



Instituto Universitário de Lisboa

**SCHOOL LEADERSHIP APPROACHES AND
CHALLENGES – A STUDY OF INTERNATIONAL
AND PORTUGUESE SCHOOL LEADERS IN
PORTUGAL**

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-Spine-

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Abstract

The purpose of this qualitative study was to investigate the leadership styles and challenges encountered by Portuguese and International school principals in the Lisbon area.

The research is based on primary and secondary data. Secondary data was collected from the relevant literature. The primary data was collected via personal interviews with five Portuguese and five international school principals. The interview questionnaire followed the four main stages suggested by Gillham (2000), and the results of these were discussed to the literature on leadership theories and concepts.

Research shows that there are differences on how international schools and Portuguese schools are governed. The answers from the participants of this study validate what is suggested in the research.

International and public-school principals have to face many challenges in their day to day of running a school. The implementation of changes in the school, curriculum alignment and consistency are common challenges found by the international and Portuguese school principals. However, the study demonstrates that international school leaders are concerned with stakeholder's expectations while Portuguese school principals would rather have more autonomy and less bureaucracy. The literature suggests that a leader needs to have a wide range of characteristics and the ability to apply them according to the situation and circumstances and this has been verified in the study. The two common personal traits identified by all participants are, being a present figure in the school and to be an effective communicator.

All the participants in this study were able to identify personal strengths and areas for improvement. All international and Portuguese school principals recognised that getting involved in too many projects was the area of work they needed to improve whereas being assertive has been equally identified by all participants as a common strength. The ability to reflect and acknowledge these two personal areas has been suggested in the literature to be crucial in effective leadership.

The findings conclude that school principals prefer a democratic leadership style in both scenarios, international and the Portuguese schools, and that empowerment and supporting staff to implement new ideas are motivational strategies.

Keywords:

School Leadership, Leadership styles, International School Principals, Portuguese School Principals.

Resumo

O objectivo deste estudo qualitativo era investigar os estilos de liderança e os desafios com que se deparam os directores de escolas portuguesas e internacionais na área de Lisboa.

A pesquisa é baseada em dados primários e secundários. Os dados secundários foram recolhidos a partir da bibliografia relevante para o tema. Os dados primários foram reunidos a partir de entrevistas pessoais com cinco directores de escolas públicas portuguesas e cinco directores de escolas internacionais. O guião para as entrevistas seguiu as quatro principais etapas sugeridas por Gillham (2000), e os resultados destas foram relacionados com a bibliografia sobre teorias e conceitos de liderança.

A pesquisa mostra que há diferenças na forma como as escolas internacionais e portuguesas são geridas. As respostas dos participantes neste estudo confirmam o que é indicado na pesquisa.

Os directores de escolas internacionais e públicas têm de enfrentar muitos desafios no seu quotidiano de gerir uma escola. A entrada em vigor de mudanças na escola, na organização do curriculum e a estabilidade são desafios comuns com que se deparam os directores tanto das escolas internacionais como das portuguesas. Contudo, o estudo demonstra que os líderes das escolas internacionais estão preocupados com as expectativas da administração, enquanto os directores das escolas portuguesas preferiam ter mais autonomia e menos burocracia. A literatura consultada sugere que um líder precisa de ter uma ampla variedade de características e a capacidade de as aplicar conforme a situação e as circunstâncias, e isso foi confirmado pelo estudo. As duas características pessoais identificadas por todos os participantes são ser uma figura presente na escola e a competência em ser um comunicador eficaz.

Todos os participantes neste estudo foram capazes de identificar os seus pontos fortes e as áreas a melhorar. Todos os directores de escolas internacionais e portuguesas reconheceram que envolverem-se em demasiados projectos era a área a melhorar enquanto que ser assertivo foi identificado por todos os participantes como um ponto forte comum.

A capacidade para reflectir e reconhecer estas duas áreas em si próprio foi identificada pela literatura consultada como essencial para uma liderança eficaz.

Os resultados do estudo concluem que os directores de escola preferem um estilo de liderança democrático em ambos os casos, tanto nas escolas públicas como nas

internacionais, e que autonomizar e apoiar os colaboradores para implementarem novas ideias são estratégias motivacionais.

Palavras chave:

Liderança nas escolas, estilos de liderança, directores de escolas internacionais, directores de escolas portuguesas.

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Chapter 1 Introduction

Don't limit a child to your own learning, for he was born in another time.

Rabindranath Tagore (Indian Poet and writer 1861-1941)

Schools were created to be places of education where citizens can gain skills and attributes in a variety of forms, from interpersonal relationships to acquisition of specific knowledge covered in a curriculum or program of education. In present days, there are many types of schools such as Religious schools, Public schools, Private schools, International schools, Especial Education schools, Montessori schools, IB schools amongst others. The variety of programs of education offered, population diversity and social pressure on schools to deliver the right curriculum can make schools a unique and challenging type of organisation to manage.

Generally, schools are run by a governing body working with someone who is in charge of the school. This person works under the title of, headmaster, headmistress, director, principal depending on the culture of the school and has the highest responsibility of the management of the school. There are many roles principals need to fulfil such as shaping the vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, managing people, data and processes among many others. Education leadership research shows that most school variables, considered independently, have little impact on learning (OECD, 2003). The most significant change happens when individual variables combine to reach the whole school population. Producing the circumstances under which that can occur is the job of the principal (OECD, 2003).

The literature offers different conceptual models and critics on school leadership practices and how much these influence the success of these organisations. Leadership is often a synonym of influence. The influence leaders have on followers can produce long-lasting benefits for an organisation. The mark leaders leave on other people, and the mark leaders go on the organisations they are involved in (Hunter, 2013). Successful school leaders can influence student achievement in several meaningful ways, both through their influence on other people or features of their organisations as well as their influence on school process. (Stephen, Darling-Hammond, LaPointe and Meyerson, 2005). To enlarge the leadership capacity of schools attempting to improve their academic performance,

some principals involve teachers in sustained dialogue and decision making about educational matters. (Marks and Printy, 2003).

This study proposes an investigation of school leadership approaches and challenges encountered by international and Portuguese school leaders in the Lisbon area.

1.1 Background

In Portugal, schools can be privately owned, part-funded or funded by governments. Schools funded by the Portuguese government are called public schools and students will benefit from a tuition-free education. In part-funded schools, the students are required to pay a percentage of their tuition fee.

Privately owned schools are independent of the government and can offer a national or an international curriculum. Students pay a tuition fee and classes have fewer pupils and access to broader extra-curricular activities. Teachers have more control over the curriculum, and the school management team can decide on their budget priorities. Staff recruitment is one of the key aspects in which private schools differ from public schools. In public schools, the principal has to be a member of the school, usually a teacher, or someone from an educational background and is elected for the position every four years by the school general council. The candidates for principals have to submit an educational program. In private schools, the principals may come from various backgrounds, are recruited by a board of governors, trustees or directors, depending on the structure of the school and can remain in the position for several years. Principals play a key role in enhancing school outcomes, and there is an increased emphasis on academic achievement added to the role of the principals (Hornig, Klasik, and Loeb, 2010; Price, 2012).

In recent years, as the educational system moved to decentralisation the principal's role became more and more demanding. They are expected to comprehend and interpret the curriculum's guidelines and to provide the necessary leadership to motivate and empower their teachers, but also to increased personal responsibilities as pedagogical leaders (Androniceanu, Ristea and Udaa, 2014).

In addition, increasing global flows of students, information and ideas, the realities of globalisation, and an increasingly interdependent world have meant that many educators at the secondary school level are currently struggling with the issue of how to internationalise the curriculum and increase inter-cultural understanding among students. Moreover, complex and troubling issues, such as new technologies and artificial

intelligence, in the world have added urgency to the need for consideration of what knowledge, skills, and pedagogies schools should focus on the curriculum into the future (Tudball, 2015).

Preparing students for the 21st century has become a frequent topic in education, based on the assumption that we have moved from an information age that depends on knowledge workers and analytic thinkers to conceptual age that depends on the ability to combine creativity and analyses (Pink, 2005).

As the world starts to discuss the implications and impacts of artificial intelligence, business leaders probe education leaders to review school curriculums. Fear grows in workers, of losing their jobs, over to machines which are able to deliver in a few hours what they used to produce in a full day of work. The twenty-first-century technology revolution is not only replacing manual and repetitive jobs but may also be creating knowledge gaps that need to be addressed in school curriculums.

In the words of Jack Ma, founder of the Alibaba Group, China's e-commerce giant, during this years' World Economic Forum, "if we don't change the way we teach, 30 years from now, we're going to be in trouble." (www.weforum.org)

Principals may be expected to be the mediators on decisions that need to be made with regards to school administration and improvement, staff performance and development and students' needs and achievement. Also, principals are required to manage and to meet stakeholder's expectations.

The issues above are, amongst others, those facing education and education institutions. Individual and personality traits from school principals and the application of different leadership concepts in public or private schools will dictate the fate of schools and education programs across the world.

1.2 Research objective

Intellectual and academic activity on educational leadership dates back from 1970s but researchers suggest that there's been only few developments since (West-Burnham, 2013). There seems to be professionalism across the literature, and principals' leadership and the work available show great effort on what has been done (West-Burnham, 2013). The principal job today is much more demanding than used to be. For example, the typical elementary school principal today puts in more extended hours (an average of nine hours a day 54 hours a week), leads a larger school (an average of 425 students) and supervises

more people (an average of 30 teachers and 14 other staff members) than the typical principal in the past decades (Ferrandino, 2001).

West-Burnham, (2013) suggest that educational leadership theories tend to be borrowed rather than initiators. This leads to the researchers and leaders interest in a particular model that can prevail for a period of time until is replaced by the next theory. Furthermore, it seems that there's still no deep consensus as to the boundaries of leadership and management and the issues are often cultural rather than academically distinctive (West-Burnham, 2013).

School contextual factors and teacher turn over are also challenges encountered by school leaders. Teachers appear to derive greater satisfaction from their work and more likely to be in teaching when they perceive themselves to have a greater autonomy (Johnson, 2006). Teachers are more likely to stay in schools where they have the opportunity to contribute to schoolwide decision making, such as decisions about scheduling, selection of materials, and selection of professional development experiences (Boyd, Grossman, Ing, Lankford, Loeb and Wyckoff, 2011). School principals shape the conditions for educators and are the prime factor in determining whether teachers stay in schools. Therefore, good principals are vital to the effectiveness of schools.

The literature offers a range of leadership approaches used by school leaders, which will be presented in this study. However, there are limited studies comparing leadership approaches and challenges that school principals experience in the public and international education in Portugal.

As a result, the goal of this master thesis is to investigate how the international school principals fair in comparison to the Portuguese school directors in their leadership approaches.

Five research questions will guide this dissertation in answering to its purpose:

Q1- What are the main challenges of school leaders in international and public education?

Q2- What are the most important characteristics a leader should possess in international and public education?

Q3- How school leaders motivate and retain staff in international and public education?

Q4- What are the common and different leadership styles used by international and public schools' principals?

Q5- What are the strengths and areas for improvement in international and public school's principals?

1.3 Structure

To understand the school leadership and its influence in the school context, the study is composed of five chapters. The first chapter presents the introduction, background and the research objective. The second chapter presents the argumentation to base the research, literature review on leadership traits theory, leadership styles, and an overview of the international and the Portuguese educational systems and leadership. The third chapter presents the methodology, research design and data collection followed by the results and main findings on chapter four.

The study ends with some final reflections, taking into account the articulation between the objectives of the study, the data collected and their interpretations. Finally, suggestions are made for other possible and future studies.

Chapter 2 Literature review

Leadership – the state or position of being a leader – as it is defined in the Oxford dictionary, and it is generally accompanied by a variety of pronouns' and relatives – leadership style, good leadership, leadership qualities, strong leadership, party leadership, authentic leadership, charismatic leadership, spiritual leadership.

A leader is someone who has a vision for the future and can operate with a specific strategy which can influence others to maximise efficiency and achieve organisational goals. There are leaders in all sectors of society and all levels of the organisations. However, to have a leader, there must be followers (Maxwell, 2009).

There seem to be several theories that are common and important to leadership.

2.1 Leadership Traits Theory

Research show that leadership has been studied related to the subject's personal and innate characteristics. Personal traits of the leader, such as physical, intellectual and social were thought to be determinates of potential leaders. Thus, arises the theory of personality traits that are considered that the leader had characteristics that identified the subject and which made the leader the great man. The leader was then seen as possessing potential or up-to-date characteristics, and this competence was a stable trait of personality (Chiavenato, 2003). Citing the same author Firmino (2008), mentions that the leader must possess twenty-one personality traits: Intelligence, optimism, warmth, communicability, open mind, entrepreneurial spirit, interpersonal relationships, empathy, risk-taking, creativity, tolerance, drive, enthusiasm, willingness to listen, vision, flexibility, responsibility, confidence, maturity, curiosity and insight.

Sergiovanni (2004) suggests that the leader's personality traits influence the objectives and conceptions that define the schools where they work and then act with the boldness and conviction to advance and sustain these same conceptions.

Bilhim (2008) argues that the personality traits are not sufficient to identify leaders of non-leaders, much less to differentiate competent leaders from non-competent ones. However, there might be some suggestions in determining the personality traits that are associated with leadership, thus a leader with a specific trait could be helpful in a situation and useless in another.

2.2 Leadership Styles

The diverse styles of leadership and the way they are developed in educational organisations demonstrate that leadership exerts influence on multiple domains of school life and school as an organisation.

Leadership is closely linked to emotional intelligence skills and the relationship to work atmosphere and performance. In this respect, (Goleman et al. 2007) categorised leadership in six styles, four of to promote harmony and positive outcomes and two to create tension. The author identifies harmonic styles such as the visionary, the coaching, the affiliative and the democratic while the commanding the pacesetting will create stress and anxiety. All styles should lead to performance improvement; however, it is suggested that tension should be approached with care and must only be used in specific situations. Below is a description of each of (Goleman et al. 2007) leadership styles taking into account the organisational atmosphere and in what situation each style may be appropriate:

- Visionary - The leader is able to influence and guide people to a shared vision. The leader has a strong and positive impact during times of change which require a new vision and is able to provide appropriate support and guidance.
- Coaching - The leader is able to make the goals of the organisation relevant to the wishes of the dependents. This has a positive impact during collaborative tasks improving long-term skills.
- Affiliative - The leader can build harmony by improving people's relationships. This promotes empathy, improves relationships, and it's particularly useful to minimise group disagreements.
- Democratic - The leader values the contribution of each member of the group and is able to maximise commitment through individual participation. This has a positive impact and is appropriate when it is intended to achieve coherence across the tasks at hand.
- Commanding - The leader is able to make it challenging for the group to achieve difficult goals. This can be negative if the leader isn't able to convey the correct message. When it is done right it but can be very useful to produce high-quality results from highly competitive teams.
- Pacesetting – During critical times, the leader is able to provide clear instructions and release tensions. This can be particularly useful as it facilitates the resolution of certain conflicts when it comes to difficult dependents.

Goleman et al. (2007) suggest best and most effective leaders act according to one or more of the six different leader styles however, it should be noted that the leader needs to master one or several leadership styles at one occasion and still be able to apply others in other occasions. The key is to reinforce the emotional intelligence competencies which trigger styles of leadership and change from one to the other according to the circumstances (Goleman et al. 2007). The authors also suggest that leadership skills are learnt, but it is not a simple process, it takes a lot of time, and it requires commitment and dedication. However, the result and the effects that emotionally intelligent leadership brings to the people and organisations are long lasting and stimulating.

In his research, Goleman et al. (2007) suggests that among the six leadership styles, the visionary style is the most effective. This style continually reminds people of the primary purpose of their work. Visionary leaders are able to give more meaning to the day to day tasks and inspire the actions of others. These leaders point out goals that are true to themselves and that are attuned to the values shared across the organisations. For genuinely believing in this vision these leaders win people over with ease.

How leaders manage their feelings and use them to achieve their goals depends on emotional intelligence. Charisma and empathy is a natural gift from emotional intelligent leaders, making the emotion and enthusiastic energy of those leaders' breath across the group. As a result, with an emotionally intelligent leader, people feel mutually supportive, sharing ideas, learning from each other, making decisions in a collaborative atmosphere making things move forward. On the other hand, if the leader has no charisma or empathy, people follow the working routines but only do the essential instead of giving their best. If the leader does not use a good deal of positive feelings, he or she may be able to direct but not to lead. One of the primary functions of a leader is to generate enthusiasm, optimism and passion for the work to be carried out, as well as to cultivate a culture of trust (Goleman et al. 2007).

In Glanz's (2003) perspective, each qualitative type has unique attributes that determine the strengths and leadership skills of the individuals belonging to it. All people can lead, although their respective talents and influence vary greatly. Any successful organisation results from a combination of the abilities of leaders of all kinds.

Furthermore, Glanz (2003) propose some fundamental insights on the different leadership styles. According to this author it is not practicable to qualify which style is better as all people have, and the organisations need, all kinds of personalities to function well. According to Glanz (2003) everyone has the ability to lead however people have different

talents and each individual has specific attributes and can contribute in a unique and valuable way to the organisation.

The theory of natural styles of leadership states that each of us has the ability to lead in the right circumstances, but leadership depends on the context (Glanz 2003).

There are three distinct styles of leadership distinguished by Chiavenato (2003) that are linked to the personal characteristics and personality traits of each individual.

- Autocratic leader – is the leader who decides everything, without giving any freedom to intervene to others to intervene. The leader establishes the whole process of working organisation from distributing tasks to the results. The leader praises and punishes the members of the group personally and rarely considers dependents as people but rather as units of work.
- Democratic leader – is the leader who discusses all the guidelines with the group until the decision is made. It is the group that decides autonomously the procedures and the tasks to be carried out as well as its form of organisation to reach the organisation's goal.
- Liberal leader – is the leader who gives complete freedom in the group as well as individual decisions. The leader's participation is minimal focusing only on providing suggestions to be able to add something to the group. Dependents have absolute control over the tasks and how to reach their objectives. Sometimes this type is disadvantageous when there are strict objectives to be attained.

2.3 Leadership and Management

The perception of leadership in schools can be viewed as school managers as well as the school administrator and school principals may get into conflict with the terminology. Regardless of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance -leadership-, routine maintenance of present operations – management- and the other duties –administration- (Dimmock, 1999).

According to Rodriguez (2005), management is a strategy of cohering, merging, coordinating, working together with the intention to achieve results and fulfil a social role.

The manager's old roles (such as managing, controlling, conveying directives, defining roles, proposing organisational formulas or praising their dependents) are certainly still

needed but not sufficient (Duluc, 2001). The author suggests that companies require new managers to evolve into new roles such as encouraging group ideas, tracking competencies, empowering and improving cross-cutting performances. These new roles characterise more functions of a leader than the functions of a manager.

Furthermore, Duluc (2001) suggest that the age of management, which consists of giving orders, is being replaced by the age of leadership, which is based on the will to do. Management is understood according to a top-down view and focuses solely on dependents. Leadership practice is not limited to this. The role of a leader is applied beyond hierarchical responsibilities and concerns all relationships: towards dependents, colleagues', customers and others (Duluc, 2001).

Schools require leadership that makes people trust schools as an ideological system and give meaning to the work they are meant to provide. school leadership plays a role in conveying facts, values and ideas in school rather than only managing human resources (Gomes, 1993). The author refer to management with the relationship with people. If a manager does not appreciate the importance of working with people, listening and providing guidance, then he or she has no competence to be a manager. Having good technical skills is not enough. A manager should also have excellent, planning, organisational and leadership skills to manage not only what he or she does but also to manage the people who work for them. In summary, leadership and management have two different functions and involve different procedures.

2.4 School Leadership

When talking about school principals, many images come to mind. A leader is an on-the-spot decision maker with clear vision, an articulator for that vision for the public and the staff, a person whose academic background is strong enough to make her fluent of the school's curriculum and an expert in pedagogy, a "people's person", a situational manager (Donaldson, 2006)

In addition, recent research investigated different types of school leadership concepts such as; transformational and instructional Marks and Printy (2003), distributed leadership Scribner and Sheldon and Vicki and Myers (2007) and other authors explored participative and directive leadership Somech and Wenderow (2006) authentic leadership George (2013) and collaborative leadership Rubin (2009).

Table 1 - The distinct concepts of school leadership

Concept	Designation	Author and date
Instructional and transformational	Focus on the leadership relations between principals and teachers and the potential of their active collaboration to enhance the quality of teaching and student performance.	Marks and Printy 2003
Distributed leadership	It relates to two teacher teams and shared governance structures and the fact that teams can organise to either find or solve problems.	Scribner, Sheldon, Vicki and Myers 2007
Participative and directive leadership	A contingency model suggesting that the effects of a leadership style allows to examine simultaneously the impact of participative and direct leadership.	Somech and Wenderow 2006
Authentic leadership	Formally acknowledges the role played by values in influencing leadership behaviour.	Branson 2007
Collaborative leadership	Refers to school-wide leadership exercised by those is management roles.	Hallinger and Heck 2010

Research suggests that decades of analyses and thousands of studies in this century have produced more than 350 definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders (Cuban 1998).

Leadership is a process-oriented towards the achievement of desirable goals (Bush and Glover 2013). Furthermore, the authors suggest that successful leaders develop a vision for their schools based on their personal values. They articulate their vision at every opportunity and influence their employees and stakeholders to share it. The philosophy, structures and activities of the school are oriented towards the realisation of this shared vision (Bush and Glover 2013).

Leadership in schools is essential to improve qualitatively the school organisation, the quality of teaching and the services provided to the community. In Portugal, the structuring mission of public education is defined by the State, and it can be difficult to separate whether this is influenced by principals' personal views within their shared educational project or it is instigated by a group of people that interact with one another.

Beyond the role of the director is knowing who does act as the leader in a school. Not everyone agrees that to be the director is to be the school leader. One can be the director but not be the leader, not even a leader amongst many others within the organisation. (Delgado, 2005). Principals should seek to innovate, care and have a vision for the school. Thus, the principal has the following responsibilities; invigorating the school, creating new concepts, mobilising the commitment to new visions and define the need for change. Chiavenato (2003) indicates that leadership is fundamental to all types of human organisations and the leader needs to appreciate human nature and understand how to be ahead of people. Researchers have been investigating a variety of conceptual educational leadership models over the years. Contemporary educational reform places great emphasis upon the relationship between leadership and school improvement. Because the most significant proportion of principal effects on students is mediated by school conditions, a considerable challenge for leadership research is to identify those alterable conditions likely to have a direct impact on students, is to inquire about the nature and strength of the relationship between them and the leadership (Leithwood and Jantzi 2010).

2.4.1 Instructional and transformational leadership

School principals are required to make many decisions throughout the day. Awareness of one's duties and responsibilities in a job comes about largely as the product of a reflective process in which one continually needs to match the requirements of the job with the personal values (Marks and Printy 2003).

Instructional leadership focus on relations between principals and teachers and the potential of their active collaboration to enhance the quality of teaching and student performance. It emerged in the United States of America in the early 1980s, meant that the principal was crucial to success in children's learning. The principal was responsible and accountable for all aspects of the school including, managing the curriculum, allocating resources, evaluating teachers, promote student growth and professional development. Principals were known to have strong personalities and apply top-down management strategies to run the school.

Edmonds, (1979) Hallinger and Murphy, (1986) study cited by Hallinger (2003) states that this popular conceptualisation draws on the fact that studies of effective schools focused in poor urban schools in need of substantial change and thus not surprising to note that instructional leaders were subsequently conceived to be strong directive leaders.

One of the significant dilemmas of school leadership centres on the fact that the heads in England are expected to be both organisational managers and leaders of effective teaching and learning (Southworth 2010).

However, in Silins (2009) and Heck (2010) study cited in Lee, Hallinger and Walker (2012) propose that instructional leadership is a process of mutual influence. Furthermore, they suggest empirical support for conceptualising instructional leadership effects as both mediated and reciprocal in nature implies the need to explore this construct beyond the role of the principal.

Transformational leadership was first elucidated as a theory in the general literature during the 1970s and 1980s. It found a receptive audience in the educational community during the 1990s as part of a general reaction against the top-down policy-driven changes that predominated in the 1980s (Hallinger 2003).

As opposed to instructional leadership which focus on the leader, transformational leadership focus on the relationship between the leader and the followers. When the relationship focuses on the continuing pursuit of higher purposes, change for the better occurs both in the purposes and resources of those involved in the relationship itself (Marks and Printy 2003).

According to Hallinger (2003), the conceptual distinctions between the terms instructional leadership and transformational leadership depend heavily upon the definitions that have evolved over time. The author suggests three distinct characteristics:

- Top-down vs bottom-up focus on an approach to school improvement
- First-order or second order target change.
- Managerial or transactional vs transformational relationship staff.

This concept is reinforced by in the Leithwood et al. (1999) transformational leadership model. The seven components presented in the model does not assume that the principal will provide the leadership that creates these conditions. The model suggests that behavioural elements such as individualised support, intellectual stimulation and personal vision indicate the model is grounded in understanding the needs of individual staff rather than coordinating and controlling them towards the organisation desired needs.

2.4.2 Directive and participative leadership

By its nature, effective leadership varies with a particular situation at hand. Contingency theory asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those that are key to a given situation (Somech and Wenderow 2006).

Because managers are exposed to a diversity of situations in the course of their career, and effective leadership is deemed contingent on the nature of these situational influences, the best possible leadership style is believed to depend on the context or the situation faced by the leader (Mumford, 1986; Vroom and Jago, 1998).

Establishing clear rules for behaviour at work can be associated with directive leadership while soliciting new ideas from teachers can be for instance linked to participative leadership. With this model, the author suggests that each leadership style stimulates a distinct motivational process, which in turn promotes school-staff teams' in-role performance and innovation.

Bureaucratic job structuring fosters a directive leadership style, and the person-job integration approach encourages a more participative style. An effective leadership style is to be gained by achieving a fit of strategies of the organisational configuration.

Because in bureaucratic job structuring policy-level decisions will discourage participation, a participative leadership style may run counter the organisation's design. As long as the principal or the managerial team make the real decisions of the school, the participative effort will be perceived as less critical than daily operations; thus, directive rather than participative leadership will foster teachers' performance. Alternatively, because the person-job integration approach involves a participative effort, a directive leadership style may be perceived as inconsistent with the school's design (Somech and Wenderow 2006).

2.4.3 Authentic leadership

The literature offers various definitions for authentic leadership. Some of the personal attributes linked to authentic leaders are; being genuine, being self-aware of own strengths and weaknesses and the ability to reflect and manage emotions.

Authentic leaders genuinely desire to serve others through their leadership. They are more interested in empowering the people they lead to make a difference than they are in power, money, or prestige for themselves. They are as guided by qualities of the heart, by passion and compassion, as they are by qualities of the mind (George 2003).

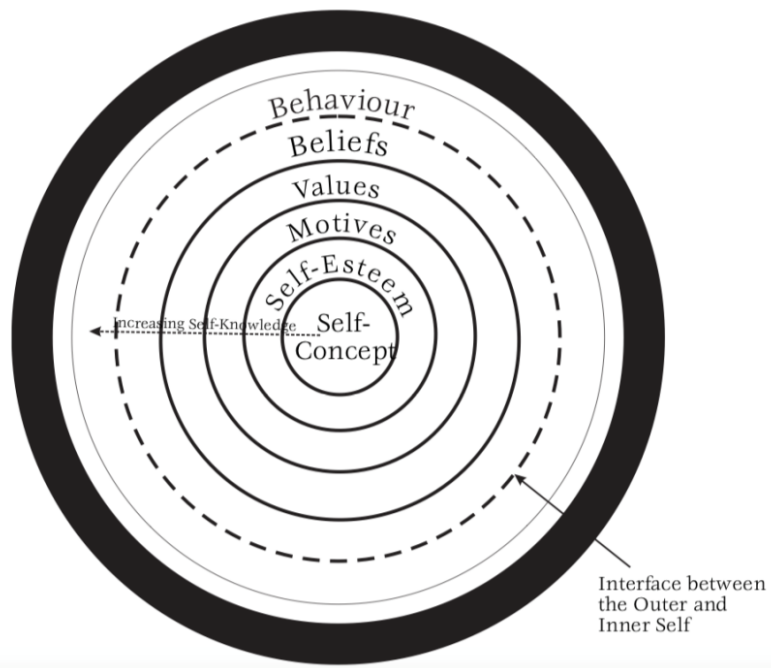


Figure 1 - A diagrammatical representation of the various components of the Self as presented by the literature, which shows how these components interact in order to influence a persona's behaviour.
Source: Branson C. 2007

The conceptual framework presented in figure 4 illustrates the understandings provided by the literature on how the various components of Self-influence a person's behaviour. This conceptual framework not only highlights that one's self-concept is at the heart of one's Self, by placing it at the core of the framework but also illustrates the sequential order of the components as one moves from self-concept to behaviours (Branson 2007). Appreciating the nature of authenticity leadership begins with a thoughtful and rigorous analysis of leadership activity. This can occur through formal research and personal reflection (Begley 2001).

According to Begley (2001) the concepts presented in the diagram above offer tools that will contribute to the conceptualisation of authentic leadership practices by school administrators. Furthermore, Begley (2001) suggests that this ambitious and idealistic view of administration being proposed is the adaptation and application of values perspective to make authentic leadership an objective that is more understandable, compelling and achievable in a school setting.

2.4.4 Distributed leadership

It has been suggested by Lee, Hallinger and Walker (2012) that two dominant trends have characterised the evolution of leadership theory applied in education settings for the past

thirty years. One consists of an increased focus on exploring the relationship between school leadership and learning and two, how leadership practices are distributed among members of the school. Moreover, the study suggests that in recent years, these trends have converged in a refocused agenda of global policy, and practice on what schools have termed shared or distributed instructional leadership. This is understood to be a leadership concept involving more than one leader.

Distributed leadership strategies include giving time to senior staff to work with teachers to improve their classroom practice and have them modelling good lessons for the rest of the teachers. Allowing for collaborative planning gives everyone the opportunity to share their ideas, reinforce transparency that schools seek to cultivate amongst teachers and break down barriers between teachers and leaders in the school (Coates 2015).

Harris (2002) points out two essential studies of successful school leadership have reinforced the importance of distributed leadership practice in securing and sustaining school improvement. NAHT (National Association of Headteachers) in England and 1999 and 2001 the NCSL (The National College for School Leadership). Both studies offered a contemporary view of successful leadership and provide insights into leadership practices in schools. The central message emanating from both studies was that successful heads recognised the limitation of a unique leadership approach and saw their leadership role as being primarily concerned with empowering others to lead. According Harris (2002) this research revealed that although the heads were at different stages in their careers, of different ages, had different experiences and were working in different situations their approaches to leadership were similar. The evidence from this study pointed towards a form of leadership that was distributed through collaborative and joint working.

Leithwood et al. (1997) argues that the motivations for advocating such leadership include: the possibilities for reflecting democratic principles of participation in the workplace; enhancing teachers' satisfaction with their work; increasing teachers' sense of professionalism; stimulating organisational change; providing a route to increased corporate efficiency; and revitalizing teachers through increased interaction with their colleagues.

Scribner, Sawyer, Watson, and Myers (2007) in their research on how two collaborative teacher teams contribute to leadership at a public school concluded distributed leadership offers a dynamic perspective on the forms through which influence behaviour flows and spans across organisations. Such a view suggests that improving an organisation must

take place within, and across, each level of the organisation. Furthermore, the study suggest that the interaction and articulation of the efforts of pluralities of individuals and structural forms are therefore of critical significance to organisational improvement.

2.4.5 Collaborative leadership

Collaborative leadership refers to school-wide leadership exercised by those is management roles for example, the principal, assistant principals, department heads as well as others, teachers, parents, staff and students (Hallinger and Heck, 2010). Principals who adopt this type of leadership need to recognise the importance of interpersonal relationships and be able to facilitate interactions between dependents across all levels. It has been suggested by Harry (2003) that collaborative leadership has the potential to account for the broader range of naturally occurring leadership processes that exist in schools beyond the formal leadership exercised by principals. In school, teams maybe created to increase teacher responsibility for group performance outcomes and expand opportunities for self-direction and management (Pounder, 1999). Yukl (1998) describes teams as small task groups in which members have a common purpose, interdependence roles and complementary skills. The logic of teams is that teachers' commitment, knowledge and skills will be developed as they assume collective responsibility as they work together to design their own methods for pursuing group objectives but this require strong internal leadership to be effective (Hackman, 1998).

Research from Smylie, Conley and Marks (2002) suggest that the development of school leadership should not be aimed at primarily at individual leaders but at leaders collectively. Furthermore, the authors suggest that this approach that the performance and outcomes of teacher leadership hinge on the teacher's capacity to perform their tasks well. Hallinger and Heck (2010) study suggests that acknowledging and developing the broader leadership capacity in schools my hold the key to unlocking the store of leadership potential grounded in instructional expertise that principals are often unable to provide. The results of their study Hallinger and Heck (2010), propose that change in collaborative leadership would have a significant direct effect on change in school academic capacity and that change in academic would directly affect growth in student learning.

The complexity of the environment in which educators must operate and the escalating disengagement of the public from their schools have made it necessary for educational leaders to make internal and external community building a central priority of their leadership role (English, 2005). Furthermore, the study suggests that educational leaders

and the faculty that prepare them to must work toward becoming transcendent leaders who are willing to challenge the status quo, build internal and external connections and relationships, and centre their practice on values of democracy and the common good.

2.5 School leadership under the Portuguese education system

Portuguese Basic Law 46/86, October 1986, governs education system and ensures that education is compulsory and free of charge for nine years, for children between 5 and 15 years of age, covering the three cycles of basic education (www.dre.pt).

Students wishing to pursue higher education courses they will need to earn a secondary education diploma. This level of education is optional and arranged in different ways. Schools can offer general courses such as art, humanities and sciences to those students wanting to continue to university, and technical courses such as public services, information and technology and tourism aimed at those students wishing to enter the labour market. Both courses will last for three years, and technical courses will require students to complete a work placement.

The recent evolution of the Portuguese educational system is indelibly marked by the change of the political regime in April 1974, by the consequences that the reestablishment of democracy and the subsequent historical process have provoked in all sectors of life (Barroso 2003).

Presently, Portuguese schools operate under the law 115/A May 1998. This law approves the system of autonomy, administration and management of public establishments for pre-school education and basic secondary education, as well as the respective groupings. (www.dre.pt)

The management may differ slightly depending on the school but generally consists of four bodies within the school: The Executive Council is the body which is responsible for the administration and the management of the school in the pedagogical, cultural, administrative and financial areas. The General Council which is a representative body of the whole school community, the Pedagogical Council which is the body responsible for the various curriculum areas of the school and the Administrative Council which is responsible for administrative services.

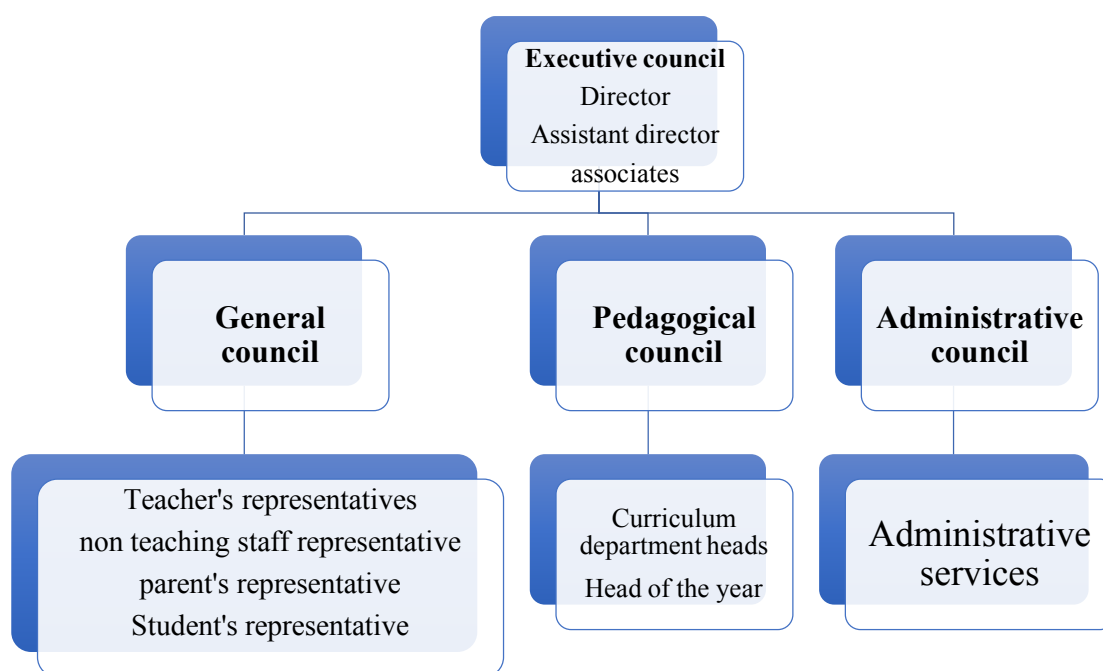


Figure 2 - A general organisational chart of Portuguese public schools

The school principal is a teacher of the school with at least five years of teaching experience. The process of becoming the school principal is through an election by the school election board which is composed of all teachers and staff as well as parents and student's representatives. The principal is elected for a four-year period at the end of which she/he will return to teaching unless she/he is encouraged to run for the position and is re-elected.

The autonomy of school principals can be problematic. Almeida (2005) refers that the relationships between Portuguese schools and the Minister of Education seem to remain centred on the normative pressure of bureaucratic control. However, some significant developments in education itself have happened. The bureaucratic issues have

nevertheless led to some significant developments in education itself for schools to undertake informal autonomy to deal with certain pressing aspects related to the schools' social responsibilities (Lima, 1998). Based on this principle, autonomy also involves the growth of managerial skills which can be linked to leadership attributes. Barroso (1999) states that there can be no autonomy without leadership. Moreover, the study suggests that there is a need to find new forms of school leadership to strengthen the independence of schools and the evolution of post-bureaucratic forms of management.

2.6 Leadership and the International school system

One area in which the impact of globalisation can be seen is that of education. As multinational organisations require their employees to move around the world for working assignments in different locations, it is creating a demand for an increase in international schools to accommodate their young. Partly for practical reasons and partly as a response to the increasing perception of education as a global commodity. At the same time, the growing dominance of English as the primary international language as lead globally-mobile families of non-first language English origin to value English medium education for their children (Hayden and Thompson 2008).

Given the wide diversity to be found in international schools and the fact that not all schools use the term in their title, it is not only difficult to count them precisely, and it is also difficult to say when they originated. The still existing Maseru English Medium Preparatory School (MEMPS) in Lesotho, for instance, was founded with one teacher in 1890 for children of English-speaking missionaries (Thompson 2016). According to the above study, the international schools marked has changed beyond recognition especially since the turn of the century.

Pierce et al. (2013) study indicates that in 2000 there were 2,585 international schools worldwide teaching 988,600 students and employing 90.000 full-time teaching staff dominated by Spain with 99 international schools. Six years after that Asia was beginning to dominate the market and by 2008 had 2,361 international schools – 49% of the total market (Pearce et al., 2013).

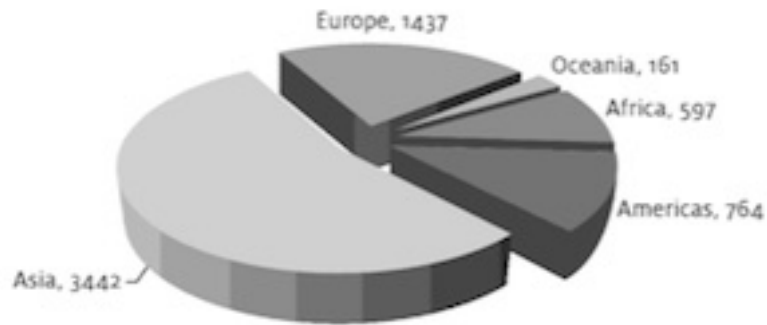


Figure 3 - Showing the number of international schools in each region.

Source: ISC Research Ltd

International schools are profitable. Based on the above research, the international school marketing generated £20.8 billion, and it's expected to reach up to £30 billion before 2025. Even during the global recession, the market was affected very little and still achieved 6% annual growth during its worst periods.

Growth in numbers and diversity of international schools has been accompanied by the development of curriculum programs to cater for them. Invariably offering a curriculum, not of the host country. Some such schools provide a curriculum for a national system other than of the country in the which the school is located (such as British-type international school offering A-level, for instance). Increasingly, however, international schools are offering curricula deliberately developed to be international and thus appropriate to such market (Hayden 2011). The goal of the international curriculum is to enable students from a variety of backgrounds to study together and also to provide an education that would be acceptable to higher education institutions worldwide (Hayden and Wong, 1997).

One of the features of international schools is the constant renewal of the school community. Students and teachers have to face and adapt to these changes repeatedly, whether it is in response to their own movement or the movement from student's friends and their teaching colleagues. School administrators must understand the psychological phenomena of moving across the whole school community including school principals. Learning how to recognise transitional stress and manage transitional events will lessen the impact on the school's emotional and learning environment and help to create a more stable environment (Hayden and Thomson 2000).

The recruitment, retention, and development of school principals are matters of great importance for all school systems because effective educational leadership is vital to

bringing about improvements and advances in all those activities, institutions, and processes that foster the provision of education and student learning (Chapman, 2005). As the overall number of international schools' increase, Dr. Mark Hensman, the Chief Operations Officer and Director of Schools for Harrow International says that is essential to recognize the need to maintain the very high standards of its teaching staff in order to remain the first choice for prospective parents (Pearce et al. 2013).

International schools are privately owned, and there are many international school's membership organisations that help in a variety of ways from setting up to policy making, curriculum implementation and staff recruitment. Aspiring school principals are encouraged to apply for leadership positions in any international schools through these organisations websites and are also invited to attend job fairs across the world to meet potential recruiters. Specific training is not a requirement for an appointment as a principal, and there is still an assumption that good teachers can become effective managers and leaders without a particular preparation. The problem is not confined to developing countries. Many developed nations, including England, do not require specific preparation before appointing new principals, and training for other leadership roles is often inadequate, uncoordinated or worse (Bush and Jackson 2002). However, in the USA educational masters' degrees are mandatory in many American states, and 35 states have adopted the Interstate School Leaders Licensure Consortium standards (Murphy, 1997).

Chapter 3 Research methods

This is a comparative study of school principals' leadership concepts of five public schools and five international schools around the Lisbon area. Since the study is not intended to confirm previously elaborated hypotheses, the data has been analysed within a context of discovery rather than to prove a theory.

3.1 Research design

This is a qualitative study which involved designing a number of open questions and carrying out personal interviews with ten school principals. For each interview was allocated a code. International school principal interviews are coded from A1 to A5 and Portuguese school principals are coded from B1 to B5. This is not only to help when making comparisons and making conclusions but also to keep the principal's identity confidential. From the principals interviewed, there were two females and three male principals from international schools and two male and three female principals in Portuguese public schools.

3.2 Motivation

The motivations to carry out this research comes from the professional experiences of working in both public and international schools and the willingness to investigate the different personality traits of principals of these organisations. Based on previous research and theory the research questions were defined and became the basis of this thesis.

3.3 Sample selection

The study focuses on the leadership styles used in International and Portuguese Schools in the Lisbon area. All participants interviewed for this study are actively working as a school principal in either a Portuguese or an international school in the Lisbon area. Due to my experience of working in international education, I was able to attract an interest to help from some international school principals. From there, I took advantage from my contacts to find potential candidates.

The sampling technique used in this study was characterised by self-selection sampling and convenience sampling. Saunders et al. (2009) call it self-selection sampling when

exploratory research is conducted and when the data collected from those who show interest in participating in the study. International school principals were selected via direct contact. Portuguese school principals were selected via a contact person and from there I was able to obtain all the sample size when all school principals had been interviewed.

3.4 Data collection

Data collection is a process in and of itself, in addition to being part of a larger whole. Data come in many different types and can be collected from a variety of sources, including observations, questionnaires, interviews, documents, tests and others.

Primary data is the data collected for the research project, and secondary data is data collected from other research projects for a different purpose (Saunders, Lewis and Thornhill, 2009).

Primary data used for this project has been gathered from personal interviews. On this note, the target group and population interviewed, there were two females and three male principals from international schools and two male and three female principals in Portuguese public schools. The secondary data was gathered from a variety of sources such as scientific journals, literature and websites.

3.5 Conducting interviews

The interview survey followed the four main stages suggested by Gillham (2000).

The introductory phase which was the part where the purpose of the interview was explained, the opening development of the interview which covered not only the intent of the interview but the purpose of the research, the central core of the interview and closure where there were a brief reflection and recap on the topics covered.

A pilot interview was done to an international school in Italy on February 24th 2017 via Skype prior initiating the research in Lisbon. Beforehand a list of questions was sent to allow for some feedback and the interview lasted for 54 minutes. After reviewing the questions and interview techniques, the final changes were made.

Following this, an email explaining the research project was sent to eight international school principals and seventeen Portuguese school directors. Although the feedback from the international school principals was positive to contribute to this study, it has only been possible to interview five of them. As for the Portuguese school directors, I have had zero

replies to my enquiries. The way around that was to try to connect through friendships. Once I managed to interview the first I asked if they could recommend someone else until the final fifth. All the interviews were recorded through note taking as only three of the ten participants agreed to be taped during the conversation. In Table 2 all respondents are listed with their codes from A1 to A5, international principals and B1 to B5, Portuguese school principals for the purpose to maintain the participants' confidentiality.

Table 2 - List of interview respondents – International

Interviews and questions of relevance	A1	A 2	A3	A4	A5
Interview date and time	10.04.2017 – 15.30	11.05.2017 – 16.00	17.05.2017 – 09.00	05.07.2017 – 11.00	18.07.2017 – 13.30
Number of years running	40	8	80	25	16
Type of school	Primary and secondary school	Secondary school	Primary and secondary school	Primary school	Secondary school
Number of students	750	340	1200	270	780
Average grades	Meet international average	Meet international average	Above international average	Above international average	Meet international average
Interview duration	56 minutes	35 minutes	40 minutes	50 minutes	45 minutes
Background of study	Economics and Politics degree	Applied Maths degree	Physical Education degree.	Education degree	Marketing and business degree.
Length of work in the school	3 years	8 years	4 years	23 years	16 years
Active in current position	3 years	8 years	4 years	12 years	16 years

Table 3 - List of interview respondents – Portuguese

Interviews and questions of relevance	A1	A 2	A3	A4	A5
Interview date and time	03.03.2017 – 15.30	17.04.2017 – 16.30	07.06.2017 – 15.30	11.07.2017 – 16.00	05.09.2017 – 16.00
Number of years running	32	109	33	71	112
Type of school	Primary and secondary school	Secondary school	Primary and secondary school	Secondary school	Secondary school
Number of students	1400	1100	1300	750	700
Average grades	Below Portuguese average	Above Portuguese average	Below Portuguese average	Meet Portuguese average	Above Portuguese average
Interview duration	50 minutes	1h 12 minutes	45 minutes	55 minutes	40 minutes
Background of study	Education degree in Languages.	Education degree.	Education degree in Maths.	Education degree in Languages.	Education degree in Portuguese.
Length of work in the school	12 years	25 years	28 years	20 years	16 years
Active in current position	8 years	8 years	8 years	12 years	New to the post

3.6 Analysing the data

To ensure consistency across each interview and to avoid any missing data I transcribed each interview into a written text format right after the interview taken place. All answers were recorded, and the names of the principals and schools omitted for confidential purposes. The transcripts were kept simple, straightforward and in detail. Consistency between the transcripts has been achieved as the researcher was the only one transcribing. The transcripts were analysed by the process of condensation which is explained by Saunders et al. (2009) as a way to examine qualitative data by compressing more extended statements into summaries with additional comments by the researcher about the person interviewed and the nature of the interview. When analysing the transcripts, the condensation analysing method was helpful in getting an overview of the data, find meaning and relationships between the different interviews, and connect the data with the research questions.

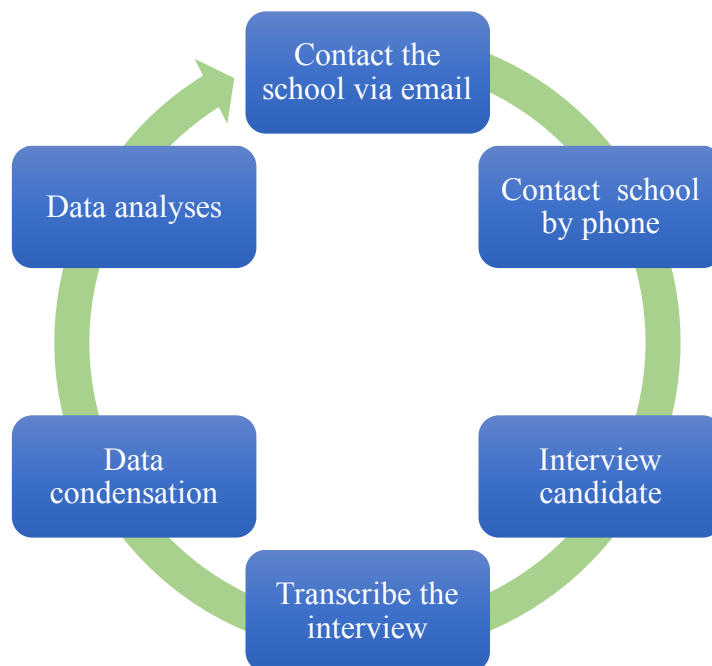


Figure 4 - Data analyses process

Chapter 4 Results

The following chapter is dedicated to present the results gathered during the interview process. Besides, this chapter will identify relevant links to the literature during the discussion, and it will end with a conclusion and the implications for further studies.

Results

The questionnaire followed the four stages suggested by Gillham (2000) as explained above. There are five questions which make the central core of the questionnaire. These will be presented first in a graph, forms of text and figures for better understanding. The remaining items will be displayed in the form of a table followed by the citations from the participants.

The answers to the questions will follow the same order as described above in point 2.0 research objectives and questions. I will first list the responses from international school principals and then list the answers from the Portuguese public school principals. The graph and figures will show data in blue which is always referring to the answers from international school principals. In yellow are the results from the Portuguese school principals. When there are results in green, it means that these are common to both, international and Portuguese school principals.

4.1 Main findings

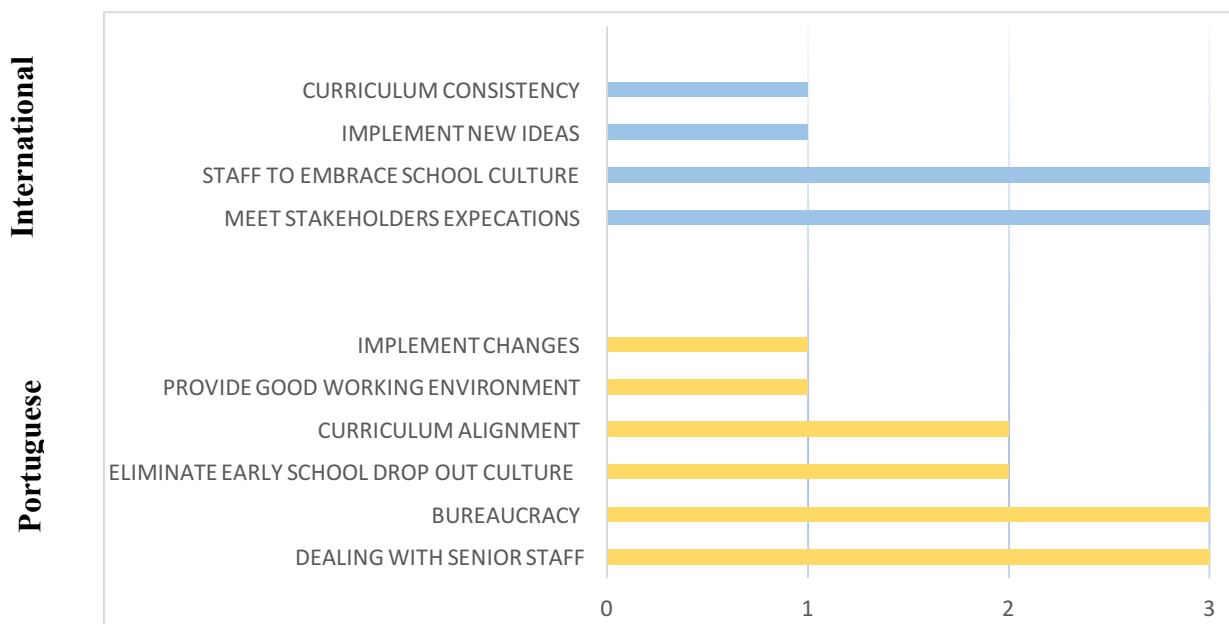
4.1.1 What are the main challenges of school leaders?

International school leaders

- To meet stakeholder's expectations;
- To make sure teachers embrace school culture;
- To implement new ideas;
- To make sure parents, students and staff are happy in the school;
- To serve the community as well as it should;
- To ensure consistency across the curriculum;
- Staff to adhere to educational philosophy and school culture.

Public school leaders

- To eliminate early drop out school culture;
- To deal with senior staff;
- To deal with bureaucracy;
- To provide a good working environment;
- To align the curriculum;
- To implement changes;
- To design and tailor the curriculum to a modern school community within the requirements of public law.



Graph 1 - Showing the challenges encountered from school leaders

The graph indicates that both international and Portuguese school principals find similar challenges. On one hand, the international school principals indicated that implementing new ideas and having staff adhere to school culture were some of their challenges. On the other hand, the Portuguese school principals indicated that reduce school dropout culture and implementing changes were difficult areas to cope with.

The graph also indicates that international School Principals are interested in making sure that they deliver to the stakeholder's expectations with three out of five participants suggesting that this is one of their challenges.

The general challenges as school leader are to make sure that the children, parents and staff are happy with what they are getting as well as the board of governors and this can only be achieved if the head is present and fully appreciates what is going on in the school at all levels. A3

This is an ongoing challenge as every year the school receives people from all sectors of the school community from all over the globe and they come with different views and expectations. A1

The data show that two of the five Portuguese school leaders struggle with retaining students until they complete compulsory education.

I have been finding it very challenging to change the culture of the school in the recent years. As opposed to the past, the families in the school now have no tradition in completing compulsory education, and most of them dropped out after grade 9. B2

I have learnt that the school used to have a bad reputation and achievement grades were very low. My biggest challenge has been to eliminate this culture of student drop out before they complete secondary education. I have had to do a lot of one to one student and parent consultations to keep the students in education. B1

However, the most common challenges for the Portuguese leaders is bureaucracy and dealing with senior staff.

Another reason teachers refrain from leadership positions is the amount of paperwork and bureaucracy. This is without a doubt off-putting for many educators. B4

Today the school has around one thousand students and eighty-five teachers. Most of these teachers are over 50 years old and have more than thirty years of teaching experience. This can represent a challenge when we try to implement new ideas. B3

Also, I find some resistance from senior teachers when it comes to new projects, and this can disturb the educational project we set out to offer. B5

4.1.2 What are the most important characteristics a leader should possess?

International school leaders

- To be able to reach out to everyone, not only resolving conflicts but also by getting advice;
- Resilience and the ability to listen;
- Resilience and the ability to adapt to the culture of the school;
- To be present and working with people;
- Leading by example and being a role model;
- Inspiring and an excellent communicator.

Public school leaders

- To be able to provide advice;
- Business acumen;
- Interpersonal skills;
- Ability to listen and to communicate well with others;
- To be present in school life;
- Passion and vision;
- Organisational skills;
- Fair and assertive;
- Good knowledge of the Portuguese Law.

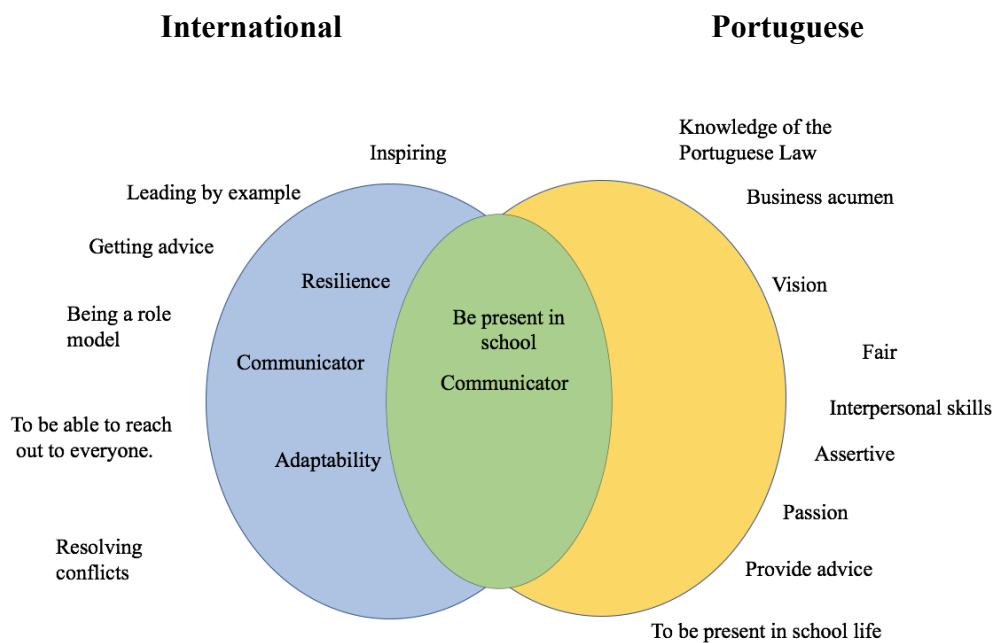


Figure 5 - The most important characteristics a leader should possess according to the participants

The figure above shows on the left-hand side the characteristics most valuable from international school leaders and on the right-hand side those preferred from the Portuguese leaders. In the centre are the two characteristics which are common to both sides. In the blue are those characteristics which were preferred more than once from which means that none of the Portuguese school leaders picked the same characteristic.

I believe that one of the most essential characteristics of a leader is to be able to reach out to everyone. Not only resolving conflicts but also by getting advice. We have a broad range of human resources, and we need to maximise and capitalise on that. A1

One of the most important characteristics we need to have in a leadership position is to be resilient and to have the ability to adapt according to the working environment. What might have worked very well in my last school may not be applied here and it is important to accept that and move on. A3

I think to lead an institution like this; one needs to be present in the school, listen well and try to accommodate everyone's needs. What might be a small issue for me may be a big deal to others, and we need to respect that. A2

Running a school is becoming more like running a company and a school leader today needs to have the good business acumen and interpersonal skills. We have to understand the strengths and areas for improvement and work from there. B1

To be a good school leader one needs to be accepted by everyone one. This cannot happen unless this person is fair and assertive. B3

4.1.3 How school leaders motivate and retain staff?

International school leaders

- By making them staff feel valued;
- Providing training and career advice;
- By showing student's progress and achievements;
- By empowering people and support new ideas;
- By involving people in the decision making;
- By giving people time to get together in and out of school events;
- By providing staff with 360 feedbacks;
- By reminding staff of the school mission.

Public school leaders

- Listening to and empowering staff;
- Taking care of people;
- Be a present figure in the school;
- Humanized relationships;
- Flat hierarchy.



Figure 6 - How school leaders motivate and retain their staff

The figure above shows how school leaders motivate and retain their staff. In blue are the views of international school leaders and the yellow discs show the views from the

Portuguese school leaders. The reason the results are displayed in this way, with a green disc at the centre is that all the answers from both sides are linked to empowering people and supporting new ideas.

As far as motivating others, it is essential that we all feel equal to each and every one and I involve staff in the decision making. An example of this is the school improvement plan that everyone had to give their input. Now we will be looking at it and work out an action plan to implement our ideas. It is also vital that we provide the staff time to get together, as a group, and we try to establish reasonable and respectful relationships with everyone. A4

One day there was an issue with one of the heads of the department about an initiative that we created and needed to be implemented. I had to talk to the staff in front of this head to show that I was supporting that decision. In this way, the head felt appreciative of what I did. A3

We all have different roles, but it is vital that everyone knows that they are important players and without them, we cannot achieve our goals. It's almost like a sports team. B5

I think I motivate the people with my passion and vision for the school. I don't give up on the school, and I am always happy to discuss new events, ideas and improvements. B4

I find that people get motivated when they have the chance to see their ideas implemented and work on their own projects. If people relate to what they are doing, they can do it very well and convey their ideas to others. This is crucial for the smooth running and growth of the whole school community. B3

4.1.4 What are the leadership styles identified by the Portuguese international schools' principals?

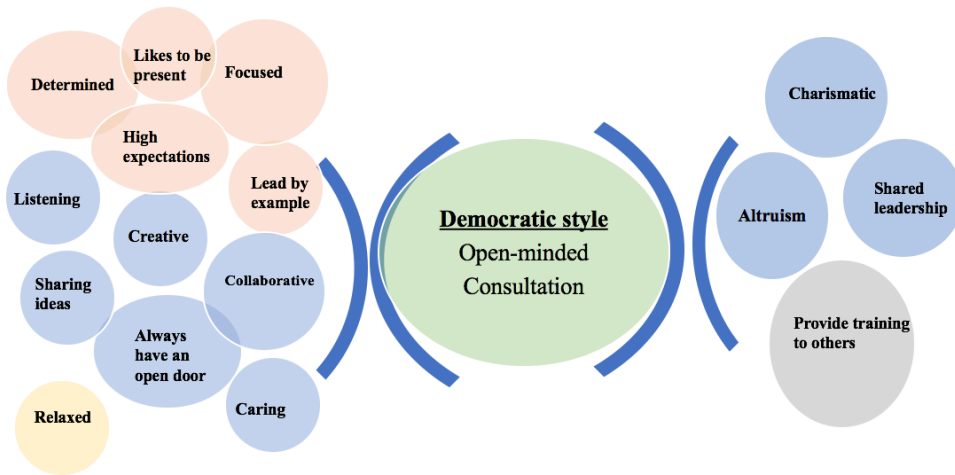


Figure 7 - Leadership styles from school principals

The figure above shows the answers to the leadership style school principals recognise in themselves. On the left are the answers from the international school leaders and on the right, those from the Portuguese leaders. Those at the top left in pink, may be more related to an instructional and directive leadership styles. The ones in the blue on both sides may represent a more collaborative, transformational and distributed styles of leadership, the one in yellow may refer to a more authentic style of leadership and the one in grey may represent a participative and directive style of leadership. Those in the centre are the common three identified during the interviews by all participants that may be more related to a collaborative leadership style. The figure shows that both international and public-school leaders seem to have adopted a democratic leadership style being open minded and running the school by consultation with the collaboration of other members of the school.

The way we run the school is very much about shared leadership. Everyone is welcome and expected to bring new ideas and solutions to the table, and sometimes I am only required to the sign off papers to fulfil protocol because the decision has already been made. We have worked together for many years, and we know each other very well and have a trusting relationship. B5

One of the characteristics about this school is that we always encourage other members of staff to take up staff development opportunities. I am one of the oldest in the school and I often volunteer to run workshops on important areas of the school. B2

Everyone knows that I have high expectations, but I am also able to accept that people make mistakes and I do apologise to others when I do something wrong. I am a hands-on person and take suggestions from others seriously, and they also know that I am available to listen to them and help them with any problems at work or even in their personal lives. A5

Being able to listen to others and give the chance to actively participate in school decisions is a major empowerment factor to having people focusing on their work. Two heads thing more than one and good ideas are welcome. A1

4.1.6 What strengths and areas for improvement have been identified by international and public schools' principals?

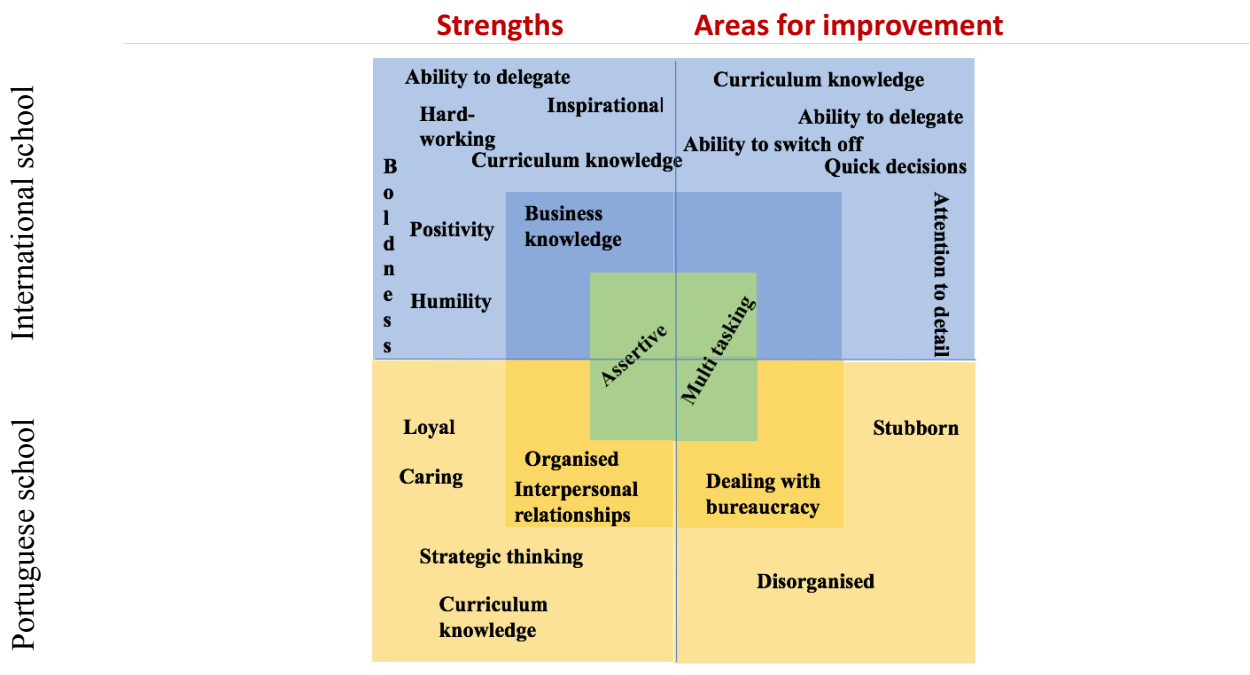


Figure 8 - Strengths and areas for improvement identified from school leaders

The figure above illustrates the strengths and areas for improvement identified by school principals. As before, in blue are those refereeing to international school leaders and the yellow to the Portuguese school principals. In the lighted areas are those mentioned by only one participant while in the darker area are those repeated more than one once. In the green are those common to both the Portuguese and the international school leaders.

I do get involved in many things at the time and then tend to have little time for everything, and sometimes that results in a lack of attention to small details. However, everyone knows me here, and they see how much time I spend in the school and how much I care about everyone. I think that I can inspire others. I am a hardworking person, I am humble and lead by example.
A5

I think that my strengths are my ability to relate to others and to be seen as a positive force even during stressful situations. However, I have problems to switch off after work and sometimes use this time to organise new ideas. Doing physical activity really helps me to do that and to stay focused. A4

I think my strengths are being assertive, caring, loyal and able to think strategically. On the other hand, I can be slightly stubborn and disorganised.
B5

I think exercise is very fundamental for everyone and I get involved in sports activities every day. This helps me to focus and keep myself organised. Because I feel good after exercise, I tend to get on well with everyone regardless of their issues. However, bureaucracy is really something I do not look forward to, and we have too much of it due to the constraints of the Portuguese Minister for Education. B2

Table 4 - Compiled results from the survey process

Questions	Background of study	Average school population (students)	Average school population (staff)	Average student grades	Students are accepted into which universities	Sports played	Advice to new principals
Int. school principals	Economics and Politics- Applied Math - Education - MBA	2960	506	On par with international averages	Nova and Católica Universities- Cambridge - Oxford - other universities overseas	Competitive and recreational	Ability to adapt to school culture - listening skills - Good understanding of job requirements
Public school principals	Education	5180	448	On par with Portuguese averages	Nova and Católica universities - other Portuguese universities	Competitive and recreational	Take mid management positions, learn on the job and work on career progression.

4.2 Secondary results

The results above show many exciting facts about international and public education. International school principals come from a variety of backgrounds and fields of study whereas the Portuguese school leaders have all backgrounds in education. In other words, they are all classroom teachers who have been working at the school for quite some time.

I have been here for thirty years and always taken a very close interest in school life, and one year after I started my job here I was elected, directly and democratically, by the school community, to hold positions in the various governing bodies of the school. Since then I was vice president and chairman of the board of directors and president of the school assembly. B4

International school principals come from different areas of study and may not even be required to understand about the curriculum.

I have a Business and Economics degree from Cambridge University, but I never trained to be a teacher. Before I worked in education, I used to run restaurant businesses in Asia. A1

One significant factor is the difference in the school population in the international and Portuguese public schools. The total student population of the five international schools is 2960 students and 5180 in the Portuguese public schools. The entire staff in the international school is of 506 and 448 in the Portuguese public schools. This means that the staff and student ratio is 5.8 in the international schools and 11.5 in the Portuguese public schools and potentially making it more challenging to Portuguese school leaders.

The trouble is, once we ask people to take on an added responsibility, which usually involves their time, we have to give them compensations. We have our hands tied to the budget, and the way it works is that they are relieved from their teaching, but then we have gaps elsewhere. It is a fine line, and we need to be very careful on how to approach this. B2

The grades for both international schools and the Portuguese public schools are on a par with the international, and the national averages and students are accepted in many Portuguese and international universities. However, the universities students are accepted in to do not seem to represent a success factor for the participants of this study.

Our students are accepted in various universities around the globe after they leave our school. However, we are not concerned with the names of the universities our students go into to, but we are concerned with the courses they pursue which are valuable to them. For this reason, grade 10 students take psychometric profiling tests which are designed to identify abilities, aptitudes, personality traits and interests. A2

Of course, I am concerned about school grades, but these aren't always the best indicators of long-term student success. I think that the transdisciplinary skills our students can develop through participation in small projects are just as necessary. Students have the opportunity to bring anything to us. When it is approved, which happens most of the time, they have full autonomy and haven't got the teachers influencing their decisions. B3

All school leaders interviewed demonstrate that they value sports and some of them have been competing at the international level. However, at this point, they use sports as a way of keeping a balanced and healthy lifestyle.

I have been involved in sports all my life as a participant, and before work in education, I used to apply for grants to organise sports events and behalf of the Portuguese Sports Institute. B5

Sports have always been a big part of my life. I was honoured to represent my country in both rugby and judo when I was young. After that, I decided to train to become a physical education teacher. A3

Before the end of each interview, all school principals were able to provide advice to someone who might want to take on the responsibility of running a school. However, each one answered that with a sigh as if to say that that isn't an easy task. The Portuguese

leaders all suggested to learn the requirement for being a school principal on the job and to create a solid team before attempting to undertake such an important decision. International school principals were more concerned about adapting to school culture and the ability to listen to others.

The most important advice to give anybody who wishes to become a school leader is to be trained in education management, create a good educational program and a good team of reliable people to work with. B1

The best advice I can give to someone who aspires to become a school Principal is to listen very carefully and ask for opinions from others. Led by example and be flexible in their decision making. It's essential to involve people and to promote high-skill high-will rather than low-skill low-will. A4

4.3 Results summary

There are many challenges school leaders face during the day to day work schedules. In order to solve some of the issues that come up during the day, they often start working earlier in the day so they can get their admin work done.

A study including only ten schools the possibilities for generalisation is inevitably limited. However, as far as challenges, it is clear that international school principals are more concerned with the fact of keeping stakeholders happy. As for the Portuguese school principals, bureaucracy and dealing with senior staff are the most common challenges. This is due to the differences in governance between international and Portuguese public schools. In the Portuguese public schools, the principals have no autonomy over the recruitment whereas in the international school's staff turnover may cause some of the most common challenges as they recruit from all over the world. The Portuguese have to battle with the normative pressure of bureaucratic control and have no power over teacher recruitment.

School leaders seem to take a broad view in as far as what are the essential characteristics a leader should have to run a school. The never-ending demands of their jobs have made them suggest many different characteristics. Judging from what they recommend a school leader should be just about perfect. The two attributes that are most sought after and common across all interviews it is communication skills and to be a present person around

the school. The nature of their jobs is about communicating all day and every day. Either by post, mail, face to face, telephone, everything. Principals are required to interact with everyone from school pupils to their parents, teachers and the whole school community. The research shows that school principals have a lot of responsibilities and they cannot afford to be passing on an unclear message. The study highlights the importance of communication also when it comes to keeping staff motivated throughout the years. Listening and attending to everyone's needs is a clear link to communication skills. Showing progress of the school and being able to inspire others are also linked to various forms of communication. The motivation of school staff is an important aspect that should not be overlooked by school principals, and this study suggests some initiatives that have been adopted by these school leaders, and they all seem to go around empowering people and supporting new ideas.

As far as leadership styles, international school leaders demonstrated to be a little more creative by providing a more substantial number of attributes. Maybe this is a culture issue as Portuguese people tend to be more reserved and self-conscious than some other cultures. Or maybe because international leaders work under more pressure than the Portuguese leaders. Being determined, focus and high expectations are attributes that may suggest some levels of stress whereas altruism and shared leadership may indicate that the leaders are not expected to perform at a fast pace to obtain results. Portuguese school leaders work on the home ground and permanent contracts while international school leaders work on fixed-term contracts for the first three years. This can create some levels of anxiety and lead to different leadership styles.

Being able to identify personal strengths and areas for improvement has been linked to leaders being able to reflect on their actions as these will have an impact on everything they do. This may have a positive or negative impact. Being assertive is the one shared strength identified by both, international and Portuguese school leaders while multitasking is a common area for improvement referred by all participants. On the one hand, the leaders appear to be involved in many projects at once, and on the other, they claim to be assertive. Multitasking has been associated with poor performance. To be assertive while multitasking, these leaders might be very efficient hence the reason why they are school leaders. It was surprising to find in the study one of the areas of improvement for an international school leader was to learn about the curriculum. On the other hand, this has been identified a strength on a public-school leader. This suggests that international schools may be not only educational institutions but also profitable

businesses. On this note, business knowledge is a common strength identified by international leaders while the Portuguese have organisational and interpersonal skills as a common strength.

Chapter 5 Discussion

In this part of this study, the results are discussed against the literature to understand and make relevant comparisons on the different leadership styles from international and the Portuguese school principals.

5.1 What are the main challenges of school leaders?

Managing stakeholder's expectations seems to be a concern across all international school principals. Most international schools are also private schools, and according to ISC Research Ltd, the international school marketing generated £20.8 billion, and it's expected to reach up to £30 billion before 2025. The research indicates that even during the global recession, the market was affected very little and still achieved 6% annual growth during its worst periods. The experienced in the growth of international education will inevitably add pressure to their leaders to attract potential parents and ultimately more revenue. According to Pearce et al. (2013), one of the concerns for the Chief Operations Officer and Director of Schools for Harrow International is that it is essential to recognise the need to maintain the very high standards of its teaching staff to remain the first choice for prospective parents.

It is important to remember that one of the features of international schools is the constant renewal of the school community. Hayden and Thomson (2000) indicate that school leaders need to learn quickly how to recognise transitional stress and manage transitional events in order to lessen the impact of the school's emotional and learning environment and help to create a more stable environment. In addition to this, Ng (2015) refers in his study that principals, have to manage stakeholders who, more often than not, have conflicting views regarding educational goals and achievements.

On another hand dealing with bureaucracy represents one of the most significant challenges to Portuguese school leaders. Almeida (2005) refers that the relationships between Portuguese schools and the Minister of Education seem to remain centred on the normative pressure of bureaucratic control. Portuguese school leaders have their hands tied when it comes to dealing with any necessary administrative duties. Barroso (1999) suggests that there is a need to find new forms of school leadership to strengthen the autonomy of schools and the evolution of post-bureaucratic forms of management.

5.1.2 What are the most important characteristics a leader should possess?

The participants of this study identified just under twenty essential characteristics a leader should possess. Being present, working with people and solving conflicts are some of the essential characteristics to successfully running their schools. Duluc (2001) indicates that to feel competent means to be able to solve issues and situations as they arise. On the other hand, Portuguese leaders value, interpersonal skills and passion. These are similar to those suggested in Jardim and Pereira (2006) when describing the characteristics of effective leaders.

The ability to resolve conflicts has been highlighted as an important leadership characteristic by the international School Principals. Cunha et al. (2008) point out that due to the various factors organisations can experience multiple changes during a day which can dictate how leaders take decisions. In the study is suggested that leaders confronted with such scenarios need to make sound judgements of the situations to accommodate these changes. Supporting this concept Rodriguez (2005) highlights the leader's courage to make decisions, taking positions and defending ideas taking into account other people's responsibilities. Moreover, Rodriguez (2005) refers to good leadership as the ability to acknowledge boundary lines and make decisions accordingly. To have a vision has been one of the important characteristics desired by the Portuguese principals. Vicente (2004) indicates that principals should seek to innovate, care and have a vision for the school. Thus, it is suggested that the principal has the following responsibilities invigorating the school, creating new visions, mobilising the commitment to new visions and define the need for change. The study argues that having a vision and keeping an open mind can help to motivate the involvement and critical participation of the entire community in the development of the school's educational project.

Communication and being present in school have been identified as common characteristics by the international and Portuguese school leaders. Bilhim (2008) indicates a relationship, behaviour and situation theory where the leader guides people by telling them when, how and where they need to focus. In this theory, Bilhim (2008) claims that the leader needs to be able to communicate to the dependents by providing them with praise, feedback and support, especially during difficult assignments.

When discussing the differences between managers and leaders Rodriguez (2005) defends that companies require new managers to evolve into new roles such as encouraging group ideas, tracking competencies, empowering and improving cross-

cutting performances. These new roles require using extended forms of communication characterise more functions of a leader than the duties of a manager.

5.1.3 How school leaders motivate and retain staff?

Motivation and staff retention are two ingredients for successful businesses and organisations. Motivated staff are more likely to perform their tasks to the best of their abilities and remain in their organisations. This can be particularly important in international schools where teacher turnover can represent some of the challenges encountered by school leaders. The primary data on how international and Portuguese school leaders motivate and retain staff show over a dozen strategies and concepts used. Their answers, both the international and Portuguese school leaders, suggest two main strategies on how they attempt to retain staff - empowering people and supporting new ideas.

Johnson (2006) argues that those teachers who appear to derive greater satisfaction from their work are more likely to be in teaching when they perceive themselves to have greater autonomy. Supporting this idea, Boyd et al. (2011) argues that teachers are more likely to stay in schools where they have the opportunity to contribute to schoolwide decision making, such as decisions about scheduling, selection of materials, and selection of professional development experiences. The concept of empowering people can also be described as transitional leadership as suggested by Santos (2007) quoting Day et al. (2000). Research suggests that the transitional leader focus on the goals of the organisation and helps their dependants appreciate what needs to be done to achieve them. For Santos (2007) transformational leadership is based upon the intention of the organisation to support its dependents to become leaders in their areas of work. This has been connected to a rise in employee trust levels making them part of the school mission and as a result of performing at better levels and achieving higher levels of success and personal satisfaction. The ability to keep an open mind and supporting new ideas from dependents is documented in Vicente (2004) study where the author refers to the principal as not being the one who thinks and responds for all or the one who controls and demands from all. Furthermore, refers to the principal has the one who coordinates the team not by controlling but by helping and making it possible to achieve the organisation's goals.

5.1.4 What are the common and different leadership styles used by international and public-school Principals?

The answers from the participants to this question were comprehensive, but most of the leadership styles used by the international and the Portuguese school principals are connected. The variety of their answers meets what is suggested by Glanz (2003). The author indicates that no qualitative type is better than another and that everyone can lead, but leaders are not all the same. Glanz (2003) suggests that the theory of leadership styles states that each of us can lead in the right circumstances, but leadership depends on the context which might explain the diversity of the answers from the participants of this study. Goleman (1996) links leadership to emotional intelligence and suggests that effective leaders can master one or several leadership styles on one occasion and still be able to apply others in other circumstances. Lead by example is one of the preferred types of leadership types by international school principals. Rodriguez (2005) mentions that this leadership type has a connection with behavioural change. The author suggests that to lead people, one has to make some behavioural changes from time to time. Furthermore, the author argues that people take notice of the leader's actions and behaviour, but only the leader is able to appreciate his/ her own thoughts and feelings. The successful leader is the one who has control over his/her behaviour and therefore control over any changes required to make. Following this thought, Rodriguez (2005) points out that great leadership practices start by setting the example and a leader is usually an example to follow.

Shared leadership was referred to as one of the preferred types of leadership used by the Portuguese school principals. Coates (2015) links this to this type of leadership style to distributed leadership. In the study, the author indicates that this type of leadership strategy includes giving time to senior staff to work with their teachers to improve classroom practice and have them modelling good lessons to the rest of the teachers. In the research, Coates (2015) argues that allowing for collaborative planning gives everyone the opportunity to share their ideas reinforce transparency that schools seek to cultivate amongst teachers and break down barriers between teachers and leaders in the school. The participants of this study were able to provide and justify a variety of answers to what leadership style. In their answers, they revealed to be open minded and run their school by consultation which demonstrate a democratic leadership style adopted by both, the international and the Portuguese school leaders.

5.1.5 What are the strengths and areas for improvement in international and public-School Principals?

Being able to identify personal strengths and areas for improvement have been linked to effective leadership. Duluc (2001) argues that to act in conscience, the leaders require to know oneself so they can understand the world around them and appreciate other people opinions. Likewise, Lama and Muyzenberg (2008) suggest that leaders who can identify their strengths, their knowledge and abilities can recognise their weaknesses and improve them accordingly.

Due to various factors, schools can experience multiple changes during the course of the day which can dictate how leaders take decisions. School leaders from this study recognised that they do get involved in too many duties during the day and this is causing them to miss on small but important details. However, they are able to inspire others through their loyalty and interpersonal relationships in order to get things done.

Cunha et al. (2008) suggest that leaders confronted with such scenarios need to make good judgements of the situations in order to accommodate these changes. A good understanding of personal strengths and areas of improvement can help leaders make decisions, delegate and potentially resolve conflicts and move an organisation forward.

According to the participants from the study, assertiveness has been identified a key component of their leadership styles. In this respect, school principals reported that they needed to constantly think strategically in order to keep to their schedules and getting through their workload.

Goleman et al. (2007) argues that leaders can only make full use of their qualities and they know them. In addition, Goleman et al. (2007) suggests that self-confidence is a fundamental attribute in leadership to cope with challenges and overcome stressful situations and will provide others with a sense of safety in their workplace.

5.2 Implications

International school stakeholders would benefit from being aware of the challenges faced by school principals. Providing assistance to school principals, especially during recruitment, and help ensuring continuity of school culture. This might help to establish a principal in a given school and ensure long-term consistency across the curriculum. The results suggest that it would be advantageous to both, international and Portuguese

schools' governance to keep a flat hierarchy and provide school leaders with the possibility of empowering and support their staff projects.

As far as Portuguese schools, it could be favourable to have school's recruitment every four years rather than rotating a considerable amount of their teaching staff every year. Moreover, the study suggests that decentralisation of the Portuguese school system can help school principals minimise bureaucracy and occupy their time with important issues related to their own school.

The common, principal, personality traits identified in this study was being a present person in school life and a good communicator. Being able to multitask and at the same time being assertive was the two common strengths within all participants of this study. This suggests that school principals should be prepared to function in a fast-paced environment and at the same time make the right decisions and communicate them well across the whole school community.

Aspiring principals wanting to take on a challenge job such as running an international school need to be able to quickly adapt to school culture and it is fundamental to listen well and understand the job requirements. As for the aspiring principals in public schools it is suggested to learn on the job, take mid management positions and work their way up.

5.3 Conclusion

The study aim was to explore how leadership in Portuguese public schools would fair in comparison with private international schools. However, a study comprising of five Portuguese school principals and five international school principals, the possibilities for generalisations are inevitably limited.

Research shows that there are differences on how international schools and Portuguese schools are governed. The answers from the participants of this study validate what is suggested in the research. Portuguese school principals are nominated for their posts for four years after which they'll need to present a new educational project if they which to continue in their positions for another four-year mandate. However, researchers suggest that the autonomy of school principals can be problematic as the relationships between Portuguese schools and the Minister of Education seem to remain centred on the normative pleasure of bureaucratic control. All Portuguese leaders interviewed expressed their dissatisfaction with this matter.

International schools are profitable businesses which may be the reason why all international school leaders interviewed indicated that managing stakeholder's expectations was one of their main challenges. Research suggests that the recruitment, retention, and development of school principals are matters of great importance for all school systems because effective educational leadership is vital to bringing about improvements and advances in all those activities, institutions, and processes that foster the provision of education and student learning. As international schools experience a constant renewal of the school community, including the leadership positions, school leaders have to face and adapt to these changes repeatedly, and that might explain the reasoning behind international school principal's expressing their concerns about the challenges of having staff embracing school culture. In contrast with this, some Portuguese school leaders indicated the need to be creative to motivate senior staff, which may be in the school for as many as thirty years in their teaching posts, to participate in school events.

The research indicates that the growth in numbers and diversity of international schools has been accompanied by the development of curriculum programs to cater to them. In this matter, is no surprise that some of the international school leaders in this study indicated that understanding the curriculum offered in their school represents an area for improvement. On another hand, curriculum knowledge has been identified as a strength by some of the Portuguese school leaders interviewed for this study. On this note, both international and the Portuguese school principals were very confident of their strengths and areas for improvement. The research suggests that being able to identify personal strengths and areas for improvement have been linked to effective leadership. What comes as a revelation is that assertiveness has been indicated as a common strength from both international and the portuguese school leaders and multi-tasking has also been identified as an area for improvement from all participants for this study. According to the research, this may be linked to situational leadership as one of the ways of influencing people. In situational theory, research indicates that there is a behavioural task on which the leader guides people by telling them when, how and where they need to focus. Furthermore, it is suggested that determining a leadership style should be selected according to the group, its dependents and their maturity that the leader wishes to influence. The study indicates that communicating, providing training and feedback is are some of the strategies used by the participants to motivate and support their staff. This might be particularly important in the Portuguese school system where the staff and

student ratio is almost the double when compared to the international schools included in the study. Nevertheless, the study indicates that in both cases, student grades are on par with other Portuguese and international schools.

Research indicates that schools require leadership that makes people trust schools as an ideological system and give meaning to the work they are meant to provide. The participants for this study indicated a wide range of characteristics required to be a school principal and this confers what is suggested in the literature in one of the definitions of good leadership as the practical wisdom applied by the leaders to any situation where one is in charge or attempts to be. The definitions of leadership found in the literature can be overwhelming and some researchers argue that leadership is synonymous of influence. This has not been one of the characteristics indicated by the participants of this study. However, the variety of characteristics, identified as the most important to these leaders such as being a role model, to lead by example, passion and resilience are those of which can produce an influence on others and motivate them to achieve their best.

The school leaders interviewed in this study were very enthusiastic about how they think they might motivate their dependents. The diversity of the strategies indicated by them resemble the important characteristics which are essential in leadership. Listening, supporting and empowering people are characteristics of which can draw followers and help an organisation to accomplish a common goal. The literature suggests that people interact with each other in social groups within the organisation and human relations are actions and attitudes gained from contact with others. A leader who may display the characteristics and make use of the motivational strategies found in the study might create a feeling of trust, and this might influence the performance of others.

The research indicates that there are many differences on how international and Portuguese public schools are governed in theory and the results of this study demonstrate that there are some differences on the leadership approaches of international and Public-school leaders. However, regardless of the school status, the principals of this study revealed common attributes to run a school.

In summary, the study uncovered a compelling and straightforward picture of leadership styles from the Portuguese and the international school leaders and welcomes a form of leadership that is democratic and essential concerned with giving others the opportunity to lead and improve personal performance.

5.4 Limitations

Undoubtedly a study comprising only ten schools makes it challenging to generalise what leadership styles are mostly preferred by International and Portuguese school leaders in the Lisbon area. To my knowledge, in the region of Lisbon, there are another ten international schools and an excess of at least one hundred public schools.

The questionnaire guide was kept the same throughout the interview process to ensure consistency, but I have found that there might have been missing opportunities to deepen the research. Another factor that might have potentially influenced the results was the time of the year that the interviews took place. A suggestion to produce more accurate results would be to do all interviews at the end of the school year rather than doing them before important events take place such as the end of the year exams. In future studies, it also essential that the researcher validates the answers from the participants with a variety of dependents working in all sectors of the school. This might be difficult to achieve to produce an exclusive phenomenological and qualitative research as I have found resistance from potential candidates to participate in the study.

5.5 Further studies

A suggestion for further studies, in the international school system, would be to investigate how principal's leadership styles influence staff retention and how to implement a cohesive and long-lasting International curriculum in an international school.

In the Portuguese school system, it would also be interesting for further studies to find out how the decentralisation of policies can improve school leadership and if an independent recruitment scheme has an impact on school performance.

On a broader spectrum, other questions come to mind;

What is the impact of a principal leadership on teacher's guidance and learning?

How school staff influence the school principalship?

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Appendix 1

Letter sent to International School Principals

Dear Mr. A1

I am a final year MSc. student at ISCTE Business School in Lisbon, and I am beginning to write my thesis. I am passionate about education, management and leadership and I have experience teaching at both international and public schools, here in Portugal and abroad. For my investigation, I am looking into the traits of leaders in Portuguese international school's vs those of leaders in Portuguese public schools.

Your school is one of the leading international schools in Portugal and I would love the opportunity to schedule an informal interview to learn more about the work you do as the A1 School Principal

I am particularly interested in your views on how to motivate teams, the main characteristics essential to a school leader and the universities to which your students are accepted after they leave your school. Any further insight you have would be greatly appreciated.

I will contact your school over the next few days to enquire about a convenient time for scheduling this informal meeting.

Thank you very much for considering this request.

Sincerely,

Carlos Barata

Appendix 2

Letter sent to Portuguese school Principals

Exma. Professora B1

Estou a concluir um mestrado na Business School do ISCTE em Lisboa e encontro-me actualmente a preparar a tese que irei concluir durante este ano lectivo. Sou apaixonado pelo ensino, pela gestão e pela liderança e tenho experiência profissional como professor, tanto em escolas internacionais privadas, como em escolas públicas, tendo trabalhado não só em Portugal, como noutros países.

Para a minha investigação, estou a pesquisar sobre as características dos líderes das escolas internacionais portuguesas em comparação com as dos líderes das escolas públicas.

Escolhi a sua escola pela localização geográfica e porque despertou o meu interesse quando pesquisei as escolas públicas da área metropolitana de Lisboa. Assim, gostava de ter a oportunidade de agendar uma entrevista informal para conhecer melhor o trabalho que tem vindo a desenvolver como Directora na escola B1.

Estou particularmente interessado na sua visão sobre a motivação de equipas, as principais características que são essenciais num director de uma escola e quais as universidades nas quais os alunos ingressam depois de terminarem o liceu. Para além destes tópicos, agradeço qualquer outra informação que queira partilhar comigo e que considere útil no âmbito do trabalho que estou a desenvolver.

Na próxima semana entrarei em contacto com a sua escola para poder calendarizar o dia e hora mais conveniente para agendarmos esta conversa informal.

Muito obrigado pela atenção dispensada.

Saudações cordiais.

Carlos Barata

Appendix 3

Interview guide for Portuguese and international school leaders

Questions:

- 1- How many department coordinators are there in our school?
- 2 - Can you describe a typical working day?
- 3 - What are the general challenges of a school leader?
- 4 - What are the greatest challenges you have had since taking the leadership position in this particular school and how did you overcome these challenges?
- 5 - Can you describe how do you motivate your teams?
- 6 - Can you give me an indication of last year's student's achievement grades?
- 7 - Can you name the top three to five universities most students go to after they leave your school?
- 8- Can you talk to me about your background and field of study?
- 9 - What do you think are the most important personal characteristics a leader should possess?
- 10 - Have you played team sports during school/ university and do you currently play any sports?
- 11- How would you describe your strengths and weaknesses as a school leader?
- 12 - How do you categorise your leadership style?
- 13 - What advice would you give to someone who aspires to become a school leader?