UNIVERSITY OF LINCOLN

A LEADER DEVELOPING LEADERSHIP: A CASE STUDY

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ABSTRACT

This study examines the development of leadership. The aim is to investigate the concept of a leader (the headteacher) developing leadership in a new and developing school. The study explores the notion of a vision for leadership, the structures which are evident each year and the development of leaders and leadership within the school.

This case study research was undertaken in a single school at the end of its first seven years at the point when the first cohort of students went to university and the school converted to a new academy. The presence of two consecutive Ofsted judgements of outstanding leadership suggested leadership had developed well making this an appropriate environment in which to investigate leadership development. This post facto study adopts a qualitative approach gathering data from three sources: an extended series of interviews with the headteacher; semi-structured interviews with a sample of middle leaders who had had different experiences within the school and documentary evidence in the form of staffing structures from each of the previous school years. These three sources provided a means for the triangulation of evidence.

A number of points emerge from the study: the variance in perspectives of the headteacher and middle leaders; the changes in structure and the growth of a hierarchy; the development of leadership factors such as communication and external pressures which impact on this. The research identifies a number of key elements: the concept of leadership which appears organic and changing and where different leadership experiences can coexist within a planned leadership model; the relationship between leadership vision, leadership structure and leadership development and the changes to the relationship over time; communicating the

leadership vision through change from opening to establishment. The research challenges the belief that leadership is an entity or concept defined by a fixed set of skills and features. The research moves forward from models of distributed and hybrid leadership to demonstrate the complexity, fluidity and flexibility of leadership development. The process of and deployment of leadership affects and is affected by the context and must be able to respond to all contingencies. The quality of information is essential in making decisions regarding leadership. The qualilty of communication of that information enhances knowledge across the organisation and secures commitment and engagement of all middle leaders.

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DEVELOPING LEADERSHIP IN A TWENTY FIRST CENTURY SCHOOL

Introduction

> Led by a visionary headteacher... The outstanding leadership team have established a rich learning environment. ... Central to this is the headteacher's passion for enhancing the skills of senior and middle leaders, giving increased ownership of whole-school improvement and subject development to new faculty and subject leaders. ...Senior leaders provide outstanding support to faculty and subject leaders. (Ofsted, 2009, 4, 8)

The purpose of the thesis is to examine leadership during the first seven years in the life of a school and the way in which a headteacher can translate vision for leadership into an outstanding reality. The above Ofsted report described a school in the fifth year of operation which had not yet opened a 6th form. It highlighted the key features of good leadership, a visionary headteacher, the enhancement of leadership skills and a leadership structure supported by senior leaders. The research questions discussed hereafter aim to build on these three lenses: vision for leadership; leadership structure and leadership development.

In their report, Ofsted (2009) judged leadership to be outstanding against a background where school effectiveness was good and teaching was only considered to be satisfactory. In the three years that followed, the school, which will be referred to as Churchland, became an academy following the Academies Act (2010)

and sent the first cohort of students to university. The research data was gathered at this point, when the school first attained academy status.

The national context for this time period adds interest to the research. The school opened under a labour government who in that year had set out a five year strategy for education (DFES, 2004). Many new schools opened, with underperforming schools gaining sponsorship as academies. In addition to changes in provision there were also changes to teacher pay and conditions following a national agreement (DFES, 2003) with unions. The significance of this agreement was that teachers spent more time in classrooms and leadership roles were related to teaching and learning rather than management and administration. A change in government in 2010 did not slow the rate of change but instead increased the number of new schools and freed schools from local authority control. One might expect that the experiences of the case study school might be reflected in some of the other new or reorganised institutions across the country.

At the time the evidence was being collated (2012), the school had been re-inspected. The inspection had a much greater focus on historic data evidence and current evidence of growth and improvement. Churchland was found to be a "good and strongly improving school", which had successfully launched 6th form provision. All areas of inspection were at least "good with some outstanding practice". Leadership measures included governance and "the effectiveness of the leadership and management of teaching and learning" (Ofsted, 2012) and again leadership proved to be "outstanding":

> Exemplary leaders and managers, including the governing body have been unrelenting, and very successful, in their drive to make the school more effective. As forceful and persuasive leaders, they have motivated staff by spelling out the ambitious vision for improvement... The school is exceptionally well led by a motivational headteacher who receives very good support from the senior team. (Ofsted, 2012, 4)

Although the establishment of a new school provides a unique challenge for those in education, both Ofsted reports (2009, 2012) emphasised the importance of the headteacher in this setting. A new school could be perceived as a blank canvas on to which a headteacher paints a picture to match a predetermined vision but as Bell (2007) noted this is not as easy as one might assume:

> Some conflicts over basic values, and the different approaches to teaching and managing that derived from them, were a significant feature of the first year of the school's existence.
> (Bell, 2007, 46)

The school, described by Bell (2007), resulted from the amalgamation of a number of schools. The "conflicts" were rooted in teachers from the schools presenting their own pre-existing expectations and challenges. Although Churchland was an entirely new school with no prior history; the issues raised by Bell (2007) had the potential to exist since a new environment can present management challenges. In particular, the complex starting structure of the school, which is described later, created significant challenges. Each situation brings together a group of people whose understanding of organisational culture lies within their experience of a previous establishment.

The conflicts in culture, philosophy and expectations for students which can arise from the amalgamation of schools should not exist in a new school. A new secondary school should begin with a year 7 cohort, increasing in size each year, as the existing classes move up a year and another new year 7 is added. To accommodate the growth, a significant number of new teachers then join the school, bringing their own cultures. In time the impact of the incoming cultures becomes less significant than the accepted internal organisational culture of the new school. Different classifications of culture can still exist, but the community as a whole is able to understand and contribute to a shared organisational vision. The headteacher has a pivotal role in creating and sustaining an organisational philosophy, by combining vision with the key elements needed to develop that

vision, which in turn establishes a shared, successful and sustainable culture. Bell (2007) argued the headteacher:

> was the main cultural leader within the school based on her formulation and articulation of the beliefs and values of the new school, the authority which she derived from her role and the support that she received from key staff in management positions. (Bell, 2007, 46)

At Churchlands the Ofsted inspectors described a leadership group who were "forceful and persuasive leaders" (Ofsted, 2012, 4), supporting a "motivational headteacher" (Ofsted, 2012, 7). The success measures which allowed them to draw these conclusions related to the quality of teaching, the systems in place, student behaviour and the capacity to improve outcomes for students. In the context of leadership, the capacity to improve is a significant measure since it is based in organisational systems and practices, which are often determined by the most senior leaders. To be successful this must be driven at all levels of the organisation, requiring: commitment; engagement and understanding across the school community.

The School Context

Churchland was established in 2004, appointing the headteacher before Easter and the staff in April and May ready for a September opening. Churchland was a collaboration between the Church of England Diocesan Board of Education and the local authority, who worked together to set up an 11-18 Outer London school. The intention was that the school would serve the needs of both the Christian and local community, and as such received students from a wide range of backgrounds and from all parts of the local authority. There had been a need for secondary school places prior to 2004, but as the new school had not opened sooner a group of 60 students reached the age of 11 in 2003, without a secondary school place. These

students were temporarily housed in an alternative school during their first secondary year with the intention of transferring them to the new school. When Churchland opened it received a year 7 cohort, 150 choosing to attend this voluntary aided school; but as it had been unable to fill all places, an additional 30 students who had not previously applied to the school made up the shortfall. There was also the aforementioned group of 60 Year 8 students, who were directed to the school. The school opened in temporary accommodation with thirteen members of teaching staff who came from a variety of Inner and Outer London Schools.

This was a first headship post for the new headteacher who grew up in a small rural area. She began her career in an inner city school during the Technical and Vocational Education Initiative which ran from 1983 to 1997. This experience and the related career development opportunities provided a start point for further promotions in Inner London Schools. Her career was marked by a commitment to supporting the needs of all students and an awareness of professional opportunities. She joined the leadership team of a Church of England School which was in challenging circumstances and supported it in becoming an improved school, before moving to a high attaining Outer London School. This widened her experience, developed her curriculum leadership skills, improved her knowledge of staffing, established a network of educational contacts and prepared her for promotion to headship of a new school.

Churchland School was opened at a time when many failing schools were being re-launched as trusts or academies. Other schools were gaining new build through the government's initiative Building Schools for the Future (DFES, 2005), while further initiatives were being used to support underachievement. The white paper Schools Achieving Success (DFES, 2001) aimed to introduce specialisms in 50% of schools by 2005. Specialist status provided schools with training and collaboration, within what was to become The Specialist Schools and Academies Trust. As a new school, Churchland had no access to this support, prior to recognition as a successful and

improving establishment. This presented a funding challenge, since many of the initiatives brought with them financial incentives.

The school opened in the wake of the Raising Standards and Tackling Workload Agreement (DFES 2003) between DFES and its social partners. As a new school it was possible to anticipate and accommodate the requisite changes in teacher pay and conditions; whereas established schools had to change their management structures to accommodate change. Through the National Professional Qualification for Headteachers, the headteacher and deputy headteacher had access to National College training and support programmes. At the time, established schools were often outward facing with headteachers and other leaders collaborating with, partnering or supporting a wider family of schools through links or learning networks. Churchland had to be inward facing, with leadership focused on the establishment of a new school and the development of a school culture.

As Churchland grew, so did the number of teachers and leadership posts to reflect the increase in size. This created a requirement for leaders to be developed from within the existing staff or through new appointments, to meet the needs of a larger school. In January 2009 Ofsted made a judgement that the school was good and was developing "outstanding leadership" and "leadership structures", with capacity to grow towards full 11 to 18 provision. This was important for the school, since this judgement made it possible to join other successful school collaborations. A specific example of this was an invitation to join the local collegiate group, providing school centred initial teacher training. Churchland also engaged in a number of other partnerships and networks, through initiatives such as membership of Specialist Schools and Academies Trust (SSAT) following the acquisition of a music specialism. Each of these helped to enable the school's continued development of curriculum, teaching and learning and leadership structures.

Additional factors also played a significant part on the growth of leadership at Churchland. A further group of students were accepted into the school from another school deemed to be failing and about to close. These students brought with them a set of complex needs, which had to be supported through a changed staffing model. Planned events such as the opening of 6th form provision also continued to shape the growth of leadership. In 2011 the school met the Academies Act (2010) criteria, to join the new 'converter academies', a government scheme to target academy conversion for good and outstanding schools, taking Churchland out of local authority control. As a Church of England School this meant that collaboration was both local and through a Diocesan family of schools. The first students completed their GCE A level studies in summer 2011 marking the end of the beginning in the life of Churchland. This context presented an ideal circumstance in which to research outstanding leadership. The final piece of the original canvas was complete and the school was ready to move into a new phase of development, in response to the continually changing educational climate.

The school had undertaken a distinctive journey under successful leadership, as independently judged at each stage, creating an opportunity to elicit useful insights into a leader developing leadership. The leader in this context was the headteacher. The thesis focuses on leadership development with regard to specific paid roles within the school hierarchy. The research does not look at the leaders who belong to the leadership team or leaders responsible for wider administrative roles. The informal leadership roles taken by individuals or used through working groups or action research do not form a part of this study. Whilst it is acknowledged that there are many different types of leader within a school, this study focusses on the development of those identified and paid as middle leaders, the development of leadership and leadership structures.

Research Context

The school context provides the basis for a study, which aims to provide an insight into the choices made, from building a vision for leadership to the creation of outstanding leaders and leadership; as an organisation grows. This study explains the choices which were made and the rationale behind them; as described by the headteacher herself. It goes on to describe the ways in which these choices were received by middle leaders in the school.

Roles and leadership structures changed as the school grew in order to adapt to the size and circumstances. Leaders were identified from within or appointed into new roles. Regardless of initial roles or responsibilities in school, teachers both inside and outside leadership roles were required to extend their learning. The development of leadership structures and the introduction of a learning model at Churchland was consistent with emergent thinking at the time; that school leadership could be dispersed across the school (Day et al, 2000). There was a greater recognition of the importance of middle leaders (Adey, 2000; Turner, 2006) and the need for their development:

> It is vital that a more sophisticated conception of the learning undertaken by subject leaders is developed if the training and preparation of the next generation of subject leaders is to be effective in the 21st century.
> (Turner, 2006, 433)

This present research took place at a time when English education was arguably entering a period of greatest change in the education system in recent years. The government's Five Year Strategy for Children and Learners (DFES, 2004) included: the commitment to give headteachers greater powers; expand the academy programme; move control away from local government and give all schools specialisms. Working relationships between all children's services had changed

following the death of Victoria Climbie with the subsequent Every Child Matters green paper (DFES, 2003) leading to the Children Act (2004). The curriculum was changing and included a National Literacy Strategy (Ofsted, 2003). Tomlinson (2004) identified problems within education including: the nature and quality of examinations; the lack of challenge; the poor status of vocational qualifications and low levels of literacy and numeracy. This did not lead to the radical change expected but instead minor changes were made to existing qualifications and a new vocational diploma introduced.

A national agreement (DFES, 2003) to raise standards and tackle workload led to: changes to pay and conditions; a reduction in administrative tasks; a move from management posts to teaching and learning posts and a model which led to teachers spending more time in the classroom. Standards for teachers (DFES, 2001), teacher performance management and teacher education were changing. Standards for Subject Leaders were outlined by the DFES (2001) and in 2002 the National College for School Leadership launched the first Leading from the Middle Programme, recognising the importance of leadership at this level. This context provided a unique opportunity to examine the way in which leadership and school leaders change and develop in response to the vision for leadership and the existing circumstances.

Consequently the findings of the present research have professional relevance in the current evolving educational context. A significant point that should not be overlooked is the focus on leadership development, from the perspective of the creation of a new school. The reflections of both the headteacher and middle leaders began with no prerequisite leadership requirement, models or expectations, and traced a journey over seven years. The views and experiences of middle leaders were fundamental to this research as this was a time when the role of the middle leader was being utilised by government to drive success and raise leadership capacity in schools. It was quite specifically their roles and the ways in

which a developing leadership model impacted on these roles; which provided a comparator between research, government initiatives and actual experience.

Whilst the information acquired from the study at Churchland is specific to the leadership vision of an individual headteacher, it is intended that the knowledge gained from the present research will contribute to the current understanding of educational leadership and inform the work of other new schools or academies. In summary, this research examines leadership during the first seven years in the life of a single school. It draws on documentary evidence regarding structures and the views of both the headteacher and middle leaders on how the headteacher translated vision for leadership into a reality, judged to be outstanding.

The Aims and Research Questions - A Leader Developing Leadership

The aim of the research was to examine this early leadership development, not as an abstract concept but through the case of a leader, the headteacher, developing leadership. In particular it examines the growth and development of middle leadership. In Bell's (2007) account of a school created through amalgamation he found middle leaders were important in *"espousing, articulating and supporting those values on which the new organisational culture rested"* (Bell, 2007, 44)*.* This post facto investigation examines the way in which a headteacher can translate vision for leadership into an outstanding reality and as such is a leader developing leadership. This is presented specifically through development of middle leaders, the structures in place and the nature of leadership in response to the headteacher's vision which acts as an impetus for this development.

The discussion of leadership begins with the headteacher's vision for school leadership and the way in which she envisaged the development of school leaders to realise the desired outcome. The headteacher might describe this outcome as a

leadership model where the model is seen through the structures, systems and leadership style but is dependent upon the availability of appropriate personnel. The literature review provides an important insight into existing theories guiding the questions which need to be asked in order to meet these aims. The plan was to map the development of leadership and relate it to existing school leadership knowledge.

The literature reviewed relates to key elements which might influence or explain leadership development in a growing school and the establishment of a leadership model, which empowers and raises capacity while securing effectiveness and sustainability. The case study focuses quite specifically on the development of middle leaders within the overall school leadership structure. The views of members of the school's senior leadership team are not included in this study for a number of reasons. At first when the school was small, senior leadership was comprised of a headteacher and a deputy headteacher alone, both of whom are engaged in the study. Secondly and significantly when examining the leadership structure within schools there is likely to be variation, but the senior leadership team is a common construct with its size determined by the size of the school. One would also expect the perspectives of senior leaders to be more closely aligned to those of the headteacher since their principle role is aligned to that of the headteacher. As such the research examines leadership development outside this senior leadership team and the relationship with the headteacher's original vision for a school. The literature also provides a measure against which to judge the similarities and differences between Churchland, other new schools and more broadly, schools in general.

The research interest draws from an understanding of leadership within a single school and with a single headteacher. The methodology chapter explains and describes the choice of a case study explaining how this makes good use of the information to describe the particularity. Using this single case, a series of

interviews with the headteacher provides details of her perception of the changing face of leadership. The school holds documentary records of the leadership structures as they changed each year. The headteacher's choices for these structures show the relationship between leadership vision and the way in which structure can facilitate it. Against this, other leaders provided information on their experience and how they understood the same journey. Their responses to interviews provide a counterpoint to the perceptions of the headteacher.

Outline of the Thesis

The case presented here is a leader developing leadership. The first issue which positions the case and the context is that the leader (headteacher) and the middle leaders being developed were all new to post. This context is important since it positions a case where leadership was as new as the school building. They grew together, without pre-existing expectation or experience for that school. The research questions relating to: leadership vision; structure; development and the interplay between the three, respond to the existing literature in an operational manner. The literature creates an evidence base and theoretical perspective from which to compare these operational objectives.

Chapter two begins by considering a selection of some historic background from which contemporary leadership research developed. It examines the influence of system redesign, its impact on the nature of leadership and the opportunities given for leadership. The literature identifies different types of leadership, dependent on the circumstances of the school and the pressures and demands on middle leaders. Churchland had experienced both periods of challenge and those of growth. The development of the leaders and leadership were likely to have been affected by the fact that a young school exists in an environment of challenge and change. The literature provides an outline of other experiences and types of leadership which

have existed in different circumstances, where the short term models in challenging situations are not always aligned to the long term vision for either school or leadership. This provides a focus on the three leadership areas being researched: vision; structure and development.

In Chapter three the methodology includes the paradigm and the position of the researcher. The chosen case study is described to show the series of headteacher interviews and interview schedules with middle leaders. These, together with: documentary evidence; choices made in sampling; questioning and data analysis are examined. The outcomes are then presented in Chapters four and five: the findings chapters. Chapter four outlines the headteacher's vision for leadership and her beliefs about leadership and management showing how the structures were created in response to a growing school. This is then expanded in Chapter five showing how leadership subsequently developed. The vision for leadership section relates entirely to the feedback from the headteacher: her conceptual framework for leadership; the structures and development. The sections on structure and development draw from the responses of both headteacher and middle leader interviewees, allowing comparison of perspectives. The interviews provided data for analysis of leadership development outside the school's senior leadership team.

Analysis of information provided by both headteacher and others supported a description of the journey taken in the first seven years. The vision for leadership may have remained static but the question is: was there potential for change? The leadership structure was likely to evolve as the school grew. Leadership development is about growing leaders. Churchland had to grow its leaders and although new leaders may have joined the school, those within the school were working within a changing environment. Both the headteacher's plan and their experience can help describe the way in which leadership was developed. Changes to leadership structures and practices, the role and development of leaders and opportunities, conditions or barriers are all likely to affect the development of

leadership. The present research investigates the ways in which the leadership was understood, developed and refined. It examines the means by which teachers were recognised as potential middle leaders; their opportunities, development and engagement.

Chapter six analyses the relationship between a conceptual understanding of leadership and the way in which leadership is evident and developed. This is examined for the particular case of a new and growing school, exploring the significance of the context and the impact of external factors. Chapter seven examines the development of leadership in the case study school against the national context. The research questions are reviewed allowing leadership growth and development to be examined in the context of the case with a discussion of the contribution to existing knowledge. Through examination of this development there are lessons to be learnt in planning for new organisations, developing outstanding leadership and delivering the best education for the students during this period of growth.

Conclusion

This chapter has outlined the context for the present research, its aims and the structure for the thesis. The interest in a leader developing leadership results from the experience of a developing school, set within the national context of educational change. Three key lenses have been identified; the headteacher's vision or visions for leadership; the structures evident at different stages and the development of leadership. These three aspects provide a research framework. The idea of a vision, ethos or strategic direction is examined within the literature in relation to both the school and leadership since the vision for leadership is one facet of the holistic vision and as such cannot exist in isolation.

The headteacher's perception of leadership as a concept and her understanding of how this might look are examined in the light of existing knowledge. The leadership structures during the period are available through documentary evidence and interview feedback.   These can be compared to theoretical models for organisational hierarchy and the roles held within the hierarchy. The development of leaders and leadership can be seen through the eyes of the headteacher but also from the leaders themselves and their perceptions or experiences. This qualitative case study draws extensively from a series of interviews with the headteacher and compares the description of plans for leadership with perspectives of middle leaders.   An understanding of the literature frames leadership development in terms of the people and the organisation. The literature review will support an understanding of the achievement of high quality leadership where increasingly the expectation is that everyone can be a leader and that system leadership will improve organisational effectiveness.

CHAPTER 2 LITERATURE REVIEW

Introduction

Present day leadership theory and practice is preceded by and builds upon historic perspectives. It is affected by external factors, which may include political and organisational imperatives. When undertaking the research, these historic perspectives provided a shared knowledge and language for leadership. This was particularly true for senior leaders with National Professional Qualifications for Headteachers. This chapter examines some of these shared historic perspectives and shows contemporary theory drawn from educational context as opposed to historic perspectives which face the criticism that:

> We are still guilty of borrowing perspectives, models, concepts and even theories from the world of industry and commerce . . . our understandings of educational management are in the main derived from a non-educational framework and this is a weakness, both from the conceptual analysis it enables us to make and in terms of our credibility with practitioners in schools and colleges.
> (Bell, 1991, 136)

Ogawa and Bossert (1997) identified leadership, from those not in senior positions, occurring as early as the 1960s. The Department of Education and Science (DES, 1977, 36) recognised that despite the wide variation in schools "effective leadership and a 'climate' that is conducive to growth" are common to successful schools. They go on to recognise that the most important single factor is "the quality of leadership of the head".

> Generations of research on school effectiveness show that excellent leadership is invariably one of the main factors in high performing schools.
> (Bush and Jackson, 2002, 417)

If this assertion is true then the headteacher developing leadership in a school would want to become an excellent leader and also develop excellent leadership within the school. These "generations of research" described above might help the headteacher to recognise elements of excellent leadership and achieve aspirations associated with overall effectiveness, since:

> Heads have qualities of imagination and vision, tempered by realism, which have enabled them to sum up not only their present situation but also attainable future goals.
> (DES, 1977, 36)

The literature review begins with some of the shared historic perspectives learned through leadership training. The perspectives selected influenced the research in that they reflect some recurrent themes. For example, trait and behavioural theories are examined because the ideas are reflected in the more contemporary understanding of qualities, behaviours and competencies; which are used to describe leadership potential. Situational and contingency theories help to provide an insight into leadership thinking and decision making. These and other historic perspectives have the potential to influence current practice and resonate with current theory. Since this knowledge base was common to both researcher and headteacher there was an additional significance of these theories; as contributing factors in the research.

The headteacher expected her descriptions and use of terminology to be understood and shared. Where these terms came directly from existing theory it was helpful to have a shared understanding. Some terms and leadership thinking were open to interpretation and as such further probing and use of existing theory helped to provide clarity to responses. The headteacher identified behaviours and

traits when talent spotting potential leaders. She evidenced a distinction between leaders and managers assuming shared leadership learning provided a shared understanding of this distinction. Her decisions reflected a response to situations or contingencies and as such these actions could be compared to the leadership theories. She described herself as having to be a "hero leader" but also described a desire to distribute leadership. The ideas which are presented in the literature review build upon from a shared understanding of leadership theory. They provide a platform from which to investigate the research questions and analyse the responses.

The review examines the imperative for schools to grow talent from within and to train middle leaders; in order to respond to internal and external system needs. The experience of leadership training and particularly the National College training impacts on the headteacher's understanding of leadership possibilities. The review examines the facets of leadership which might have promoted high quality leadership from both the headteacher and those she sought to empower.

The research focuses on the development of middle leaders and as such their role is examined, together with the ways in which leadership may be shared with them and others. The review combines this information in an examination of the ways in which the headteacher may respond to demands and opportunities to develop leadership and how this is affected by personal vision and attitudes.

Historic Perspectives Which Could Influence Current Practice

For the purpose of this study, it was essential to examine these historic perspectives. The perspectives were influential in that they explained the origins of contemporary thinking. As the case study unfolded it became apparent that the language being used by the headteacher to describe leadership was drawn from

these roots. These ideas formed a significant part of the headteacher's perspective of leadership. It was necessary to compare her understanding of these ideas with the educational theories themselves. It was essential to understand, clearly, the information being shared and to add further questions; to gain greater clarity when discussing leadership theory. The key features which were drawn from these historic roots included: the identification of leaders; the distinction between leaders and managers; the changing face of leadership in response to different situations; the ways in which leadership could be shared and the circumstances surrounding decision making. These are all reviewed in detail before examining the ways in which the ideas may be seen to be applied in specific situations.

The concept of the existence of leadership traits was a recurrent theme. The recognition of leaders possessing these traits and identification of specific traits which support good leadership, are contemporary applications of one such historic theory. Trait theory was influenced by Thomas Carlyle (1841) and stemmed from the belief that great men had inherent qualities or traits, which would come to the fore when needed. The original theory declined due to a number of factors which included: the fact that inherent traits could, by definition, not be learnt; and possession of traits does not imply that an individual will become a leader:

> Others found no differences between leaders and followers with respect to these characteristics, or even found people who possessed them were less likely to become leaders.
> (Wright, 1996, 34)

The aspect of trait theory which was sustainable was an ability to identify core interests, abilities and personalities which facilitate good leadership. The difficulty with the theory was that the number of terms became unmanageable. Attempts were made to make sense of the model reducing them to the most common qualities:

Strong drive for responsibility,
Focus on completing the task,
Vigour and persistence in pursuit of goals,
Venturesomeness and originality in problem-solving,
Drive to exercise initiative in social settings, and
Self-confidence,
Sense of personal identity,
Willingness to accept consequences of decisions and actions,
Readiness to absorb interpersonal stress,
Willingness to tolerate frustration and delay,
Ability to influence the behaviour of others,
Capacity to structure social systems to the purpose in hand.
(Stogdill, 1974, 259)

Although this was not wholly successful, it did open up the possibilities that someone might identify qualities suited to a role or organisation and seek to utilise them or develop them when developing leadership models. Having identified qualities, Stogdill (1974) and others tried to conceptualise leadership as behaviours, allowing patterns to be identified and grouped together. Behavioural leadership models included the Blake and Mouton (1964) managerial grid, which was updated to include new styles in 1985 and used by McKee and Carlson (1999). The identified behaviours included: initiative; inquiry; advocacy; decision making; conflict resolution; resilience and critique. This grouping of patterns of behaviour is used later in the research; as the headteacher described the behaviours she would expect to see in school leaders, together with the ways in which she both identified leaders and subsequently developed them.

Historically there was a recognition that the behaviours needed or exhibited might change to respond to a situation or contingency. McGregor (1960) considered the elements which might be evident in each of these events: tasks; production; people and organisation. The relationship between the elements differed according to the type of leader and the behaviours dictated by type. In addition to the dependency on the type of leader, contingency theory moved the discussion forward to recognise that different situations gave rise to, and required different leadership styles. Contingency theory (Fiedler, 1967) with changing leadership style provides

flexibility but has weaknesses including: subjective measures and too general theories. Fiedler (1967) felt that performance was dependent on atmosphere, task, the leader's psychological makeup and the leader's position of power. This is an important consideration in relation to the case study; as the growth of a new school reflects a changing picture and different situations within and between school years. Although contingency theory would not have the rigour to predict the outcomes of the case study research it does create an expectation that across a period of years in a school there might be different types of leaders and leadership.

Hersey and Blanchard (1977) strengthened the argument developing situational leadership theory drawn from major contingency ideas. They looked at each task and saw that a different style could be used for each with a good leader adapting to achieve the goals set out. Their approach recognised both the importance of the leader being able to choose the appropriate style and recognition of the maturity level of those being led. This model has some difficulties, in that it requires: the leader to hold the power to make adjustments; time to deliver; and an understanding of the complexity of tasks. The difficulties of this model also relate to the potential issues for a headteacher developing leadership in a new school. The headteacher may not always have the time or hold the power and a new headteacher must learn the complexities of leadership in a new environment. A situational model does not describe the style of leadership but instead describes opportunities for leadership. Within a new school the opportunities change in nature and increase in quantity as the school grows.
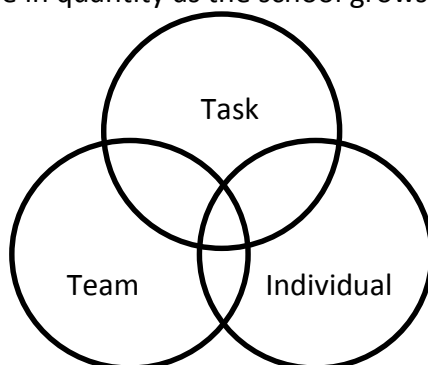
Figure 2.1 Action Centred Leadership (Adair, 1973)

Action-centred leadership can be presented as three simple circles used to demonstrate the interaction between management of teams or individuals and achieving the task (Adair, 1973). This well used, simple and flexible model contrasts with an alternative more static model:

> Structural properties of the organisation; organisational climate;
> Role characteristics; and subordinate characteristics
> (Hoy and Miskel, 1987, 273)

The action-centred model shows how effective leaders adjust the focus to reflect each new situation. Organisations are unique but task, team and individual are still areas of need (Adair, 1973). "There is a pattern of functions that together meet these needs: Planning, Initiating, Controlling, Supporting, Informing and Evaluating" (Adair, 2003, 31). These functions often lie within the remit of specific leaders but he argued that individual motivation came from an involvement in decisions. Action centred leadership can be seen as a multidimensional interaction of leadership function at different levels within the organisation (Adair, 2014). Within the case study, the involvement in decision making and functions of leaders was examined. The case study shows different perceptions relating to these and the nature of leadership with regard to task, team and individual.

The approach to leadership and the nature of the multidimensional interaction can be examined further, by engaging in a discussion and comparison of transactional and transformational leadership. Transactional leadership focuses on basic management processes which include organisation, short term planning and taking control. Effective transactional leadership uses mechanisms for reward or punishment, related to leader assigned tasks, which might be bonuses or sanctions. Weber (1947) typified three types of leadership, one of which was based on bureaucratic or rational grounds which accepts normative rules and the rights of those in leadership roles to have authority and give instruction. In its pure form

Weber (1947) felt that this could be free from negotiation but recognised that a transactional perspective was more likely. Burns (1978, 426) developed this and described the values of honesty, responsibility, fairness and the honouring of commitments forming a basis of transactional exchange between leader and follower.

Harris (2005a, 78) provided an educational perspective as "a system dependent upon data and procedures within a task oriented model", focusing on structures and organisational purpose rather than people. The role of the transactional leader is to focus upon the key purposes of the organisation and to assist people to recognise what needs to be done in order to reach the desired outcomes. Schools can have different teams which are "deliberately and carefully managed", reflecting a transactional approach (Bell, 1997, 119). The difficulty for the transactional approach is that it can have negative consequences, since it motivates people at a base level and does not promote higher levels of thought or development.

This means that transactional leadership works well as a situational model, alongside administrative, bureaucratic and management tasks but does not necessarily lead to deeper leadership. Smith and Bell (2011, 60) found that transactional leadership "can be largely attributed to external pressures to increase performance". Transactional leadership was seen to be more evident when headteachers were inexperienced. It provided the "groundwork for school improvement". Within the case study the headteacher, new to post, was inexperienced initially but as the case study reflected a seven year period her experience grew. Using this theory one might expect a transactional approach in the early years and at times where external pressure might exist.

In contrast to transactional leadership, a leader can potentially transform followers through an inspirational nature and charismatic personality. It is "a relationship of mutual stimulation and elevation that converts followers into leaders and may

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convert leaders into moral agents" (Burns, 1978, 4). Followers gain a sense of purpose and belonging being guided by group norms which means they can identify with the leader and the organisation. The result is that "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, 20). Smith and Bell (2011, 61) found that transformational leadership would "increase motivation and staff development, providing a workforce which is both inspirational and aspirational". The resultant development of staff and organisation provides greater success for students.

Aligned to transactional and transformational leadership are concepts of manager or leader, where management is often considered to belong to a transactional or hierarchical model. Gosling and Mintzberg (2003) had five perspectives for management: self; organisation; context; relationships and change but highlighted the problematic issues relating to the separation of leadership from management:

> Most of us have become so enamoured of 'leadership' that 'management' has been pushed into the background. Nobody aspires to being a good manager anymore; everybody wants to be a great leader. But the separation of management from leadership is dangerous. Just as management without leadership encourages an uninspired style, which deadens activities, leadership without management encourages a disconnected style, which promotes hubris. And we all know the destructive power of hubris in organisations.
> (Gosling and Mintzberg, 2003, 1)

Kotter (1990, 104) took the view that leadership and management had a distinction which related to current needs. Management "is about coping with complexity" and leadership "is about coping with change", as such one can both lead and manage. Davies (2006, 20) described strategic leadership as the ability to define and translate both vision and moral purpose into action. This is based in a need to strive for something better for the organisation. It is proactive and transformational, building direction and capacity.

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This section highlights the elements of shared learning which impact on the discussion of leadership. This began with the notion of traits and qualities which may be needed to become a leader or which might be identifiable in future leaders. Within this lies the possibility of traits which can be learnt or behaviours which might be taught. Having identified potential leaders, the situation or contingency might require certain types of leader or differences within leadership. When examining the increasing complexity of leadership with reference to the individual, the team, the task or the organisation it becomes apparent that a headteacher's perception of leadership will impact on the organisation of that leadership and the way in which the leadership model develops. The approach taken by a headteacher who wishes to transform is different to that where leadership is controlled. Headteachers would not need to build teams of leaders if an organisation could be run entirely by the individual but schools are large and complex organisations. They need good quality leadership at all levels to make their work effective and sustainable and to raise capacity to strive for something better. This need is further enhanced by a drive towards system leadership beyond the individual school.

System Leadership and Growth of Talent within School

System leadership has been a driver for leadership development for over ten years and has led to schools growing their own leaders. The system leadership model uses strong leadership both within and beyond a single organisation and was seen as the way forward in Miliband's (2004) new relationship between schools and government. This was reinforced by a white paper (DFES, 2005) demanding higher standards, better schools for all. It "implies a significantly more substantive engagement with other schools in order to bring about system transformation" (Hopkins and Higham, 2007, 148). The potential for transformation and the belief that distributed practices could exist within schools, moved forward the belief that there could be a greater momentum and power between schools, provided there

was a core moral purpose. From this moral purpose, there is a clear vision which can be shared with others and inspires individuals to act in the best interest for themselves and others (Kouzes and Posner, 2010).

Figure 2.2 System Leadership (Hopkins and Higham, 2007, 160)

Figure 2.2 demonstrates the facets of system leadership with a central moral purpose. If moral purpose is central to system leadership then personal and strategic development will increase the capability of the headteacher and add strength to the system. The need to grow and develop leaders within school is evident in the third ring. This has the potential to recognise talent and develop individuals. Alongside the development of other leaders in school is the need to develop the organisation and to manage teaching and learning. If the third ring is not developed successfully the outer ring identifying system leadership through engagement with the wider educational community cannot be achieved.

The development of middle leaders is crucial since system leadership requires more people to lead within the school when headteachers and other successful senior leaders work across the system to share knowledge and expertise. This can be achieved if the headteacher's values or vision can be translated into an effective model. NCSL (2001b, 5) proposed that "values-driven" school leadership would facilitate this and it is consistent with the Hopkins and Higham (2007) model. Stevenson (2007) was able to define four areas of school life giving expression to values-driven leadership:

> First was the curriculum, teaching and learning; second, the creation of inclusive organisational cultures; third, the nurturing and developing of staff; and fourth, the mobilisation of the community in support of educational goals.
> (Stevenson, 2007, 775)

This organisational leadership can be a "catalyst for unleashing the potential capacities that already exist in the organisation" (Leithwood et al, 2006a, 5). Gold et al (2003) felt that the values were not explicitly defined and set out to examine how these might be reflected in practice. They found them: "concerned with such matters as inclusivity, equal opportunities and equity or justice, high expectations, engagement with stakeholders, cooperation, teamwork, commitment and understanding" (Gold et al, 2003, 136). From this they could show that successful leaders in action:

> Retained, articulated and communicated their values by:
> - Working with , managing and even searching out change;
> - Paying careful attention to information management within the school thus keeping staff closely informed
> - Working very closely and sometime seamlessly with their leadership groups
> - Developing leadership capacity and responsibility throughout their schools.
> (Gold et al, 2003, 132)

The successful headteacher would then by definition have the ability to set a clear direction, mobilise the work force, engage effectively with individuals and teams, promote collaboration, seek out talent, develop leaders within the school and have an insight into the ways in which leaders can be grown for their own professional development. This in turn increases their potential contribution to the school and wider organisation.

PriceWaterhouseCoopers (2007) found that investing in people and nurturing talent was an important factor in development of leadership within schools. This would then support system leadership but also respond to a secondary concern that there was a shortage of headteachers and senior leaders. Developing leaders within one's own school had the potential to create a more sustainable model through a consideration of succession planning. Hartle (2004) described the challenge to have enough leaders of the right calibre in the right place and to prepare them for future roles. The challenge to grow leaders from inside the school continued to develop from this time. In his article Hartle (2004, 18) described five characteristics needed to prepare individuals for future leadership roles, which included: a strategy; a view of how successful leadership might appear; flexibility in response to change; a fluid talent pool which reflects changing needs; and an investment in personal development.

Earley and Jones (2010) referred to leadership development as the activities involved in setting vision and goals and motivating others to subscribe to them. The importance of leadership development is that it raises the capacity for success and the capacity of leaders to deliver that success. The ability to create new leaders is affected by philosophies relating to the nature of leadership. West-Burnham (2009) stated that the effectiveness of leadership required a predisposition to learning and bases of sharing and reciprocity, which Fullan (2001) related to knowledge:

> If you want to develop leadership you should focus on reciprocity, the mutual obligation and value of sharing knowledge among organisational members. The key to developing leadership is to develop knowledge and share it.
> (Fullan, 2001, 132)

This means that a headteacher, having recognised talent, must create an environment which develops the individual and encourages this reciprocity. This will help to grow the talent pool and position the right people in the correct roles to drive forward the vision; through their knowledge and understanding of that vision and the motivation and capacity to support it. The growth and development of middle leaders within their own school is affected by the headteacher's philosophy, vision for leadership and attitude towards leadership.

For school improvement, Harris (2003c) emphasised transformational leadership over transactional leadership; since overarching successful leadership has to be replicated throughout the school, a view supported by Leithwood et al (2006a). Hence, developing others is the best way to move the organisation forward, so that they have the ability to take a lead, with leadership dispersed within the school in between and among people:

> The development of school leaders is a critical component in system building if schools are to be places in which teachers learn, teaching and learning are powerfully planned and delivered, students achieve and leadership is widely distributed.
> (Bush and Jackson, 2002, 418)

Jago (1982) promoted the notion that education training and experience would contribute to making a good leader. Accepting the premise that leadership can be learnt, the National College for School Leadership (NCSL 2001a) was set up to develop school leaders who could transform the education system, initially supporting the development of headteachers and subsequently leaders at all levels. At the time the Hay-McBer Group (2000) combined style with everyday practice and proposed models which included personal characteristics, how individuals complete

the job and the qualities they brought to the role. The model reflected career stage and focussed on the child. Individual success came through membership of teams with shared goals which were cohesive, integrated and effective.

> The most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (e.g., in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic.
> (Leithwood et al, 2006b, 14)

This commitment to the development of new leaders was not totally altruistic as there was an apparent political link. Thrupp (2005) viewed the provision as an 'official' school improvement agenda rather than purely focussing on the development of the leadership skills. Arrowsmith (2006) suggested the introduction of the training for school leadership and potential headteachers supported New Labour's agenda for cooperation rather than competition between schools. Despite these apparent criticisms The Specialist Schools and Academies Trust and the National College have both supported system redesign and system leadership through research, funding and training. These have enabled schools to develop their own leaders through programmes which have included: fast track; accelerated leadership development; middle leader; future leader; leadership pathways and NPQH. The National College advised government on the need to fast track those with potential:

> Early identification of talent, and mentoring and coaching these individuals; and providing them with many opportunities to lead-in their own and other schools-to broaden their knowledge of school contexts and types and to increase the number of headteacher role models they can draw on.
> (NCSL, 2007, 15)

At school level, the perception of leadership with related accountability and workload can have a negative impact on the in-school development; as such the identification and development of talent requires a systematic approach.

Penlington et al (2008, 73) found that headteachers viewed the development of leadership capacities within their staff team as a central part of their role; as they believed it increased the effectiveness to improve student outcomes. This helped individuals to develop their leadership skills but also had the benefit of increasing commitment and advancing career development.

Davies and Davies (2009) recognised the need to take action to recognise and develop talent in academies which included: rigorous performance management with challenge and rewards; identification, management and development of talent; a learning culture and a long term strategy. Galpin and Skinner (2004) identified high leadership potential through recognition of motivational factors such as: a work ethic which included both effort and excellence; a need for challenge and new activities; and a desire for influence and status. Hartle (2004, 19) noted that "Emergent leadership starts two to three years after qualification but some schools begin to develop leaders in the first year of teaching" confirming the importance of recognising and growing talent within the school.

McCall (1998) found high-flyers to be committed to the organisation with high levels of job specific knowledge. They learnt from others and from mistakes, could take risks, act on feedback and adapt well. Bush and Jackson (2002) felt that the identification and development of school leaders was critical to system building as the school, the people and the system would improve together:

> With the increased expectation that schools should work together the middle leaders now have a whole school perspective with responsibilities that were previously held by senior management team.
> (Brown et al, 2000, 249)

Having recognised the fact that middle leaders can be identified within the school and given opportunities to develop as leaders it is then necessary to know how this leadership might appear. "The bases of leadership are reciprocity and sharing,

which are also the bases of leadership development" (West-Burnham, 2009, 80).
Robinson (2011) recognised the need to reconsider the nature of leadership within
school which raises capacity and supports high standards. Lewis and Murphy (2008,
4) listed twelve key elements of effective school leadership. Some of these are
leadership tasks, including traditional management tasks, while others relate to the
organisation or an understanding of one's self and others:

In their review of accelerated leadership development Earley and Jones (2010)
demonstrate the growing number of programmes to develop leadership and the
pressure put on schools to be more proactive:

> Developing leadership talent is an essential part of capacity building
> to ensure that schools have sufficient numbers of high-calibre leaders
> and that leadership development is a priority from an early stage in a
> teacher's career.
> (Earley and Jones, 2010, 45)

They go on to describe the ways in which leadership can be developed, drawing
from evidence in business and education:

> High levels of adult learning about school leadership can occur as a
> result of attending an off-site training programme or because of the
> learning opportunities within the workplace, using a range of the
> above methods. Indeed the best leadership development is that
> which makes use of several methods in a complementary and
> reciprocal manner.
> (Earley and Fletcher-Campbell, 1989)

The view of Bush and Jackson (2002) was that the development of school leaders is
critical to system building, whereby widely distributed leadership would help
schools to be places where: teachers learn; teaching and learning are powerfully
planned and delivered; and students achieve. The significance to the research is
that a drive for system leadership raised the importance of middle managers in
realising a vision (Bennett, 1995). The headteacher exhibiting strong leadership

has: "intellectual grounding, moral courage and the micro-political nous to show that there is a better way" (MacBeath, 2007, 261). The talent lies within the school and the astute headteacher will recognise this talent. Having identified talent the opportunities, experience and training will lead to the growth and development of middle leaders. Hartle (2004) recognised middle leaders as the key leaders to be developed with coaching as the most powerful tool.

Middle Leadership in Schools

Headteachers cannot work across a variety of schools as system leaders without middle leaders providing greater capacity within their own school. The quality of middle leadership is then an important factor when developing system leadership which is both effective and sustainable. New middle leadership programmes were put in place to respond to the system leadership agenda and continue to enhance leadership through training and coaching. Dimmock (2011, 96) recognised learning-centred leadership as "the bedrock of school capacity building", which impacts directly on teaching and learning. He described the elements of learning-centred leadership as those which "cultivate the intellectual as well as social capital of the school." It is the "foundation of the school's organisational capital".

Before teachers access the formal middle leadership roles their talent is first recognised, and they are given opportunities to learn about leadership. This often comes through informal roles such as leadership or membership of working parties, action research or through time related tasks.   They receive professional development, training and coaching to prepare them for their future middle leadership roles.   This secures their commitment, their knowledge and understanding and provides them with the skills for this next role. This satisfies the belief that everyone has the potential and right to work as a leader and all can learn to lead (Frost, 2008). Teachers rather than senior management then form the

critical part of the change process in affecting student engagement (Leithwood and Jantzi, 1998). Headteachers were encouraged to decentre and distribute leadership across the organisation. This agenda quickly gained momentum as it provided headteachers with greater capacity for system leadership.

Spillane et al (2001, 20) used a theoretical framework of cognition and activity to describe distributed leadership as practice "distributed across leaders, followers and their situations" with "activities of multiple group or individuals" requiring social distribution of leadership. It is important to acknowledge that tensions may result from informal leadership or early career leadership opportunities. Bush (2011, 65) warned "there is an authority of expertise which may come into conflict with positional authority". As such the headteacher must be able to create a balance between the early opportunities for leadership and the development of the formal middle leadership roles which carry positional authority, in order to achieve the best outcomes for the organisation.

Middle leaders can be seen as all those in formal paid roles which lie outside the senior leadership team. The two main groups of middle leaders are those responsible for pastoral issues and those responsible for subjects and curriculum. At subject level, capacity can be described in terms of the department leader being used to create an impetus:

> strategies for school improvement are increasingly focused on teaching and learning of the subject, hence our claim that the department is the most appropriate 'unit of change', rather than the whole-school or even the individual classroom.
> (Brown et al, 2000, 238)

The manner in which the headteacher organises the formal roles and the way in which duties are shared or directed have an impact on the nature of these middle leader roles. Ritchie and Woods (2007, 378) found "degrees of distribution" which can be described as "emerging", "developing" and "embedded". Harris and

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Chapman (2002), when investigating schools needing to improve, described headteachers who "purposefully" distributed leadership in different ways at different stages of development. Initially the approach was firm and directive and interestingly they noticed the need to realign people to a "particular vision and values". Then as schools improved, the leadership styles were found to be more democratic and devolved allowing others to lead with the option to work with and through teams. The developing model as the school improved was to move from a top down approach to a more distributed model which gave power to others.

The development of a school from establishment to growth and improvement might mirror the school improvement experience. The middle leaders are therefore likely to have a changing experience with the passage of time (Smith and Bell, 2011). The importance of the middle leader is therefore recognised (Earley and Fletcher-Campbell, 1989; Ogawa and Bossert 1997) but the role may change in nature. When it is a transactional, managerial approach there is likely to be a goal driven hierarchy which is independent of the individual:

> Middle management allows for the promotion of senior management's vision in the specialist subject and provides a vehicle for control and direction.
> (Bennett, 1995, 141)

Bell (1997) recognised the importance of these wider, carefully managed teams with Glover et al (1998) focusing on departmental teams who deliver the curriculum:

> Department heads have a central role to play in facilitating and managing educational change.
> (Earley and Fletcher-Campbell, 1989, 99)

Irrespective of the way in which leadership is shared with middle leaders, the leadership structures support the development in the school itself and the bigger

picture locally and nationally. With the drive towards system leadership there is now a bigger role held by those outside senior leadership:

> Middle leaders are being asked to take on many 'whole school' responsibilities that were previously the domain of the senior management team. There is evidence of significant growth in these responsibilities being undertaken by middle level leaders.
> (Brown et al, 2000, 249)

The experience of shared leadership has not always been positive for those within the system since middle leaders acquired greater workloads but were simultaneously having to respond to greater demands with respect to performance. Gronn (2003, 2) argued that distributed practices emerged because work demands were intensifying, but "governments are adopting leadership accountability measures that bear little connection with distributed practice". Brown et al (2000, 250) found that time and workload were issues which had a negative effect on leadership, with particular concern expressed about finding the time to complete the tasks that could only be done during "in-school time".

PriceWaterhouseCoopers (2007), like others, such as Fitzgerald (2009), found that a shortage of time and the diverse activities required within leadership roles, including the levels of accountability, were barriers to successful leadership. These tensions reflect the challenge for a headteacher developing leadership. Subject leaders with enhanced roles will find it difficult to lead well when there is insufficient time off timetable. They need time to:

> increase the level of observation and support, work with other staff to secure improvement and develop opportunities to talk and reflect on what we are doing.
> (Glover et al, 1998, 29)

A second significant barrier to successful middle leadership is a role conflict. At subject level the leadership expectation will not necessarily promote whole school

priorities. Bennett et al (2003) felt subject leaders acted as advocates for the subject rather than having a whole school perspective. They found this led to tensions when establishing effective structures which were dependent on both expertise and relationships from both senior leaders and middle leaders. Bennett et al (2003) reported that middle leaders were often resistant to monitoring and observation as it challenged professional equality, trust and privacy but they would use observation evidence as a shared learning resource if it was aimed at professional development rather than being used as a management tool. They found that the subject leader would often see monitoring and accountability being used as a criticism rather than a professional tool for individual, team and organisational development.

A third barrier to effective middle leadership can come from the fact that a middle leader is being encouraged to provide direction in a specific area of work. This requires the middle leader to have a vision which underpins the strategic intent and direction for that area. However this vision must be subordinate to that of the headteacher and senior team and vision can be seen as being handed down:

> The head of department's vision was often under-valued and their professional judgement insufficiently recognised by senior managers, governors and external bodies
> (Brown et al 2000, 250)

Bennett et al (2003) described this crucial role of middle leaders but suggest that this is influenced by the circumstances in which they work. They recognised the impact leadership pressures have on middle leaders proposing professional development and an increase in professionalism. Middle leaders are positioned between the senior leadership team and classroom teachers. They are seen as the driving force for school effectiveness because they are close to the classroom practice and the core responsibility of delivering a high quality teaching and learning environment. The organisational culture and practice is important:

> Middle leaders, if they are to be effective, need to be located within a management structure that creates a collegial and collaborative culture and allows middle leaders to be empowered and to empower others.
> (Bell, 2007, 87)

For middle leaders to be effective they need shared knowledge and understanding. They also need time and space in order to develop within and between teams. Middle leadership development is central to the capacity building within the school. If middle leaders also experience learning-centred leadership and distributed leadership in combination, this will "enhance gains to student learning" (Dimmock, 2011, 96).

System Transformation and Distributed Leadership

Headteachers who aspire to system transformation will recognise the potential of their middle leaders and other members of the organisations.

> Transformational leaders motivate others to do more than they originally intended and often more than they thought possible. They set more challenging expectations and typically achieve higher performances.
> (Bass and Avolio, 1994, 3)

Bass and Avolio (1994) believed that this was achieved through: Idealised influence; inspirational motivation; intellectual stimulation and individual consideration. These ideas have resonance with Gosling and Mintzberg's (2003) mind-set for management and emotionally intelligent leadership; requiring a leader to communicate, inspire, listen, discuss and motivate. Transformational leadership builds an underlying ethos, vision and direction and a trust in the effectiveness of

each individual (Burns, 1978; Harris, 2005a; Hopkins and Higham, 2007), where transformational leaders are:

> those who stimulate and inspire followers to achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leaders, help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organisation.
> (Bass and Riggio, 2005, 3)

System transformation (Hopkins and Higham, 2007) requires trasformational leadership and moral purpose. Smith and Bell (2011, 61) found that headteachers need "self-confidence, born of experience, to cope" with pressures and "external scrutiny", and to be able to develop "transformational leadership firmly grounded in a clear set of values". PriceWaterhouseCoopers (2007) described a need to review and develop leadership within schools using distributive practices. The political agenda for system leadership, together with evidence that learning–centred leadership combined with distributed leadership would improve student outcomes, led to the drive for distributed practice.

Although distributed leadership provided a theoretical framework for leadership models in support of system design there is a difficulty with the language used and a lack of a single definition. Harris (2003b) presented the view that if all teachers are seen as potential leaders then through distributing leadership more people feel they have a stake in the organisation itself. "Distributed leadership is about much more than just sharing out tasks" (PriceWaterhouseCoopers, 2007, 8). These views focus on the importance of sharing vision or culture, where power lies within the relationships and can lead to transformation. Oduro (2004) recognised that headteachers can find it difficult to distribute leadership, but felt that by doing so they can respond to the demands of system leadership.

If the school leader's vision for leadership is realised through a transformational perspective it will use the power within relationships, rather than exercising power or control over others (Harris 2005a) and can:

> 'transform' people and organisations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behaviours congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building.
> (Covey, 1992, 287)

This school improvement agenda was designed to move away from traditional leadership models. The shared and strategic nature of the distributed approach targets improvement for both the professionals and the organisation. The difficulty with the early theory was a lack of an empirical research base to evidence the effectiveness. Models for decentring or distributing leadership are designed to allow professionals at all levels to have a significant impact on the strategic direction, culture and ethos of the school. MacBeath (2005) investigated both formal and informal leadership and described leadership which is given or taken, recognising both expectation and opportunity. Lewis and Murphy (2008, 10) drew from earlier work by Leithwood et al (2006c) confirming the wider influence of leadership distributed across the organisation. Woods et al (2004) suggested that distributing leadership removed some leadership boundaries which widened the participation.

Although distributing leadership impacts on the work of middle leaders it relates to all teachers (Harris and Muijs, 2003). Gronn (2009a, 393) recognised that in addition to the individuals who act as leaders through roles and responsibilities, there is enough evidence of "a range of other plural-member formations". These provide significant sources of influence. He argued for a configuration of leadership which would fuse both focused and distributed tendencies. Distributed leadership is achieved through interdependency and interaction between multiple leaders who

can direct change and mobilise, lead or guide others (Harris, 2003b). Spillane et al (2001, 20) used a theoretical framework of cognition and activity to describe distributed leadership as practice "distributed across leaders, followers and their situations" with "activities of multiple group or individuals" requiring social distribution of leadership.

When leadership is only associated with those at the top Grint (1997) argued that this is shallow leadership since deep leadership "is deeply and systematically present through all levels of the organization" (Grint, 1997, 142). Spillane (2006) suggested that leadership is a collective activity involving interaction and as such is "a distributed perspective".

> It is about leadership practice, not simply roles and positions. And leadership practice is about interaction, not just the actions of heroes"
> (Spillane, 2006, 4).

Harris (2003b, 2005a, 2013) provides a number of descriptions of distributive leadership and later distributed cognition but headteachers themselves must decide what should be distributed and how this might be achieved for a particular organisation. Spillane (2006) made an attempt to examine the ways in which leadership can be undertaken by many people in a variety of diverse contexts. These descriptions of distributed leadership are helpful, but the distributed framework does not take sufficient account of the duties and responsibilities attached to the formal role of the headteacher. The head teacher has specific duties which cannot be distributed. Some actions can be delegated but for these specific duties the accountability remains with the headteacher.

Harris (2013, 37) refined earlier descriptions of distributed cognition as learning within and between team with distributed leadership seen as the practice of leadership, realised within extended groups and networks. This is not always reflective of the best practice; as the distributed model can lead to an imbalance in

the engagement of professionals based on power rather than expertise. Gronn (2009a, 392) found that within distributed leadership there was evidence of the prominence of individual charismatic leaders due to "significant and disproportionate influence" but also from "perceptions and attributions" given to the roles by colleagues. The need to share leadership or distribute practice, together with the changing demands of individual roles, can lead to conflicting outcomes and differing views on the purpose of distributing leadership throughout the organisation.

The difficulty with this work is that there is no single model for successfully distributing leadership and no one form of distribution; for example MacBeath (2009, 45) presented "six forms of leadership distribution". Distributed leadership does not truly describe the school leadership models. Instead a hybrid model which "includes both individual leaders and holistic leadership units" is a better description of situational practice (Gronn 2009a, 385). Gronn (2009a, 387) used scenarios within an American context to show how formal responsibilities could coexist alongside more "ad hoc adaptive arrangements". His working hypothesis was that "hybridity represents an attempt to accommodate contingency" (Gronn, 2009b, 35).

Unlike the theories relating to distribution alone, Gronn (2008) recognised the complexity of leadership within a school; where a combination of concentrated individual leadership coexists alongside distributed and emergent leadership (Gronn, 2008). This makes it possible for hierarchical (headteacher led) and heterarchical (with no fixed senior leader) to work within the same organisation, at the same time. They are not mutually exclusive (Gronn 2008).

Theories relating to transformation and distribution provide an insight in the ways schools can change leadership practice, raise capacity and develop individuals. The theories do not take account of the pressures on middle leaders. Day to day duties

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occupy time which prevents a more strategic leadership view and the ways in which they might experience their own role. This supports the suggestion that there are different experiences of leadership within an organisation. Gronn (2009b, 20) suggest that there is a "constantly shifting leadership mix or configuration" which is responsive to the situation or context. He suggests that the reality is too complex to be "captured by such blanket leadership descriptors as distributed, transformational, visionary, and so on".

The concept of hybridity acknowledges the complex nature of leadership and leadership development. Gronn's work adds an important dimension to the background for the case study, making use of existing leadership theory and providing a means by which to examine the relationship between "two closely allied conceptual domains, power and democratic leadership in organisations" (Gronn, 2008, 155). Hybridity acknowledges existing knowledge and understanding relating to leadership theories and leadership possibilities. Hybridity in itself may not provide answers or solutions to the best methods for leadership within a particular school, but it does acknowledge the fact that different representations will exist. The leadership seen in any organisation at any given time will be seen to build on existing intelligence and will be affected by vision and attitudes towards leadership. Schools will develop evolving or emerging leadership practices which fit their own specific context. There is likely to be a mix of practice which responds to situation or contingency and utilises intelligence within the organisation (Gronn, 2009b).

The Headteacher's Vision and Attitudes to Leadership which Impact On Leadership Development

In examining the way in which the headteacher develops leadership ideas regarding: strong leadership (MacBeath, 2007); values driven leadership with moral purpose (Stevenson, 2007); transactional or transformational leadership (Smith and

Bell, 2011); or hero paradigm (Gronn 2003) provide guidance as to areas which might be examined. The first area of focus which comes from these perceptions is the idea of vision. Vision comes from within and helps to set direction and although Gronn (2009b) suggests this is a blanket descriptor it does help to describe the way a headteacher will retain, articulate and communicate values Gold et al (2003).

The nature of leadership and the way it is viewed can help to explain the headteacher's attitudes to leadership both for her and those she leads. The headteacher may see herself as: the "hero"; the leader at the apex of a hierarchical organisation with transactional and managerial approaches; or a transformational leader allowing others to share the lead and providing the direction for them. Headteachers in Smith's and Bell's (2011, 61) research favoured "transformational leadership based on participation, collaboration, a commitment to supporting their staff and wherever possible, facilitating professional development and school improvement" although they employed a mix of both transactional and transformational practice. Gronn (2009a, 384) used the term "hero paradigm" to describe leadership which was transformational with charismatic leaders:

> The hero paradigm derives from the assumption that effective performance by individuals, groups and organisations depends upon leadership by an individual with the skills to find the right path and motivate others to take it'.
> (Gronn, 2003, 17)

Leithwood et al (2006c) referred to attitudes and behaviours which motivate staff with transactional elements easily observed and transformational leadership existing on a philosophical level. When considering attitudes and behaviours in relation to leadership vision, transformational leadership is not built upon the transactional leader-follower model, but more subtly impacts on the culture of the organisation. One must guard against the charismatic leader whose behaviours can lead to transformation but whose moral purpose is not in the best interests of the

organisation. Stevenson (2007) recognised the reassertion of the moral purpose of leadership and goes on to question:

> How do school leaders "make sense" of social justice and articulate it within the context of wider policy agendas? Second to what extent are school leader's attempts to promote socially just institutions and forms of education supported, or hindered by state policy?
> (Stevenson, 2007, 770)

Decisions taken by the headteacher will have an emotional perspective. Lakomski and Evers (2010, 448) explained that "the appropriate emotional commitment to our beliefs is therefore crucial." It must be dynamic in order to manage a wide variety of contingencies. MacBeath (2007, 243) argued that "conceptions of leadership are too often confused with expert knowledge, role and status, with what people represent rather than what they are or what they do". His paper on "Leadership as a subversive activity" demonstrates five principles of leadership for learning practice: learning focus; learning culture; learning dialogue; shared leadership and accountability.

> The different ways in which school principals approached essentially the same issues appeared to arise from the confluence of two factors. First was the personal values base that individual principals had and the beliefs and ideological positions that they had developed within their personal and professional lives. These are the strongly held convictions of the principals that shape the way in which they seek to express their values and which principals had developed over time and through their life experience.
> (Stevenson, 2007, 776)

Vision is a positive catalyst for change provided it is relevant to context and communicated effectively to all stakeholders (Penlington et al, 2008). The quality of the vision is important as this can result in the staff fully engaging in an environment of innovation and change leading to progress and continuous improvement. Kouzes and Posner (2010) found that successful leaders could inspire a shared vision, which allowed others to act. They could model practice and help

others with the challenges allowing success to be shared while at the same time holding the difficulties themselves. With this confidence the vision then takes on a different perspective for as Senge (1990) explained each individual will have a personal vision but through working with others and communicating hears their vision.

Sergiovanni (1990) suggested that leaders and followers share values and commitment and therefore bond together to achieve a common goal. Through this everyone engages in leadership responsibility and deepens individual vision and leadership. It is important that the vision engages the participants and moves the organisation forward rather than becoming blinded by personal philosophies or becoming over-attached to them. Nanus (1992) defined five characteristics leading to a vision which moves a school forward: it attracts commitment and energises; creates meaning; establishes excellence; provides a bridge to the future; and transcends the status quo. As such it provides

> a signpost pointing the way for all who need to understand what the
> organisation is and where it intends to go.
> (Nanus, 1992, 8-9)

The vision will reflect beliefs regarding the possibility of a distinction between leadership and management (Kotter, 1990; Gosling and Mintzberg, 2003) and the choice of focus on people or activities (Spillane, 2006; Blake and Mouton, 1964; McGregor, 1960). Bush and Glover (2003) provided typologies or lenses through which to examine leadership which related to management, transformation, instruction or interpretation.

The philosophical position of a headteacher with regard to the transactional or transformational nature of leadership has relevance to the subsequent vision for leadership. Covey (1992) described the transformational leader in the terms: meaning; purpose; values; morals and ethics. By contrast the transactional leader is

based on: getting the job done; power; position; politics and perks. Transactional leadership is a management model dependent upon hierarchies, roles and position (Weber, 1947; Burns, 1978, Harris 2005a). The transformational leader has a long term goal which combines with mission, vision, ethos and strategy. These are non-operational elements supported by principles and values which take the leader to a stage beyond the daily routine and focuses on leadership potential and development in others. A leadership vision may lead to talent spotting and development of existing systems. By contrast if the headteacher's leadership vision utilises transactional relationships, then this vision relates to a model which is short term and sits within daily operational practice. It is dependent on the effective relationships within the system itself (Sergiovanni, 2001) and incorporating tight, data controlled systems (Bell, 1997). The difficulty in developing a vision where more people have leadership opportunity is that headteachers need to "trust the people they work with and do not find their positions threatened" (Oduro, 2004, 15).

The need for a vision is evident through an understanding of the nature of leadership and potentially as a transformational leader (Harris, 2005a). These two dimensions are consistent in that transformational leadership requires an understanding and engagement with the belief and values of the leader. The development of vision is essential to the organisational culture since the school community work towards a common understanding with actions being measured against the vision and culture:

> If schools are to be leadership rich, this is likely to be because of school principals with the will to make them so.
> (Bush and Jackson, 2002, 713)

The headteacher builds both the leadership and the teaching giving rise to a collective commitment, responsibility and accountability for improved outcomes for students. Davies and Davies (2010) recognised the strategic leader would create a

vision and future direction but also provide: strategic influence; development of talent; and a balance between strategic and operational practice. It is then possible to create structures and develop leadership within the school.

Early school leadership is very largely focused on the headteacher or school principal (Bridges, 1982), but "school principals … do not single-handedly lead schools to greatness" (Spillane, 2005, 143). Headteachers make choices in terms of the range and number of leadership roles and the resultant leadership structure which has a related hierarchy. These are framed within typologies for models of leadership (Leithwood et al, 1999; Bush and Glover, 2003). Bush (2011) adapted this to describe six models for management and related leadership models which reflect the Teaching Agency (2012) assertion that a typical secondary school now has a complex staffing structure. The first management model described by Bush (2011) is a formal model with a dominant structure and little focus on individuality. This tends to exhibit a tall hierarchy where:

> Teachers are accountable to the principal, often through a middle manager such as a head of department.
> (Bush, 2011, 57)

This hierarchy does not necessarily recognise leadership apart from the headteacher who establishes objectives makes policy and adopts innovation and as Bush (2011) explains the headteacher will become the focal point. Managerial leadership (Bush and Glover, 2003) aligns itself with formal models. Harris and Muijs (2003) suggested, leadership research literature largely relates to the impetus from a single leader, the headteacher, rather than the collective action of all leaders across the organisation:

> Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these tasks are carried out competently the work of others in the organisation will be facilitated.
> (Leithwood et al, 1999, 14)

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When policy is passed down from the top of the hierarchy, the single leader, the headteacher is at the apex of the pyramid holding authority and securing discipline and stability. It can be argued that:

> Good management involves the smooth and efficient implementation of aims set outside the school within constraints also set outside the school.
> (Gewirtz and Ball, 2000, 253)

Murphy (1994, 9) identified four role changes in restructuring schools: "leading from the centre, enabling and supporting teacher success, managing reform, and extending the school community." When leading from the centre responsibility could be delegated with collaborative decision-making. Hallinger and Hausman (1994) suggested restructuring schools should include middle manager, instructional leadership and transformational leadership but this was not necessarily realised. Hallinger et al (1992) had identified a difficulty for principals in who would be concerned about loss of power and control. Despite the creation of new roles and decision-making structures, one must still find satisfactory ways to share leadership responsibilities. Hallinger and Hausman (1994, 172) and Harris and Muijs (2003) recognised the need to identify possible models for teacher-leadership and then to decide how to create conditions which nurture, develop and facilitate this in a variety of contexts.

Bush's (2011) second management model was collegial in nature giving rise to an organisational structure which is flat, lateral or horizontal. The model often uses working parties or committees and allows policy to be determined by participants rather than being handed down from the headteacher. This flatter model is likely to be exhibited if transformational, distributed or participative leadership is in place:

Bush (2011) described a third managerial model which is political in nature, where policy makers need to arrive at goals rewards and sanctions having reflected on political interests. This has a less stable organisational structure than formal and

collegial approaches since bargaining and negotiation are required. The micro politics of a school come from "the partial autonomy of teachers and their authority of expertise, together with the sectional interests of different sub-units" (Bush, 2011, 115).

As an alternative to the political model, shared vision and values make it possible to develop a staffing structure where "individual roles are established and there is a prescribed, or recommended, pattern of relationships between role holders" (Bush, 2011, 180). This fourth cultural model includes other groups who meet on a regular or ad hoc basis and from which the organisational culture can be reinforced. Teachers need to be engaged and influential, commensurate with their role, in terms of culture ethos and strategic direction. Elmore (2004) promoted a common culture where there was clear accountability but an expectation that skills and knowledge could be acquired with leaders modelling behaviours, learning and knowledge. This recognises that roles and activity in leadership comes from expertise and as such different roles can emerge. Hargreaves (1999, 59) found cultural change was more difficult than one might expect since "most people's beliefs, attitudes and values are far more resistant to change than leaders typically allow". Regardless of whether leadership is part of a system or school based model it is the collective commitment which raises the capacity of the school to deliver:

> Leadership is no longer an individual matter but is spread throughout an organisation with leader roles overlapping and shifting as different development needs arise. It suggests inter-dependency rather than dependency embracing how leaders of various kinds and in various roles share responsibility.
> (Harris, 2003a, 125)

The school which has a vision and framework for leadership and an understanding of the inter-dependency can provide a sense of continuity which Gosling and Murphy (2004) found was particularly important in times of change. The structure may draw from the management of a group with a common vision but the nature of

leadership will also impact on the way in which the structure develops. Bell (1997) saw the success of the school team not as the result of individual skill but reflected in the way teachers work together. Within this relationship one begins to see a description of vision, culture, systems and communication as he describes the elements of the successful team:

> This is a well-managed, group of people working together with shared perceptions, common purpose, procedures, commitment and cooperation.
> (Bell, 1997, 120)

With each of Bush's (2011) four management models there are related leadership models adapted from the work of Bush and Glover (2003). The first is formal management related to managerial leadership; the second collegial model relates to participative, transformational and distributed leadership. Political management is then related to transactional leadership and cultural with moral and instructional. In addition a subjective model and an ambiguity model are described. The first has a fluid organisational structure which reflects the interactions between members of the organisation and relates to postmodern and emotional leadership. The latter is linked to contingency leadership and is problematic since it arises from relationships between subunits which may have changing participation and a lack of clarity regarding aims and processes. A school's organisational structure is unlikely to remain fixed into one of the six models but these models provide a background against which to examine the changing typologies of both leadership and management.

If participation is to be widened there needs to be a plan for both structure and the nature of leadership within the structure. Hersey and Blanchard (1977) were not constrained by the need to select a leadership style to fit a situation because they felt it was possible to adapt style to the situation. Harris and Muijs (2003) recognised the need to identify possible models for teacher-leadership and then to decide how to create conditions which nurture, develop and facilitate this in a

variety of contexts. The evolving structure is important as it will impact on the development of routines and working relationships (Harris, 2013). Frost (2008) argued that everyone has the potential and the right to work as a leader and they can all learn to lead. The increased opportunities that now exist for teachers outside the leadership team allow individuals to use their talents and realise ambition it is therefore appropriate to examine the ways in which leadership can be developed.

Conclusion and Research Questions

The previous section demonstrates that leadership can be developed and the development of leadership reflects the ways in which leadership is perceived. It is "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, 3). As a process it is interactive with the leader both affecting and being affected by the followers. It is not dependent upon inherent characteristics but a leader can be developed and learn how to lead well. To be effective, a leader must be able to influence others and work with others towards a shared vision or common goal. This vision originates from the headteacher who has "strongly held convictions", "developed over time" (Stevenson, 2007, 776). The vision is based in personal values and shapes the organisation. Consequently, the first significant aspect to consider when looking at the growth and development of leadership in a new school is the headteacher's vision: "When leaders clearly communicate a shared vision of an organization, they ennoble those who work on its behalf" (Kouzes and Posner, 2010, 121). Figure 2.3 provides a visual means to support a view for the way in which a vision can be translated into a model for leadership.

The vision for the organisation is a first order vision at the top of the hierarchy. This is an expected part of the Headteacher's role which Senge (1990) and Sergiovanni

(1990) demonstrated requires interaction with others. The vision for leadership contributes to this and might be seen as a second order vision, as it is one of many elements which contribute to the more holistic context. Additionally, leadership may be described as a facilitating vision, since it drives actions towards enablement of the first order vision. This vision will reflect the headteacher's perceptions of leaders and as such draws from both historic and contemporary literature.
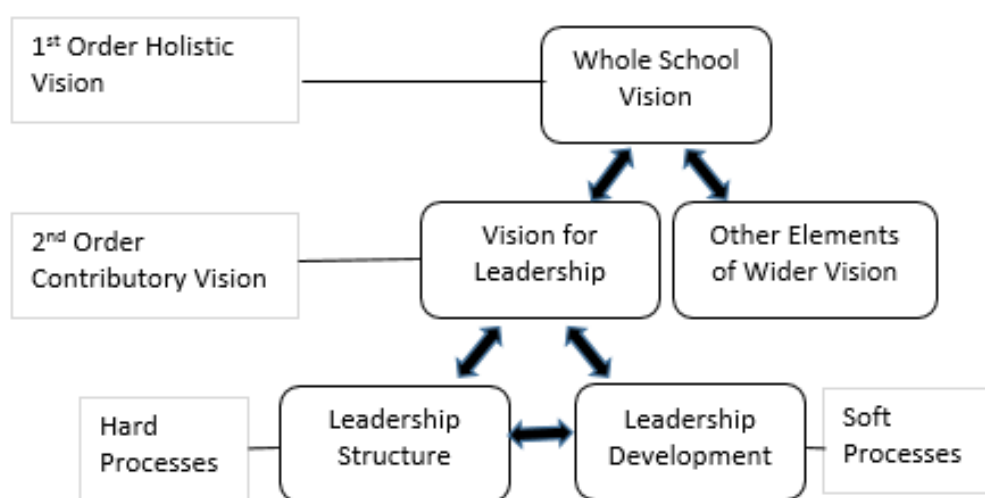
Figure 2.3 Relationships between Vision, Structure and Development

From the conceptual vision there follow actions or decisions which will then lead to the final model. Here they are described as hard processes and soft processes. The hard processes are the formal systems and structures which can be seen. In this case the hard processes are exhibited through the visible structures whereas soft processes are related to human interaction.

The perceptions of leadership which have been examined have included: transformational and transactional approaches (Gronn, 2003; Harris, 2005b; Hopkins and Higham, 2007; Smith and Bell, 2011); and situational and contingency theories (Hoy and Miskel, 1987; Adair, 2003). The development of leadership could begin with a first order whole school conceptual idea as seen in Figure 2.3. This engages all members of the community and drives towards a common goal. As can

be seen from the literature review the nature of structure and hierarchy comes from the vision and related attitudes of the headteacher. Potentially the vision may not be clear initially but Davies and Ellison (2003, 163) described futures thinking which "is not the same as a 'vision' but provides questions to develop the 'vision'."

Bush (2011) described the differing models and structures which might be evident. A tall hierarchy might suggest control, formal or management practices with a flat model being more likely to reflect shared or distributed leadership but the suggestion from Gronn (2009a) is that the model is likely to be hybrid. However the leadership model may be organised, the structure is based in systems and organisational decisions. The leadership development coexists and is people centred. The two will be interrelated with the structure of leadership aligned to the nature of leading and leadership. The process includes preparing the individual to subscribe to the vision and goals (Earley and Jones, 2010) with successful development both impacting on the individual and the organisation.

Before considering the methodology, the start point is to use the information in the diagram as a guideline for responding to the research question "how does a leader develop leadership?" The first step is to examine within the specific case the vision for leadership where the literature presented helps to formulate the question:

- What was the headteacher's vision for leadership, including:
  - What the headteacher conceived of leadership;
  - What she wanted to achieve;
  - Which elements are needed to develop the vision?

The decision to gather data at the end of a seven year period meant that the information related to the period leading up to the point when the school first had a full complement of students and teachers. This meant that it was possible to reflect on development of leadership during a period of establishment and growth. The

literature suggests that leadership will look different depending upon conditions being experienced. This could include workload (Brown et al, 2000), external pressure (Smith and Bell, 2011), or system leadership (Hopkins and Higham, 2007). The structure itself will reflect the nature of leadership and the need for capacity within the organisation with examples described by Bush (2011). During a growth period the structure will change as a response to the increasing size of the organisation but the underpinning principles by which it is formed might also change as the needs of the organisation change as shown by Smith and Bell (2011). These ideas gave rise to a second question:

- What leadership structures have been evident during the first seven years:
    - What structures were in put in place when the school opened;
    - What structures emerged;
    - What were the reasons for changes to structure;
    - In what ways has structure changed;
    - What was the structure seven years into the life of the school?
    - And were these changing structures at the time of research what had initially been envisaged?

Leadership structures are the formal ways in which leadership is organised; they are one of the principle means by which a vision can be operationalised. One might expect that at the end of seven years the leadership structure in place would reflect the initial vision for leadership, and as such the vision would be realised. If school structures do indeed stem from the vision and provide the support the headteacher needs to build a successful school, then the structure of leadership itself would be a necessary part of this model.

To complete the picture an examination of the development of the people and the impact they have on creating a successful organisation follows. Fullan (2001) and West-Burnham (2009) acknowledge the importance of learning and reciprocity

since knowledge and sharing are central to leadership development. The development of leadership could include planned distribution (Harris and Chapman, 2002) or transactional relationships developing managers rather than leaders (Leithwood et al, 1999). Leadership has also been seen as having the potential to change with circumstances (Smith and Bell, 2011). The questions relating to leadership development therefore reflect the changing environment and the impact of circumstances on the development:

- Has leadership been developed:
    - If so how has this been developed;
    - How have leaders developed;
    - How has this development responded to changing circumstances;
    - What factors help or hinder this development;
    - What key features which help progression towards the original plan;
    - And what challenges or barriers have led to adaptations?

For this to be a meaningful study the methodology must also facilitate the acquisition of new and meaningful data which answer these questions. Together the three questions provide the basis from which to investigate a leader developing leadership. The methodology will provide a means by which meaningful, representative, valid and reliable data can be collected and analysed to give greater understanding to the development of leadership in a developing school.

CHAPTER 3 METHODOLOGY

Introduction

The literature review frames the research questions (Cresswell, 1998), these facilitate an examination of leadership during the first seven years in the life of a school from the position of a headteacher who can translate vision for leadership into an outstanding reality. The research questions expand three main questions and as such three interconnected lenses for investigation. To understand and organise the logic of this situation, its arrangement and rules, it is necessary to establish the themes and find interpretations to explain and interpret the phenomenon. In qualitative research data is captured 'from the inside' through prolonged contact and by obtaining the holistic overview (Miles and Hubermann, 1994). The research questions, the educational context and the views surrounding this set the research within a paradigm. This provides a research plan moving from strategy and conceptual framework to the question of whom or what to study and the tools for collection and analysis of data (Punch, 2005).

This chapter details the methodology used to conduct a study of a leader developing leadership. In chapter one: the new school context was examined; the three lenses: vision, structure and development provided a framework for the research. In examining a leader, the headteacher, developing leadership the case is bounded by time in that it is a post facto study of the first seven years. It is bounded by context, in that, a single school leader developed leadership in one school during its first seven years. The research focuses on the development of the role of middle leader together with the preparation for middle leadership and the development of the middle leaders themselves. The structures which support leadership development and the nature of leadership at this level are also

examined. It is therefore vital to gain the views of those affected by these decisions: the middle leaders themselves.

This chapter includes: sampling decisions; the use of the interview as an instrument for data collection and methods for data collection and analysis which are sound and robust. The positionality and impact of the researcher is examined as it is necessary to secure data quality and minimise personal impact, when conducting research with colleagues. The chapter concludes with the important ethical considerations for research.

Aim of the Research and Research Questions

As stated, the aim of the research was to undertake a post facto investigation regarding the headteacher's development of outstanding leadership with a focus on: the headteacher's vision for leadership; leadership structures and leadership development. The leadership structure includes the headteacher, her senior leadership team, a wide variety of middle leadership roles and class teachers. Bell (2007) stated that the middle leader was a key contributor for the support of values within a new organisation. It is important to hear the accounts of these middle leaders when analysing perceptions of leadership. This research looks at the leadership structures and the development of middle leaders and leadership outside the senior leadership team, with the intention of establishing the relationship between a headteacher's vision for leadership and how this was realised during this crucial period.

Bell (2007) described organisational culture but this can also be examined in terms of vision, values and ethos. The discussion of leadership begins with headteacher's vision for school leadership and the development of school leaders to realise a desired outcome. Research questions are used as the basis for the investigation,

beginning with the belief that the headteacher is expected to have a clear direction, which is shared with others and adopted by them. The term vision relates to the clarity with which the strategic direction can be set and the moral purpose which lies beneath. When examining structures documentary evidence identifies roles and their position within a hierarchy. However leadership is a perspective which can appear differently to those within the system.

The interview process provides the participants' perception of leadership. It is a means to examine the structure and the relationship to vision and practice, comparing the initial vision, the current model and the development of leadership. Having established a topic, its context, the aims and the research questions; it is possible to research the phenomenon. The first step is to consider the research paradigm and establish a construct for research.

Paradigm, Ontology, Epistemology and Methodology

A paradigm is a world view, a framework of beliefs, values and methods within which research takes place. It is made up of ontological and epistemological assumptions which in turn have implications for methodology. Research is best conducted by:

> Setting out clearly the relationship between what a researcher thinks can be researched (ontology) linking it to what we can know about it (epistemology) and how to go about acquiring it (methodology) you can begin to comprehend the impact your ontological position can have on what you decide to study.
> (Grix, 2004, 68)

In describing the paradigm within which I worked I first compare Positivism and Interpretivism. Positivism promotes observation where "all general knowledge is based on sense experience and can be advanced only by means of observation and

experiment" (Cohen et al, 2007, 9). This approach is drawn from the natural sciences and validation of theory is based on belief in an established structure, which can be modelled irrespective of the individual. A positivist approach conceptualises and measures behaviour using variables, identifying causal relationships (Hammersley 2007). The paradigm assumes an objective world and aims to uncover truth and facts. Methods for understanding environments and processes are developed based on the existence of a social reality, giving knowledge significance through the observation of external reality. By contrast, the interpretivist paradigm is a human centred philosophy with a reality situated in a social construct having contextual truths. The interpretivist paradigm describes meanings, understands members' definitions of the situation and examines how objective realities are produced.

The study of a societal group, in this case teachers within a school, fits an interpretive perspective since it looks for patterns and meaning rather than organisational variables. Individuals are able to share their perceptions of the structure and nature of leadership derived through social interaction. The analysis develops a deeper understanding of similarities and differences between individual experiences of reality. Interpretivism is trustworthy and authentic rather than predictive; as would be the case with positivism. The context; the aims; the topic; the questions; and qualitative data set within an interpretivist paradigm were the foundations of research, drawing from individual views and experiences. The qualitative perspective, defined by Cresswell (1994), is a process of enquiry for understanding either a social or human problems. Denzin and Lincoln (1994) presented the qualitative process involving an interpretive and naturalistic approach to the subject matter. Both descriptions show that information is drawn from a natural setting using words and detailed views of respondents to gain a holistic picture. Phenomena are seen in terms of the meanings people bring to them. In examining a leader developing leadership both the leader, headteacher,

and teachers in differing middle leadership roles bring their own perspective of the way in which leadership has developed.

In this study evidence and testimony comes from both the headteacher developing leadership and leaders themselves, whose different perspectives provide the rich picture. It is important to have representation from all of those experiencing the impact of the phenomenon, in order to establish the ways in which leaders, with different roles, respond to development of leadership. Mason (1996) argued good qualitative research should be: systematic and rigorous; conducted flexibly within context; self-reflective and able to provide explanations. Research questions link to the methodological approach, the research is sufficiently flexible to respond to unanticipated events and the researcher constantly questions the consequences of positionality. The position of the researcher in this study is significant and as such is considered in detail later.

Miles and Hubermann (1994) stated that qualitative data strength comes from a focus on naturally occurring events, in natural settings. Since the data is flexible and collected over time, it can give real meaning to the human focus on experience and society. Thoughtful analysis of the research topic allows the patterns to be described and examined. What can be discovered by qualitative research is not a wider claim to generalisation but contextual findings. "The real business of case study is particularization, not generalization. We take a particular case and come to know it well." (Stake, 1995, 8)

In this research the "real business" is to examine the context within which an inexperienced headteacher develops leadership, during the early years in the life of a school. The particular case was chosen based on personal experience and insider knowledge. Through careful analysis of the evidence a unique opportunity to find meaning within the events and use this to contribute to existing knowledge exists.

A Case Study - To Research the Phenomenon

> The distinctive need for case studies arises out of the desire to understand complex social phenomena ... the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events.
> (Yin, 2003, 2)

A case study is defined by interest in the case and not the methods used (Stake, 2000). In this case the interest is in the phenomenon of leadership development not as a routine outcome but in relation to a single leader making choices which build from a vision to a reality or multiple realities within a time frame:

> consists of a detailed investigation, often with data collected over a period of time, of phenomena, within their context ... to provide an analysis of the context and processes which illuminate the theoretical issues being studied.
> (Hartley, 2004, 323)

Schramm (1971) described the essence of a case study as an attempt to illuminate: a decision or decisions; why they were taken; how they were implemented and with what result. In this case the decisions relate to the development of leadership in a changing environment. The decisions were taken by the headteacher in response to school size and to prepare for future growth. A qualitative study of this nature may or may not be typical; the case has strength which comes from the specificity of the knowledge.

Case study uses a familiar context for research and provides interpretations which cope with complexity. Critics of this method challenge rigour, uniqueness of the situation and the possibility of the participant-researcher effect introducing bias. The conventional wisdom was articulated as follows:

Such studies have such a total absence of control as to be of almost no scientific value ... Any appearance of absolute knowledge, or intrinsic knowledge about singular isolated objects is found to be illusory upon analysis... It seems well-nigh unethical at the present time to allow, as theses or dissertations in education, case studies of this nature.
(Campbell and Stanley, 1963, 6-7)

Although the view changed to reflect misunderstanding or oversimplification of the nature of case study research, there were still criticisms. Bell (2005) raised concerns regarding reliability and Hammersley (2007) warned against vague descriptions without a basis for characterisation or comparison. In this case study the main source of evidence was the interview. Each interview was carefully transcribed and each participant read their own transcript. Where they felt they had not clearly stated their views, they were then in a position to supplement the information. Lincoln and Guba (1985) put forward the idea that to evaluate the worth of a case study it is important to be sure of its trustworthiness. This comes from credibility or confidence in the truth of the findings, transferability or applicability to other contexts, dependability in that the findings are consistent and could be repeated and confirmability coming from a degree of neutrality where findings are shaped by respondents and not biased towards the researcher.

The literature review focuses research questions and helps set a cultural context. Easterby-Smith et al (1994) showed interpretivists extending collections of facts and measures of pattern frequency, to different constructions and meanings people place upon experience. Interaction through communication, followed by selection, grouping of information and checking then transforms meaning to the case (Blumer 1986). This gives rise to a description of case study which is:

an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident ...(it) copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result ...(it) relies on

multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result ... it benefits from the prior development of theoretical propositions to guide data collection and analysis.
(Yin, 2003, 13-15)

A sequence of interviews with the headteacher and single interviews, with others in middle leadership provided evidence of a range of perspectives. Historic documentary evidence on leadership structures and from Ofsted reports enriched the findings. The advantage of studying this distinct incidence of a new leadership phenomenon is that it provides a detailed and deep examination, in the new school context. The representation of the case as experiences of those inside it is achieved through in-depth interviews and data analysis for the purpose of critical review. The disadvantage is that interview evidence is subjective and analysis must account for this. However this is strengthened using triangulation since "The basic principle in data collection for case study is to check your data across a variety of methods and a variety of sources."(Nisbet and Watt, 1984, 85)

Sampling at Two Levels – The Case and the Interviewees

The research was designed as a single case study of a headteacher developing leadership as a school grew and developed and as such the study is bounded by time and place. Within this single case were embedded units for analysis the first unit for analysis was the headteacher's perspective of vision, structure and development. This case study required themes to be explored through the journey taken by the headteacher. The case is typical in that headteachers of new schools are charged with developing leadership. The aims of the research show the need to understand the vision for leadership; as such the main source of information came from the headteacher who was in the best position to describe the decisions made and the impact of the decision as described by Schramm (1971).

The second unit of analysis was the perception of those who held middle leadership roles. The specificity of the case is that each headteacher's vision and leadership style impacts on the leadership and the way it is perceived by others. Structures may look the same but leadership can be experienced differently. Combining headteacher responses with data from other leaders, it is possible for the case to be useful to others in that it outlines successes and challenges which result from the situation, the choices made and the impact of those choices on others.

The third unit for analysis was documentary evidence relating to the structures which had been in place at different stages. This information was taken from school annual school records (held by Human Resources) showing the staffing structures at the start of each school year. The fourth unit providing external judgement of the quality of leadership as the school developed. This was drawn from Ofsted inspection evidence following inspections every three years.

Sampling for this study is evident at two levels: case and respondents Miles and Hubermann's (1994) description of qualitative sampling based on the work of Kuzel (1992) and Patton (2002) guided sampling which was directed by the purpose of the research whether: homogeneity or variation; critical cases; theory based; criterion referenced or opportunistic. Punch (2005) outlined the issues to be considered when designing the interview process as an instrument for research. These included: choice of interviewees; the number involved; length of interviews; number of interviews for each person and the location together with access arrangements. This is reinforced by Simons (2009, 34) since most can be learnt "about the issue in question" by choosing "people to interview who have a key role in the case".

The research focuses on the development of the middle leaders within the school and as such the case requires the perspectives of the headteacher and the middle leaders themselves. The choice of middle leaders reflected the fact that those

outside the leadership team are not always privy to the reasons behind decisions and do not have the same relationship with a headteacher as someone within the team. As such interviewing middle leaders rather than teachers without responsibility or the senior leadership improved trustworthiness, as recommended by Lincoln and Guba (1985).

Punch (2005) described purposeful sampling which illustrated subgroups, facilitated comparison and was conducted in a deliberate way with a purpose or focus in mind. Maximum variance sampling lends itself well to the research question, documenting variations and identifying patterns (Miles and Hubermann, 1994). It is variation and perceptions of those at different levels, with different experiences of the system, which help to isolate key features of developing sustainable leadership. These references guided scoping interviews leading to categorised groups from which participants were selected. Two middle leaders participated in the pre-research scoping interviews. These interviews were not designed to provide data for the research but to inform good research practice. One middle leader was drawn from curriculum directors and the other from learning directors. This meant that they both had senior middle leader positions and a good knowledge of change within the school.

Leadership Roles	Number	Number Interviewed
Curriculum Director Faculty Leader	8	2
Learning Director	7	2
Subject Leader	14	3
TLR Holder	7	2

Figure 3.1 Categories from which Interviewees were Selected

Their differing perceptions of leadership made it clear that it was important to gain information from a cross section of middle leaders. The sampling was formalised for the research with the intention of gaining exhaustive information on the themes

being examined. Teachers were categorised by role (Figure 3.1) and chosen using purposive sampling beginning with one from each leadership role using the strata.

Sampling used individuals knowledgeable about specific issues by virtue of their professional role or experience (Ball, 1990). Categories were length of time they had been at the school, the roles they held within the school, their position within the leadership hierarchy and whether they had been promoted within the hierarchy.

Leadership Role	Teacher Code
Curriculum Director or Faculty Leader	Teachers 1 and 2
Learning Director	Teachers 3, 4 and 5
Subject Leader	Teachers 5, 6 and 7
Teaching and Learning Responsibility	Teachers 8 and 9

Figure 3.2 Profiles of Interviewees

Figure 3.2 shows the distribution of teachers with each group having this range of experience. The nature of roles differed and as such individual perceptions were likely to differ. Those employed as directors or faculty leaders had taken a curriculum route to their role and had usually held subject leader posts previously (Teachers 1 and 2). Learning directors had an equivalent level of seniority in the school but had usually come into post through traditional pastoral routes (Teachers 3 and 4). Those described as teaching and learning responsibility (TLR) holders had a range of responsibilities and were the most junior of those holding middle leadership positions (Teachers 8 and 9).

Case study data collection is emergent with data being collected until sources are exhausted, categories saturated or regularities determined. With this in mind the initial sample only included one person from each category for middle leader

interviews. Teachers 1, 3, 6 and 8 formed the initial group as they had the greatest experience of the school and their posts. Invitations to participate returned an 80% or greater response in each category.

The plan was to extend the participation until the ongoing analysis suggested that there was a rich description of the phenomenon from which the case could be described. The group was extended as the information being gathered was developing again drawing teachers from each stratum. Teachers 4 and 7 had a variety of experiences and teachers 2 and 5 were the newest in post. The subject leader stratum (Teachers 5, 6 and 7) was the largest within the school and as such had the larger representation although this is not a significantly larger number. The extension of the sampling process meets the criteria set by Miles and Hubermann (1994) that within-case sampling should create an evidence trail which clarifies patterns, contrasts and exceptions.

The aim had been to retain a balance of proportional representation between those with curriculum responsibilities, those with pastoral responsibilities and those with mixed responsibility. The final proportion of leaders' interviews was 28% of those with mixed or pastoral responsibility and 23% of those with curriculum responsibilities. The difference was due to the fact that the subject leader responses were either consistent or provided little extra information.

There was a need to be aware of criteria referencing and critical cases when selecting the sample since responses provided a new perspective and triangulation for fine detail. The method of continuing to interview while new information was still being disclosed was important to the case study where it was necessary to disclose the underlying perspectives and gain a comprehensive understanding of the phenomena being researched.

Data Collection

There are many techniques or instruments which can provide qualitative data with the main source of data in this case study coming from interviews. Speaking to people provides the opportunity to achieve a rich meaningful context, explained on the individual's own terms (Jones, 1985), hence the choice of interview as the principal form of data collection. The main instrument, in this case the interview, must provide rich data appropriate for analysis, which is valid and trustworthy. It gives clarity and meaning to the research, building from existing knowledge and understanding to develop educational thinking on a well-researched subject in a specific context. The strengths of interviews are:

> Targeted-focuses directly on case study topics
> Insightful-provides perceived causal inferences and explanations
> (Yin, 2009, 102)

The interview is a form of discourse which requires good technique in order to develop thinking on a leader developing leadership in the context of the new case study school. According to Mishler (1986) its particular features reflect the distinctive structure and aims of interviewing. It is a joint product of what interviewees and interviewers talk about together and how they talk with each other. The record of an interview is a representation of that talk that used for analysis and interpretation. Cohen et al (2007) described the interview as a flexible tool, utilising the senses, with a balance between control and spontaneity, exploring views in ways that cannot be achieved by other types of research (Ribbins, 2007).

It was important to report meaningfully and avoid misrepresentation as the interview is not exclusively subjective or objective, it is intersubjective, providing an interpretation of the world through acquisition of viewpoints. For Tuckman (1972), the interview provides access to what people know, like, dislike and think. The combined responses give a full picture of the views of a variety of individuals, from

which it is possible to confirm common themes and explore potential theory. Cohen et al (2007) considered the question format and response mode using interview objectives, the subject nature, the respondent's knowledge base, interviewer's insight and relationship between interviewer and respondent.

In order to use the interview successfully it is important to have an interview type which draws good quality data from the respondents. It is important to be aware of potential weaknesses and to mitigate against them, these could include:

> Bias due to poorly articulated questions
> Response bias
> Inaccuracies due to poor recall
> Reflexivity-interviewee gives what interviewer wants to hear
> (Yin, 2009, 102)

The nature of interview has been described by many theorists including: Patton (2002); Minichiello et al (1990) and Ribbins (2007). The types of interview range from the informal chat to closed stimulus-response questions. At one extreme these provide total freedom of response and at the other end, responses relate to a preconceived plan. Fontana and Frey (1994) noted that the stimulus-response nature at one end of the continuum invokes rational rather than emotional responses in what resembled a verbal questionnaire, with increasing freedom along a continuum of question types.

Patton (2002) identified three types of probes: detail-oriented; elaboration and clarification which were required to gain the best detail from the interviews. It was with this in mind that pilot scoping interviews were undertaken. At this stage the questions related to perceptions of leadership but were not yet well formed as such the pilot scoping interviews took the form of a research conversation which consisted of semi-structured questions with both agenda and process controlled but allowing the interviewee freedom to respond to the questions. Piloting provided

practise in development of themes and phrasing which helped minimise the weaknesses described by Yin (2009).

The first interviews for the case study took place with the headteacher since she could describe her development of leadership and as such was central to the case. The interviews, with her, began with discussion guided by trigger words used to start or sustain the conversation. The advantage of this is that it can open a wide range of issues but this comes with the disadvantage that each conversation may cover a wide range of themes since an interview: "is literally an inter-view, an inter-change of views between two persons conversing about a theme of mutual interest" (Kvale, 1996, 14). The series of hour long interviews began conversational in nature, but included extended guided discussion and semi-structured interviews, as ideas were refined. Through different methods of probing, the focus on issues was sustained but there was freedom to investigate new ideas. The advantages of having worked with the headteacher since the school opened meant that "the qualitative research interview is theme oriented; two persons talk together about a theme that is of interest to both" (Kvale, 1996, 29).

There were many occasions during the interviews process where it was possible to follow ideas and themes. The headteacher would refer to occasions experienced by both of us and it was then necessary to draw out the headteacher's perspective. This was achieved through accepting the shared knowledge but by asking a variety of questions around the point, to hear the headteacher's words. The conversation covered issues being examined but the structure of the interviews was purely thematic, with outline questions providing a stimulus for an expanded response. This had the advantage of providing the headteacher's detailed perception of the journey. The disadvantage of this method was that she included detail not relevant to the research itself. It was necessary to rephrase questions to establish a clear understanding of her viewpoint and the detail it contained, rather than her

assuming shared thinking, which could lead to response bias or reflexivity (Yin, 2009):

> However within this the research interview is characterised by a methodological awareness of question forms, a focus on the dynamic interaction between interviewer and interviewee, and a critical attention to what is being said.
> (Kvale, 1996, 20)

The literature review provided a start point for the interview process and helped with preparation for conversation. To maintain a focus on the theory and to restrict opportunity for selective and subjective questioning, the ideas evident in the literature were collated within a grid to support the interview process (appendix 1). When devising the interview schedule for the headteacher the aim was to first establish an interview relationship and agree the dynamic for the series of interviews. The headteacher was happy to be interviewed over a period of time and as such each interview began with a review of agreed information and ended with a summary of the information shared on that occasion. The series of headteacher interviews and themes discussed were recorded using a research diary (appendix 2).

The schedule was re-planned after each interview, in line with the diary, so that specific detail could be reviewed with on-going checks on issues which had been covered over the extended interview period. This included tracking development of themes and giving the formality required to secure the integrity of the data. The main series of recorded headteacher interviews resulted from one hour sessions in February and March. These continued until the headteacher felt that the information was well explained and although most material was captured digitally, she did offer other comments within the interview context when the recording device was switched off. When this occurred these comments were recorded by hand.

After completion of headteacher interviews, the middle leader interviews had greater structure to focus on key themes to be addressed with the middle leaders, although there was still freedom to expand the knowledge base. The interview schedule began by establishing a rapport, sharing the purpose of the interview, explaining the use of the recording device, confirming the length of the interview and confirming the ethical and confidential details. This was then followed by a transition phase relating to their work and school in general; to help them to feel relaxed before switching on the recording device. The body of the interview used a semi-structured interview plan for the middle leaders (appendix 3) created in the light of responses from headteacher interviews. The questions provided some structure to support data analysis but gave interviewees space to expand and include their own thoughts.

Research interviews with middle leaders fell in the middle of the continuum, providing a balance between structure and exploration of extended themes. This had the strength of providing an appropriate focus on the issues while allowing interviewees to express their viewpoint and enabled new ideas to be investigated. Although the same core semi-structured questioning was used, slight differences in the interview technique made it possible to probe for greater detail and clarity as described earlier.

Experienced middle leaders were expansive in their explanations and responses and confident in their knowledge and understanding of leadership, often providing rich responses. Middle leaders, new to post or to the school, were less confident or articulate. Detail oriented and elaboration probes were used to prompt a response (Morrison, 1993, 66). This led to differences between interviews. Other differences included using silence and pausing, rephrasing or describing meaning behind a question. These actions responded to an absence of understanding or inability to respond, or to support the development of this shared interest in the theme. The interview schedule concluded with an agreement of respondent access to the

transcripts of the interview and an opportunity to add any other information relating to leadership in the school. Respondent validation was achieved through providing opportunity to review responses and comment or make changes prior to the inclusion of interview material in the research.

The headteacher chose to review her transcripts both within the interview environment adding clarity or meaning as a part of the process and through written feedback. The other interviewees had booked a single one hour interview and as such either fed back using email or had a short meeting to confirm the quality of the data. The aim was to achieve a successful interview when measured against Kvale's (1996) quality criteria with short questions and long rich, relevant and spontaneous responses, creating a self-communicating device where interpretation exists within the interview. Throughout the process, checks were made between responses, against leadership roles and their time working in school. The opportunities to go back for clarification of points during the period of coding and reduction meant that this was a reflective journey.

Yin (2009, 103) stated that "because of their overall value, documents play an explicit role in any data collection in doing case studies". Their most important use is "to corroborate and augment evidence from other sources". Here meeting groups could be evidenced through the school calendar and the minutes of these meetings, if required. A discussion of current and past structures could be checked against historic records of the school structures which had been in place. Evidence of training and training courses was also available, including the school's own in-house training programme. External judgements regarding leadership quality were taken from Ofsted inspection reports (2009, 2012). The details of all documentary evidence used in the thesis and its origin are included in the appendix. This evidence was made anonymous to protect the school and the members of staff in line with the ethical considerations for research.

The headteacher provided staff structure documents to show how the small scale structure in the first year changed and developed, with changes to the roles and the personnel holding those roles. She cited school training information, which confirmed the existence of the opportunities which were available. The external reports reinforced the existence of a good quality model and provision. The Ofsted Inspection report cited in the first chapter was important. The research would have little value if the vision and development was not leading to a good or excellent outcome. Documentation has both strengths and weaknesses which must be acknowledged:

> Strengths: Stable-can be reviewed repeatedly; unobtrusive-not created as a result of the case study; exact-contains exact names, references and details of an event; broad coverage-long span of time, many events, many settings. ... Weaknesses: retrievability-can be difficult to find; biased selectivity, if collection is incomplete; reporting bias-reflects (unknown) bias of author; access-may be deliberately withheld
> (Yin, 2009, 102)

Many of these weaknesses were well managed using available documents, complete collection with knowledge of authors. This strengthened the evidence with support for data collected through interview. There was a resonance between the voices of the wider school leadership, the headteacher and historic documentary evidence which meant that the findings could be presented with confidence. The themes came from and returned to the literature and provided an insight in the interrelationship of theory with practice in a developing establishment.

Data Analysis

Case study generates a lot of data which then needs to be interpreted and analysed. Cresswell (1998) suggested that that the literature review influences the data collection and coding structure, through a priori theoretical orientation:

> any qualitative data reduction and sense-making effort that take a volume of qualitative material and attempts to identify core consistencies and meanings.
> (Patton, 2002, 453)

Within a case study there is often a criticism that results cannot be generalised and within an interpretive paradigm is subjective and personal (Nisbet and Watt, 1984) but Bassey (1981, 85) recognised "the relatability of a case study is more important than its generalisability". He later promoted the view that "Fuzzy generalisation invites replication and this, by leading to augmentation and modification of the generalisation, contributes powerfully to the edifice of educational theory" (Bassey, 1998, 1). The case study as a singularity has the potential for other situations to be related to it, to interpret the story or to provide a predictive outcome using fuzzy generalisations. Understanding social phenomena and their relationships requires good quality data analysis. Analysis is iterative, beginning with collection of data and following a logical chain of persistent evidence, with conceptual and theoretical coherence (Watling and James, 2007).

The interviews were digitally recorded and transcribed (Kvale, 1996) followed by analysis of themes, relationships between themes and relationship between questions and literature review. The interviews typically lasted about an hour but even interviews of similar length provided very different 'quantities' of data. This was expected following the scoping interviews where the first respondent spoke rapidly and in an animated fashion whereas the second was a more reflective speaker providing considered responses. When conducting the final research

interviews the context was set prior to interview and teachers were told that there was time to consider and reflect upon their responses so that the transcript would reflect their knowledge, ideas and perceptions. The transcripts formed a part of the analysis and as "transcriptions inevitably lose data from the original encounter" (Cohen et al, 2007, 367) no administrator or computer package was used for analysis as this had the potential to disconnect from the social setting of the interview. The strong connection to the raw data enhanced the understanding of the differing perceptions and nuances and responds to criticism of transcription:

> As transcription has become more routine and precise … emphasis on it as a technical procedure has tended to detach the process from its deeper moorings in the critical reflection on the intractable uncertainties of meaning-language relationships,
> (Mishler, 1991, 260)

The statements themselves and the language used were both important to the overall in-depth analysis which was required.

Analysis distils complicated issues and builds theory from a small sample. Miles and Hubermann (1994), described a process of transcendental realism which has three key elements: data reduction; data display and drawing and verifying conclusions. Before data can be reduced it is necessary to collect a meaningful data source with interview and transcription forming part of the process. By following clear guidelines for transcribing, listening to the whole, obtaining general meaning, hearing the interviewees' views and eliminating redundancy, it is possible to prevent loss or change of meaning and assist consistency in repeating the process. Miles and Hubermann (1994), warned that 'fatness' of words and multiple meanings can create data overload but can also give more meaning than the numbers from quantitative data.

Punch (2005) demonstrated how early labels are used to prepare data, pull together theme, summarise data by identifying patterns and support analysis. Miles and

Hubermann (1994) described both descriptive and interpretive codes, the combination of codes with themes; patterns and summary allow inferences to be made. When conducting the pilot, scoping interviews descriptive codes were used to describe sections of text, these were identified within five main categories ethos (ETH), organisation (ORG), systems (SYS), autonomy (AUT) and communication (COM). This process did not describe or interpret the entire data set, so it was important to return to the original recording and recognise additional recurrent ideas or themes. The codes were developed to describe these more precisely. For example the subject leadership (ORG-SUB) and the barrier created by its insular nature (ORG-SUB-BAR) with additional coding for line management (LIM), opportunities (OPP) and time (TIM), all of which were subsets of the original codes. By returning to the original recording it was easier to hear inferences and to reflect upon the proportion of time which was spent on each of these themes and the similarities and differences between the two teachers. An example of the use of early coding is as follows:

> ORG-So how do you see leadership actually organised within the school?
> Well I think we have got quite a clear leadership structure.
> ORG-LIM-COM What I like about our leadership structure is that you can go to certain people for achievement and attainment I turn to... for pastoral care and behaviour I turn to ...
> ORG-SUB-BAR I do think there is quite a large middle band of middle leaders where it's not as effective as it could be.

The pilot helped make sense of information and distinct trends or actions which were seen to change when thinking, or making a criticism or a compliment. They behaved differently when confident or nervous and this was obviously an important part of the interview. This included arm waving, using the expression "umm" making or avoiding eye contact and describing the words using the hands. Although this was not used as a part of the analysis in the final interviews it did give an insight into the ways in which people responded to different types of question. As such it

was possible to improve the quality of questioning for the final set of interviews, to secure greater confidence in responses and more time for reflection.

Through appropriate use of memoing it was possible to move from data description to theoretical content by focussing on conceptual rather than descriptive processes. Pilot interview memos were used to explain their perceptions of the effect of insular practices, the reasons for these and the comparison between their own practices and those who did not exhibit wider leadership skills. Miles and Hubermann (1994) recognised the possibility of recognising patterns and making inferences however with the pilot sample it was more appropriate to use description and interpretation. Analysis was achieved through adding memos to indicate trends or differences between the two respondents. From listening to the recording it was apparent that prompts had been used when the interviewees were not absolutely clear of the information being sought. Whyte's (1982) six point scale ranging from making encouraging sounds through to introducing a new topic, recognised the need to probe, at times, in order to acquire information, while also minimising the impact of the researcher.

Initial coding decisions resulted from the literature researched, informing the nature of questions posed to the headteacher. Alongside transcription, initial coding of the responses developed ideas and themes, for subsequent interviews. Following completion of the headteacher interviews the teacher schedule was devised to include opportunities to develop the key themes, without neglecting the original themes. The early coding of the headteacher material included underlining and noting key words or phrases which recurred throughout the responses. These included: vision; identifying; structure; constraint; key events; training; individuals; traits; multiple roles; leaders or managers; external factors; teams; talent spotting; support; risk; change; barriers and opportunities. Although this helped in collating the responses it did not provide a coherent and developmental record of the information.

An example of the initial coding method for headteacher interviews is seen here where selected words are highlighted through a combination of coding using colour or change of style or font:

Yes, very much, actually this MODEL,....
The minute I put the sixth form in the MODEL is complete.
Because I always knew that the ultimate MODEL for the school
By the time that seven got to 13 would be a head, two deputies, three assistant heads and two senior associate managers...
That was the STRUCTURE...
Actually somewhere at home I am going to have that drawn out...
I think, what I had against it, the assistant head ROLEs have become different to what I thought.
But that was always the STRUCTURE I thought for the school at full capacity.

Memos were used to highlight ideas as they became apparent and to relate them to each other. They helped to develop thinking and relate the findings to the literature. These helped to keep the focus on research questions and turn thoughts and ideas into words when presenting the results. The coding expanded to some bigger ideas with consideration of second level links.

Top Level	Sub-Levels
Vision	• Philosophy
	• Theory
	• Experience
Structure	• Models
	• Roles
Development	• Structure
	• Leaders
Internal and External Factors	• Personalities

Figure 3.3 Second Stage Coding

Interview responses were used in two ways: the first was to look at differences in response based upon position within institution; and the second was to code the information within a combined teacher document, using the agreed transcripts. The transcripts were then used in conjunction with the original research based themes and the headteacher responses.

Some themes appear more than once but in different columns of the grid because they represent different ideas. For instance structure - model - nature describes the look of the model and potentially the leaders within the model.   However, development - structures – changes to hierarchy recognise that this coding traces the historic change and as such structure can be approached from two different perspectives. The coding has up to four words in its description to provide clarity of thought and reduce any chance of overlaying a personal perspective, since this is a risk for an insider researcher. The evidence must be robust if the criticisms of weaknesses, often raised regarding qualitative data, are to be avoided. Using this complex coding model, the teachers' responses were analysed. Information coded in the same way was gathered together to complete the picture. Most of the four tier codes had a significant number of responses which gave a richness of information portraying the teachers' experience and providing a response to the findings procured from the headteacher interviews.

Coding reduces data, leaving key elements to be grouped together. Headteacher interviews were reduced to provide the story, concept map or framework in response to research questions. The coding grids and other figures provided a means of displaying the data which is:

> an organised, compressed assembly of information that permits conclusion drawing and action.
> (Miles and Hubermann, 1994, 11)

The data display is a part of the analysis and supports understanding, allowing decisions to be taken to analyse further or take action. The grids guided reduction of data, coding and direction, highlighting the need for additional information when this appeared thin. Once teacher interviews were completed responses were brought together using previously determined coding levels (appendices 4 and 5).

Data Quality and Position of the Researcher: Managing the Associated Risks from Insider Research

For an insider researcher interpretivism recognises the relationship between researcher and the situation being researched. Here ontology relates to social reality and the nature of perception, the nature of being and the human psyche. The epistemology concerns the nature and form of knowledge and within the interpretivist paradigm this relies on self-verified evidence and testimony. It is personal and dependent on the perception of the researcher as an insider giving a rich picture of the subject being studied. The interpretivist paradigm supports the choice of a qualitative study.

An insider researcher and participants share similar characteristics such as cultural, linguistic, ethnic, national and religious heritage (Loxley and Seery, 2008). This case study took place in the researcher's workplace (Robson, 2002). It reflected the aims of Kanuha (2000) to develop a greater understanding of others who had similar experiences and to identify a theoretical and conceptual framework. This was a benefit to the research itself as both headteacher and researcher had followed the same training routes to leadership and had a shared language for the discussion and understanding of leadership.

In this research there was a story to tell and a shared experience seen through the eyes of both the headteacher and the middle leaders. Having shared this

experience and travelled a parallel journey it was possible to gain a deeper understanding of individual perspectives and project an authentic understanding of the culture being studied. For the purpose of investigating this experience it was important to utilise this shared knowledge, to glean the detailed perceptions and information, but remain guarded not to introduce bias towards the views of either the headteacher or the middle leaders.

The researcher's relationship with the situation can provide a holistic overview (Miles and Hubermann, 1994), through which research can contribute to knowledge and foundations for practice. One might argue that an insider researcher cannot be objective since objectivity requires personal values and views of the researcher to be kept out of the research process, in order to minimise prejudice. The alternate view for an interpretivist is that objectivity cannot be achieved and would be undesirable, since the research depends upon the researcher's ability to describe the reality experienced and to become intersubjective (Sarantakos, 2012). It is not possible to be detached from the knowledge and evidence being generated, but one must respond reflectively to synthesise the information.

Through the interview process there were significant and positive benefits gained from being positioned inside the school. It was possible to engage in a conversation with the headteacher through an interview. This was truly intersubjective since many issues had been experienced by both of us, but from different points of view. This became a reflective process over a series of interviews. By using an extended interview period there were many opportunities to reflect on the information gathered, test responses and enrich the research material, benefitting from this shared experience. An example of the benefits of shared knowledge came when the headteacher or middle leaders referred to situations which had occurred and expected that this was information shared with all leaders in the school. It was possible to understand the inferences and references and then cross check or triangulate information to secure its integrity.

Undertaking a case study in Churchland School while holding the post of deputy headteacher meant that a knowledge base existed prior to the research. As perception is subjective, others may have experienced the same series of events in different ways and as such the prior knowledge acted as a starting point from which to begin to investigate the case. It cannot be assumed that the a priori intelligence has any greater significance than this, but it does advance the investigation of the case using the pre-existing knowledge of the context of the research (Bell, 2005). The benefits to the research were that the history of the school was known. When individuals discussed their history there was a shared understanding of this context.

Simons, (2009, 81) stated that, "the researcher is an inescapable part of the situation" being studied and "the main instrument of data gathering "and as such "world view predilections and values" influence actions. As an insider researcher it was important to keep this in mind and reflect on interactions with the case. At every opportunity throughout the research participants were given opportunities to reflect on their responses and expand the knowledge base.

For Bonner and Tolhurst (2002) key advantages are the understanding of the culture, not altering the flow of social interaction unnaturally and having an established closeness, which supports truth and the judgement of truth. But against this it is important to balance the insider role and the role of researcher (DeLyser, 2001). The advantages for an insider researcher having knowledge of the study group include the ability to approach individuals and interact with them, allowing them to discuss issues where shared knowledge exists (Bell, 2005). One example of this relationship was the ease in recruiting participants.

However it was important to be aware of the risks relating to the internal relationships. As a deputy headteacher engaged in research, there was a risk that participants could choose to become involved and provide responses, in order to gain favour or advantage. Middle leaders might recognise the potential for

engagement with the process as a means of enhancing career development or pursuing personal agendas.

The ideal relationship would be non-hierarchical (Oakley 1981). In reality this is unlikely to be achievable for any interview situation, since the interviewer is attempting to control the interview. In the case being studied a secondary power relationship existed as a result of roles held within the case study school. Power was given to the interviewees by allowing them to choose not to be interviewed, to choose interview location, to curtail the interview, to refuse to answer some questions and to hold back information (Glesne and Peshkin, 1992; Murray and Lawrence, 2000)).

In practice middle leaders were pleased to participate in the process because they wanted to tell their story. I had expected them to choose to be interviewed in their own workspaces but they preferred to come to my office space. They were confident in their responses and felt able to offer both the strengths and weaknesses of leadership development. They expanded on the opportunities and the barriers and felt safe to criticise situations which were not yet supportive of their work. The benefit for insider research is that I knew how to approach colleagues and they used the opportunity to discuss issues with someone who understood (Bell, 2005).

Familiarity increases the risk of losing objectivity (DeLyser, 2001) and as a researcher having prolonged engagement within the case study school it is necessary to have research questions and analysis which achieve trustworthiness (Lincoln and Guba, 1985). Focus was placed on the most relevant elements or characteristics and was improved with peer debriefing together with checks for coherence and reference to other evidence. The risk is that responses may be tempered by the power relationship. Respondents may use this as an opportunity to unburden themselves or alternatively could be guarded in response.

Semi-structured interviews were used to minimise the risks at this level. There were some clear research questions with underlying ideas which had been drawn from both the literature and the headteacher's story. Where middle leaders were unsure of information or how to express themselves, time for reflection or additional probes were used to elicit a more complete response. There was an understanding that the interviewee can make choices and has a shared acceptance of the value of the research (Glesne and Peshkin, 1992). The value to the teachers came from an opportunity to share their experiences and to talk about strengths and concerns in both a personal and an institutional manner.

The headteacher as the most senior person in the school is also positioned within a power relationship but in this case she holds the power. When she was interviewed there was the potential for her to impose ideas, or seek to create an image of herself and her actions which deviated from the reality. The success of the process came from mutual respect and reciprocity and interviews were regular and informative. The research had a value to the headteacher growing leadership, as this provided a reflective opportunity to examine what had been achieved and to frame her own thinking as she moved forward. During the interview process there were occasions where she assumed that memories and experiences were identical for both of us. She would include phrases such as "do you remember when we…" or alternatively leave some phrases unsaid with an assumption that a shared understanding would fill the blanks.

In order to secure the integrity of the data, the questions were rephrased or the information revisited to acquire the headteacher's views and not those of the researcher. At times these ideas were revisited at subsequent meetings so that they more naturally formed a part of the discussion regarding the development of leadership. Qualitative research examines patterns of meaning emerging from the data which are often presented in the participants' own words. The qualitative researcher must find patterns within those words (and actions) and present them

for others to inspect. The challenge is to achieve this without deviating from the construction of the world as the participants originally experienced it.

It is important to be truthful and transparent. The information gathered and the sample of respondents should be representative and the outcomes must be confirmable (Sarantakos, 2012). Within a research interview the rapport between interviewer and interviewee is important as this will assist the acquisition of good quality data. As an insider researcher I did not have to worry about orienting myself with the research environment and participants and this allowed me to ask meaningful questions and read non-verbal cues. The response, analysis and interviewee control over the process and the data were central to the quality of the research (Murray and Lawrence, 2000). This was aided by considering the interview as an: "inter-change of views between two persons conversing about a theme of mutual interest" (Kvale, 1996, 14) and using a sample of teachers without bias to improve trustworthiness (Lincoln and Guba, 1985).

For research to be worthwhile all primary and secondary data must be trustworthy and valid. The literature review provided a secure starting point from which to formulate research questions and the themes for interviews. The primary data was then collected through interview supported by documentary evidence. Clear criteria for selection of participants and questions were established prior to interviews. Accurate transcripts were used as the basis of the study with methods used for data management and analysis, minimising the effects of the researcher allowing data to retain its integrity. Review of transcripts and interpretation with participants increased accurate representation; this was achieved through returning the transcript and receiving written or verbal response. "In order to guard against being misled, either in interview or by documents, you must check one informant against another, and test what they say against any documents which exist" (Nisbet and Watt, 1984, 85). The benefits to the research were that the researcher

understood the experiences as they were described and could triangulate the evidence using other responses and documentary evidence.

Risk for participants and school from sharing personal information and through publication of research is minimised by using ethical guidelines, with information used to create themes and identify generic issues. This reduces risk of identification unless this has been explicitly negotiated. The school must be protected since outcomes can be interpreted by subsequent readers. This was a significant risk to both the school and participants since the introduction of the school's history and the use of Ofsted reports meant that the school could become identifiable. In order to keep the school as safe as possible the Ofsted evidence was not fully referenced, the school name was changed and the actual location minimised. However this remains a concern with case studies of this nature. To protect the participants there was some evidence of their roles but as generic rather than specific information. When cross checking views they were expressed as generic views rather than specific. Quotations were used from individuals when this was seen to be a more general theme.

There was an embedded risk that non participation or non-cooperation could skew the results however middle leaders participated freely. This could have been attributed to the school's training model which encourages open dialogue and a desire to engage in a process which had the potential to impact positively for the individual and the school. Stakeholders must experience benefit from use of accurate, relevant and valid data; the data collected supported plans to improve the environment for subject leaders for the next academic year.

Interviews were recorded electronically and the risk of data loss was managed by promptly backing up data securely, including handwritten notes from the time of interview and transcribing interviews shortly after the interviews took place, retaining both written and electronic copy. The original recording remained

confidential and was held securely with attention to storage, archiving and confidentiality. Subsequent transcripts were stored safely so as not to be lost but also guarantee data protection safeguards are in place. Having transcribed the data, a commitment to its integrity, through reduction and analysis, using appropriate coding and memoing, retained the intent of the respondent. Presentation of findings is consistent with evidence from interview and other sources. The use of a cross section of leaders for the purpose of interview, the presence of documentation which confirmed the statements and the checking processes which were in place secured the validity and trustworthiness (Lincoln and Guba, 1985). When presenting the findings the actual words of the participants were used to exemplify trends of responses and explain the themes arising from the research. This helped to reduce the impact of researcher bias since the story was told using the words of those who experienced it.

Validity and Reliability

Validity and Reliability together with trustworthiness are important aspects of the case study. Validity is essential for without it the research would be worthless, however there are many types of validity and as such one must maximise validity. Punch (2005, 29) directs the researcher to consider: the validity of the data in its ability to represent the phenomena; the validity of the research and the extent to which parts of the study fit together; the internal validity and whether the design is a true reflection of the reality; and external validity. In the case study the external validity is the ability to transfer the findings to other settings rather than being able to generalize which could be the case for a larger quantitative study. Miles and Hubermann (1994, 36) ask the question "am I getting a comparably measured response from different people?" when checking internal validity and add validity checks with regard to "descriptive/contextual (is the account complete and

thorough?)" and "interpretive (Does the account connect with the "lived experience" of people in the case?)"

By contrast reliability is more often related to scientific method or quantitative research as it relates to the ability to produce the same results by replicating the method. In qualitative research one must be confident that if it were to be carried out with a similar group of respondents in a similar context then similar results would be achieved (Cohen et al, 2007, 146). It is important to be aware of risks to validity, and reliability and address them including: showing the most significant factors in achieving outcomes; providing broad conclusions; considering the impact of culture; deriving meaning through reliable means; engaging with participants and using appropriate research techniques. The case study must reflect the evidence and respond to the research questions. It is important that the case study design protects data quality. Yin (2009) provides criteria for judging the quality of case study design. Construct validity is achieved with multiple sources of evidence, a chain of evidence and feedback from draft reports. Internal validity comes from the quality of data analysis including consideration of pattern and explanations. External validity comes from research design drawn from theory and reliability comes from good quality protocols and procedures.

Pilot interviews, followed by research interviews which used the lessons learnt, good quality sampling, memos and the development of coding followed by data reduction and grouping of themes all contributed to reducing the negative impact of an insider researcher. The quality of the questioning based in the existing research and literature on leadership, the quality of the sampling and the effectiveness of the analysis delivers robust and good quality data. The first steps were to make decisions regarding sampling both in terms of the case and those being interviewed.

As an insider researcher there is a risk of a lack of impartiality, and the presence of vested interest since practice is subjective. Murray and Lawrence (2000) guide the insider researcher in matters of bias and validity. Attention to responses, analysis of data and rights to check, amend or withdraw information protected both participants and the quality of data. Teachers in the sample provided sufficient breadth of experience to allow themes to be understood. This was secured through prior working relationships and the pre-interview discussion which was designed to put them at their ease, establishing a rapport and a relationship of trust, both prior to and during the research process. Interviews were designed to be semi-structured to ensure the consistency of questioning. Questions framed within the research context facilitated response and respondents were able to view and agree the transcripts before these were used. The availability of documentary evidence for some aspects of the study provided a means of triangulating some evidence.

Ethical Consideration

The British Educational Research Association (BERA, 2009) outlined responsibilities to participants, the employer, the institution and research communities. Educational research is conducted with an ethic of respect for person, knowledge, democratic values, quality of research and academic freedom. Respect for respondents, their rights and benefits for individual and establishment are important. Rights begin with 'informed consent' to participate and a research process which is structured to protect privacy and anonymity (Cohen et al, 2007). An equitable choice of participants and evaluation of leadership development can have benefits but the risk comes from identification of less effective systems, structures and individuals. Here the individual must be protected with a focus on generic advice for improvement of systems.

Participants were selected to give a voice to leaders outside the leadership team with a sampling process designed to allow all leaders to contribute if new information continued to arise. Through respect for confidentiality, respondents are not named although the nature of their roles is described which risks possible identification. As such all participants were fully informed of the purpose and process of the research together with uses of the study findings and were given the opportunity to change contributions or withdraw from the study at any time. They gave written consent which allowed the findings to be reported to the university and wider educational community. The participants were fully aware of the fact that responses had no other purpose and would not impact on their position in school.

Miles and Hubermann (1994) reviewed the quality and integrity of the research itself, the ownership of data, conclusions drawn and use of results. The ethical grounds of research are to improve the leadership experience, to gain a better understanding of leadership, provide sustainable practice and improve experience. Generalising allows practitioners to develop greater understanding of practice and competencies. The outcomes from case study research may not be generalisable but they can add to the existing knowledge base and improve the organisation. The research generated transferable and relatable outcomes which were of benefit to the development of the institution itself. These could add to the understanding of leadership development in the school creating a possible response to the challenge. The obligation was to provide anonymity for participants but to deliver benefits through a commitment to focus on systems, ideas, innovations, barriers and issues. The research process responded to BERA (2009) advice that there is an ethical responsibility to provide accurate, truthful and complete reports, and disseminate the research outcomes through authorised and agreed channels, ensuring that the work is available for critical review.

Conclusion

This chapter outlined the rationale, methodology and methodological issues. Within this there was a description of the chronology and process of the research together with a discussion of methodological issues. The qualitative approach reflected the epistemology where the information gathered related to a shared experience but varied perceptions of that experience. The process was managed through a pilot study, interviews with the headteacher and others supported by documentary evidence. The case study was planned to be reliable and trustworthy through prolonged engagement and reflective practice. Each individual was able to reflect on responses and view their own transcript so that the recorded data was a true reflection of their thoughts thus reducing the risk of misinterpretation from the researcher. The process was conducted ethically with every attempt made to reduce risk thus protecting the respondents and the data and led to the findings presented in chapters four and five. The themes and ideas began with the creation of a model with inherent structures predominantly described by the headteacher and supported by the school's own documentary evidence. The journey taken to grow and developed leadership was then seen through the eyes of both headteacher and the teachers who experienced it. The findings chapters use their words to tell their story.

CHAPTER 4 THE CASE STUDY FINDINGS - THE LEADERSHIP MODEL

Introduction

The research interest within this case study was to examine how a school leader new to post can develop leadership in the early years of a new school through examining vision for leadership, leadership structures and leadership development. The focus was on the headteacher with other respondents representing a sample of middle leaders, holding teaching and learning responsibilities. The findings of the case study are presented in two chapters, this first chapter outlines the initial vision for leadership as described by the headteacher during the series of interviews and the ways in which leadership, management and leadership structures were then evident.

In examining the vision the aim was to establish what the headteacher conceived of as leadership, what she wanted to achieve and the elements needed to realise this vision. To understand the structures in a new and growing school it was important to know: the structures in place when the school opened; the structures which emerged, how they had changed and why; and structures in place at the time of research. Were these outcomes and changes envisaged when the school opened? The findings in these two chapters are presented using the words of those interviewed.

This chapter begins with the headteacher's vision for leadership followed by the links between vision and structure. The evolving structure then reflects the headteacher's description supported by documentary evidence with views drawn

from middle leaders. The findings are presented through the words of both headteacher and middle leaders. This was particularly important as it provided a true reflection of the perceptions of all participants. At times research contrasts and comparisons are made, but the story is told from the views of those who recalled the experience.

The Headteacher's Vision for Leadership

The focus of the first meeting with the headteacher was her vision for leadership and the background to that vision, requiring an understanding of what she conceived of leadership, influences relating to this, what she hoped to achieve and what she felt she needed to develop the vision. An early, emergent detail, which she stated, was that her ideas were not positioned in an abstract concept based in the writing and philosophies of others. I interpreted her actions as an emotional response to her own background and the needs of new generations of students. This view was supported by her words:

> The fire in my belly…the only way the kid from the council estate could achieve…the only thing I was good at was study.   I liked learning. (HT)

> I would want to do something with all children irrespective of their start point...a vision about wanting to make a difference, being prepared to go that extra mile... not seeing where a child came from. (HT)

She declared that: "a child gets one chance" at secondary education whereas adults can "make their own career choices". This assertion appeared to underpin the second order (contributory) vision which led to leadership choices, employment of staff, structures and development. Her passion was evident as was the drive for student achievement regardless of start point or background. She described her personal faith which supported her:

95

> To build a church school...with enough of a core of people who had that complete commitment (HT)

She stated that others did not need to share her faith but "must respect the nature of the school and bring a total commitment" to the role. Her responses implied that she saw herself as someone who could draw people around her with behaviours which reflected this expectation. One might argue that this is consistent with literature pertaining to organisational culture or power of relationships (Bass and Riggio, 2005) and suggests the potential transformation of people as described by Covey (1992).

The case study proposal that a first order vision for the students and organisation could be achieved using a second order vision for leadership appeared consistent with her responses. She articulated her belief in the importance of key personnel, their contribution and their commitment:

> I was aware that you need to build a team that is very multidisciplinary... people with lots of different kinds of expertise and I knew at the outset where my gaps were. I knew what I loved doing. I knew what I could do and what I couldn't do. So it was important for me in choosing some key positions that people were much better than me in areas I felt weakest at because I never thought I was doing this by myself. (HT)

This view regarding the importance of teams and the management of these teams reflects the ideas of Brown et al (2000), Bell (1997) and Penlington et al (2008). As such one would have expected that this vision for a school and its leaders would grow from prior training for headship, the support given during the early years of headship and the learning which comes through up to date knowledge of educational theory and perspectives. These appeared to have played a part, but the headteacher stated:

> It doesn't matter what educational theory I've read, what business management theory I've read, 95% of it is intuitive, it's about gut instinct, knowing the makings of a good leader when you see one and you can apply all the theory afterwards. (HT)

Expanding on this she said she had read many "leadership articles and used those which provided evidence" to support her ideas and gave credence to her actions. She used current educational theory to help inform what she wanted to do with respect to school improvement. She gave an example of this relationship with theory when in the third year of the school's establishment she coined the phrase "Outer London School with an inner city profile" (HT) since the school was situated in a perceived middle class area but with an intake of students whose needs and levels of deprivation were akin to Inner London Schools. The combination of vision and emotion supported by evidence appeared to drive school growth and leadership development.

Her responses suggested that she recognised the need for a clear vision about the ultimate goal (Kouzes and Posner, 2010) which required her to influence others and put steps in place to achieve the goal. She said that with hindsight she would have preferred to take steps back from the endpoint and then map out progress towards it rather than putting in place what fits at the time. In her view the development was not about key individuals, she stated that the notion of super head or super leader doesn't work, but:

> It is all about the team, we must deliver collegiately and collectively. It has got to be completely collaborative and not too short term. In short it is a marathon not a sprint. (HT)

This idea of collegiality might align with Bell's (2007, 87) view of effective middle leaders working in "a collegial and collaborative culture". Despite her vision of collegiality she recognised that in the early days teachers placed their confidence in her "heroic leadership":

I used to cringe, taking glory for things, but I had to do it to build confidence. (HT)

Spillane (2006) noted that the distributed perspective was about interaction and not just heroes, but consistent with Oduro (2004), her responses suggested that she was not ready to take a risk in the early stages with a new team. A future vision appeared to be replaced with initial dependence on her own leadership end evolving into a mix of transactional and transformational leadership, a behaviour noted by Smith and Bell (2011).

She explained that the original vision had been that subject leaders would become the senior leaders as the school grew but subsequently, she identified a "leadership ceiling":

> They can be absolutely fantastic managers but they are not leaders. They are very task orientated. They are very narrow in their definition of their role. They like to see the parameters of their role and they do their role exceedingly well but they can't break out beyond that. They are not strategic thinkers; they are not very adaptable and flexible. That's not to say they are not driven, they are driven within that sort of limit. (HT)

She described managers "seeking approval", "following instructions" or "asking permission" and those who wanted to focus on the "current role but did not look beyond that". Harris (2005a) described this transactional relationship where the leader delegates and focuses on procedures in a task oriented model supporting the key purpose of the organisation:

> Once they are given a mandate for what they need to go and do, they will go and do it and do it superbly.   But they lack initiative and I think that's a key. (HT)

The headteacher described the attributes which would allow her to identify those who would become leaders: if they were able to use their "initiative", become

"accountable", drive improvement and "keep line managers informed rather than seeking approval". She said she expected leaders to have initiative and drive, to have the "foresight to see what is needed and be able to run with it" seeing it through to completion. Her stated belief was that leaders "spot opportunities", "look to the horizon", "think strategically" and are "ambitious for their own careers". She went on to describe the managers who, in her words, gained "fulfilment from the progression of each cohort of students" and a "love of their subject" or an interest in a particular year group, "it is what gets them up in the morning."(HT) As the school developed, providing leadership opportunities at all levels, she said that she still felt some were only capable of managerial roles. As an example she described a middle leader:

> He sees himself as top management; he doesn't see himself as a senior leader. He is hard-working and dedicated but he's not a change agent in any way and he finds taking new responsibilities difficult because unlike others he is very task orientated … task focused. (HT)

When questioned on this view she said did not feel that the two things were at odds here and that different people were suited to different types of role:

> I want managers to come in and do what we have asked them to do and do it well and leaders to come in and do the job well and find new ways of working that inform me in a better way. (HT)

This view aligns with Leithwood et al (1999, 14) where managerial leadership requires tasks to be carried out competently to facilitate the work of others. This apparent dichotomy, which Gosling and Mintzberg (2003) found unhelpful, restricted some to management and allowed others to lead. Further questioning was used to investigate the concept of managerial roles which were distinct from leadership roles. Responses revealed that some middle leaders were perceived to have limits or created their own limits. This apparent limitation for some leaders seemed to contradict the ambition for a school culture with high expectation and

aspiration. The headteacher did not see this as a contradiction and believed middle leaders were not aware that she saw some suited to leadership and others management. She felt that regardless of how they presented themselves, both types of middle leader would aspire to leadership by developing the capability, capacity or competency for a leadership role.

The headteacher's vision for leadership required her to assemble a group of highly skilled practitioners whose skills supplemented her own. She presented herself as a charismatic leader who wished to be transformational. Despite the distinction between leader and manager, the desire to be transformational had the potential to drive individuals to achieve more than they had realised possible (Bass and Avolio, 1994). Research shows that there is an associated risk with this approach which can place a glass ceiling on the potential of those staff considered managers (Gosling and Mintzberg, 2003). Smith and Bell (2011) expressed the possibility that transformational claims alongside transactional practice were possible with inexperience and performance pressure.

Changing Leadership Structures in Response to Vision and Situation

In examining leadership structure during the first seven years one begins with the vision for leadership and how that would then influence the structure. The headteacher had stated that she wanted to "bring together teams" of skilled practitioners whose "skills would complement" her own. She also wanted collegiality and collaboration between the teams but had set in place a distinction between the leader and the manager. Her beliefs regarding middle leaders appeared to reflect Bennett's (1995) view that the vision could be promoted within specialist subjects. Early roles focused on delivering curriculum through subject specialism. The plan that she had described would allow early leaders to train and develop those in more junior roles or those joining the school at a later date and

they would shape the future faculties. She stated that at the beginning she had a "naive belief that everyone would just move to the next step" and be able to manage multiple roles:

> I always assumed in my head that the subject leaders would be the most senior people. (HT)

Bennett (1995) might challenge the credibility of a belief in subject based leadership since this structure can create a vehicle for control and direction.   This could be seen as consistent with the individual and directive form of leadership, used to establish the school.

Through career progression, the headteacher had experienced different school environments and she had extended her knowledge through visits to other schools which had been founded recently. She used these observations to reflect on the ways in which change and development took place in a new school:

> The thing that struck me was that they had been meticulous with their policies and procedures. They didn't actually want to change many things. They were quite traditional …They embraced new ideas. But they always slowly embraced and embedded them. (HT)

From this experience she stated that she had had a clear plan that when the school was complete that "small and of quality is actually the way." (HT) She outlined her plan, which was to employ and promote highly able staff adding others to more junior positions as the school grew. Retrospectively she said that she felt leadership capacity would have been improved if there has been a mix of experience:

> I would have still wanted very experienced people … for half of the team and then mixed with people who had no experience at all supported by this bigger leadership capacity. (HT)

The headteacher said she had aspired to build a leadership team, supported by a senior group with wider curriculum responsibility (faculty leaders) and then subject leaders and pastoral leaders in charge of year groups. As the school grew her plan was for senior roles to be given to the first employees. This did not develop in this way and with hindsight she said that her ideal situation would be to begin with "a full capacity leadership team" in place and "faculty leaders to build a faculty around them". (HT) She said that she felt it would have been better to have the senior positions needed in a fully established school from the start rather than build year by year. This change of view appears to be consistent with the views of Davies and Ellison (2003) since the early vision had related to futures planning and this had been adapted. The existing vision at the time of the research was based on experience since she had learnt:

> You have the ultimate goal and then you put your steps in to come back from that, even though a structure may look a bit odd or be a bit disjointed for a little while. (HT)

Five Iterations of the Leadership Structure over a Period of Seven Years

The leadership structure described in this section reflects the headteacher's response to each stage in the school's development. The evidence used to describe change includes both internal and external factors impacting on the life of the school. One of the external factors related to regulations regarding paid posts of responsibility arising from Raising Standards and Tackling Workload: A National Agreement (DFES, 2003). Between 2003 and 2005 this staff workload agreement was phased in and administrative management posts were replaced by teaching and learning responsibilities focused on the classroom.   The timing meant leadership structure could reflect this change where other schools had to change practice.

The internal challenge, faced by the school was that a growth model was required but not always realised. As the school grew, the structure changed and some middle leaders progressed, leading to new roles and different models. Five distinct phases existed in the life of the school from foundation to a school at capacity. This can be seen as five iterations of leadership structure as it developed. These phases and their related structural iterations, help to explain the journey taken when developing a model for leadership.

The first iteration represented the opening of the school with limited numbers and multiple roles. The second iteration reflected the structure when the school had moved to its permanent site with three year groups. This iteration responded to expected growth and prepared for a future key stage 4 curriculum. The third iteration was reactive rather than strategic since, it included the planned needs for key stage 4 teaching, but also a response to a situation which arose rather than one which had been planned. The fourth iteration reflected changing needs when a sixth form curriculum was launched and the final iteration the conversion to an academy and preparation for future systems leadership. The staffing numbers included in each chart represent the proposed staffing as presented in the headteacher's annual planning documents (held by Human Resources). However, changes to roles occurred during school years to reflect contingencies and responses to new situations. The documents held by human resources gave full details of each member of staff by name and their performance management links and as such the original organograms were reduced to organisational charts grouped by generic roles.

In the first year the school comprised a headteacher, deputy and 13 full time or part time teachers (Figure 4.1). Most middle leaders had multiple roles such as year leader combined with subject responsibility and higher paid senior teachers who were also subject leaders while fulfilling whole school tasks. The special

educational needs of students were met by a member of staff at subject leader level.

Figure 4.1 identifies an initial flat structure with direct communication and close relationships between the headteacher and other colleagues. The presence of two types of subject leaders distinguishes between those with single roles and the more experienced subject leaders with enhanced senior teacher roles to support wider school responsibilities.

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│ 2 Senior Teacher-│ │ 8 Other Subject  │ │  2 Year Leaders  │
│  Subject Leaders │ │     Leaders      │ │                  │
└──────────────────┘ └──────────────────┘ └──────────────────┘
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                    │   1 Part time    │
                    │     Teacher      │
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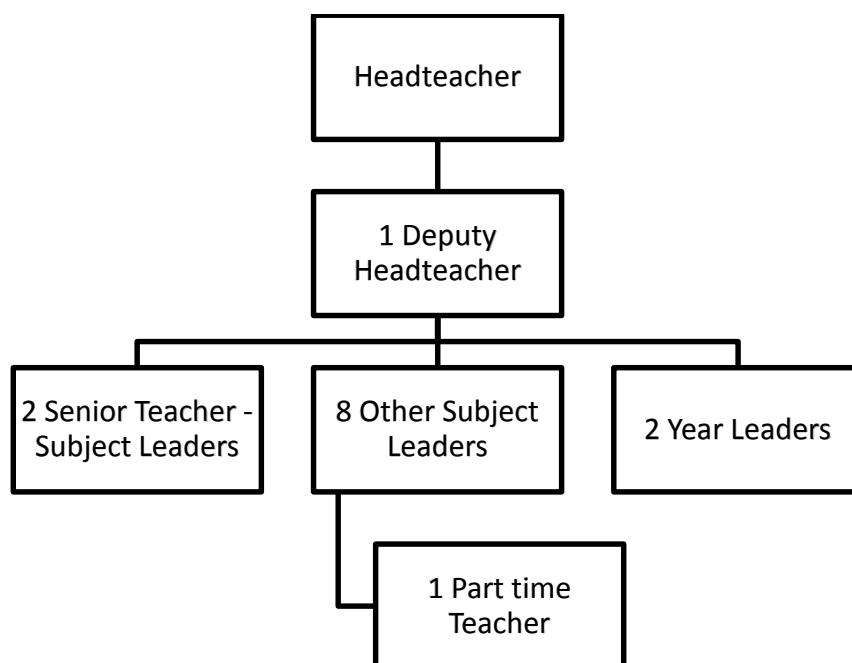
Figure 4.1 First Year: Leadership Structure September 2004

The School Opens in Temporary Accommodation with Year 7 and Directed Year 8 (School Records, 2004)

This early structure created a close relationship between staff, which the headteacher described as positive. She said this had impacted on long term relationships. This was a view which was reflected by others:

I don't think that there have been a lot of things that have been dealt with behind closed doors... I think that because of the way it has developed that staff are trusted to work with details. I think just because there was quite a close team at the start, it still carries on now.
Teacher 1

The headteacher described one of the biggest influences on the way in which the structural growth took place:

You wouldn't think you could put a rooky into a place and let her create every structure without education advisers being involved in what was the latest thinking.
(HT)

Most of the newly appointed staff were holding their first post at their own level and as such were nearly all "rookies". The headteacher explained that her lack of knowledge of costing meant expansion was operational not strategic.

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│ 2 Senior Teacher - │   │  10 Other Subject │   │   2 Year Leaders  │
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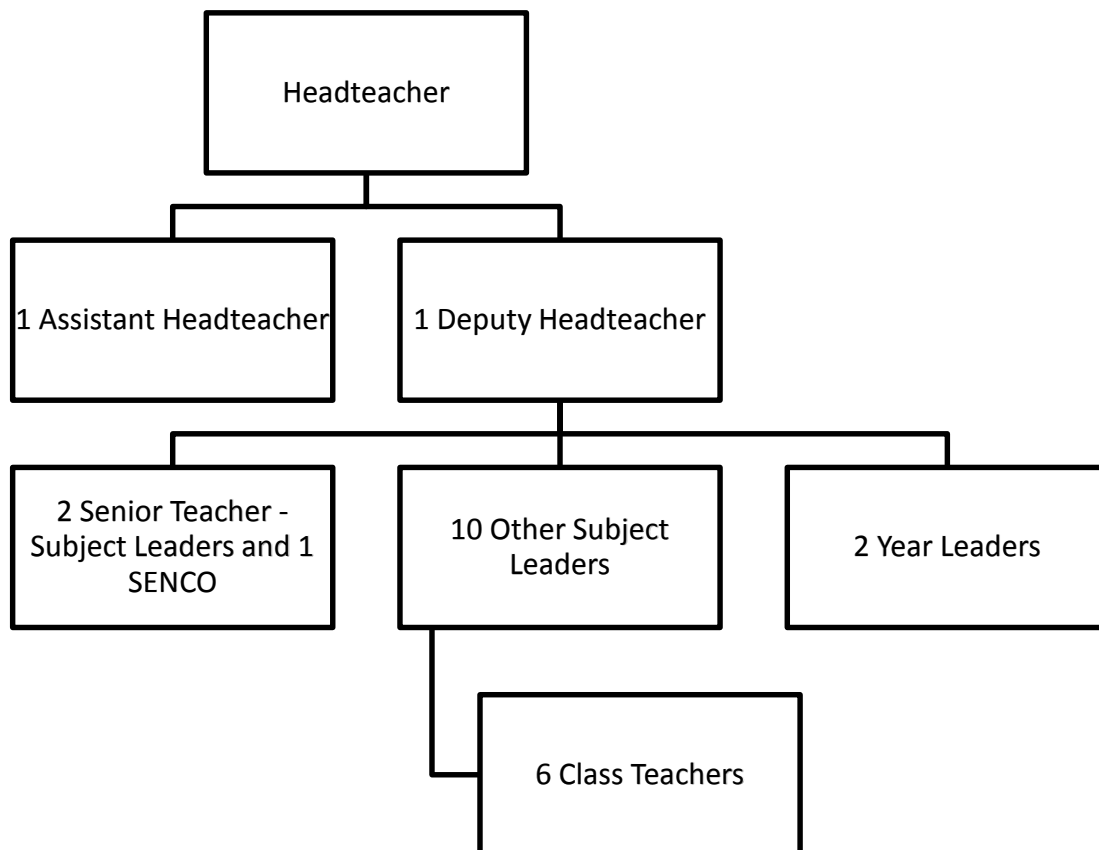
Figure 4.2 Early Years: Leadership Structure September 2005

The School Moves to a Partly Completed Building with Years 7, 8 and Directed 9 (School Records, 2005)

During the second year (Figure 4.2) the SENCO joined the group of senior teachers. Other new staff joined the school, which was in line with the proposed model, where new posts were subordinate to existing middle leaders. Multiple roles continued but this put pressure on the staff and more leadership capacity was needed. The headteacher made the first senior external appointment which was not in the original plan. The decision to move from the original plan was based on the headteacher's stated belief that this would make the school competitive through gaining specialist school status. When asked, the headteacher said that she did not feel that the plan was compromised by an external appointment to the leadership team. The appointment of a new assistant headteacher, with

responsibility for acquiring the specialism, was viewed, by the headteacher, as separate from the plan, since the role was project based and independent of the planned hierarchy.

The early years' model (Figure 4.2) should have remained until the school reached its fourth year but the presence of a directed cohort meant that key stage 4 teaching began in September 2006. The local authority directed a second group, from a closing school, following an agreement to receive matched numbers, so as not to place the existing group in the minority. The complex needs of the first group, as described by the headteacher, were compounded by the needs of incoming students. She explained that the planned structure could not move forward as expected. "I almost thought everyone gradually moves a step up and for some people it did, but for lots of others it hasn't." (HT) These exogenous factors were to impact on the structures and new choices had to be made to realise the first order vision for the school. These included:

> Complexity at the start;
> That balance of numbers when you reach a critical mass;
> When we hit 420 we had a crisis;
> When we opened key stage 4;
> We had to have more posts in order to run. (HT)

The planned slow growth changed to a recruitment drive. The leadership vision was adapted to raise capacity and manage complex needs.

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                        │   Headteacher   │
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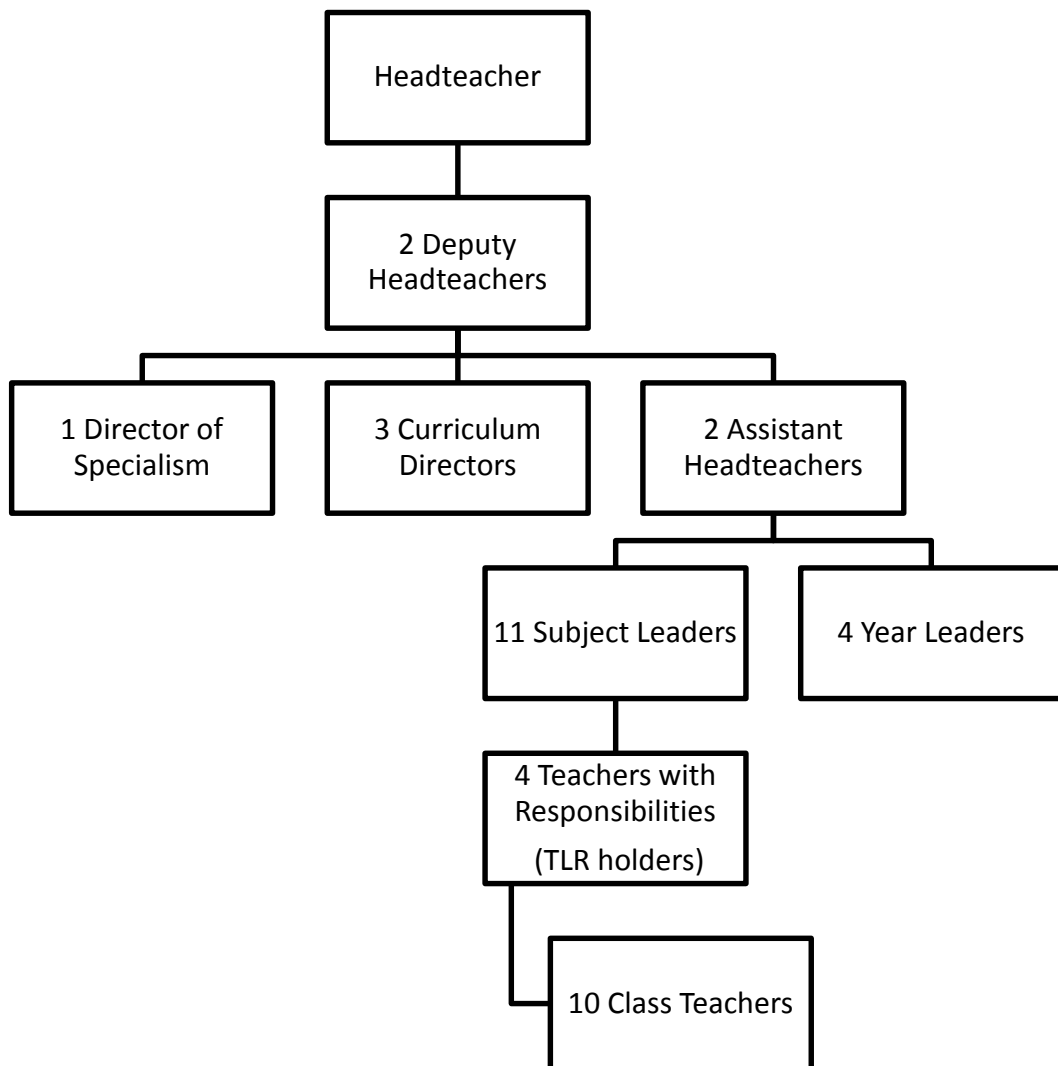
Figure 4.3 11-16 School Leadership Structure September 2006
Building Complete and Key Stage 4 Opens
(Key Stage 3 Complete and 2 Different Directed Groups in Year 10)
(School Records, 2006)

The crisis described by the headteacher reflected the introduction of a key stage 4 curriculum. The school roll rose to 420 students, including the introduction of an additional group of students with complex needs to join the original directed group who had different needs. Figure 4.3 shows how the school now had more than one deputy headteacher, as a temporary post had been offered to the deputy headteacher from the closing school to help his students with transition. An

additional assistant headteacher, promoted from within, managed achievement and student tracking; other posts were redesigned. The new students were accompanied by their former teachers either on temporary or permanent contracts taking some senior roles ahead of internal staff.

The structural hierarchy was growing taller as seen in Figure 4.3 and no longer reflected the initial vision. The headteacher stated that this was necessary because the pressures of the previous three years had led to middle leaders "getting tired both physically and mentally", which she said was evidenced by sickness and attendance records. The headteacher said that the school had been increasing in size without an adequate increase in capacity. She explained that this related directly to school funding. She stated that she had changed the plan in everyone's best interest, bringing in the essential external expertise and experience. She believed that good will and commitment had been damaged by multiple roles and expectations beyond that for an established school:

> This sounds really bizarre but with the exception of putting in another assistant head or another deputy head at some stage, I always assumed in my head that everybody would join beneath them. It didn't work like that because you soon see that you have got some people who can do that and others that can't. You have to bring people in above them. This has fallout because not everybody that came at the beginning could be a faculty leader or an assistant head. (HT)

So some middle leaders who had come to school to set up, with an expectation of moving quickly to senior posts were later considered to be "tired" or "burnt out" allowing external or junior staff to bypass them.

> We came in for a lot of criticism for putting people like Teacher 3 into those posts so early but they could do it and by then others were already getting tired. (HT)

Here the headteacher alluded to the year leader roles which were opened up to those who were most recently qualified. This relates to the findings from Hartle (2004) who recognised early career opportunities and acceleration towards leadership. The curriculum director and specialism roles had also included new staff in addition to the original senior staff. The early promotions for young teachers were clearly well received by the successful teachers:

> I was an NQT in my first year, an ordinary teacher, and became a head of year in my second year here.
> Teacher 3

At this point in the school's development, the crisis described by the headteacher, combined with the criticisms she described earlier, coincided with a change of hierarchy and a move to a taller structure.

The model then remained stable until the opening of 6th form provision in September 2009. The 6th form did not open for the oldest directed group whose destinations were mainly employment or college and their departure led to the removal of temporary posts. At this time the year leader role changed from behavioural and pastoral, to a focus on the individual students, their curriculum, achievement and progress. To reflect this, the headteacher changed the name of the role to Learning Director. At this point in time the senior leadership team increased in size. Curriculum expansion led to internal opportunities for promotion to middle leadership in new subject areas.

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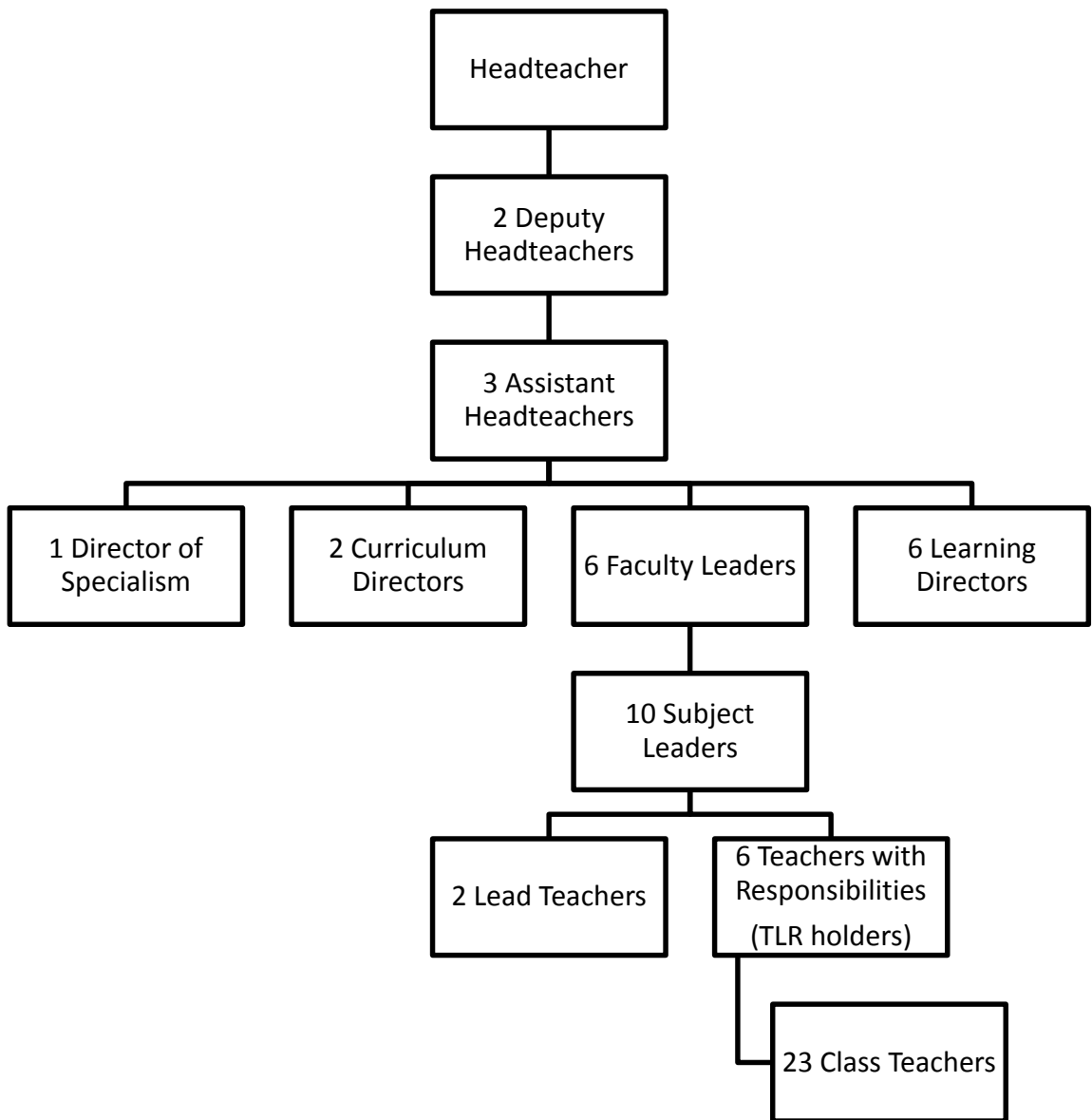**Figure 4.4 11-18 School Leadership Structure September 2009**

6th Form Opens (Key Stage 3 and Key Stage 4 Complete, Year 12)

(School Records, 2009)

As can be seen in Figure 4.4, the hierarchy now had seven tiers of leadership which provided capacity but continued to create distance between the headteacher and middle leaders. The most significant event, described by middle leaders, was a

faculty structure which had been established to reflect the increasing number of subjects being taught:

> The faculty side of things is one of the biggest changes. It has allowed people to take a slice of the school and move that section on at its own pace, working within constricts of the senior leadership team and of course the policies and the procedures and everything else that goes with it. It is a step forward and obviously we are all doing it at a different pace.
> Teacher 1

Those leading a 'slice' of the school described a sense of empowerment, but subject leaders found the presence of the faculty leader impacted on them differently:

> I think you feel a bit disempowered. It's not a huge problem but I think sometimes I feel subject leaders feel less empowered with faculty leaders in place.
> Teacher 6

The hierarchical structure from headteacher, to deputy headteachers and then assistant headteachers was now followed by a tier of middle leaders with varied responsibilities (Figure 4.4). The director of specialism and curriculum directors did not have line management responsibilities but held senior posts for projects or strategic development. The learning directors focused on student provision, support and outcomes. The lead teachers, role modelled good practice and provided support to others. Faculty leaders, line managed subject leaders who in turn had support from others with responsibilities and teachers.

The faculty leaders relished their position in the leadership structure and spoke of the fact that they received information and decided how much they would share and how they would share it. They also felt that as faculty leaders they helped to move the school forward by working together:

In my role, as a faculty leader, I feel that I have an influence in strategic decisions, which are taking place and I obviously lead people.
Teacher 2

The middle leaders described the constraints within this:

I think that, the challenge is that the leadership is a bit detached from grassroots ... partly inevitably because of the growth of the school and having to stay on top of it ... the challenge is really reconnecting with what's going on, on the ground ... with foot soldiers.
Teacher 6

Those in more junior middle leadership roles recognised the possibilities of distributed leadership within the hierarchy:

We have distributed leadership which is, in my personal opinion, the best form of the leadership. We have got top management in our school, then we have got head of faculties and then we have got subject. We have also got learning directors and in other areas there are managers and so I think everybody in our school is a manager to some extent.
Teacher 8

Middle leaders described the growing tension between the learning directors, who had been the younger talent spotted teachers, and the faculty leaders. The learning directors felt they worked harder. The faculty leaders disputed this and felt their position reflected experience and subject expertise:

There is a bit of bizarre competition between the learning directors and faculty leaders. Our learning directors very much feel that they do the hard work and we just flounce around the school having a nice easy life of it with everyone There's almost a perception that the faculty team don't do that much. The learning directors feel that they are the strategically important people within the school.
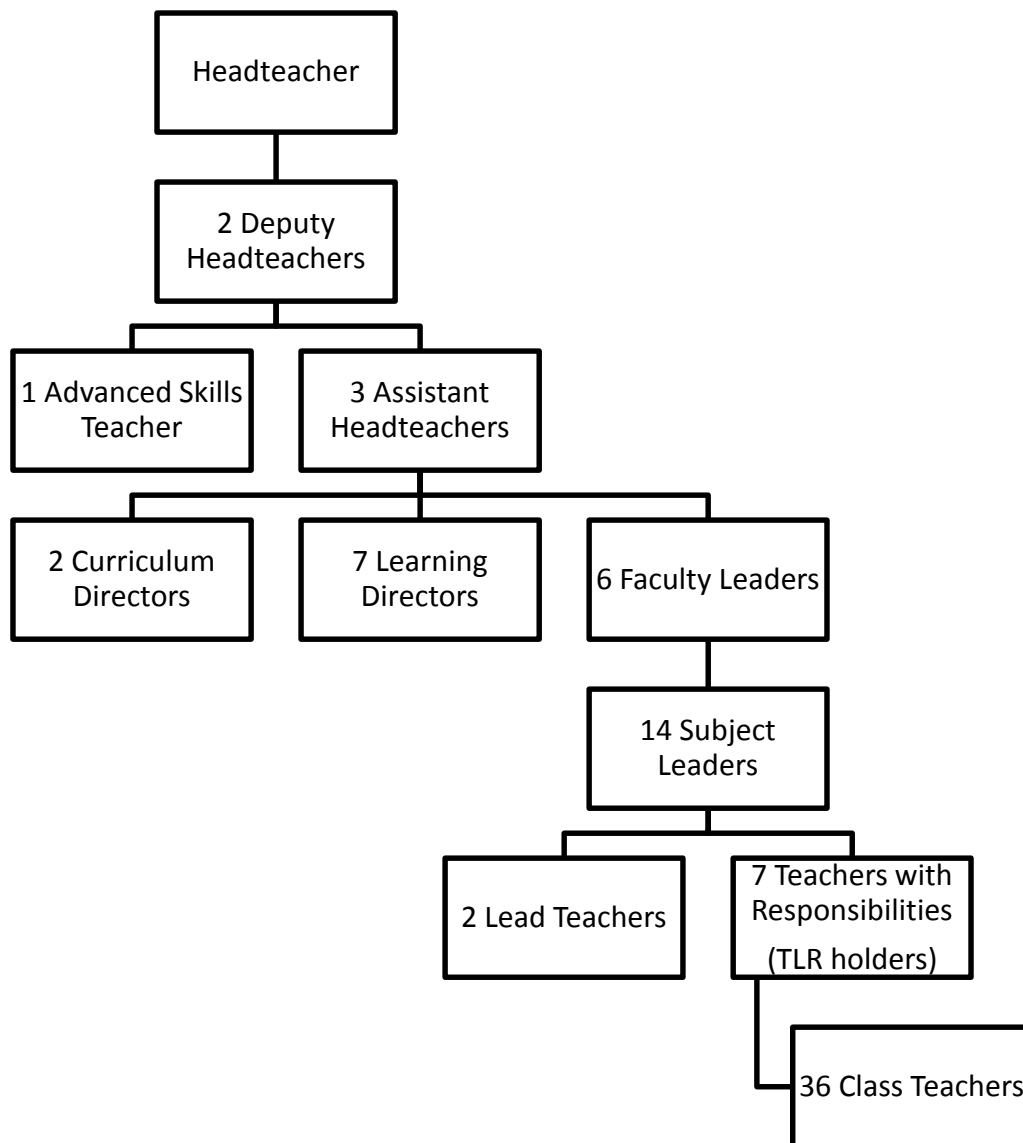Teacher 2

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Figure 4.5 Academy Leadership Structure September 2011

Conversion to a Church of England Academy for Students aged 11-19

(School Records, 2011)

By September 2011 the school had accepted the new government's invitation to become an academy which coincided with the first year group having completed seven years of education. The first full leadership model (Figure 4.5) was in place.

Succession planning meant no post was dependent on any individual. The curriculum director role remained in the final model as it provided a leadership position for those with specific senior responsibilities outside the curriculum or pastoral model. Middle leaders new to the school found it difficult to articulate the way in which the leadership structure has grown but those who had been in the school for some time reflected the responses of the headteacher.

The views of one middle leader encapsulated the overall middle leader understanding of the change and growth:

> I think that systems and structures are starting to be developed. There seems to be a far more cohesive view of the school as a whole. Again on both those points, I think there needs to be more development.
> Teacher 2

Middle leaders said they expected systems and structures would continue to change, with the school at capacity, and whether they agreed with the structure or not they believed they were trying to move the school forward:

> I think the structure the way the school has structured itself has been a huge factor in the way that we have moved forward.
> Teacher 9

A climate of change was difficult for some, who expressed concerns about the absence of time to establish new systems:

> I have encountered different structures. I don't think I necessarily have had time to properly embed into one structure.
> Teacher 5

Changes to the leadership structure created a common belief, among middle leaders, that senior leadership had become too detached from grass roots:

> One thing I have really noticed is the development in the leadership team from the beginning to now... It has become tighter and more detached.
> Teacher 3

Views relating to distance from senior leaders, communication and the availability of senior leaders, varied between the middle leaders themselves. One subject leader still worked directly with the senior leadership team because the relationships had grown from the small school. Both her original status and theirs were well remembered, so despite the structural changes the strong interpersonal relationships had not been lost:

> Because the school has grown as a group, people feel comfortable going to you or to senior leadership, because we feel we know each other, because we have grown together. But in terms of the structure I would love opportunities for more dialogue.
> Teacher 6

Two assistant headteachers had begun as subject leaders and worked with middle leaders collegially; continuing to build from the early relationship. One respondent spoke of the fact that you could ask questions and didn't feel uncomfortable about the possibility that they may seem like "silly " questions because the response would always be helpful and supportive. The view was that:

> There is a culture in our school where you can go and speak to anybody from top down, and ask anything that you need clarification on.
> Teacher 8

This perspective contrasted with the view that there were now too many tiers to get through before a decision could be made.

A few staff said they ignored the structure and went straight to the leadership team:

> I think there is a frustration with how to get anything done. It has to go up the levels and some staff feel less valued than others in terms of their input into decision making and that kind of thing. I feel that at times I am really listened to and appreciated but I feel at other times I need to just be quiet and I am expected just to be quiet and that's ok too. I have been lucky enough to have more of an input than just your average teacher because I arrived at a time when there was much more consultation.
> Teacher 3

The headteacher was aware that there were a range of opinions regarding the hierarchy, the degrees of communication and the nature of the different roles. She commented that with the exception of her, all members of the senior team had teaching responsibilities which brought with them into daily contact with staff, students and parents. They also had to undertake all the operational requirements experienced by every teacher. She said that members of the senior leadership team, who had been promoted since the school opened, were also still developing. They had to learn how to communicate strategy and were still developing relationships and their own interpersonal skills. She felt that it was important that middle leaders should have their own views and was "really glad we have some of these to keep us on our toes" (HT). She went on to say that some roles have to be strategic in order for an organisation to flourish and as such degrees of consultation would reflect this.

An example of concerns relating to senior leadership detachment was cited by one middle leader. This was evidenced through the perceived inappropriate use of staff briefing. The middle leader thought that this was a meeting with no opportunity for staff to respond:

> I think early on there could have been this forum for debate and discussion so that it was going forward as a collective, which is not to say you shouldn't have leadership but you are employing intelligent people so there may be more of a forum for that.
> Teacher 6

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The headteacher commented that this had been an issue in the past where some hard messages were delivered through this forum but, when the issue had been raised, she had changed the practice. Messages which require response or where staff may wish to share a view are no longer presented through this meeting and are now issued through faculties. This appeared to address the communication issue downwards through the hierarchy but potentially did not respond to the issues of tiers and access to leadership. The headteacher disagreed that there were too many tiers stating that "structures keep us safe and well organised." (HT)

Some staff felt that they should receive all the information that the leadership hold so that they too have the big picture:

> I suppose feeling more distant from the main decisions, that are taken in the school, is a barrier because then you are less involved in what the school has decided.
> Teacher 7

The headteacher had a very different opinion as she did not feel that middle leaders needed to have more information. Her view was that they did not need to be more closely involved in whole school decisions. She stated: "if they did they might never get a good night's sleep again!" (HT) She reflected on some of the difficult things that she had held herself, with the deputies or with the leadership team and where she had protected the staff from the knowledge. She felt that some staff believed that there are hidden agendas which she referred to as "Wizard of Oz Syndrome!" She felt strongly that it was she who was accountable and therefore she needed the information. She said she shared the information she felt was needed by others.

The headteacher said she was fulfilling her responsibilities, as teachers were happy and should retain a good balance between work and personal life. She felt she kept them informed but she said that they did not need to know or be a part of everything.

This view contrasts with Fullan, (2001, 132) who found that: "The key to developing leadership is to develop knowledge and share it". The issue of shared knowledge and empowerment was seen to impact on new developments. This was an area where middle leader responses did not support the opinion of the headteacher. They felt that initiatives were not always right, but senior leadership did not always listen to middle leaders, when they offered suggestions or alternatives, which they thought would work better:

> Some people will feel out of the loop when decisions have been made. They have perhaps seen that something hasn't been working, or there have been big challenges ... and they felt that there was a certain way the school could go. They voiced that but they have not felt that they have been heard. So they don't feel part of that decision.
> Teacher 2

This middle leader cited the development of the new sixth form as a specific example:

> Take the tutor systems within the sixth form, decisions were made to run them in a certain way. It hasn't worked and needed to be changed. I suppose you could say that is just development. But in a school which is learning and is getting its feet placed firmly on the ground mistakes are going to be made.
> Teacher 2

In addition to those middle leaders who felt the leadership should listen and act differently, there were also some with the view that some things changed too quickly or too often if they did not work immediately:

> Decisions or structures have been changed simply because the first one wasn't working or the second one wasn't working for that matter. Whichever it was, I think there has been a certain amount of adapting and learning going on with the changes.
> Teacher 2

The headteacher reinforced her position regarding change. She made it clear that change of this nature only took place in response to situations which might have a negative impact on student progress or if the needs of students had changed. She said she wanted real accountability, a measurable impact on learning and better support for students; with all individuals feeling responsible and no money wasted. A middle leader for whom this was the second new school experience recognised the issues being described:

> I worked at my previous school for four or five years and it was unbelievably similar to this school. It was a new school, new build, really similar demographic of student. So when I saw this school I just thought this school is a year behind in its development so I can just see so many parallels … every new school has teething problems… for example your first results for A level… you know there are factors which affect that. As the years go on and as you cultivate more of an ethos… you look at influences upon result and patterns and trends. You know more and you are better informed to achieve results.
> Teacher 5

In support of her view regarding the retention of information, the headteacher also cited issues of confidentiality, where it would be inappropriate to share details with staff. This views relating to the reduction in consultation was viewed differently by middle leaders:

> There are certain things where I am given a say and consulted but when it comes down to it I know that decisions have already been made.
> Teacher 2

The headteacher's position was that changes in communication were inevitable as the school grew. She drew from her knowledge of another school which opened two years after Churchland. She stated that this school had similar experiences and they were currently hearing the same messages from their staff.

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She felt that when a school opens its 6th form it reaches a critical size which impacts on the relationships and operational methods:

> The role of the leadership team is to provide direction. With increased size it was not possible or necessary for all staff to engage in all processes. It is however important that staff feel they can talk to members of leadership, get their questions answered without there being too tight a hierarchy. (HT)

The headteacher went on to explain that she has found that:

> As new people have joined the school this is actually what they expect or have experienced elsewhere, we just had a unique start in this respect. (HT)

One middle leader who was an exception to middle leader concerns about reduced communication said:

> I think from the beginning I felt more involved in what was going on and now I am less and that had to happen. I don't think that is a bad thing but I have certainly noticed a development in the way in which the team hold information... that I am less party to. I think as the school has grown it was inevitable... I am not the early people who were here from the beginning but I am still part of the earlyish bit where we were a lot more open and more consultation and more discussion. It's a lot more top down now but I am told it is like that in most schools... so I think that is the normal model and we had something a little more unique in the beginning.
> Teacher 3

Both internal and external factors affected this change in approach as the school had "reached a critical mass". For most middle leaders interviewed, the tension remained between a desire for open communication and the possibilities for collaboration; as opposed to information being held by a few and shared only when it related to specific tasks.

The final comments from the headteacher related to factors which impacted on structural growth. The key concern related to financial constraints since the school opened without a funding model to provide a future proof leadership model. A minimum funding guarantee was generated from the comparison with other schools based on projected size but releasing funds based on current numbers.

This was not consistent with the current academy start up model which provides a substantial run in period for the leadership before the school opens and also allows all the necessary leaders to be in place with appropriate start-up funding. The model for growth did not prove to be effective since as the headteacher described the staff were being appointed on a compromise model since she was not able to advertise the more senior posts and had to hope the initial staff would develop into the roles as the school became large enough to find appropriate funding. The compromise then related to the engagement of the staff and the way in which they shared the ethos and philosophy in addition to the levels of experience:

> A number were compromised posts ...compromised because people had the right expertise. I know they could set up a curriculum, they could deliver against a curriculum, they would be able to teach well but may not completely share the philosophy that I had that ultimately I would want to work towards. So there came that element of compromise and as time went on you knew you had to have people that could just do jobs. You had to hope that you had enough of a core of people who had that complete commitment, faith in what we were doing and would deliver. (HT)

This gave no flexibility in terms of leadership and management and explained why the founding leadership team consisted of a headteacher and deputy headteacher alone. The same funding issues presented when 6th form opened with only one appointment possible to prepare for this. The headteacher's claim was that funding from the start would have allowed structures to reflect an 11-19 school model with more senior and experienced staff at the point of opening. The actual model led to a pattern of change and a need to "tweak".

Conclusion

It can be seen that as the school grew there were changing and often compromise structures. The early flat structure provided strong communication at a time when the headteacher recognised that she was seen as a "hero leader". The introduction of new leaders and the burn-out factor impacted on the original vision. The growth of a tall hierarchy for leadership brought about greater capacity and many opportunities to the staff but changed relationships. The changing structure exhibited the way in which different leaders experience leadership which came from the headteacher's vision and the way this was adapted to accommodate constraints and operational needs. These tensions show the vision-structure-development balance, where again the development is affected by the headteacher's vision. For some the information and communication remained strong and they continued to relate well to those in senior leadership. Others felt that the leadership team had grown distant and insufficient information about the big picture was forthcoming. Middle leaders experienced different models of leadership with some feeling that distributed leadership existed and others feeling that they were becoming disempowered by the number of tiers within the hierarchy. There was a tension between a sense of opportunity for some against the existence of information giving people power and control. The experience of the middle leaders and the relationship between this and the perceptions from the headteacher are examined in more detail in the next chapter which describes the leadership journey over the seven year period.

CHAPTER 5 THE CASE STUDY FINDINGS – THE DEVELOPMENT OF LEADERSHIP

RESEARCH FINDINGS STAGES OF DEVELOPMENT OF LEADERS AND
ORGANISATIONAL LEADERSHIP

Introduction

An examination of leadership development focuses on the people within the
system, the experience and opportunities for middle leaders and the way in which
their duties are devolved. The headteacher's distinction between leadership and
management impacted on this development as do the structures presented in the
last chapter. Leadership development affects the relationships between middle
leaders at different levels and their strategic or operational focus within the
organisation. The development of leadership focuses on an examination of those
perceived to be able to take on middle leadership role. It includes the identification
of middle leaders and opportunities given to individuals to take a lead. Personal
development either comes in preparation for the role, support within the role or as
an extension of talent and expertise. Factors which supported development or
acted as barriers were uncovered alongside key features which have helped
progression towards the original plan or caused adaptations to become evident.

Identifying and Appointing New Leaders

The development of leadership must begin with identification of potential leaders.
This may be followed by opportunities to demonstrate potential and subsequent
appointment to post. When examining structure it was evident that the changing
circumstances of the school impacted on the original vision. The same could be

seen to be true in terms of developing and promoting individuals. The findings supported the views drawn from literature regarding the complexity of leadership (Gronn, 2008).

The original vision, as described by the headteacher, saw everyone as potential leaders with opportunities for promotion:

> I always assumed that the subject leaders would be the most senior people. They would become faculty/curriculum leaders and everybody would join beneath them. Then as the school grew, once the initial school was established, it was to be their role to bring new people in by recruiting to their teams. They would train and develop those beneath them or who joined them. (HT)

At key points in school growth, specific skills for capacity building were needed. Based on the crisis point described by the headteacher, the leadership training had not developed these skills before this time, and further expertise was needed, leading to external appointments. The headteacher was aware of her departure from the vision but explained that expectation and practice do not always align:

> People believe that you are starting a new school and have handpicked everyone and everyone is wonderful, that you all work in the same way. (HT)

The headteacher's perception of the people who started the new school explained why her original plan had not been realised:

> In those first few years it really worked, we were getting things of the ground, but as the school developed they weren't the kind of leaders that could change, they weren't adaptable. (HT)

The original plan to appoint middle leaders who would have opportunities to grow and develop within the school did not happen, with only four of the thirteen

remaining at the school who had also been promoted to more senior leadership positions seven years later as can be seen in Figure 5.1.
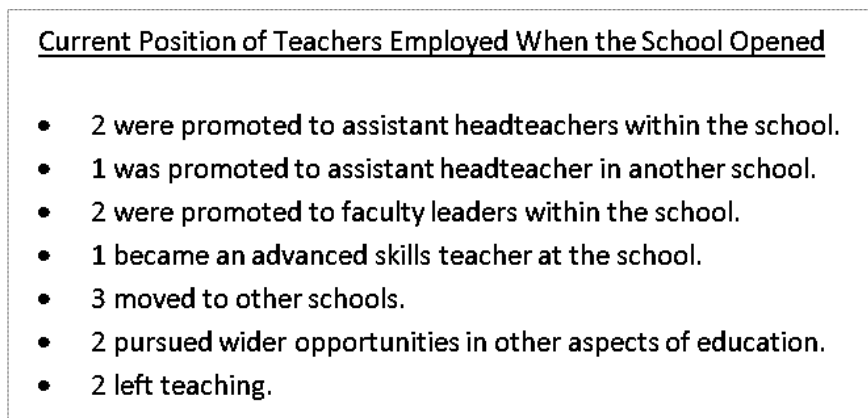
Current Position of Teachers Employed When the School Opened

- 2 were promoted to assistant headteachers within the school.
- 1 was promoted to assistant headteacher in another school.
- 2 were promoted to faculty leaders within the school.
- 1 became an advanced skills teacher at the school.
- 3 moved to other schools.
- 2 pursued wider opportunities in other aspects of education.
- 2 left teaching.

Figure 5.1 Destinations for First Year Appointees

The headteacher identified different types of people, giving names to each of these types during the course of the interviews. For each of these groups her original plan had not worked. She gave her impression of each of her four identified types of middle leader:

-Type 1 the egocentric:

> Their true colours shone through …as it was about them, their glory seeking …they pressed all the right buttons with all the people that needed to see that. But I don't think fundamentally that they did their best for children. (HT)

-Type 2 the starter:

> some people found over the course of seven years it was too big an ask and they tended to be the people who made a huge impact really got the school off the ground as a part of that core team but then weren't able to change for the next phase and so one by one they left. (HT)

-Type 3 the retrained:

> They have changed and have come through that and found it very difficult. (HT)

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-Type 4 the "safe pair of hands"

The headteacher found those she described as "a safe pair of hands" essential for start-up, but felt they were inflexible or had out of date task focused approaches. She explained that they did not fit with her next growth phase and as such were not promoted; although some were now successful in other schools:

> They are thriving, through the experience they had here. They knew they couldn't change and be what they wanted here. They've moved elsewhere and they are doing extremely well. They were different; they were able to change but had to do it somewhere else, (HT)

The development of teachers as school leaders was seen to be more successful for those joining the school after the first year and they progressed more rapidly. Systems and structures were in place supported by year on year growth. Teachers arrived early in their careers. The headteacher and these middle leaders recognised their energy and enthusiasm. They were seen to drive hard and seek promotion which was consistent with Hartle (2004).

The headteacher described the seven learning director roles as a means of providing good progression opportunities for these new teachers. Others came into subject roles and developed into subject leaders but the majority of the curriculum posts brought in new experience and talent. Figure 5.2 shows how the recruitment was distributed between internal and external appointments. The hierarchy by this stage included six faculty leaders and fourteen subject leaders.
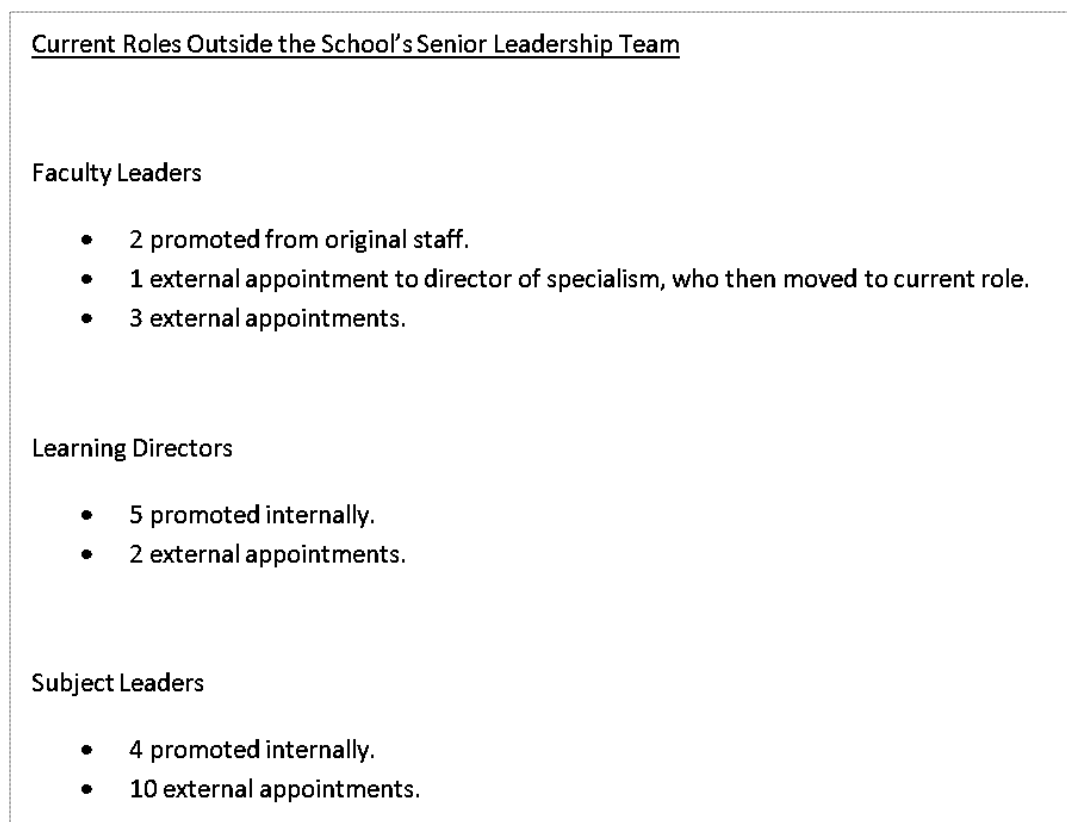
Current Roles Outside the School's Senior Leadership Team

Faculty Leaders

- 2 promoted from original staff.
- 1 external appointment to director of specialism, who then moved to current role.
- 3 external appointments.

Learning Directors

- 5 promoted internally.
- 2 external appointments.

Subject Leaders

- 4 promoted internally.
- 10 external appointments.

Figure 5.2 Recruitment to Leadership Posts

The introduction of the hierarchy and the lack of seniority for original middle leaders were demonstrated in the last chapter, with some describing the feeling that they were disempowered. The faculty leader role or assistant headship should have delivered these opportunities. Subject leaders recognised the opportunities given to faculty leaders:

> I feel that the faculty leader role has become more developed but I think this is because they have been given more responsibility and a more clearly defined role.
> Teacher 7

Bell (2007) had observed this conflict after the first year in a new school's existence. But not all middle leaders were aware of the changes and held on to their original sense of status:

> People have come to me and to the people who have started the school; literally because of us being the first ones here.
> Teacher 1

Although the displacement of some original appointees changed the vision, others seized the opportunities for early promotion and knew that this came from identification of potential within a growing school:

> A number of new leaders have been appointed in different areas to meet the needs of the top management and to meet the needs of the pupils.
> Teacher 8

From those given an opportunity to lead, more than half those interviewed found management tasks overtook their leadership role:

> You only have a certain amount of time and if your time is being taken up marking every night, then, that limits your ability to look at things strategically.
> Teacher 1

The early appointments reflected the headteacher's recurrent theme of complementary teams within planning:

> I tried to go for mixed teams. I tried to have a complement of those who were very experienced and solid, and then alongside them bring in someone new who clearly is ambitious but has never done that kind of senior role before but would be prepared to innovate, to do things differently, and would bring a degree of energy to the team.
> (HT)

She identified a new group of future leaders who were the newly qualified teachers appointed as the school expanded, who fitted her vision for good leaders:

> People who just had that extra quality which just shone out, either because they had the ambition, or because they had drive and enthusiasm, or because they were just willing to do anything you asked them to do. I think it was a combination of all three. But it was looking at those people who were really ambitious who would be prepared to take on more. The factor which characterises all of them is that they were all young in their career they were ambitious and they could work all the hours it took to get them somewhere. (HT)

She said that she knew early promotions would be a risk and explained that other more experienced practitioners questioned their knowledge and provided them with challenge. She described their commitment to stay at the school and deliver against a new model for year leadership in which they would track student progress, curriculum and attainment rather than following a more traditional year leadership role:

> There has been a bit of talent spotting. Good heads always talent spot. When you see someone with skills and qualities that maybe haven't quite developed yet, give them an opportunity to have a first position within the school. (HT)

Middle leaders' responses to both talent spotting and early promotion were consistent. Their descriptions included individual stories regarding early promotion and a recognition of new opportunities, for those who were noticed:

> Opportunities have been there. I think there is a culture of growing your own here. So in the best ways you do feel that you are being watched and monitored. I know that might sound wrong but people are looking at your performance with a view to the future.
> Teacher 4

The headteacher expressed her satisfaction that the plan for identification and promotion within leadership has been successful. Middle leaders were not as consistently satisfied. They suggested a divide between curriculum and pastoral routes:

> I think there needs to be a better relationship between learning directors and faculty leaders. We need to work together more. At the moment we work separately and the two teams are perceived quite separately. Faculty leaders, because they are more experienced are seen as more advanced and learning directors who are a newer and younger team are perceived in a different way.
> Teacher 3

When the headteacher was questioned on the different types of role she recognised an uncomfortable relationship between types of leaders but she did not feel this was a concern. She said that she felt this tension was "growing pains" which would diminish with a focus on student outcomes. She said that she felt that the dichotomy of the pastoral-academic divide had always existed in schools, but unlike her middle leaders she insisted this was healthy competition where "students gain!"

Those middle leaders, who had successfully progressed within this model, had traits which were identified by the headteacher:

> For these people in particular I would say that they had real flexibility and were adaptable, they didn't see their day to day jobs as ring fenced to a particular role so from the very outset, if anything needed to be done they were at the start plugging gaps. (HT)

These traits and the ability to anticipate problems caused the headteacher to identify them as "change agents". She said that she felt their ambition was to develop the school rather than themselves. She recognised some for collaborative work, bringing colleagues along with them and others were seen to drive change. She described a "tenacity" which allowed them to "come back from difficult

situations" and grow stronger from them. In seeking this type of leader the headteacher's responses reflected the views of the middle leaders in that she would talent spot or create opportunities for them inside the school:

> They have come through very different routes but I think we talent spot young teachers or other managers (HT)

She commended herself on recognising these individuals when they come to interview:

> I knew I wanted him in the school because he has all the attributes, I didn't exactly have a niche job for him there and then, but I knew it would come. (HT)

Developing the Leaders

Having gained leadership positions, early leaders (those with teaching and learning responsibility but not yet subject leaders) gain access to training within a local collaborative middle leader programme:

> I was allowed by the school management to go on a middle leader development course and it is now coming to the end and I have really enjoyed that. It has been a great opportunity for me and a great learning curve because I met colleagues who are working in a similar capacity.
> Teacher 8

At a more senior level there were opportunities to join the Leadership Pathways Programme for which an in school project is required. This was accompanied by coaching from a member of the school leadership team:

> This has developed me in terms of how I think, how I behave and how I respond. These sorts of things have helped me... tweaks that

can help develop more of a leadership style instead of always doing the same thing over and over again.
Teacher 1

The headteacher reflected on the external training available when compared to earlier leadership training:

I think now it has moved to be much more experiential and it is much more project-based work. When you come back into school, you work on something that you would have been working on as part of your normal leadership role. It gives you an opportunity to unpack that and apply leadership theories to it. So I think it is much more practical now. I think that it is much better informed now. We have actually had a few people through leadership programs now or working on that currently and that's very good. (HT)

She went on to outline the range of opportunities and the ways in which leaders were being developed. Some engaged in school action research where the school provided "opportunities within a safe framework for people to research" (HT). Others were "involved in work shadowing to get a taste of a different area and the way we work." (HT) This experience also included some demands: "if we are asking someone to take something on and it is not a project they actually have to deliver against it."(HT) The final group were developed through engagement in continued academic study with support through finance or time:

I am also supporting four members of staff at different levels throughout the school with their Masters qualifications where they need to do extended projects within school. We are supporting those some through part payment, some through shared tuition fees, and others simply through time off for studying for examinations. They are actually doing their active research within school and in that we have been suggesting to them new and different areas for them to focus on so that the school benefits and they have something different. (HT)

Secondment to the senior leadership team provided additional training for middle leaders. As a part of this they attended meetings, undertook a school improvement

project and participated in wider leadership duties including behaviour management, lunchtime or out-of-hours supervision, and attendance at events. The headteacher identified some middle leaders who she felt were grounded operationally but had the ability to think and act strategically. She felt some of these were ready to lead faculties. She felt that others should have an opportunity to work at this more strategic level but needed coaching and mentoring to support this development: "with the right mix of personality, intellect, energy and enthusiasm you can actually train and develop anybody."(HT) This view aligns with Frost (2008).

Developing Organisational Leadership

The development of leadership is focused on developing leaders and the organisation. The responses from the middle leaders interviewed demonstrated that they understood the relationship with personal growth and the growth of the organisation. Most middle leaders felt that they understood and could describe their role wholly as one of leadership while some defined specific leadership activities:

> A leader always has to lead by example. You need to have intrinsic motivation to work with your colleagues and the whole school community. You need to connect with the pupils and your colleagues and it's kind of a three way triangle between yourself, your colleagues and pupils. A good leader in my opinion is the one who can switch between a manager and a leader and is always able to balance between managing things and taking steps as a leader.
> Teacher 8

Middle leaders at any level tended toward a description of specific leadership traits and qualities or elements of leadership contained within the role. This included the belief that a leader has to be a good role model, they may role model through guidance and coaching of others, be excellent in the subject field or by being active

practitioners in that own field. They wanted to practise what they preached, communicate well, bring others along with them, inspire and motivate:

> I stay true to what I think is right and the decisions that I think are right. If I agree with the leadership team's decisions then I very much take those on board and make sure my team take those on board.
> Teacher 2

There appeared to be a clear understanding of reflective leadership through development of self and others:

> I see my role being responsible for the improving of my department and contribute to their professional development and just ensuring that they know what's going on from a sort of whole school perspective.
> Teacher 5

Middle leaders could describe the ways in which they passed on skills acquired over time:

> You lead by nurturing and sharing skills. Those who are doing the managed task then should lead in their own way to create a culture of good practice and of sharing good practice.
> Teacher 6

Middle leader interviews provided an insight into ideas of vision, ethos and strategy. The fact that this was a Christian school was stated by all and for some it was the reason they joined the school:

> Our school being a Christian faith school is at the heart of our teaching and learning. The Christian ethos, which I believe is treating people with fairness, everybody is equal in that community. We are all just one big family.
> Teacher 1

The sense of Christian distinctiveness, fairness and community promoted a sense that middle leaders subscribed to the whole school vision and the vision for leadership:

> Everybody does have a voice and everybody is cared for. I think that it massively impacts on the work that I do within both within the classroom and also within my team and all the relationship I have within school ... in so as far as there isn't a sense so much in the school of individualism...well there is... everyone is obviously an individual but we are all working together for a common goal.
> Teacher 7

The middle leaders recognised the expectation for high standards in a school community which puts students first but against this felt that when there were difficulties they were supported:

> I think also the school does care for and pick up on those who are floundering, which lots of schools don't. It's refreshing to work somewhere where people care about doing their job well and care about improving.
> Teacher 3

Success comes from staff morale and enthusiasm because teachers are willing to put the time and effort and energy. It remains high when supported by good communication, interaction and commitment to working together. Bass and Riggio, (2005) described transformational leaders as those inspiring followers and this positive response suggests the existence of transformational leadership within the school. Despite the apparent commitment many middle leaders described varied emotions:

> There have been times when people have been really good and really positive and times when people have felt really low.
> Teacher 8

This middle leader went on to describe the lows and the surprising ways in which relationships were rebuilt:

> I think the times when it was lowest is when staff felt not consulted on things and not involved in things and just directed. That has to happen. Small things like when the leadership team come in and do the cakes and things in the staff room, the staff love that, they love that involvement, they love cakes but they love that kind of interaction and sort of commitment to working together.
> Teacher 8

The research information suggested that the language of leadership has been encouraged within the school. Within this job titles have had an importance in defining responsibility. Curriculum roles include: lead teachers: lead practitioners: subject leaders and faculty leaders with others having status as directors. These had a wider remit overlapping teaching and associate staff responsibility. Middle leaders recognised opportunities which arose both formally and informally whether developing: themselves; teams; initiatives or programmes of peer training and support:

> I have been given the opportunities to show my own leadership skills and to develop my leadership skills from the leadership team, such things as recently running an inset.
> Teacher 2

Creating Opportunities in a Changing Organisation

In the first two years the limited capacity in the school meant that everyone took on roles beyond the original appointment. After this the individuals and teams became identifiable. One source of leadership was in providing opportunities for students beyond normal provision, including clubs or additional targeted provision. The headteacher explained "where there is a spark of something you give them an opportunity to have a first position within the school." (HT) By contrast there were

those who identified themselves but needed an investment of coaching and informal opportunities to get them where they wanted to be:

> He thought he was incredibly talented and real leadership potential. He wasn't showing that, he was very superficial, but he was incredibly ambitious and we have taken a while to find niche for him, without wanting to lose him from the school. He's grown from being in situations where he has not been as successful. He has learned from those and the position we now have him in is a very good one and he's doing a very good job because of the breadth of the experience he has behind him. (HT)

In many of the activities the headteacher has nominated individuals to participate, some are activities drawn from those already in leadership roles but others lead to promotion or career development. The headteacher has developed some techniques for developing and maintaining this sense of a community working together. One middle leader stated:

> Members of staff who are colleagues and friends of mine, as part of their role, have identified needs and wants for their own professional development and their own careers. Some roles have been created to support them in that.
> Teacher 2

External judgements of effectiveness highlighted the need for school improvement. This seemed to bring staff together to lead both formally and informally. The 2009 Ofsted inspection highlighted the need to raise the standard of teaching and learning. One would have expected the middle leader response to be negative but feedback was different:

It was a real positive experience for everybody and highlighted the many good things that exist within the school. But it also gave us a real focus for what we needed to do in order to bring the standard of teaching and learning up to where it should be. We then knew what the focus should be and it gave us the impetus for a new vision and a new strategy and a new approach, perhaps not new, but it just gave it that new direction and a sort of kick in the right direction.
Teacher 9

The middle leaders had been operating in a change culture with knowledge that there were high expectations regarding commitment and workload. This additional external pressure had the potential to destroy that commitment. Research feedback indicated a positive response to potentially challenging situations. This had in turn supported the development of both formal and informal leadership.

Positive support for development of formal roles came later through membership of the local teacher training collegiate organisation. Middle leaders became mentors within the programme or lead practitioners across the authority. Informal opportunities arose through initiatives such as: a music for worship group; developing literacy and supporting the dyslexic student; developing lesson observation skills; using technology to observe lessons; coaching others; creation and growth of student council; training and engagement of student reviewers and strategies for building learning power. These informal leadership patterns were recognised by the middle leaders:

They tend to be healthy and effective because the newness of the school has blurred the edges of leadership in a good way and made people more accessible than they might otherwise be; leadership doesn't need groups but where groups have formed they have tended to be short term and anti-hierarchical – people seeking advice from people they trust rather than people who are necessarily senior; because of that, informal leadership structures tend to reflect the Christian ethos of the school and are based on service and care rather than formal 'job description' roles.
Teacher 6

Informal leadership was promoted through working parties as the capacity of the school and the formal hierarchies grew. This included a working party to formalise the language relating to leadership and agree the competencies by which leadership could be judged and developed into the future. The agreed competencies stem from leadership theories recognising system leadership, leadership learning, leading learning and reflective leadership but articulated in a manner which everyone understood and shared.

The language for leadership was designed to engage teachers at all levels, even if they did not see themselves as whole school leaders. The strategic timing of this initiative appeared to have helped in the management of some of the issues relating to who was seen as a leader and the degree of communication within tiers of leadership. Discussion relating to the possession of leadership competencies had taken place. The headteacher also described the creation of leadership opportunities within their role. Using middle leaders to develop initiatives appeared to give teachers a feeling of greater engagement and ownership.

More strategically, future plans to use competencies within performance measures had found its first supporters. In addition to creating the mood for new plans, this use of informal grouping and working parties formed part of a strategy for future leadership development. The headteacher did not juxtapose formal and informal roles as one would in established school, since formal leaders also had informal leadership roles because staff are "comfortable around them and have watched them grow into new roles". She used relationships established as the school grew to achieve her aims. She saw these leaders as "real leaders" without trying and therefore did not require a "group to define" them.

Middle leaders were happy to seek out those they respected and trusted when they need help or need to learn more about their own role:

> I am given the opportunities to show my own leadership skills and to develop my leadership skills from the leadership team.
> Teacher 2

A young leader who received formal promotion through early identification based on informal leadership stated:

> There are so many of us who have come here who have only ever been here. Because it is quite a young staff, there are quite a lot of us who don't want to go anywhere else because we love it here. We do still need to learn more.
> Teacher 3

Many of the informal leadership opportunities were seen to have developed as a consequence of the newness of the school:

> The informal leadership structures I am thinking of have again developed as a consequence of the newness of the school. I think that in most schools the more formal leadership structures are fairly monolithic and rigid – a kind of them and us – whereas because I have seen (Churchland) grow from a really quite small community most leadership roles have grown within it. Leadership is therefore more personal and fluid, which is a good thing. I am not sure you can juxtapose formal and informal in quite the way you might with some institutions.
> Teacher 6

The headteacher described a technique she used to introduce new ideas such as the leadership competencies. She recognised that the enthusiasm and commitment of the middle leaders would allow ideas to grow and with and develop. She said that she introduced new ideas to each of the groups or individuals that she considered influential to ascertain the mood of the school. Having participated in early conversations she found that some leaders would pursue the ideas and create new

models within their own area or return with additional or extended ideas. Others would respond with thoughts on the existing ideas. She noted that on occasion the time would not prove to be right and the idea would then be presented again when the climate was more likely to be more conducive to change. She showed how she had adopted the habit of producing diagrams or developmental documents which teams would action, respond to or develop. By combining the feedback in whole staff presentations she then knew that a large number of them would feel close to the work. She said that she could then rely on them to work collaboratively to ensure the success of the initiative:

> We have always evolved by talking to people in a very consultative style. So I sound out so and then I produce a diagram. There is a lot of buy in to that so when key people see it they think I suggested that "it was my term, I gave to the headteacher". There is always collaboration if you like there is buy in. Anything that goes out around any table, half the people there will claim ownership because they think they designed that, so that's a deliberate. It means then when there are some awkward things in that people can see in a much bigger perspective. So I think it is about good communication. There may have been issues with communication. I think the key thing is communication has been good and I have gone out of my way to talk situations through with people when actually it would have been easier to just have put it in place and say do it, but that wouldn't have brought long-term benefits (HT)

Her perception was that the strategy worked across the school and at different levels of leadership, since putting plans in place without the extended process produced alienation but she wanted to secure longer term commitment:

> I've also learnt that, to get the right outcome, takes you a lot longer than you first anticipate and that the slow burn to get somewhere is much more effective. You set up the scene, put all the bits in place and suddenly everyone thinks they have had a wonderful idea and it all falls into place, when you knew three years ago that you were going to get there….and that's the way we managed the school. We always knew what it was going to look like but just smile sweetly when someone says this is wonderful and funny how this just happened. So I think a lesson I've learned actually and it is a big

change in me to play things down, but when we really don't know what to do pretend you have a wonderful plan and sing about it. So there is a confidence and people think something is coming. I also think that the other lesson learnt is at times it's a false economy to overstretch key people. Sometimes you have to stick to your guns and go without certain things and send some of the tougher messages. I wish we had done earlier. (HT)

Leadership Challenges

The headteacher's original approach to leadership was stated to be dependent upon the notion of everyone moving forward together but this was not always realised:

> I suppose feeling distant from the main decisions that are taken in school is a barrier because then you are less involved in what the school has decided.
> Teacher 7

This response was reflected by others showing that the headteacher's perception was not always an accurate reflection of the views of middle leaders. She had selected those with whom she wished to discuss ideas and she encouraged specific groups to join working parties. This also had the impact of excluding others:

> Where there isn't a lot of discussion, the decision is made and then I make it work, that's a sort of restriction.
> Teacher 1

The headteacher did not share the view that decisions were made without discussion. Against this she confirmed that on occasion this had happened but she thought this was the "beginnings of a large organisation feel." (HT)

Her description, of "a large organisation feel", was that the divide between school leaders and others was inevitable.   Her opinion was clear, that this was

counteracted by the many additional things which were done to engage staff and to consult. Against this there were recurrent comments from the middle leaders suggesting that the communication had changed:

> I wish there was more of a forum and you would say what you like and when you like.
> Teacher 6

The headteacher believed that the school would go out of its way to consult and involve middle leaders, despite the absence of a formal forum. The presence of some problems confirmed:

> Not all problems can be avoided; indeed we have learnt to see obstacles as opportunities along the way. (HT)

This concern about the absence of a forum came from those operating at subject leader level and reflected the feeling from some of the subject leaders who had been in the school some time. Subject leaders used to have a lot of status but they seem to have less status now and feel in some ways devalued:

> I feel the role of subject leader in this school is a lot less than in my previous school.
> Teacher 7

The presence of faculty leaders had impacted on the way in which subject leadership was perceived within the school. The headteacher knew and understood this perception but felt that strategies were improving the situation:

> I can see how this could be a perception. It is an inevitable part of growth. We knew it would be and did everything to minimise it. (HT)

She described opportunities subject leaders had to meet with her which included annual subject reviews or interviews to discuss work, developments, staffing and new initiatives. She felt they also had opportunities to work with assistant

headteachers to develop good practice and they belonged to the local training collegiate's subject forums. She said that this was not yet enough and that in developing faculty leaders issues had arisen at subject leader level. Into the future she had plans to give them a direct working relationship with the deputy headteacher for curriculum, teaching and learning. She had also trained her learning directors and faculty leaders through annual conferences and realised this needed to extend this to subject leaders.

Conclusion

The development of leadership has been a key to the success of the school although not without difficulty. Leaders were talent spotted from within or recruited from outside to add experience and dimension to the existing teams. Individuals had been given informal opportunities, training opportunities and work experience within their growth and development. The structures had impacted on the development of leadership but the ethos and culture have supported growth and development. Communication and sharing of information had at times been a great strength but had also led to some of the barriers in the development of leaders and organisational leadership.

Initially the headteacher wanted a team with shared vision and goals but not everyone moved in her planned direction. The issues relating to communication impacted on the ability to share and collaborate at crucial stages in development. The lines of communication and the early appointment of new teachers to the school or inexperienced teachers added to the tensions which existed in the early years of establishment. The introduction of new posts and the complex structure were identified by the headteacher as necessary to meet the growing and complex demands and to raise capacity.

The rate of change, the nature of the posts and the number of leadership tiers created additional tension within the system. One of the shared leadership initiatives emerging at the time of the research was to develop a model for recognising leadership competencies. The now experienced headteacher was using the middle leaders' aspirations to develop a language for leadership, recreate the sense of consultation and create an agreed measure to justify future opportunities.

The direction and delegation of tasks reflects a hybrid model (Gronn, 2009a) developing leaders and leadership units with formal and informal arrangements coexisting. This complex vision achieved within seven years included: the recognition of both leaders and managers within the organisation; leadership through direction and distribution; transactional and transformational leadership; and talent-spotting using recognition of traits alongside development of competency. The findings raised some issues for analysis which included: the relationship between concept and practice; the impact of a changing environment; and the significance of the new school dimension. These are examined in detail in the next chapter.

CHAPTER 6 ANALYSIS - FROM CONCEPT TO DEVELOPMENT

FROM LEADERSHIP THINKING TO PRACTICE IN A NEW SCHOOL ENVIRONMENT

Introduction

The research began with a focus on a leader, the headteacher, developing leadership in a new school, using the three lenses of vision, structure and development. The findings are analysed in three stages. The first is to examine the headteacher's conceptual understanding of leadership, since philosophy and beliefs will impact on actions. The way in which leadership is understood and experienced influences the way in which leadership develops within an organisation. In trying to describe the way in which the concepts were evident it was possible to draw on aspects of literature which portrayed contrasting or comparable views of leadership.   These included the notion of leadership as a trait or process (Northouse, 2010), the distinction between leadership and management and the degree of control and collaboration. The second stage is to examine the three lenses in relation to the research questions and establish their connection. Vision, structure and development do not represent independent phenomena and at the start of the research there was a sense that there was an overlap between these but the degree of dependency and relationship was unknown.

The headteacher's idea of leadership is used to examine the vision and the development based on that vision. Finally based on the fact that leadership development will also reflect experience and response to pressures and demands which exist in the Twenty First Century School, the chapter concludes with a discussion of the significance of a new school dimension in the development of leadership.

Concept of Leadership as a Trait or Process

The literature identified early trait theories adapted to recognise the existence of traits evident in good leadership (Stogdill, 1974; Leithwood et al, 2006b), where possession of these did not imply rights or access to leadership (Wright, 1996). By contrast leadership programmes recognise leadership development as a process (Northouse, 2010) in which an individual can influence others in the pursuit of a common goal. To achieve this goal it must then be possible to develop the required attributes, skills and competencies. Traits such as beliefs, values, ethics and character are then influential but not necessary for leadership learning (Leithwood et al, 2006b). Successful school leadership is then evident through effective student learning (Leithwood et al, 2006a; NCSL, 2007).

Case study evidence demonstrated that the headteacher recognised specific leadership qualities. She sought to find change agents who could provide her with ideas on new ways of working and support her as a charismatic leader. The leadership exhibited by the headteacher reflected core values and persistence (Leithwood et al, 2006b) with an expectation that for others to lead they should have the same resilience, student centred practice and perseverance. Hard work and organisational commitment were seen as central to student and leadership success. This reflects McCall's (1998) view of high flyers, who were committed to the organisation and had high levels of job specific knowledge.

The case study also demonstrated the use of specific attributes and traits, referred to as leadership competencies, being defined and then used to improve leadership capabilities at all levels within the organisation. Feedback from middle leaders reflected an understanding that to be perceived as a potential leader hard work and creating evidence of seizing opportunity and undertaking new or additional tasks would help in self-identification of leadership potential.

Concepts of Leadership and Management

The personal qualities of perseverance, hard work and endeavour did not always lead to recognition as a school leader. The case study identified individuals with leadership aspirations who had difficulties in realising these, whether as a result of school structures which were designed to meet external aims and constraints (Gewirtz and Ball, 2000) or management tasks which dominated the work (Fitzgerald 2009). The headteacher's distinction between leaders and managers was a critical factor in the career development of the middle leaders. There were those for whom a glass ceiling (Gosling and Mintzberg, 2003) was in place because despite being hardworking and dedicated the focus was on task.

The middle leaders often found task focussed practice inevitable because of the size and nature of the workload (Brown et al, 2000) and the perceived pressures to deliver outcomes (Fitzgerald, 2009). The headteacher had a clear distinction between leaders and managers. She described some middle leaders as managers if she felt that they found new responsibilities difficult and liked to see the parameters of their role. She concluded managers gained fulfilment from current tasks and the progression of their students. The managerial distinction appeared to exist for those who sought approval, asked permission and followed instructions. These were judged to lack initiative compared with the strategic thinkers who were adaptable and flexible. The headteacher described leaders as those, middle leaders, who would use their own initiative, become accountable, drive improvement and keep line managers informed rather than seeking approval. She did not feel that there was any danger in this Leadership and management distinction. She had no fear regarding the potential for uninspired management or disconnected leadership described by Gosling and Mintzberg (2003).

The discussion of leadership versus managerialism begins with the headteacher. Harris and Chapman (2002) found schools in challenging circumstances were likely

to have a top down approach which diminished as circumstances improved. The case study school began with challenging circumstances and had unexpected challenges throughout its early history. Within the case study school there was evidence that increasing numbers of teachers were given leadership opportunities as the school developed but this did not extend to all in formal roles. The transactional relationship (Harris, 2005a) between the headteacher and those perceived to be managers included delegation and focused on procedures, in a task oriented model supporting the key purpose of the organisation. By contrast greater freedoms existed for those perceived to be leaders.

Middle leaders, wishing to lead, expressed concerns about the number of managerial or administrative tasks which existed within their work. They often felt the pressures to manage prevented them from taking opportunities to lead. This was particularly true for subject leaders who had a more senior tier of curriculum leadership above them and for whom many tasks were delegated with the related accountability and performance targets within their own subjects. They had gained their position through subject specialism and were more likely to be seen as subject managers despite their job title being subject leader (Bennett, 1995; Bell, 1997).

The faculty leaders and learning directors were given more leadership freedom and more time outside the classroom in support of their work. There was evidence that this was a purposeful approach to the distribution of leadership which had developed as the school became more established and the headteacher became more experienced in the role.

Leadership Concepts for Control and Collaboration

Power and control remained entirely with the headteacher in the early years. It has been demonstrated that this was not necessarily obvious to middle leaders in the first two years since the size of the school meant they had access to information, giving them a sense of greater distribution. The desire to make a success of a new project and the need for close collaboration secured a commitment to completion of all tasks necessary for the effective establishment of the organisation. Distributing leadership is particularly important when there is a desire to build systems (Bush and Jackson, 2002). Within the case study a model of distribution became more evident as the hierarchy grew. This did not extend to all middle leaders, since the headteacher had identified individuals or initiatives where this would occur. This model led to both control and collaboration, evident in different contexts. Where the shared vision for leadership was being supported and role modelled, collaboration was seen to be most effective (Kouzes and Posner, 2010).

New initiatives, working parties or other activities were often shared within a social distribution of groups and individuals (Spillane et al, 2001), with the empowerment and collective action leading to decentred (Harris, 2003c) or distributed leadership (Harris, 2013; PriceWaterhouseCoopers, 2007; Spillane 2006). This sense of distribution, opportunity and recognition created a positive attitude from middle leaders engaged in these activities. The case study demonstrated that even after seven years, empowerment was not experienced equally by all middle leaders. The headteacher was selective in her choice of leaders. She considered these new middle leadership opportunities were suited to those who might be able to think strategically and act independently. She felt she could engage these middle leaders in wider opportunities.

Barriers to collaborative working included the perceived differences in potential on the part of the headteacher. This led to a perceived dichotomy of opportunity on the part of the middle leaders.

As the school grew, the hierarchy became increasingly formal (Bush, 2011). A growing number of middle leaders were aware of the changes to levels of communication and information. They were unhappy with this dominant structure and the reduced focus on individuality. The distinction between those who were controlled and those who collaborated had grown more evident despite the increase in distribution of leadership. The concerns were articulated in relation to the comparative status of pastoral and curriculum roles; the relationship between tiers of the hierarchy; the age and experience of those gaining promotion; and the creation of jobs in line with talent spotting and career opportunity.

A Comparison between Leadership Concepts and Practice

The headteacher's beliefs and actions led to a mix of managers and leaders with the related control or collaboration models and the distinction between delegation and distribution. These beliefs defined what constituted leadership roles or management roles; and leadership responsibilities or management tasks. The headteacher presented as a charismatic and transformational leader, creating a culture of success and successful leadership.

In practice, leadership development reflected the position of the school at any given time and the headteacher's level of confidence in middle leaders (Smith and Bell, 2011). Initially the power, decision making and control lay entirely with the headteacher. At this stage the headteacher adopted an autocratic "hero leader" approach to establish a new school, a position which confirmed during the interview process.

With increased experience and greater stability within the organisation, the headteacher was able to move to the identification of high potential staff based on work ethic; a need for challenge and new activities; and a desire for influence and status (Galpin and Skinner, 2004). For the first time, leadership could be shared and new opportunities existed. Those seen as leaders experienced the transformational nature of leadership and were encouraged to grow and develop. A transactional approach remained for some middle leaders with supervision to secure the completion of required actions.

For those perceived to have leadership potential the model created by the headteacher allowed leadership to be learnt and opened up coaching, professional development, leadership experience or opportunities as a means of training teachers to become leaders. This relationship between leadership as a concept and a headteacher's practice regarding leaders and the development of leadership provided a basis from which to analyse the responses to questions relating to vision, structure and development of leadership.

An Analysis of the Way in Which the Vision was Realised

During the case study it became apparent that there was a clear vision for the school. A new headteacher in a new environment will have rehearsed personal ideas and philosophies and is charged with setting a clear direction. The vision for leadership was less well defined and could be perceived as a "fuzzy vision" or futures thinking (Davies and Ellison, 2003). In this environment, there is an awareness of possible futures and as such futures planning and potential are more likely to achieve than a clear vision. In the case study there was a belief that all early appointees would be the most senior staff in the future, passing their skills to others. The headteacher's knowledge of literature regarding the potential of transformational leadership, related collegiality and distributive practices combined

with this "fuzzy vision". The headteacher did not claim to follow specific academic literature on leadership but her intentions reflected a philosophy for transformation.

To become a transformational leader with fully distributed practices is a strong aim but the evidence of the case study suggested that after seven years the vision was still only realised in part, for some middle leaders. When a school first opens there is an immediate need to establish and demonstrate standards, capacity and sustainability. The focus on leadership at this stage is not related to a future vision. The headteacher is central to the success of the school, establishing culture, vision and direction. With this comes a sense of charismatic leadership, bringing teams together. The headteacher in the case study referred to hero leadership, since she felt the need to accept both responsibility and praise for all that the school achieved. The need to maintain control, in a new setting, influences the actions relating to leadership and can appear as a transactional relationship, although the headteacher may profess a belief in transformational leadership.

The rhetoric of distributed practices was evident and supported by charismatic leadership. Oduro (2004) explained that a headteacher must be able to trust others in order to allow them to take a lead. The headteacher of Churchland, new to post, did not have the confidence to share leadership with a large number of middle leaders that she did not know. She had to focus on growing a new school and as such the complete vision could not be seen in practice at this early stage. Within this early school model some middle leaders experienced distributed responsibility and opportunity. As the school developed the vision for leadership crystallised. There was a belief that some roles were purely transactional, some people could be leaders where others could complete delegated tasks as managers.

Aligned to the belief that some lead and some manage is the issue of communication. The importance of communication and the degree to which

knowledge is shared is significant. By retaining information the headteacher will retain power, however by sharing information and knowledge a more collegiate and better distributed model is possible. The decisions regarding what knowledge is available and who has access to knowledge is related to the vision as within this there is a decision about the extent individuals are free to lead or to what extent they will follow instruction without knowing why. Within the study school, information was shared in different ways with different groups. For some communication created a sense of collegiality and collaboration. Others were provided with the information they needed to undertake delegated tasks. Information was communicated subtly when new initiatives were due to be launched. Key individuals were encouraged to contribute to the plans, diagrams or documentation and as such were used as change agents encouraging compliance and creating a momentum towards change.

The final aspect of the headteacher's vision which became apparent within the study was the belief that potential leaders can be identified and prepared for leadership. The idea of talent spotting and accelerating careers allows a headteacher to surround herself with a talented, multi-skilled group of practitioners who are loyal as a result of the opportunities they have been given. Gronn (2003) recognised leaders who know the right path and could then motivate others alongside them. The difficulty for the case study middle leaders was that one of the identified features for leadership development was the capacity to work hard. This meant that a number of the early leaders had experienced some degree of burn out over the seven year period.

Changes to Leadership Structures over Time

The case study evidence suggests showed a structure which changed over time in the same way as the vision changed. In a growing school the number of roles and school leaders will increase with the size of the organisation. The structures created for leadership then impact on the way that leadership is either shared or systems managed. The initial flat structure within the new school environment supported an inexperienced team who could work collaboratively and share information. The small team approach had the potential to exhibit fully distributive practices but the inexperienced headteacher and staff together with the external pressures and demands led to shared support and communication but predominantly transactional practice. The success came from a shared vision and a drive for success.

As the school grew the pastoral and subject specialism strands of leadership emerged. Additional roles reflected the immediate needs of the school and external demands. The initial driving force was the subject leaders but with the early identification of new talent, the pastoral role, originally entitled year leader but then redefined as learning director, gained influence. Within a developing hierarchy, the significance of the subject leader diminished reflecting the more senior presence of assistant headteachers and faculty leaders. A tall hierarchy still allows leadership to be distributed but more readily supports transactional leadership with leaders in lower tiers of the hierarchy operating as managers and undertaking delegated tasks. At the time the evidence was collected, there were growing tensions relating to communication, since faculty leaders created a barrier between subject leaders and the senior leadership team. By contrast pastoral leaders had direct access to leadership and as such more status. A hierarchy can support the management of teams and drive specific areas of work but as the hierarchy becomes taller the quality of communication can diminish, impacting on job satisfaction and the effectiveness of the teams.

Development of Leadership

Development of leadership was the third lens and relates to both the organisation and the individual. The organisational development of leadership is impacted on by the structure. As Gronn (2009a) described, the nature of leadership tends to be hybrid and this was evident within the school. Dependent on the role, its position within hierarchy and the nature of activity there was a variety of delegated and distributed activities taking place. Leadership included those who were allowed to manage but given direction and those with greater freedoms. This second group had autonomy in their work, more information regarding the bigger picture and could therefore be considered as having leadership distributed to them. A third group were those who had achieved formal leadership roles when case study data was gathered but had been identified through: taking leadership in informal capacities; showcasing leadership potential within working parties; new initiatives and other early opportunities.

The development of individual leaders begins with identification through interview or talent spotting. There was evidence that talent spotting in the case study school was based in capacity to work hard and put the needs of students ahead of personal needs. A set of traits, skills or attitudes were identified by the headteacher who then found roles for those who, in her view could be developed. The difficulty arising from this model was the negative impact on those not identified as leaders or those not being developed who perceived themselves to hold leadership roles. Following recruitment to leadership rather than management roles there was an investment in coaching, internal training, and external courses to develop the skills and raise the capacity of the individuals where the development focused on the needs of the school. Additional opportunities came through roles in school or with partner organisations and secondment experience. This combination of coaching, training, opportunity and experience all contribute to the enhancement of leadership development.

The Significance of Leadership Development for a New School

The significance of leadership development, in a new school, is that it begins with a novice team, drawn from a variety of different school backgrounds and cultures. The headteacher, developing leadership in the case study school, was new to headship and had to develop her own thinking on how leadership would develop. The school itself was new and as such there was no specific requirement of how this would be developed, provided the school was: sustainable; delivered successful student outcomes and had capacity to continue to grow and improve. Reflecting upon the first seven years, the relationship between vision, structure and development could be seen but the way in which this took place was not identical to that of other schools. Although, comparing the findings to existing research, many similar experiences were evident.

The fifth iteration of the leadership structure, evident in the case study, reflected the needs of a school in its first year at full capacity. This was inevitably the first of many future models but this was the first full size leadership model in the life of the school, but before arriving at this stage a number of interim structures had been in place. When the school opened limited funding impacted on staffing and staffing structures. The employment of the first middle leaders included those who had enough experience to provide safe set up arrangements and those who were ambitious but early in their careers as they cost less to employ.

The headteacher cited difficulties related to some early appointments of experienced middle leaders who had since left but had seen this as a novel or different experience late in career. The headteacher found their presence had delayed progress and detracted from the benefits that a new school project might offer. She found they had attempted to recreate cultures and recreate systems with which they were familiar. The headteacher described a second group

experiencing early career enhancement but lacking prior experience. This led to a control-management model rather than a distributed model for leadership.

The belief that founding staff can be the subsequent senior school leaders can be true in part but it is important to bring them into the school with known leadership skills, potential and capacity. Those who came for their own personal agendas became "blockers" for progression and at times created a sense of turmoil or division within the organisation. The more junior staff who had not previously had leadership responsibility often found it difficult to lead others or to meet the demands of the role. This view was reflected by middle leaders who described tensions which existed between groups. The initial appointments were made to set up the school in the absence of any prior systems or structures. Most appointees were in their specific posts for the first time and as such had to learn the role in addition to growing and developing the department. The headteacher, reflecting on this, recognised the need for greater capacity and more experience but external financial constraints dictated the available funding for staffing. There was a need for more senior leaders from the start to provide greater capacity to grow and develop leaders and leadership practices.

For the most effective set up it would be beneficial to begin with the final structure. If the roles and leadership were in place from the start it would be possible to work backwards. The school had suffered from a lack of infrastructure in the beginning. There were benefits gained from this difficult start since the middle leaders themselves responded to the needs of the school setting up informal leadership in the absence of these structures which led to early identification of talent and the subsequent early career pastoral roles which would not have been available if there had been more money and greater freedom to make appointments in line with a final school model.

In addition, to the financial restrictions affecting appointments the leaders lacked a preparation period before the school opened. This meant they had not established systems and structures prior to opening and had no opportunity to work together to develop vision and practice. The newness of the headteacher and the small number of others with whom she then felt safe to share leadership delayed the development of a vision for distributing and sharing leadership across the school.

Rapid change impacted on engagement and communication. Initially everyone felt fully engaged and leadership came through conversation. As numbers grew, the loss of the early conversations had a negative impact on those who had experienced them. They began to recognise the transactional nature of their roles and felt marginalised when the communication came through a leadership hierarchy.

Despite these barriers the headteacher developing leadership had created a vision for the school and was sufficiently charismatic to recruit others to the vision. She was able to set a direction and plan a leadership model which she could adjust to respond to current need. As the circumstances of the school changed she was able to change the direction for leadership and the structures which supported this. The model remained flexible across the seven year period and the need to increase staffing numbers each year continued to provide opportunity to employ new middle leaders to complement existing teams.

Conclusion

This chapter shows how individual understanding of the concept of leadership can translate into practice despite the fact that underlying beliefs are constrained by situation and circumstance. The analysis has shown an underlying belief that leadership can be distributed and that leadership has the power to be transformational. Against this lies the headteacher's fear of relinquishing power to

others when there is a sense that some individuals are capable of following instructions but do not have the initiative to lead.

As the case study headteacher gained experience, she was able to extend her thinking regarding leadership. This led to her leadership model where teachers were allowed to lead, provided they exhibited the drive, enthusiasm and work ethic required and could take a lead without having to be directed. Having become a confident leader she was able to provide opportunities for others; allowing them to develop their own skills and to take on informal leadership roles before receiving formal roles.

A language and strategy for leadership development was implemented which included formal training, coaching and the development and understanding of leadership competencies which could be learnt. From the research it became clear that no single model was present and a concept of leadership was drawn from a variety of experience. The nature of leadership has a fluidity which one might not expect. Gronn (2009a) described a hybrid model but the case study showed that not only was the model hybrid but it is also dynamic in nature adapting organically to effectively deliver organisational objectives.

Developmental Stage	Leadership Factors	Structural and Developmental Factors	
		Generating Change	Inhibiting Change
First Two Years	- Hero-Leader - Charismatic Leadership - Control Model - Small Team - Shared Goals	- Communication through Conversation - Shared Motivation - High Energy Levels	- Lack of Senior Leaders - Inexperience - Cultural Differences - Structure Reflecting Basic Need
Year 3	- Transactional Leadership - Emerging Shared Leadership - Clearer Structure - More Senior Leaders	- Structure Responding to Need - New Discrete Pastoral Roles - Talent Spotting - Early Career Enhancement - New Staff to Raise Capacity and Energy	- Changes to Original Plans - Appointment of New Staff to More Senior Roles - Emergent Distinction between Leadership and Management - Reduction in Information Sharing
Years 4 and 5	- Tall Hierarchy - Developing Senior Leadership Team - Collaborative Opportunities - Leadership Training - Leadership Coaching - Mixed Practice - Transactional and Transformational	- Senior Middle Leaders and Senior Leaders Drive Progress - Hierarchical Leadership to Improve Accountability - Improved Developmental Opportunities at all Levels - First Coaching Opportunities - Specialist Roles in Place	- Communication Barriers through Leadership Tiers - Early Leader Burnout - Initiative Overload - Decision Making Held Within Senior Leadership Team - Increased Tension With Those Left Behind by Change - Tensions Between Pastoral and Curriculum Leaders - Glass Ceiling for Those Perceived as Managers
Years 6 and 7	- New 6th Form Team - Seven Tier Hierarchy - Hybrid Leadership	- Use of Informal Teams to Develop Leadership - Collaborative Practice with Other Schools - Fully Distributed Practice for those Perceived to be Leaders - Appointment of Experienced Subject and A level Specialists - Coaching for A Wider Group of Leaders - Leadership Training Programmes - Secondments - Leadership Competency Model	- Destabilising Effect from Change of Plans - Subject Leaders Disenfranchised by Tall Hierarchy - Disparity Between Roles

Figure 6.1 The Nature of Leadership Change

Figure 6.1 shows how the developmental stages of leadership, throughout the history of the school, had changed. This diagram includes factors which are reflected in existing research and the relationship these have with structures and

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leadership development for the case study school. It can be seen how the changes and development had both generating and inhibiting factors.

A commitment to transformational leadership and distributed practice was declared. This requires: good communication; both formal and informal opportunities for teachers at all levels to lead and a will to give teachers true leadership opportunity rather than delegated, system based tasks. The first two years with few middle leaders had a flat structure, a collaborative community but a need for a headteacher to develop culture and a reluctance to release control with the limitations of size and inexperience driving a reactive rather than strategic model with few developmental opportunities.

Organisational growth and increased experience leads to improved appreciation of leadership possibilities an emerging vision and a larger structure. The third year marked an introduction of talent spotting. Developmental opportunities began to appear suggesting a response to a developing vision. External demands and internal circumstances created a reluctance to fully share leadership. As the organisation grows the size of the structure grows and a choice to make this flat or tall reflects the existing vision impacting on the way in which leadership develops.

By year four the choice of a tall structure in the case study school created tensions within the system which had to be managed. There were increasing issues with communication and a divide between those selected for more senior positions and those left behind. The strength of this larger structure came from increased opportunities both for leadership but also for personal development. The opening of sixth form provision had a further destabilising effect but this was countered by more opportunities for leadership and many distributed leadership roles. This variation in vision, structure and development has the potential to exist within any school but has particular significance in a new and developing school.

CHAPTER 7 LEADERSHIP DEVELOPMENT REALISING A VISION OR A RESPONSE TO REALITY

LESSONS LEARNT FROM THE RESEARCH AND FUTURE IMPLICATIONS

Introduction

This is an important piece of research at a time when the face of education is changing. The rise in the number of new schools and academies drives a growing need to understand the complexity of these organisations and in particular the leadership within them. As has been seen in the research these schools operate in a wide variety of models: from small stand-alone organisations; to organisations formed from the amalgamation of existing school; with other schools opening within academy groups. Regardless of the type of school, in education the effectiveness of leaders is related to the successful delivery of a high quality education and the capacity to make this sustainable, while continuing to improve. This is evidenced through examination success and Ofsted judgements.

Although some academies are developing successfully as individual schools or as multi academies, not all new start up arrangements have been successful. Financial incentives have supported some of the new schools but Gunter (2011) questioned whether this financial input could impact on performance There has been some press criticism of the Academies Programme including this extract from The Guardian's online education editor (29th January 2014) who reported:

Six out of nine of England's largest chains of academy schools only passed the government's minimum GCSE targets through success in other equivalent qualifications that are soon to be disqualified or downgraded in national league tables.

Student performance in these new organisations is a key issue. For new schools or those subject to change, whether through re-launch, amalgamation or academisation, development is at an early stage and leadership is potentially not yet well developed. This reinforces the experience in the case study school which reflects the first generation of school establishment, growth and development. In this school the performance of the students took time to develop with teaching and learning moving from satisfactory to good.

Bush and Jackson (2002) claimed that excellent leadership was one of the main factors for high performing schools. These views are representative of a constant belief regarding the nature of leadership and the relationship to outcomes and provision for students. The perceived shortcomings in relation to examination results, or the questions regarding financial impact, shows that there needs to be greater understanding of the complexity around leadership and management and the way in which the action relating to leadership changes. There is also a need to understand how to secure the quality of teaching and learning in line with outstanding leadership.

In the case study the quality of leadership was judged initially (by Ofsted, 2005) to be good when teaching and learning was only satisfactory. Subsequently leadership was always seen as outstanding but, although student performance and the quality of teaching improved quickly to a judgement of good, they had still not reached the same high standards achieved for leadership. If leadership is the key to high performance in schools, what lessons can be learnt from this case study to accelerate the rate at which the leadership develops? How can some of the barriers be reduced? How can this complexity be better understood? How can effective

leadership be achieved more quickly so that it can impact on the success of the organisation and the student?

This chapter shows how leadership was developed in the case study school and reinforces the complexity of leadership and leadership development. The chapter uses the findings and the analysis from the previous chapter to examine how these relate to existing research. The interplay between the different dimensions of leadership and the change over time, challenges some of the existing static models. The research acknowledges and builds on prior leadership theory but moves it forward to provide future headteachers with an insight into the situations which arise, individual responses to these and the impact decisions have on the organisation.

The chapter begins with a discussion of both strengths and weaknesses of the research itself, together with actions taken to secure robust evidence in support of the case. The aims and research objectives are shown to have been achieved through the use of an insider perspective providing a strong evidence base in relation to the research problem itself. The uniqueness of the case and the conclusions arising from the research questions are presented and identify the original contribution to the theoretical and conceptual understanding of leadership in a new school environment. The key theoretical issues are established with implications for practice and for future research.

Strengths, Weaknesses, Limitations and their Management

The strength of the research is that it has provided an insight into the opportunities and challenges for leadership in a new and growing school, providing a rich account of a complex situation. By examining the case from within it was possible to build on individual perspectives to deconstruct and reconstruct a reality when

considering the development of leadership. Supported by interviews and documentation, it was possible to isolate causal events which impacted on decisions, structures and developments.

Working in a known environment is both the strength of the case but in turn can also be seen as a weakness. There was a risk that objectivity could be compromised through insider research. Lincoln and Guba (1985) warn that the researcher may be affected by long term engagement with the culture. Working from inside the organisation there were potential risks in relation to the quality of the data and the existing relationship with respondents, including power relationships. For this reason semi-structured interview questions were used to limit the impact. The questions were framed to limit the chances of replies being biased through power relationships or a need to impress. No assumptions were made with respect to responses and further clarity was requested from respondents rather than inferring meaning. The use of scoping interviews helped to frame questions and reduced researcher impact.

Further to this, the majority of the evidence came from the perspective of the headteacher. One might assume that this was a difficulty for the research but it was an in fact an important feature of the research, since the purpose of the research was to gain an insight into the way the leader developed leadership and as such it is the leader's perspective which is of significant interest. It is this relationship and shared knowledge of the case which gave a strength and uniqueness to the research itself. The on-going conversations regarding: the growth of the school; the development of leadership; the choices made and the impact of these choices provided a rich description. This was then revisited and reviewed in order to acquire a true understanding of the detail and to help to frame the interview questions for middle leader interviews. Without the closeness of the relationship the detail would have been lost.

A second argument might be made that by not including the leadership team then all leaders are not considered or that there may be missed views from other leaders in the schools. Members of the senior leadership team were not included in the study as they worked directly with the headteacher and delivered many of the messages from the headteacher. The choice was made not to include the views of senior leaders alongside those of the headteacher as this would reduce the opportunity to gain a balanced perspective. The overall requirements for any senior leadership team are similar between schools since there are statutory duties and strategic responsibilities. The research also began with a standpoint that all schools would have a senior leadership team in order to make it sustainable and to meet external expectations. The number of roles and nature of roles may vary but there is less flexibility in the construct of this team.

The benefits to the research were to gain perspectives which were a counterpoint from middle leaders with a different experience than those in senior leadership. The formation of leadership as a whole and the degree of distribution is therefore more evident when examining middle leadership. With regard to the selection of middle leaders the stratified sample used a small number of middle leaders. The interviews were curtailed when the opinions were recurrent and no new information was being acquired.

A limitation to the research came from the nature of the research as a small scale case study. There were a limited number of teachers holding leadership roles outside the senior leadership team. Although more respondents might have been desirable the interview evidence showed the range of responses to be quite limited with greatest variation related to time and experience within the school. Extending the number of interviewees was unlikely to add to the knowledge base. To improve the quality of evidence it would be interesting to compare these results with another school opening at a later date and contrast the experience of school leaders and the development of leadership within the other school.

A further, limitation of the case study is the fact that this cannot be generalised. However, as a qualitative study of a contemporary phenomenon it is possible to look at themes which are transferrable to other similar environments. The resonance with literature suggests that the individual factors are consistent with existing knowledge and the combination of ideas provide a new perspective. This is not always easy to summarise as there are many different elements. This is due to the complexity of the case, the rich description provided by the respondents and the nature of reality. By using the headteacher's responses as a start point, research lines of enquiry emerged. Middle leader responses and documentary evidence then led to the emergence of key features. These were checked by allowing response and feedback, thus preventing researcher bias.

Development of Leadership – Achieving the Aims and Objectives of the Research Questions

The research built upon an initial hypothesis that there would be a clear vision for leadership; which would then drive the structural design for leadership and the development of leadership itself. It is possible to consider leadership vision, leadership development and leadership structure separately. This hypothesis provided a novel approach when examining the key question, 'how does a leader develop leadership?' since it not only considered the ideas as separate facets of leadership development but also examined the relationship between them. A Venn diagram with three overlapping rings was used to represent the hypothesis. The research examined the concept of leadership as the interplay of these three strands.
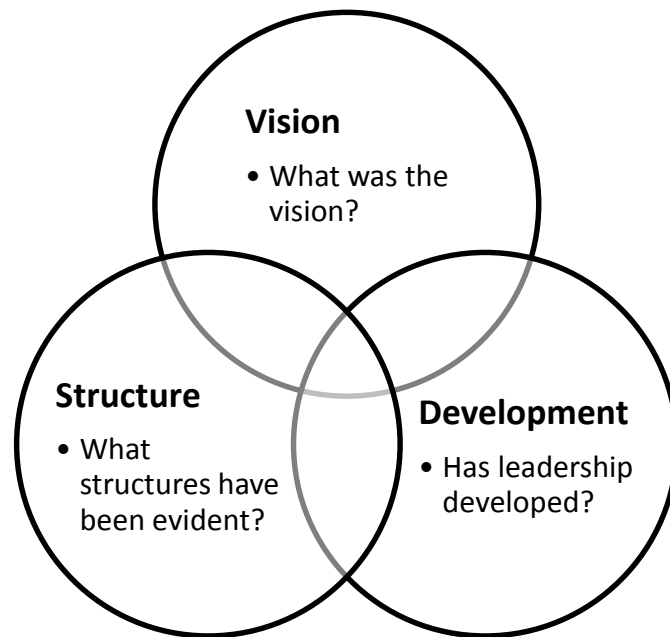
Figure 7.1 Three Interrelated Lenses through which to Examine Leadership

Figure 7.1 demonstrates the position at the start of the case study. The research began with a proposal that these strands could either exist independently of the others; or at times depend on one other strand; or have the potential to be mutually dependent; but there was no insight into the ways in which this might be evident. Evidence shows that vision, structure and development varied according to local circumstances and to the stage of development.

The first iteration of this model was not one I had anticipated. This unexpected start point reflected the reactive aspects of leadership. In chapter two the historic perspective regarding situation (Hersey and Blanchard, 1977) or contingency (Fiedler, 1967) was examined and this was expanded to reflect the work of Gronn (2009b), whose hybrid model reinforced the position. The evidence suggests that early structures will respond to the immediate situation and will not focus on development. At this early stage the headteacher's vision for leadership exists but is supplemental to the immediate need for robust structure and secure leadership.

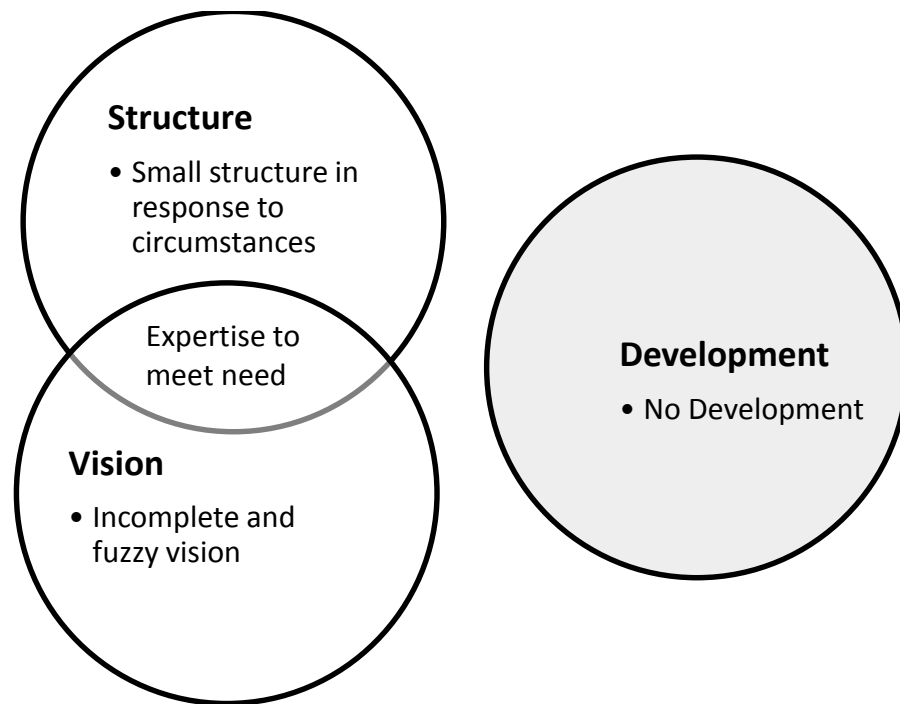The vision is exhibited as behaviour related to immediate needs rather than the driver for a strategic plan.

Figure 7.2 Stage One in the Process for Developing Leadership

Figure 7.2 places structure above vision to show how the first stage model is driven by the structure with an adapted approach to vision based on the immediate and structural needs with no developmental opportunities. At this stage there is no clear vision or any development. The leadership structure is the predominant feature. The vision appears more simply as an early idea or 'fuzzy' vision of what leadership might look like. The headteacher in the case study had stated: "I always assumed in my head that the subject leaders would be the most senior people." This idea reflected the original thinking at the time of appointment but did not exhibit itself as a future reality. The initial appointments and emerging structures were initially dependent on resources but then limited by the circumstances.

The existence of a 'fuzzy' vision alongside imposed constraints will impact on the possible choices regarding leadership. The case study headteacher described the model as a response to her need for expertise to complement her skills "a multi-disciplinary team". Effective school leaders will acknowledge the fact that they do not have the expertise in every area of leadership but a part of the role is to draw around them skilled practitioners in this way. This then provides a sound basis from which to build into the future.

The foundation contingency model limited by external constraints is not a strong and sustainable model. Against this limitation, a key feature in driving success is the nature and quality of communication (Bell, 1997). In the case study, the first phase depended on a small number of people with a pioneering spirit who would make decisions work. The research participants all acknowledged the importance of the communication within the small team and the rate of progress as a result of knowledge being shared. Following the launch of a new school it is important to generate a shared commitment since all aspects of the organisation need to be agreed and developed. The success at this stage comes through the headteacher's authority and support from key staff (Bell, 2007).

The lack of a clear vision but the ability to successfully grow and develop relates to the Davies and Ellison (2003, 163) description of futures thinking which "is not the same as a 'vision' but enables us to start asking the questions which help to develop the 'vision'." This experience is transferable to schools in challenging circumstances or rebranded schools. In the case of a new school the structures are driven by staffing numbers and school need. The case study school appointments included a few experienced middle leaders who could secure the safe launch of the school but with many young teachers and the majority of staff new to post since the funding prohibited large scale expenditure on staffing.

Structure
- new roles
- increased staffing
- structural growth
- responsive model

Development
developmental opportunities

management leadership

shared leadership expansion

planned structure
greater capacity
new expertise

communication
coaching
mentoring
recognising talent

Vision
- vision clearer
- futures planning
- response to influences
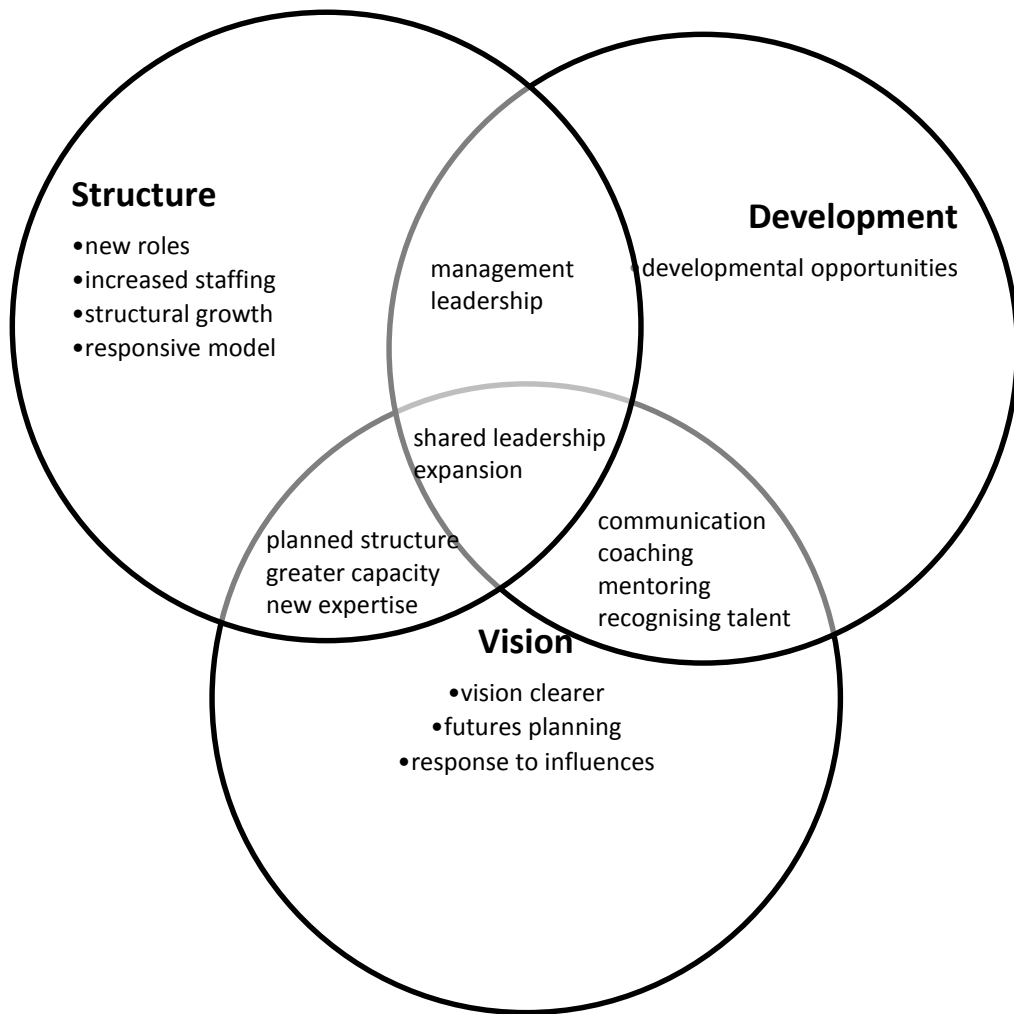
Figure 7.3 Stage Two

The Emergent Relationship between Vision Structure and Development

Figure 7.3 shows the emerging structure-development-vision relationship. This second iteration of the leadership development model in the new school retained the importance of structures but now needed to develop the personnel and the structures, with both these taking precedence over the long term vision.

During Stage Two structures evolve within the growing school and coincide with the development of leadership. These take priority over the long term vision but in doing so serve to give clarity to the vision. Initial roles and responsibilities begin to

shape leadership. In the case study school this was seen as an increasing hierarchy and a distinction between those seen to be leaders or managers. A lesson learnt from the case study was that during the growth phase the communication channels needed greater consideration and development since structural change created distance between leaders at different levels of the organisational hierarchy.

The structural growth leads to the creation of new roles which in turn provide developmental opportunities for teachers. At this point a headteacher must decide whether to promote those already in the school or introduce new teachers. Once again lessons can be learnt from the case study. In the case study middle leaders who opened the school expected to gain promotion at each stage of development. This could not be realised since the need for greater expertise and the need to respond to unexpected situations or contingencies were seen to supersede the original vision. The external forces again impacted on decisions regarding the nature of roles and the sharing of leadership. As a part of leadership planning, the headteacher needs to create leadership capacity in order to manage unexpected contingencies. If the vision is to promote from within, then training for middle leaders and leadership opportunities must be in place at an early stage. This will place sufficient individuals in a position to take on new and more demanding roles.

When the hierarchy is too great there is a difficulty communicating a vision and creating a sense of shared leadership. A management model begins to emerge within some remaining leadership roles. The development of leadership reflects the degree to which there is a belief that individuals can take a lead and that the roles require leadership skills. With a tall hierarchy there is a greater propensity towards development of organisational leadership rather than developing all individuals as leaders. Allowing more people to take a lead and allowing them direct access to the school leadership team; creates leadership opportunities, shares leadership and increase leadership capacity within school. Identification and management of

potential talent and the creation of opportunities to grow and develop, impact on the process of leadership development.

The subsequent choice of structure and the perception of middle leaders as either leaders or managers are then elements which dictate the way in which a leader develops leadership within the school. It appeared that a tall hierarchy helped to raise the pace of growth but the issues relating to communication suggest the need for the hierarchy to reduce to facilitate improved communication.

The emerging models drive the vision and futures planning which means new structures, leadership styles and leadership development opportunities are introduced. This hybrid model (Gronn, 2009a) metamorphoses as ideas are trialled and either developed or discarded. Within the case study this aspect of development caused tension for some of the middle leaders who felt that the time allowed for trialling was often too short and as such no opportunity existed to allow them to embed. In a growing school there is pressure on the headteacher to deliver success quickly and effectively. In the case study, the response to this was not to invest time in a model which did not appear to work. Headteachers must have a clear idea of what is required and provide good communication to the middle leaders. When middle leaders understand the rationale for an action, the procedures driving this, the success criteria and the necessary timescales they are more likely to retain the early attitudes and pioneering spirit. This is difficult since the establishment continues to grow and the headteacher may not always know the nature of the future needs.

There has been much discussion regarding leadership distribution both with regard to research over the last ten years and within the case study. The changing circumstances within a new school make it unlikely that leadership can be fully distributed, since knowledge sharing is limited by the degrees of communication in an expanding organisation. Harris (2013) argues that the evolving structure is

important as it will impact on the way in which members of the organisation work together and the routines which develop. So, where the early structure reflects the need to react when there is an uncertainty about the future and the changes which may take place, the structure itself is already influencing future vision and development. These early phases are important as demonstrated by Davies and Ellison (2003, 163) since "it does allow the school to build up capability and capacity to understand trends and the nature of changes that must be made".

At the time the research took place, the school was beginning to reflect the position of an established school. The vision was clearer and there was a better balance between vision, structure and development. The relationship originally imagined and presented as three overlapping circles, with vision as the most significant aspect, was beginning to become apparent. The dissatisfaction with the hierarchical structure suggested that change would continue. Vision for leadership is not a fixed phenomenon and is not necessarily the driving force for leadership development. The case study shows how internal and external circumstances impact on the priorities between structure, vision and development of leadership. The vision for the organisation is of a higher order and is positioned within ethos and strategic direction making it a more stable or static vision which may be adapted to reflect new knowledge but provides a solid basis from which to work.

By contrast the second order visions which support the organisational vision reflect the local climate and the state of the individual organisation at any particular time. There is no evidence that a strategic vision impacts on the initial development of leadership, but that the emerging vision reflects the beliefs of the headteacher and begins to gain clarity as the structures are established and leadership develops. The structure is at first imposed by size, circumstances and the specific need to set up school systems. The significance of the growing structure is that new roles are created and a hierarchy established. The nature of the roles and the number of

tiers within the hierarchy will affect the capacity to deliver and the nature of leadership.

Using the Evidence to Raise New Questions

The case study has focussed entirely on the first seven years. Continuous growth and change together with the introduction of new teachers creates a fragile platform from which to progress. Although, Gold et al (2003, 132) believed that successful leaders can work with, manage and search out change. Tensions existed between teachers, as a result of perceptions that new or younger teachers had better access to opportunities and information, with associated rapid career development. The years following initial set up could be seen as a perilous time, since the early drive and commitment had to be maintained, despite the fact, that some of those suited to set up could not adapt well to change. The culmination of a series of risk factors including: lack of clarity of vision and direction; poor communication; initiative overload; combined with an increasingly hierarchical environment, created a critical point in the development of the school and leadership. Leadership development was seen to survive many early tensions. But the question is: do views on leadership development remain the same as a school moves beyond the early years of significant change and development? It might be expected that as time moves forward the model may move more closely to the hybrid model examined earlier.

This need to keep the organisation safe suggests the need for a school to open with an experienced senior leadership team. From this premise, one can quickly articulate a vision; establish structures and develop the middle leaders. The multi-academy model often has a systems model (Hopkins and Higham, 2007) for training senior leaders, working in new schools, or schools requiring improvement, in order to import the skills (Fullan, 2004). The research would suggest that system

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leadership can have a positive impact on leadership development. System leaders have an understanding of leadership from the outset and the capacity to develop the organisation.

Despite the success in developing leadership, the success in developing teaching and learning was slow within the case study school. What then is the impact, of new leaders and developing systems, on the ability to deliver high achievement and excellent learning environments? Is it better to import an effective senior team with shared vision when opening a school? These could then develop less experienced teachers as the school grows. Alternatively can better systems be established more quickly, than the experience within the case study, where the skills of the participants grew with the school? How does the leadership experience differ between those starting with a complete senior leadership team and those beginning with few senior leaders?

Future Research

This research successfully described the key issues for a leader developing leadership in a growing and developing new school. It has however raised many more questions which future research has the potential to investigate. The two most prominent features requiring further research are: the nature of information and strategies for communication; and the relative strengths of using existing systems and senior leaders in comparison to growing talent within the school.

The research questioned a relationship between knowledge and power and as such future research might consider what communication facilitates distributed leadership and distributed cognition? How does one move from the small collegial pseudo-friendship group to a large effective organisation; while maintaining good levels of communication, and agreement at all levels as to the communication

which is needed? Communication is an important factor as it impacts on many aspects of leadership development. The vision needs to be communicated across the organisation and the strategy realised. The headteacher needs advanced knowledge of situations and possible futures to support planning and prepare for all contingencies. Leaders at all levels need appropriate information to have the tools to fulfil their roles. They need to be trusted with some wider information in order to enlist their trust, collegiality and engagement. Issues relating to the changing nature of communication and the difficulties communicating effectively through an organisational hierarchy appear to exist. School expansion and change environments need clear communication management. Further issues arose when some teachers were talent spotted early in their careers and seemed to know what was required to achieve promotion where others did not understand the criteria being used. Future research could help to establish effective models for communication of information, for all purposes and at all levels within the organisation.

The second focus for future research is to establish whether it is possible to make better preparation for the growth and development of an organisation. The two models which seem to exist are to begin with a start-up group who may be inexperienced and build from that point or alternatively to import an experienced team with established policies and practices which are transferred to a new school. The former model was evident in the case study and as such there were many challenges and barriers to development, which impacted on the quality of teaching and outcomes for students. The case study school developed middle leaders into senior leaders and less experienced teachers into middle leaders. The alternative system leadership model imports senior leaders and systems. If an existing system with a planned structure and developmental model is in place, there is potential to accelerate the school's development. However, the criticism levelled at many academies suggests that the alternative start-up model also has some inherent difficulties. Research might show the key factors which are successful for each type

of model and support future organisational development. The case study school was moving forward to take a lead role in a multi-academy trust. Would the issues experienced in the initial establishment of the school be reflected in the further expansion to system leadership across a group of schools? Can the lessons learnt from the first experience impact positively on future development? Is a school more effective if there is enough senior leadership capacity from the outset? The case study examined the development of middle leaders but the outcomes might suggest that there is a need for more senior leaders to drive capacity, effectiveness and sustainability in a school.

The Original Contribution To The Theoretical And Conceptual Understanding Of Leadership In A New School Environment

The new school context is unique. As a school grows, it changes with each new generation of students contributing to a changing profile. There is a sense of urgency to demonstrate good or better teaching. There are demands for early evidence of high performance. All these factors can lead to a risk-averse style of leadership. This can impact on the nature and style of leadership throughout the organisation. Differences in leadership style depend on the circumstances of the school at any moment in time. The case study school demonstrated this with a hero paradigm (Gronn, 2003) providing greater central control and transactional practice in the beginning and when the circumstances were challenging (Oduro, 2004). The headteacher confirmed a desire to share leadership but maintained a control model to keep the organisation safe (Bennett, 1995) exhibiting the fact that she had not reached a stage where she could trust others to lead (Oduro, 2004). This was consistent with the findings of Smith and Bell (2011) who showed that in challenging circumstances headteachers may work towards transformational leadership but operate using transactional behaviours. Initially leadership could be seen through the structures (Bennett et al, 2003) and hierarchies (Harris, 2005b;

Bush, 2011) within the organisation. This supports the principle of being risk-averse. The "hero leader" controls the environment and the structure supports this, since it is through the formal paid roles that individuals gain status and develop their careers, a concept examined in relation to structure and leadership development within the case.

One might suggest that a contingency model for leadership will follow (Fiedler, 1967) where the optimal course of action depends on the situation (Hersey and Blanchard, 1977) and as such the style of leadership is dictated by the situation (Hoy and Miskel, 1987), with effective leaders adjusting the focus to reflect the new situation (Adair, 2003). This can be an effective model when the leader can anticipate the situations which might arise. In fact, Gronn (2009b, 20) describes the "constantly shifting leadership mix or configuration". This then adapts or responds to environmental and situational changes which impact on the school. In the research it was seen that this was not always true.

It is this difference which makes the research unique. In a growing and developing school changes result from both internal and external needs. In this environment the similarity to other schools is that it is possible to take action related to an existing situation. Unlike established schools, there are more occasions when it is not possible to anticipate a future situation, or the way in which changes might appear. There is greater uncertainty since these changing circumstances occur over a short time period. The case represented in this study, evidenced changes to situations in each new academic year and, at times, within the academic year.

The response to a situation has to be effective at the time but it also needs to be sufficiently adaptable to support a future situation which is not yet known. The lack of experience of similar situations provides further challenge since it is then difficult to anticipate what the future change might be. The leadership within one year and the leaders in place must meet the needs of the present, anticipate a yet unknown

future and be sufficiently adaptable to respond to the future when it becomes the present.

This pseudo contingency model is drawn from the initial fuzzy vision where there is an idealistic belief of what can exist and be achieved. This is combined with decisions and actions which lead to each of the iterations of leadership practice. The growing experience and expertise of the headteacher, with an improving awareness of the nature of change can then make effective use of futures thinking (Davies and Ellison, 2003). Although a specific single vision for future leadership may not exist the vision for the school and a current vision of leadership may exist. These are reflected in the leadership which can be seen during any particular year. Current practice results from a combination of futures thinking and the existence of responsive adaptations.

Gronn (2009a) describes leadership as a hybrid model but the case study would suggest that to consider leadership hybrid does not go far enough. Gronn's (2009b) analysis of leadership recognises the possible configurations and changes which might take place but there is a dependence on intelligence to make a success of hybrid leadership. The collective intelligence of the different types of leadership groupings provide sufficient leadership density to respond to each situation or contingency. Within a new school environment and through the growth phase, leadership can be hybrid at any instant in time but the nature of the hybridity changes with time. As such leadership viewed in one year is not necessarily mirrored in the next. This means it is not always possible to plan for the situations which may arise since either changing requirements or inexperience are barriers to the development of intelligence within the organisation.

The intelligence described by Gronn (2009b) makes use of all the individuals' knowledge and skills for the organisation. Within this the headteacher creates groups or leadership models which are most beneficial to the organisation. In a

new school environment the skills of the individuals and their leadership potential are, initially, not known to the headteacher. The headteacher of a new school will inevitably appear reluctant to share information without knowledge of the skills, commitment and capacities of others. This leads to a risk-averse model where the early success comes from close communication and a pioneering spirit. As a school grows decisions are made which impact on the whole organisation. The research demonstrated that some members of the community miss the early close relationships. The absence of this relationship leads to a sense of being cut out of decisions and the related reasons for change. Strategies need to be put in place to manage this transition.

Gold et al (2003) recognised the importance of information management. Barriers to information management can have a negative impact on leadership development. The time allowed before deciding the success of initiatives, in the case study, appeared to be arbitrary. This led to rapid development but risked destabilising the organisation. This demonstrates the need to consider structures, development and information management. Information management must support the organisation's internal communication and the development of a leadership model; in the light of external situations and contingencies.

Leadership development and constructs for leadership have a complexity which is apparent in any school. Creating a leadership model and developing leadership, as a school develops, adds to that complexity. This cannot be seen as a linear growth model nor is it cyclical in nature. As Gronn (2009b) has demonstrated it is hybrid in nature based on the context, contingencies and information which exist. The case study has shown that in a changing environment the hybridity which exists at any point in time will not remain. Leadership development is a forward and backward movement with constant review and refinement. Hierarchies may grow and shrink. Roles within the hierarchy will change their nature and purpose. The priorities and needs for one year may be very different from the next. The development of

leadership sees new roles being introduced and later removed. Individuals gain status when their contribution is central to the process, but lose it when the agenda changes. Leadership development not only responds to contingency but also reflects current perspectives of needs and individuals.

The one perspective which does not change is that the purpose of leadership is to create an effective organisation. There is a drive to provide a safe environment for students, with high quality teaching, which leads to excellent academic progress. It is the headteacher's responsibility to adapt and develop leadership in pursuit of this. The headteacher's views on leadership roles and management roles, the potential of individuals to lead or manage, and the needs of the school will all lead to the degree of hybridity at any time. The leadership decisions support practice, at a point in time, and drive the teaching and learning agenda. It is clear from the research that it is not possible to set in place a simple model, regardless of its degree of hybridity, which will facilitate this aim from the start. A hybrid model will exist at any point in time. Some elements of this model will be planned and others will be responsive. Each time the needs change or as the views of the headteacher are refined the model itself will change. Since this is also dependent on individuals in the system a best fit to suit the current situation will be put in place. For this to be effective it needs to be well communicated. Middle leaders and others need to know that it will be subject to change and understand the rationale behind this. They need to know how and why these changes will occur. Their support and commitment needs to be achieved through the quality of communication.

Conclusion

This thesis questioned whether leadership development relates to the realisation of a vision or a response to reality. The evidence indicated that there had been progress, from an unclear plan for leadership development at the foundation of a

school, to a well-established and successful leadership model. This clearly evidences the manner in which the headteacher moved forward from early reactions to unplanned situations. Growth of experience and an increasing understanding of the situation led to a mixture of reaction, planning and response to known variables. Regardless of the reactive or proactive decisions made by the headteacher, it was seen to be crucial for an organisation to have leadership capacity to enable it to function well. In the case study school, the vision for leadership was not well founded, initially. The headteacher would have benefitted from greater experience of successful futures planning, including an awareness and analysis of risk. Initial appointments were made without anticipating the future skill sets needed to develop the school.

The findings demonstrate the need to invest time in futures planning before opening a school. This reflects the views of Gosling and Murphy (2004), that a vision and framework for leadership provides continuity in times of change. Futures planning must anticipate potential and alternatives for leadership models within a school. The case study successfully demonstrates lessons which have been learnt. This knowledge is applicable to other schools and as such is transferrable. Headship is complex and to be effective from the beginning it is better if structures come from the futures planning. Headteachers need support and should not be limited by models designed to meet basic minimum need, design and funding. To support this there needs to be planned investment in order to recruit specialists and experienced leaders and secure future leadership capacity.

The research focussed on the work of middle leaders and it was seen that leadership strength relied upon the energy and commitment of all the middle leaders and their motivation to succeed. When a school first opens there is an excitement and commitment to this success which energises the middle leaders. This is supported by communication which is immediate and conversational. In the case study this compensated for lack of experience, backgrounds of different

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organisational cultures and absence of an experienced senior leadership team. Organisations should not have to be dependent upon this. Later changes and adaptations made to the structures resulted not only from a changing perspective as the school grew but also from the fact that the initial structure did not provide capacity for growth. In the case study school the need to adapt led to an increasing hierarchy and related tensions when new young staff were appointed and the early drive, energy and enthusiasm were in decline. Collaborative practices and leadership training enhance the quality of leadership. This is compromised by the increasing pressures and high workload experienced by those who open a school with multiple roles. In the case study original starters were perceived to be tired.

The importance of good communication and the availability of information are featured throughout the research. Strong communication at the outset promoted collegial practice. Against this, the headteacher's lack of information regarding leadership possibilities and external factors, created barriers to leadership development. In developing leadership, headteachers' need leadership knowledge and understanding. They need to know future internal and external factors which might impact on leadership. Information has seen to be a crucial part of leadership development. Leadership will grow well if individuals and teams have information and contribute to the information held by the organisation. The headteacher must know what to communicate and how to communicate in order to inspire, engage and motivate all members of the organisation.

A school, having progressed beyond the transitional stage, gains greater stability with a critical mass of teachers contributing to a successful leadership model. It is then possible to set the strategic direction and clearly articulate a vision which is robust and can secure future success. As a school moves towards its full capacity an effective vision-structure-development model gives greater stability. It is well balanced with the development and structure being driven by the vision, since individuals have greater leadership capacity and resourcing is more fully in place.

This chapter has outlined this leadership change both over time and in response to the challenges presented by different contexts. It has highlighted the key themes which make the research unique. These include the examination of the interaction of the three lenses used for research: vision; structure and development. The examination of school leadership from growth to maturity and the impact of this changing environment add to the current thinking on leadership in schools.

Further questions need to be examined as regards the way in which better information and more strategic models for communication can promote the effectiveness of a school and support the work of leaders. The start-up models and the influence of specialist system leaders in contrast to a growth model need further analysis. Is it better to invest in the senior leaders and build the vision, systems, culture and capacity first or is it better to spot talent and grow the talent from within? The thesis offers future possibilities for research including aspects of communication; the benefits of system leadership in accelerating school effectiveness and the changes to leadership once a school is at full capacity.

The thesis moves leadership thinking beyond the descriptive model for distribution of leadership and the more sophisticated hybrid model. It examines the way in which hybridity forms a basis for discussion from which to view a leadership metamorphosis. Leadership should not be viewed as a fixed entity or even a concept linked to a specific number of skills and features. It is more helpful in the context of schools at least, to view leadership as a fluid and flexible process that is both shaped by and shapes the contexts within which leadership is deployed.

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A number of documents contributed to the research. These were made available for the purpose of triangulating evidence and enriching the research.   The documents referred to are either Ofsted Reports or school based information. As such these remain confidential to support the ethics of the research.

The table below outlines the documents used, their use in the research and their source.

Document	Research Reference	page	Source
Ofsted Inspection Report	Ofsted, 2009	1, 3, 6, 64, 65, 74, 88, 138, 164	http://reports.ofsted.gov.uk/ accessed Sept 2010
Ofsted Inspection Report	Ofsted, 2012	2, 3, 4, 64, 65, 74, 75, 88, 164	http://reports.ofsted.gov.uk/ accessed Sept 2012
Ofsted Inspection Report	Ofsted, 2005	165	http://reports.ofsted.gov.uk/ accessed Sept 2008
Categories from Which Interviewees Were Selected	Figure 3.1	66	Drawn from Organogram Available from HR department
Profiles of Interviewees	Figure 3.2	67	Drawn from Organogram Available from HR department
First Year: Leadership Structure	Figure 4.1	104	Organogram Presented to Staff and Governors Autumn 2004 Available from HR department
Early Years: Leadership Structure	Figure 4.2	106	Organogram Presented to Staff and Governors Autumn 2005 Available from HR department
11-16 School Leadership Structure	Figure 4.3	108	Organogram Presented to Staff and Governors Autumn 2006 Available from HR department
11-18 School Leadership Structure	Figure 4.4	111	Organogram Presented to Staff and Governors Autumn 2009 Available from HR department
Academy Leadership Structure	Figure 4.5	114	Organogram Presented to Staff and Governors Autumn 2011 Available from HR department
Destinations for First Year Appointees	Figure 5.1	126	Available from HR department
Recruitment to Leadership Posts	Figure 5.2	128	Available from HR department

Key Questions	Themes	Breakdown of Themes
What is the aim?	How is this perceived?	To what extent is this, the vision of the headteacher?
	How is it communicated?	
	How are governors involved?	
	How are all leaders involved?	

What is the role and purpose of leadership within the school?	Raising Capacity	To what extent is the leadership structure designed to raise capacity? How does this impact on staff perceptions and workload? How does this impact on school improvement?
	Ethos and Culture	
	Collegiality	Collegiality within teams and between teams
	Responsibility	Whole school Leadership area Professional accountability
	Influence	Internal and External
	Effectiveness	
	Professional Development	

What is the perspective of those outside the senior leadership team?		

Initial Ideas for Investigating the Lenses (Vision for Leadership)

Appendix 1

Key Questions	Themes	Breakdown of themes
What are the changes and developments which have impacted on leadership during the seven years from foundation to establishment?	Formal Leadership Structures	What proportions of teachers have leadership roles? What is the balance between senior leaders, middle leaders and other teachers?
	Hierarchy	How has the hierarchy changed? How many tiers exist at different times?
	Nature of Leadership	Who leads and at what level? Who has had leadership opportunities and why? Informal leadership
	Effect of time and growth on choices	

How have leaders outside the senior leadership team (middle leaders) been developed during this time?	Leadership of Learning	Leading events and activities beyond the classroom. Leading and contributing to the development of learning. Leading learning through taking unfamiliar Responsibilities.
	Reflective leadership	Leading on monitoring and evaluation. Instruction versus mentoring and coaching.
	Leadership learning	Performance management and continuing professional development (CPD). Learning from others within and beyond the school. Leading and contributing to CPD.
	Systemic leadership	Experience of more senior roles. Participation in whole school and community development. Contribution to innovation.

What types of leadership are evident over this time?	Forms of leadership	Types of leadership based within leadership theory.

	Distributed leadership	As a current educational perspective.
		
		Opportunities for distributing leadership.
		
		Distributed Leadership is **given** in the following ways:
		• Formal
		    o Through Roles;
		• Pragmatic
		    o Through necessity;
		• Strategic
		    o Developing leadership through the school;
		• Incremental
		    o Giving responsibility and raising capacity;
		• Opportunistic
		    o Extended roles for those who take leadership initiatives;
		• Cultural
		    o Reflection of school culture and tradition.
		
		Distributed Leadership which has been **taken.**

Initial Ideas for Investigating the Lenses (Leadership Structure and Development)

Date	Action	Information
8th February	Start of Research Meeting	BERA guidelines discussed, outline of plan, themes to be discussed and agreement for research to take place confirmed.
13th February	Recorded Interview	Vision Early ideas for Leadership Model. Knowledge of leadership theory. How might leadership develop? Some teachers progressed and others didn't what are the reasons? What changed that may not have been expected?
14th February	Recorded interview	Identifying potential leaders. Personalities and traits. Adapting to change. Leadership potential and leadership ceiling. Leaders and managers.
16th February	Follow up questions	Some points for clarity shared.
7th March	Recorded Interview	Leadership posts and management posts. Supporting and developing leaders. Things which could have been different. Training models and provision for leaders. The benefits to school or individual of training courses. Changed perception of leadership roles and management roles. When was change first noticed? Constraints, compromises, barriers etc. for a developing school. Internal and external factors. Is the experience the same or different than that for an established school?
16th March	Recorded Interview	Construction of formal leadership teams. Choices and decisions. Subject based leadership. Other leaders. Informal leaders. Opportunities for middle leaders to take a lead on specific issues within their specialism. Opportunities to lead outside area of expertise. Preparing middle leaders for more senior posts. The use of monitoring and evaluation. Middle leaders developing their teams. Performance management and professional development.
March 29th	Recorded Interview	Conditions created to support leadership at different stages in school's development. Success factors in developing effective leaders. Model for effective leadership. Barriers Lessons learnt in identification and development of middle leaders. Lessons learnt in development of leadership model. What could have been different?
July	Follow up questions	Questions for clarity where recorded responses did not give a clear picture.
18th August	Written Feedback to headteacher	Draft of headteacher responses for accuracy checks.
22nd August	Response from Headteacher	Written response from headteacher with comments.

Research Diary for Data Collection From The Headteacher

1. To what extent do you see yourself as a school leader?
2. How have you seen your role change since coming to the school?
3. What are the opportunities and barriers for you as a leader?

4. What distinguishes leadership from undertaking directed or delegated tasks and managing people or tasks?
5. How are leaders identified and developed within the school?
6. What internal and external factors impact on your work?
7. What lessons have been learnt regarding your own leadership?

8. How do you think the leadership structure of the school has changed since you arrived?
9. How has this affected the roles and responsibilities for those outside the senior leadership team?
10. Can you identify key times when changes have taken place and suggest reasons for these changes?

11. How important are communication and communication style, both regarding the communication of information e.g. Vision, policies, strategies etc. and communication with people?
12. How is information communicated to you?
13. How do you share it with your team?
14. How has this changed as the school has grown?

15. What do you understand by the school ethos?
16. How does this impact on your work?
17. How does this relate to the vision for the school or strategies which are in place?
18. Have the vision and strategies changed?

19. What has developed well?
20. Where have the challenges been?
21. How have they been managed?
22. What could have been changed at any stage?

23. If we were to start again what should or could have been different…when and why?

Outline Questions for Semi-structured Middle Leader Interviews

Vision - theory – strategy

- I think every member of our school community works so hard to achieve that goal within their own department.
- They are all interlinked. The way the school plans to move forward is based upon the ethos. They based that strategy on it and they are all interlinked together. If successfully tied together it would mean that the school makes a huge jump in the right direction. I think they are all as important as each other but have to be tied in correctly.
- I think the ethos underpins everything we do.

Vision - philosophy – ethos

- I think it is about support and encouragement at its essence and Christian values.
- I wondered today how much the Christian ethos impacts on our staffing.
- I think the staff are incredibly supportive of each other.

Development - leadership - develop team members

- I would certainly consider myself a leader within the school in so far as I have quite a large team in various different stages of their career. So I feel really strongly that I lead my subject leaders in particular.
- I am then trying to allow them to lead their teams, so as such I am trying to lead quite a big team.

Structure –role – responsibility – leadership area

- The fact that I am responsible for a whole year group, for their pastoral care and to an extent monitoring their academic achievement, but also that I manage a team of tutors and a year coordinator.

Examples of Coded Extracts from Teacher Interviews

Vision

Vision	Philosophy	Aims Governors Ethos	
	Theory	Strategy	
	Experience		
	Communicating the vision	Emotional response	Church personal

Structure

Structure	Models	Nature	Who leads? Which roles are leadership? Collaboration
		Reasons	
		Barriers	Constraints
	Roles	Purpose	
		Change	Individual
		Culture	empowerment
		Responsibility	Whole school Leadership area Professional accountability Information
		Influences	Internal external
		Barriers	Information Constraints
		Opportunities	

Initial Coding Model (Vision and Leadership Structure)

Development

Development	Structures	Key Events	Effect of time Choices Changes
		Changes to hierarchy	How many tiers? Impact of change Who leads and why?
		Informal leadership	How they emerge? Why? Strategic models Other informal leadership Contribution
	Leaders	Identification	Personality Traits
		Collegiality	New school effect Relationship with peers and line managers
		Training	Courses Opportunities Coaching
		Effectiveness	Responsibility Accountability
		Professional Opportunities	Experience Shadowing others
		Individual	Qualities Behaviours Traits
		Leading Learning	Events and activities Beyond the classroom Development of learning
		Reflective Leadership	Participation outside normal brief Use of monitoring and evaluation Develop team members
		Leadership Learning	CPD Performance management Learning from others
		Systemic Leadership	Experiencing more senior roles Contribution to innovation Participation in whole school development

Initial Coding Model (Leadership Development)