for both phases of the research. The analysis of the quantitative data in relation to the conceptual framework was used to

determine questions to be used in the semi-structured interviews and this phase of the research is considered next.

Semi-structured interviews: questionnaire construction, utilisation and analysis

The process of preparing the interview questions and collecting and analysing the data is shown in Figure 3.6.
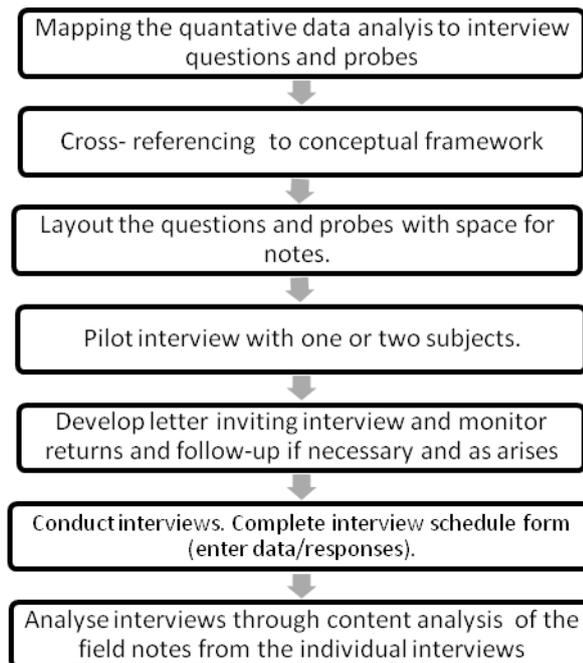
Figure 3.6 Semi-structured interview process.

The initial preparation of the questionnaire for the interviews was based on analysis and discussion of the quantitative data through referral to correlation diagrams and the factors extracted from the exploratory factor analysis. In outline, the process involved constructing correlation diagrams, observing strong correlations and lack of correlation and then linking this to the factors extracted to reinforce observed strong patterns of perception and potential gaps in the practice observed. Questions seeking to explain patterns or gaps in practice were then construed through reflexive discussion. The detail of this forms part of the discussion in Chapters Four, Five and Six.

The pilot for the semi-structured interviews was conducted with two colleague headteachers and this enabled a useful practice of the interview technique – including note making and some useful discussion on the effectiveness of the

questions, which were considered to be well-phrased and appropriate. As a result of the pilot no changes were made to the interview questions which are shown at appendix 5.

Achieving eight subjects for interview was not as difficult as anticipated, possibly because of a real interest in this aspect of leadership expressed by the heads who were interviewed. The letter of invitation to take part in the interviews is shown at Appendix 6. Three of the headteachers in the sample of eight were unwilling for their interviews to be taped. In view of this it was decided that none of the interviews would be taped and written notes were made on an interview proforma. These notes were then transcribed into a set of field notes in MS Word. This was done as quickly as possible after the interviews had taken place, in the interests of accuracy. An exemplar set of field notes is shown at Appendix 7. The interviewees were also asked to check the transcripts of the field notes and no changes to the transcripts were made as a result of this process. There is no doubt that it would have been both convenient and more accurate to use taped sources for the transcripts but this would have meant a different process with almost half the sample which was not considered to be fair or valid.

Content analysis was carried out by colour coding in MS Word using the highlighting tool; different colours were used to represent emerging themes and elements, which were then cut and pasted into groups. A matrix of summated analysis of response to the themes and element was completed for all themes and elements which emerged. An exemplar is shown in Table 3.8.

Matrix 4	Collated opinions from headteacher sample on the theme of the Governing Body as leadership						
Theme element	Jane	Tania	Steven	Charles	Clara	Michael	Paul	James
The chair of Governors	Effective	Not effective	Effective	Effective	Not effective	Not effective	Effective	Not effective
The governing body	Effective	Limited	Effective	Not effective	Ineffective	Not effective	Effective	Not effective
Servicing the governing body	Time intensive VFM	Time intensive Not VFM	Time intensive VFM	Time intensive Not VFM	Time intensive Not VFM	Time intensive Not VFM	Time intensive VFM	Time intensive Not VFM
Recruitment and Retention of Governors	Very difficult	Very difficult	Not achievable	Not achievable	Not achievable	Not achievable	Very difficult	Not achievable
Effective – a substantial aid and support to leadership in the school VFM – Value for money								

Table 3.8 Exemplar summary matrix: content analysis of qualitative data.

Two substantial inter-related data sets were obtained from the two phased of the research. Part of an explanatory procedure is to integrate these two data sets to achieve a single embedded data set (Creswell, 2009). The next section discusses how the two data sets were combined to give a single set of findings in relation to each domain of the conceptual framework for this research.

Combining the quantitative and qualitative data

The aim of the data analysis was to combine the two sets of data, from the quantitative and qualitative phases of the research, in order to provide a single holistic set of findings for the study. The process used was an example of embedding and connection. (Creswell 2009) The quantitative data was collected first and the qualitative data was collected second to provide supportive information. Creswell (2009:208) describes embedding as 'The researcher is embedding a secondary form of data within a larger study having different data as a primary database. The secondary database provides a supporting role in the study.' Connection in a mixed method approach occurs when data analysis in the first phase is connected to data collection in the second phase. (Creswell, 2009).

For clarity of analysis the findings are presented in three separate chapters. In each chapter the findings for one of the conceptual domains in the framework are presented and analysed. The analysis of the quantitative data was used to formulate the questions for the second qualitative phase of the research and the analysis of the data obtained for this phase of the research is linked to the findings from the survey to provide an overview of findings related to the conceptual domain as a whole. Chapter four reports and analyses findings related to leadership for pedagogical purpose. Followed by Chapter five which reports and analyses findings related to leadership for empowerment and Chapter six repeats the process for leadership for empowerment.

Reliability, validity, triangulation and ethical and legal considerations

Reliability

The mixed methods approach creates a range of issues around reliability and validity which can be addressed by considering the reliability of the quantitative and qualitative elements of the research in turn. Cohen *et al.* (2001) describe reliability in quantitative research as seeking consistency and replicability and go on to categorise reliability: reliability as stability; reliability as equivalence; reliability as internal consistency. In the current study, the nature of the sample creates potential difficulties for achieving reliability, even with the quantitative element of the survey. Headteachers are subject to a rapidly changing context and role set, so over a period of time it is highly likely that their perception may change. On this latter basis it is difficult to claim reliability through either stability or equivalence. It can demonstrate reliability through internal consistency through the application of statistical techniques and checks such as Cronbach's alpha. In this research a level of significance of 0.01 was used for the Pearson correlation which implies a one in 100 chance that the correlation is a coincidence. Additionally, Cronbach's alpha was used in relation to the Pearson correlations and the Exploratory Factor Analysis. A minimum value of 0.60 was taken as acceptable internal consistency (Cohen *et al.*, 2007).

Turning to the qualitative methods, the semi-structured interviews presented different problems in achieving reliability. As Bush (2002:64) observes: 'applying the concept of reliability … is problematic, notably in semi-structured or unstructured interviews ... This is unsurprising as reliability is a notion associated with positivist rather than interpretive research'. Lincoln and Guba (1985) propose using the alternative notion of 'trustworthiness' in naturalistic enquiry, and develop four criteria for such trustworthiness as opposed to reliability, namely: credibility as opposed to truth value; transferability as opposed to applicability; dependability as opposed to consistency; auditing as opposed to objectivity. Bassey (1999:75) notes the value of trustworthiness, noting that it: 'successfully illuminates the ethics of respect for truth in case study research', later adding 'I prefer the term

trustworthiness to the terms validity and "reliability"' Trustworthiness is achieved through auditing as an exercise in reflection, based on a 'methodological self-critical account' of how the research was undertaken.

Fowler (1993) argues that reliability can only be achieved if the interview is tightly structured, with the properties of a questionnaire. This can be counterproductive, with reliability being achieved at the expense of validity:

> In proportion to the extent to which 'reliability' is enhanced ..., 'validity' would decrease ... the distinctly human element in the interview is necessary to its 'validity'. The more the interviewer becomes rational, calculating, and detached, the less likely the interview is to be perceived as a friendly transaction, and the more calculated the response is likely to be. (Kitwood, 1977, cited in Cohen *et al*., 2001:124)

In the current study the concept of trustworthiness is more applicable to the semi-structured interviews than reliability. The interviews were structured in order to ensure that issues derived from the quantitative findings were raised. They remained flexible enough to negate any claim to 'reliability', as discussed above. The use of field notes and matrix analysis provided a reference point for others to link this to the analysis and interpretation and this provides trustworthiness.

Validity

Validity is complex concept with an extensive range of categories; Cohen *et al*. (2001:105) list 18 kinds of validity and suggest it is '… a matter of degree rather than absolute state'. Anderson defines validity in terms of expectation of outcome and goes on to define external, internal and face validity:

> External validity – refers to the degree to which research findings can be generalised from the sample population to the larger population. Internal validity – refers to the degree to which an experimental treatment is in fact responsible for the observed effect. Face validity – refers to the extent to which an instrument appears to measure the concept which it purports to measure. (Anderson 1998:251)

He goes on to argue that questionnaires used in surveys rely on face validity, 'sometimes with confirmation from a pilot test with a small group. There is no guarantee that people understand the questions or are truthful'. The research

sample of headteachers for the current study is 61% of the whole population and as discussed in the description of the sample is fully representative of the sample as a whole and meets the criteria for external validity (Fogelman, 2002). The process employed in the questionnaire design and the use of a pilot group eliminated much of the potential for misunderstanding and it is a reasonable claim that face validity has been achieved.

With regard to qualitative methods Wragg relates validity specifically to interviews, asking:

> Does the interview measure or describe what it purports to measure or describe? How does the evidence collected compare with other sources of evidence … Are the constructs employed meaningful ones … is the evidence collected in any way predictive of future behaviour or events. (Wragg 2002:155)

The potential for meeting Wragg's requirement for validity was enhanced through careful question construction, appropriately related to the conceptual framework and the analysis of the quantitative data. It was ensured that the interviews included a core of consistently asked questions, but with the opportunity for the subject to expand or extend the discussion as they were stimulated to or wished to.

Triangulation

Bush (2002:68) defines triangulation as 'comparing many sources of evidence in order to determine the accuracy of information or phenomena. It is essentially a means of cross-checking data to establish its validity'. Cohen *et al*. (2001:112) link triangulation to validity, claiming that the former is: 'a powerful way of demonstrating concurrent validity, particularly in qualitative research'. Cohen *et al*. (2001) extend the discussion on ways of achieving triangulation by linking the six types of triangulation described by Denzin (1970) to the seven levels of analysis considered by Smith (1976), and claim that the importance of triangulation lies not only in validity but also in understanding that 'triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint' Cohen *et al*. (2001:233). Bush (2002:68), on the other hand, simplifies triangulation to two main

types: methodological triangulation 'using several methods to explore the same issue'; respondent triangulation 'asking the same questions of many different participants'.

Both kinds of triangulation identified by Bush (2002) are applicable to the current research in that two methods, questionnaires and semi-structured individual interviews, have been employed as part of the research; also a number of headteachers were asked the same questions or were asked to discuss the same topics. Whilst validity and reliability are important, the research can still be authentic and of value even if they are considered not to be fully achieved. Bush (2002:71) describes this succinctly, 'While there is no perfect truth, a focus on reliability, validity and triangulation should contribute to an acceptable level of authenticity sufficient to satisfy both researcher and reader that the study is meaningful and worthwhile'.

Ethics and legal considerations

The ethical considerations which need to be taken in to account in any form of research are usefully represented by the four principles of bioethics suggested by Gorman (2007) namely: autonomy of the participants in the research, in terms of their rights and consent; beneficence – the aim of the research being to do good; non-maleficence, guarding against harm of risk; justice, referring to social justice in terms of possible impacts of the research. Throughout the research the University of Lincoln Ethics Procedures for research with humans were adhered to as were the guidelines for ethical research expected by BERA (2011). These guidelines are a professional statement of ethical practice, and fully reflect Gorman's recommendations (Gorman 2007). Due care has been taken throughout the current study to give respect to the participants, ensure their voluntary informed consent, including the right to withdraw, and to avoid deception; no incentives have been provided, and the privacy of the participants has been guaranteed and maintained. The field note transcripts were provided for the interviewees to check and agree for accuracy. The potential benefits from the research are a contribution to the pool of knowledge available to educational researchers, leaders and policy makers, who will

have access to a framework for leadership which enables optimal leadership practice. This is potentially emancipatory at the individual, institutional and societal level. The nature of the research is unlikely to be harmful in itself to others; children, young people or vulnerable adults have not been involved in the research as participants.

The researcher's role as a secondary headteacher in the sub-region forming the sample had the potential to be an ethical issue, particularly with regard to the semi-structured interviews, but this was balanced by a trust effect, being a peer and colleague who is aware of the vagaries, challenges and demands of the role. On balance, it was possibly more advantageous to be a headteacher conducting the research because the participants could easily check the researcher's credentials and credibility in this role. The nature of the process in the semi-structured interviews aimed at being non-threatening and participatory. Since the research was not personally focused there were no potentially damaging aspects for those involved and as a result, other than confidentiality and anonymity in the final report, it was not necessary to give any other specific consideration to sensitivity issues. All questionnaires, filed notes and transcripts were stored without names, using unique numbers as references for analysis purposes. Personal data were not retained on electronic databases or in hard copy, so there were no implications under the Data Protection Act 1998 for the data collection, analysis or preparation of the thesis. Ethical and legal practice in the research has been secured.

Conclusion

The sequential quantitative and qualitative mixed methods approach using a survey questionnaire and semi-structured interviews is considered an effective way to undertake an inquiry such as the current study in that it combines a relatively extensive data set from the survey with enrichment from the interview data. This approach, therefore, has the potential of obtaining information which has breadth and depth both in the findings and in the subsequent analysis and discussion. In order to achieve strong linking to the research questions and coherence in the data analysis of the mixed methods approach, the findings are reported in three

separate chapters, each relating to one of the three domains of the conceptual framework. Each chapter reports the findings of the postal survey, the analysis of the survey data and the formulation of the questions for the semi-structured interviews. It then goes on to report and analyse the findings from those interviews and concludes with a review of the findings for that domain. Chapter Four reports the findings for leadership practice for pedagogical purposes, Chapter Five the findings for leadership for engagement, and Chapter Six the findings for leadership for empowerment. The following chapter, Chapter Seven, is dedicated to a discussion of the totality of the findings and concludes the thesis.

Chapter Four: The pedagogical purposes of leadership

Introduction

Chapter four reports and analyses the findings from both the quantitative research and the second phase sequential qualitative research within the conceptual domain of leadership for pedagogical purpose. This is the first of the three conceptual domains forming the conceptual framework for understanding the perceptions of secondary headteachers about the leadership practice in their schools. The conceptual framework, developed in Chapter Two, defines leadership for pedagogical purposes as a set of leadership practises which are founded on a focus on learning, shared internal accountability and data use to support learning. Analysis of the findings indicates that there are both patterns of leadership practice and a potential absence of practice for this domain of the conceptual framework.

The findings for the pedagogical purposes of leadership are presented in three sections. The first section considers the findings from the quantitative survey and then the development from that data of the questions used in the semi-structured interviews on this topic. The second section present and discusses the findings from the semi-structured interviews. The chapter finishes with a conclusion which summarises the findings and establishes a perceptual framework for the leadership practice in the schools as perceived by the headteachers.

Headteacher perception of leadership for pedagogical purposes

The development of the specific items in the questionnaire referring to leadership for pedagogical purpose was discussed in Chapter Three and these specific items are shown in the first column of Table 4.1.

Table 4.1 Data from basic statistics	Positive rating	Negative rating			Pearson r correlation matrix									
	5 or 4	1 or 2												
Questionnaire item	Number of responses	Number of responses	x̄	σ	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
P1 Vision focused on learning	77	2	4.32	0.63	**1.00**				**0.38**		**0.36**	**0.48**		
P2 Leadership for academic performance	77	1	4.41	0.67		**1.00**			**0.51**					**0.53**
P3 Leadership for social performance	67	2	4.29	0.79			**1.00**	**0.49**					**0.42**	**0.44**
P4 Social recognition of academic performance	58	2	4.13	0.87			**0.49**	**1.00**						**0.45**
P5 Passion for learning through challenging ineffective practice	67	2	4.23	0.79	**0.38**	**0.51**			**1.00**	**0.51**	**0.41**			**0.41**
P6 Data informed target getting	70	3	4.31	0.94					**0.51**	**1.00**	**0.38**			**0.39**
P7 Leadership for high standards of achievement	74	0	4.44	0.82	**0.36**				**0.41**	**0.38**	**1.00**			
P8 Clear role definition	69	3	4.28	0.96	**0.48**							**1.00**		
P9 Data informed programmes of study	48	9	3.87	1.24			**0.42**			**0.35**			**1.00**	
P10 Student achievement improving	68	1	4.34	0.94		**0.53**	**0.44**	**0.45**	**0.41**	**0.39**				**1.00**
	All 80 heads completed all items				Values in bold are significantly different from 0 with a significance level alpha=0.01. Cronbach's alpha= 0.795									

On an individual response basis, the raw responses from the quantitative survey suggest that headteachers are likely to have a positive view about the leadership practice for this domain in their schools (Table 4.1 columns two and three)). Leaders facilitate practices that advance student performance academically (P2) is perceived to be strongest and Programmes of study are based on informed use of data (P9) is the least positively perceived. This data suggests that in most of the headteachers' schools, working together to articulate an educational vision focused on learning (P1), leadership to support academic performance(P2) and high standards of achievement (P7) should be evident. Likely to be observed to a lesser extent would be leadership practices to support social performance (P3), challenging ineffective practice(P5) and target getting based on informed use of data (P6). Most headteachers consider that there are well defined roles and responsibilities (P8) and a context of improving student achievement (P10). Less likely to be observed would be leadership practices linking social support to academic achievement (P4) and practice which supports programmes of study based on informed use of data (P9). One questionnaire item (leadership for high standards of achievement (P7)), had no negative perception, although six heads gave a neutral response. The raw responses indicate a positive perception of leadership practice for pedagogical purposes. The statistical analysis of the raw data enables further meaning to be drawn from the questionnaire results and columns four and five in Table 4.1 reports means ($\bar{x}$) and standard deviations (σ) for the headteacher ratings.

The values for means ($\bar{x}$) and standard deviations (σ) reinforce the positive nature of perceived leadership practice in place for all of the categories considered. The perception of leadership practice remain positive, within one standard deviation for all categories except for P9 (Data informed programmes of study), which is the least positively perceived aspect of leadership practice. The means and standard deviations suggest that leadership practice related to using data for target getting purposes (P6) is a stronger aspect of leadership practice in the schools than leadership practice related to using data for planning programmes of study (P9).

Pearson correlation tests give a measure of the strength of the relationship between responses to two different questions. The value of the correlation coefficient referred to as Pearson r indicates the strength of the relationship, where 0 represents no relationship and +/- 1 represents a strong relationship. This can be done for all questions or groups of questions. The correlation between the headteacher responses to the questions is shown in the Pearson r correlation tests matrix in Table 4.1 for the eight variables which showed correlations greater than 0.36 (for alpha = 0.01) with at least one other variable. Variables relating to leadership for social performance and social recognition of academic performance did not show a significant correlation to the other variables or to each other. The strongest correlation was between leadership which challenges ineffective practice (P5) and leadership to facilitate academic performance (P2) and also between leadership for data informed target getting (P6) and leadership which challenges ineffective practice (P5). Vision focused on learning (P1) correlates most strongly with clear role definition (P8). The variable related to challenging ineffective practice (P5) showed the most correlation with other variables.

A useful way to display the significant Pearson correlation coefficients is through using correlation diagrams. Two such diagrams can be drawn out of the correlation matrix for the pedagogical purposes of leadership. 'Leaders communicate their passion for learning by challenging ineffective practice' (P5) correlates strongly at the group level of prediction (Cohen *et al*., 2001) to six other variables (Figure 4.1).
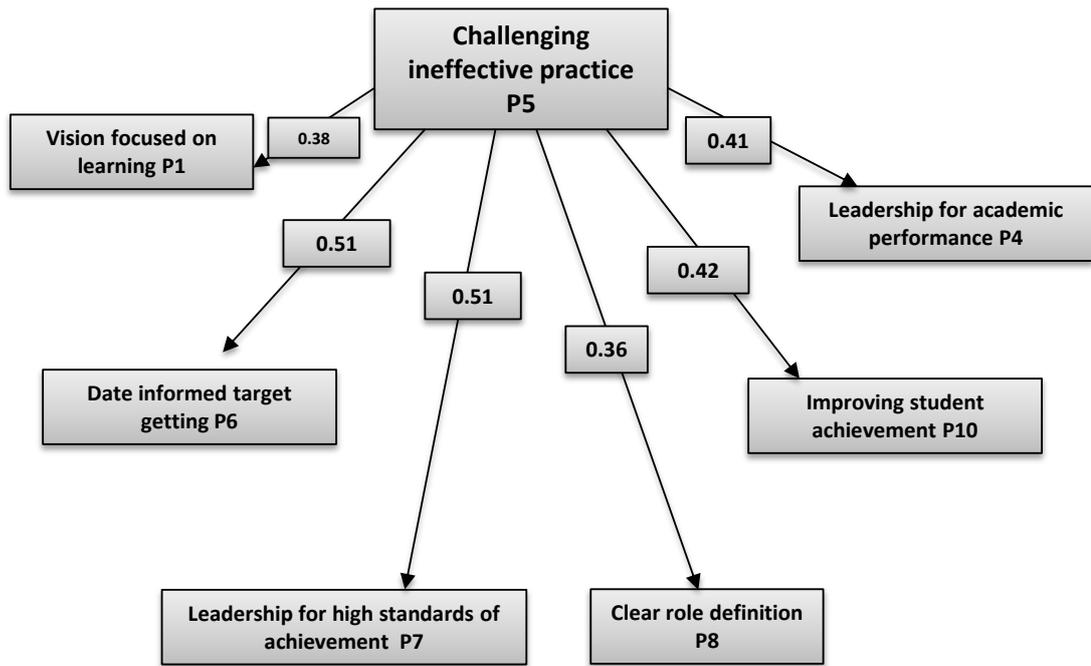
Figure 4.1 Correlation diagram: Challenging ineffective practice

This correlation suggests that headteachers see leadership practice for pedagogical purpose as centred on challenging ineffective practice. This challenge is linked most strongly to leadership practice which aims for high standards of achievement and which is facilitated by data informed target setting. Underpinning this challenging of ineffective practice is leadership practice which supports academic performance (P2), aims for improved student achievement (P10) and which has a vision focused on learning (P1). The second cluster of interrelated variables suggests that leadership of the school to high standards of achievement (P7) is also a focus for leadership practice. This is a subset of the previous cluster of interrelated variables and is shown in Figure 4.2.
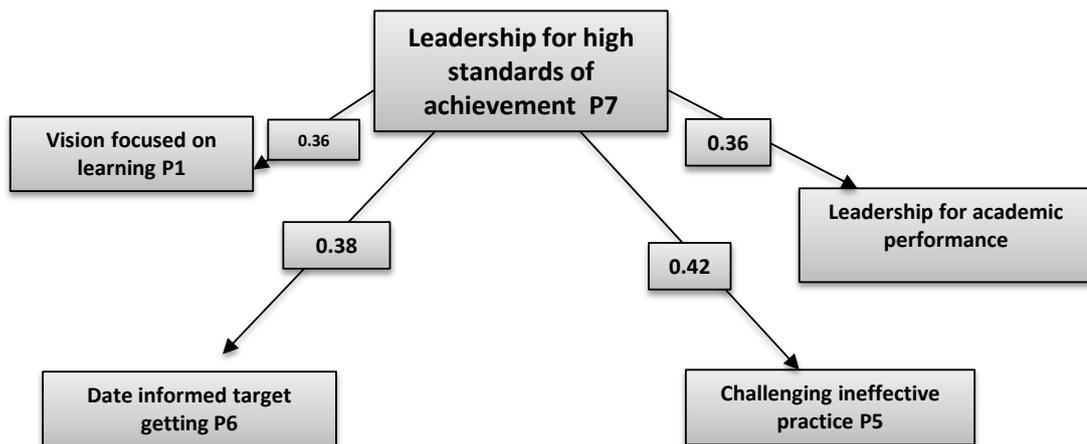
Figure 4.2 Correlation diagram centred on leadership for high standards of achievement

Taken together the two clusters of correlations reinforce each other through having similar variables. When linked to the absence of correlation of the questionnaire items related to social achievement, social performance and using data to inform programmes of study it is possible to infer that leadership for pedagogical purpose as the heads perceive it is centred on high standards of achievement. This focused purpose being the achievement of high standards through a vision for learning, leadership for academic performance based on data informed target getting and the challenging of ineffective practice.

The context of secondary schools in England explored in Chapter One gives some clue to the lack of correlation of questions related to social achievement and using data to support the planning of programmes of study. This pervading context of accountability and data-driven performance is possibly reflective of a culture in the secondary schools in the sample which does not emphasise social learning or the process of teaching and learning. Referring to a report by McNamara *et al*. (2008), Bell and Bolam(2010:99) suggest the possibility of the influence of central accountability and associate bureaucracy as limiting professional engagement as part of a 'technical rationalist' approach which has created '…a culture of compliance'.

The influence of central accountability raises a number of questions. Is leadership focused in this way, with a strong performance emphasis on the outcomes of

learning, as part of a coherent approach to meeting student needs because of external accountability? Or is it because it is part of the schools' vision for their students? Are headteachers and other leaders genuinely passionate about learning or is this a way of softening or justifying a leadership methodology based on performance? The correlation diagrams provide clues to possible patterns of headteacher perception of leadership practice in their schools which can be explored more fully through the application of Exploratory Factor Analysis (EFA). As outlined in Chapter Three, EFA is a variable reduction technique which identifies factors (latent constructs) and any underlying factor structure in a set of variables without imposing any preconceived structure. In this research the factor structure represents patterns of leadership practices considered to be parts of practice in their schools by the headteachers in the sample. Any factors extracted are independent of each other and are distinct and separate aspects of practice.

All the variables (questionnaire items) forming part of the factor represent a possible interconnected and similar pattern of response by the headteachers to these variables. Each variable in the factor has a factor loading, which indicates the strength of the relationship of this variable to the factor. The factors identified do not relate to each other and this implies that the two factors identified represent quite separate patterns of leadership practice for pedagogical purposes. The factors and factor loadings shown in Table 4.2 show possible links between the perceptions, as expressed in the headteacher responses.

Variables loading to factor	F1	F2
P1 Vision focused on learning	0.72	
P2 Leadership for academic performance	0.60	
P3 Leadership for social performance		0.97
P4 Social recognition of academic performance		0.51
P5 Passion for learning through challenging ineffective practice	0.80	
P6 Data informed target getting	0.64	
P7 Leadership for high standards of achievement	0.57	
P8 Clear role definition	0.55	
P10 Student achievement improving		0.56

Cronbach's alpha F1=0.76 F2=0.70

Table 4.2 Factor loadings after varimax rotation - pedagogical purposes

The category of 'data informed programmes of study' (P9) does not load into either factor and is not part of the pattern of perception for leadership practices. The test of reliability used for the factor analysis is based on calculation of Cronbach's alpha as indicated in Chapter Three. Cronbach's alpha suggests an acceptable reliability for both factors (Lehman, 2005).

The first factor, F1, represents a theme in the analysed data and has been given the title 'Learning and Achievement' to reflect the strong factor loadings of: vision focused on learning (P1); leadership for academic performance (P2); and passion for learning through challenging ineffective practice (P5); aligned with data informed target getting (P6). The second factor, F2, represents another theme in the analysed data and is named 'Social Achievement' to reflect the emphasis on social recognition in all of the factor loadings (P3, P4 and P10). Table 4.3 below depicts the information from Table 4.3, with the questionnaire items listed under the two themes in the data formed by the factors into which they were loaded.

Table 4. 3 Themes in quantitative data analysis	
Leadership for pedagogical purpose	
Learning and achievement	**Social achievement**
Vision focused on learning Challenging ineffective practices. Advancing Academic performance Standards based Clear role definition Data informed target getting	Advancing social performance Social support for academic achievement Student achievement improving

The inference is that these two factors (F1, learning and achievement and F2, social achievement) represent a pattern of leadership practice likely to be found in the sample schools and, in view of the orthogonal nature of the factors, these two patterns of practice are uncorrelated with each other. This could possibly imply that

although headteachers see social achievement and performance as important, they do not directly connect it to leadership practices for learning and achievement.

The framework related to leadership practice for pedagogical purposes developed in Chapter Two saw these practice related variables as a set of leadership practices, rather than as two distinct patterns. The separation into two factors could point to a disconnected approach to leadership practice for pedagogical purpose. At a very basic level this raises the question: is student achievement as good as it could be? It is also the case that the lack of inclusion of data to support programmes of study in either factor possibly has a negative effect in relation to potential student achievement, and might imply a lack of skill or confidence on the part of the headteachers (Earl and Fullan, 2003) and, as a result, limited data literacy and a diminished culture of inquiry (Earl, 2005). The context of secondary schools in England explored in Chapter One pointed to high levels of demand for accountability and pressure from LAs and the DFE (Bell and Bolam, 2010). There is a possibility that the pressure of this accountability has a restricting effect on the leadership practice, as observed through the headteacher perceptions. The questions raised were further explored in the semi-structured interviews.

The linear process involved in identifying the issues arising from the data analysis, raising initial queries and thence generating questions for the headteacher semi-structured interviews is illustrated in Figure 4.3. This shows the queries which have arisen from the data analysis of the quantitative findings and links them to possible key questions to inform the questions on the semi-structured interviews. It then links these key questions to a series of sub-questions to be used in the interviews. A set of pilot interviews was held before finalising the questions. A ten per cent sample, comprising eight headteachers, was drawn randomly from the sample group for the qualitative part of the study. All eight agreed to be interviewed so no further random selection was needed. All of the respondents engaged fully in the interviews and the nature of the interviews emerged as a professional dialogue around the questions structuring the interview process.

Issues/queries arising from data analysis	• **Two factors separating academic and social achievement rather than a single factor representative of all leadership variables.** • **Data usage to support the development of programmes of study not part of any factor.**
Initial questions raised	• Does this fragmentation work against best possible student achievement? • Is this driven by the national, regional and local accountability context developed in chapters one and two? • What is the balance of data usage in schools?
Interview Questions	• Do you think student achievement is as good as it could be? • Accountability comes from many different sources. • How do you see the school and yourself and other leaders in terms of relationships with the LA and DCSF? • Do you think the degree of accountability is an enabling or disabling factor in terms of moving the school on? • How intelligent do you think current accountability is? • How do use data in school: • to support student learning? • In relation to target getting and setting? • In support of programmes of study?

Figure 4.3 Process line and semi-structured interview questions based on quantitative findings

The first part of this chapter described the raw data and the data analysis, using first Pearson r and then exploratory factor analysis. The data analysis enabled patterns of perception of leadership practice at work in the schools to be identified; it was found that leadership practice for pedagogical purposes was based on two distinct factors representing patterns of practice in leadership for academic achievement and leadership for social achievement. The fragmentation of leadership practice into two separate patterns, as well as the absence of data usage to inform the development of programmes of study, informed the formulation of follow-up questions to be used in the semi-structured interviews. The findings from these semi-structured interviews are considered next and provide some illumination of the queries and issues identified from the quantitative data analysis.

All of the headteachers interviewed responded fully, both to the interviews as a whole and to all of the questions raised. In every case the interviews were conducted in the headteacher's office. The responses by the headteachers in the sample were translated into field notes which were analysed as described in Chapter Three. Content analysis was used to collate the perceptions for each of the elements identified within the themes. The themes were named to reflect the nature of the elements describing the theme. Analysis of the interview data related to the pedagogical purposes of leadership domain revealed two themes each with a number of elements as shown in Figure 4.5. The nature of the elements was used to formulate an appropriate title for the two themes which are accountability, and, data and programmes of study. These two themes are now discussed, using a narrative discussion and the words of the headteachers themselves to enrich the discussion.

Accountability	Data and programmes of study
Accountability as part of role	Data benchmarks used for school target setting
The burden of external accountability	Data benchmarks used for target getting
Intelligent or unintelligent accountability	Academic mentoring in place
Accountability as a conflict to school development	Individual student data used to support Special Needs programmes
Inspection and Self evaluation	Individual student data used to plan students' programme of studies
	Assessment for learning in place

Figure 4.5 Elements of themes for leadership for pedagogical purpose

Accountability

Every headteacher interviewed articulated a commitment to teaching and learning and to student success in its widest sense, viewing students as central to the purposes of leadership in their schools; they were comfortable with their accountability for this. Those who had followed NPQH were aware of the standards for headteachers (DfES, 2004a) and had followed a professional development process aligned to these standards. The headteachers who had not undertaken

NPQH were also all aware of the standards in relation to support and clarify the performance management of the head and other leaders undertaken by school governing bodies. The collective view of the headteachers interviewed was that accountability through nationally determined benchmarks and processes was excessive, often disabling of school processes and generally felt to be unintelligent. This is exemplified by Michael, an experienced head, reflecting:

> We need benchmarks and I am quite rightly accountable for the students' education in the fullest sense but the external accountability is not very intelligent and not really focusing on the important aspects of education that students need for their future. (Michael)

Another headteacher, Stephen, whilst acknowledging the importance of benchmarks and his personal accountability for the students' education, believes that external accountability does not focus on students' needs for their future.

> I'm happy that we've just crept out of National Challenge and it's important to ensure we stay above the benchmark – good for the kids as well. There is no doubt that having to work harder to satisfy accountability demands does take time and teacher energy away from some developmental or even day to day work that would better serve the students in the long run. (Steven)

The reference to 'National Challenge' refers to a Government initiative which, in 2008, publicly named 638 schools failing to reach the Government floor target for 5 A*-C grades, including English and mathematics, in the General Certificate of Secondary Education (GCSE). The programme provided substantial resources and support for these schools but also came with a zero tolerance approach to failure to meet the floor targets by 2011 (Teachernet, 2008).

One head considered accountability to be all-embracing and on-going 'I think we are more accountable than ever - everything we are doing and all of the time.(Jane) and went on to describe the tension between data oriented benchmarks and the short term necessity of achieving benchmarks against the long-term goals of sustainable student in saying 'different data demands create a difficulty between balancing the short-term immediacy of national targets and the long-term goals espoused by the school vision, which creates tension.' (Jane)

All of the heads saw external accountability as a disabling factor and because of its negative effect as an inhibitor of development exemplified by 'Accountability can be obsessive and as such disabling innovation or developing of what might be seen as riskier practice. (Paul). This being further reflected by Tania, linking the nature of accountability more directly to top down central control and a lack of perception in meeting the requirements of local contexts ' accountability can be a disabling factor forcing staffing deployments to meet particular benchmarks which can prevent the innovation/ transformation which would actually lead to more improvement.(Tania) She goes on to reflect that 'The accountability from the centre/top is not very intelligent and doesn't seem to be able to rationally judge local contexts.' (Tania)

All of the headteachers in the sample see conflict between external accountabilities, represented by the demands of external targeting and benchmarks, and the needs of the students in their schools in their local contexts. The emphasis on challenging ineffective practice revealed as a factor in the quantitative research is possibly reflected here by the concerns expressed with regard to the level and nature of accountability heads feel subjected to on a daily basis. All the heads also spoke about school inspections by Ofsted when discussing accountability. Headteachers clearly found inspection a pressure situation but not necessarily a pressure they disagreed with. As one experienced head, Michael, who had experienced the full inspection process from its inception in 1992 (UK Government, 1992) states 'I've been 'Ofsteded' since the beginning - it's been a good way to get judgements to inform and support future school development.' but notes' I know of other good schools where the experience has been a nightmare. (Michael)

This head clearly valued the potential for inspection to support and focus development and perceived the on-going change to the framework positively, possibly because of positive experiences. This head also raises the potential for interference by agencies who may feel they have a stake in the school's inspection, such as School Improvement Partners (SIPs) or advisors ' The burden around Ofsted is a bit excessive – everyone in the improvement area wants a piece of this – offering pre-Ofsteds etc can be a real pressure and waste of time.' (Michael). Another experienced head, Charles, reflects this issue of interference and expresses

concern about the inconsistency of the inspection process and the changes made to the framework to meet central accountability requirements, whilst at the same time being positive about the self-evaluation aspect of the process. As this head states, from his perspective:

> Ofsted [is] always scary but more because of the variability of practice of the teams rather than the process itself. The self-evaluation process required by Ofsted is an excellent way of informing focused school development although it does change to meet new central demands and this is an irritation. (Charles)

Steven was concerned about the effects on staff both before and after an inspection, even when the outcomes were positive:

> The effect on staff before an inspection is a concern but the after effects even when successful inspection has taken place take some considerable time to recover from. It's often the best teachers who worry about this most and are affected by it to a greater extent. (Steven)

Another concern about consistency in inspection teams was raised by one head, James, expressing a caveat about the effect an individual inspection team can have 'A rogue team can cause havoc in a good school to the long term detriment of the staff and students.' Going on to reflect about the effects of often unwanted support:

> The LA, SIPs and advisory service are obsessed with Ofsted and unless you resist this you could find yourself in a continual training for Ofsted, practice Ofsted and on-going review related to Ofsted which interferes with the core functions of the school. (James)

All headteachers found the process of basing inspection partially on school self-evaluation, and the self-evaluation process itself, potentially beneficial. The framework for inspection has changed several times over the period that this process has been in force. Self-evaluation linked to an official Ofsted document – the Self Evaluation Form or SEF – is generally regarded as a beneficial, if not the most beneficial, part of the process. Ironically this aspect of the framework requirements was removed with effect from September 2011 (DFE, 2011b).

The analysis of the data for this theme of accountability suggests that headteachers in the sample did not mind being held to account – they see it as part of their role and the leadership practice in their schools – but are critical of the measures used for accountability imposed externally. They consider that the burden of such vigorously pursued accountability has a detrimental effect on leadership processes in their schools, and often works against innovation and developmental processes which would improve teacher performance and student achievement. They live with and accept an inspection process within which self-evaluation is generally regarded positively; the potentially punitive nature of inspection and its negative effect on teacher morale, however, are considered challenging. As a whole they see much accountability as being unintelligent and a hindrance to school improvement rather than an effective and supportive context for developing sustainable practice. Linked to accountability is the use of benchmarking and data and the next section considers the headteacher views on data usage as part of leadership practice in their schools.

Data and design of programmes of study

All of the heads were very familiar with using data for student target getting and whole school target setting One headteacher's response summarises the situation in most schools, as they respond to statutory requirements:

> We're very good at whole school target setting and use benchmark data such as cognitive ability tests, key stage assessments, Fischer Family Trust data to benchmark student performance and set whole school targets as required nationally. (James)

James goes on to describe target getting processes for individual students; this reflects the situation in all the sample schools, although two of the eight schools did not consider academic monitoring to be in place:

> We use the same data to set individual student targets and support this through a programme of academic monitoring which links students with mentors who support them in achieving the targets in a wide variety of ways. (James)

None of the sample schools considered that they used data to inform programmes of study for individual students. One head referred to this happening as part of

personalisation at a group level, and perhaps for students with individual additional educational needs:

> Programmes of study at a group level are personalized and we carefully advise students on programmes where options are possible but at the individual level we do not use data to design individual programmes for students except perhaps those with recognised levels of additional educational need. (James)

Another head extended the discussion into the realm of assessment for learning 'We don't use data formally to plan programmes of study but our programme of assessment for learning does this for us – I believe. (Clara). She goes on to link data in saying:

> Our programme of internal observation and self-review focuses heavily on teaching and learning and assessment processes to support learning so in that sense our programmes of study are influenced by data in a very immediate sense - the data being the student responses, questions and queries. (Clara)

This head has a very clear perception that processes to reinforce learning and to adjust individual learning experiences are both necessary and part of classroom practice. The assessment for learning process in most of the sample schools was not so clearly delineated or secure as a process. This provides illumination as to why this aspect of the quantitative data did not load into either of the two factors emerging for pedagogical. Heads can identify with assessment-informed programmes of study but have more of an issue identifying with data-informed programmes of study. Other heads also referred in less detail to the role of assessment for learning, as opposed to data, preferring the use and application of data in mentoring programmes. The qualitative data reinforces the inference arising from the quantitative survey that while data is a strong element of target setting and getting processes, it is not exploited consistently or fully by many secondary schools.

The findings from the semi-structured interviews have enabled questions and inferences arising from the quantitative survey to be further explored and illuminated. The concluding section summarises the two sets of findings into a

single representation of headteacher perception of the pedagogical purposes of leadership.

Conclusion

In the quantitative data collection the strength of headteacher response to the variables being investigated as part of the pedagogical purposes of leadership indicated that each of the leadership practices represented by the questions in the questionnaire was a positively viewed aspect of leadership practice. The mean response for all questions was positive and on a variable by variable basis one would expect to see these aspects of leadership practice at work in most schools. The exploratory factor analysis, described in detail in Chapter Three, based on Pearson r, factor extraction and varimax rotation enabled possible patterns of perception to be inferred from the headteacher responses. Two themes were revealed -Learning and achievement, with six variables loading strongly, and -Social achievement, with three variables loading strongly (Table 4.3).

The two themes suggest distinct and separate aspects of leadership practice within the domain of leadership for pedagogical purpose. It is suggested that these themes present the possibility of a linking pattern of practice based around: a vision for learning seeking to secure high academic achievement through target setting processes and challenge to ineffective practice; leadership which reinforces student achievement through recognising social performance in relation to student achievement. The division of the aspects of practice represented by the variables into two distinct and statistically separated themes might suggest an emphasis on a standards-based leadership agenda, where social development and achievement are considered as an important but separate aspect of practice. The absence of the practice variable related to informing programmes of study through use of data raises questions about how this aspect of practice is situated in the leadership practice of the schools in the sample. These findings were used to form the questions in the semi-structured interviews and two further data themes were evident in the findings from the interviews: -Accountability and Data and programmes of study (Figure 4.5).

The findings for the theme of accountability suggested that the headteachers interviewed comprehend accountability as part of their role and the role of other leaders in their schools. They identify the level of external accountability as often burdensome and disabling of core activities and processes in the school. They are frustrated by the changes to accountability demands, often without prior notice, as part of a generally unintelligent approach to accountability by government and related agencies. They regard Ofsted inspections as a difficult experience for school. Whilst providing a useful process to support reflection and self-evaluation in schools inspections were potentially punitive and excessively bureaucratic. Much of the accountability is linked to data related to targets, and data emerged as a second theme in the findings of the semi-structured interviews.

Within the second theme, 'Data and Programmes of Study' the headteachers' general perceptions were that: data benchmarking to enable school target setting and to support target setting processes with students was a secure and well-established process in their schools; programmes of academic monitoring, which were active engagements with students were also well established. None of the headteachers perceived that using data to design individual student programmes of study was part of the practice of their schools, unless for students with specific special educational needs. All of the headteachers said that the use of assessment for learning processes to support learning was in place in their schools. The two factor structure and the underlying themes revealed by the findings suggest that, from the headteachers' perspective, leadership practice in their schools has an underlying pattern based on a set of practices which are heavily focused on students' learning and academic achievement, with accountability as both a barrier and lever to change and data as a leadership tool to advance performance, but not yet used in a widespread way to influence individual student teaching programmes.

Table 4.4 Key Findings for domain of leadership for pedagogical purpose

Conceptual domains	Leadership for pedagogical purpose	
Themes from quantitative data analysis	**Learning and achievement**	**Social achievement**
Practice variables loading strongly	Vision focused on learning Challenging ineffective practices. Advancing Academic performance Standards based Clear role definition Data informed target getting	Advancing social performance Social support for academic achievement Student achievement improving
Practice variables not part of themes	Data informed programmes of study	
Themes from qualitative data analysis	**Accountability**	**Data**
Elements in themes	Integral to leadership External accountability unbalanced and unintelligent	Data not linked directly to POS Data to support academic mentoring well-established Assessment for learning linked to data-in place
Practice perceived not to be evident	Data application in support of learning	

Table 4.4 shows the key findings represented by the themes form the quantitative and qualitative phases and also the practice elements which were not part of the themes. The findings in this format represent a headteacher perceptual framework for leadership practice in the sample schools. This perceptual framework indicates substantial leadership practice as perceived by the headteachers.

There are some significant differences between the perceptual framework and the conceptual framework for school leadership practice underpinning the research. These are examined and discussed fully in Chapter 7. The next chapter reports the findings for the conceptual domain of leadership practice for engagement and considers how headteachers perceive the practice in their schools in terms of engaging staff, students, parents and others in the process of leadership which support the achievement of the pedagogical purposes.

Chapter Five: Leadership practice for engagement

Introduction

Following on from the previous chapter, which considered the findings in relation to leadership practice for pedagogical purposes, this chapter presents the findings and analysis for the second conceptual domain, leadership practice for engagement. Chapter Two developed a conceptual framework for leadership for engagement based on the three sub domains of shared leadership, networking with other stakeholders and governing bodies as part of leadership. As with Chapter Four this chapter discusses the analysis of findings to develop a perceptual framework of how headteachers view the leadership practice in their schools with regard to leadership for engagement. This chapter considers the findings in three sections. The first section reports and analyses the findings from the quantitative survey, including the development of the questions for this section of the semi-structured interviews dealing with leadership for engagement. The second section considers the findings from the semi-structured interviews. The chapter finishes with a conclusion which summarises the findings and compares the resulting observed perceptual framework for leadership for engagement with the theoretical framework developed in Chapter Two.

Headteacher perception of leadership for engagement

Table 5.1 shows basic statistics for the headteacher responses to the questionnaire items relating to leadership for engagement. The 15 questionnaire items which represent the variables are shown in column one of Figure 5.1 for clarity and ease of access.

Table 5.1 Data from basic statistics	Positive rating	Negative rating			Pearson r correlation matrix									
	5 or 4	1 or 2												
Variable	Number of responses	Number of responses	$\bar{x}$	σ	En1	En2	En3	En4	En 6	En 7	En 8	En 12	En 13	En 14
En1 We take collective responsibility for school practices and outcomes.	71	1	4.35	0.79	**1.00**	**0.37**	**0.50**	**0.56**	**0.58**	**0.37**	**0.36**			
En2 Authority is based on professional knowledge and competence.	65	3	4.23	0.86	**0.37**	**1.00**			**0.32**					
En3 We share information and make decisions together.	72	2	4.48	0.74	**0.50**		**1.00**	**0.51**			**0.46**			
En 4 We solve problems collaboratively.	72	1	4.48	0.71	**0.56**		**0.51**	**1.00**	**0.47**		**0.27**		**0.40**	
En5 Decision making is consensual and inclusive	57	0	4.19	0.79										
En6 Leaders in our school emphasize power through people rather than power over people.	73	1	4.31	0.75	**0.58**			**0.47**	**1.00**				**0.42**	
En7 Leaders create a culture that supports risk-taking and innovation.	71	2	4.31	0.75	**0.37**					**1.00**				
En 8 We are open to multiple approaches and solutions.	75	1	4.33	0.69	**0.36**		**0.46**				**1.00**			
En9 Leaders accept conflict as "normal" and use it as a stimulus for change.	45	12	3.69	1.04										
En10 Leaders try to gain many points of view before solving important problems.	61	6	4.20	0.94										
En11 We work to develop strong networks with other secondary schools.	62	7	4.10	0.84										
En12 We work to develop strong networks with the business community.	40	11	3.54	1.07								**1.00**	**0.41**	
En 13 We work to develop strong networks with other agencies.	64	7	4.02	1.04				**0.40**	**0.42**			**0.41**	**1.00**	**0.49**
En14 A priority for us to achieve a good education for all students in our area.	66	3	4.08	0.92									**0.49**	**1.00**
En 15 The governing body are an important part of our leadership in school.	60	8	4.02	1.12										
	All 80 heads completed all items				Values in bold are significantly different from 0 with a significance level alpha=0.01. Cronbach's alpha= 0.818									

The general response from headteachers is positive. The most positively perceived aspect of practice was openness to multiple approaches and solutions (En8) and the least positively perceived was leaders accept conflict as "normal" and use it as a stimulus for change (En9).The raw results suggest that in most of the sample schools leadership practice based on shared responsibility, flexible shared decision making, collaborative practice, releasing leadership power through people, with a degree of risk-taking and innovation would be evident. Examining the means and standard deviations for the headteacher responses provides further clarification to the raw results.

Table 5.1 also reports the means and standard deviations for headteacher ratings on leadership practice for engagement. Of the three sets of data relating to each of the three domains, this table shows the most positive set of responses from headteachers and also the smallest standard deviations. Conflict resolution and networking with business are the least positively perceived and also have larger standard deviations. Shared decision making and collaborative problem solving are the most positively perceived.

The means and standard deviations suggest a good level of agreement between the responses of the heads and, at this basic level. Applying the Pearson r correlation tests gives a clearer view of the correlation between the headteacher responses; the results for this are shown in Table 5.1. Only those variables which have at least one significant correlation with another variable are shown. Leadership practice variables related to the nature of decision making (En5), conflict resolution (En9), inclusive problem solving (En10), networking with other schools (En11), and governing bodies as part of leadership (En15) do not show any pattern of correlated response with each other or the other leadership practice variables.

Using cluster diagrams two clusters of variables are identified, one building from the variable for collective responsibility (En1) (Figure 5.1) and the other built upon the variable of networking with other agencies (En13) (Figure 5.2).

Considering the first cluster, in which six other variables correlate with the variable relating to collective responsibility, a possible inference is that the headteachers in

the sample perceive leadership for engagement to be based on collaborative, professionally based approaches which have elements of flexibility, risk taking and innovation.
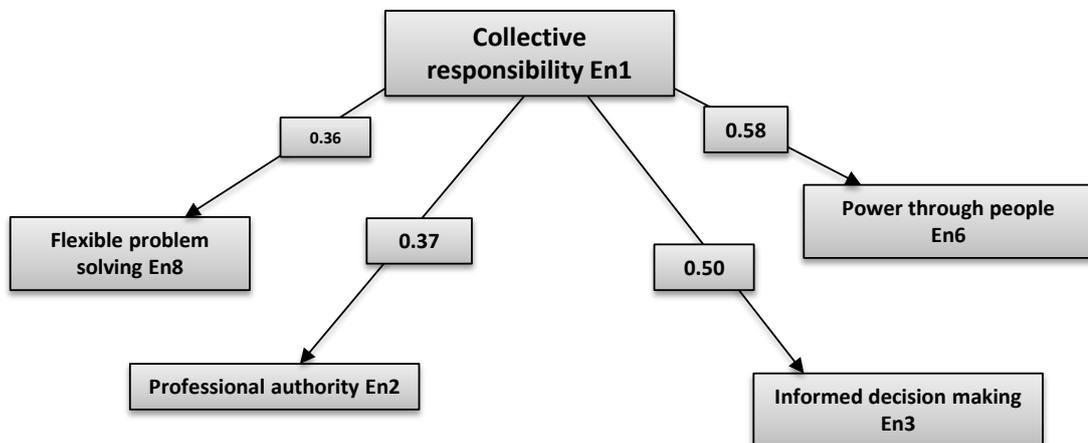
Figure 5.1 Correlation diagram - Collective responsibility

Networking with other agencies forms the root of another cluster of variables (Figure 5.2) which is not surprising in view of the national agendas discussed in Chapter One, such as extended schools provision and *Every Child Matters* (DfES 2003), which encourage networking and collaboration with other agencies and a widening of responsibility for children and young people.
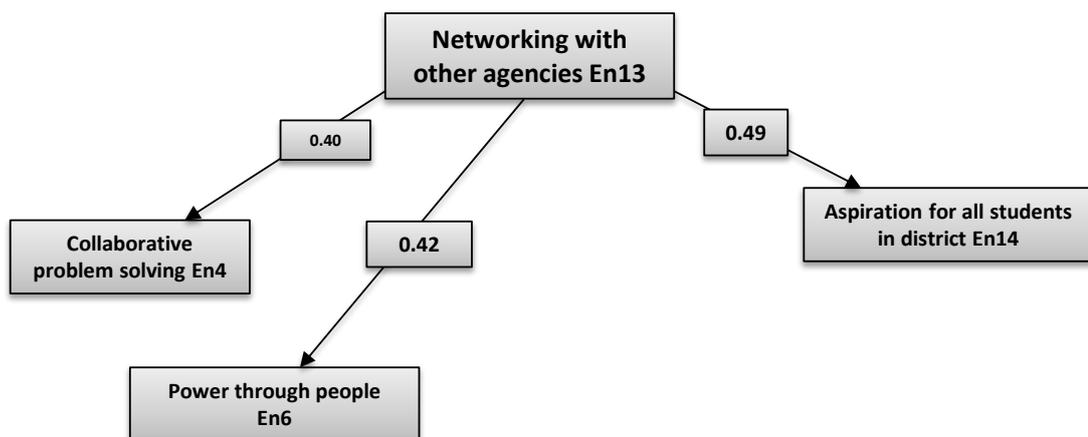
Figure 5.2 Correlation diagram - networking with other agencies

Consideration of the five variables which show no correlation (Figure 5.3), implies that there is no observable pattern of leadership which includes these aspects of

practice. In view of the statutory basis of governing bodies a lack of correlation with other aspects of shared leadership practice is surprising.

Non-correlating variables
En5 Decision making is consensual and inclusive
En9 Leaders accept conflict as "normal" and use it as a stimulus for change.
En10 Leaders try to gain many points of view before solving important problems.
En11 We work to develop strong networks with other secondary schools.
En 15 The governing body are an important part of our leadership in school.

Figure 5.3 Non-correlating variables in leadership for engagement

En5 (Decision making is consensual and inclusive) and En9 (Leaders accept conflict as "normal" and use it as a stimulus for change) are both reflective of shared leadership and do not correlate to any other variable. Perhaps, as suggested in Chapter Two through the discussion referring to Hatcher (2004) and Thomson (2009), headteachers may well have restricted and variable practice with regard to these aspects of leadership practice. Exploratory factor analysis using the XLSTAT software package enabled further interrogation of the questionnaire results.

Variables loading into factors	F3	F4
En1 We take collective responsibility for school practices and outcomes.	0.78	
En3 We share information and make decisions together.	0.83	
En4 We solve problems collaboratively.	0.67	
En6 Leaders in our school emphasize power through people rather over people.	0.55	
En8 We are open to multiple approaches and solutions.	0.56	
En 12 We work to develop strong networks with the business community.		0.60
En 13 We work to develop strong networks with other agencies.		0.92
En 14 A priority for us to achieve a good education for all students in our area.		0.58
Cronbach's alpha F3 =0.75 F4=0.67		

Table 5.2 Factor loadings after varimax rotation-engagement

The factor analysis revealed two factors, one based on five practice variables and the other on three practice variables (Table 5.2). Leadership practice based on professional knowledge and competence (En2) and leadership practice to support

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risk taking and innovation (En7) do not load into either factor. The values for Cronbach's alpha indicated acceptable reliability.

The factor structure is shown in Table 5.3. and the factors represent themes in the analysed data. Factor F3 is a theme identified as 'Shared decision making' because all of the variables represent an aspect of leadership practice related to problem solving and decision making. Factor F4 is a further theme entitled 'Networking' because each of the variables is an aspect or outcome of leadership practice which encourages the development of networks. These two themes indicate possible patterns of leadership practice which are distinct and not correlated.

Table 5. 3 Themes in quantitative data analysis	
Collaborative practice	**Networking**
Collective responsibility Shared decision making Collaborative problem solving Power through people Flexible problem solving	Networking with business Networking with other agencies District wide aspiration

The absence of practice variables and the separation of the variables loading into factors into two rather than a single factor indicates a controlled and regulated approach to sharing leadership. The two themes reflect a focus on dealing with problems and issues, through collaborative approaches and external networking, where there is a gain to be made or an imperative to do so. This possibly reflects the concerns discussed in Chapter Two with regard to the generally restricted types of shared leadership in practice (Hopkins and Jackson, 2003; Hatcher, 2004; Hargreaves and Fink, 2006; Thomson, 2009).

The absence of practice variables and the nature of factor structure raises queries about the fragmentation of the perceived practice. These queries were mapped to form questions for the semi-structured interviews undertaken with the eight headteachers from the questionnaire sample. The process was the same as that used for leadership for pedagogical purpose. Figure 5.4 shows the queries arising

from the data analysis the initial questions constructed from a consideration of these queries and the corresponding questions derived for the headteacher semi-structured interviews.

Issues/queries arising from data analysis	• **Two factors separating collaborative practice and networking rather than a single factor.** • **Absence of five practice variables from the factor structure - these variables being representative of invitational leadership, work with other schools and the school governing body.**
Initial questions raised	• Does this fragmentation work against engagement of others in the leadership practice of the school? • Is there a lack of leadership for engagement through internal networking, and external networking? • Is there a failure to effectively engage school governors as part of school leadership?
Interview Questions	• Can I ask you about networking? • Do you think it is important for departments within school to network? • How well does the school network with other schools locally, regionally, nationally? • What networks exist with business and community agencies and how helpful is this. • How do leaders and staff work together? • How easily do staff find it to share ideas or views with each other, with senior leaders? • Do staff work well together? How do you know this? • Are staff willing to try new ideas and be innovative? • What do you see as the barriers to this and how is leadership used to create levers of change? • Are school governors part of the leadership capacity of the school? • To what extent do governors contribute to the leadership of the school? • Is the chair of governors an effective part of leadership? • How easy is it to recruit governors?

Figure 5.4 Process line and semi-structured interview questions based on quantitative findings

As with leadership for pedagogical purposes all of the headteachers interviewed responded fully, both to the interviews as a whole and to all of the questions raised. The responses by the headteachers in the sample were translated into field notes

which were analysed as described in Chapter Three. Content analysis was used to collate the perceptions for each of the elements identified within the themes. Analysis of the interview data related to the pedagogical purposes of leadership domain revealed three themes each with a number of elements as shown in Figure 5.5.

Shared leadership	External Networking	Governors as part of school leadership
Networking internally within schools	Networking with other schools	The chair of governors
Electronic systems to share information and process	Networking with business and local community	The governing body
Formal means to share decision making with staff	Networking with LA	Servicing the governing body
Informal means to share decision making with staff	Networking with DCSF (now DFE)	Recruitment and retention of governors

Figure 5.5 Elements within themes for leadership for engagement

The nature of the elements was used to derive an appropriate title for the three themes which are shared leadership, external networking and, the governing body as part of school leadership. These three themes are now discussed, using a narrative discussion and the words of the headteachers themselves to enrich the discussion.

Shared leadership

The discussion in the interviews on networking within schools merged into the use of information and collaborative leadership the outcome being the emergence of a theme based on shared leadership. All heads in the interview sample believed that networking within school was essential in order to raise standards and ensure efficient and effective school processes. Aligned with this was the effective use of electronic systems and processes such as self-evaluation through considering within-school variation in student outcomes. All heads reported either having restructured or being in the process of restructuring staffing structures to improve collaborative practice. The perceived need for collaborative practice was put

succinctly by one head 'It's extremely important for departments to work collaboratively and particularly as we try and develop aspects of teaching and learning such as project based learning or learning to learn agendas.'(Jane). Tania reinforced the need for collaborative practice and linked it to networking tools which support student achievement:

> Networks are essential – nobody can work independently – otherwise personal interest can overcome the bigger picture. Within school variation is a key element of what we look at to raise student achievement and this is a network tool. (Tania)

All of the heads saw their formal structures as important enablers of networking; as Alan said, 'Networking between departments and generally within school is very important and it is part of our general structure that this is aimed for'. Another reinforced this view and linked restructuring to the achievement of improved internal networking as well improved student experiences and benefits to staff work-life balance:

> The whole restructuring is aimed at making it easier for departments to network and there is a push for more collaborative working and I think this is vital for a coherent programme for the students and the work life balance of the staff – it enables staff to work smarter. (Steven)

Electronic systems were perceived as key to enabling networking within school and further sharing leadership practice. Six of the eight heads considered such systems as well-developed, enabling information sharing and aiding school leadership processes. One head, James, was very clear about the importance of communication, asserting that 'Communication is the key to sharing practice and decision making' and went on to describe extensive systems and the practice to support this: 'We make extensive use of electronic systems for information sharing, some surveys to aid decisions, forums, data retrieval and management (James). Another head supported fully the use of electronic systems but was concerned about time pressures: 'Electronic means make access to information easier and the systems created encourage staff to share their views at all levels - a big issue is time to do this in a very busy schedule' (Clara).

The perceived link between effective use of information and shared leadership was reflected by one head who stated: 'I'm trying to create a culture in which information is widely shared and used effectively – once established this will be a real strength to encouraging shared leadership'. Staffing structure and electronic resources are perceived as positive levers for establishing more collaborative working and shared leadership practice. Informal processes for sharing leadership were not as well-identified, with half the heads viewing this positively and the other half seeing this as something to be encouraged but not well-established. One head, Clara, described a positive situation:

> Staff are working much more collaboratively – I know this because of direct and informal contact with staff, feedback from leaders and leader groups and initiatives which are taking place – these latter are collaborative and are being successful. (Clara)

This is reinforced strongly by Jane, who claimed: 'Just talking to each other for 45 minutes on an informal basis is of great benefit – it's the only way enquiry based learning can work'. Although believing that informal sharing of leadership should be encouraged, another head raised issues related to developing the trust for this:

> I would like to feel that all staff feel able to exercise leadership beyond the formal structures and contribute or raise ideas on an informal basis. However there is a dampening effect on this with some middle leaders not being very encouraging of this – but we are working on building the necessary trust at all levels. (Paul)

The findings from the interviews suggest that collaborative practice, based on formal structures to share leadership, internal school networking and effective use of electronic information and systems is a part of leadership practice in most a schools in the sample. Informal processes to share leadership are less likely to be in place but are seen by most heads as something to foster and encourage. The concept of all staff sharing in leadership is not widely accepted and, on the evidence from either phase of the research in this inquiry, certainly not widely practiced. All of these internal practices are affected to some degree by relationships with external interest groups such as other local schools, local business and community

agencies. This external networking and sharing of leadership practice is reported and discussed next.

Networking

Four elements emerged within the theme of networking (Fig. 5.5): networking with other schools; networking with business and local community; networking with the LA; networking with the DCSF (now the DFE). The response from the headteachers in the interviews was very mixed with regard to networking with other schools; this appears to be influenced by local context. Some heads were positive about such networks; Jane, for example, stated: 'We have very good links locally with other schools particularly because of BSF (Building Schools for the Future) and we do take account of opportunities to link beyond this but time is an issue'. Others were more positive but expressed some disquiet over potential for conflict over money and resources as a barrier to networking:

> We do have a very effective partnership with the local Grammar School for sixth form provision and this works well including shared facilities. There has been joint collaboration on CPD days and assessment. But money can be an issue and pre-16 competitive issues make networking a bit of a minefield with a 'layer of suspicion' over vocational provision, facilities and so on – counterproductive when considering raising attainment. (Charles)

All heads commented on the tension between a desire to see all children do well wherever they were at school and the underlying competition to secure school roles in a league table context. This head put it succinctly 'It is essential that we work together for the greater good of all students and the community and it makes sense to openly share resources.' and going on to reveal a paradox ' as we are trying to work together more cooperatively we are pitted against each other by very public league table accountabilities. (Charles)

Networking with business and the local community was positively perceived by all of the heads interviewed. In some cases it was important for reasons of specialism or designation or to help support a vocational centre: in other cases it was seen as a useful support in its own right. All heads considered local community links as

essential, with a range of views on the ease of setting up of such links and their effectiveness; this was generally considered to be a positive aspect of practice. The lack of capacity of local businesses to support, or in some cases the lack of local businesses, created difficulty in utilising what heads believed to be a powerful resource. Where national business was involved this was perceived very positively 'Links with local business – particularly one (COOP) has been excellent – really works as a national network'. (Charles). Another echoes the benefits of such networking but expresses some frustration that although links are good, they could be even better. This head also reflects on the potential of such links to empower teachers 'It's based on focused networking – core subjects for example – networks beyond teachers provide power to move forward.' (Jane)

The heads were asked to consider their relationship with the LA and DCSF (now DFE) as an aspect of networking. The LA was generally seen as an agency that has to be tolerated and worked with rather than welcomed as a supportive partner. The DCSF was viewed as remote and the bearer of external accountability. Within LAs, advisory services were generally regarded for their work and support. Having said that, an aspect of advisory services in the form of School improvement partners (SIPs), was seen as the broker of accountability benchmarks and little else. One head stated this concisely and clearly 'I get good support from the LA advisory service but beyond being the target focused agenda very little real support from my SIP – although the relationship is positive.' (Clara) This head saw little support from other sources 'Beyond that little support and the DCFS are the bearers of more accountability some of which frustrates development.' (Clara)

Although more positive about the LA, another head reflected an apparent contradiction with DCFS networking support ' Don't really relate to the DCFS they are a threatening force in some ways – mismatch between the innovation agenda and accountability – seems contradictory.' (Jane) A third head echoed these sentiments, seeing progress as inhibited by both the LA and the DCSF 'We move on despite the LA. The DCSF is at the centre and we are at the mercy of some of their policy changes which are often contradictory.' (Michael). This head makes a comparison with the positive experience of two QUANGOs as providers of national

networking opportunities 'At present national linkages are more at staff level through SSAT and BECTA for example who are excellent providers in every respect.'(Michael).

The irony here is that a change of government has seen the removal of both SSAT (Specialist Schools and Academies Trust) and BECTA (British Educational Communications and Technology Agency) as government funded support agencies, both of which were referred to positively as networking brokers. It is also the case that the SIP programme has been cancelled and, from the heads' perspective, this may not be considered to be a loss.

The general situation with networking beyond the school is very localised and on balance is not perceived to be a leadership practice positively in place. Schools engage with their local and business communities to a degree but there appear to be more barriers than levers to this engagement. Relationships with LAs and government departments are impeded by the accountability context and driven by necessity and based on suspicion. School governing bodies have representation from community bodies, the local authority, parents and staff so could be a key influencer in supporting effective networking. The next section reports the findings from the interviews with regard to the headteachers' perceptions of the governing body as part of school leadership.

Governing body as leadership

The perception of the headteachers with regard to governing bodies was very mixed, but generally negative. Four elements emerged from the interviews (Fig.5.5): the effectiveness of the chair of governors; the effectiveness of the governing body; servicing the governing body; the recruitment and retention of governors. The chair of governors is a highly influential and critical appointment and half the heads perceived their chair of governors as ineffective. One head found the chair to be actively undermining '…there are real issues with the Chair of Governors who can be undermining because of his relationship with the Business Manager.' This head believed this to'… impede rather than support or contribute to the leadership of the school - even down to accessing confidential information. (Clara).The chair in this

case was using the business manager to access the email of the headteacher and other senior leaders. Another expressed a different but equally critical view of his chair of governors:

> The chair is in it for his own personal kudos – full of bonhomie but absolutely useless as a support for the leadership of the school of the Governing Body itself. He only wants to be involved in the celebratory side of life and whilst not interfering fails badly in supporting the school and other governors in the many statutorily required processes that governors have to undertake. The workload supporting this deficit is huge. (James)

These experiences represent two extremes of behaviour of chairs of governing bodies – one at the extreme end of control and interference and the other at the extreme end of neglect or fulfilment of role. Some heads had a very positive experience with their chair of governors, one head reflecting on a chairman from a business background '…local business involvement really adds to the Governing Body - the chair of governors comes from this route and is an excellent support for me and all of my team. (Steven)

Generally heads who perceived their chair of governors as ineffective also perceived the governing body as a whole to be ineffective. The converse – effective chair and effective governing body – was also the case, with one head emphasising the importance of the chair even when other governors were not effective:

> We are going to run out of Governors within four years – no elections possible for Parent Governors – lack of applicants – the two business governors are great – we only have four or five who understand fully what's involved and have the capacity to act. Chair is very able – works for QCA/LSC and is active in the strategy group and steering committee. But as I've said crisis in four years. Why would you do it? Disciplinary panels etc are off putting – It's almost a club culture – more friendly than critical – but then this is a good school. Might be better with a district level board covering a number of schools. (Charles)

This reflection also highlights the recruitment and retention issue that faces most schools and perhaps the need for some other model of governance. All of these issues contribute to headteachers' and other leaders' workloads. The heads found this to be very time consuming and where the governors were deemed to be

ineffective they also saw this as not being value for money. One head reported positively on the effect and value of the Governing Body in saying:

> Governors do work well with the school better now than before. They are more challenging but from a critical friend perspective – good capacity for this community – but requires servicing and support from me – can be demanding. Certainly value for money in terms of the time and commitment. (Jane)

The other extreme echoes the possibility of an alternative model of school governance when reflecting a negative experience in terms of workload, lack of engagement and difficulty in recruitment:

> The ineffectiveness of the governing body is compensated for by me and the rest of the leadership team. Recruitment is a real issue although retention isn't. We have to work twice as hard to service their needs because of their lack of engagement and we have tried many different mechanisms to get them more involved. As a process this is not value for money. The school is very successful so part of the problem could be the governors feeling less need for full involvement or even cautious about engaging. We need effective governance but this model is not working. (James)

All of the headteachers had a lot to say about their governing bodies which, in view of the statutory requirements and the potentially powerful position of governors, is not surprising. In general, engagement of governing bodies as part of leadership of the school is not effective. At its best a small caucus of governors, usually inspired by an able chair of governors, will engage fully with the school and be a positive benefit to the leadership of the school. At its worst the governing body is a burden because of the excessive time and effort needed to support it and its effect as a source of conflict which can stall and work against the leadership of the school.

The findings from the interview data have provided some answers to the queries raised from the quantitative survey findings, which inferred negatively perceived practice with reference to aspects of networking as leadership practice in schools and the role of the governing body. In the conclusion which follows the findings and arguments emerging from the two data sets are drawn together to provide an

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overall perceptual framework for leadership for engagement, as perceived by headteachers.

Conclusion

The findings in relation to headteachers' perception of leadership practice for engagement are, at first glance, positive in terms of raw scores but the further analysis of the data, culminating in the exploratory factor analysis, suggests that the patterns of practice that might be observed in the schools are fragmented. When compared with the current views of good leadership practice, as established by existing research and discussed in Chapter Two, these patterns show an absence of some important aspects of invitational leadership as part of engagement with staff, external agencies, other schools and school governing bodies. Table 5.4 shows the key findings for leadership for engagement, based on the themes revealed by the exploratory factor analysis and the themes emerging from the data from the semi-structured interviews.

Almost half the practice variables do not form part of the factor structure. Those which are missing point to a deficit in shared invitational leadership, networking with other schools and engaging the governing body as part of leadership. The strength of the practice variables constituting each of the two factors suggests a shared perception of leadership practice for engagement which centres on: decision making based on a collaborative approach to problem solving in a context of collective responsibility; leadership practice for networking centred on local community, businesses, and other agencies with an aspiration for all students in the district as part of the networking practice.

Table 5.4	Key Findings for domain of leadership for engagement	
	Leadership for engagement	
Themes from quantitative data analysis	**Collaborative Practice**	**Local Networking**
Practice variables loading strongly	Collective responsibility Shared decision making Collaborative problem solving Power through people Flexible problem solving	Networking with business Networking with other agencies District wide aspiration
Leadership practice statement not part of themes	Professionally based authority Consensual and informed decision making Risk taking Conflict resolution, Informed problem solving Networking with other schools Governing body as part of leadership	

Themes from qualitative data analysis	**Shared leadership**	**External networking**	**School Governance**
Elements in themes	Limited Networking within school Good use of Electronic systems to share information and process Good formal means to share decision making with staff Limited informal means to share decision making with staff	In school to support teaching and learning Limited and controlled with other schools Very variable with business Poor perspective and accountability driven with LA and DFE	The chair of governors critical influence for good or bad The governing body not considered effective Servicing the governing body – time greedy and not value for money Recruitment and retention of governors – a significant problem
Practice perceived not to be evident	Invitational shared leadership Networking with stakeholders Governing Body as part of leadership		

It appears that leadership for engagement is based on a selective and focused approach to engagement with internal and external stakeholders, or potential contributors to the leadership of the school. It is akin to the findings for pedagogical purposes in that the nature of leadership for engagement at work in the schools is restricted to what can be controlled and also to meet the policy driven accountability context that the schools find themselves in. There is reluctance about engagement with staff and others in the external community. All of these practice variables have an impact on leadership capacity but the absence of the governing

body as part of school leadership is of particular significance because of the statutory nature of governing bodies. The quantitative data findings were used to generate questions for the semi-structured interviews and three themes: Sharing leadership, Networking and the governing body as part of leadership, were revealed by the qualitative data analysis.

Networking, as a theme, was perceived positively around two elements of practice: networking internally within school and networking with business and the local community. It was perceived negatively around three elements of practice: networking with other schools, networking with the LA and networking with DCSF (now DFE). The findings from the interviews suggests that collaborative practice, based on formal structures to share leadership, within-school networking and effective use of electronic information and systems, is a part of leadership practice in most schools in the sample. Informal processes to share leadership are less likely to be in place but are seen by most heads as something to foster and encourage. All of these internal practices are affected to some degree by relations with external interest groups such as other schools locally, local business and community agencies. The next section builds on the survey data by considering the headteacher perceptions expressed in the interviews.

Networking within school was generally perceived to be an enabler of: teaching and learning; collaborative and supportive practice; within-school variation as a tool being used to help raise standards; supporting reflective practice and enquiry based learning, with some schools altering school structures to support learning. The perception of networking with other schools was that this was driven by external initiatives and dependent on local context. Barriers to networking related primarily to competition between schools to outperform each other in order to achieve a stronger profile for admissions and related funding streams. Levers came in the form of shared funding initiatives and required collaboration through projects such as BSF or through federal arrangements for school governance.

A positively perceived aspect of networking practice was networking with local business and the local community which, despite occasional difficulties in setting

up, were seen to be enabling of the school. Networking with local authorities was not considered effective by any of the heads; where positive elements were mentioned this was in relation to support from the advisory service. SIPs in particularly were singled out as being generally unhelpful. Five of the eight heads did not consider that any networking relationship existed at all with the DFE (formerly DSCF) and the others were not positive about this, all heads seeing the DFE as 'bringers of accountability'. The governing body of the school is in many ways the agent of the DFE, because of the statutory powers given to them and the accountability they have to the DFE as corporate body. The governing body, as part of school leadership, emerged as a theme with four elements relating to the chair of governors, the governing body as a whole, servicing the governing body and recruitment and retention of governors. Governing bodies were seen as important but demanding of time and support; as having few governors able to commit fully; having the potential for the chair of governors to have an unbalancing effect; being difficult to recruit and retain; as being at best enabling and at worst, disabling.

Comparing the perceptual framework to the conceptual framework for this study suggests that leadership resources in the form of staff, school governors, the wider local community and official agencies are underused. There are factors related to policy driven accountability and to the volume of the task which schools have to undertake in relation to this, which reinforce this failure of engagement. These points will be discussed in more detail in Chapter Seven, where the findings for all three domains as a whole are discussed. The next chapter reports the findings for the conceptual domain of leadership practice for empowerment, and considers how headteachers perceive the practice in their schools in terms of empowering staff, students, parents and others in the process of leadership which supports the engagement necessary for the achievement of the pedagogical purposes.

Chapter Six: Leadership for empowerment

Introduction

The third domain of the conceptual framework for school leadership practice, which was developed in Chapter Two, is the domain of leadership for empowerment. Leadership practice for empowerment is based on three sub domains: CPD and professional growth; staff, student, parent involvement in leadership; reflective practice and a culture of inquiry - all can lead. The chapter presents the findings and analysis for this third domain of leadership for empowerment, in three sections. The first section reports and analyses the findings from the quantitative survey including the development of the questions for this section of the semi-structured interviews dealing with leadership for empowerment. The second section explores the findings from the semi-structured interviews. The chapter finishes by summarising the findings, considers possible inferences for the conceptual domain of leadership practice for empowerment, and compares the resulting observed perceptual framework for leadership for empowerment with the theoretical framework developed in Chapter Two.

Headteacher perception of leadership for empowerment

Table 6.1 shows the data for the basic statistics including Pearson r correlations. The ten questionnaire items which represent the variables in the domain of leadership for empowerment are shown in column one of Table 6.1 for clarity and ease of access.

Table 6.1 Data from basic statistics	Positive rating	Negative rating			Pearson correlation				
	5 or 4	1 or 2							
Questionnaire item	Number of responses	Number of responses	$\bar{x}$	σ	P1	P6	P8	P9	P10
Ep1 Leaders provide formal means for staff and students to solve problems	77	2	4.32	0.63	**1.00**				
Ep2 Leaders provide informal means for staff and students to solve problems	77	1	4.41	0.67					
Ep3 Student voice is embedded in all aspects of school activities	67	2	4.29	0.79					
Ep4 Parents are fully involved in all aspects of school activities	58	2	4.13	0.87					
Ep5 All staff are involved in school leadership	67	2	4.23	0.79					
Ep6 Discussion and inquiry are common and accepted practices in our	70	3	4.31	0.94		**1.00**	**0.37**		
Ep7 There is a strong culture of reflective practice throughout the staff	74	0	4.44	0.82					
Ep8 Leaders actively seek out opportunities to get feedback on their work	69	3	4.28	0.96	**0.41**	**0.37**	**1.00**		
Ep9 There is a high priority on CPD and investment in training	48	9	3.87	1.24				**1.00**	**0.48**
Ep10 There is a focus on developing people's strengths	68	1	4.34	0.94				**0.48**	**1.00**
	All 80 heads completed all items				Values in bold are significantly different from 0 with a significance level alpha=0.001				

The raw results for the headteacher responses to the postal questionnaire are shown in Table 6.1 and represent the least positive set of perceptions for any of the three domains. Three practice variables showed less than half of the headteachers responding positively. The most negatively perceived aspect of practice was leadership practice to involve parents fully (Ep4). Leadership practice which focuses on developing people's strengths (Ep10) was the most positive, and the only practice variable without a negative perception. Other practice variables with less than half of headteachers responding positively related to all staff being part of school leadership (Ep5) and to leaders actively seeking out feedback on their work (Ep8). The mean response for each variable and the standard deviation have been considered to provide further depth, as shown in columns four and five of Table 6.1.

Although indicating positive overall response, the variable related to parental involvement (Ep4) remains negative and four other variables related to student voice (Ep3), all staff being involved in school leadership (Ep5), a culture of reflective practice (Ep7) and leaders seeking feedback (Ep8) become negative within one standard deviation. At this point in the analysis empowerment appears to be focused on providing formal and informal means for problem solving (Ep 1 and Ep2), with a high priority on CPD (Ep9) and developing people's strengths (Ep10), with a culture of discussion and inquiry (Ep6) as commonplace. Involvement of parents (Ep4) remains a negatively perceived aspect of practice. This is possibly to be expected when the influence of statutory requirements for PM, and PRP linked to CPD are factored in. Similarly, with parental involvement the statutory rights that have been given to parents discussed in Chapter Two could possibly create reluctance on the part of schools to be encouraging practice to support this. The positive response to formal and informally structured means to involve students and staff is also evidence of the effect of drives by NCSL and the DFE to support distributed leadership focused on standards and raising attainment.

Pearson r correlation tests do little to establish any kind of pattern in the data. Table 6.1 shows the correlation matrix with only variables having at least one correlation at 0.36 or greater being shown. Variables related to informal staff and student input, embedded student voice, full parental involvement, shared

leadership practice, and reflective practice do not correlate significantly to any other variable. Unlike the correlations for the domains of pedagogical purposes and engagement, very few variables showed any correlation in the group reflecting leadership for empowerment.

Figures 6.1 and 6.2 shows correlation diagrams, one based on seeking feedback and the other on developing people's strengths (Ep10) and CPD as a high priority (Ep9). Any inference from these correlations is very tentative. There is a suggestion that the empowerment of staff and students is sought formally on a basis of seeking feedback and promoting discussion and inquiry. The strongest correlation exists between CPD as a high priority and developing people's strengths.
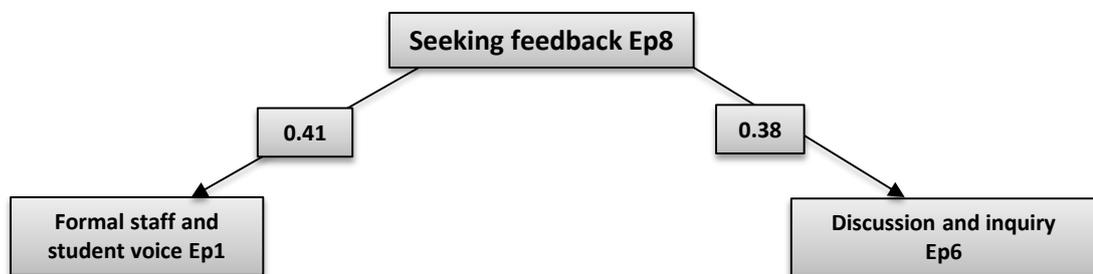
Figure 6.1 Correlation diagram – seeking feedback

Figure 6.2 Correlation diagram – developing people

The next phase of the analysis applied EFA to the data set. Two factors (Table 6.2) were extracted from the data, with values of Cronbach's alpha indicating acceptable reliability. Practice variables related to informal staff and student voice, reflective practice, and all staff involved in leadership, did not load to either factor.

Variables loading into factors	F5	F6
Ep1 Leaders provide formal means for staff and students to raise and solve problems in the school.	0.62	
Ep3 Student voice is embedded in all aspects of school activities	0.70	
Ep4 Parents are fully involved in all aspects of school activities	0.57	
Ep6 Discussion and inquiry are common and accepted practices in our school.	0.52	0.40
Ep8 Leaders actively seek out opportunities to get feedback on their work	0.70	
Ep9 There is a high priority on CPD and investment in training		0.80
Ep10 There is a focus on developing people's strengths		0.78
Cronbach's alpha D1=0.63 and D2 = 0.65		

Table 6.2 Factor patterns after varimax rotation-Leadership for empowerment

Factor F5 is represents a theme in the data entitled 'directed dialogue' since all of the practice variables involve formal dialogue as a common factor; factor F6 is a further theme entitled 'professional growth', which is reflected by each of the variables loaded into that factor (Table 6.3).

Table 6.3 Themes in quantitative data analysis	
Directed Dialogue	**Professional Growth**
Formal staff and student dialogue Embedded student voice Full parental involvement Discussion and inquiry Seeking feedback	CPD a high priority Developing people's strengths Discussion and inquiry

In the data sets for pedagogical purpose and engagement, all of the variables loading into the factors had overall positive perceptions indicated by the headteachers, so themes in those cases could be seen to be representative of a pattern of positive perception. That is not the case with regard to practice variables for parental involvement and embedded student voice in this domain. These two variables, although part of the possible pattern of practice suggested by the factor

structure, are not positively perceived and the interpretation of the factor pattern has to take this into account (Bryman and Cramer, 2009). The perception of the headteachers has a pattern which is likely to be negatively biased in the case of these variables (Hardy and Bryman, 2009). This latter possibility considered alongside the identified negative aspects of practice and the absence of practice variables from the factor patterns suggests that the leadership practice in the schools may be very restricted in who and what is empowered.

Taking the analysis of the survey data as a whole a number of questions arise in relation to: parental involvement; the extent to which staff are enabled and encouraged to take on leadership; the nature of student engagement; headteacher perceptions of leadership capacity and capacity building. These queries were analysed and mapped to questions for use in the semi-structured interviews; this process and the resulting questions are shown in Figure 6.3.

The semi-structured interviews refer more overtly to capacity and capacity building because, without empowerment, the leadership capacity necessary for sustainability and vital to determining purpose and achieving engagement is unlikely to be created or released (Dimmock, 2012). The more negative perceptions of the headteachers and the weak correlations further illuminated by the factor structure point to a higher level of deficit in school leadership practice in this domain than in the other two. The findings from the semi-structured interviews are an important illumination of the quantitative findings and are recorded and discussed in the following section.

Issues/queries arising from data analysis	• **Two factors - dialogue and professional growth- extracted rather than a single factor.** • **Absence of three variables from the factor structure - these variables being related to empowering leadership informally, student voice and a culture of reflective practice.** • **Some negative practice variables forming part of the factor structure.**
Initial questions raised	• Does this fragmentation work against empowerment of others in the leadership practice of the school? • Are staff given informal opportunities to be involved in leadership or is there only formal involvement? • Is involvement of parents and students as part of empowerment in place only at a low level? • Is CPD focused more on school needs than individual needs? • Is the level of empowerment supportive of sustainable leadership practice?
Interview Questions	• How would you describe the current leadership capacity of your school/college? • The context we work in changes weekly if not daily – how do you manage this and encourage others to lead appropriately? • Is CPD systematically planned for all staff at both whole school and individual levels? • Do you think it is important to develop individuals beyond the immediate requirements of the school? • Why if or if not? • It would be useful to discuss student voice or engagement. • How important is student voice • How would you describe it? • Are Parents fully involved in all aspects of school activities • Is this important • Why is it difficult to achieve? • How do you sustain staff and leaders in a climate of on-going change? • Do you have planned strategies for this? • In educational terms do you think your school is currently sustainable and how optimistic are you for its future.

Figure 6.3 Process and developed questions for the semi-structured interviews - empowerment

As with the semi-structured interviews for the other domains, all eight headteachers interviewed responded fully. Content analysis of the field notes enabled three themes, each with a number of elements, to be identified as shown

in Figure 6.4. In this section each of these themes is considered in turn, beginning with student voice.

Student Voice	Parental Involvement	Capacity and capacity building
Perce**ived** importance of student voice	Parental involvement	CPD for individual, school and system development
Level of student voice in place	Electronic systems to involve parents	Senior leader capacity
Student voice to support learning	Systems such as PTA or focus groups to involve parents	Middle leader capacity
Informal means to share decision making with staff	Level of partnership with parents	Developing leaders
		Maintaining morale

Figure 6.4 Elements of themes for leadership for empowerment

Student voice

The survey findings showed that informal and formal routes for staff and students to share information were perceived very positively as aspects of leadership practice and also loaded strongly into the extracted factors. Student voice, as embedded practice, was much less positively perceived and did not load into the factor structure. The interviews explored this apparent contradiction; student voice formed one of the themes in the headteacher responses, and the theme itself consisted of three elements (Figure 6.4). The headteacher responses were collated and analysed using content analysis. This suggested that they all believed student voice was an important aspect of practice but that actual practice was very varied ranging from being substantially in place to being thought about for possible development. All reported that a school council (or some equivalent group) was in place in their school; some level of student involvement in this way was evident. Some heads described a level of student voice or student engagement which was far greater than this. One head referred to empowering students in their learning, the development processes in school and as part of school leadership as follows:

> Student voice is at core of our practice – we prefer to call it student engagement. It encompasses everything from the way learning

conversations based on co-construction of learning are common practice, through several levels of involvement in school life by students through focus groups, research groups, mini-school councils and the school council and event management. (James)

This is a clear description of how embedded student voice might look in practice, and is reflective of a school being judged to be at highest level of pupil participation (Flutter and Ruddock, 2004). Another head whose school is making progress in achieving this level of student voice, or engagement, also refers to learning conversations and teaching and learning:

Student voice is developing and we are using student groups more and more to reflect on teaching and learning in addition to other issues in the school. It's about creating a 'learning conversation' and as part of enquiry based learning we now have a student learning council who are looking at assessment for learning and other student voice activities. (Jane)

Other heads referred to initiatives to develop student voice, with one head stating: 'Student voice is developing and a project to develop student researchers is being led by a senior leader - we need to make even more of this' (Charles). More than half of the sample of heads perceived their school to be planning for development, as exemplified by Paul: 'Student voice is something we are looking to develop but it is – beyond the school council – not yet off the blocks. I think it will move the school forward another step'.

Flutter and Ruddock (2004) propose a ladder of 'pupil participation' with five rungs, from pupils not being consulted at all to pupils being fully involved in school based research activities. This framework is an invitational process, leading to full participation by students in their learning (Flutter and Ruddock, 2004). In terms of this method for considering student voice the perceptions of the heads range from being at the top of the ladder to being at the bottom; most are on the second or third rung but all have a willingness to ascend further. This reinforces the quantitative data in that there is a positive view of student voice, although with a practice which is not yet well developed. Parents, like students, are important stakeholders in the school; the theme of parental involvement is considered next and it also shows a very varied range of practice.

Parental involvement

The quantitative data analysis showed this to be the most weakly perceived aspect of leadership practice and no correlation was found between this and other variables in leadership for empowerment. It did, however, load relatively strongly into the factor F5 - Dialogue. This was identified as a theme based on three elements (Fig.6.4) in the interview data and content analysis was used to collate and analyse the headteacher responses. All heads acknowledged that a partnership with parents and parental involvement was an important aspect of practice. Only one head believed that the level of partnership was good, but he also expressed some reservations concerning the potential for difficulty in trying to involve a very varied group:

> There is good parental involvement with for example academic review days but this can as always be double edged. Some parents are over anxious and demanding and work against rather than support leadership in the school (Steven)

The remainder of the sample believed that the partnership with parents was developing or not good. One head in the 'developing' category referred to developments to improve parental involvement and also reflected on the demise of the Parent Teachers Association (PTA), saying:

> Parents are individually supportive – like many secondary schools the PTA 'died' – our new system of parent mail is helping as is the new learning community structure. We are currently planning to have parent focus groups for project work for example 'Hand in hand learning'. (Charles)

Underlying this comment is a perceived shift from parents as supporters or fundraisers to parents as stakeholders in the academic processes of the school. The perceptions of the heads all reflect this to some degree. Some heads, whilst seeking more involvement, have trepidation about such development. As Jane reflected:

> Parents are generally supportive but this is a resource, that like many secondary schools we would like to make more of – it's a question of how to make this more effective. We can probably get most involvement from on line reporting and access through the learning portal. But which can of worms are you opening – the least satisfied are

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the first through the doors – we are moving from a relatively safe position to the unknown. (Jane)

This viewpoint is echoed by another head who elucidates the double-edged nature and potential downside of more parental involvement:

Parents should be involved fully but in the right way – supporting us with their children's education and welfare. It often does work like that but often doesn't. Part of the culture we live in works against this – a minority of parents are very strong on rights but low on their responsibilities and this just creates conflict. (Clara)

The views reflected by the heads reflect the relatively negative perception of leadership practice to support parental involvement shown in the quantitative data. Desforges and Abouchaar (2003:43), in their review of research related to parental involvement, refer to material and psychological barriers to parental involvement which run counter to the 'broadly held desire amongst parents for more involvement in schooling'. These barriers range from issues of time and perceived status to a general lack of trust. The headteachers in the sample are clearly very wary with regard to increased parental involvement, but despite the perceived difficulties none of the heads baulked at increasing parental involvement. There is a real imperative for schools to be engaging with parents, both from regulating influences and from the literature in relation to educative, instructional and pedagogic leadership within a distributed leadership context.

The literature review drew attention to an emerging key point about distributed leadership, exemplified by Renihan and Renihan (1992) that distributed leadership is that essential step beyond delegated leadership; it creates leadership practice across and within a school and which has the possibility to empower staff, students and other stakeholders to be part of the leadership in the school. Although removing community cohesion from the framework for inspection (Ofsted 2012) there is still an inspection focus on pupil, parents and carers so schools have an imperative to respond to a wide variety of societal conditions which can work both in favour or against the development of parents as stakeholders involved in the leadership of the school. The perceived difficulties of establishing trust and

involvement with parents imply a professional development need in schools, and capacity and capacity building as a theme in the interview data is considered next.

Capacity and capacity building

In the quantitative survey the variables for CPD (Ep9) and developing people's strengths (EP10) strongly correlated to each other, but not to other variables in leadership for empowerment. They also had strong factor loadings in the factor identified as 'leadership for professional growth', along with 'discussion and inquiry as part of practice'(Ep6), but with the latter having a weaker factor loading. This factor of professional growth underpins capacity growth and sustainability directly through developing capability. The interviews with the headteachers linked CPD to maintaining and developing leader capability and, as a result, increasing leadership capacity and sustainability. Content analysis was used to both collate and analyse the interview data in the form of the headteacher responses. Five elements emerged within the theme: CPD; senior leader capacity; middle leader capacity; developing leaders; managing morale (Fig 6.4).

In general the headteachers perceive CPD to be established as part of the leadership practice in their schools and very specifically in relation to: school development; a response to initiative-driven requirements such as Building Schools for the Future (BSF); developing leaders for the system as a whole; and a strong link to performance management. Planning CPD in a systematic way was very evident, as exemplified by one head who declared: 'CPD has been well planned and extensive – many staff on NCSL courses and similar – staff are encouraged in CPD' (Jane). Another linked this to PM, reflecting that 'CPD is planned and focused through the school improvement plan and the system for performance management' (Clara). Auditing of need was also considered important; one head stated that 'CDP is planned to meet audited need and grow staff into roles' (Tania). Several heads saw growing leaders as important, with one adding: 'I think it is vital to develop the leadership of the school through CPD and also the individual talents and skills of staff aspiring to leadership' (Clara).

All of the heads saw this need to grow leaders as including initial teacher training, for example: 'We train a lot of teachers because this is a good way to ensure high quality recruitment. The future of the school depends on developing people as much as possible' (Tania). The heads also expressed the view that it was important to develop individuals for the system as well as for their own schools. This approach is reflected by one head's statement that: 'It is important to use CPD to build leadership capacity not just for us but for the system' (Paul); another echoed this with, 'I think it is vital to develop the leadership of the school through CPD and also the individual talents and skills of staff aspiring to leadership here or in other schools' (Michael).

Despite this very positively perceived set of practices there were apparent barriers to school development priorities. Externally driven changes were viewed as a disruption to school priorities. One head saw the continual changes created by changing government accountabilities as a distraction, saying: 'BSF long term goals direct CPD but this is sometimes overtaken by short term goals related to accountability – new targets can cause changes' (Jane). Another expressed resentment at the intrusion of external drivers related to being in a federation, stating: 'CPD has been hijacked by the Federation of late and this takes up so much time that it is very difficult for us to build in our priorities' (Paul). In general headteachers expressed views which suggested that they were enabling a set of practices which matched the developmental priorities of their schools and which took account of both the ecological nature of leadership argued for by Bottery (2004) and the pragmatic approach considered necessary in the current context of schools in England (Bell and Bolam, 2010).

The qualitative data supports the very positive perceptions for CPD and developing people shown by the quantitative data. It also provides an insight into how headteachers perceive this to be a very important aspect of leadership practice in their schools, predicated on a need to service school development, development opportunities, support training and recruitment, and develop leaders for the system and future needs. Caveats relate to the potential interference of short term accountability requirements or changes related to the formation of federations,

although this latter was also construed positively. Further elements within this theme relate to senior, middle and developing leaders.

Without exception the headteachers considered their senior leaders to be effective, as exemplified by a head reflecting that: 'The senior leadership team which has been expanded is very effective and committed and certainly a major factor in the improvements we have achieved' (Paul). Several were concerned about sustainability because of the age demographic of their senior leaders: 'The SLT is stretched but good and functioning well – but the wrong side of 50!' (Jane). This head, like most of the others, was thinking through strategies to secure the future. She exemplified this by referring to younger staff gaining leadership experience opportunities as Advance Skills Teachers (AST): 'Two ASTs are gaining extensive experience. These two are helping drive through the change agenda' (Jane). Also concerned with an ageing set of senior leaders, another head referred to involving more staff in leadership and using a shadow system to prepare leaders:

> The senior leadership capacity and development of successors is now good after a two year programme of reorganising and expanding the numbers involved with leadership. This has included creating opportunities for shadow leaders to work with other leaders in a very positive way. Each main area of leadership has two Assistant Headteachers which ensures continuity and idea sharing and also increases their capacity to lead effectively. (Charles)

Although being proactive about ensuring the perceived good capability and level of capacity in their senior leaders, all of the headteachers expressed concerns about the capability and related capacity of their middle leaders. One head put this succinctly: 'Middle leaders are an area of concern. They [*middle leaders*] are OK reacting to an agenda within their areas but are not confidently working whole school' (Tania). She went on to make a comparison with younger staff, saying: 'Younger staff show promise – it is at middle leader level that there seems to be a lack of the necessary skills and possibly commitment, particularly in relation to changing the teaching and learning agenda'. Another head echoes this:

> Middle leadership is less secure and more variable but we are working on improvements. We've had a great deal of change – and this is the

way it is – but some staff have found this difficult and it's a case of persevering and being encouraging rather than punitive. (Paul)

Strategies to develop middle leader capability include leadership pairing and the shadow leader system already referred to in order to expand senior leadership capability. One head reported a system of using leadership portfolios along with other strategies:

> We have developed a system of leadership portfolios each of which is linked to an aspect of the school development/improvement plan. The portfolio holder is given a broad task or aim and then a free hand to lead this development working with a shadow leader who is either junior, less experienced or aspiring. (James)

In the view of this head this has many benefits including giving ownership of leadership, encouraging mentoring and coaching and achieving balance in workloads. This is a good example of shared leadership and the provision of practice opportunities as part of leadership development, and has the potential to give a large number of members of staff real leadership experience. It also reflects the general need to develop leadership capability at all levels, which was perceived by the headteachers as being of major importance. One head sees this as part of the change context: 'Change is just accepted as the context within which we work, through good planning and training we can meet the challenges which this presents by deploying leadership across the school and other networks' (Jane). She goes on to say 'It's vital for schools to be training staff for their and other schools' futures'.

The heads in the interview also all reflect the use of feedback and seeking feedback to measure the effectiveness of achieving more collaborative leadership. The importance of feedback as an aid to sharing leadership and developing capacity through coaching and mentoring is expressed by one head, saying: 'There are good systems for feedback formally and informally and we make extensive use of leader shadowing and coaching and mentoring schemes to aid the development of decision making' (James). Feedback was also seen as vital to maintaining morale, which all of the headteachers perceived to be of importance to leadership capacity and sustainability.

All but one of the heads believed that staff morale was good, as expressed by one head: 'The general feel in the staff is good and morale is high – not too many miserable people. PM systems and feedback from leaders supports the view that staff are working well together' (Jane). The head with a negative perception of morale and its effect on sustainability was headteacher of a school which had just been absorbed into a multi-school federation, which had not been well received by staff: 'Morale is shaky because of this – which is a pity because we had made great strides of improvement. '(Paul).

While being positive about morale, the process of maintaining morale and preventing staff 'burnout', as some expressed it was a concern for all of the heads. They were all acutely aware of the potential for workload to create damaging stress on staff, particularly when this affected work-life balances. This clarified by one head 'Staff burnout can be a real problem and this is prevented by careful and studied use of workforce reform. Everyone looks after everyone else' (Michael). Another echoed the need to use workforce reforms, stating: 'It's important to look after staff, involve them in decision making and use workforce reform effectively .I'm in the process of doing this as far as budgets will allow' (Clara). The point made here about budgets is an important one. Workforce reform can be expensive and often involve hidden costs and this can be a real dichotomy for headteachers trying to balance their books (Thomson, 2009). Looking after and maintaining the morale of the other leaders and staff in the school is clearly an important process for the headteachers in the sample, but what of themselves?

In some cases the need to maintain personal health and well-being was almost fatalistic as exemplified by one head who, reflecting on personal workload and morale, asserted: 'Well I am the Head and this is what I do and I expect to work hard – I hope I keep well. It's difficult to plan looking after myself.'(Jane). Another head echoing this saw the need to begin thinking about her own health: 'I am beginning to realise that I need to find time for myself and look after my health but the pressures are great.' (Clara). A head nearing retirement claimed that the nature of the position, combined with ensuring periods of relaxation, was a positive factor in his own health and morale: 'Me –retirement is not far away -I thrive on the long

hours and accountability because I'm leading the community to better things. I make sure I find time to relax.' (Michael). This is very reflective of Gronn's argument that greedy work elicits complicity (Gronn, 2003). Gronn's point is that at a time of increasing demands and intensification of the tasks placed on school leaders many will see excessive work demands as part of their professionalism. It is however counterproductive to sharing leadership or empowering others to lead. Thomson (2009) contends that systematic support for headteachers needs to be provided and indeed it is now incumbent on governing bodies, as headteacher employers, to consider the work-life balance of the headteacher in addition to that of all other staff (STPCD, 2005). There is however little evidence of this happening in the sample of headteachers interviewed.

Reviewing the theme of leadership capacity, the headteachers presented a keen awareness and understanding of leadership capacity and its development and were positive about the present and optimistic about the future. Five of the heads believed that leadership in their schools was sustainable in terms of current leadership capacity and provision being secured for the future. Three believed that this was not the case. This being said, they were all aware of how quickly contexts could change and place this in jeopardy, as evidenced by the concerns of one head in a very uncertain position with regard to a developing federation. All the heads were aware of vulnerability in sustaining leadership capacity when the context of change is beyond their control or action. The combination of the quantitative and qualitative data has enabled a pattern of headteacher perception of leadership practice for empowerment to be established and this is reviewed and summarised in the conclusion which follows.

Conclusion

Table 6.4 shows the key findings for the domain of leadership for empowerment and this represents a perceptual framework for the headteacher perceived leadership practice in the schools in the domain of leadership for empowerment. The quantitative data obtained for this aspect of the questionnaire showed the headteacher perceptions to be generally positive, although less so than for

pedagogical purposes or for engagement. One variable related to parental involvement had a mean negative response and a number of other variables had a potential negative perception within one standard deviation. The exploratory factor analysis extracted two strongly loaded factors –representing themes of Directed Dialogue, and Professional growth.. Parental involvement (Ep4) and student voice (Ep3) were negative aspects of practice in the pattern of practice identified as part of Directed Dialogue. Three practice variables did not load into the factor structure. Following on from the quantitative phase of the research, the qualitative interview data enabled three themes to be identified: student voice, parental involvement and leadership capacity

Table 6.4	Key Findings for domain of leadership for empowerment		
Conceptual domains	Leadership for empowerment		
Themes from quantitative data analysis	Dialogue		Performance Management
Practice variables loading strongly	Formal staff and student voice Embedded student voice Full parental involvement Discussion and inquiry normal practice Seeking feedback		CPD a high priority Developing people's strengths Discussion and inquiry normal practice
Leadership practice statement not part of themes	Informal staff and student input All staff involved in leadership		Reflective practice
Themes from qualitative data analysis	Student voice	Parental involvement	Leadership Capacity
Elements of themes	Seen as important Restricted level of practice in place Restricted use in supporting teaching and learning	Electronic support developing Processes to involve parents very limited Partnership with parents restricted and controlled	CPD for individual, school and system development well developed Senior leader capacity good but aging Middle leader capacity limited. Developing leaders –good potential. Maintaining morale- work life balance- an issue of concern and activity.
Practice perceived not to be evident	CPD and professional growth Staff, student and parental voice		Reflective practice and a culture of all staff can lead

Student voice as a theme was centred on three elements: perception of importance of student voice; level of student voice in place; student voice to support teaching and learning. There was significant variation in practice with general agreement that: student voice was an important aspect of practice; some form of student voice in terms a school council existed; that student voice to support teaching and learning needed to be in place, but needed considerable development in most schools.

Parental involvement as a theme reflected a varied range of practice. Three elements were identified within the theme of parental involvement: electronic systems to involve parents; systems such as PTAs or focus groups to involve parents; the level of partnership with parents. Electronic systems ranged from embryonic to extensive and developing. In terms of other systems to support parental involvement, all schools either had a PTA, ran focus groups for parents, or did both. All perceived PTAs as difficult to maintain but worth it if achieved, and most expressed the view that focus groups with a specific purpose related to learning were more likely to encourage parental involvement. In general, the level of partnership with schools was perceived to be not good.

Following on from this, capacity and sustainability was the most positively perceived of all of the themes. Five elements were identified within the theme: CPD; senior leader capacity; middle leader capacity; developing leaders; maintaining morale. All aspects of CPD were perceived as an effective part of leadership practice. This was in relation to performance management, initiative-driven requirements such as BSF and the perceived importance of maintaining and developing leadership capacity, not just for the headteacher's school but for the system as a whole. Where headteachers raised issues this was related to accountability or other agency intrusion. Accountability as a theme was identified in the domain of leadership for pedagogic purpose but emerges as a source of influence in both leadership for engagement and in leadership for empowerment. Senior leadership capacity was perceived to be good, but with concerns related to age. A range of strategies were being employed to ensure succession through sharing leadership more widely, leader shadowing, portfolio based schemes, and coaching and mentoring. ASTs

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were seen as a valuable leadership resource. Middle leaders were a general cause for concern in terms of capability and commitment, and a range of strategies was being used to work around this lack of capability. There was, however, a perception that there is a more promising cohort of younger teachers. Leadership development was considered a crucial and on-going undertaking, both for the benefit of the individual school and of the system. Linked to this, maintenance of staff morale was seen as vital to the capacity both of the school leadership and to the individual leaders, with a whole range of shared leadership strategies and application of workforce reforms being employed to support this. It was apparent that there is an issue with managing the welfare of heads, which appears to be haphazard and unplanned.

The mismatch between the observed practice, represented by the headteacher perceptions, and the conceptual framework for the study, developed from current views of good leadership practice as established by existing research, points to a failure to empower parents, students and some school staff as part of the leadership of the school. There are positives in relation to planned and school functional CPD and staff professional growth within this context. Heads are acutely aware of the need to build capacity for now and for the future, but their ability to do so effectively is very varied and often limited. The central policy demands driven by PM, PRP and other workforce reform limit capacity growth as much as they promote it. As with the other two conceptual domains, leadership for empowerment is fraught with barriers related to a lack of rich dialogue with staff, students and parents and possibly the accountability-driven need to maintain control of processes and limit activity in the face of centrally-driven requirements. There is an inference that the time necessary for empowerment to take place is absorbed by the processes of these externally-driven demands.

This chapter has completed the reporting and analysis of findings for the three domains in the conceptual framework. The next chapter is the conclusion and begins with a summary of the study and a summary of the key findings. The next section in the chapter draws conclusions through considering the findings in relation to the conceptual framework for school leadership underpinning the

research and with reference to the research questions. This is followed by an evaluation and critique to the research which includes an evaluation of the three domain conceptual framework for school leadership, an appraisal of the mixed method procedure, recommendations for future research and a concluding statement.

Chapter Seven: The leadership practice in the schools

Introduction

The purpose of this research was to conduct an inquiry into the leadership in secondary schools in South East England, as perceived by the headteachers of these schools. The definition of school leadership, drawn from the literature, was that optimal school leadership is achieved through leadership practice which has a focus on student learning, which engages a wide constituency in leadership and which empowers this wide constituency to be part of school leadership. The findings of the research provide further understanding of the nature of shared leadership in secondary schools working in a context of central government direction and standards determination. The study has described which specific practices enable shared leadership, and to what extent these are perceived to be present, or absent, in the sample schools. The research has sampled the full range of schools, irrespective of their success against national benchmarks, to give a broad picture of leadership practice in secondary schools in South East England. In construing leadership practice in terms of pedagogical purpose, leadership for engagement, and leadership for empowerment it has made these implicit functions of school leadership explicit, as the core of the leadership practice description. The research has provided an alternative practice based model of school leadership drawn out of theory and research.

This chapter begins with a summary of the study including a summary of the key findings and is followed by a section which draws conclusions from the findings including possible implications for current and future practice and implications for future research.

Summary of the Study

Chapter one set the context for the research in articulating the premise that headteachers have a pivotal position as influencers of leadership practice in their schools because they occupy the boundary position between the forces shaping the context in which the school operates and the leaders, teachers and students in the school. The rise of central government control of education prior to and beyond the

1988 Educational Reform Act to the present day establishes a context for secondary schools in England where there is high degree of central control and regulation. This regulation encompasses the curriculum, the workforce, standards setting, inspection and accountability, performance management, workforce reform, extended scope of school responsibilities and the formation of The National College of School Leadership (NCSL). In this context the scope of the research to investigate how headteachers perceive leadership practice and how this might relate to a possible optimal framework for school leadership was developed.

The review of literature in Chapter Two began with a reflection on leadership and management and defined leadership as a single multi-dimensional concept bringing together leadership, management and administrative functions. The following discussion on 'Leadership-influence, action and power' considered leadership as an over-arching concept, developed a schematic for school leadership and examined leadership and power. This led into a developmental discussion of the three domain conceptual framework for school leadership used in the research; the three domains being leadership for pedagogical purpose, leadership for engagement and leadership for empowerment. Trait theory behaviour theory and contingency theories of leadership, including reference to EI theory and the notion of professional characteristics, were discussed in relation to the evolving conceptual framework. This preceded a deliberation on transformational and transactional leadership and the pivotal role of headteachers through an examination of leadership and headship. Learning centred leadership, in relation to shared instructional leadership, pedagogical leadership and leadership for learning established the school context of leadership more fully and set the background for the following reflection on shared leadership.

Shared leadership in relation to distributed leadership, including the involvement of students, parents, governors, other agencies and business completed the review of leadership , models, theories and perspectives represented in the leadership schematic (Fig.2.1). The process of leadership capacity building was established as part of the discussion on shared leadership. Further modifications were made to the evolving conceptual framework to accommodate points raised as the review

progressed. The conclusion linked the arguments together into a finalised conceptual framework for the research and included discussion of an extensive set of research in schools related to transformational, instructional and pedagogical leadership.

Chapter Three began with a discussion of interpretive and positivist paradigms reaching the conclusion that an underlying paradigm of pragmatism was most appropriate for the mixed method research approach used in this study. The next section was a statement of the research aim and objectives and the development of research questions designed to meet the objectives and aim. The third section described the research design and methodology, including an examination of inquiry through survey as a methodology including explaining mixed method explanatory procedures and the concept of embedded data. Discussion of the Likert scale questionnaire and the statistical analysis including EFA led in to a description of the construction, use and analysis of the postal questionnaire. This was followed by explanation of the semi-structure interview construction and the methods used for collecting and analysing the combined data set data. This latter included a critique of the data collection process. The last section discussed reliability, validity and ethical considerations.

Chapter Four, Five and Six presented and analysed the findings for the quantitative data and qualitative data. Each chapter reported findings related to the conceptual domains with chapter four reporting headteacher perception of leadership for pedagogical purposes, chapter five reporting on leadership for engagement and chapter six reporting on leadership for empowerment. A number of quantitative themes were extracted through examining, basic statistics, Pearson r correlations and exploratory factor analysis. The discussion of the quantitative findings included the formulation of the questions for the semi-structured interviews. Qualitative themes from the analysis of field notes were identified. Linked to the quantitative themes the qualitative themes both enriched and formed part of the pattern of the headteacher perceptions of leadership practice. Through discussion and analysis a perceptual framework based on each set of findings was constructed. The next

section is a summary for the findings and presentation of a perceptual framework for the leadership practice in the schools as the heads see it.

Summary of findings –Perceived Leadership practice in the sample schools

An overview of the key findings from the research is shown in Tables 7.1, 7.2 and 7.3. Each table represents the findings for one of the domains in the conceptual framework and corresponds to tables 4.4, 5.4, and 6.4 in Chapters four, five and six respectively. The tables are constructed to show the themes and underpinning detail which the data suggested were patterns of headteacher perception of leadership practice. The tables also show elements of leadership practice in the conceptual framework which were not found to be part of the patterns of perceived practice in the schools. The findings for each conceptual domain are now summarised, beginning with leadership for pedagogical purpose which is summarised in Table 7.1. These findings were reported in detail in Chapter Four.

Table 7.1 Key Findings for domain of leadership for pedagogical purpose		
Conceptual domains	**Leadership for pedagogical purpose**	
Themes from quantitative data analysis	**Learning and achievement**	**Social achievement**
Practice variables loading strongly	Vision focused on learning Challenging ineffective practices. Advancing Academic performance Standards based Clear role definition Data informed target getting	Advancing social performance Social support for academic achievement Student achievement improving
Practice variables not part of themes	Data informed programmes of study	
Themes from qualitative data analysis	**Accountability**	**Data**
Elements in themes	Integral to leadership External accountability unbalanced and unintelligent	Data not linked directly to POS Data to support academic mentoring well-established Assessment for learning linked to data-in place
Practice perceived not to be evident	Data application in support of learning	

All but one of the leadership practices expected to be perceived are present in the two themes extracted from the data obtained from the quantitative survey. These

quantitative themes, *Learning and achievement* and *Social achievement*, represent two distinct sets of practice. The themes forming the factor structure suggest that in most of the sample schools there is likely to be a clear purpose which is focused on learning and aiming for a high level of academic success. Separately and less strongly perceived is a pattern of leadership practice aiming for social achievement in relation to student progress. Data usage, in the context of the extensive and rich data environment available to schools, is likely to be confined to target setting and processes to support it; data usage to support the development of programmes of study for students, however, was not part of either quantitative theme.

The semi-structured interviews revealed two qualitative themes: *Accountability*, and *Data*. *Accountability*, as part of role expectation and shared internal accountability, was seen as a positive driver of practice. The degree of external accountability was seen to be a barrier to effective leadership practice. This external accountability is perceived to be driven by the requirements of central government and its constantly shifting nature, together with the role of standardising agencies in the form of Ofsted, the DFE and LAs. The second qualitative theme, *Data*, revealed positive perceptions of leadership practice which supports target setting, and importantly target getting through benchmarking processes and academic monitoring. Established practice in using data to support students with special needs in their learning is likely to be present in many schools. Assessment for learning, as an important aid to learning activity, also seems to be well established but using data to inform individual programmes of study is not likely to be in place or planned for. Possible influences on leadership shaping the perceptual patterns of practice are concerned with external accountability, standards and agency and how data is used to support learning directly.

The findings for leadership for engagement are outlined in Table 7.2 and were reported and discussed in detail in Chapter Five. Two quantitative and three qualitative themes were identified in the data. The quantitative themes were *Collaborative Practice* and *Local Networking* and the qualitative themes were *Shared Leadership*; *External Networking* and *School Governance*. The inference from the quantitative themes is that leadership practice in the sample schools is

likely to encourage controlled collaboration, with an emphasis on collective responsibility and decision making and limited external networking. The latter centred on local community and business organisations whilst espousing a district wide aspiration for all students in the district.

Table 7.2	Key Findings for domain of leadership for engagement		
	Leadership for engagement		
Themes from quantitative data analysis	**Collaborative Practice**		**Local Networking**
Practice variables loading strongly	Collective responsibility Shared decision making Collaborative problem solving Power through people Flexible problem solving		Networking with business Networking with other agencies District wide aspiration
Leadership practice statement not part of themes	Professionally based authority Consensual and informed decision making Risk taking Conflict resolution, Informed problem solving Networking with other schools Governing body as part of leadership		
Themes from qualitative data analysis	**Shared leadership**	**External networking**	**School Governance**
Elements in themes	Limited Networking within school Good use of Electronic systems to share information and process Good formal means to share decision making with staff Limited informal means to share decision making with staff	In school to support teaching and learning Limited and controlled with other schools Very variable with business Poor perspective and accountability driven with LA and DFE	The chair of governors critical influence for good or bad The governing body not considered effective Servicing the governing body – time greedy and not value for money Recruitment and retention of governors – a significant problem
Practice perceived not to be evident	Invitational shared leadership Networking with stakeholders Governing Body as part of leadership		

A significant proportion of leadership practices were absent from the themes. This included leadership aimed at encouraging staff to be professionally involved and participative in school leadership, networking with other schools and the governing body as part of school. The qualitative theme of *shared leadership* (Table 7.2) revealed positively perceived aspects of leadership practice in terms of structures

and processes to enable internal networking within school and generally good use of electronic systems to share information and engagement processes. The lack of informal structures and processes to share decision making and leadership with staff possibly diminishes leadership for engagement.

External Networking, in the form of networking with local business and local community organisations, was seen as a positive aspect of practice. Networking with other schools took place often because it was required rather than for mutual or whole system benefit. The value of and potential for such networking was recognised but negated by the competitive barriers related to external accountabilities which forced schools into competition. Networking with LAs, the DFE or other similar agencies was not seen as a positive aspect of practice.

The theme of *School Governance* revealed a number of perceived issues and challenges. The effectiveness of the chair of governors and the governing body was perceived to be more likely to impede rather than support school leadership. Heads viewed the time and resources needed to serve governing bodies as excessive and wasteful. The recruitment and retention of governors was a critical issue for schools.

The elements of leadership practice for engagement perceived by the headteachers seem to be centred on narrow collaboration, largely through formal structures and processes; limited internal and external networking; a low level of success in engaging governors as part of school leadership. Possible effects are de-professionalization through limited and controlled collaborative practice of staff in leadership, and limited networking with other stakeholders, including parents. Influences on leadership in this domain are also likely to limit networking with other schools and limit leadership related to school governance.

Table 7.3 outlines the findings for leadership for empowerment which were reported and discussed in detail in Chapter Six. The quantitative data acquired for leadership for empowerment enabled the extraction of factors forming two themes: *Directed Dialogue* and *Performance Management*, informed by three

themes from the qualitative findings: *Student Voice*, *Parental Involvement* and *Leadership Capacity*.

Table 7.3	Key Findings for domain of leadership for empowerment		
Conceptual domains	**Leadership for empowerment**		
Themes from quantitative data analysis	**Dialogue**		**Performance Management**
Practice variables loading strongly	Formal staff and student voice Embedded student voice Full parental involvement Discussion and inquiry normal practice Seeking feedback		CPD a high priority Developing people's strengths Discussion and inquiry normal practice
Leadership practice statement not part of themes	Informal staff and student input All staff involved in leadership		Reflective practice
Themes from qualitative data analysis	**Student voice**	**Parental involvement**	**Leadership Capacity**
Elements in themes	Seen as important Restricted level l of practice in place Restricted use in supporting teaching and learning	Electronic support developing Processes to involve parents very limited Partnership with parents restricted and controlled	CPD for individual, school and system development well developed Senior leader capacity good but aging Middle leader capacity limited. Developing leaders –good potential. Maintaining morale- work life balance- an issue of concern and activity.
Practice perceived not to be evident	CPD and professional growth Staff, student and parental voice		Reflective practice and a culture of all staff can lead

The two quantitative themes suggest that leadership practice for empowerment in the sample schools is oriented to dialogue and discussion within formal structures for staff and students. The underlying statistics for student voice and parental involvement indicate heads perceive it the same way, but negatively rather than positively when the basic statistics and lack of Pearson correlation are taken into account (Bryman and Cramer, 2009). Professional growth was perceived to be based on leadership practice which gave CPD a high priority, developed people's strengths, and involved discussion and inquiry but which, however, lacked reflective practice. Empowering processes were not perceived to include the possibility of all

staff being involved in leadership or informal structures and processes to involve student and staff in leadership.

The qualitative theme of *Student Voice* appears to be limited to formal controlled processes such as school councils. Leadership practice to support *Parental Involvement* was largely confined to using electronic systems for information sharing, formal meeting structures and organisations such as PTAs or focus groups. Empowering parents to be a leadership resource was seen as potentially threatening; a source of conflict and additional work.

Leadership Capacity as a theme reflected headteacher perception that CPD at individual, school and system level was well developed and prioritised, but largely driven by external policy demands. Senior leadership capacity was believed to be a good but diminishing resource because of demographics and difficulty in building capacity. Middle leadership, however, was perceived to be weak; much effort was being expended in finding ways around this through schemes to advance younger staff and those who were perceived to be more capable. Maintaining morale was seen not only as a major task but also as a difficult undertaking, in terms of balancing welfare against workload.

Taken together Tables 7.1, 7.2, and 7.3 represent the headteacher perceptions of leadership practice in their schools. The next section compares the headteacher perceived practice for school leadership with the conceptual framework for school leadership developed through the review of the literature. In undertaking this comparison conclusions are drawn in relationship to the perceived practice and implications this might have for future practice and possible future research.

Headteacher perceived leadership practice in relation to the conceptual framework for school leadership

The combined set of findings representing the perceptions of the headteachers is aligned to the conceptual framework for school leadership in Table 7.4. From left to right the table links the leadership practice descriptions underpinning each of the conceptual domains to themes derived from the data analysis and the corresponding elements informing these themes.

Table 7.4 Conceptual framework for school leadership		Conceptual domain	Headteacher perceived leadership practice	
Leadership practice descriptions	**Conceptual sub-domain**		**Themes from data analysis**	**Elements of themes**
There is a shared vision for learning which leadership practice supports through social support for academic achievement and through an engaging culture of challenging ineffective practice in teaching and learning.	Focus on learning	**Pedagogical purpose**	Academic achievement	Vision focused on learning Challenging ineffective practices. Advancing Academic performance Standards based Clear role definition
			Social achievement	Advancing social performance Social support for academic achievement Student achievement improving
Internal accountability is based on a set of leadership practices which ensure that students are guided both academically and socially to high achievement. Lines of responsibility are clearly defined and this is reflected in a in an on-going culture of student achievement.	Shared accountability		Accountability	Integral to leadership External accountability unbalanced and unintelligent
School leadership is data literate with data being used to support students to achieve learning targets and also to design student appropriate programmes of study.	Data use to support learning		Data	Data not linked directly to POS Data to support academic mentoring well-established Assessment for learning linked to data-in place
Sharing leadership collaboratively and recognising the professionalism of others in that leadership practice Invitation through supported participation in leadership.	Shared leadership	**Engagement**	Collaborative practice	Collective responsibility Shared decision making Collaborative problem solving Power through people Flexible problem solving
			Local networking	Networking with business Networking with other agencies District wide aspiration
In order to achieve a good education for our students and all students in the district we establish good networks with other schools, community agencies such as health and social services, local and national business.	Networking with other stakeholders		Shared Leadership	Limited Networking within school Good use of Electronic systems to share information and process Good formal means to share decision making with staff Limited informal means to share decision making with staff
			Networking	In school to support teaching and learning Limited and controlled with other schools Very variable with business Poor perspective and accountability driven with LA and DFE
Governing bodies are set separately from networking with stakeholders because of their statutory importance as part of school leadership.	Governing bodies as part of leadership		School Governance	The chair of governors critical influence for good or bad The governing body not considered effective Servicing the governing body issues of time Recruitment and retention of governors – a significant problem

Table 7.4 — Conceptual framework for school leadership		Conceptual domain	Headteacher perceived leadership practice	
Leadership practice descriptions	**Conceptual sub-domain**		**Themes from data analysis**	**Elements of themes**
CPD empowers leadership through professional growth which meets the schools priorities and needs and the needs of the individual.	CPD and professional growth	**Empowerment**	Directed Dialogue	Formal staff and student voice Student voice not embedded Very limited parental involvement Discussion and inquiry normal practice Seeking feedback related to formal processes
			Professional Development	CPD a high priority Developing people's strengths Discussion and inquiry normal practice
All staff, parents and students should have leadership voice which is empowered by leadership practice in the school, formally and informally.	Staff, student, parent involvement in leadership		Student Voice	Seen as important Restricted level l of practice in place Restricted use in supporting teaching and learning
			Parental Involvement	Electronic support developing Processes to involve parents very limited Partnership with parents restricted and controlled
			Capacity and Capacity building	CPD for individual, school and system development well developed Senior leader capacity good but aging Middle leader capacity limited. Developing leaders –good potential. Maintaining morale- work life balance- an issue of concern and activity.
Through a culture of reflective practice and inquiry all staff are empowered to lead	Reflective practice and culture of inquiry -all can lead			

There is agreement between the practice perceived by the headteachers to be in place and the leadership practice represented by the conceptual framework and there is significant difference. This section compares the conceptual framework with the perceived practice in order to draw out conclusions about school leadership in the schools. The reference points for the following discussion are the three conceptual domains used in conjunction with Table 7.4, the specific discussions in the appropriate findings chapters and the summary of findings in this chapter. Each sub-domain links directly to one of the research questions and these are used as sub-headings in the discussion which begins with a reflection on leadership for pedagogical purpose.

Leadership for pedagogical purpose

Referring to table 7.4, the discussion of findings in chapter four and the summary of findings in this chapter there are points of convergence and points of divergence between the conceptual framework and the perceived practice. There is confluence in that school leadership practice is likely to be built on a shared vision focused on learning to achieve academic performance with separate practice to support social achievement. Also probable is accountability as integral to leadership and extensive use of data to support academic achievement. Differences between the conceptual framework and the perceived practice are the apparent separation of academic and social achievement, the externally driven standards agenda, unintelligent external accountability as a barrier to achieving purposes and the limited use of data to support processes impacting directly on learning.

The discussion of findings highlighted the pressure of statutory accountability skewing leadership focused on learning to leadership which is emphasising academic achievement and standards based outcomes. The emphasis on target setting and data use directed on outcome achievement concentrates on teaching and the role of the teacher rather than learning and the student's role in learning. Dimmock (2012:47) in considering adverse effect of regulation and compliance driven bureaucracy echoes this finding 'it diverts them away from, and actually diminishes, their leadership of the core business of teaching and learning.'

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Whilst accountability is integral to leadership the development of internal shared accountability is limited by the barriers created by excessive accountability. External accountability is perceived to be driven by the requirements of central government and its constantly shifting nature, together with the role of standardising agencies in the form of Ofsted, the DFE and LAs. Headteachers identify no issues with shared internal accountability. The findings reinforce this position. It is external accountability that is seen by the heads in this study as a barrier to enabling leadership for learning. Research by Bristow et al. (2007) reflecting on headteacher experiences echoes this latter observation in noting 'When asked what they would change about headship, participants identified accountability, bureaucracy and external demands.'(Bristow et al. 2007:18).The headteachers relate accountability to league tables, Ofsted inspections, servicing Governing bodies generally seeing the excessive work demands of this as being counterproductive and over demanding. Shared internal accountability was strongly argued for in Chapter Two (Bottery (2004), Macbeath (2009). The main points of their argument related accountability to individual student performance and personal growth rather than being related to group achievement bench marks.

The findings suggest that there is substantial good practice in using data to support and monitor student outcome achievement but that data to inform individual programmes of study is not likely to be in place or planned for. This is reflected by the findings of Kirkup et al. (2005) who undertook a study for the DFES into the use of data in schools and as part of this the impact of data on teaching and learning. In secondary schools their findings suggested that there was extensive use of data to monitor student outcomes and provide intervention to secure achievement but considerably less practice in using data to directly support teaching and learning.

Putting this together the conclusion made from my research for leadership practice for pedagogical purpose has four parts. First of all there is a strong focus on practice to support student achievement in learning. Secondly, standards driven bureaucracy and accountability deflects headteachers and other leaders away from developing and making more effective the teaching and learning in their schools. Thirdly, externally driven accountability is currently perceived to be a barrier to

developing shared internal accountability and effective raising of standards. Fourthly, in the context of the extensive and rich data environment available to schools, data is likely to be effectively applied to target setting and processes to support target getting but in a very limited way to directly support and make an impact on teaching and learning. Despite some good practice the   focus on achievement rather than student learning is restricting the leadership of the headteachers and others in the school to fully facilitate and support student learning. The next section considers the conclusions to be drawn with regard to leadership practice for engagement which shows more divergence than convergence with the conceptual framework.

Leadership for engagement

As with leadership for pedagogical purpose through referring to table 7.4, and based on the discussion of findings in Chapter Five summarised at the beginning of this chapter conclusions are drawn leadership for engagement. There is considerably less confluence between the conceptual framework and the headteacher perceived practice. There is convergence with apparent collaborative leadership practice which has an emphasis on collective responsibility and decision making. This practice includes limited external networking with the local community and business organisations. Headteachers claim an aspiration for all students in the district. The points of divergence suggest that there is limited participative involvement in leadership by staff, students, parents, school governors and other agencies and stakeholders.

Although aspiring to a greater degree of shared leadership headteachers appear to be reluctant to go beyond leadership practice with an emphasis on formal structures, control, collaboration and shared decision making. The perceived practice is not reflective of consensual, inclusive decision making, risk taking, or wide use of informal leadership practices. Although leadership is shared it lacks invitation, does not capitalise on networking with stakeholders and is an area of real concern for most heads with regard to the role of school governors in leadership.

The evidence from the research in this study suggests that involving local stakeholders is something heads are grappling with to varying degrees of difficulty, the latter being very much a reflection of the local community they serve. Sharing leadership through networking with external groups including other local schools is another aspect of shared practice that heads regard with caution for reasons of competition and the potential adverse effects that exposure to this competitive environment can create. In a market forces environment schools will use league table performance information and Ofsted success to gain advantage over other local schools. Headteachers may be reluctant to take on children with behaviour problems because in the short and long term this can radically affect the nature of their intake and potentially the funding they receive.

Briggs (2010:23) sees the rationale for partnership working as being based upon 'a commitment to working collaboratively in order to achieve shared goals for learners and a belief in the benefit of the processes of social learning for staff.' Referring to the work of Dhillon (2005) which introduced the idea of partnership being 'social glue' Briggs goes on to argue that

> the 'glue' has to be strong if it is to withstand conflicting influences such as market forces and counter-strands of government policy which create a context of competition between educational providers. (Briggs, 2010:23)

The findings of my research suggest the heads in the sample schools in this study aspire to successful achievement for all students in their district so in that sense they have a shared goal. However the findings also suggest a real concern about networking with each other because of the separating and divisive effect of the underlying competition that exists between them. Heads are less cautious but still diffident about wider external networking with business and the local community. At present the social glue referred to by Briggs (2010) is possibly not strong enough to overcome the conflicting influences of central government agendas.

The research evidence from the findings in my study reflects the reality that in most cases much of the function of school governors is delegated to the headteacher and senior leadership team. The 2010 ministerial inquiry into governing bodies DCSF

(2010) supports the findings of my research and established two aims for future action. The first aim sought more effective operation with less demand on governors' time and the second aim sought to ensure that school governors could embrace the accountabilities of the agenda for 21st century schools. These aims reflected the findings of previous reporting by Ofsted (2001). There has been very little research into the effectiveness or role of governing bodies and these two sources are from regulating bodies. Neither addresses the real issues raised by the headteachers in this research or provides any kind of way forward to resolve the issues.

School governing bodies are one of the agents of central government policy and have strategic responsibility for '…setting aims and objectives for the school, adopting policies for achieving those aims and objectives, and setting targets for achieving those aims and objectives.' DFE (2012:14) in the *'Guide to the law for School Governors'*. The findings from my research suggest strongly that there is a mismatch between the defined demands of the role and the actual practice which is very variable. The findings also elaborate on the specific issues related to a lack of confidence with the skill sets, the motivation and genuine commitment to the school, which results in controlled collaboration with governors rather that shared genuinely collaborative and participative approaches.

My conclusions for the leadership practice for leadership for engagement is in three parts. First of all there is a limited degree of shared leadership founded in collaboration through formal structures and processes. Secondly there is limited and selective internal and external networking and thirdly there is a low level of success in engaging governors as part of school leadership. Headteachers seem trapped in their primacy and not mobilising the leadership resources available to them. Engaged staff, students, parents and other stakeholders and school governors could possibly unshackle the unused social, human and economic capital they represent and put it to use to further the learning and progress of the school community. Engagement is founded on the level of empowerment of others to lead and the next section considers conclusions to be drawn from the findings for leadership for empowerment.

Leadership for empowerment

As with the previous two sections Table 7.4, linked to the discussion of findings in Chapter 6 and the summary of findings in this chapter, provides a basis for comparison of the conceptual framework for school leadership and the headteacher perceived practice. Points of confluence for empowerment are: aspects of shared leadership related to formal staff and student voice promoting participation through discussion and inquiry: and focused CPD as part of professional development. Senior leaders were generally seen to be good but under threat due to demographics. Beyond statutory requirements parents were not involved in school leadership. Points of divergence centre on fully involving parents in leadership, empowering students to be part of leadership through embedded student voice, all staff being involved in leadership, and the development of cultures of reflective practice and inquiry. Middle leadership capacity was perceived as weak and developing capacity was perceived to be difficult. Attempts to develop leadership capacity were perceived to be often thwarted by accountability and often interrupted by changing external demands.

The demands of this highly structured programme of work force management and statute driven performance management system might explain why heads perceive leadership practice to be positively in place in terms of CPD and developing people's strengths. My findings suggest that heads are concerned about accountability in relation to statutory requirements forcing short-term effects on CPD policies. Despite this their conduct in terms of developing their staff at all levels as a resource for their school and potentially other schools in the future is at the heart of the leadership practice which they are encouraging. In view of the arguments outlined in the discussion on leadership capacity middle leaders might be an exception to this since the heads identify middle leaders as both a problem and part of the problem related to developing and using leadership capacity. Throughout this theme in the data there is a genuine thrust to train teachers and leaders including initial teacher training through programmes such as GTTP as well as PGCE routes. School determined priorities are foremost and although accountability issues make this more difficult, this is an adjunct of the general issue of accountability.

The findings suggest headteachers are restricted in the way they share leadership because they feel the pressure of their accountability, fear staff will not deliver and because they do not believe some staff have the capacity to take a greater share in leadership. There is substance for all of these feelings and the pressure to succeed cannot be understated. The research of Marks and Printy (2002:388) referring to school leaders in high accountability situations reflects the pressure that headteachers can feel 'These administrators feared that broadening decision making would threaten the control they needed to maintain to keep their schools from even greater failure.' The head is also construed by many to be the boss. PWC (2007) research suggests that many people, staff, parents and others in the community still expect the headteacher to be the main source of leadership in the school.

There is no statutory requirement, beyond providing information and consultation albeit on a wide range of topics, for schools to engage with or empower students and parents. The themes in the interview data infer that there is very limited practice with regard to engaging students or parents in leadership. The heads interviewed aspired to a greater level of student voice but in most schools empowerment resides in formal structures for school councils and does not extend to leadership or learning. The findings of the research indicate a lack of engagement and empowerment of students. It is likely that many schools in the sample are not engaging students fully in the activities of the classroom and the life of the school missing the opportunity to empowering them to develop their thinking, participation, leadership and social skills. Day *et al*. (2009) suggest that this is a secondary school issue. Their research found pupil voice confined to primary schools where it was seen as having a positive effect on student outcomes. The importance of developing student involvement is also reflected by the findings and recommendation of PWC (2007) promoting the role of parents and learners as a key recommendation in order to meet the need to involve users of the system more effectively in its processes. My research indicates that empowering students to be part of leadership practice is at a low level and the situation with regard to empowering parents is at an even lower level.

Involving parents was negatively perceived and a potential source of difficulty as revealed by the interview data. The findings suggest that heads are trying hard to establish more involvement of parents and see greater use of electronic communication as a way of doing this. But what of the less advantaged parents who will find this difficult to access and probably feel the least invited into schools at present? Each school will need its own strategies in providing invitational leadership to parents where invitation is predicated on 'These inviting messages tell people that they are valuable, able and responsible and can behave accordingly' (Novak, 2010:56). The evidence from the research in my study suggests that this is something heads are grappling with to varying degrees of difficulty, the latter being very much a reflection of the local community they serve.

In suggesting reasons for a lack of middle leader capacity the heads referred to lack of commitment, too much complacency to support change, 'dead weight' -insecure. The research of Bennet et al. (2003) portrays middle leaders as beleaguered by time pressures made worse by: the need to counsel and mentor students; a frustration with the inability to complete tasks; variable status with middle leader being a catch all term for many different roles; administering time consuming processes such as PM, target setting and related monitoring. My findings show that the headteachers in the sample in this research perceive this very differently and identify middle leaders as a problem rather than victims of the circumstances of their daily lot. Lofthouse (1994) when considering the overloading of middle leaders through downward delegation points to the issue of delegation without delegation of authority. It may be that headteachers lack trust in their middle leaders' capability and as a result direct rather than release authority. Without the provision of this authority middle leaders are unlikely to develop their capability or exercise responsibility effectively.

In reaching conclusions about the findings of the research with regard to leadership for empowerment a further point with regard to the primacy of the head is usefully made with reference to the possible reluctance or inability of headteachers to share leadership and relinquish control. The discussion revealed a range of reasons for headteachers exercising control in sharing leadership. Many will have genuinely

held concerns about a lack of leader capacity and the often unchallenged expectation by many stakeholders that leadership resides with the headteacher alone. Some will have a lack of confidence in others to deliver leadership in a situation of punitive accountability. Others will have a level of distrust of other organisations in a highly competitive environment with regard to status and funding. The findings have referred to the inhibiting demands of inspection and this is linked by PWC (2007) to inspection as a barrier to distributing leadership. This points to another paradox that even though heads aspire to share leadership and accountability more widely, the expectations of staff, parents and the community and some aspects of legislation and regulation often desire the opposite. The very people who might share leadership don't see this as their provenance.

The conclusion for leadership practice for empowerment arising from the findings of my research is in four parts. First of all leadership practice in this domain is restricted in its ability to fully empower potential resources of leadership in the school including nominated leaders, staff, parents and students.   Second, there is little indication of empowerment through reflective practice and inquiry. Third, CPD is extensive and although heavily focused on statutory requirements and PM there is little evidence of building leadership capacity beyond this for individual, school and system benefit. Fourthly, it is apparent that the primacy of the head is a source of disempowerment rather than empowerment with much of this as a result of accountability and constituency expectation.

The next section is a critique and evaluation of the research and includes review of the three domain conceptual framework, the mixed method procedure and recommendations for further research.

Evaluation and critique of the study

The Three domain framework for school leadership

The three domain framework for school leadership based on leadership for pedagogical purpose, leadership for engagement and leadership for empowerment presents an alternative way of describing leadership which encompasses leadership

both as an action and as an influence. The detail of the framework includes aspects of the extensive set of theories, models and perspectives developed during the second half of the twentieth century and the first decade of the twenty first century. It goes beyond existing ways of construing leadership shifting the conception of leadership from typology e.g. transformational, transaction, contingency to a framework which is centred on what school leadership is for- achieving purposes related to learning, engaging others in leadership and empowering others to be able to be part of leadership. This approach enables specific analysis of the fundamental processes important to school leadership by removing potential distractions focused on ways of doing leadership; the latter being implicit within the three domain framework. It also goes beyond the merit bias of many other leadership descriptions, transactional or managerial-bad, transformational- good which are prevalent and which create unhelpful division and dichotomy.

My research outcomes support that this is a valid and useful way to construe leadership. The headteachers in the sample have been able to engage with it fully as evidenced by the high return rate, the absence of spoiled papers and the positive engagement of the subjects in the interviews. Generating the research questions from the framework was enabled to be both systematic and comprehensive because of the three domains and their specific focus. The findings have enabled patterns in leadership perception to be identified and the comparative process has enable conclusions to be drawn about the nature of these patterns of perceived leadership. As a practical context oriented way of viewing leadership it has considerable potential for practical application in school or system evaluation of the leadership processes which can impact positively on learning, the development of leadership capacity at individual and school level. The methodology used to carry out my research based on this framework is now considered and this is followed by a consideration of implications for future research.

The mixed method procedure

The research was an inquiry through a sequential explanatory mixed method approach Cresswell (2009), Tashakkori and Teddlie (2010) and enabled an observed

framework of leadership practice to be constructed from the data representing the perceptions of the heads. This was compared to the conceptual framework for school leadership underpinning the research. The quantitative data has provided an extensive data set which has allowed inferred patterns of leadership practice to be revealed and compared to the optimal framework. Further illumination and enrichment of this set of perceptual patterns has been enabled by the collection of the qualitative data from the semi-structured interviews.

The instrument of questionnaire and semi-structured interview work well together and the use of exploratory factor analysis has the potential to be a tool for observing patterns of practice. The sequential explanatory approach was effective with the quantitative data analysis enabling the qualitative data acquired to be focused to provide both explanation and interpretation of the quantitative findings. Embedding the qualitative data into the quantitative findings to achieve an overall set of findings was complicated and could have been subject to researcher effect with me consciously or unconsciously channelling the results to support particular conclusions. The use of Pearson r and exploratory factor analysis prevented this in that the patterns revealed were from a statistical analysis and this was used to establish the qualitative data base. The systematic analysis of the latter ensuring that the voice of the headteachers strongly influenced interpretation also worked to ensure a good degree of objectivity in the interpretation of findings.

The sequential explanatory approach through combining survey with semi-structured interview enabled a comprehensive response to the research questions with a substantial set of findings. Detailed patterns of practice were determined for each of the domains of purposes, engagement and empowerment and the comparison of the headteacher perceptions represented by the findings enable conclusions to be drawn in relation to each of the nine research questions. The research based on the three domain framework has enabled the headteacher perception of leadership practice to be determined achieving the research aim and the three research objectives. This approach has merit and can be used again in other situations. The next section considers implications for future research and is followed by a concluding statement to the thesis.

Recommendations for future research

The research has examined the perceptions of headteachers in a government sub-region based on three LAs. It has potential and value for use in other regions and perhaps nationally to make comparisons and to achieve a national picture which could inform policy formation and support for change. Such an extensive data set could be effective in helping support change but there would be issues with the time necessary to do this. It would be of value to use the questionnaire and extend the interviews to include other nominated school leaders, school staff and possibly other stakeholders. The findings would still represent a perceptual set but across a wider constituency enabling further triangulation and an increase in validity. Used in a single school or a school district on this basis it could support school self-evaluation and support programmes to build leadership practice and leadership capacity as a result to meet local need. Demographic factors used as a basis for comparison could enable the determination of any effects related to school size, length of headship, CPD base – NPQH, socio-economic indicators. It may be that these factors have an effect in shaping leadership practice.

My research has focused on secondary schools but there is no reason why it could not be used with other phases of education since the three domain framework and the instruments used are just as applicable to primary schools, sixth form colleges and other tertiary institutions. They are all about learning, their leadership needs to be engaging and empowering to maximise success in achieving learning.

The current set of findings could be used to determine hypotheses about leadership for pedagogical purpose, engagement and empowerment and further research using confirmatory factor analysis might lead to structural equation modelling of these leadership processes in schools. A dynamic model of leadership which might be derived from this is quite an exciting prospect. The model and the technique have produced meaningful results and with little modification can be used beneficially for future research. The next section concludes the thesis.

Concluding statement

My research has developed an alternative framework for conceiving school leadership which is practice oriented and based on a set of leadership practices within three interactive domains. These domains outline school leadership which aims to be pedagogically purposeful, engaging and empowering. The detailed framework has provided the basis for viewing leadership in secondary schools through a conceptual lens which is focused on practice and context. By moving beyond leadership and leadership style to the detail of leadership practice this study has introduced a powerful way of construing leadership in secondary schools which can provide a conceptual basis for planned effective change at single school and system level.

The findings of my research have shown that despite some aspects of excellent leadership practice there may be limited practice in some important aspects of leadership in the schools particularly with regard to leadership for engagement and leadership for empowerment. Most headteachers are likely to agree with the need to pursue leadership practice which is focused on learning and which encourages engagement in leadership and the necessary empowerment to be part of leadership. Many headteachers have difficulty putting this into practice. With particular regard to sharing leadership in engagement and leadership for empowerment as a whole the findings suggests that a lack of sharing of leadership has the potential to create strain in the system through under-deployment of significant sources of leadership practice available in staff, students, parents, other schools, and governing bodies. Much of this shortfall in development and utilisation of capacity is related to the accountability, both explicit and implicit, in the standards based school improvement processes driven by central government. There is nothing remiss with intelligent accountability and all schools are accountable. It is the nature of the accountability and the fundamental lack of trust which this implies that creates barriers to the development of effective leadership practice.

School leaders need to be trusted by their government at national and local level, they need to be trusted by their workforce, by the community of students and the

parents they serve. This trust needs to be reciprocal. It is unlikely that central government will change its approach, despite any rhetoric to the contrary, until it genuinely trusts the leaders and teachers in its schools and proposes and implements policies which reflect this. This is not evident in the Education Act 2011 (UK Government, 2011)) which has ratcheted up benchmarks for academic performance ,removed many LA powers and shifted more power to the secretary of state to intervene in identified underperforming schools. In addition the Act has also has seen the abolition of the General Teaching Council for England, the Qualifications and Curriculum Development Agency and the Training and Development Agency for Schools, amongst other bodies. As with many other societal issues, schools will need to be the agents of trust-building through processes of invitation with their leaders, staff, parents, governors and others in their communities. If this trust is secured it may possibly force enough cultural change to produce a culture of trust from the top.

The headteacher's primacy in school leadership is crucially important to establishing leadership in the school. It is headteachers who will foster leadership practice which is purposefully concerned to maximise student learning, fully engaging of all potential leadership resources and empowering other leaders, staff, students, parents and school governors to be part of the leadership of the school.

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Appendices

Appendix 1 Survey questionnaire formulation

Leadership for Pedagogical Purpose Questionnaire statement development

Research question	Descriptive statement	Element of practice	Initial question	Revised question after pilot
What is headteacher perception of leadership practices which support a focus on learning?	There is a shared vision for learning which leadership practice supports through social support for academic achievement and through an engaging culture of challenging ineffective practice in teaching and learning.	Shared vision for learning	Have we worked together to articulate an educational vision focused on learning?	We work together to articulate an educational vision focused on learning.
		Socially supporting high academic achievement.	Do leaders provide social support for high academic achievement?	Leaders provide social support for high academic achievement.
		Learning as a passion which is supported by challenging unproductive practice.	Do leaders communicate their passion for learning by challenging ineffective practices?	Leaders communicate their passion for learning by challenging ineffective practices.
What is headteacher perception of leadership practices which support internal accountability?	Internal accountability is based on a set of leadership practices which ensure that students are guided both academically and socially to high achievement. Lines of responsibility are clearly defined and this is reflected in a in an on-going culture of student achievement.	Leadership to improve student performance academically.	Do leaders in our school facilitate, guide, and coach others to adopt practices that advance student performance? Academic and social?	Leaders facilitate practices that advance student performance academically.
		Leadership to improve student performance socially.		Leaders facilitate practices that advance student performance socially.
		High student achievement.	Do our students achieve highly?	School leaders lead the school to high standards of student achievement.
		Roles and responsibilities	Are roles in our school clearly identified for lines of responsibility?	Roles are well defined with clear designated responsibilities
		A culture of student achievement	Do we have an on-going culture of improving student achievement?	Student achievement is steadily improving
What is headteacher perception of leadership practices which support data application in support of learning?	School leadership is data literate with data being used to support students to achieve learning targets and also to design student appropriate programmes of study.	Target getting through use of data.	Do we have systems to support student target getting?	Target getting is based on informed use of data
		Learning – programmes of study based on good use of data.	Do we base students programmes of study on analysis of data?	Programmes of study are based on informed use of data

Leadership for Engagement Questionnaire statement development

Research question	Descriptive statement	Element of practice	Initial question	Revised question after pilot
What is headteacher perception of leadership practices which support shared leadership.	Sharing leadership collaboratively and recognising the professionalism of others in that leadership practice.	Collective responsibility for practice and outcomes.	Do we take collective responsibility for school practices and outcomes?	We take collective responsibility for school practices and outcomes.
		Recognition of professional knowledge and competence.	Is authority in our school based more on professional knowledge and competence than on position and rules?	Authority is based on professional knowledge and competence.
		Informed shared decision making.	Do we share information and make decisions together?	We share information and make decisions together.
		Collaborative problem solving	Do we work together to solve problems?	We solve problems collaboratively.
			Is decision making consensual and inclusive as opposed to top-down and non-participatory?	Decision making is consensual and inclusive.
	Invitation through supported participation in leadership.	Power through rather over people as a basis for leadership.	Do leaders in our school emphasize power through people rather than power over people?	Leaders in our school emphasize power through people rather than power over people.
		A culture of innovation embracing risk taking.	Do leaders create a culture that supports risk-taking and innovation?	Leaders create a culture that supports risk-taking and innovation.
		Encouraged participation in problem solving.	Are we open to multiple approaches and solutions rather than reliance on single answers and past practices?	We are open to multiple approaches and solutions.
		Conflict resolution is part of leadership and development.	Do leaders accept conflict as "normal" and use it as a stimulus for change, or is it viewed as "bad" and something simply to be controlled?	Leaders accept conflict as "normal" and use it as a stimulus for change.
		Problems are solved through sharing opinions.	Do leaders try to gain many points of view before solving important problems?	Leaders try to gain many points of view before solving important problems.

Leadership for Engagement Questionnaire statement development (2)

Research question	Descriptive statement	Element of practice	Initial question	Revised question after pilot
What is headteacher perception of leadership practices which support networking with other stakeholders.	In order to achieve a good education for our students and all students in the district we establish good networks with other schools, community agencies such as health and social services, local and national business.	Aspiration for all students in the district.	Do we aim to support achievement for all young people in our district?	A priority for us to achieve a good education for all students in our area.
		Working collaboratively with other agencies such as health and humans service..	Are we linking a variety of health and human services to our school?	We work to develop strong networks with other agencies.
		Working collaboratively with local business.	Are local businesses involved with our school?	We work to develop strong networks with the business community.
		Working with other secondary schools to raise student achievement.	Do we link with other secondary schools in order to get good achievement for all students?	We work to develop strong networks with other secondary schools.
What is headteacher perception of leadership practices which support governing bodies as part of leadership.	Governing bodies are set separately from networking with stakeholders because of their statutory importance as part of school leadership.	School governors have a statutory role in school leadership.	Do the school governors form an important part of our schools' leadership?	The governing body are an important part of our leadership in school.

A) 3

Leadership for Empowerment Questionnaire statement development

Research question	Descriptive statement	Element of practice	Initial question	Revised question after pilot
What is headteacher perception of leadership practices which support CPD and professional growth.	CPD empowers leadership through professional growth which meets the schools priorities and needs and the needs of the individual.	CPD is a priority. Investment in training.	Do we prioritise CPD and invest in training?	There a high priority on CPD and investment in training.
		CPD and training support individual staff development.	Is this to develop individual staff strengths?	There is a focus on developing people's strengths.
What is headteacher perception of leadership practices which support staff, students and parents involvement in leadership.	All staff, parents and students should have leadership voice which is empowered by leadership practice in the school, formally and informally.	Formal routes for staff and students to address problems. Informal routes for staff and students to address problems.	Do leaders provide formal and informal means for staff and students to raise and solve problems in the school?	Leaders provide formal means for staff and students to raise and solve problems in the school.
		Students are empowered to be part of leadership.	Do we students to participate in decisions about our school?	Student voice is embedded in all aspects of school activities.
		Parents and others in the community are empowered to be part of leadership.	Do we empower parents and community members to participate in decisions about our school?	Parents are fully involved in all aspects of school activities.
What is headteacher perception of leadership practices which support reflective practice and culture of inquiry – all can lead.	Through a culture of reflective practice and inquiry all staff are empowered to lead.	Principle of all staff can lead	Do we enable all staff to lead?	All staff are involved in school leadership.
		Discussion and inquiry are part of the leadership in school.	Are discussion and inquiry common and accepted practices in our school?	Discussion and inquiry are common and accepted practices in our school.
		Reflective practice is encouraged for all.	Do we encourage all staff to reflect on their practice?	There is a strong culture of reflective practice throughout the staff.
		Feedback on leadership is part of leadership practice.	Do we seek and use feedback on our leadership practice?	Leaders actively seek out opportunities to get feedback on their work.

A) 4

Appendix 2 Covering Letter – Postal Questionnaire

Dear<>,

I am a serving headteacher following a programme of Doctoral studies at the University of Lincoln. I am currently undertaking research into leadership capacity and as part of this research I need to gather the views of headteachers about factors linked to leadership capacity. I am seeking your help by asking you to complete a questionnaire for me. It should take a very small amount of time and will be dealt with totally confidentially and anonymously at all stages of analysis and interpretation .It is hoped that the research may provide pointers to methodologies for supporting leadership capacity development in schools.

I have enclosed a written copy of the questionnaire and a stamped addressed envelope for its return.

As a secondary headteacher myself I fully understand the time pressures on headteachers and I will be extremely grateful if you can find the time to do this

If you would like a copy I will be very happy to send you a summary of the research findings when it is completed. I will understand if you can't help but hope you will.

Thank you for your consideration.

Best wishes.

Tony Lyng
Principal
Brockhill Park Performing Arts College

Appendix 3 Survey Questionnaire

HEADTEACHER QUESTIONNAIRE-Leadership Capacity and Sustainability
PART A – PERSONAL DATA

It would greatly aid the study if you complete the following by ticking the most applicable to you. If you prefer a short narrative about your experience, preparation of headship and on-going training and development and some brief details about your school, size, gender, age range etc. would be very acceptable.

Description	Tick if applicable
Gender female	
Gender male	
0-3 years in post	
More than 3 years in post	
NCSL NPQH	
Management qualification	
Educational leadership qualification	
Other leadership development course	
No leadership development courses.	

Part B – School details

Description	Tick if applicable
Mixed	
Single sex boys	
Single Sex girls	
11-16	
11-18	
Specialist status	
Investors In People	
Roll 0- 1000	
Roll greater than 1000	

A)   6

Questionnaire Part C

When completing the questionnaire consider where you are **now** as a school in terms of the overall leadership practice in the school. Read each statement carefully then circle the number that most closely matches your opinion with respect to that statement. The rating scale is:

1 Strongly agree; 2 Agree; 3 Neither agree or disagree; 4 Disagree; 5 Strongly disagree

Q	Statement	Current position				
1.1	We work together to articulate an educational vision focused on learning.	1	2	3	4	5
1.2	Leaders facilitate practices that advance student performance academically.	1	2	3	4	5
1.3	Leaders facilitate practices that advance student performance socially.	1	2	3	4	5
1.4	Leaders provide social support for high academic achievement.	1	2	3	4	5
1.5	Leaders communicate their passion for learning by challenging ineffective practices.	1	2	3	4	5
2.1	We take collective responsibility for school practices and outcomes.	1	2	3	4	5
2.2	Authority is based on professional knowledge and competence.	1	2	3	4	5
2.3	We share information and make decisions together.	1	2	3	4	5
2.4	We solve problems collaboratively.	1	2	3	4	5
2.5	Decision making is consensual and inclusive	1	2	3	4	5
3.1	Leaders in our school emphasize power through people rather than power over people.	1	2	3	4	5
3.2	Leaders create a culture that supports risk-taking and innovation.	1	2	3	4	5
3.3	We are open to multiple approaches and solutions.	1	2	3	4	5
3.4	Leaders accept conflict as "normal" and use it as a stimulus for change.	1	2	3	4	5
3.5	Leaders try to gain many points of view before solving important problems.	1	2	3	4	5
4.1	Leaders provide formal means for staff and students to raise and solve problems in the school.	1	2	3	4	5
4.2	Leaders provide informal means for staff and students to raise and solve problems in the school.	1	2	3	4	5
4.3	Student voice is embedded in all aspects of school activities	1	2	3	4	5
4.4	Parents are fully involved in all aspects of school activities	1	2	3	4	5
4.5	All staff are involved in school leadership	1	2	3	4	5
5.1	Discussion and inquiry are common and accepted practices in our school.	1	2	3	4	5
5.2	There is a strong culture of reflective practice throughout the staff	1	2	3	4	5
5.3	Leaders actively seek out opportunities to get feedback on their work	1	2	3	4	5
5.4	There a high priority on CPD and investment in training	1	2	3	4	5
5.5	There is a focus on developing people's strengths	1	2	3	4	5
6.1	Target getting is based on informed use of data	1	2	3	4	5
6.2	School leaders lead the school to high standards of student achievement	1	2	3	4	5
6.3	Roles are well defined with clear designated responsibilities	1	2	3	4	5
6.4	Programmes of study are based on informed use of data	1	2	3	4	5
6.5	Student achievement is steadily improving	1	2	3	4	5
7.1	We work to develop strong networks with other secondary schools.	1	2	3	4	5
7.2	We work to develop strong networks with the business community.	1	2	3	4	5
7.3	We work to develop strong networks with other agencies.	1	2	3	4	5
7.4	A priority for us to achieve a good education for all students in our area.	1	2	3	4	5
7.5	The governing body are an important part of our leadership in school.	1	2	3	4	5

Appendix 4 Statistics
XLSTAT 2008.7.03 - Factor analysis Leadership for empowerment

Summary statistics:

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	σ
4.1	80	0	80	2.000	5.000	4.313	0.805
4.2	80	0	80	2.000	5.000	4.213	0.741
4.3	80	0	80	1.000	5.000	3.550	1.066
4.4	80	0	80	1.000	5.000	3.075	1.065
4.5	80	0	80	2.000	5.000	3.363	1.094
5.1	80	0	80	2.000	5.000	4.225	0.826
5.2	80	0	80	2.000	5.000	3.775	0.993
5.3	80	0	80	2.000	5.000	3.588	1.040
5.4	80	0	80	2.000	5.000	4.200	0.802
5.5	80	0	80	3.000	5.000	4.375	0.624
						3.853	0.906

Correlation Matrix (Pearson (n)):

| Variables	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5
4.1	**1**	0.163	**0.284**	0.131	**0.229**	**0.312**	0.137	**0.413**	0.098	0.217
4.2	0.163	**1**	0.139	-0.044	0.060	0.086	-0.089	0.164	0.034	0.072
4.3	**0.284**	0.139	**1**	**0.316**	0.022	0.203	0.190	**0.230**	-0.071	0.029
4.4	0.131	-0.044	**0.316**	**1**	**0.285**	0.048	0.092	**0.280**	**-0.294**	-0.186
4.5	**0.229**	0.060	0.022	**0.285**	**1**	0.189	0.111	**0.233**	0.032	0.058
5.1	**0.312**	0.086	0.203	0.048	0.189	**1**	0.217	**0.375**	0.180	**0.276**
5.2	0.137	-0.089	0.190	0.092	0.111	0.217	**1**	0.166	0.041	0.056
5.3	**0.413**	0.164	**0.230**	**0.280**	**0.233**	**0.375**	0.166	**1**	0.115	0.163
5.4	0.098	0.034	-0.071	**-0.294**	0.032	0.180	0.041	0.115	**1**	**0.481**
5.5	0.217	0.072	0.029	-0.186	0.058	**0.276**	0.056	0.163	**0.481**	**1**

Values in bold are significantly different from 0 with a significance level alpha=0.05
Cronbach's alpha: 0.617

Factor analysis:

Eigenvalues:

	F1	F2	F3	F4	F5	F6	F7
Eigenvalue	1.857	1.233	0.513	0.427	0.155	0.059	0.026
Variability (%)	18.567	12.332	5.129	4.266	1.555	0.594	0.260
Cumulative %	18.567	30.899	36.028	40.294	41.849	42.444	42.704

Scree plot
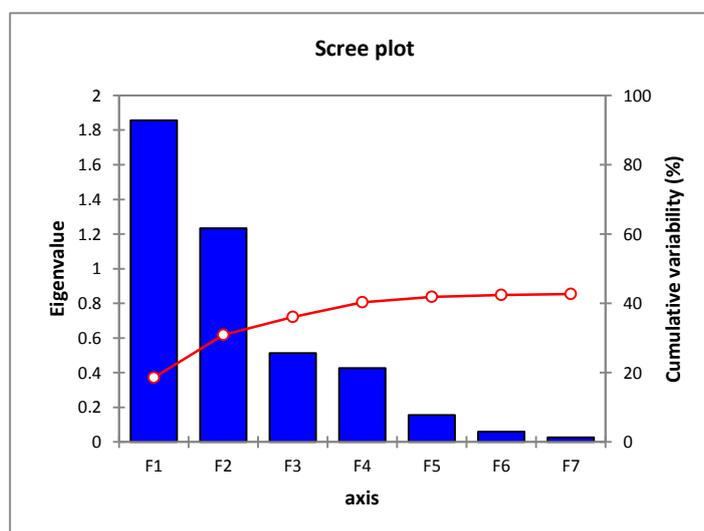
Results after the Varimax rotation:

Rotation matrix:

	D1	D2
D1	0.941	0.339
D2	0.339	-0.941

Percentage of variance after Varimax rotation:

	D1	D2
Variability (%)	17.851	13.048
Cumulative %	17.851	30.899

Cronbach's alpha:

	Cronbach's alpha
D1	0.632
D2	0.649

Correlations between variables and factors after Varimax rotation:

	D1	D2
4.1	0.62	0.26
4.2	0.22	0.16
4.3	0.70	-0.18
4.4	0.57	-0.53
4.5	0.41	0.03
5.1	0.52	0.39
5.2	0.32	0.06
5.3	0.70	0.22
5.4	-0.02	0.80
5.5	0.16	0.78

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Appendix 5 Covering Letter semi-structured interviews

Dear,

I wrote to you earlier this year, with regard to some research I am doing as part of a Doctorate, requesting a response to a questionnaire in relation to leadership capacity. The analysis of the questionnaires has revealed some interesting links and areas for further exploration as a final part of the research. As a result of this I would value the opportunity to meet with you and discuss the topic of leadership capacity and capacity development if at all possible before Christmas. I think this will take about 45 minutes.

All information from the interview will remain anonymous and will be agreed with you as accurate. It will only be used by me for the purposes of this research which is looking into leadership capacity and capacity development.

I will understand if you can't help but hope you will be able to. My e-mail address is tony.lyng@kent.gov.uk or tonylyng@hotmail.com   and I would be really grateful if you can let me know by e-mail if you are able to participate and perhaps give me a time (or two) that suits you.

I am happy to meet at any location of your choice.

With best wishes.

Tony Lyng

Appendix 6 Semi-structured interview questions structure

1. *How would you describe the current leadership capacity of your school/college?*
   - *The context we work in changes weekly if not daily – how do you manage this and encourage others to lead appropriately?*
   - *Is CPD systematically plan for all staff at both whole school and individual levels?*
   - *Do you think it is important to develop individuals beyond the immediate requirements of the school? Why if or if not?*
2. *Can I ask you about networking?*
   - *Do you think it is important for departments within school to network?*
   - *How well does the school network with other schools locally ,regionally, nationally?*
   - *What networks exist with business and community agencies and how helpful is this.*
3. *How widely is information shared in school?*
   - *How easily do staff find it to share ideas or views with each other, with senior leaders?*
   - *Do staff work well together?*
   - *How do you know this?*
   - *Are staff willing to try new ideas and be innovative?*
   - *What do you see as the barriers to this and how is leadership used to create levers of change?*
4. *It would be useful to discuss student voice or engagement.*
   - *How important is student voice*
   - *How would you describe it?*
5. *Are school governors part of the leadership capacity of the school?*
6. *Parents are fully involved in all aspects of school activities- is this important – why is it difficult to achieve?*
7. *Do you think student achievement is as good as it could be?*
8. *Accountability comes from many different sources.*
   - *How do you see the school and yourself and other leaders in terms of relationships with the LA and DCFS?*
   - *Do you think the degree of accountability is an enabling or disabling factor in terms of moving the school on?*
   - *How intelligent do you think current accountability is?*
9. *How do you sustain staff and leaders in a climate of on-going change?*
10. *Do you have planned strategies for this*
11. *In educational terms do you think your school is currently sustainable and how optimistic are you for its future.*

Appendix 7 Exemplar Field Notes Transcription: Semi-structured Interviews

Jane – Headteacher of 11-18 Girls School. Jane has NPQH and other leadership qualifications and is in her first three years of headship

The SLT is stretched but good and functioning well – but the wrong side of 50! Two ASTs are gaining extensive experience. These two are helping drive through the change agenda. Middle leaders' area an area of concern they are ok reacting to an agenda within their areas but are not confidently working whole school.

CPD has been well planned and extensive – many staff on NCSL courses and similar – staff are encouraged in CPD. BSF long term goals direct CPD but this is sometimes overtaken by short term goals related to accountability – new targets can cause changes. But we adjust and work though that ensuring our requirements are not lost.

Change is just accepted as the context within which we work – so through good planning and training we can meet the challenges which this presents and by deploying leadership across the school and other networks- giving opportunity where possible – 'DARE' project is an example. It's vital for schools to be training staff for their and the schools and other schools futures- BSF is the current local demand.

Leaders tend to be static here rather than moving on. Younger staff show promise – it is at middle leader level that there seems to be a lack of the necessary skills and possibly commitment particularly in relation to changing the teaching and learning agenda. I'm using the ASTs to manage and deliver the change agenda here. Recruitment is a real issue – retention less so but we are very close to London so staff can earn more with a short journey.

It's extremely important for departments to work collaboratively and particularly as we try and develop aspects of teaching and learning such as project based learning or learning to learn agendas. Each can learn from the other and as we begin to look at vertical tutoring and similar small school (school within a school structures) – this will be important. Networks are essential – nobody can work independently - otherwise personal interest can overcome the bigger picture. Within school variation is a key element of what we look at to raise student achievement and this is a network tool. Just talking to each other for 45 minutes is of great benefit – it's the only way enquiry based learning can work. We have very good links locally with other schools particularly because of BSF and we do take account of opportunities to link beyond this but time is an issue. Our links with the local business and social community are good and this is very important with a Business and Enterprise specialism – it would be important anyway – but they could be much better. It's based on focused networking – core subjects for example – networks beyond teachers provide power to move forward.

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Student voice is developing and we are using student groups more and more to reflect on teaching and learning in addition to other issues in the school. Student council – very teacher directed – needs to stretch imagination and look at more critical issues. It's about creating a 'leaning conversation' and a part of enquiry based learning we now have a student learning council who are looking at Assessment For learning and other student voice activities. This is a strong aspect of work in the school. Business manager very involved with aspects of this.

Governors do work well with the school better now than before. They are more challenging but from a critical friend perspective – good capacity for this community- but requires servicing and support from me – can be demanding.

Parents are generally supportive but this is a resource that like many secondary schools we would like to make more of – it's a question of how to make this more effective. WE can probably get most involvement from on line reporting and access through the learning portal. But which can of worms are you opening – the least satisfied are the first through the doors – we are moving from a relatively safe position to the unknown.

Information is made available very widely within the school through a variety of mechanisms but sharing is a two way process – so depends on how much staff engage with this – generally good I would say – also crucial when change is taking place which it always is. There is a good line management system and meetings concentrate more on discussion and CPD than briefing – senior leaders have set up good coaching relationships and performance management works well to support this. The general feel in the staff is good and morale is high – not too many miserable people. PM systems and feedback from leaders supports the view that staff are working well together.

Relationships with the LA – so far all has been sweetness and light. SIP – more agenda driven – no illusion about success and pressure being results driven. Don't really relate to the DFCS they are a threatening force in some ways – mismatch between the innovation agenda and accountability –seems contradictory. I think we are more accountable than ever- everything we are doing and all of the time- and having achieved so much seem to face even more very specific demands which don't match so well with the transformation which could lead to better achievement. Different data demands create a difficulty between balancing the short-term and the long-term which creates tension.

The team are under huge pressure and it's difficult to be sure that I am preventing burn out. I don't personally need nurturing – I just expect to work hard and find the energy to do it – I don't think about it at a personal level. Do we need more capacity in the team? NCSL wasn't very helpful with this to many real leadership issues. Ensuring that there is well-being time and effective work force reform backed up by good procedures – reducing time spent use of a data manager – this is important. So good shared leadership and working hard to balance the

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accountability issues is essential to looking after the staff – we need to make opportunities to laugh. Being well planned and anticipating what's next helps.

I'm optimistic for the future of the school and hopefully BSF will as far as possible give us the buildings we need. I think the leadership capacity is generally good and developing and at present I would say this was sustainable providing there is no backlash economically or politically – there seems to be more moral purpose to our work. Programmes such as GTP are a very effective way of improving the entry to the work force and maintaining capacity.